Technology Needs Assessment

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My name is Carissa Smith, and I am currently an elementary (PK-5) physical education

teacher for Cobb County School District. Mountain View Elementary School is in the suburbs of

Marietta, GA, Cobb County. The area is affluent with a large supportive community and a high

percentage of parent involvement. The school consists of 833 students, in which I teach all of

them. According to the Great Schools website (N.D), the student demographics consist of 62%

of the student population are Caucasian students, 12% are Asian or Pacific Islanders, 12%

Hispanic, 7% African American, 6% are two or more races, and the other 1% are listed as being

other or unspecified. Ten percent of the student population qualifies for free or reduced lunches.

Seven percent of the student population are English language learners. The school consists of 92

staff members. The front office consists of nine staff members which include the principal, the

assistant principal, the student services administrator, the teacher support administrator, the

bookkeeper, the registration clerk, the attendance clerk, the nurse, and the secretary. Also, the

school has two full-time counselors that are available for our students daily. Out of the 92 staff

members, 64 of them are teachers. The school has 12 paraprofessionals who provide support for

the teachers and students.

As stated on the Cobb County School District's website (N.D.), Cobb County School

District is one of the highest-rated school districts in the state. It also states on the website (Cobb

County School District Website, n.d.), that it is the second-largest system in the state of Georgia

and the 23rd largest school district in the nation. Cobb County School District educates more than

113,000 students which consist of 112 schools (Cobb County School District Website, n.d.).

There are a total of 67 elementary schools, 25 middle schools, 16 high schools, one charter

school, one special education center, one adult education center, and one performance learning

center (Cobb County School District Website, n.d.). The school district employs Technology

Training Integration Specialists (TTIS) who are shared between multiple schools within the

district. The TTIS provides support to the staff members at every school. Staff members can go

to our school's TTIS and ask for any assistance or questions they have regarding technology. The

TTIS provides staff with training on new innovative technology methods and strategies that can

be implemented in the classroom. The teachers at my school have all been trained and certified

as Microsoft Innovative Educators (MIE). I believe that the staff lacks the resources and methods

to effectively implement technology to its fullest capabilities in the classroom for student

learning.

Needs Assessment Process

        To complete my needs assessment and gather data, I used a systematic approach. The first

thing that I did was decide on the questions I wanted to ask on the survey. These questions

focused on having staff members answer questions regarding technology implementation in the

classroom. Once I came up with the list of questions for the survey, then I focused on what type

of data I wanted to gather from my interviews. These are important steps that must be thoroughly

designed because data collection plays an essential role in determining the needs of the teachers

and school. Once the surveys and interviews were created, I had to decide who I thought would

be key stakeholders who could help me complete this data collection. When deciding on these

individuals, I wanted to make sure that I received results from both lower primary

(Kindergarten-second grade) and upper primary (third-fifth grade) classrooms. I wanted to

survey the needs of the entire school and make sure that all grade levels were being represented

with input. I felt it was imperative to address the needs of the entire school and not just one grade

level. In addition to obtaining feedback from kindergarten-fifth-grade teachers, I also wanted to

collect input from one of our target teachers, our technology teacher, and our STEM teacher. I felt that their responses were lucrative because they see students from every grade level, and they implement technology daily within their classrooms. Once I chose the staff that I wanted to survey I sent them an email with the link and asked them to complete it. I sent the survey out to 11 teachers, and they all completed it for me. I gathered feedback from a kindergarten teacher, two first-grade teachers, one second-grade teacher, one third-grade teacher, 2 fourth-grade teachers, and one fifth-grade teacher. In addition, I also received responses from one target teacher, our technology teacher, and our STEM teacher

After completing this task, the next step was to determine the key stakeholders who I would interview. I felt it was imperative to speak to the individuals within the school who make the final decisions on technology, educational software and programs, and professional development for our school. So, I felt that I should interview the school principal, the assistant principal, the teacher support administrator, the school's TTIS, and the school's media specialist. Once I completed these interviews and the teacher surveys, I spent time analyzing the results and determining common themes that I observed within the results. This helped me prioritize the data and determine the most important technology needs for the school based on these results. Once I determined the needs, it was important that I determined which ones were of the utmost importance. After I accomplished this task, I began to document the results, determine what actions needed to be taken and developed the needs assessment report.

Current Technology

My school is very fortunate with the amount of technology access we have available. The school has three computer labs that teachers can reserve when technology classes are not using them during the special's rotation. Also, every classroom in the school is equipped with four

desktop computers. In addition, each grade level has an iPad or laptop cart equipped with 30

devices that are available to use during the school day. Every classroom is equipped with a

Simplicity Board. The media specialist has additional forms of technology available in the Media

Center as well. Some of these resources include two Simplicity Boards, a class set of virtual

reality goggles, and a class set of iPads. The entire school has Internet access and Wi-Fi

capabilities. The teachers have access to the county digital platform, Cobb Teaching and

Learning System (CTLS). CTLS is a digital learning environment that helps to "identify what

students know, supports student learning, engages parents, and empowers teachers with one goal:

student success" (Cobb County School District Website, n.d.). Additionally, every teacher has

access to several software programs such as DreamBox, Flipgrid, Flocabulary, Nearpod, and

more. As I mentioned earlier, the school is a Microsoft school, so every teacher is certified and

trained in Microsoft technology programs. Also, the school has a TTIS that is shared among a

few neighboring schools in the district. She spends time at all of these schools to help be of

assistance with any technology questions or concerns. She is willing to provide the staff support

and will assist with lessons incorporating technology if needed. If our staff needs opportunities

for professional development in technology, she will hold sessions and tutorials for us.

Description of Stakeholders

I reached out to several of my colleagues who I felt could help me gain a better

understanding of the technology needs of our school. I surveyed 11 teachers to gain their insight

on technology integration in the classroom, barriers for implementation, visions, and their

primary goals for technology usage. I surveyed at least one General Education teacher from each

grade level. I surveyed a kindergarten teacher, two first-grade teachers, one second-grade teacher,

one third-grade teacher, two fourth-grade teachers, and one fifth-grade teacher. As mentioned

earlier, I also surveyed one target teacher (gifted), our school technology teacher, and our school's STEM teacher. All of these teachers could help me gain a better understanding of how technology is being utilized throughout the school building. They could provide reasons and barriers that teachers are faced with, what they need to improve their concerns and technology needs, and how they could be provided support. Every one of these teachers plays an important role in educating our students and providing them with engaging learning experiences. 54% of the teachers surveyed have taught for over 10 years, 9% have five to eight years of teaching experience, and 36% have less than five years, with two of them completing their first year of teaching. All teachers surveyed were Caucasian and females. In addition, 45% of the teachers surveyed have furthered their education to earn higher degrees.

The five individuals I interviewed have a significant role in making the final decisions for the school. They are the key decision-makers when it comes to determining the software programs teachers use, professional development opportunities, and creating the school's vision on technology implementation in classroom instruction. These five key stakeholders consisted of the principal, assistant principal, teacher support administrator, the school's TTIS, and the media specialist. Two of these individuals have received their doctorate degrees, while the other three have received their specialist degrees. All these individuals have been working in education for over 10 years and are MIE trained and certified.

Major Outcomes and Identified Needs

After spending time analyzing the data, I found there to be multiple themes that I observed throughout the survey and results. Most of the common themes seen throughout the surveys were teachers felt that there was a lack of a clear vision of technology implementation, a lack of devices to use for engaging students and enhancing student learning with individualized

instruction, and a need for more professional development to help assist in determining how to use technology to support the curriculum. There was an overwhelming amount of feedback that determined that most of the staff members were unsure whether the school has a technology plan. Many felt that if there was one it was not clearly communicated to the staff.

Another common need that was addressed in both the surveys and interviews was the need for more devices, preferably one-to-one devices. Many of the stakeholders felt that teaching with technology was challenging because they did not have enough devices for every child to use at the same time. They could not have all their students on devices at the same time unless it was their class's turn to use their grade level's technology cart or were signed up to use one of the computer labs. This presented another challenge because the classrooms must share the devices with the rest of the school. This created an issue because the school's devices varied across grade levels. This was a concern by the teachers because they felt that having one-to-one devices was necessary for the students to become familiar with their own devices through practice. The teachers expressed that it was becoming a constant struggle in the classroom because they were spending more time fixing technology issues or helping the students learn how to use the devices properly. These restrictions and barriers mentioned by the teachers make it difficult to integrate technology into instruction.

The majority of stakeholders wished for students to learn basic technology skills, especially typing. The principal, assistant principal, and technology teacher stated how this is imperative for the students. All third, fourth, and fifth-grade students are required to perform state testing online. They did not feel that students had the basic technology skills to perform to the best of their abilities and were not fully prepared for the test.

The survey results displayed that the teachers know that technology is expected to be used in classroom instruction, however, many of them stated that they were not sure to what capacity. Another observation I made from the surveys and interviews was that technology implementation was not the same across all grade levels. The amount of time and to what capacity technology was being implemented varied. From the surveys and interviews, I concluded this is a result of a lack of vision, lack of professional development, lack of devices, and lack of teacher skills and knowledge. Teachers expressed that many staff members want to utilize technology more but need to learn strategies to implement it effectively to enhance student learning. Many felt more professional development would help with learning how to implement and align grade-level standards with the use of technology. Teachers' comfort levels were a common factor in why administrators felt technology usage varied across the grades. This can be fixed with more beneficial and effective professional development that teachers want to take part in. Professional development needs to be used to teach the teachers methods and strategies of integrating technology to best meet the needs of the students while meeting grade-level standards.

Priority Needs and Criteria Used

Below is the table I used to identify and display the common needs addressed in the surveys and interviews I collected. The biggest priority needs were the desire for a clear technology vision, one-to-one devices, professional development on technology for curriculum instruction, and the need for students to learn the basic skills of typing. This table allowed me to determine and identify the causes, consequences, and difficulties to correct each need.

NEED	CAUSES	CONSEQUENCES	DIFFICULTY TO CORRECT (LOW, MEDIUM, HIGH)
Lack of student devices-push for one-to-one devices	Lack of funding from the school or school district	Without funding for these devices, students will not be prepared for the digital world. They will not be able to receive individual instruction and student-centered learning activities.	High
Communicated vision and technology plan	A defined technology team is not established with key stakeholders	If a strong technology team is not set in place, a clear vision for implementation cannot be stated with clear expectations for the staff and students.	Low
Funding for more training in curriculum planning that integrates technology	Lack of funding from the school district or school to support this need	If there is no training in curriculum development, teachers could miss an important piece in how to effectively implement technology to yield student achievement and increase student learning.	Medium
Funding for professional development on technology implementation in curriculum instruction	Lack of funding to support the professional development by the school district or locally within the school.	Without proper training and opportunities for professional development, teachers will not develop the skills or knowledge to provide instruction effectively with technology. Teachers will continue to feel uncomfortable and frustrated with technology making them less likely to utilize it for instruction.	Medium
Software programs (Type to Learn) that will help teach students how to type	Lack of funding to purchase the software	Without the resource of a software program to help	

	program through school funds.	teach students how to type, the responsibility falls onto the teacher who may not feel comfortable teaching it. Students will lack getting properly trained to type and suffer during testing.	Medium

Action Plan

      After completing this needs assessment and determining the needs of the school, I believe the first plan of attack is to reevaluate and reconstruct a strong technology team for the start of the 2022-2023 school year. The purpose of the technology team is to establish a group of stakeholders who are passionate about technology integration in classroom instruction. The team's job is to develop and define a clear technology vision for the staff. I think it is essential to adjust the existing school's technology team by including staff members from every grade level in the team. By doing this, every grade level is represented and can provide valuable input to the school's technology vision. In addition, it gives the staff ownership in the process. Furthermore, the teachers are the ones utilizing technology in their classrooms, so they can help align grade-level standards with the implementation of technology in the curriculum. With the county's initiative to move to one-to-one devices for the 2022-2023 school year, the school's technology plan needs to be modified to address the focus and purpose of utilization. It is imperative that the staff understands what the expectations will be with integrating these devices with their students to provide student-centered learning experiences. By creating a clearly defined technology plan and vision, staff members will fully understand expectations and the entire school will be on the same page.

Cobb County School district announced that our county is moving forward with a one-to-one device initiative for the 2022-2023 school year. This addresses the school's need for more devices for the students. With this new initiative, the staff will be faced with a new educational journey with technology as every child will have their own device for learning. The staff is going to embark on a new way of teaching that will enhance instruction to yield more student-centered learning, differentiated instruction, and personalized learning. The school's focus will be on preparing students for the digital world by providing them with the technology skills to be successful. The one-to-one device initiative will ensure every child is engaged and has an active role in their learning in school and at home. So, it is imperative that they must learn basic technology skills. Some of these skills include turning on devices, being able to log on and off the devices, operating and navigating software applications, identifying different hardware components, and exhibiting the skills to type successfully. So, the initial plan is to provide staff with continual professional development over the 2022-2023 school year to increase knowledge, skills, and attitudes toward technology implementation. The technology team will assist in determining professional development topics that can help the staff in meeting grade-level standards through the use of technology. Professional development throughout the year will also allow teachers to get more hands-on experience practicing with different software and devices giving them confidence. In addition, the members of the technology team will be mentors and provide support for others in the school.

The last thing that I plan to do is to acquire funding to purchase the Type to Learn software program for the entire school to utilize during the first year of technology implementation and every year moving forward. By acquiring funding for this software program, I can meet the needs of many of the teachers and administrative desires to teach

students the skills of typing. This program is an adaptive program that personalizes learning and automatically evaluates and adjusts to student progress (Type to Learn Website, 2022). The Type to Learn program is a research-based typing program that has a primary focus on building student typing skills to become proficient. According to the Type to Learn Website, this program is also aligned to meet "local, state and CCSS standards for typing and is used by schools nationwide" (2022). The program guarantees positive student outcomes, provides individualized learning for each child based on their needs, and provides teachers and administrators access to gather detailed reports on student progress. With the purchase of this software, students will become more proficient in typing which will prepare them for the mandated online state testing that is required in the third, fourth, and fifth grades. Students must have a technology background along with the skills of typing to navigate answering questions on the test and typing essays in the English Language Arts section of the test. This plan will be evaluated at the end of the 2022-2023 school year to address areas of improvement. The technology team will also deliberate at the end of the school year to evaluate whether the technology plan needs to be modified and identify any new technology needs that should arise after a year of implementing one-to-one devices.

Appendix

After the reference page, I have included my completed surveys and interview transcripts. The information collected was a mixture of quantitative and qualitative data, but mostly qualitative. The interviews and surveys contained open-ended questions for the teachers and administrative team to elaborate on their answers. These surveys and interviews helped in identifying and determining the school's priority needs for the implementation of technology to better improve and enhance student learning and performance outcomes.

References

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*Home*. Type to Learn. (2022, May 2). Retrieved June 22, 2022, from

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Appendix A-Surveys

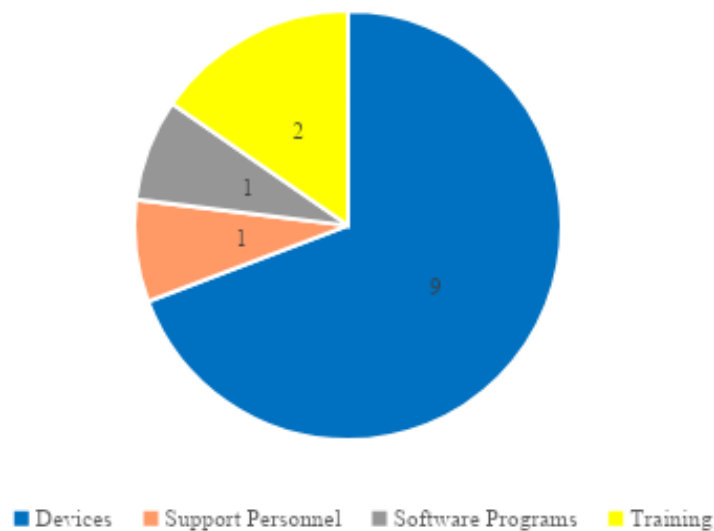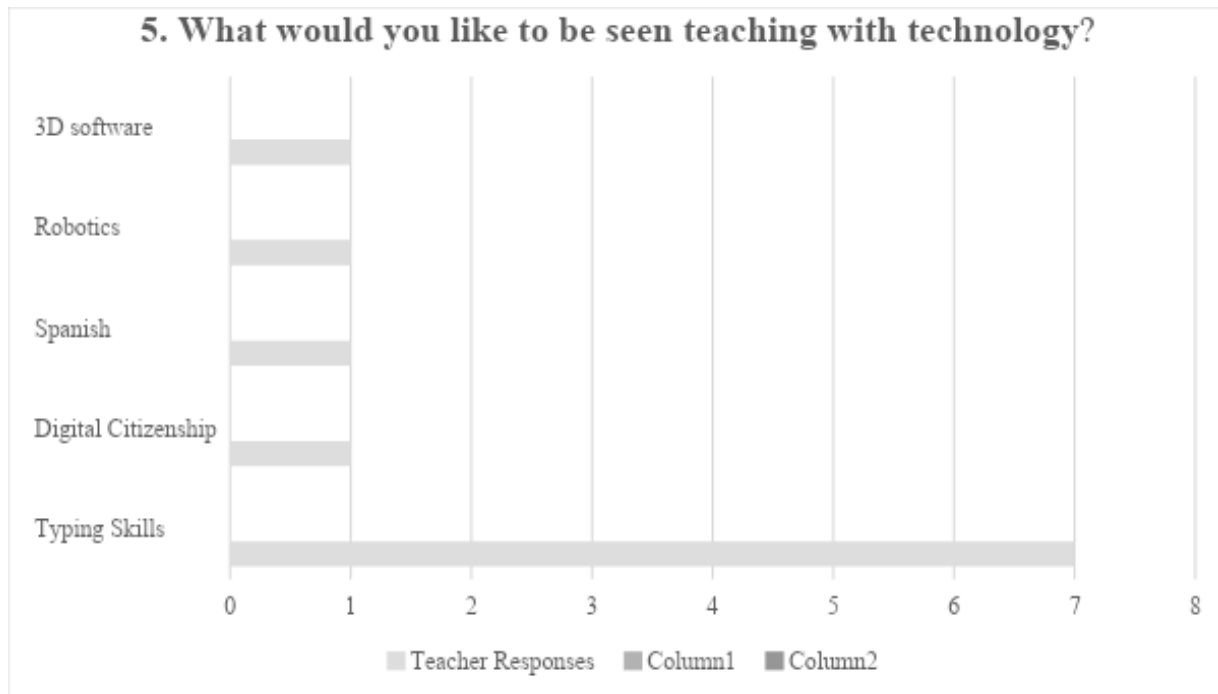| Timestamp	Your name?	Job position?	1. What is your vision of integrating technology in the school and your classroom?
6/5/2022 12:41	Sarah Edwards	4th grade	Every child receives 1-to-1 devices for learning.
6/5/2022 13:07	Emily Smith	First Grade Teacher	I would love to integrate more technology into my classroom by teaching my students how to use county-required programs. This would be easier to do if we had 1-to-1 devices.
6/5/2022 13:09	Debby Taylor	Technology teacher	I see my role as helping teachers integrate technology into their classrooms as we transition to one-on-one devices. I will work on skills that will enable them to use programs and software easier. Classroom teachers don't have time to teach the "how-to", so I hope I can take some of that burden off them.
6/5/2022 13:30	Ashley Montejo	3rd Grade Teacher	Technology is accessible to all students (1-to-1devices) and doesn't create an extra burden on teachers to access.
6/5/2022 13:32	Jamie Roach	Target teacher (gifted resource)	My vision is for the students to have 1-to-1 access to technology. Research in ALP could go further if each student had their own device.
6/5/2022 13:52	Tamerine Flatt	Fourth grade AC ELA teacher	I see it as an extension tool to start slowly and dive deeper as the students present maturity in handling the devices.
6/5/2022 14:10	Courtney Kopriva	1st-grade teacher	My vision of technology in my classroom would be to incorporate more engaging reading, science, and social studies activities with the use of 1-to-1 devices.
6/6/2022 8:35	Cassie Zielinski	STEM Instructional Specialist	I would love for students to have 1-to-1 devices so they can use them at home and bring them to specials. Students need to not only be a consumer of technology, but also a user of technology. We need to put devices in their hands and let them use them.
6/6/2022 22:15	Jessica Sutton	Kindergarten-Gen Ed	The ability to have access to 1-to-1 devices would be beneficial when students are working on independent skill levels.
6/12/2022 15:35	Krissy Carlson	5th-grade teacher	I would like to see technology used as a tool to support instruction. We need 1-to- 1 devices, so every student has access to a device to do research, access assignments, and publish writing pieces.
6/12/2022 17:18	Mary Ann Farah	2nd-grade teacher	Technology is embedded in most lessons. It would be beneficial for every student to have their own device.

2. Does the school have a clear technology vision?
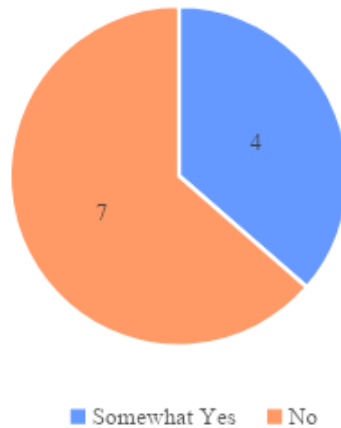
3. What is your primary goal and purpose in integrating technology in your classroom?

| Timestamp	Your name?	Job position?	3. What is your primary goal and purpose in integrating technology in your classroom?
6/5/2022 12:41:17	Sarah Edwards	4th grade	My primary goal for integrating devices is to prepare students for the real world by teaching them skills that they will be able to use throughout the rest of their school career, as well as their future careers.
6/5/2022 13:07:14	Emily Smith	First Grade Teacher	To help students be more engaged and take part in creating things with technology.
6/5/2022 13:09:20	Debby Taylor	Technology teacher	N/A
6/5/2022 13:30:54	Ashley Montejo	3rd Grade Teacher	Streamlining tasks, student engagement, assessment, and differentiation.
6/5/2022 13:32:32	Jamie Roach	Target teacher (gifted)	My primary goal is to bring representation to each student through technology integration. Our students come from very diverse backgrounds, especially religious. Through 1-to-1 resources, students have more freedom to research and create products that represent them personally.

6/5/2022 13:52:24	Tamerine Flatt	Fourth grade AC ELA teacher	To have the students understand the value of technology when it comes to research, creating and saving work, as well as becoming more comfortable with it overall.
6/5/2022 14:10:32	Courtney Kopriva	1st-grade teacher	I love technology as it engages the students. I love a great read-aloud book online and also want each child to feel confident using technology for reading and writing (typing as well).
6/6/2022 8:35:19	Cassie Zielinski	STEM Instructional Specialist	To do tasks that otherwise would take weeks or months to accomplish. It allows us to go through the engineering design process faster and in more detail.
6/6/2022 22:15	Jessica Sutton	Kindergarten -Gen Ed	Make it user-friendly for the kinders and utilize the resources and materials that will enhance their learning.
6/12/2022 15:35	Krissy Carlson	5th-grade teacher	I teach ELA so my main use is for research and to publish drafts of papers. Students can easily share with the teacher this way and can get immediate feedback.
6/12/2022 17:18	Mary Ann Farah	2nd-grade teacher	Increase learning, individualize instruction

4. What is the school lacking for technology integration?

Devices — 9; Support Personnel — 1; Software Programs — 1; Training — 2

5. What would you like to be seen teaching with technology?

Two teachers expressed 2 areas lacking: devices and training. Therefore, there is a discrepancy in the numbers that you see in the above chart.

6. Does the school have a long-term technology plan in place?
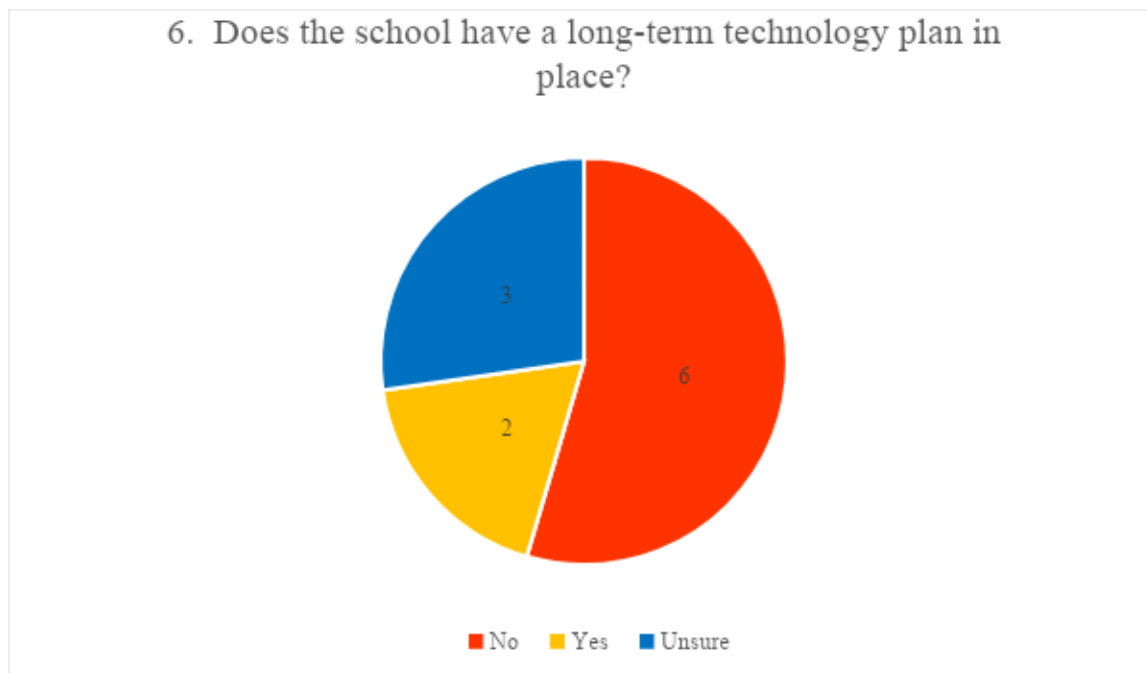
7. What do you need to make technology an integral part of your classroom instruction and activities? Mark all that apply.

11 responses

More time to change curriculum to better incorporate technology	4 (36.4%)
Need more training on how to use technology	6 (54.5%)
Need more training in curriculum that integrates technology	5 (45.5%)
Need more technology resources and equipment (computers, Ipa…	8 (72.7%)
Nothing at this time	0 (0%)
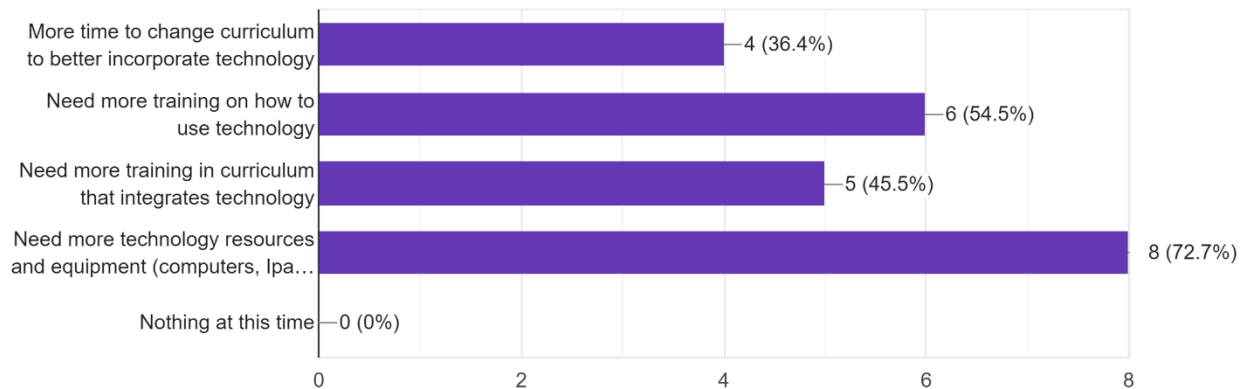
Question eight asked the teachers to respond only if they answered "other" in question seven. If the teacher checked the "other" box, they were to explain what other needs they had or what they were lacking in order to make technology more of an integral role in their classroom. However, there were no teachers that expressed any other needs except the ones listed above in the graph.

9. How often do students in your school use technology in the classroom for learning activities?

Timestamp	Your name?	Job position?	9. How often do students in your school use technology in the classroom for learning activities?
2022/06/05 12:41:17 PM AST	Sarah Edwards	4th grade	1-2 times a week
2022/06/05 1:07:13 PM AST	Emily Smith	First Grade Teacher	Technology is used every day but not by every student. We only have four desktop computers and four iPads so not every child is able to use technology each day.
2022/06/05 1:09:19 PM AST	Debby Taylor	Technology teacher	I do not know. We have some teachers who use it more than others. Everyone needs to get on board.
2022/06/05 1:30:54 PM AST	Ashley Montejo	3rd Grade Teacher	2-3 times a day for short periods.
2022/06/05 1:32:31 PM AST	Jamie Roach	Target teacher (gifted)	In my classroom, we use technology with grade levels first through fifth on a weekly basis. Most of the use is for research purposes or collaborative group projects.
2022/06/05 1:52:23 PM AST	Tamerine Flatt	Fourth grade AC ELA teacher	Daily during WIN time (what I need) which requires independent student activities
2022/06/05 2:10:32 PM AST	Courtney Kopriva	1st-grade teacher	At least 2-3 times per day. It depends on math and reading groups and the days the students have access to the technology in the classroom. In my instruction, I incorporate whole group activities with technology throughout the day.
2022/06/06 8:35:19 AM AST	Cassie Zielinski	STEM Instructional Specialist	Daily
2022/06/06 10:15:51 PM AST	Jessica Sutton	Kindergarten - Gen Ed	15-30 mins a day if that

2022/06/12 3:35:54 PM AST	Krissy Carlson	5th-grade teacher	I would say on average 3 times a week depending on the subject they are working on.
2022/06/12 5:18:01 PM AST	Mary Ann Farah	2nd-grade teacher	Throughout the day (but not every child for every activity due to lack of devices)

10. What do you believe the biggest barrier is to the integration of technology regularly in the classroom? Why?

Timestamp	Your name?	Job position?	10. What do you believe the biggest barrier is to the integration of technology regularly in the classroom? Why?
2022/06/05 12:41:17 PM AST	Sarah Edwards	4th grade	Lack of resources
2022/06/05 1:07:13 PM AST	Emily Smith	First Grade Teacher	Not having enough devices.
2022/06/05 1:09:19 PM AST	Debby Taylor	Technology teacher	All teachers need to get on board with technology integration. Essential that we provide training and resources for them so they will implement technology. On any given team, the educational experience needs to be the same for all students in that grade level.
2022/06/05 1:30:54 PM AST	Ashley Montejo	3rd Grade Teacher	The lack of access to enough devices for all students.
2022/06/05 1:32:31 PM AST	Jamie Roach	Target teacher (gifted)	Resources. 4 desktop computers and a shared cart of half-working laptops for an entire grade level do not offer what is needed for meaningful integration.
2022/06/05 1:52:23 PM AST	Tamerine Flatt	Fourth grade AC ELA teacher	Teacher knowledge of resources
2022/06/05 2:10:32 PM AST	Courtney Kopriva	1st-grade teacher	Lack of instruction and teachers feeling confident using it in the classroom. I believe this is mainly due to the lack of time teachers have throughout the day, as many days of the week are devoted to meetings during planning times.
2022/06/06 8:35:19 AM AST	Cassie Zielinski	STEM Instructional Specialist	Working devices. Updated devices. Programs that can be loaded without the amount of time wasted to get them downloaded.
2022/06/06 10:15:51 PM AST	Jessica Sutton	Kindergarten - Gen Ed	Time.

2022/06/12 3:35:54 PM AST	Krissy Carlson	5th-grade teacher	Time and devices. We are still tied to teaching all of our standards and not everything can be taught through technology. The teachers have also been instructed that the students cannot be on devices all day.
2022/06/12 5:18:01 PM AST	Mary Ann Farah	2nd-grade teacher	Lack of devices

Appendix B-Interview Transcripts

#1. Dr. Renee Garriss, Principal

1. What do you think the school is lacking in technology integration and why?

    Teacher training. Training is vital to having a successful technology integration at the school level. Some teachers feel comfortable with technology while others use it to get by, but not to fully engage students in lessons. I find this to be true across all grade levels and specials across our school.

2. What ways do you feel these needs can be satisfied?

    We have a wonderful TTIS that provides great support for the teachers. This district also offers ample classes for the teachers to become more adept at integrating technology into their classrooms. Teachers must take it upon themselves to become fluent in technology integration for their students in the classroom. They need to ask questions if they are confused or need assistance. I feel we have a lot of resources that our teachers can utilize, many are choosing not to.

3. What do you feel is the biggest challenge with integrating technology in the classroom?

    Time is a key factor.
    Can you please explain?

    Yes, meaning teachers need time to learn the technology and apply it to their lessons for student learning.

4. Do you feel the staff is utilizing technology effectively to improve student learning while providing them with engaging lessons and activities?

    Some teachers are doing a fantastic job at integrating technology and others are doing the bare minimum. Unfortunately, some teachers close their doors and don't do more than what the district requires.

5. What do you think is working well with technology integration in the school and classrooms?

Almost 100% of our staff is MIE trained which is a great starting point for technology integration. The comfort level of the teachers is important because now the evaluators will be including this piece during teachers' walk-throughs, formative, and summative assessments.

6. What does your ideal lesson look like with the implementation of technology?

    Students that are actively engaged in the lessons and the grade-level standards are still being met with the use of technology.

7. Do you feel the staff utilizes the tools and resources that are set in place by the county and school?

    Some do and others do not.
    Why do you think that is the case?

    I think some teachers don't want to invest more time looking into the tools and resources that are available.

8. What would you like to be taught at school, that right now is impossible because of lack of technology?

    The use of computers and laptops to implement writing instruction. Since the State mandates online testing, all 3rd-5th grade students at our school must complete an essay on a topic that is given and type their response on the computer. Students do not have enough practice doing this. However, I hope that this will be easier this coming school year since every child will have a laptop or iPad to use every day.

9. Does the school currently have a technology plan in place?

    Yes, our technology committee meets monthly to review and revise the plan, but the plan is aligned with the county's expectations.

    Who is the committee comprised of?

    The committee consists of the administrative team and the media specialist.

10. In 3 years, how would you like to see the school and staff with technology integration?

    I would like to see all teachers utilizing technology in their lessons when appropriate. It shouldn't be used to take the place of the teacher teaching but needs to support instruction and have a purpose in student learning. It doesn't need to be used all day long or every

day, but it should be used appropriately. I feel all students should have the same opportunity to access technology not based on the teacher they have.

 # 2. Dr. Alexa Musto, Teacher Support Administrator

1.   What do you think the school is lacking in technology integration and why?

   Standards alignment and professional development in helping educators align technology with student needs. Another thing I see lacking is long-term funds for appropriate upkeep of computers, programs, and research-based ideas for proper use of technology with elementary students.

2. What ways do you feel these needs can be satisfied?

   We will be moving toward the district's expectations for one-to-one computer use in each classroom. Also, I feel it is important to see identify and analyze what research says is appropriate for younger children. Teachers need to research and be mindful of the use of technology in their classrooms.

3. What do you feel is the biggest challenge with integrating technology in the classroom?

   Time, Staff to implement and provide professional development, students' misuse of technology, and online safety.

   Can you please explain?

   It is all about monitoring technology, teaching students the dos and don'ts of using technology and making sure it is being used appropriately and effectively with each grade level.

4. Do you feel the staff is utilizing technology effectively to improve student learning while providing them with engaging lessons and activities?

   Sometimes. I believe that staff members are trying to create learning environments that are technology exclusive, but it is difficult currently without enough devices for every child.

5. What do you think is working well with technology integration in the school and classrooms?

   Most of the staff is MIE trained, so they are competent in Microsoft programs and can utilize those tools and programs in their classrooms.

6. What does your ideal lesson look like with the implementation of technology?

   Technology is used to support the lesson and is integrated in a natural way to enhance student learning and prepare them for the next grade level.

7. Do you feel the staff utilizes the tools and resources that are set in place by the county and school?

   I believe they try with the time they are allotted. There are school programs put in place for specific students that are utilized per district guidelines.

8. What would you like to be taught at school, that right now is impossible because of lack of technology?

   I am not sure it is a lack of technology. We have it, just not enough for every child to have their own device to use daily. What we lack is funds, teacher knowledge of implementation, and the appropriate use of technology with the students.

9. Does the school currently have a technology plan in place?

   The school is currently working on a technology plan due to the implementation of one-to-one devices for grades K-5. We have always followed the district's plan in the past, so we are revising it to address the changes for the 2022-2023 school year.

   Who is the committee comprised of?

   The committee consists of the administrative team and the media specialist.

10. In 3 years, how would you like to see the school and staff with technology integration?

    I would like to see technology being used appropriately by teachers and students. Although there are different strategies for implementing technology, it is important to focus on students who could use technology and programs to help alleviate their learning difficulties.

#3. Sherry Green, Assistant Principal

1. What do you think the school is lacking in technology integration and why?

   Teacher training and consistent implementation of technology across all grade levels. The county provides many tools for technology, but a lack of time, devices, and training limits the integration.

2. What ways do you feel these needs can be satisfied?

   A technology plan is going to be implemented for the 2022-2023 school year as our school moves into a one-to-one device for every child.

3. What do you feel is the biggest challenge with integrating technology in the classroom?

   The need for a balanced instructional model is best!

   Can you please explain?

   Yes, students need to use technology appropriately, based on age and academic level to meet their needs.

4. Do you feel the staff is utilizing technology effectively to improve student learning while providing them with engaging lessons and activities?

   I think most staff use technology, however, there are always ways to improve the practice through professional development. I believe having more devices will help with this.

5. What do you think is working well with technology integration in the school and classrooms?

Having employees that are trained and experts with technology that can provide support for staff members. Our technology specialist, our school IT, and our media specialist and their programs have helped teachers see new technologies modeled by professionals.

6. What does your ideal lesson look like with the implementation of technology?

    In the elementary setting, a balance of technology is what I am looking for in a lesson. Students should be engaged, and learning should be differentiated to meet the needs of the students.

7. Do you feel the staff utilizes the tools and resources that are set in place by the county and school?

    I think some do, while others do not. We have an IT for our school that provides support to the teachers.
    Why do you think that is the case?

    Time is a factor because the school TTIS is shared between multiple schools in the district area. If she isn't at the school, teachers won't reach out for help, but if she is there, they are much more apt to utilize her support and expertise.

8. What would you like to be taught at school, that right now is impossible because of lack of technology?

    I would love to see a focus on students' typing skills. With limited technology, especially in the upper-grade levels, there has been a decrease in their typing skills, which is an essential skill they need. It is important to start typing skills from the moment they enter elementary school, so skills can be built on.

9. Does the school currently have a technology plan in place?

    The school is currently working on a technology plan to address expectations as we move into one-to-one devices for students. The school has always followed the district's expectations in the past.

10. In 3 years, how would you like to see the school and staff with technology integration?

    I would love to see technology being used appropriately and to engage student learning. I would also love to see students in 3rd-5th grades have excellent typing skills to prepare them for State testing online. I would love to see them draft an essay and be able to type it up on the computer.

#4. Jami O'Connor, Media Specialist

1. What do you think the school is lacking in technology integration and why?

   I wouldn't say the school is lacking in technology, if anything, it is more funding. Technology is expensive and the funds to have all of the technology are not feasible.

2. What ways do you feel these needs can be satisfied?

   Our county has worked hard to provide technology for all students, especially during COVID. I believe that if they keep up this effort, then we will be successful in obtaining and maintaining technology for the schools.

3. What do you feel is the biggest challenge with integrating technology in the classroom?

   Teachers.

   Can you please explain?

   Teachers are still uncomfortable and nervous around technology. Even though the staff receives training and professional development, if they don't use it and "play" with it, then they lose it. They need constant practice and time to do it.

4. Do you feel the staff is utilizing technology effectively to improve student learning while providing them with engaging lessons and activities?

   Yes and no.

   Can you elaborate?

   Some teachers embrace technology with open arms and an open mind. They work toward finding a balance of technology use, but there are still many that do not touch it.

With us going virtual during the pandemic, many teachers were "forced" to use it and I believe that helped them become more comfortable with using it. I feel that teachers still need to be trained deeper in programs and devices. They need time to create, make mistakes, and try again. Yet, time is so limited for training and practice. More time would be beneficial for all.

5. What do you think is working well with technology integration in the school and classrooms?

We will be moving to one-to-one devices this upcoming school year, so once teachers get used to using the devices, I feel that they will naturally fall into more technology use.

6. What does your ideal lesson look like with the implementation of technology?

It is a pipe dream, but I would love for everything to run smoothly with technology. However, we all know that this isn't the case. Technology is great but it can also cause challenges. Technology breaks down, programs freeze, and batteries die.

7. Do you feel the staff utilizes the tools and resources that are set in place by the county and school?

Yes and no.

Why do you think that is the case?

There are so many programs available, but they are not all in one spot for easy access. This leads teachers to get overwhelmed, especially if they are not comfortable with technology. Teachers who are not comfortable with technology won't use it as much as others and then their students' experience will be vastly different than others and may make them unprepared as they move to the next grade.

How do you think this can be improved?

If there was one place that teachers could add and take away programs would be extremely helpful.

8. What would you like to be taught at school, that right now is impossible because of lack of technology?

Nothing. We have a load of technology. I am the first person in the school who is typically trained on it, so I can provide training and assist others with it.

9. Does the school currently have a technology plan in place?

Yes, we have always followed the school district's plan. However, now that we are getting ready to move to one-to-one devices, we are going to modify the plan to better address the school's expectations.

10. In 3 years, how would you like to see the school and staff with technology integration?

I would like the staff to become more comfortable with technology. Professional development will help this problem. The way I look at it is that the 21st classroom has been around for a while now and teachers cannot say they are not familiar with technology and such. I want teachers to be sufficiently trained so they won't shy away from using the technology to the best ability.

#5. Heather Charest, Technology Training Integration Specialist

1. What do you think the school is lacking in technology integration?

    I think the technology integration is currently lacking buy-in from staff with the current learning management system. I think the staff needs more time to develop workflow with the system that allows them to reach students in authentic and meaningful ways.

2. What ways do you feel these needs can be satisfied?

    By allowing staff to choose their professional learning options, I think there would be more buy-in from staff because they would be able to pick a path that fits their needs.

3. What do you feel is the biggest challenge with integrating technology in the classroom?

    I think that teachers tend toward trying to do too much instead of using a few tools well within learning experiences. There is no one-size-fits-all with technology and it often takes trial and error to determine which tools will support different students at different times.

4. Do you feel the staff is utilizing technology effectively to improve student learning and provide engaging lessons and activities?
    I think there is always room for improvement. Unfortunately, the stress of standardized testing forces teachers to feel they need to cover material in a short amount of time, and they struggle to see how project-based or problem-based learning can be utilized to grow students' abilities and learning. I also think teachers stop at substitution of technology for traditional learning activities and they struggle to move into deeper learning experiences.

5. What do you think is working well with technology integration in the classrooms and the school?

Teachers know that technology is a component that will reach children's interests. Since most of the teachers have completed Microsoft Innovative Educator training within the last four years, I am seeing more teachers use tools like OneNote and Forms to engage students both in the classroom and outside of it.

6. What does your ideal lesson look like with the implementation of technology?

My ideal lesson with technology would be a problem or project-based learning where technology would be used to augment the learning experience and would be necessary for learning to occur.

7. Do you feel the staff utilizes the tools and resources that are set in place for support?

I am one of the resources that is available for staff use and I would say that about 25 percent of the staff takes advantage of the support available to them. However, I have a feeling this will change as we look at the introduction of devices for all students in elementary in July/August.

8. What would you like to be taught at school, that right now is impossible because of lack of technology?

Come July, we will not have a lack of technology, so I think the important things to teach right now are digital citizenship and using Office 365 tools to teach children how to be organized (files, naming conventions, etc) and how to create using technology tools.

9. Does the school currently have a technology plan in place?

Yes, the school has access to the County Technology plan.

10. In 3 years, how would you like to see the school and staff with technology integration?

I would love to see the teachers using CTLS and the tools from Office 365 (Microsoft) to engage students in authentic learning experiences that help to prepare them for future work they will do beyond school. It would be great to see students producing creative and innovative products rather than spending most of their consuming via technology that simply replaces worksheets.