

<b>Organizational Environment</b>			
<b>Gap</b>	<b>Status</b>	<b>Importance</b>	<b>Causes</b>
The VoCats examinations are not a component/determinant of schools' ABC's.	Present Negative	School personnel are not emphasizing the importance of WDE courses	Core courses are seen as the essential knowledge and skills to determine student abilities, and funding and attention is directed towards the core courses rather than the WDE courses.
Funding for WDE courses in NC has declined every year and is expected to decline tremendously over the next 5 years. Lower than national average.	Future Negative	Schools will begin losing more and more WDE courses leaving less electives for students that are beneficial to everyday living.	Lack of performance on VoCats examination and philosophical issues at the state level.
WDE faculty are required to participate in certain number of staff-development hours each year.	Future Positive	Better chance of increasing performance in WDE courses (based on VoCats scores)	All faculty members must be involved in staff-development in their content areas for statistical and licensure purposes.

<b>Work Environment Topsail High School</b>			
<b>Gap</b>	<b>Status</b>	<b>Importance</b>	<b>Causes</b>
No emphasis is placed on performance in WDE courses in school plans, including faculty meetings, bulletins, and announcements.	Present Negative	WDE staff does not feel pressure/motivation to perform.	Pressure from state and federal government for high performance in core courses for funding. Lack of formal, written policy to articulate importance of performance.
Overabundance of underutilized technological resources at THS.	Future Negative	Could lead to lack of technological abilities in the future. Decrease Return on investment.	THS vision of having ample technological resources.
School-wide awareness that all WDE courses instill a curve that can increase grades as much as 25 points.	Future Negative	The importance level remains low and the school environment will continue to view the courses as unimportant.	Lack of previous success in WDE courses. Therefore a need for each student to "pass."
No minimum criteria for going from one level to the next (Example: Computer Applications I to Computer Applications II)	Present Negative	Students are taking higher level courses even after lack of success in lower level courses.	Requirement for next level prerequisite may result in not enough students in higher level course to constitute a class. (Minimum of 8 students enrolled to constitute a class).
Students continue to	Present Positive	WDE courses remain	Students see WDE

enroll in WDE courses every semester.		available.	courses as an easy grade because they think electives are easy and they are aware of the curve system.
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<b>Work Environment <i>Fundamentals of Technology Classroom</i></b>			
<b>Gap</b>	<b>Status</b>	<b>Importance</b>	<b>Causes</b>
More than enough available technology in the classroom to meet the needs of the students (average of 1.5 computers per student)	Future Negative	Lack of return on investment. Money that was spent on unused technology could have been used elsewhere.	THS vision for having ample technological resources.
No apparent system for rewarding success or deterring lack of success.	Present Negative	There is no pressure to do well or "fear" of doing bad.	Faculty views students as leftovers and realize their lack of concern for the course and is unconcerned with success levels.

<b>Work</b>			
<b>Gap</b>	<b>Status</b>	<b>Importance</b>	<b>Causes</b>
Approximately 20% of class time is for instruction.	Present Negative	Lack of guidance from the instructor as to what is expected and students feel as though the course is not important to the instructor if they only spend 20% teaching.	Instructor finds "lecture" style ineffective in a WDE setting. Prefers leading the learners then allowing them to explore.
Very little hands-on application of technological concepts.	Present Negative	Students are only researching materials and not given the chance to apply and ensure the learning process.	Instructor's inability to keep students on track during hands-on activities in the past.
Students are teaching students.	Present Positive	Students view their assignments as ways to show what they have learned and take pride in "teaching" each other.	Instructors views of WDE courses as needing to self-exploratory.

<b>Worker Issues</b>			
<b>Gap</b>	<b>Status</b>	<b>Importance</b>	<b>Causes</b>
Students view Fundamentals of Technology as unimportant.	Present Negative	Lack of concern in students for success in the course.	Tradition of WDE courses being unimportant at THS. No pressure from above.
Students perform well on the computer competency exam and have high levels	Present Neutral	The high level of ability in the students has no apparent affect on the performance.	Students are not learning the importance of using the technology

of technology abilities.			properly although they are capable.
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