ESSENTIAL CONDITION ONE: EFFECTIVE INSTRUCTIONAL USES OF TECHNOLOGY EMBEDDED IN STANDARDS-BASED, STUDENT-CENTERED LEARNING			
ISTE Definition: Use of information and communication technology (ICT) to facilitate engaging approaches to learning.			

Guiding Questions:
- *How is technology being used in our school? How frequently is it being used? By whom? For what purposes?*
- *To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, QCCs)?*
- *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices? (See Creighton Chapters 5, 7)*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
All classrooms have LCD projectors, document cameras, slates, and computers for use with instruction. Every teacher has been trained at least once on the use of technology and embedding it into instruction. All students have a Google drive account that allows them to create and save documents in the cloud. All students have access to upgraded wifi and can bring their own electronic device to school to use in lessons. Students have access to USAtestprep that provides instruction and remediation that is aligned to CCGPS and is available both at school and at their homes. There is a school website for	No clear technology plan for the school. Most teachers are not utilizing technology beyond the basic teacher led lecture. Many teachers are using the technology but the students are not using it for authentic learning experiences. Only three full sized computer labs and zero mobile carts available to a school of over 1400 students. Not all students have access to a mobile electronic device to bring to school. This makes it very difficult to get technology into every student's hands and use it with student-centered learning.	Professional development on implementing technology in the classroom with model lessons. Invest in mobile technology carts for each department for students who do not have devices to bring to school. Help to identify and develop early adopters who are utilizing technology for student driven instruction, then have them mentor other teachers.	Many teachers do not want to let the students use technology that has been purchased for their classroom. Many teachers are not using the technology at all that has been purchased and are unwilling to try new techniques in the classroom to embed technology in lessons. Lack of funds for purchasing more technology because of budget cuts. We have purchased some technology already but there has been some malfunctions and breakage. There has been an unwillingness to purchase replacements, which prevents it from being used effectively with instruction. Some teachers reluctant to move from teacher-led lecture

communication with community members. The school utilizes social media to communicate with parents and the community.			style delivery of instruction to student-driven constructivist instruction.

Summary/Gap Analysis: Villa Rica High School finally got projectors, document cameras, and slates for every classroom. The teachers received training on the use of the document cameras and slates. The county also implemented a Bring Your Own Technology initiative as well as setting up every student with a Google Drive account. There needs to be more training on how to bring the technology that the teacher uses and the technology that the student uses together. There is also a significant need for training on how to use technology with students in a constructivist instructional strategy. Sources: informal interviews, informal observations, school website, and county website.

ESSENTIAL CONDITION TWO: Shared Vision
ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.

Guiding Questions:
- *Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?*
- *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they underline believe about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?*
- *To what extent do educators see technology as critical for improving student achievement of the GPS/QCCs? To preparing tomorrow's workforce? For motivating digital-age learners?*
- *What strategies have been deployed to date to create a research-based shared vision?*
- *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
There is a district three-year technology plan. Technology is a part of the school improvement plan. Technology is embedded in the performance standards of the new Common Core Georgia Performance Standards (CCGPS) Parent perception survey includes questions regarding technology use as part of the learning process. By taking the parents' perception into account, we are including them in the process of creating a shared vision for the school.	Few Teachers are aware of the district technology plan and how it was created. Until doing research for this project the current school improvement plan was hidden from public view, making few teachers aware of the plan. There is no obvious shared vision for technology at our school.	Teachers and students could participate in creating a shared vision for technology; this could be disseminated to the whole school through department meetings. Technology-savvy teachers could host workshops to help other teachers who are reluctant to try certain technologies in their classroom.	Many teachers are reluctant to use technology in the classroom and are not happy with the BYOT policy that has been implemented this year. Only teachers on the leadership team are involved in the creation of the SIP and possibly technology vision.

Summary/Gap Analysis:
Carroll County Schools has a five year technology plan that is available on the website. However, most teachers are unaware of the technology plan. Villa Rica High school has technology as a part of the School Improvement Plan, but most teachers are also unaware

of the plan and the parts that pertain to technology. The recent implementation of Bring Your Own Technology has introduced many classrooms to technology in the classroom. However, there is not a common vision of how technology should be used in the classroom. Sources: County Technology Plan, informal interviews, and School Improvement Plan.

ESSENTIAL CONDITION THREE: Planning for Technology
ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.

Guiding Questions:
- *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)*
- *What should be done to strengthen planning?*

Strengths	Weaknesses	Opportunities	Threats
Technology is part of the SIP.

There is a district five-year technology plan.

There is a district Bring Your Own Technology initiative.

A workshop was given on ways to utilize technology in the classroom on the last teacher workday. | There isn't a committee that is dedicated to looking at technology and its use in the classroom.

There has not been follow up with the implementation of new technologies in the classroom. Many teachers have expressed that they don't feel comfortable utilizing the technology in the classroom and therefore do not know how to plan to use it.

There is no technology coach at the school, which makes it very difficult to plan for technology because there isn't one person to implement to plan consistently. | Create a technology committee to address the creation of a technology vision and ways to implement technology into instruction.

Provide more professional development on the use of technologies in the classroom that show the planning process to implement technology. | Some teachers are not using the basic technology that was purchased and are reluctant to try. They are not interested in trying to plan for technology because they plan to never use it.

Technology seems to be an afterthought and not being used in ways to help students master a topic. |

Summary/Gap Analysis:
Technology is a part of the School Improvement Plan but few teachers are aware of it. The creation of a technology committee that includes teachers who are using technology successively in the classroom would help to improve technology use in the school. These

teachers could also be available to help other teachers implement technology in their classroom. The creation of a technology vision would also help to create a shared responsibility of utilizing technology with students throughout the school. Sources: Informal observations, informal interviews, surveys, School Improvement Plan, District Technology Plan, and the Bring Your Own Technology initiative.

ESSENTIAL CONDITION FOUR: Equitable Access
ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources

Guiding Questions:
- *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
- *To what extent is technology arrange/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *Do students/parents/community need/have beyond school access to support the vision for learning?*

Strengths	Weaknesses	Opportunities	Threats
Every classroom has an LCD projector, document camera, and slate. There are three computer labs with 32 computers each available to the school. Students and teachers have access to Usatestprep for practice with standards based materials. Students, parents, and staff have access to Infinite Campus to review students' grades and attendance.	Only a few classrooms have interactive whiteboards and student response systems. Many of the computers at the school are over 5 years old and run new software and equipment very slowly. There are no mobile carts available to utilize with students in the classroom who do not have their own device. Many students and parents are locked out of Infinite Campus and the process to reset passwords is cumbersome.	Use technology money to purchase new laptops for teachers to use with new equipment, interactive whiteboards, and student response systems. Purchase mobile carts for each department. Make the process for resetting Infinite Campus passwords easier so more people will use the resource. Make computer labs available for use before and/or after school for students who do not have access to technology at home.	Villa Rica has a large percentage of students on free or reduced lunch who do not have access to technology at home. Students who misuse technology have their technology privileges revoked, which makes it difficult to design a lesson that involves the use of technology.

Summary/Gap Analysis:
Villa Rica has come a long way in the past 3 years with regards to technology. Every classroom is now equipped with a computer, LCD projector, document camera, and slate. However, technology for students to use is limited to what they bring from home and the three computer labs available on campus. Many students at Villa Rica are on free or reduced lunch, which makes it difficult for them to access technology at home. These students would benefit from the purchase of mobile labs or opening the computer labs before or after school. Sources: School Improvement Plan, 2012 Annual Report, and informal observations.

ESSENTIAL CONDITION FIVE: Skilled Personnel

ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.

Guiding Questions:
- *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?*
- *What do they currently know and are able to do?*
- *What are knowledge and skills do they need to acquire?*

(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on "personnel," which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies.)

Strengths	*Weaknesses*	*Opportunities*	*Threats*
An IT specialist is one campus almost everyday and available to help address issues with using technology. All staff members use Infinite Campus to keep track of grades, take attendance, and write IEPs. All staff members have a google email address and access to google drive to create and share documents. Some staff members utilize different web resources and software programs to pinpoint student needs and differentiate instruction.	Many teachers are unaware of the resources available to them and students to help with mastery of content. Most teachers are only using technology for basic drilling of skills and not for authentic project-based learning.	Provide more technology for teachers and students to use in the classroom. Provide more training on resources available in the classroom and sample lessons to model the use of the individual technologies.	Many teachers do not attend optional workshops on technology training on teacher workdays. Many teachers are unwilling to relinquish control of the technology and let students use it in student-centered learning.

Summary/Gap Analysis:
Villa Rica staff members can access basic technologies to take attendance, keep track of grades, and write IEPs. Many teachers are not allowing students to use technology in the classroom and are not letting students use the technology for student-centered learning. Training with model lessons that utilize technology would help teachers see how it can be used. Sources: informal observations and informal interviews.

ESSENTIAL CONDITION SIX: Ongoing Professional Learning

ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.

Guiding Questions:

- *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
- *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
- *Do professional learning opportunities reflect the national standards for professional learning (NSDC)?*
- *Do educators have both formal and informal opportunities to learn?*
- *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
- *How must professional learning improve/change in order to achieve the shared vision?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Required and optional technology training sessions are offered periodically.	Technology training is offered as one-shot opportunity. Little follow up is available. Prior knowledge of participants is not considered when scheduling training.	Training sessions could be offered during regularly scheduled departmental meetings and/or before/after school. Members of grade-level teams could be trained to provide one-on-one support to fellow team members.	Optional sessions are poorly attended due to increased staff responsibilities and resentment on part of teachers. Training is sometimes required although technology is not available to participants.

Summary/Gap Analysis:

Training sessions are offered on a somewhat regular basis although not always well attended. Training is not offered at times when technology is available to teachers and/or teachers have prerequisite skills to use the technology. Teachers resent required meetings and do not attend optional trainings opportunities. If embedded in other faculty/team meetings, professional learning might be better delivered and received. Sources: review of professional learning offered, informal observations, and informal interviews.

ESSENTIAL CONDITION SEVEN: Technical Support			
ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.			
Guiding Questions: • *To what extent is available equipment operable and reliable for instruction?* • *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current "down time" averages acceptable?* • *Is tech support knowledgeable? What training might they need?* • *In addition to break/fix issues, are support staff available to help with* <u>*instructional*</u> *issues when teachers try to use technology in the classroom?*			
Strengths	*Weaknesses*	*Opportunities*	*Threats*
Technical support is available on site 3-4 days a week. Media Specialist is knowledgeable and will to help with technical issues.	Technical support can sometimes not be found immediately and the implementation of the technology in the classroom must be abandoned until the problem is addressed. No support for class sets of response systems. There are often disruptions to the internet service and no communication is initiated with the teachers or is often hours into the outage. Computers in labs are aging and resources to maintain equipment are limited. Technical support for instructional purposes is not available	There are a few staff members in various departments that are trained in different aspects of technology. Create a team of teachers to provide additional technological support for hardware/software issues.	Funding is limited for maintenance and upgrade of existing equipment and software.
Summary/Gap Analysis: On-site technical support for hardware and software issues is available most days with online tech request portal for teacher/staff use. Generally, computer labs are maintained and operable although bandwidth sometimes limits use. Digital textbooks are limited but all			

textbooks are limited at this time due to budge restrictions. Few quality examples of engaged learning activities are available within the school. Sources: interview with Media Specialist, informal observations, and informal interviews.

ESSENTIAL CONDITION EIGHT: Curriculum Framework

ISTE Definition: Content standards and related digital curriculum resources

Guiding Questions:
- *To what extent are educators, students, and parents aware of student technology standards? (QCCs/NET-S)*
- *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?*
- *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/QCCs as appropriate?*
- *How is student technology literacy assessed?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Technology and business teacher have awareness of student technology standards. Math teachers are aware of technology tied to math standards.	Most teachers have no knowledge of technology standards connected with curriculum standards. Teachers are not aware of NET-S. Technology literacy is not assessed outside of technology and business classes.	Identify technology embedded in curriculum standards and create awareness among the faculty. Explain how technology can support learning and lead to increased mastery of curriculum standards	Many of our students are unable to access the technology resources that we currently have because they are locked out and the process for unlocking it makes it time consuming. Therefore, it is difficult to assess students on their technology standards. Digital textbooks and resources are limited as are hardcopies. Student technology literacy is assessed only in technology classes.

Summary/Gap Analysis:
It is evident that although technology is embedded in standards, few teachers teach and assess mastery of tech standards. Outside of business and technology departments, few teachers and administrators are familiar with NET-S standards. The staff needs to develop a shared vision for technology and create technology-rich lessons to ensure students meet technology standards and are ready for 21st century education and jobs. Sources: informal observations in departmental and faculty meetings.