

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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Semester: Summer 2016

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, CCSs)?*
- *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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • All teachers are issued County laptops that have been reimaged to include the latest version of Windows as part of the Windows 10 Proof of Concept. • Teachers use Outlook and their county email to correspond with staff and the community on a daily basis. • Teachers are required to have a blog or an interactive notebook as a way to communicate assignments and standards with students, parents and the community. 	<ul style="list-style-type: none"> • According to a technology survey, 52% percent of participants in the technology survey identified themselves as LoTi level 0-2 (Hillgrove High School, 2014). • Some teachers have taken down their interactive whiteboards because they felt the technology was not useful and took up too much space. • The new Windows 10 software has made some teachers resistant to change to new technology. 	<ul style="list-style-type: none"> • BYOD and Web 2.0 allow for teachers to utilize instructional technology in new ways. • Training is available to address new technology and current tools from the Instructional Technology Department. • Integrate LoTi levels into the school vision and create targeted levels of improvement. • Survey staff to determine levels and create benchmarks for levels. 	<ul style="list-style-type: none"> • Some teachers are resistant to BYOD and may create an atmosphere of hostility toward the program. • Increasing staff development may be difficult because of schedules and can create resentment among the staff.

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<ul style="list-style-type: none">• All teachers have access to Cobb Teaching and Learning System (CTLS) that gives them access to student data, assessment information and lesson planning resources.• All teachers have access to interactive whiteboards such as SMART or Ebeam.• Many teachers have embraced BYOD and allow students to use their own digital device for instructional purposes.	<ul style="list-style-type: none">• Many teachers utilize technology for PowerPoint and email.		
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Summary/Gap Analysis:

As part of Hillgrove's shared vision to "support to all stakeholders" (Hoeh, 2016), Cobb County School District and Hillgrove has issued every teacher a current generation laptop. Hillgrove High School has maintained a commitment to technology leadership in the county by becoming the first Windows 10 Proof of Concept High School. As a Windows 10 Proof of Concept School Hillgrove teachers will receive the latest Microsoft operating system installed in their laptops. Along with laptops teachers have access to the Cobb Teaching and Learning System (CTLS) that provides a wide variety of resources to teachers.

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Although Hillgrove teachers have a great deal of access to technology, their Level of Technology Innovation (LoTi) levels remain low. According to the latest technology survey 52% of teachers identified themselves as LoTi level 0-2 (Hillgrove High School, 2014). The teachers are not growing with the new technologies and instead utilizing PowerPoint for instruction and in some cases even removing their interactive whiteboards. Although the level of technology usage at the school is low it does offer a great opportunity for the school to create a partnerships with the Instructional Technology department and TTIS to offer 21st century professional development. Although many teachers may not be receptive to additional training the opportunities out way the threats when implementing a 21st century classroom design. With the help of administration, teachers and district staff Hillgrove can leverage technology to benefit the learning community.

Hillgrove has a great opportunity to bring in all of the stakeholders and create a vision that includes the integration of instructional technology. The school would benefit by surveying the staff and addressing those needs by offering targeted trainings that include NET (ISTE) standards and increase proper research based 21st century teaching and planning skills.

Data Sources:

Hillgrove High School. (2014, September 16). School Strategic Plan: Hillgrove High School. Retrieved June 10, 2016, from <http://www.cobbk12.org/hillgrove/downloads/hillgrove-ssp.pdf>.

Hoeh, D. (2016). Hillgrove High School Shared Vision. Unpublished, Kennesaw State University, Kennesaw, Georgia.

ISTE Standards. (n.d.). Retrieved June 25, 2016, from <http://www.iste.org/standards/iste-standards>

CCSD. (2011). Cobb County School District: Three-Year Technology Plan July 1, 2012 – June 30, 2015. Retrieved June 10, 2016, from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/ccsd_district_technology_plan.pdf.

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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 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 view technology as critical for improving student achievement of the GPS/CCSs? 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? Explain how will you advocate for a solution.*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • The school has a vision that stresses a quality education, promote integrity, self-discipline, personal initiative and academic excellence (Hillgrove, 2014). • Hillgrove High School follows the technology vision from the Cobb County Three-Year Technology Improvement Plan (CCSD, 2011). • A school wide plan that includes the use of 21st 	<ul style="list-style-type: none"> • Hillgrove High School does not currently have a technology improvement plan vision and plan. • The School Improvement Plan (SIP) does not directly address NETS-S & NETS-T instructional technology standards. • According to the Hillgrove High School's Technology Vision Survey many teachers are not aware 	<ul style="list-style-type: none"> • The school has the opportunity utilize all stakeholders including; teachers, administrators, parents, students, and the community to create a technology vision that incorporates the LoTi Essential Conditions (LoTi) that addresses district vision along with state and federal. • Hillgrove High School completed their participation of the Cohort 2 program, allowing for a fulltime 	<ul style="list-style-type: none"> • The loss of an imbedded TTIS on campus for the end of Cohort 3. • Some teachers are openly hostile to change and the integration of new technology.

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<p>century technology skills by students and teachers (Hillgrove, 2014).</p> <ul style="list-style-type: none"> • The school does have a technology committee that investigates new technology initiatives and planning. • Cobb County has vision within its Three-Year Technology Plan. 	<p>of the NETS-S and NET-T standards.</p> <ul style="list-style-type: none"> • The technology committee and many key stakeholders were not included in the creation of the school vision. 	<p>Technology Teaching/Integration Specialist (TTIS) on campus.</p> <ul style="list-style-type: none"> • Collaborating with a TTIS allowed for Hillgrove High School to initiate technology programs that should be sustained throughout the year. • The economy is improving and expanding technology throughout the district. • Including all stakeholders into a committee to create and implement a technology plan for Hillgrove High School that is in-line with the NET-T and NET-S standards (ISTE). 	
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Summary/Gap Analysis:

Cobb County School District does have a Three-Year Technology Plan that includes a clear and concise mission and vision for the district. The county plan includes data collected from a wide variety of sources (CCSD, 2011). Hillgrove High School however, does not have a vision for technology. Their School Strategic Plan does address technology in several areas and is actively concerned with increasing the use of 21st century technology skills. Hillgrove’s plan does not directly implement a vision for technology (Hillgrove, 2014).

The school does have an opportunity to build on the county vision by utilizing all of the stakeholders through their technology committee to create a plan that is comprehensive and addresses the needs of the digital age learner. In order for the vision to be successful it would have to incorporate the NET-S and Net-T (ISTE) standards and also address the Essential Conditions of

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Technology Integration setup by ISTE (ISTE). Hillgrove should also contact the county Instructional Technology Department and work with their local technology specialist to create a comprehensive plan.

Data Sources:

CCSD. (2011). Cobb County School District: Three-Year Technology Plan July 1, 2012 – June 30, 2015. Retrieved June 10, 2016, from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/ccsd_district_technology_plan.pdf.

Hillgrove High School. (2014, September 16). School Strategic Plan: Hillgrove High School. Retrieved June 10, 2016, from <http://www.cobbk12.org/hillgrove/downloads/hillgrove-ssp.pdf>.

ISTE. (n.d.). Essential Conditions. Retrieved June 25, 2016, from <http://www.iste.org/standards/essential-conditions>

ISTE Standards. (n.d.). Retrieved June 25, 2016, from <http://www.iste.org/standards/iste-standards>

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?*
- *In what ways does your school **address the needs of diverse populations in the school or district to include how race, gender, socio-economic, and geographic diversity** giving consideration to how these factors commonly affect K-12 students' access to school and beyond-school access to high-speed Internet, modern computing devices, software, knowledgeable technology mentors, culturally-relevant digital content, and other affordances critical to technology literacy acquisition.*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Hillgrove High School's key strategy 	<ul style="list-style-type: none"> • Hillgrove High School's Strategic Plan 	<ul style="list-style-type: none"> • The inclusion of a technology plan or 	<ul style="list-style-type: none"> • Without adequate training of the ISTE

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<p>includes creating, flexible and innovative learning opportunities.</p> <ul style="list-style-type: none"> • Cobb County Instructional Technology Department has created and implement a three-year technology plan for the entire county. • 18% of Hillgrove High School receive free or reduced lunch (Propublica). • Hillgrove was the first school to adopt the very latest Microsoft operating system as a part Windows 10 Proof of Concept School. • The Hillgrove High School Strategic Plan includes, “Increase use of 21st century technology skills by students and teachers” (Hillgrove, 2014) as one of their 1-3 year key actions. • According to the Cobb County Technology Improvement Plan, “Student learning will be enhanced through open access and equitable distribution of 	<p>does not include a specific and in depth technology plan.</p> <ul style="list-style-type: none"> • The School Improvement Plan or Strategic Plan does directly address the needs of diverse populations. • Many teachers do not attend optional training sessions designed to enhance their instructional technology skills. • The school has not adequately promoted the free software and parents need to respond to emails in order to opt in. 	<p>technology integrated into the SIP could help to put new focus on technology as part of schools strategic plan.</p> <ul style="list-style-type: none"> • School has the opportunity to use county data to create a truly comprehensive plan that addresses diverse populations within the school. • The school could actively promote free software utilities to help offset the costs of technology access. • Push the district to make Hillgrove a 1:1 proof on concept school. 	<p>Essential Conditions, (ISTE) the inclusion of a technology plan could be ineffective.</p> <ul style="list-style-type: none"> • The community does not embrace the Office 365 software available waiting needed time on promoting an unwanted product. • Although the school does embrace BYOD many teachers may not be onboard with the program. • Community and district may not be ready for 1:1 or lack the funding to make it a reality.
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<p>online communication tools and information resources” (CCSD, 2011).</p> <ul style="list-style-type: none"> • County offers collaborative productivity software to all students free of charge such as Office 365. • Hillgrove High School does allow for BYOD integration into the school. 			
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Summary/Gap Analysis:

Hillgrove has taken up a leadership role within the county by heading up many new county endorsed initiatives. Hillgrove’s commitment to technology integration and training can be found in their Strategic Action Plan with their goal to, “Increase use of 21st century technology skills by students and teachers” (Hillgrove, 2014). Hillgrove was the first high school in the county to become a Windows 10 Proof of Concept School. Although technology is not specifically a part of the school’s plan, it is following the Cobb County Three-Year Technology Plan (CCSD, 2011). Hillgrove has also increased student access to technology by purchasing new laptop carts for student use and refreshing computer labs.

According to the latest data supported by ProPublica, 18% of Hillgrove High School students receive free and reduced lunches (ProPublica). Due to the fact that only 18% receive free and reduced lunches the school is required to reach out to its community partners in order to address the needs of low SES students. The current socioeconomic climate of Hillgrove, does not support Title 1 funding to combat the issue of diverse populations. The lack of Title 1 funding has represented an opportunity for Cobb County Schools and Hillgrove High to create strong strategic partnerships to benefit all students. The school and district has created strong partnerships with companies such as Microsoft to offer Office 365 and five free copies of Office 2013 or 2016 to every student in Cobb County Schools. This educational tool helps to lower the expense of owning and operating a computer for instructional purposes. Along with Office every student has access to the Cobb Virtual Library and other web tools to help them better use their current instructional technology tools. These programs help to alleviate the costs associated with using 21st century instructional technology and software.

Hillgrove and the county need to work with the community to publicize the many free resources available. Hillgrove should

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actively publicize the features and benefits of the products available to all stakeholders. Hillgrove has the opportunity to communicating with the community through the website, and blog on events is a great way to get the word out.

In order for Hillgrove to maintain their leadership within the county, the needs of their diverse populations has to be addressed. Hillgrove has not included diverse populations in their vision for the school. Students do receive assistive technology in the classroom in the form of iPads, classroom microphones and other forms of technologies that address students Individual Educational Program (IEP). Addressing the issues of diverse populations and offering trainings for teachers to address these students needs has to be primary for the school vision. Many teachers have access to assistive technology but there needs to be more planning to address how they are implemented in the classroom.

Planning for all forms of technology should be addressed by 21st century professional development offered to all stakeholders. Along with professional development, lesson plans should require technology integration. Special Education along with ESOL and other important stakeholders should be a part of the planning process. All participants should work together in collaborative planning sessions to integrate assistive technology into schoolwide lesson plans. The integration of technology in the lesson plans should address NET-T standards as a key component. Incorporating both assistive technology and instructional technology with direct correlation to the standards would allow instructional technology and assistive technology to become a key component of lesson planning and development.

Data Sources:

CCSD. (2011). Cobb County School District: Three-Year Technology Plan July 1, 2012 – June 30, 2015. Retrieved June 10, 2016, from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/ccsd_district_technology_plan.pdf.

Hillgrove High School. (2014, September 16). School Strategic Plan: Hillgrove High School. Retrieved June 10, 2016, from <http://www.cobbk12.org/hillgrove/downloads/hillgrove-ssp.pdf>.

ISTE. (n.d.). Essential Conditions. Retrieved June 25, 2016, from <http://www.iste.org/standards/essential-conditions>

ISTE Standards. (n.d.). Retrieved June 25, 2016, from <http://www.iste.org/standards/iste-standards>

ProPublica. (n.d.) "The Opportunity Gap: Hillgrove High School." *ProPublica*. n.d. Web. 06 July 2016.

ESSENTIAL CONDITION FOUR: Equitable Access (Specifically address low SES and gender groups – ie. females.)

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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?*
- *How will you **advocate** in regard to **digital equity issues among low SES and gender groups (ie. females)?***
- *Do students/parents/community need/have beyond school access to support the shared vision for learning?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • The school currently has 6 computer labs and computer are also available in the media center. • Students have access to free software outside of school through Cobb Virtual Library and collaborative online productivity software such as, Office 365. • The Cobb County 3 Year Technology Plan includes equitable access to technology as key vision (CCSD, 2011). • Both parents and students have access to Synergy, an online grading system. • The school has multiple laptop carts assigned to each department. 	<ul style="list-style-type: none"> • Some students do not have access to technology and internet at home. • Students that do not have personal internet devices such as smartphones, tablets or laptops cannot utilize the BYOD network. • BYOD network offers limited internet access. • Laptop carts are not always available for students use and computer labs need to be signed up for in advance. 	<ul style="list-style-type: none"> • Teachers could begin constructing lessons that can properly utilize the BYOD initiatives utilizing apps that currently available. • The school can team up with partners such as Comcast and their Internet Essentials program that offers inexpensive internet access to low SES students (Comcast). • The school and district could invest into more laptop carts and offer 1:1 initiatives in the school. • Technology clubs could offer opportunities to students that are not seen as included in technology initiatives. 	<ul style="list-style-type: none"> • Current economic conditions could make it difficult to expand technology access. • Teachers could be resistant to BYOD initiatives and not allow technology in the class. • The inclusion of BYOD would require additional training that the staff may be resistant to. • Low SES students and their families may not embrace programs to help with internet technology. • 18% of Hillgrove High School receive free or reduced lunch (Propublica).

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		<ul style="list-style-type: none">• School can actively promote free software currently being offered to students.	
<p>Summary/Gap Analysis:</p> <p>Cobb County School District’s Three-Year Technology Plan does address equitable access, but Hillgrove gives no mention to it in their Strategic School Plan. Hillgrove does state in it's vision statement that, "Hillgrove High School will provide all students quality education" (Hillgrove High School, 2016). Hillgrove's vision does show a dedication to educating all students but that vision needs to be translated into a statement that includes a more concise wording that integrates equitable access to technology.</p> <p>The school does supply students with access to technology when in school. Hillgrove has 6 computer labs available for student to use along with 2 laptop carts per content area and plans to purchase additional carts. Along with access to laptop carts and labs the county also has provides students with free software such as Office 365, Synergy and Cobb Virtual Library. Although the current economic realities within the district do not support 1:1 computer initiative. 1:1 is an issue for the school to address, in order to achieve to true equitable access.</p> <p>Equitable access to technology remains a constant issue for Hillgrove High School and the county. Computer labs and laptop carts do offer current relevant equitable access for all students in the building, but access to the labs and carts remain an issue. BYOD does help to address of some of the concerns of equitable access by allowing for greater access to school technology. Although BYOD is a great educational tool to teachers it is not "silver bullet" that will fix all of the school's problems (Sutton, 2015). BYOD does allow for more students to have access to computers by allowing those students with access to technology to use their own devices allowing for greater distribution of currently available laptops and labs.</p> <p>Not all students have full access to all of the resources provided by Cobb County and Hillgrove at home. Hillgrove needs to make it a primary focus to educate and promote those programs already in place that help low SES students. According to <i>Probulica</i>, 18% of students receive free or reduced lunch. The current level of low socioeconomic status (SES) students combined with Hillgrove's lack of Title 1 funds represents both a risk to the school for funding and an opportunity to create strong strategic partnerships to offset the lack of Title 1 funding. Hillgrove's low SES student population is not as high as other schools the data does represent a population that needs to be addressed. It is the responsibility of the school to utilize stakeholders to address the needs of all students by launching initiatives and creating programs that addresses equitable access to technology. Hillgrove has the opportunity to team up with community members and endorse programs such as Comcast’s Internet Essentials that offers internet access to low</p>			

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income families (Comcast, 2016). Hillgrove and the county also offers Microsoft Office and Office 365 to every student in the county free of charge. These programs along with many more, help to lower the cost of computer ownership and internet access. Although these programs do not eliminate the cost of computer ownership and access it does help to decrease the burden. Along with endorsing current programs, the school and the district should find new ways to partner with the community to address the needs of low SES and technology access.

Hillgrove currently has a technology committee that reviews ways to use and promote instructional technology within the school and community. The committee should become more inclusive and find ways to include female students into the program. The school has the opportunity to create technology clubs/committee. This organization will make it a goal to recruit and retain females and other underrepresented groups in the field of technology. Along with the club the school has the opportunity to highlight the achievements of women and other groups in technology along with bring in community members that help to put more diversity in the area of technology.

Data Sources:

CCSD. (2011). Cobb County School District: Three-Year Technology Plan July 1, 2012 – June 30, 2015. Retrieved June 10, 2016, from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/ccsd_district_technology_plan.pdf.

Comcast. (n.d.). Internetessentials.com. Retrieved June 25, 2016, from <https://internetessentials.com/>

Hillgrove High School. (2014, September 16). School Strategic Plan: Hillgrove High School. Retrieved June 10, 2016, from <http://www.cobbk12.org/hillgrove/downloads/hillgrove-ssp.pdf>.

ProPublica. (n.d.)"The Opportunity Gap: Hillgrove High School." *ProPublica*. n.d. Web. 06 July 2016.

Sutton, N. (2015, March 26). What the Research Says about 1:1. Retrieved June 18, 2016, from <http://www.edutopia.org/discussion/what-research-says-about-1-1>

ESSENTIAL CONDITION FIVE: Skilled Personnel

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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.)

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • All of the staff members have access to and are proficient with the use Microsoft tools such as; Office 2013, 2016 and 365. • Most teachers can use the iRespond student response system during the school. • Every teacher maintains a class blog. • The teachers all have access to either a SMART or Ebeam interactive whiteboard. • Hillgrove has embraced the Bring Your Device Initiative (BYOD). 	<ul style="list-style-type: none"> • Teachers do not always update their blogs on a consistent basis. • IRespond has experienced periodic issues making the system unreliable at times. • Many of the Microsoft Office products are not used to their full potential. • According to a survey given to Hillgrove High School teachers 100% of the participants reported that they did not receive any training in BYOD (Hoeh, 2016). 	<ul style="list-style-type: none"> • Additional professional learning could be performed to offer teachers a more in depth understanding of Microsoft products. • Improve technical support to improve reliability of the iRespond system could renew teachers faith in the system. • Teachers could attend Cobb County Wednesday Webinars as a way of continuing and enhancing skills. • Team up with the Instructional Technology Department of offer continued professional development. 	<ul style="list-style-type: none"> • Teachers may choose not to attend additional professional development. • Many teachers have lost faith in the iRespond system and will not use it in the classroom. • Teachers cannot be forced to attend webinars outside of school hours. • Teachers do not create lessons that utilize the current levels of technology available in the school.

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| | | <ul style="list-style-type: none">• Include blogs as a part of timely feedback as part teachers assessments. | |
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Summary/Gap Analysis:

According to Hillgrove High School's Shared Vision, "All stakeholders will be included in learning process by utilizing quality research proven resources to promote teaching and learning in the 21st century" (Hoeh, 2016). Quality research driven instruction is the focus that drives the school mission and vision forward.

The educators at Hillgrove High School are very knowledgeable and proficient in the use of instructional technology. The need for professional development in 21st century skills was mentioned several times throughout the Hillgrove High School Strategic Plan (Hillgrove High School, 2014). The staff utilized tools such as Blackboard, Schoology and other blogs to maintain constant communications with students, parents and the community. The staff is also extremely proficient in the use of Microsoft Office and has even embraced new technologies such as Microsoft OneNote collaborative notebook. Although the staff is well versed in 21st century tools, it is often inconsistently used. Some teachers use technology only for PowerPoint and do not utilize the technology for true 21st century instruction. Many teachers also maintain their blogs and notebooks at a consistent frequency and many do not utilize them in any great depth.

Teachers need to continue their training with the support of the administration. Teachers need to be educated and construct lessons that stress LoTi Levels of Technology Use Implementation (LoTi). According to the Hillgrove High Technology Vision School Survey 100% of the participants did not receive any training in BYOD (Hoeh, 2016). The survey underscores the need for BYOD training in how to utilize programs and apps to offer collaborative instruction that is authentic and engaging. Along with teachers receiving learning in LoTi, administrators need to integrate LoTi levels into the school lesson plans. Teachers also need to take advantage of additional county resources such as the Instructional Technology Departments, Webinar Wednesdays.

Data Sources:

CCSD. (2011). Cobb County School District: Three-Year Technology Plan July 1, 2012 – June 30, 2015. Retrieved June 10, 2016, from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/ccsd_district_technology_plan.pdf.

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Hoeh, D. (2016). Hillgrove High School Shared Vision. Unpublished, Kennesaw State University, Kennesaw, Georgia.

LoTi. (2015). Loticonnection. Retrieved June 27, 2016, from <http://www.loticonnection.com/#!loti-framework/ca2bo>

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/Learning Forward)?*
- *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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Ongoing professional development is addressed as part of the 3 Year Cobb County Plan. • Hillgrove High School's School Strategic Plan includes "21st century 	<ul style="list-style-type: none"> • Not all teachers have taken advantage of training opportunities available. • Technology training is offered as optional during planning time. • Many teachers have other obligations 	<ul style="list-style-type: none"> • TTIS are available to offer instructional technology training to all teachers schoolwide, small group and one-on-one. • Technology Committee could offer professional 	<ul style="list-style-type: none"> • Hillgrove's momentum in supporting instructional technology professional development may be lost with ending of Cohort 2 and the loss

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What is the current reality in our school?

<p>Instructional Technology training as part of its Tactical Action Plan. (Hillgrove High School, 2014)</p> <ul style="list-style-type: none"> • Hillgrove recently completed their participation in the Instructional Technology departments Cohort 2 program that included and embedded TTIS to launch intensive technology staff development. • Staff development training was develop and implemented in line with NET-S and NET-T standards (ISTE). 	<p>during the day and are unable to attend training sessions.</p>	<p>development opportunities to the staff.</p> <ul style="list-style-type: none"> • Teachers that were trained by the TTIS during Cohort 2 could redeliver and maintain level of professional development to staff. • Create a needs assessment that targets technology skills. 	<p>of their embedded TTIS.</p> <ul style="list-style-type: none"> • Many teachers may not buy into professional development opportunity. • Altered schedules can result in a loss of time where teachers are unable to attend professional development.
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Summary/Gap Analysis:

Ongoing professional development is a key factor in both the district and school's improvement plan. Although Hillgrove High School does not have a technology improvement plan it does mention “21st century Instructional Technology Training” as a key, “Tactical Action” within their *School Strategic Plan* (Hillgrove High School, 2014). Hillgrove has offered professional training, but has often made it optional for teachers to attend. As a previous Cohort 2 school, Hillgrove received a Teaching/Technology

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What is the current reality in our school?

Integration Specialist (TTIS) for an entire semester. The TTIS offered staff development trainings in the Flexible Formative Assessment System, Irespond, Office 365, Ebeam, Simplicity Slate Document Cameras and a wide array of instructional technology tools and software. The staff was allowed to choose two optional training sessions but training for the Flexible Formative Assessment System (FFAS) was mandated for all. The use of optional training sessions has enabled many teachers to not attend much needed training sessions. Often teachers did not attend meetings based on scheduling issues and also because they did not perceive the value of the training.

Hillgrove has been committed to professional development, according to the shared vision, "initiatives will be met by offering training and support to all stakeholders." This commitment to professional development is most obvious in Hillgrove's participation in Cobb County's Cohort 2 initiative. Over the previous semester Hillgrove High School became a Cobb County Cohort 2 school and received an embedded Technology/Integration Training Specialist (TTIS). The program involved training in the areas of the Flexible Formative Assessment System, Office 365, flipped classroom model and web 2.0 tools. All trainings offered to the staff were in line with the NET-S and NET-T standards. Hillgrove's involvement in the Cohort 2 program allowed the school to greatly improve staff development of instructional technology. The school has a great opportunity to continue the program by using the Instructional Technology department to continue training. Along with using district technology specialist, Hillgrove can utilize their own well trained staff to continue professional development.

Hillgrove needs to do more to incentivize teacher participation in staff development and work with the county to conduct more training in the absence of Cohort 2 program. The administration needs to find ways to be more accommodating to various schedules of teachers and offer training that works around the schedules of all teachers.

Data Sources:

CCSD. (2011). Cobb County School District: Three-Year Technology Plan July 1, 2012 – June 30, 2015. Retrieved June 10, 2016, from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/ccsd_district_technology_plan.pdf.

Hillgrove High School. (2014, September 16). School Strategic Plan: Hillgrove High School. Retrieved June 10, 2016, from <http://www.cobbk12.org/hillgrove/downloads/hillgrove-ssp.pdf>.

ISTE Standards. (n.d.). Retrieved June 25, 2016, from <http://www.iste.org/standards/iste-standards>

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What is the current reality in our school?

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 instructional issues when teachers try to use technology in the classroom?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • All teacher have been issued laptops and docking stations. • All teachers have had their laptops reimaged to latest operating system as a Windows 10 Proof of Concept School. • Onsite technology support and call in customer care center is available (Cobb County Plan). • School recently received at least 1 new laptop cart per department. • Computer labs are available for teacher use by department. • School has a TTIS available for timely 	<ul style="list-style-type: none"> • Laptop carts and computer labs require sign out in advance, resulting in technology not always being available when needed. • On site tech is shared between multiple schools resulting in time for repairs. • The end of Cohort 3 means that TTIS is only available via advanced request. • Technical support is not well versed in 21st century instructional technology pedagogy. 	<ul style="list-style-type: none"> • Instructional Technology department has grown and increased its staff resulting in greater on level support. • Additional funds available to school to address school technology needs. • Technical staff should work closely with the TTIS and receive training in understanding instructional technology pedagogy. 	<ul style="list-style-type: none"> • Technology support and attention has to be shared on large district that consists of over 127 school. • Windows 10 initiative could result in learning curve for teachers.

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What is the current reality in our school?

instructional technology support.			
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Summary/Gap Analysis:

County technical support does their best to serve Hillgrove and the district. According to the Cobb County District Three-Year Technology Plan, “The automated Customer Care Center receives over 66,000 service requests annually in support of the district’s technology” (CCSD, 2011). According to the Hillgrove High School Shared Vision, the school must maintain, "a robust wireless network that is capable of supporting web 2.0 tools and supporting BYOD initiatives (Hoeh, 2016).

The local tech does an excellent job at supporting a robust instructional technology network, but he has to share his time with other schools. Although the tech handles help tickets in an efficient manner, the current level of available computers in the classroom means that if one pc is down it can drastically impact instruction.

The tech is very knowledgeable with the interworking of computers and other forms of technologies, but he is not well trained in instructional technology pedagogy. The tech should work with the local Technology/Teaching Integration Specialist (TTIS) to receive training in, how technology could be used to support good pedagogy. By working together they could truly leverage their technology skills to benefit instructional technology for the entire school.

Instructional technology support is available through the local TTIS. As part of the Cohort 2 program, Hillgrove received an embedded technology specialist that was able to help with technical support and training. With the end of the Cohort 2 program, Hillgrove is now left with a Level TTIS that is responsible for serving multiple schools at one. Technology support is now handled by a Level TTIS that supports several schools. An embedded TTIS in every school would help to resolve this issue, but current economic conditions make this a difficult proposal.

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What is the current reality in our school?

Data Sources:

Hillgrove High School. (2014, September 16). School Strategic Plan: Hillgrove High School. Retrieved June 10, 2016, from <http://www.cobbk12.org/hillgrove/downloads/hillgrove-ssp.pdf>.

CCSD. (2011). Cobb County School District: Three-Year Technology Plan July 1, 2012 – June 30, 2015. Retrieved June 10, 2016, from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/ccsd_district_technology_plan.pdf.

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? (ISTE Standards for Students)*
- *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/CCS as appropriate?*
- *How is student technology literacy assessed?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Teachers, parents and students utilize blogs and digital notebooks as a way of communicating assignments and classroom expectations thus using technology skills. 	<ul style="list-style-type: none"> • Many teachers and most parents are not aware of the NET-S and NET-T standards. • The School Strategic Plan does include stressing the integration of NET-S and NET-T standards into lesson planning 	<ul style="list-style-type: none"> • Offer technology training to the community stakeholders and make them aware of resources and NET standards. • Data collected from LoTi survey could be 	<ul style="list-style-type: none"> • Many teachers may not cooperate with the inclusion of NET-T standards in lesson plans. • The community may not become engaged in technology support and development, waiting time money.

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What is the current reality in our school?

<ul style="list-style-type: none"> • Teachers can access Cobb Teaching and Learning (CTL) to access student data, shared assessment and online resources that are aligned to standards. • 	<p>and community awareness (ISTE).</p> <ul style="list-style-type: none"> • Technology in the classroom usually does go beyond PowerPoint. • According to the 21st Century Skills Assessment by Learning.com and GA Doe the county scored a 296 or basic level (CCSD, 2016). • According to the Technology Vision Survey of Hillgrove High School teachers 56% of respondents indicated that technology standards are "believe that technology standards (ISTE) are relevant to your integration of instruction technology in the classroom" (Hoeh, 2016) 	<p>used to address student needs (CCSD).</p> <ul style="list-style-type: none"> • Administration could incorporate the NET-T and NET-S standards into the lesson planning process (ISTE). • Offer training that addresses integrating NET-T standards into the lesson planning process. 	
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Summary/Gap Analysis:

Integrating technology standards into Hillgrove’s curriculum framework is something that needs to be addressed. Parents, teachers, administrators and all stakeholders possess only a vague understanding of the NET-T and NET-S standards. Many of the teacher created lessons do not align with current technology standards. According to an 8th grade assessment of technology by the county, most students scored a 296 or basic level of understanding of 21st Century Technology Skills (CCSD, 2011). Teacher created technology integrated lessons do not use in depth student center learning and instead focus on PowerPoint.

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What is the current reality in our school?

Hillgrove has the opportunity to increase teacher, student and community understanding of technology standards by offering training that addresses NET-T and NET-S standards (ISTE). The administration staff could integrate the NET-T standards into the learning process by integrating the standards and LoTi levels into the lesson planning process. The school should include all stakeholders into the incorporation of technology standards into the school planning process and vision.

Hillgrove should build on the districts 8th grade assessment and continue working on school wide technology assessments. The school has the opportunity to incorporate pre and posttest assessments using the assessment system already in place at the school. The assessments would gauge student understanding of technology and teacher implementation of technology standards as they apply to the NET-S and NET-T standards (ISTE).

Data Sources:

CCSD. (2011). Cobb County School District: Three-Year Technology Plan July 1, 2012 – June 30, 2015. Retrieved June 10, 2016, from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/ccsd_district_technology_plan.pdf.

Hillgrove High School. (2014, September 16). School Strategic Plan: Hillgrove High School. Retrieved June 10, 2016, from <http://www.cobbk12.org/hillgrove/downloads/hillgrove-ssp.pdf>.

Hoeh, D. (2016, June 24). Technology Vision Survey. Retrieved July 6, 2016, from [https://cobbk12org-my.sharepoint.com/personal/daniel_hoeh_cobbk12_org/_layouts/15/WopiFrame.aspx?sourcedoc={8643B0C7-D355-4066-AF04-D031C0061E15}&file=Technology Vision Survey.xlsx&action=default](https://cobbk12org-my.sharepoint.com/personal/daniel_hoeh_cobbk12_org/_layouts/15/WopiFrame.aspx?sourcedoc={8643B0C7-D355-4066-AF04-D031C0061E15}&file=Technology%20Vision%20Survey.xlsx&action=default)

ISTE Standards. (n.d.). Retrieved June 25, 2016, from <http://www.iste.org/standards/iste-standards>