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| **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* |
| * Teachers are provided county-issued laptops with access to Internet. * Teachers utilize email daily for communication with parents and other teachers. * Teachers are provided an edublog with the expectation that blogs be updated on a weekly basis. * Some teachers have access to a SMARTBoard and utilize these to incorporate technology into lessons. * Teachers utilize technology to differentiate some lesson plans. * Computer labs are in place for each department. * An additional class set of desktops is available in the media center. | * Student-utilized technology accounts for less than 20% of technology use in daily classroom activities. * Although the directive is in place that blogs be updated on a weekly basis, many teachers are updating on a monthly basis at most. * Cell phone policy states any student use of cell phones in the school building during school hours is automatic ISS. * iRespond clickers have been available, but they tend to have issues thus many teachers are hesitant to use any other clicker-type system. * Students are utilizing technology for lower-level tasks instead of higher-level engaged learning projects. * Limited computer labs with some teachers booking weeks to a month at a time. | * Although the cell phone policy is in place, the principal is willing for students to use their cell phones in teacher-directed activities. * New resources have been shared with the staff, such as Remind101 and Socrative, that will facilitate communication and classroom testing. * Technology talks are given once a month as an option for teachers to learn about emerging technologies and how to incorporate them into the classroom. | * Many teachers are overwhelmed by the new technologies and refuse to incorporate any additional ones. * Frequent issues with Synergy (online gradebook and attendance software). * Classroom management sometimes is an issue when utilizing new technologies. * Computer lab issues with broken computers or limited software. |
| ***Summary/Gap Analysis:***  At Kell High School, the overall focus on effective instructional uses of technology embedded into standards-based, student-centered learning is a positive one. Technology is available to teachers for email, blogs, and other instructional uses. However, most technology utilized by students is on a lower cognitive letter. Instead of stretching students’ abilities, a high number of student technology uses are nothing more than worksheets that have been transferred to an online platform. Limited computer labs with software issues or hardware problems continue to be a problem at Kell. Two computer labs were added during the 2013-2014 school year; however, these labs are monopolized by a select number of teachers who sign up for extended use at the beginning of the semester. While the media center does have a class set of desktop computers, use there is limited to no more than two days per week.  Differentiation is a target of Kell High School, and technology is used to facilitate this in some classrooms. Other classrooms offer remediation activities via USA Test Prep (an online test preparation tool). Some classrooms are utilizing technology-based lessons to effectively differentiate among various student levels; however, most differentiation within classrooms takes place via flexible-grouping projects that are not necessarily technology-enhanced.  The school’s other main focus is on literacy strategies. Optional technology talks and mandatory professional development trainings have provided teachers with access to OnTrack and the ability to find Lexile levels for their students. Trainings have also provided online resources to differentiate readings based on Lexile levels. Although these resources exist, few teachers are utilizing them at present. | | | |
| ***Data Sources:***  Kell High School. (2013). *School strategic plan – high; Kell high school*. Retrieved from <http://www.carltonjkellhighschool.com/pdf/SSP1314.pdf>.  Kurtz, L. (2014). *Teacher attitudes towards new technology*. Kennesaw State University. | | | |

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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/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* |
| * An official vision for the school does exist, and it stresses the collaborative responsibility of students, parents, teachers, administrators, and community members in increasing student achievement. * Technology is available in all classrooms, and use of technology is encouraged by administration. * In an effort to improve technology use in the classroom, optional technology talks are given once a month to provide teachers with new resources. | * There is no accessible shared vision for technology use in the school. * Teachers, by and large, are frustrated by the issues in technology-driven lesson plans. * Teachers do not believe that they have enough time to teach students how to effectively utilize technology. * Teachers are concerned about classroom management concerns when implementing new technology lesson plans. | * A better use of the optional technology talks could be made if a certain number were required per year. Currently, few teachers attend these. * The administration is focused on the creation of new and innovative learning opportunities for students. Technology fits well in this goal. * A school leadership committee currently meets on a regular basis. These meetings could focus on the creation of a shared vision for technology use in the school. | * Some teachers are openly hostile to the incorporation of new technology. * iRespond technology (clickers) have been a failure, and many teachers see this as an indicator of how technology works in a classroom. * Some teachers who were interviewed expressed a belief that technology can inhibit effective lesson plans. |
| ***Summary/Gap Analysis:***  While Kell High School does, in fact, have a shared vision for increasing student achievement, there is no shared vision for the use of technology in the classroom or the school as a whole. Technology is available in all classrooms with additional computer labs available in each department and in the media center. Further, optional technology talks are offered on a monthly basis, which introduce new technology or provide additional training in existing technology. Although the technology is available, many teachers are frustrated by issues while using technology resources and have given up on incorporating new technology into their lessons.  Currently, Kell High School does have a school leadership team. This team could focus on the development and implementation of a shared technology vision for the school. A shared vision that all teachers buy into could do a great deal to overcome some of the current threats to and weaknesses of this area. At this time, technology is viewed as a hassle by many teachers. This viewpoint must be overcome in order to fully integrate technology into the teaching of Georgia Performance Standards. | | | |
| ***Data Sources:***  Kell High School. (2013). *School strategic plan – high; Kell high school*. Retrieved from <http://www.carltonjkellhighschool.com/pdf/SSP1314.pdf>.  Kurtz, L. (2014). *Teacher attitudes towards new technology*. Kennesaw State University. | | | |

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| **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* |
| * Cobb County does have a clear vision for how technology should be utilized in the schools. * This vision has been communicated to the schools. * Technology is in the process of being refreshed with new projectors having been installed during Spring 2014. * Training is provided by Kell High School at optional monthly technology talks on new technology or on how to better utilize existing technology in the classroom. | * Kell High School does not have a clear plan to guide technology use in the school. * Monthly technology talks are optional, and many teachers do not attend. Average attendance by period is one to three teachers. * Technology use is spotty, at best, by teachers for anything other than showing a PowerPoint on the big screen. * Some teachers are hesitant to utilize technology in the classroom as they are not sure how to keep effective classroom management during that use. | * New computer labs for each department do provide an opportunity to utilize technology for student-centered projects. * Although there is a strict cell phone policy in place at Kell High School, the principal has made it clear to all teachers that cell phone use is permissible in the classroom in a teacher-directed context. | * Some teachers are openly hostile to new technology and work to sabotage it if they are forced to utilize it (e.g. use of iRespond clicker units). * Although all teachers have been informed that student cell phone use is permissible if it is in a BYOD capacity, many teachers fall back on the “no cell phone use” policy to avoid this. |
| ***Summary/Gap Analysis:***  Overall, although Kell High School does not itself have a clear technology vision or purpose statement in place, Cobb County does. The focus of Cobb County is to integrate more efficiently technology into the classroom and to cross the digital divide, thus providing all students with adequate access to technology. Although this vision is in place, technology use within the classroom tends to focus on the teacher displaying a PowerPoint to students, and students taking notes on this presentation. Computer labs are currently in place in all departments with additional computers available in the media center, but student use of technology tends to be technology lesson plans that simply replace a worksheet with an online activity at the same cognitive level.  Although the cell phone policy has dramatically improved classroom management for many teachers, it is a hurdle that must be leaped for technology integration to truly take place at Kell High School. Many teachers fall back on this policy to keep BYOD options out of the classroom instead of following the principal’s policy that electronics may be used under teacher direction. This severely limits the possibility of technology integration when teachers stick to the letter of the law instead of the actual intent. Teachers who embrace BYOD and allow students to utilize their phones have experienced a greater integration of technology. | | | |
| ***Data Sources:***  Cobb County School District. (2009). *Three year technology plan: July 1, 2009 through June 30, 2012*. Retrieved from <https://www.softchalkcloud.com/lesson/files/L4BviHDFcqMS0O/CobbPlan.pdf>.  Kell High School. (2013). *School strategic plan – high; Kell high school*. Retrieved from <http://www.carltonjkellhighschool.com/pdf/SSP1314.pdf>.  Kurtz, L. (2014). *Teacher attitudes towards new technology*. Kennesaw State University. | | | |

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| **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* |
| * All teachers have been provided with laptops. * Most classrooms have at least one desktop available. * Overhead projectors are provided in each classroom with plugins for desktops and/or laptops. * DVD players are available in each classroom. * Each department has access to a computer lab, with an additional class set of desktops available in the media center. * Most departments have possession of at least one laptop cart for use in classes. | * Classroom desktop computers are typically used by teachers only. * Students are not allowed to utilize their cell phones as BYODs in most classrooms due to the school cell phone policy. * Computer lab access is limited to a small number of teachers due to these teachers signing up for weeks at a time. * Some testing software does not work very well with cell phones, so classroom use is limited. * The BYOD Internet network can be slow when too many are logged in at the same time. | * Many students have access to a cell phone or laptop that could be utilized in the classroom. * The community around the school is highly supportive of Kell High School athletics. There is a possibility that some of this support could be utilized to support academic initiatives as well. | * Some students have no computer or Internet access at home and are limited to technology access only at school. * Money was spent to upgrade the classroom projectors this Spring, but teachers’ laptops are in desperate need of refresh. * Classroom desktops are out of date and shut down frequently. * Only one technology support person is available for the high school and its cluster schools. |
| ***Summary/Gap Analysis:***  Overall, Kell High School seems to succeed on paper when examining equitable access. All teachers have laptops with additional desktops being available in most classrooms. Classroom projectors were just refreshed this Spring. Computer labs are in place for every department, with an additional class set of computers available in the media center. Most departments have possession of at least one laptop cart for classroom use.  However, with all of the positives in place, there are some definite issues with equitable access at Kell High School. Teacher laptops and classroom desktops are in desperate need of refresh. Towards the end of the 2013-2014 school year, it was not uncommon to hear teachers complain that they had no computer access as neither their laptop nor their school desktop was functioning. Given the presence of only one computer tech support person for Kell and its cluster schools, having these issues taken care of was next to impossible.  Several areas of opportunity do exist. Many students have access to a smartphone and are able to utilize it in school with teacher permission. Although the cell phone policy is clear and in place, the principal has granted an exception such that students may utilize their smartphones in a BYOD capacity under teacher direction. The school BYOD Internet network has some issues when too many people are logged on, and this could be remedied by the county on an as needed basis. | | | |
| ***Data Sources:***  Kell High School. (2013). *School strategic plan – high; Kell high school*. Retrieved from <http://www.carltonjkellhighschool.com/pdf/SSP1314.pdf>.  Kurtz, L. (2014). *Teacher attitudes towards new technology*. Kennesaw State University. | | | |

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| **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* |
| * Most teachers are proficient with email and blogs. * Email communication takes place on a regular basis, while blogs are to be updated on a weekly basis. * Synergy is the new online gradebook and attendance manager, and although there are some issues, most teachers have become proficient with it over the past year. * Most teachers can appropriately utilize iRespond and other testing software. * Most teachers are proficient with Microsoft Word and PowerPoint and utilize these frequently to create assignments and presentations. | * Synergy has had some issues this year, and frustration with it is mounting. * Blogs are to be updated on a weekly basis, but some teachers update no more than once a month. * iRespond tends to shut down frequently, and this has led to most teachers refusing to utilize it. * Many teachers find online presentation software such as Prezi overwhelming. | * Optional monthly technology talks are given to introduce new technology or upgrade existing technology information. | * Some teachers are adamantly opposed to learning any new technology tools, preferring instead to stick with what they know (PowerPoint, Word, scantrons, etc.). * iRespond failed primarily from teachers refusing to utilize it at all. |
| ***Summary/Gap Analysis:***  Overall, Kell High School has a highly skilled personnel. Teachers are familiar with and utilize on a daily to monthly basis email, blogs, Microsoft Word and PowerPoint, and the Synergy gradebook and attendance manager. This leads to a largely smoothly operating school with some technology utilized. Although some technology is being utilized on a regular basis by teachers, not as much is being utilized by students. This is most likely due to teacher discomfort with teaching students new technology that they are only nominally familiar with themselves.  Additional trainings could be offered and a select number of them required for teachers to learn how to utilize new technologies and have an opportunity to incorporate these into their own lessons and classrooms. For this to work the best, it is recommended that at least one training be offered per month with teachers required to attend three over the course of the school year. In this manner, teachers will have the opportunity to direct their own learning and incorporate technologies that they feel would be useful in their own classrooms. | | | |
| ***Data Sources:***  Kell High School. (2013). *School strategic plan – high; Kell high school*. Retrieved from <http://www.carltonjkellhighschool.com/pdf/SSP1314.pdf>.  Kurtz, L. (2014). *Teacher attitudes towards new technology*. Kennesaw State University. | | | |

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| **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 monthly professional development is offered at Kell High School that focuses on literacy, writing across the curriculum, and unit plans, learning questions, and assessments. * Optional monthly professional development is offered at Kell High School that focuses on a variety of technology topics. | * Technology is limited in required professional development to a few resources or websites given to look at later. * Technology professional development is not integrated into required professional development, but it is instead an optional session with attendance limited to one to three attendees per period. * Teachers feel they would benefit from the availability of a technology mentor to help them integrate new technology into their classrooms. * Some teachers are frustrated by lower level technology offerings. | * Professional development could be offered with more options. Many teachers are frustrated by feeling as though they have no choice about what they learn. * Online professional development opportunities are available through the county. * Teachers who are implementing new technology in their classrooms could act as guest lecturers for professional development. | * Many teachers do not buy into the professional development, brining laptops or papers to grade to meetings. * The failure of technology integration into professional development makes it clear that technology is not a priority, even if it is. |
| ***Summary/Gap Analysis:***  Overall, Kell High School is completing professional development at an adequate level with respect to technology offerings. Required professional development focuses on literacy, writing across the curriculum, and the creation of unit plans, learning questions, and assessments. Care is taken to have student data drive professional development. On the other hand, technology professional development is optional with most offerings being of a lower level. As such, this is infrequently attended with attendance averaging between one and three teachers per period throughout the day.  Opportunities abound to improve the professional development at Kell High School. Teachers are at the heart of this school with some implementing truly innovative instructional strategies within their classrooms. A possibility would be to offer rotating professional development with teachers leading the instruction or sharing something that is working in their classrooms. As such, these sessions could be done in a shorter timeframe and would be teacher-focused. This may increase participation in these optional sessions. | | | |
| ***Data Sources:***  Kell High School. (2013). *School strategic plan – high; Kell high school*. Retrieved from <http://www.carltonjkellhighschool.com/pdf/SSP1314.pdf>.  Kurtz, L. (2014). *Teacher attitudes towards new technology*. Kennesaw State University. | | | |

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| **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?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Classroom projectors were upgraded in Spring 2014, and these are all functioning reasonably well. * Laptops are available to all teachers. * Classroom desktops are in most classrooms. * Computer labs have been added to all departments, with an additional class set of desktops available in the media center. * Most departments have access to at least one laptop cart for classroom use. * The Internet is typically in good working order and processes requests fairly quickly. | * Teacher laptops have not been refreshed in over 5 years, and this is becoming apparent in their functionality. * Classroom desktops overheat and shut off frequently. * Laptop carts have computers that are outdated and typically do not stay powered up long enough for reasonable classroom use. * Only one computer support person is available for Kell High School and its cluster of schools. As such, repairs typically take a few days. | * Media center specialists are trained in classroom technology support and are available for questions. * Most departments have at least one informal technology lead teacher, and these teachers are also available for technical support on a daily basis. * Additional training could be provided and one period a day off given to making these informal technology lead teachers into a formal position such that they could more effectively assist other teachers in the departments. | * As laptops and desktops have not been refreshed for an extended period of time, many teachers express frustration with incorporating technology into lessons when the technology can be so unreliable. * The inability for teachers to update software, while understandable, at times backs up the one computer support person. |
| ***Summary/Gap Analysis:***  Overall, technology abounds at Kell High School, and technical support is doing its best to keep up. Laptops and desktops are present throughout the classrooms in the school with brand new projectors just placed in every classroom this Spring. Internet is typically fairly quick, and outages are usually resolved within a few hours. Although technology is in place, technical support is fairly limited with only one technical support person in place for Kell High School and its cluster of schools. His workload tends to get bogged down by simple software updates that could be done by teachers if appropriate access was given.  Most departments have an informal technology lead teacher who is able to answer questions or provide direction with email, blogs, and Synergy. This could be enhanced by making this a formal position and giving each of these teachers one free period a day to work with colleagues on technical issues. In this way, the technical support person could be substantially freed up to work on more pressing issues. | | | |
| ***Data Sources:***  Kell High School. (2013). *School strategic plan – high; Kell high school*. Retrieved from <http://www.carltonjkellhighschool.com/pdf/SSP1314.pdf>.  Kurtz, L. (2014). *Teacher attitudes towards new technology*. Kennesaw State University. | | | |

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| **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* |
| * Digital curriculum resources are available to teachers in some subjects. * Students are expected to check teacher blogs for missing assignments and thus use some technology skills. | * Educators, students, and parents are only nominally aware that there are student technology standards. * Technology is rarely integrated into day-to-day instruction with anything more than a PowerPoint lecture. * Digital curriculum resources that are available tend to be outdated (e.g. Economics digital textbooks do not load onto current computers). * Technology tends to be used as a replacement for lower cognitive level worksheets and like assignments instead of engaged learning projects. * Student technology literacy is not assessed. | * A student technology literacy assessment could be given at the beginning of each school year to better target teaching opportunities for various levels of students. * Teachers could be given professional development targeted towards the integration of technology into the curriculum on a day-to-day basis. * Updated digital curriculum resources could be purchased with training on use provided to teachers. | * Many teachers do not see the value of incorporating technology into engaged learning projects. * Many teachers are frustrated by lapses in technology usability throughout the day, and thus refuse to use it at all. * Buying into technology can be seen as a negative by some teachers. |
| ***Summary/Gap Analysis:***  Technology within the curriculum framework is something that Kell High School needs to improve. Although digital curriculum resources exist, many of these are out of date and unusable with today’s computers. For example, the Social Studies textbooks and resources have not been updated since 2007-2008, and the Economics digital textbooks will not load on students’ computers. Students are expected to be able to email teachers and to check blogs, but no accountability exists for determining if a student can actually do this.  Many teachers who are using technology are simply giving their lecture via PowerPoint or have changed worksheets into an online format. True engaged learning projects with higher level cognitive skills required are in the minority. In terms of educator, student, and parent awareness of student technology standards, only a nominal awareness exists of these standards and few educators, students, or parents could articulate a true understanding of them.  Opportunities do exist to improve Kell High School’s performance with curriculum framework. Students could be given a technology assessment at the beginning of the year and then placed in technology classes during the LASSO (in school tutoring) sessions. This would enable them to get targeted instruction on things that are useful to them. Additionally, teachers need professional development on how to better integrate technology into their day-to-day curriculum as well as time to practice and actually implement this learning. | | | |
| ***Data Sources:***  Kell High School. (2013). *School strategic plan – high; Kell high school*. Retrieved from <http://www.carltonjkellhighschool.com/pdf/SSP1314.pdf>.  Kurtz, L. (2014). *Teacher attitudes towards new technology*. Kennesaw State University. | | | |