Technology Integration Self-Assessment

This assessment tool will help you identify your strengths in integrating technology into the classroom and as well as areas for professional development. Most teachers complete the entire assessment in 15 to 30 minutes. The assessment is divided into 12 sections each focusing on a competency area. You will rate your skills in each area as well as the importance of that skill to your teaching, now or in the future. Even if you don't have access to some technology right now, think about where you might be in the future.

For each item, use these scales:

My Skill Level Now

1=very low

2=low, needs improvement

3=good, but would like to improve more

4=excellent

Importance for Teaching Now or in the Future

1=not important

2=somewhat important, but not high priority

3=important

4=highly important

I. Basic Computer Operation

There are some basic skills and knowledge that both you and your students need to have to operate a computer. You need to be familiar with basic start-up steps (turning a computer on and off, opening, using and closing files), using the keyboard, printers and other peripherals, and trouble-shooting simple problems.

Rate each item on both scales – skill level and importance. Many items have links to an example. If you are not sure what an item refers to, click on the example. When you close the example box, you will return to the assessment.

	My S	Skill Le	evel N	low		ching	nce for my g Now or ir Future		
	Needs Improv	Not Impo	ortant		Highly				
	1	2	3	4	1 2		3	4	
I can perform basic computer operations, such as m files, opening and closing programs (Microsoft Word moving between programs.	 0	0	0	0	0	0	0	0	
2. I can help students learn basic computer operations context of instruction, such as file management, key using the toolbar, or printing documents.	0	0	0	0	0	0	0	0	
3. I can fix minor computer problems, such as the comfreezing, not printing or no sound coming from the s	0	0	0	0	0	0	0	0	

II. Productivity Software

Productivity software allows people to perform various tasks, including creating written documents, creating graphs and spreadsheets, and creating presentations. Popular productivity software tools include Microsoft Word, Excel, and PowerPoint.

		My	Skill Le	vel N	ow		ching	ance for my ig Now or in Future		
		Needs	vement	Exc	ellent	Not Impo	ortant		Highly ortant	
		1	2	3	4	1	2	3	4	
1.	I can use functions of a word processing program to create a variety of documents.	0	0	0	0	0	0	0	0	
2.	I can implement classroom activities in which students use word processing software to complete assignments or projects.	0	0	0	0	0	0	0	0	
3.	I can use the features of presentation software to create presentations.	0	0	0	0	0	0	0	0	
4.	I can implement classroom activities in which students use a presentation program to complete assignments or projects.	0	0	0	0	0	0	0	0	
5.	I can use relevant features of a spreadsheet for personal use and to automate administrative tasks, such as keeping a budget.	0	0	0	0	0	0	0	0	
6.	I can implement classroom activities in which students use a spreadsheet to complete assignments or projects such as making a budget or graphing the results of a class survey.	0	0	0	0	0	0	0	0	
7.	I can locate, scan and manipulate graphics and save them in a variety of formats.	0	0	0	0	0	0	0	0	
8.	I can implement classroom activities in which students use graphics to complete assignments or projects.	0	0	0	0	0	0	0	0	

III. Instructional Software

Instructional software includes a wide array of programs. They include broad integrated learning systems such as Plato and SkillsTutor, as well as those used for specific skill development -- reading, writing, math, work skills, English as a Second Language skills and other content areas.

		My	Skill Le	vel N	ow	Tea	ortan ching the F	Now	or in						
		Needs Improvement 1 2			1100										Highly ortant
		1	2	3	4	1	2	3	4						
1.	I can evaluate and use a variety of instructional software programs, including drill & practice.	0	0	0	0	0	0	0	0						
2.	I can track student progress and intervene appropriately.	0	0	0	0	0	0	0	0						

IV. Assistive Technology

Assistive Technology (AT) is a generic term that includes assistive, adaptive, and rehabilitative devices and the process used in selecting, locating, and using them. AT promotes greater independence for people with disabilities by enabling them to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to or changed methods of interacting with the technology needed to accomplish such task. (from Wikipedia [http://en.wikipedia.org/wiki/Assistive_technology]) .

		My S	Skill Le	vel N	low		ortan ching the F	Now	or in
		Needs Improv	ement	Exc	ellent	Not Impo	ortant		Highly
		1	2	3	4	1	2	3	4
1.	I can make computers more accessible to adults with disabilities, for example by making the cursor speed slower, or increasing font size.	0	0	0	0	0	0	0	0
2.	I can locate software such as graphic organizers and text-to- speech software and/or other assistive devices such as adaptive keyboards.	0	0	0	0	0	0	0	0

V. Using the Internet

Using the Internet in the classroom can be an effective tool for teaching and learning. Some of our learners have access to and use the Internet on a regular basis. Some basic uses for the classroom include, but are not limited to:

- Using the Internet as a research tool-
- Introducing concepts using Web content-
- Teaching information literacy skills-
- Promoting higher level thinking through project and collaborative work-
- Using Email for Communication and Discussion-
- Using Classroom Web Sites

		My S	Skill Le	vel N	ow		ortan ching the F	Now	or in
		Needs		Exc	ellent	Not Impo			Highly ortant
		1	2	3	4	1	2	3	4
1.	I personally use the Internet on a regular basis for purposes such as research and communication.	0	0	0	0	0	0	0	0
2.	I can use the Internet as an instructional tool on a regular basis, with students moving easily between Web sites and other sources of information.	0	0	0	0	0	0	0	0
3.	I can evaluate the content of Web sites for reliability and appropriateness.	0	0	0	0	0	0	0	0
4.	I can create and maintain a Web site for class information and communication.	0	0	0	0	0	0	0	0

VI. Virtual Communication and Collaboration

As with the Internet, people today communicate using a variety of 'on-line' technology tools. Some examples include:

- Email http://en.wikipedia.org/wiki/Email-
- On-line discussion groups-
- http://en.wikipedia.org/wiki/Online_discussion- Blogs-
- http://en.wikipedia.org/wiki/Blog-
- Podcasts http://en.wikipedia.org/wiki/Podcast-
- Instant messaging http://en.wikipedia.org/wiki/Instant_messaging-
- Chat room http://en.wikipedia.org/wiki/Chat_room

		My	Skill Le	evel N	low		ortan ching the F		or in
		Needs Improv		Exc	ellent	Not Impo	ortant		Highly ortant
		1	2	3	4	1	2	3	4
1.	I use email regularly, and can send and receive attachments.	0	0	0	0	0	0	0	0
2.	I can help students set up an email account and I can communicate with students via email to receive and respond to assignments and for other communication.	0	0	0	0	0	0	0	0
3.	I have participated in or have created at least one of these: online discussion board, blog, podcast, instant messaging.	0	0	0	0	0	0	0	0
4.	I have used one of these in the classroom and/or had students create one of these: discussion board, blog, podcast, and/or instant messaging.	0	0	0	0	0	0	0	0
5.	I can help learners become comfortable with online learning, for example by maintaining a class Web site where students receive and complete assignments.	0	0	0	0	0	0	0	0

VII. Video Technologies

Video technologies include video cameras and other digital media tools as well as video editing software. These tools can be used to create both teacher and student-generated videos.

		My	Skill Le	evel N	low		ching	nce for my Now or ir Future		
		Needs	vement	Exc	Not Impo	ortant		Highly ortant		
		1 2 3 4			1	2	3	4		
1. I can use a video camera for personal	use.	0	0	0	0	0	0	0	0	
2. I can use videos effectively in the class	sroom to deliver content.	0	0	0	0	0	0	0	0	
I can create video projects - for examp document student progress or give stu and a video project assignment		0	0	0	0	0	0	0	0	

VIII. Evaluating and Incorporating New Technologies

One of the most difficult tasks you may face is simply keeping up with current technologies and choosing what is best to use in your classrooms and programs. Sometimes the challenge is that our students are way ahead of us!

		Му	Skill Le	vel N	low		ortan ching the F	Now	or in
		Needs		Exc	cellent	Not Important In			Highly
		1	2	3	4	1	2	3	4
1.	I can use multiple new technologies personally.	0	0	0	0	0	0	0	0
2.	I keep up with new developments in technology and consider whether they can be effective learning tools.	0	0	0	0	0	0	0	0
3.	I can look for ways to use new technologies in the classroom, and evaluate results. Example	0	0	0	0	0	0	0	0
4.	I can use advanced features of the mobile phone such as text messaging and web access.	0	0	0	0	0	0	0	0
5.	I can use various cell phone features in the context of the classroom.	0	0	0	0	0	0	0	0

IX. Managing the Technology-Enhanced Classroom

Learning to 'manage' the technology-enhanced classroom is a challenging task for most teachers. You need to think about what you want student outcomes to be -- and then be able to select and use the technologies that will enhance those outcomes. You also need to be willing to take risks and experiment with new ideas and tools, and allow your students to sometimes be more 'expert' than you are.

		1 2 3 4 0 0 0 0 0 0 0 0 0 0 0 0				ortan ching the F	Now	or in	
				Exc	ellent	Not llent Important			Highly ortant
		1	2	3	4	1	2	3	4
1.	I can select technology appropriate for each learning task.	0	0	0	0	0	0	0	0
2.	I am willing to take risks to try new things and I don't panic when things go wrong.	0	0	0	0	0	0	0	0
3.	I frequently assign class projects, which integrate a variety of technologies that are also learning tools.	0	0	0	0	0	0	0	0
4.	I can tolerate "controlled chaos" in the classroom as groups of students work on a variety of tasks related to the lesson or project assigned.	0	0	0	0	0	0	0	0
5.	I can accept not being the expert and acknowledge students as more expert than the teacher in some things.	0	0	0	0	0	0	0	0

X. Assessment

There are some technology applications that can be used to evaluate learner outcomes. Many software programs have 'built-in' assessments. You can also create your own customized assessments using online tools, and you can incorporate performance or project based assessments as you integrate technology into your classroom.

		My S	Skill Le	vel N	low		ortan ching the F	Now	or in
		Needs Improv	Exc	ellent	Not Impo	ortant		Highly ortant	
		1	2	3	4	1	2	3	4
1.	I can use commercial computer-based assessment tools, such as online standardized tests or the learning management system of a large instructional software program.	0	0	0	0	0	0	0	0
2.	I can create online quizzes and other assessments.	0	0	О	0	0	0	0	0
3.	I can incorporate technology into performance-based assessment such as videotaping a role -play, assigning student presentations with PowerPoint, or e-portfolios.	0	0	0	0	0	0	0	0

XI. Professional Development

Keeping up with and integrating technology into classrooms requires continuous learning and exploring. There are many ways you can continue to learn, including doing research online, reading journals and magazines, talking to friends, attending conferences, and even using this self-assessment tool.

		My	Skill Le	evel N	low		ching	nce for my y Now or ir Future		
		Needs Improvement Excellent					ortant		Highly	
		1 2 3 4				1	2	3	4	
1.	I participate regularly in professional development courses or workshops related to integrating technology or new technologies into the curriculum.	0	0	0	0	0	0	0	0	
2.	I have taken, or am comfortable taking, professional development courses online.	0	0	0	0	0	0	0	0	
3.	I use listservs (email lists), wikis and the Internet for professional development	0	0	0	0	0	0	0	0	

XII. Social, Legal and Health Issues

The instructor serves as role model when it comes to using technology. This includes knowing and obeying copyright, privacy and other computer and Internet usage laws, modeling healthy habits while using computers, and thinking and talking about the role of technology in society.

		Му	Skill Le	vel No	ow		ching	tance for my ng Now or ir e Future		
		Needs	/ement	Exc	cellent	Not Impo	ortant		Highly	
		1	2	3	4	1	2	3	4	
1.	I can identify appropriate 'Acceptable Use' policies and I have a procedure in place to monitor student computer use and enforce the policy.	o	0	0	0	0	0	0	0	
2.	I can identify current copyright laws for educators and I have a procedure for communicating these to students	0	0	0	0	0	0	0	0	
3.	I use good ergonomic practices when sitting at the computer, and I model these for students.	0	0	0	0	0	0	0	0	
4.	I can identify multiple roles of technology in society, reasons that technology is important, and ways it impacts our daily lives.	0	0	0	0	0	0	0	0	

These ratings allow you to identify those areas in which you have personal skills, but you have not yet applied them in the classroom. In other skill areas, you may find you will need to develop some personal skills before you can use the technology with learners.

If you rated any of your skills low, below a 2, and the priority high, above a 2, highlight the skill area. Once you have completed the assessment and reviewed your results, you can start creating your personal professional development plan.