

Staff Use of Technology Self-Evaluation Rubric

Please judge your level of achievement in each of the following competencies. Check the number which best reflects your current level of skill attainment. (Be honest, but be kind.) This tool is designed to help understand your current level of skills with computer technologies and to plan for professional development.

1. Basic Computer Use

___ Level 1 - I do not use a computer.

___ Level 2 - I use the computer to run a few specific, pre-loaded programs.

___ Level 3 - I run two programs simultaneously, and have several windows open at the same time.

___ Level 4 - I trouble-shoot successfully when basic problems with my computer or printer occur. I learn new programs on my own. I teach basic operations to my students.

2. File Management

___ Level 1 - I do not save any documents I create using the computer.

___ Level 2 - I select, open and save documents on different drives.

___ Level 3 - I create my own folders to keep files organized and understand the importance of a back-up system.

___ Level 4 - I move files between folders and drives, and I maintain my network storage size within acceptable limits. I teach students how to save and organize their files.

3. Word Processing

___ Level 1 - I do not use a word processing program.

___ Level 2 - I occasionally use a word processing program for simple documents. I generally find it easier to hand write most written work I do.

___ Level 3 - I use a word processing program for nearly all my written professional work: memos, tests, worksheets, and home communication. I edit, spell-check, and change the format of a document.

___ Level 4 - I teach students to use word processing programs for their written communication.

4. Spreadsheet

___ Level 1 - I do not use a spreadsheet.

___ Level 2 - I understand the use of a spreadsheet and can navigate within one. I create simple spreadsheets and charts.

___ Level 3 - I use spreadsheets for a variety of record-keeping tasks. I use labels, formulas, cell references and formatting tools in my spreadsheets. I choose charts which best represent my data.

___ Level 4 - I teach students to use spreadsheets to improve their own data keeping and analysis skills.

5. Database

___Level 1 - I do not use a database.

___Level 2 - I understand the use of a database and locate information from a pre-made database such as Library Search.

___Level 3 - I create my own databases. I define the fields and choose a layout to organize information I have gathered. I use my database to answer questions about my information.

___Level 4 - I teach students to create and use databases to organize and analyze data.

6. Graphics

___Level 1 - I do not use graphics with my word processing, home pages, or presentations.

___Level 2 - I open, create, and place simple pictures into documents using drawing programs or clipart.

___Level 3 - I edit and create graphics, placing them in documents in order to help clarify or amplify my message.

___Level 4 - I promote student interpretation and display of visual data using a variety of tools and programs.

7. E-mail

___Level 1 - I have an e-mail account but rarely use it.

___Level 2 - I send messages using e-mail – mostly to district colleagues, friends, and family. I check my e-mail account on a regular basis and maintain my mail folders in an organized manner.

___Level 3 - I incorporate e-mail use into classroom activities. I use e-mail to access information from outside sources.

___Level 4 - I use e-mail to request and send information for research.

8. Research/Information-Searching

___Level 1 - I am unlikely to seek information when it is in electronic formats.

___Level 2 - I conduct simple searches with the electronic encyclopedia and library software for major topics.

___Level 3 - I have learned how to use a variety of search strategies on several information programs, including the use of Boolean (and, or, not) searches to help target the search.

___Level 4 - I have incorporated logical search strategies into my work with students, showing them the power of such searches with various electronic sources to locate information which relates to their questions.

9. Desktop Publishing

___Level 1 - I do not use a publishing program.

___Level 2 - I use templates or wizards to create a published document.

___Level 3 - I create original publications from a blank page combining design elements such as columns, clip art, tables, word art, and captions.

___Level 4 - I design original publications that communicate to others what I've learned.

10. Internet

___ Level 1 - I do not use the Internet.

___ Level 2 - I access school and district websites to find information. I follow links from these sites to various Internet resources.

___ Level 3 - I use lists of Internet resources and make profitable use of Web search engines to explore educational resources.

___ Level 4 - I contribute to my school or district websites. I teach students how to effectively use the resources available on the Internet.

11. Responsible Use/Ethics

___ Level 1 - I am not aware of any ethical issues surrounding computer use.

___ Level 2 - I know that some copyright restrictions apply to computer software.

___ Level 3 - I understand district rules concerning student and adult use of e-mail and internet. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials.

___ Level 4 - I model ethical use of all software and let my students know my personal stand on this issue.

12. Technology Presentation

___ Level 1 - I do not use computer presentation programs.

___ Level 2 - I present my information to classes or groups in a single application program such as a word processor, a spreadsheet, or a publishing program.

___ Level 3 - I present my information and teach my class using presentation programs such as Powerpoint, incorporating various multimedia elements such as sound, video clips, and graphics.

___ Level 4 - I teach my students how to use presentation software. I facilitate my students' use of a variety of applications to persuasively present their research concerning a problem or area of focus in their learning.

13. Technology Integration

___ Level 1 - I do not blend the use of computer-based technologies into my classroom learning activities.

___ Level 2 - I understand the district technology plan supports integration of technology into classroom activities, but I am still learning about what strategies will work and how to do it. I accept student work produced electronically, but do not require it.

___ Level 3 - From time to time, I encourage my students to employ computer-based technologies to support the communicating, data analysis and problem solving outlined in the district technology plan.

___ Level 4 - I frequently model and teach my students to employ computer-based technologies for communication, data analysis, and problem-solving as outlined in the district technology plan.

SHORT ANSWERS (check all that apply):

14. *I work in:* ___Elementary ___Middle School ___High School ___Other

15. *I have a:* ___Home Computer ___Laptop ___Palm/PDA

16. *I have an Internet connection at home:* ___Yes ___No

16. *Trainings attended this year:* ___summer ___after-school ___First Class ___Other

17. *I have completed an online work order:* ___Yes ___No

18. *I have been to the CSD WWW Portal for:* ___ Staff ___Student ___Community

19. OPINION: 1 (poor) to 10 (great) or N/A

___Functionality of classroom computer

___Functionality of lab computers

___Quality of District Technical Support

___First Class system

___CSD WWW Portal site

20. FREQUENCY OF USE: 1 (never) to 10 (multiple times daily) or N/A

___Universal Design for Learning software

___Osiris (student data system)

___Classroom computer

___Home computer

___First Class

___School Telephone

Return to Steve Rothenberg, Tech Coordinator, c/o CHS

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