

## School Staff Technology Self-Evaluation

**Teachers: For each skill area, please check the highest level that describes your current technology aptitude. Level 4 reflects goals for the St. Gertrude School teaching staff.**

### 1. Responsible Use

- Level 1 - I am not aware of any ethical issues surrounding computer use.
- Level 2 - I know that all computers in the building are part of a network of electronic resources that I must use responsibly.
- Level 3 - I understand and follow Archdiocesan and St. Gertrude rules concerning copyright, the Internet, passwords, and appropriate use of resources, etc. I don't attempt to install software on my classroom computer.
- Level 4 - I model ethical use of all electronic resources and teach my students to be responsible users.

### 2. 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 open programs from icons and the Start bar and use more than one program at the same time.
- Level 4 - I teach basic operations to my students and try to troubleshoot problems when they occur.

### 3. 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 know how to identify the date and size of each file and folder.
- Level 4 - I teach my students how to save and organize their files.

### 4. E-mail

- Level 1 - I read my e-mail.
- Level 2 - I check my school email daily and I maintain my mail folders in an organized manner.
- Level 3 - I organize my mail folders to save messages and delete those I no longer need.
- Level 4 - I organize my mail folders, use email to communicate with my colleagues, and know how to send attachments with my email.

### 5. Word Processing

- Level 1 - I do not use a word processor.
- Level 2 - I use a word processor for basic writing tasks.
- 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 my students to use word processing programs for their written communication.

### 6. Graphics

- Level 1 - I do not use graphics with my word processing or presentations.
- Level 2 - I create pictures with painting and drawing programs.
- Level 3 - I insert my own graphics and clip art, citing my sources.
- Level 4 - I teach my students to select and modify graphics (example: digital photos, scanned drawings) in order to make a point or illustrate what I have learned.

## **7. 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 teach my students to design original publications that communicate to others what they have learned.

## **8. Spreadsheet**

- Level 1 - I do not use a spreadsheet.
- Level 2 - I enter data in a spreadsheet and create charts of data with titles and labels.
- Level 3 - I use formulas to help analyze and interpret data.
- Level 4 - I teach my students to use spreadsheets to improve their data keeping and analysis skills.

## **9. Library Database**

- Level 1 - I do not use OPAC – the St. Gertrude online public access catalog, the books for institutions program – public library, Archdiocese of Cincinnati catalog, CINCH, or request bibliographies or collections from the library/media specialist
- Level 2 – I ask the library/media specialist to find books and videos from various resources available
- Level 3 - I search for books and videotapes in the St. Gertrude online public access catalog or the books for institutions program, or the Archdiocese of Cincinnati catalog - [www.catholiccincinnati.org/ore/catalog](http://www.catholiccincinnati.org/ore/catalog) [www.montgomery.k12.oh.us/drugfree](http://www.montgomery.k12.oh.us/drugfree) or CINCH using title, author, subject and keyword searches. I collaborate with the school library/media specialist and locate and use resources available from my school library.
- Level 4 – I collaborate with the library/media specialist to organize research projects for my students using the library catalog (in the classroom, lab or library).

## **10. Research / Information-Searching**

- Level 1 - I do not conduct research or teach my students to conduct research.
- Level 2 - I help students brainstorm possible sources of information.
- Level 3 - I teach my students to use various electronic databases (public library - [www.cincinnati.library.org](http://www.cincinnati.library.org) Infohio resources – [www.infohio.org](http://www.infohio.org)), and to utilize keywords, limiters and other features of the database to answer their research questions.
- Level 4 - I teach my students to begin their research with an essential question, and help them brainstorm subsidiary questions and keywords to guide their search.

### **11. Internet**

- Level 1 - I do not use the Internet.
- Level 2 - I access school and Archdiocesan Web sites to find information. I follow links from these sites to various Internet resources.
- Level 3 - I use multiple search engines to locate information for my lesson preparation and evaluate for authenticity, bias, reliability, authority, and accuracy.
- Level 4 - I teach my students strategies to find information and evaluate for authenticity, bias, reliability, authority and accuracy.

### **12. Technology Presentation**

- Level 1 - I do not use technology for presentations to my classes.
- Level 2 - I use templates or wizards to create technology presentations (PowerPoint, Web pages).
- Level 3 - I use a projection device or a scan-converter to display electronic information and model skills for my students.
- Level 4 - I teach my students to create original presentations that are well organized, and use them to effectively share information or persuade an audience.

### **13. Technology Integration**

- Level 1 - I do not expect students to use technology in my classroom.
- Level 2 - I accept student work produced electronically, but do not require it.
- Level 3 - I plan lessons utilizing technology and I take technology workshops to extend my own skills and better integrate technology into my curriculum.
- Level 4 - I have read and support the St. Gertrude School Technology Plan and integrate the use of technology throughout my curriculum. I frequently model and teach my students to employ computer-based technologies for communication, data analysis, and problem solving.

### **14. LCD Projector**

- Level 1 - I do not know how to use an LCD projector.
- Level 2 - I know how to use an LCD projector and occasionally use it to display classroom material.
- Level 3 - I regularly use an LCD projector to display video, websites, teacher and student work.
- Level 4 - I can connect, use and troubleshoot an LCD projector. The LCD projector is a vital part of my classroom and used daily.

### **15. Interactive Board**

- Level 1 - I only use my interactive board to display information.
- Level 2 - I know how to use my interactive board to actively teach and use several tools to enhance my lessons.
- Level 3 - I download and use lesson plans designed for the interactive board and use the interactive board regularly for interactive lessons.
- Level 4 - I create my own lesson plans using software on the interactive board. The interactive board is a vital part of my classroom.

**15. Edline**

- Level 1 – I do not post information to Edline.
- Level 2 – I post news bulletins and a classroom newsletter to Edline.
- Level 3 – I update my Edline pages regularly with news items and grading information.
- Level 4 – Edline is my major tool of communication with parents and students. I create online quizzes and surveys for my students on Edline.

**16. Multimedia Equipment**

- Level 1 – I am reluctant to use multimedia equipment.
- Level 2 – I know how to use a few pieces of multimedia equipment but do not use them within the classroom setting.
- Level 3 – I comfortable using multimedia equipment in my classroom at any time.
- Level 4 – I encourage my students to use multimedia equipment and seek training on new technologies.

**17. Copyright**

- Level 1 – I do not understand copyright guidelines as they pertain to technology.
- Level 2 – I understand copyright guidelines as they pertain to technology and follow them when creating teaching material.
- Level 3 – I follow copyright guidelines and discuss them with my student.
- Level 4 – I stress the importance of copyright guidelines to my students and require my students to cite resources properly.

**18. Research Documentation**

- Level 1 – I allow my students to do research without a work cited page or bibliography.
- Level 2 – My student list the minimum research information for their projects (e.g. author and title).
- Level 3 – I provide examples of work cited entries at the level appropriate for my students.
- Level 4 – I help my students construct a work cited page at the level appropriate for their grade for all research projects and require work cited completeness as part of the student's grade.

The St. Gertrude School Technology Committee revised this form. It was developed by the library media specialists and teachers of the Bellingham Public Schools who based it upon the *Mankato Scale* first developed by the Mankato (Minnesota) Public Schools to measure the growth of staff technology skills.