

Technology Skills Appraisal

New Mexico Public Education Department

Use Computer Systems

Operating a computer and peripheral devices

- I do not really know how to use computers at all, and get a little confused when people use technical language.
- I sometimes need help with basic computer operations like finding a file I want, then opening, saving, and printing it. I sometimes understand what people mean when they use technical language.
- I can usually find, open, save, and print files independently. I can discard an unneeded file, locate a printer on a network, and send a fax message via modem. I understand the basic technical terms most people use.
- I can help other people find, open, save and print their files. I can help others find a printer or a server on a network. I can help colleagues configure their modems to access the Internet and send faxes. I am able to have two software programs open and working simultaneously. I can use technical terminology appropriately.

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Using computers in conjunction with imaging devices

- I am unsure how to use a scanner or a digital camera, and do not know how to save images from a video camera on a computer.
- I sometimes need help using a scanner and a digital camera or with saving images from a video camera on a computer.
- I know how to use a scanner and a digital camera and how to save images from a video camera on a computer. I have students incorporate images into their projects.
- I can help others use a scanner and a digital camera and help them save images from a video camera on a computer.

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Troubleshooting

- I am unsure what to do when my computer freezes or displays an error message.
- I sometimes need help when my computer freezes or displays an error message.
- I can usually figure out what to do when my computer freezes or displays an error message. I can use software help menus, online help and/or a manual to find solutions to common problems with hardware and software.
- I can help others find solutions when their computer or printer malfunctions, yet I recognize when it's necessary to request outside assistance with technical problems.

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Use software to access, generate and manipulate data, and publish results

Word processing

- I do not use a word processor, but prefer to type my work or write by hand.
- I use a word processor for some tasks, but don't use it routinely. I know how to use the spell checker.
- I generally use a word processor routinely, and can change the format of my files, insert graphics, and produce professional-looking documents.
- I can help others use a word processor, and know how to use the mail merge function to create a set of letters or mailing labels.

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Database use

- I am unsure how to create or use a database.
- I sometimes need help creating a database or with using one to find information.
- I can locate, sort, and analyze information in a database and can create one for personal or classroom use.
- I can help others find, sort, and analyze information from a database. I can teach students how to create a database related to a classroom project and use the sort and calculate functions to help answer project questions.

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Spreadsheet use

- I am unsure how or when to use a spreadsheet program.
- I sometimes need help using a spreadsheet program, but use one occasionally.
- I can use spreadsheet programs independently for tasks like for performing calculations and creating graphs or charts. I know how to copy graphs and charts into a word processor file.
- I can help students use spreadsheet programs to test research questions by performing calculations with data they collect, and by creating graphs or charts. I can help them copy graphs and charts into a word processed report of their findings.

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Desktop publishing

- I do not know how to create original newsletters or stories in a magazine-type layout.
- I sometimes need help putting a magazine-type article or publication together, but I have created one in a program like ClarisWorks or PageMaker before.
- I can create a magazine-type article without help. I know how to place clip art, how to format text, how to edit graphics, how to add borders and captions, and how to wrap text around images.
- I involve students in using desktop publishing software for their reports, and can help other teachers design desktop publishing learning activities for use with their students.

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Multimedia creation

- I do not know how to make original multimedia presentations.
- I sometimes need help putting a multimedia presentation together, but I have created a slide show in ClarisWorks or PowerPoint or a HyperStudio stack before.
- I can create a multimedia presentation without help. I like to use multimedia in the classroom or in other professional presentations. I know how to add sound clips and images.
- I can help others design and create multimedia presentations, save them, and export them to the Internet. I can instruct students in visual literacy—the interpretation and display of visual information and data. I can modify graphic images so they fit my presentation.

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Constructing Web pages

- I do not know how to create Web pages.
- I sometimes need help creating a Web page, but I have done it before.
- I can create a Web page independently, and can modify and update one that is currently online.
- I can help others learn how to create Web pages, edit them, and put them on a server.

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Technology applications in business, industry, and society

- I am not comfortable describing to students the integral role of technology in various careers.
- I sometimes need help identifying and describing to students how technology is essential in a wide variety of careers.
- I can identify the impact of technology on a wide range of consumer issues and career choices.
- I can help others design instructional activities which identify the impact of technology on a wide range of consumer issues and career choices.

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Apply tools for enhancing professional productivity

Productivity software use

- I do not use computer programs to create letters to parents or the community, to generate student activity sheets, to calculate student grades, or to create presentations.
- I sometimes need help using computer programs to create letters to parents or the community, to generate student activity sheets, to calculate student grades, or to create presentations.

- I can and routinely do use computer programs to create letters to parents or the community, to generate student activity sheets, to calculate student grades, or to create presentations. I use electronic address books, email, calendars and other organizers to keep me efficient.
 - I can help others learn to use computer programs to create letters to parents or the community, to generate student activity sheets, to calculate student grades, to increase proficiency, or to create presentations.
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Productivity hardware use

- I do not use a presentation system with a computer and TV (for example) to project presentations, demonstrations or instructions to students.
 - I sometimes need help using a computer presentation system to project presentations, demonstrations and instructions to students.
 - I can and routinely use a computer presentation system to project presentations, demonstrations and instructions to students.
 - I can help others learn to use a computer presentation system to project presentations, demonstrations and instructions to students.
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Using the Internet to access information and enhance productivity

- I am unsure how to find information on specific topics on the Internet.
 - I can follow links on a Web page, but sometimes need help using a search engine to find information on specific topics on the Internet.
 - I can use a search engine like Yahoo! or Excite to find information on specific topics on the Internet. I know how to download, save, and print from the resources I find online. I know how to create a bookmark file of Web addresses for pages I find useful.
 - I can help others use a search engine to find, download, save, and print information from the Internet and help them create bookmark files. I can also download and install plug-ins and other electronic files to enhance the performance of Internet software.
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Using email technology to communicate

- I do not have an email account, or hardly ever check the one I have.
 - I use email regularly to send and receive messages, but I sometimes need help when someone sends me an attached file. I could also use help with sorting my email messages and creating an address book.
 - I can send and receive emailed attachments, and can create filters to sort my messages and address books to simplify sending messages.
 - I can help others manage their email and have led students in an email-based classroom activity.
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Using other technologies to communicate

- I am not sure how I would benefit from using listservs, Internet newsgroups or online chat, so I do not use them.
- I am interested in using listservs, newsgroups, and/or chat, but sometimes need help joining the groups, posting messages, and participating.
- I can read and post messages to listservs, newsgroups, can participate in online chat, and use the information from them as a resource in the classroom.
- I can manage my listserv and newsgroup messages, and know how to send a private message to the author of a public posting. I can help others subscribe to and use an online chat medium.

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Using technology to collaborate

- I have not used email or online chat to plan or participate in collaborative classroom projects.
- I am comfortable using email to plan a project with other teachers, but sometimes need help with structuring my classroom activities and grouping students to be able to make the most of online collaborative projects.
- I am comfortable using email or other forms of telecommunications to plan and participate in a collaborative project, and can support student participation through using a variety of grouping strategies.
- I can help others use email and other forms of telecommunications to plan and participate in a collaborative project, and can help facilitate student participation by designing a variety of grouping strategies.

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Using technology to conduct research: Literature search

- I do not use electronic resources to prepare lessons or search for information.
- I sometimes need help using an electronic encyclopedia, library software, or the Internet to search for information.
- I can find what I need in an electronic encyclopedia, library software, and on the Internet. I am careful to authenticate and document the credibility and authority of electronic information resources.
- I can help others design information searches using a variety of technology resources including electronic encyclopedias, library software, and the Internet. I teach students to authenticate and document the credibility and authority of electronic information resources.

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Using technology to conduct research: Data search and collection

- I do not use electronic resources to collect, access, or record data.
- I sometimes need help finding or collecting data I need for my classroom projects on the Internet, but can use a word processor to create a data collection form for students to use locally.
- I know how to find data my students and I need from online resources and can

support their work via word-processed forms and database files.

- I can create Web-based data collection forms so my students can collect data online for their projects. I can help students record their data in a database, use the data to answer research questions, and publish their findings online.

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Using technology to solve problems

- I do not believe technology can be used to solve the problems I face in the classroom.
- I sometimes need help technologies like CD-ROM's, instructional software and Internet resources to address the individual learning needs of my students and to extend otherwise limited classroom curriculum materials. I can use classroom management software for administrative and record-keeping tasks.
- I can create instructional plans to utilize technology resources to differentiate curriculum for students' various learning styles, abilities, and preferences. I can design curriculum to gain the greatest benefits from existing technologies.
- I can teach others how to create instructional plans using technology resources to differentiate curriculum for students' various learning styles, abilities, and preferences. I can teach others how to design curriculum to gain the greatest benefits from existing technologies, and can help others learn to use classroom management software to streamline administrative and record-keeping tasks.

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Use technology to encourage lifelong learning

- I am unsure how distance learning technology will help me learn and grow professionally.
- I am optimistic that distance learning technology can make it easier for me to participate in professional development, but need help finding programs that meet my needs.
- I can identify the benefits of distance learning technologies and have already participated in at least one course.
- I can help others design strategies for making the most of distance learning-supported professional development based on my experience in courses I've taken in the past.

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Awareness of equitable and ethical technology use

- I am unfamiliar with ethical issues impacting computer use.
- I am aware of ethical issues regarding computer, software, and Internet use, but could use help explaining them to students. I try to honor copyright and software license guidelines.
- I practice ethical use of copyrighted material and require my students to do the same. I make sure that all my students have equal access to classroom technology resources and demonstrate sensitivity about student home technology access limitations. I protect my students' privacy when class work is displayed online, and encourage students to practice good manners or "netiquette" in electronic communications.

- I model the behaviors described in the option above, and can help design an acceptable use policy (AUP) and behavioral guidelines applicable to student use of copyrighted materials, software, and the Internet.

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Demonstrating awareness of resources for students with special needs

- I do not know what strategies or what kind of adaptive devices can be used to assist students with special needs use the computer.
- I can adjust the screen display's text size to help students with limited vision, but need help to accommodate students with other needs.
- I can implement a text-to-speech function to help students with limited vision use the computer and find modified keyboards or other input devices to assist students of limited mobility.
- I can design strategies to assist students with special needs. I know how to install the devices and train the students in their use.

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Applying computer technologies to support instruction

Exploring computer technology resources

- I am unsure how to identify appropriate technology resources to use in my classroom.
- I sometimes need help finding and identifying education technologies which could be used to support instruction in my classroom.
- I can find and identify education technologies including software, hardware, and curriculum resources that are useful in my classroom.
- I can help others find and identify education technologies for use in classroom instruction.

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Evaluating instructional software, computer systems and curriculum resources

- I am not comfortable making selections or recommendations for the purchase of technology resources.
- I sometimes need help making selections or recommendations of technology resources, but can locate credible software reviews to assist in the selection of instructional software and/or online resources.
- I can preview and evaluate software and/or online resources for use with students. I can select an appropriate computer equipment set-up for my classroom instructional needs.
- I can help others evaluate software and online resources by creating evaluation guidelines specific for the instructional objectives and students' learning needs. I can design computer system specifications to match school and district student learning standards.

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Instructing students on the use of new technologies

- I am not comfortable teaching students how to use a new software program or a new technology tool.
- I sometimes need help designing learning activities to introduce new software or technologies to students.
- I can instruct students in the use of new instructional software and/or online resources and use these resources with existing curriculum.
- I can create learning activities which utilize instructional software and/or online resources and incorporate them in cross-curricular activities to facilitate student learning.

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Relating instructional principles to technology use

- I am unfamiliar with how computer technologies relate to constructivist teaching principles, systemic learning principles, or assessment strategies.
- I am familiar with current learning theories, but sometimes need help using computer technologies to support the principles of constructivism or systemic learning.
- I sometimes use computer technologies in classroom activities to help students learn through communicating with others, by accessing primary documents, or to master basic skills through directed practice. I occasionally use computer technologies to assess student learning.
- I routinely use computer technologies as described in the option above, and can help others relate instructional principles to technology use by sharing electronic portfolios of student work.

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Plan and deliver instructional units that integrate a variety of software, applications and learning tools

Integrating technology into instruction

- I do not weave the use of computer technologies into my classroom instruction.
- I sometimes use technology resources in my instruction and occasionally require students to use software tools or resources in their lessons.
- I frequently use educational software and electronic resources in my classroom instruction and require students to explore and use a variety of software tools and electronic resources to support their learning.
- I can teach others how to integrate educational software and electronic resources in their classroom instruction.

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Using technologies to vary grouping strategies

- I do not design technology-enhanced learning activities for a variety of student groupings.
- I can involve my class as a whole in learning activities which incorporate instructional software and Internet resources, but sometimes need help designing projects for teams or independent students.
- I regularly design a variety of technology-integrated learning activities that

alternately group students in pairs, teams, as independent learners, or in large groups. I am comfortable assessing student learning on an individual basis and as part of a team.

- I can help others design a variety of technology-integrated learning activities that group students in pairs, teams, singletons, or large groups, and design assessment rubrics and strategies to measure student learning as individuals and as part of a team.

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Using technologies to address the needs of a diverse student population

- I do not design technology-enhanced learning activities or assessments specifically for students from diverse backgrounds.
- I sometimes need help designing technology-enhanced learning activities or assessments specifically for students from diverse backgrounds.
- I can identify the unique and diverse learning needs of my students and regularly design technology-enhanced learning activities and assessments to accommodate them.
- I can help others identify the unique and diverse learning needs of their students and design technology-enhanced learning activities and assessments to accommodate them.

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Designing student learning activities to foster equitable, ethical, and legal use of technology

- I do not provide instruction in the equitable, ethical, and legal use of technology.
- I need help designing appealing and effective student learning activities to be aware of and follow copyright law, software license restrictions, and the district's acceptable Internet use policy.
- I routinely incorporate student learning activities to help students become aware of and follow copyright law, software license restrictions, and the district's acceptable Internet use policy.
- I can help others designing appealing and effective student learning activities to help students become aware of and follow copyright law, software license restrictions, and the district's acceptable Internet use policy. I can help others design learning activities to help students become aware of current technology-related issues such as privacy and equity.