

Teacher Use of Technology 2003-2004 Self-Evaluation Rubrics

Teachers: Please check the number that describes what you do at the present time.

1. Responsible Use

- 1 - I know that all computers in the district are part of a network of electronic resources that I have agreed to use responsibly.
- 2 - I work with my library media specialist to get technology help, and I do not install or download software on my classroom computer.
- 3 - I understand and follow district rules concerning copyright, the Internet, passwords, appropriate use of resources, virus protection strategies, etc.
- 4 - I model ethical use of electronic resources and teach my students to honor intellectual property rights, to use proper citations, and to use equipment and electronic resources responsibly.

2. Basic Computer Use

- 1 - I use a computer for email, grading, and producing assignments.
- 2 - I use printers and other peripherals such as scanners, zip drives and CD writers, and troubleshoot connections to solve technical problems.
- 3 - I learn new programs and discover additional program features on my own.
- 4 - I model learning strategies and troubleshooting procedures to encourage my students to thoughtfully and independently use technology to solve problems.

3. File Management

- 1 - I save and retrieve files to and from local and network drives.
- 2 - I create my own folders to keep files organized and know how to identify the date and size of each file and folder.
- 3 - I use my H:drive, the school's S:drive and T:drive, and occasionally, the district-wide P:drive to access and save information, and to make information available to students.
- 4 - I teach my students how to move, copy, and organize their files in folders, and to use search techniques to find files.

4. E-mail

- 1 - I check my district email daily, write concise messages, and use appropriate email etiquette, including subject line.
- 2 - I maintain my mail folders in an organized manner.
- 3 - I create, send, and save attachments, forward messages appropriately, and move messages from my *Outlook* mail files to my H:drive storage so that the district email system works efficiently.
- 4 - I use email professionally to share information with colleagues and parents, and I incorporate e-mail use into classroom activities.

5. Word Processing

- 1 - I use a word processor for basic writing tasks.
- 2 - I use a word processing program for my written professional work: memos, tests, worksheets, parent communication, etc. I edit, spell-check and change the format of documents.
- 3 - I incorporate tables in my *Word* documents, use bulleted and numbered lists, format page numbers and notes, and use editing tools such as Find/Replace, etc.
- 4 - I teach my students to use word processing programs for their written communication, and require multiple experiences using technology for the full writing process.

6. Graphics

- 1 - I rarely use graphics in my word processing or presentations.
- 2 - I create pictures with paint/draw programs, and insert my own graphics and clip art, citing my sources.
- 3 - I understand and apply design principles, and modify graphics (example: digital photos, scanned drawings).
- 4 - I teach my students to select and modify graphics in order to make a point or illustrate what they have learned, while respecting intellectual property and obeying copyright laws.

Please turn form over.

7. Desktop Publishing

- 1 - I use *Word* to publish signs, flyers, and handouts.
- 2 - I use a desktop publishing program (*Publisher*), using templates and wizards to create one or more types of published documents.
- 3 - I create original publications, combining design elements such as columns, clip art, photo images, tables, word art and captions, with appropriate citation of sources.
- 4 - I teach my students to design original publications that communicate their learning to others.

8. Spreadsheet

- 1 - I record and edit data in a simple *Excel* spreadsheet created by others.
- 2 - I enter data in spreadsheets, and create data displays to explain my information using well-labeled and effective charts and graphs.
- 3 - I use formulas to help analyze and interpret data.
- 4 - I teach my students to use spreadsheets to improve their data keeping and analysis skills.

9. Library Database

- 1 - I use the school library catalog to search for books, videotapes, and other teaching materials.
- 2 - I locate and obtain materials from the school library, and District Media Library website.
- 3 - I determine and use search terms (author, title, subject, keyword) appropriate to my purpose, and create bibliographies for my students (using *Bookbag*).
- 4 - I teach my students to use the online library catalog using title, author, subject and keyword searches to locate reading choices and start their research.

10. Research / Information-Searching

- 1 - I find information in print and electronic resources using simple searches and the index.
- 2 - I use various electronic databases (*World Book, Proquest, Electric Library, SIRS*), and use keywords, limiters and other features of the database to answer my research questions.
- 3 - I know the features of our purchased electronic resources, and evaluate and select the one that meets my needs each time I do research.
- 4 - I teach my students strategies for searching electronic and print resources, starting with an essential question, and brainstorming subsidiary questions and keywords to guide their search.

11. Internet

- 1 - I search school and district Web sites to find information, and follow links from these sites to various Internet resources.
- 2 - I use a variety of search engines, metasearch tools, news engines, and subject directories (*Google, Vivisimo, Daypop, Internet Public Library, Yahoooligans, KidsClick*) to locate information for lesson preparation in my subject area.
- 3 - I use effective strategies to find information on the Internet, and evaluate for authenticity, bias, reliability, authority and accuracy.
- 4 - I teach my students strategies to efficiently find information on the Internet, and evaluate for authenticity, bias, reliability, authority and accuracy.

12. Technology Presentation

- 1 - I rarely use technology for presentations to my students.
- 2 - I create well-organized, information-rich presentations to teach my students.
- 3 - I use a projection device (projector, scan converter/monitor, flex cam) regularly for class presentations.
- 4 - I teach my students to create original presentations that are well organized, and use them to effectively share information and/or persuade an audience.

13. Technology Integration

- 1 - I accept student work produced electronically, but do not require it.
- 2 - I plan lessons using technology and I take advantage of learning opportunities to extend my own skills and better integrate technology into my curriculum.
- 3 - I integrate the use of technology throughout my curriculum, and enable my students to meet the district adopted "Technology Standards for All Students" (2000).
- 4 - I frequently model and teach my students to employ computer-based technologies for communication, data analysis, and problem solving.

This scale is revised regularly by librarians and teachers of the Bellingham (Washington) Public Schools. It was originally derived from the Code 77 rubrics developed by the Mankato (Minnesota) Public Schools to measure the growth of staff technology skills.