Staff Information Technology Competencies Self Assessment

This survey was developed taking into consideration the six National Educational Technology Standards for Teachers (NETS) and locally developed Information Technology Competencies as they appear in the Voorhees Township School District Educational Technology Plan.

**Directions:** Please complete the survey by selecting one of the choices that best estimates your skill or knowledge level about each of the technology related indicators.

**Technology Operations and Concepts**

**Word Processing / Desktop Publishing**

1. Create, save, and print text in a word processing program.
   - [ ] Not At All
   - [ ] Minimally
   - [ ] Confidently
   - [ ] Able to Teach Others

2. Use editing features and techniques such as copy & paste, formatting tools, spell check, and thesaurus.
   - [ ] Not At All
   - [ ] Minimally
   - [ ] Confidently
   - [ ] Able to Teach Others

3. Use draw and paint tools for grouping, ungrouping, and layering word art objects and shapes.
   - [ ] Not At All
   - [ ] Minimally
   - [ ] Confidently
   - [ ] Able to Teach Others

4. Use features such as page setup, tabs, clip art, bullets, numbering, headers, footers, and borders to properly compose a document.
   - [ ] Not At All
   - [ ] Minimally
   - [ ] Confidently
   - [ ] Able to Teach Others

5. Import data into a word processing document using mail merge features to create form letters, envelopes and labels.
   - [ ] Not At All
   - [ ] Minimally
   - [ ] Confidently
   - [ ] Able to Teach Others

6. Create, manipulate and format tables in a document
   - [ ] Not At All
   - [ ] Minimally
   - [ ] Confidently
   - [ ] Able to Teach Others

7. Utilize page layout features required in the production of a variety of publications, such as newsletters, brochures and banners.
   - [ ] Not At All
   - [ ] Minimally
   - [ ] Confidently
   - [ ] Able to Teach Others
Spreadsheets

8. Design a spreadsheet using proper format, perform data entry, and sort information.
   - Not At All
   - Minimally
   - Confidently
   - Able to Teach Others

9. Create a spreadsheet that employs simple formulas and graphs.
   - Not At All
   - Minimally
   - Confidently
   - Able to Teach Others

10. Design and use spreadsheets that incorporate complex formulas and functions, absolute cells, and chart functions.
    - Not At All
    - Minimally
    - Confidently
    - Able to Teach Others

Databases

11. Navigate and search an existing database, such as library online card catalog, grade book software, and Web-based online reference tools.
    - Not At All
    - Minimally
    - Confidently
    - Able to Teach Others

    - Not At All
    - Minimally
    - Confidently
    - Able to Teach Others

13. Create a database that includes complex queries, forms, and reports.
    - Not At All
    - Minimally
    - Confidently
    - Able to Teach Others

WWW (Research & Authoring)

14. Navigate the Internet using browsers, e-mail, search engines, and book marking.
    - Not At All
    - Minimally
    - Confidently
    - Able to Teach Others

15. Develop and publish a Web page
    - Not At All
    - Minimally
    - Confidently
    - Able to Teach Others

16. Use the Internet to design and post online projects.
    - Not At All
    - Minimally
    - Confidently
    - Able to Teach Others

17. Create, design and manage a Web site that incorporates links, tables, and graphics.
    - Not At All
    - Minimally
    - Confidently
    - Able to Teach Others

Multimedia Presentation

18. Plan and create a multimedia presentation, which includes text, clipart, graphics, sound, animation, video and special effects.
19. Operate a video camera, create storyboards and scripts, understand basic production techniques, and conduct simple editing.

20. Deliver a multimedia presentation using a computer and a large screen viewing device, performing all setup measures required independently.

Telecommunications

21. Perform basic e-mail tasks (e.g., send, open, and save e-mail attachments).

22. Use videoconferencing resources.

Graphics

23. Capture images using a digital camera, scanner, or downloaded from the Internet, and transfer them.

24. Manipulate images captured by a scanner and digital camera.

25. Use image editing software to modify and manipulate images obtained from a scanner, digital camera or the Internet.

General Operation & Troubleshooting

26. Turn computer on, log in, use a mouse, and launch a program.

27. Use problems solving tools and software such as calendars and graphic organizers.

28. Employ features and functions embedded in computer operating systems.
29. Save and access files on your school’s network from your classroom (Home).
   - Not At All  - Minimally  - Confidently  - Able to Teach Others

30. Organize, manage and maintain data within the structure of a computer-based file system, using appropriate tools.
   - Not At All  - Minimally  - Confidently  - Able to Teach Others

31. Apply basic troubleshooting strategies with a computer that is not working properly (e.g., check power supply and cables and attached devices, record precise symptoms, conditions and error messages, re-boot the computer and attached devices) prior to reporting to building technology specialist.
   - Not At All  - Minimally  - Confidently  - Able to Teach Others

32. Apply basic troubleshooting strategies with a printer that is not working properly (e.g., replace ink cartridge, clear paper jam, check power supply and cables) prior to reporting to building technology specialist.
   - Not At All  - Minimally  - Confidently  - Able to Teach Others

33. Manage classroom computers and peripherals including accessing control panels, selecting printers, operating large screen display, and performing basic troubleshooting measures.
   - Not At All  - Minimally  - Confidently  - Able to Teach Others

34. Use special purpose software programs and utilities such as:
   - PC Anti-virus software
     - Not At All  - Minimally  - Confidently  - Able to Teach Others
   - GroupWise Calendars & Document Management
     - Not At All  - Minimally  - Confidently  - Able to Teach Others
   - GroupWise WebAccess
     - Not At All  - Minimally  - Confidently  - Able to Teach Others
   - IP/TV Video On Demand
     - Not At All  - Minimally  - Confidently  - Able to Teach Others
   - Integrate Pro
     - Not At All  - Minimally  - Confidently  - Able to Teach Others
   - SASI Classroom XP
     - Not At All  - Minimally  - Confidently  - Able to Teach Others
   - Virtual Office Tools: NetStorage
35. Make use of assistive technology resources (if applicable based on special needs student placement) such as:

**Assistive Hardware Devices**
- Alphasmart
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others
- Laser PC6
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others
- Intellikeys
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others
- Laptop Computer
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others

**Assistive Software Tools**
- Co:Writer
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others
- Write OutLoud
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others
- Writing with Symbols
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others

**Creating and Implementing Technology-Rich Learning Environments**

36. Guide students in applying rubrics to develop the products and reports they create with technology.
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others

37. Design a lesson in which students search electronic media (CDs or the Web) for information/images in content areas.
  - Not At All
  - Minimally
  - Confidently
  - Able to Teach Others
38. Design a lesson in which students use presentation or desktop publishing software to share knowledge, expertise, and artifacts with classmates.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

39. Design a lesson in which students create Web pages or use e-mail to share their projects or writing outside the classroom.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

40. Design large-group instructional lessons to use technology tools in the classroom in order to present curriculum-oriented content and engage students in discussion.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

41. Design small-group instructional activities to provide limited technology tools in the classroom to facilitate student collaboration and problem-solving.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

42. Identify, schedule and obtain access to specific technology resources (rooms, equipment, subscription databases, software, etc.), available from the school, to support a technology infused lesson.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

43. Identify, select, and use hardware and software technology resources specially designed for use by PK-8 students to meet specific teaching and learning objectives.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

44. Use technology to adapt a lesson for students with special needs.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

Assessment and Evaluation

45. Develop an electronic portfolio of completed student projects (e.g., multimedia presentations, desktop publishing projects, word processing assignments, spreadsheets, website development, etc.) to assess and evaluate student learning in areas related to NJ Core Curriculum Content Standards for all academic content areas, including the required standards for Information Technology Literacy.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

46. Assess and evaluate technology related to student learning activities through the use of focus-based rubrics.

- Not At All
- Minimally
- Confidently
- Able to Teach Others

47. Utilize student results from computer-based assessments that are built into software products and online resources (e.g., SuccessMaker, Study Island, UnitedStreaming, WebQuests, etc.) used in class.
48. Draw on technology to communicate evidence of student learning to students, parents and the community.

Social, Ethical, and Human Issues

49. Teach students legal and ethical aspects of copyright issues regarding digital media and software.

50. Understand and practice the school district's policies on Internet use.

51. Develop lessons and procedures to ensure equitable access to technology resources for all students.

52. Protect student privacy and security when publishing students' writing or images on the Web.

53. Explain how students can evaluate the accuracy, relevance, appropriateness, and bias of electronic information.

54. Address copyright issues when extracting and/or publishing web information.