

Skill Attainment

Name:

Date:

E-mail:

School:

Educational Attainment: (Optional)

Current Grade Level Taught:

Years teaching:

Certifications and Credentials: (check all that apply)

- Early Childhood Child Development Associate (CDA)
 Elementary Education Certified Childcare Professional
 Special Education

How frequently do you integrate state standards into your lessons and curriculum?

DIRECTIONS: Click on the button to indicate your position on the five-point scale in each row. Columns 2 and 4 are purposely left blank to allow you to indicate that your perception of your skills and practice lie somewhere between the provided descriptions.

Basic Skills	I have no or limited skills in this area.		I can perform most of basic functions in this area on my own.		I can perform all basic functions on my own as well as use more advanced functions successfully.
Word Processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attach files to E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multimedia/presentation software (PowerPoint/HyperStudio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web page browsing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding what I want with web searches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting software problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting hardware problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. File Management				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know how to find files or documents after I save them.		I can find, sort and manage files or documents.		I can use more than one method to find and organize files or documents.

2. Operating Systems				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am unable to make changes to the operating system of my computer on my own.		I am able to make changes to the operating system on my own.		I am able to explain to others how to make changes to the operating system.

3. Technology Concepts				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know and understand a few technology-related concepts.		I know and understand some technology-related concepts.		I know and understand many technology-related concepts.

4. Technology Literature				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not read any literature on technology.		I read some literature on technology.		I read many journals, periodicals, and books about the latest research on technology.

5. Technology-enhanced instructional strategies				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not familiar with technology-enhanced instructional strategies that support the diverse needs of learners.		I occasionally use technology-enhanced instructional strategies that support the diverse needs of learners.		I frequently use or design technology-enhanced instructional strategies that support the diverse needs of learners.

6. Using current technology research in planning strategies.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not implement educational technology research in my lesson plans.		I occasionally implement educational technology research in lesson plans.		I frequently implement educational technology research in lesson plans.

7. Locating technology resources and evaluating for accuracy and suitability.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no experience locating and evaluating technology resources to use in my instruction.		I have some experience locating and evaluating technology resources to use in my instruction.		I frequently locate and evaluate technology resources to use in my instruction.

8. Planning for management of technology resources.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncomfortable with planning how to incorporate technology into learning activities.		I am becoming comfortable with planning how to incorporate technology into learning activities.		I am comfortable with planning how to incorporate technology into learning activities.

9. Planning strategies to manage student learning in a technology-enhanced environment.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncomfortable with planning how students will use classroom technology.		I am becoming comfortable with planning how students will use classroom technology.		I am comfortable with planning how students will use classroom technology.

10. Using technology that addresses content standards and student technology standards.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely use technology-enhanced lessons to meet content and student technology standards.		I occasionally use technology-enhanced lessons to meet content and student technology standards.		I frequently use technology-enhanced lessons to meet content and student technology standards.

11. Using technology that addresses the diverse needs of students.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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I rarely use technology to meet the diverse needs of learners.		I occasionally use technology to meet the diverse needs of learners.		I frequently use technology to meet the diverse needs of learners.
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12. Designing developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncomfortable designing developmentally-appropriate learning activities that use technology.		I am becoming comfortable designing developmentally-appropriate learning activities that use technology.		I am comfortable designing developmentally-appropriate learning activities that use technology.

13. Applying technology to empower learners with diverse backgrounds.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely use technology to empower students with different abilities, interests, and learning styles.		I occasionally use technology to empower students with different abilities, interests, and learning styles.		I frequently use technology to empower students with different abilities, interests, and learning styles.

14. Using technology to develop student's higher order skills and creativity

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classroom, students use technology for drill and practice only.		In my classroom, students use technology to assist them in completing traditional classroom work (e.g., worksheets).		In my classroom, students use technology to creatively demonstrate comprehension of complex thought processes.

15. Applying technology in assessing student learning of subject matter using a variety of assessment techniques.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncomfortable using technology to assess student learning of subject matter.		I am becoming comfortable using technology to assess student learning of subject matter.		I am comfortable using technology to assess student learning of subject matter.

16. Using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncomfortable using technology to collect, compile, and analyze student data to improve instructional practice.		I am becoming comfortable using technology to collect, compile, and analyze student data to improve instructional practice.		I am comfortable using technology to collect, compile, and analyze student data to improve instructional practice.

17. Applying multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncomfortable using evaluation methods to determine students' appropriate use of technology resources.		I am becoming comfortable using evaluation methods to determine students' appropriate use of technology resources.		I am comfortable using evaluation methods to determine students' appropriate use of technology resources.

18. Using technology resources to engage in ongoing professional development and lifelong learning.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely use resources such as local support, Internet, professional organizations, and journals to remain current in educational technologies.		I use some resources such as local support, Internet, professional organizations, and journals to remain current in educational technologies.		I use all available resources such as local support, Internet, professional organizations, and journals to remain current in educational technologies.

19. Evaluating and reflecting on professional practice to make informed decisions regarding the use of technology in support of student learning.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely evaluate or reflect on different ways I can efficiently use technology to support student learning.		I occasionally evaluate and reflect on different ways I can efficiently use technology to support student learning.		I frequently evaluate and reflect on different ways I can efficiently use technology to support student learning.

20. Applying technology to increase productivity.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely use		I occasionally use		I frequently use

technology to increase my productivity.		technology to increase my productivity.		technology to increase my productivity.
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21. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely use technology to enhance school, home and community communications.		I occasionally use technology to enhance school, home, and community communications.		I frequently use technology to enhance school home, and, community communications.

22. Modeling and teaching legal and ethical practice related to technology use.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely discuss or teach the social and legal issues related to the use of technology.		I occasionally discuss or teach the social and legal issues related to the use of technology.		I frequently discuss or teach the social and legal issues related to the use of technology.

23. Identifying and using technology resources that affirm diversity.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely identify and use technology resources that affirm diversity.		I occasionally identify and use technology resources that affirm diversity.		I frequently identify and use technology resources that affirm diversity.

24. Promoting safe and healthy use of technology resources.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely spend time promoting the safe and healthy use of technology resources.		I occasionally spend time promoting the safe and healthy use of technology resources.		The frequently spend time promoting the safe and healthy use of technology resources.

25. Facilitating equitable access to technology resources for all students.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely advocate for or facilitate equal access to technology resources for all students.		I occasionally advocate for or facilitate equal access to technology resources for all students.		I frequently advocate for or facilitate equal access to technology resources for all students..