

# Educational Technology Professional Development

An Action Plan for Preparing Teachers in the Middletown Public Schools to Promote a Technology Rich Learning Environment



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Middletown Public Schools

2002-2004

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# 2002-2003 Educational Technology Professional Development Summary

CT State Dept of Education Focus for 2003-2004 (competitive grants): **Online Learning**

Scheduled MPS PD opportunities that will satisfy this initiative:

- Integrating WebQuests in the Classroom
- ePals classroom exchange project
- Creating a classroom Webpage
- Online Technology PD with Web-Based Training (PowerPoint and Excel)
- Videoconferencing in the World Language curriculum (connecting classrooms from around the globe to promote immersion language learning)

Further areas for exploration:

- BlackBoard.com – online learning environment
- Microsoft Content Server
- Our HS students participating in online courses that we cannot offer
- Our HS teachers instructing online courses to students around the country

## Workshops Conducted During the 2002-2003 Academic Year

#	Workshop Conducted	School	Audience	Tot.
1	Intel Teach to the future	District	K-12	44
2	Using GradeQuick	Keigwin	All	30
3	Using GradeQuick	Wilson	ALL	7
4	Using GradeQuick	MHS	All	12
5	Intro to the PC (email, Internet for instruction, & computer lab management)	Snow	All	37
6	Intro to the PC (email, Internet for instruction, & computer lab management)	Moody	All	32
7	Kidspiration	Wesley	All	28
8	Building performance tasks using Technology	Lawrence	3-5	5
9	Internet Resources for primary grades (SmartBoard Intro)	Lawrence	K-2	7
10	Internet scavenger hunts	Lawrence	3-5	5
11	Building a school Website	District	ETS	12
12	Building a program Website	District	Support Staff	14
13	Email follow-up	Moody	All Teachers	22
14	Beginning Computer Use (email, computer lab management, Browsing the Internet)	Spencer	K-5	8
15	Beginning Technology integration (email, computer lab management, KidPix)	Spencer	K-5	7
16	Intermediate Technology integration (email, computer lab management, PowerPoint)	Spencer	K-5	7
17	Advanced Technology integration (email, computer lab management, WebQuests)	Spencer	K-5	6
18	ePals Classroom exchange	Wilson	7-8 (SS/LA)	8
19	Using the SmartBoard for instruction	District	K-5	8
20	Using the SmartBoard for instruction	Farm Hill	K-5	1
21	Using the SmartBoard (electronic whiteboard) for instruction	Bielefield	K-5	1
22	Using the Ibid (electronic whiteboard) for instruction	Wilson	7-8	2
23	Science Websites	MHS	9-12	8
24	Web-Based Training (WBT) – Online Professional Development	ETS	K-12	10
25	Online Staff Development Calendar Setup	District		3
26	Online Cafeteria Menu Posting	District	Admin	1
27	SmartBoard Orientation	District	Admin	1
28	Various informal workshops (2-5 teachers at a time) in Word, graphics, e-mail Exploration, WebQuests, creating web sites, PowerPoint, SmartBoard, LCD projector	Farm Hill	K-5	20+
29	Excel for data analysis	District	Administration	12
30	Using the SmartBoard for administrative presentations	District	Administration	6
31	Website Critique	Wilson	7-8	2
32	Beginning Computer Use (email, computer lab management, Browsing the Internet)	Bielefield	K-5	10
33	Beginning Technology integration (email, computer lab management, KidPix)	Bielefield	K-5	9
34	Intermediate Technology integration (email, computer lab management, PowerPoint)	Bielefield	K-5	6
35	Advanced Technology integration (email, computer lab management, WebQuests)	Bielefield	K-5	6
36	Intermediate Technology integration (email, computer lab management, PowerPoint)	Mac	K-5	8
37	Advanced Technology integration (email, computer lab management, WebQuests)	Mac	K-5	6

#	Workshop Scheduled	School	Audience	Tot.
1	Intel Teach to the future (expected enrollment)	District	K-12	15
2	Tom Snyder Productions:	District	K-12	35
3	Project-Based Technology for the classroom	District	K-12	15
4	District Wide Events Calendar	District	Administration	15
5	Building a classroom Webpage: Intermediate/Advanced	District	K-12	17
5	Building a classroom Webpage: Intermediate/Advanced	District	K-12	15
5	Building a classroom Webpage: Intermediate/Advanced	District	K-12	15
6	Building a classroom Webpage: Beginner	District	K-12	16
6	Building a classroom Webpage: Beginner	District	K-12	15
7	Videoconferencing in the classroom	MHS	World Lang.	2
8	Beginning Computer Use (email, computer lab management, Browsing the Internet)	Farm Hill	K-5	8
9	Beginning Technology integration (email, computer lab management, KidPix)	Farm Hill	K-5	8
10	Intermediate Technology integration (email, computer lab management, PowerPoint)	Farm Hill	K-5	8
11	Advanced Technology integration (email, computer lab management, WebQuests)	Farm Hill	K-5	8

Workshop Description	Number of Wkshps	Number of Participants	Focus
Intel Teach to the future	40	59	K-12
Creating a Classroom Webpage	5	74	K-12
Intro to the PC (email, Internet, computer lab management)	8	69	K-5
Kidspiration	4	28	K-5
Building Performance Tasks using Technology	9	36	K-5
Internet Scavenger Hunts	5	20	K-5
Internet Resources for Primary Grades (SmartBoard Intro)	1	7	K-2
Creating a school Website	1	12	K-12
Creating a program Website	4	18	K-12
Using GradeQuick	3	49	6-12
Tech. Integration (Beg. - Adv.) PPT, Kidpix, WebQuests)	14	105	K-5
Email to Improve Communication - (individual sessions)	22	22	K-5
ePals Classroom Exchange (emailing classes worldwide)	2	8	7-8
Using the SmartBoard for Instruction/Presentations	6	19	K-12
Science Websites	1	8	9-12
Web-Based Training - Online Professional Development	1	10	K-12
Various informal workshops in Word, graphics, email, WebQuests, creating Web sites, PowerPoint, SmartBoard	9	26	K-5
Excel for Data Analysis	1	12	Admin
Helping Students Critically Analyze Websites	1	3	7-8
Videoconferencing: Connecting World Language Classes	1	2	9-12
District-Wide Events Calendar Publication	1	15	Admin
Project-Based Technology in the Classroom	5	15	K-12
Integrating Technology in the Classroom: Tom Snyder	1	35	K-12
<b>Totals</b>	<b>145</b>	<b>652</b>	

## Available Equipment & Facilities for Training

Location	Capacity	Teachers	Needs
<b>District</b>			
Training Center Lab – 310 Hunting Hill (SmartBoard)	14		14
BOE Conference Room - Smartboard (projector & laptop needed)	1		
BOE Room - Laptop w/ SmartBoard	1		
<b>Middletown High School</b>			
Career Center (Word only - needs upgrade)	5	100	47
Library Lab	23		
Main Library	17		
World Language - Video Conferencing Equipment	1		
Room 407 (English - Word only - Internet very slow)	24		
Room 201 (Learning Lab)	6		
Room 306 (Cisco Lab)	20		
Room 701 (Business)	18		
Room 702 (problems - Word documents only)	16		
Room 703 (Business)	17		
<b>WWMS</b>			
Room 320	24	65	-11
Library Lab	24		
Library Mini-Lab*	6		
<b>Keigwin</b>			
Room 8	30	43	30
Library Lab	14		
Room 39	4		
Mobile Laptop Lab - Kevin Duran	8		
Laptop w/ Ibid Board	1		
Room 32	2		
Room 21	14		
<b>Bielefield</b>			
Computer Lab	19		33
Laptop w/ SmartBoard	1		
Laptop Cart w/ SmartBoard - Mobile	13		
<b>Farm Hill</b>			
Computer Lab	22	26	10
Kathy Rodriguez Room	8		
Library	5		
Laptop w/ SmartBoard	1		
<b>Lawrence</b>			
Computer Lab (SmartBoard)	23	30	11
Library	4		
Mobile Laptop Lab	12		
Laptop w/ SmartBoard - Mobile	2		
<b>Macdonough</b>			
Computer Lab	24	17	8
Laptop with Smarth Bord - Mobile	1		
<b>Moody</b>			
Computer Lab	23		23
<b>Spencer</b>			
Computer Lab	22	28	-6
<b>Snow</b>			
Computer Lab	23	37	1
Mini Mac Cluster*	5		
Mini Mac Cluster*	5		
Mini Mac Cluster*	5		
<b>Wesley</b>			
Computer Lab	23		23
<b>Adult Ed?</b>			
Computer Lab	18		68
Language Lab	16		
Room 106	16		
Mini Lab	10		
Mini Lab	8		

\* = estimated availability

Gray = future resource to be established this year

# 2003-2004 Proposed Educational Technology Professional Development

## Throughout the Academic Year

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1. During-the-day staff development (dependant upon Training Center Sub availability)
2. Intel Teach to the Future
3. Summer Workshops
4. Follow-up support (Educational Technology Specialists)
  - Investigate the possibility of graduate students from Central?
  - Expand Cisco program to include technology team for teacher support?

## August 26, 2003 – Educational Technology Professional Development Day

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**Overview:** The following outline should provide the framework for the most comprehensive and individualized Educational Technology training for teachers.

**Formats:** Large group (20-25) in computer labs  
Small group mini-labs (3-5)

**Options:** Menu Options for staff – District Wide

- MHS (9 locations)
  - 3 Basic workshops (word, saving, etc.)
  - 6 Additional workshops
- Wilson & Keigwin
  - 8 – 10 concurrent sessions
- Elementary
  - 14 – 18 concurrent sessions
- Total possible sessions: 31 - 37
- Sign up (first, second, third choices)
- All teachers will sign up by the end of May

**Presenters:** 11 Educational Technology Specialists  
15 Teacher volunteers (established once workshops are determined)  
8 ACES trainers  
Jonathan Costa  
John Watson  
Bob Polselli

**Tech Support:** John Pytel  
3 Technicians  
3 Cisco Academy students

**Ability Levels:** Workshops should be designed with ability level in mind, in order to meet the specific needs of our teachers

**Timeframe:** 2 sessions (morning and afternoon)  
3 Hours per session  
Sessions can build upon one another be independent

### Possible Offerings:\*

1. **SmartBoard:** A powerful learning tool for enhancing student interaction, collaboration, and problem solving
2. **Creating a classroom Webpage:** Using online resources to enhance classroom management and extend the learning beyond the classroom
3. **Intel Teach to the Future** (one full day session for those teachers who sign up)
4. **Developing Performance Tasks:** Weaving curriculum and technology (Jonathan Costa)
5. **Kidspiration:** Concept/Idea mapping & outlining skills (K-5)
6. **Inspiration:** Concept/Idea mapping & outlining skills (6-12)
7. **Internet for Instruction:** Teachers will examine some curriculum specific resources to enhance their classroom instruction

\* All workshops will be based on the Middletown Public Schools Educational Technology curriculum that will be developed in late June. This curriculum will be distributed and discussed with teachers during the August 26<sup>th</sup> Educational Technology day.

**Survey results indicate that the following workshops are desired:**

<b>School</b>	<b>Basic Computer Use</b>	<b>Building a Classroom Website</b>	<b>Integrating Computer into the Curriculum</b>	<b>Meeting the needs of LD Students</b>	<b>Word</b>	<b>PowerPoint</b>	<b>Excel/Graphical Analysis</b>	<b>Publisher (Newsletters &amp; Brochures)</b>
District Average	23	34	54	36	21	37	33	39
Bielefield Average	45	45	80	45	50	50	35	60
Farm Hill Average	20	28	68	32	8	44	20	32
Lawrence Average	29	48	62	57	24	43	33	67
Macdonough Average	30	20	50	20	25	30	25	40
Moody Average	26	26	48	39	26	39	30	52
Snow Average	36	18	45	27	64	82	55	45
Spencer Average	21	71	63	46	21	54	42	42
Wesley Average	24	48	72	60	24	40	68	32
Keigwin Average	29	32	61	39	26	45	52	48
WWMS Average	8	25	37	20	7	21	30	25
MHS Average	1	n/a	37	30	32	40	31	31

**Teachers have specifically asked for the following additional workshops:**

**Bielefield**

1. Using digital camera photos on the computer
2. Jump Start Reading, Writing, Math

**Farm Hill**

1. Setting up technology centers in a one computer classroom.
2. Integrating photography into the curriculum (digital camera)
3. Making the gateway/LCD projector part of our instruction - having students become familiar with presenting to other students.
4. PPT - and using equipment
5. Kidspiration - Story Mapping
6. Kidspiration tying in with curriculum
7. Inspiration and teacher and student
8. Ultimate writing & creativity center - exciting kids about writing

**Lawrence**

1. Use of Scanner, Digital Camera, Tech Tools
2. Programs for students who have difficult reading & writing - ex. Talking into computer to have the computer pick up what they have to write

**Macdonough**

1. Skills Game to reinforce curriculum
2. I would like to have a program for easier progress reports such as QuickGrade also to make a class newsletter each week - learn how to make template for that would be great -
3. I would like to know which software would be practical help for learning disabled students

### **Moody**

1. More workshops for skilled teachers
2. We need a person in the lab for K-2 students to use it.
3. Wiggleworks
3. I would like to learn about software that is being used and enjoyed by other 5th grade teachers.
4. KidPix
5. None of these options are appropriate for grades K-2. Teachers in these grades primarily use the wiggle works, KidPix, and other such programs.
6. Typing, Making Reports
7. Perhaps a preview of what's available (for software)

### **Snow**

1. Spreadsheets, Databases, Mail Merges, Graphing - Report Card, Digital Camera Publishing, Scanning
2. We need more training in how to incorporate tech. in the primary classroom.
3. Digital Camera publishing, scanning
4. Spreadsheet, database, report cards, mail merges, digital camera / Camera publishing, Scanning

### **Spencer**

1. Hyperstudio or Director 8.5
2. Photoshop, Web Design software, Painter

### **Wesley**

1. I want to learn Office XP and Access/Database program.
2. Digital Camera
3. Advanced Excel/and or graphical analysis

### **Keigwin**

1. Adv. Word
2. Use of Internet-based teaching &/or administration systems that provide instruction & assessment geared to each individual student. For example, ALEKS, Carnegie Learning, etc.
3. Publisher
4. Video production: Flash

### **Wilson**

1. TI-83 for STATS - histograms/box-and-whiskers, TI-83 for graphing lines. Computer - for Geo Sketch Pad.
2. Music notation software, Finale 2003

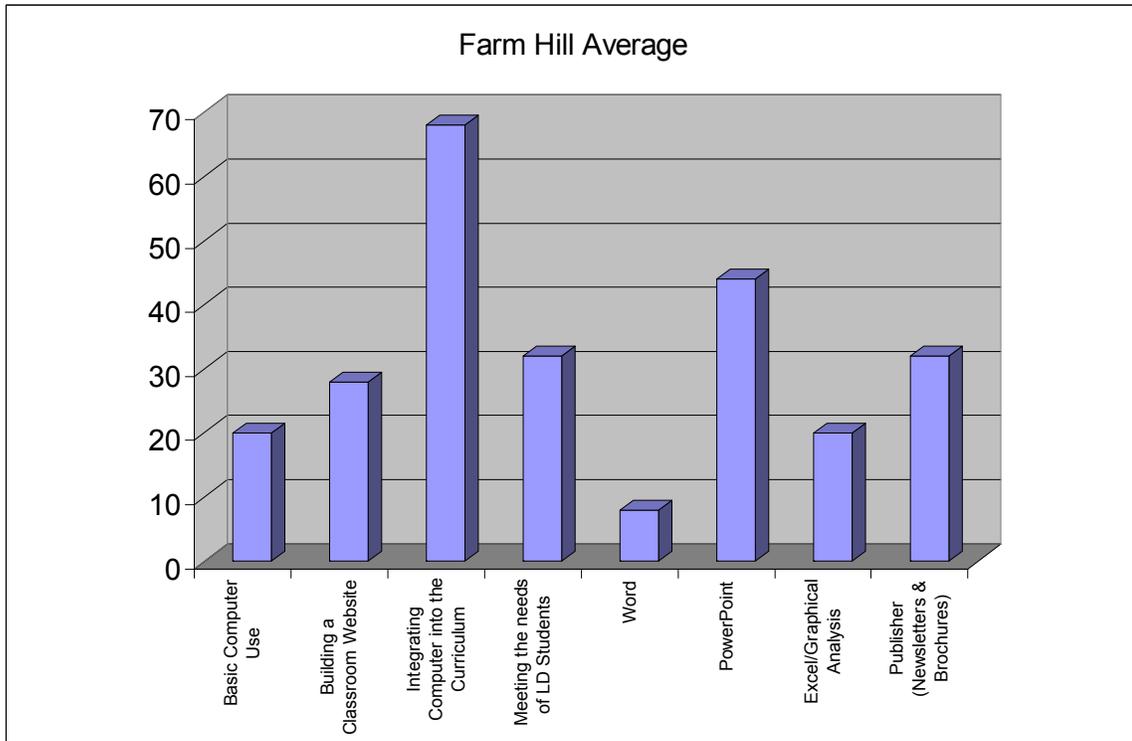
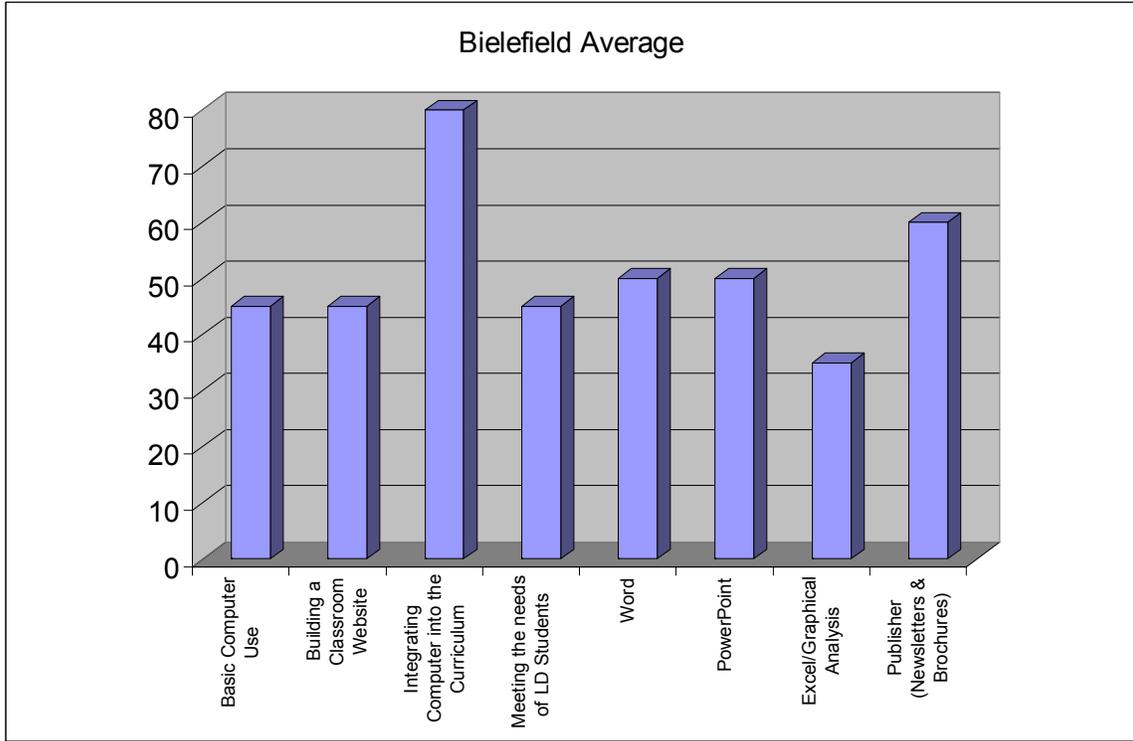
### **MHS**

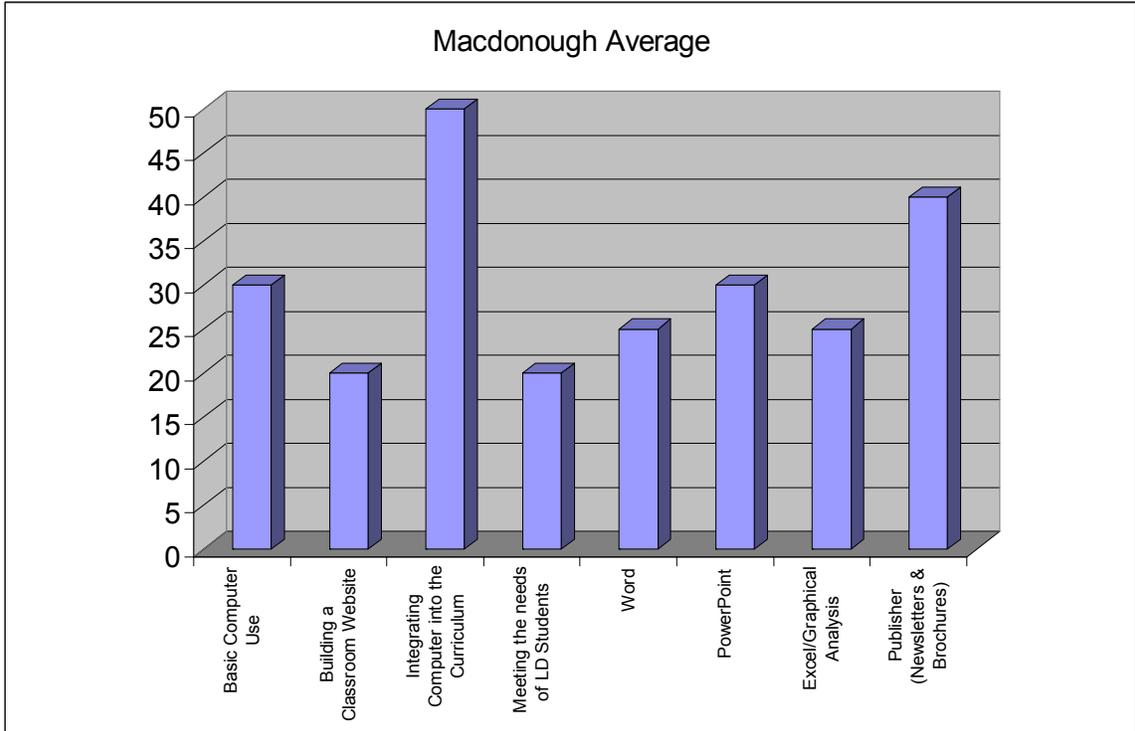
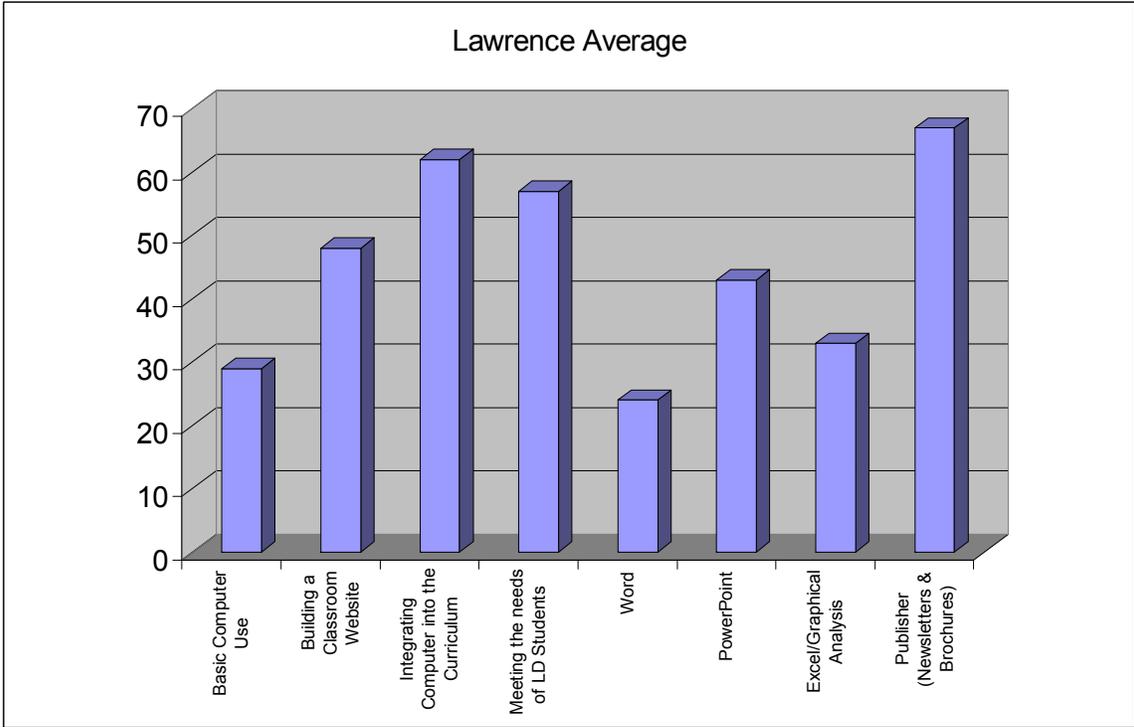
1. Integrating technology in your curriculum
2. Assistive technology: meeting the needs of Special Education Students
3. Advanced Word
4. Advanced PowerPoint
5. Basic Excel
6. Advanced Publisher
7. Resource Searching (classroom materials): Eisenhower National Clearing House (ENC)

## **Teachers' Self Assessment revealed the following needs:**

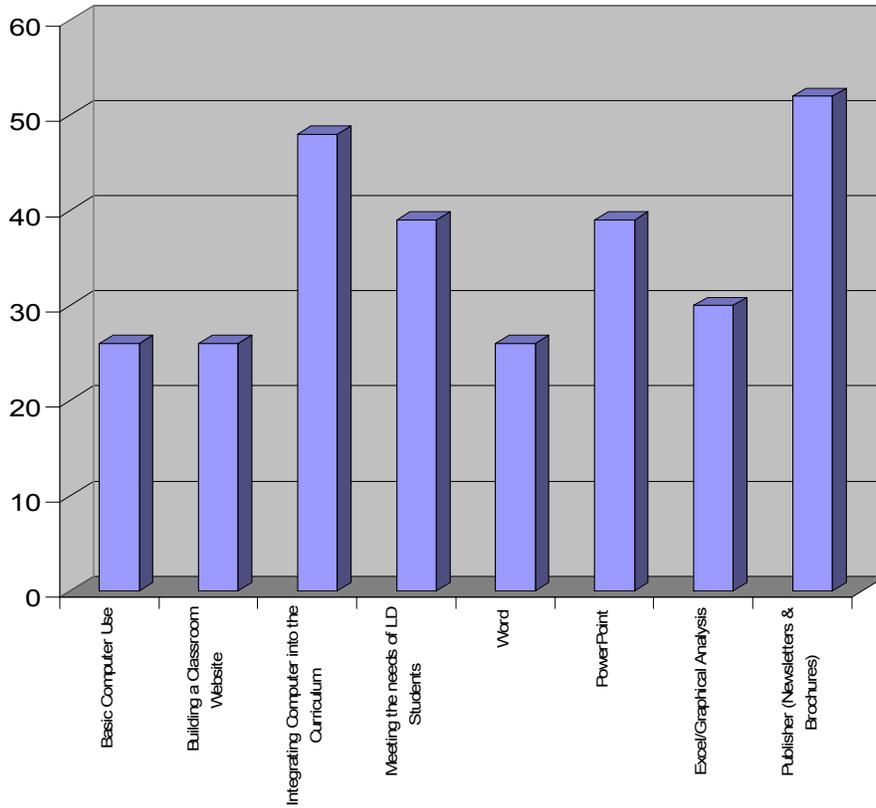
1. Integrating technology into the classroom
2. Legal and Ethical uses of technology
3. Using technology to manage data related to teaching and learning
4. Identifying, using, and evaluating technology to support the learning process

## Teacher Interest Charts for Each School

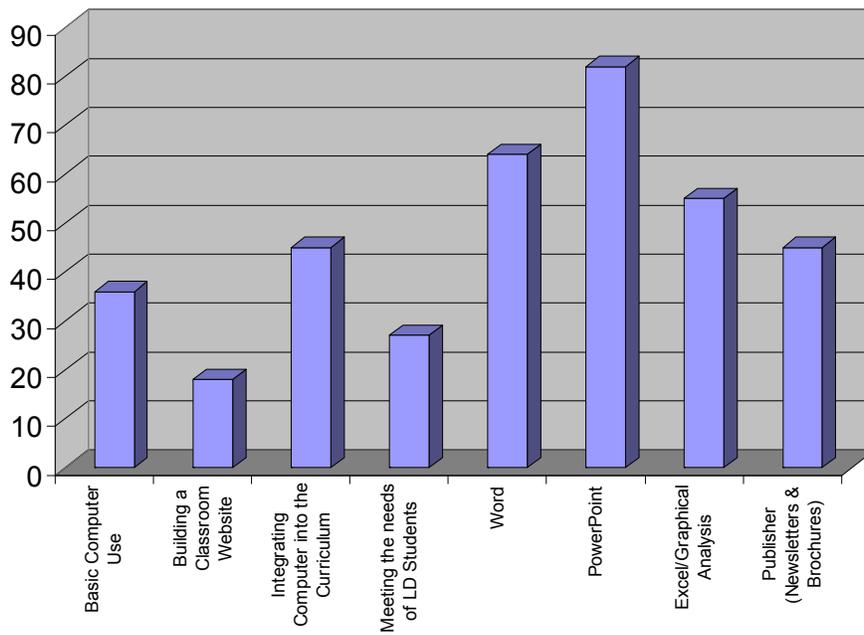




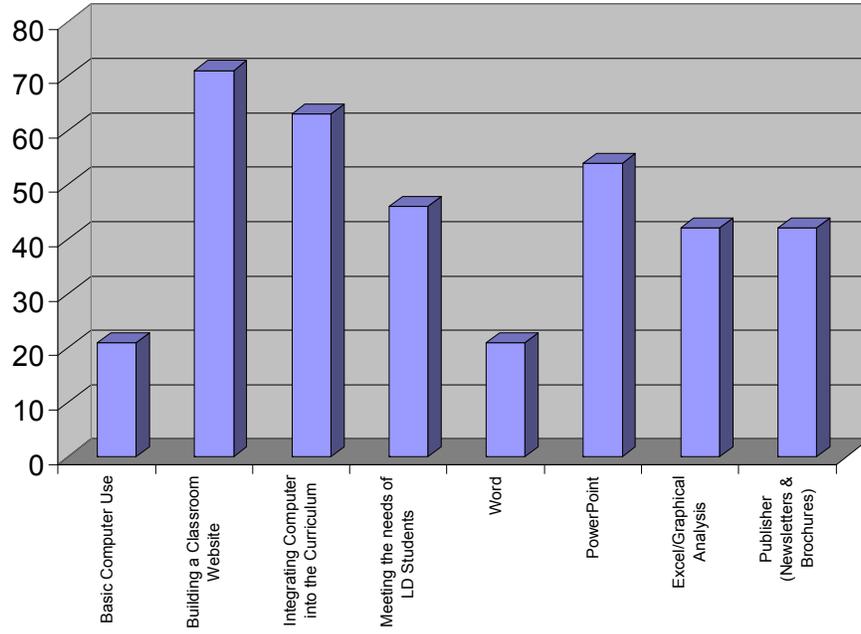
Moody Average



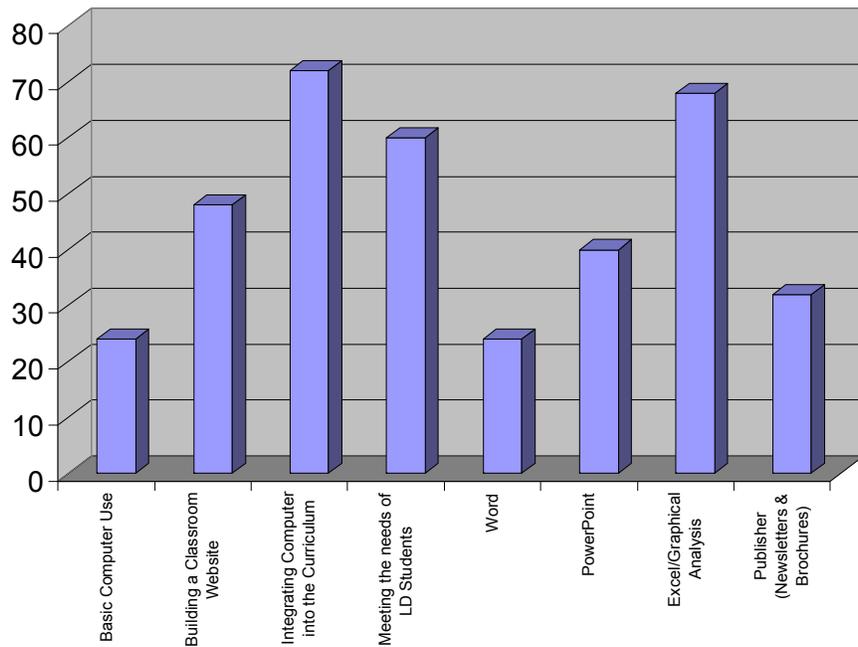
Snow Average



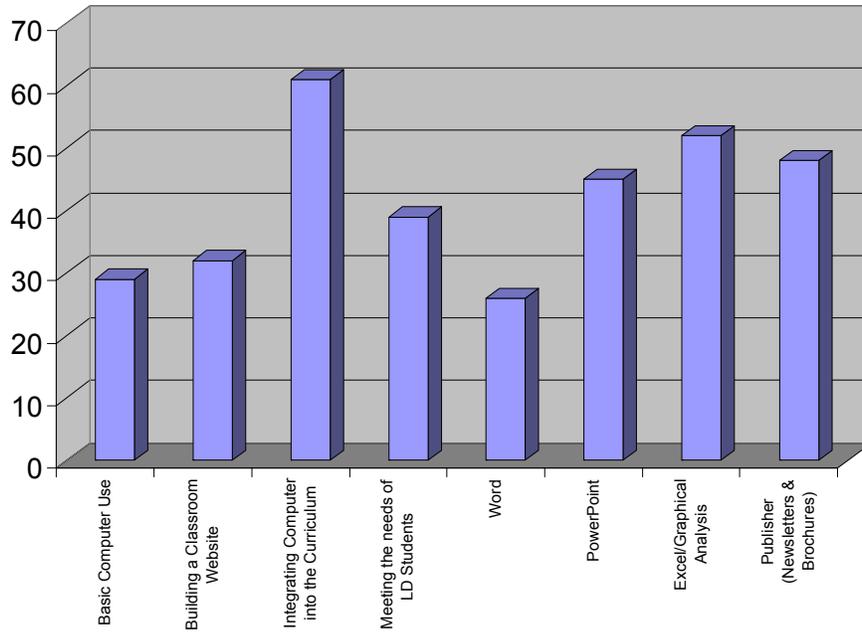
Spencer Average



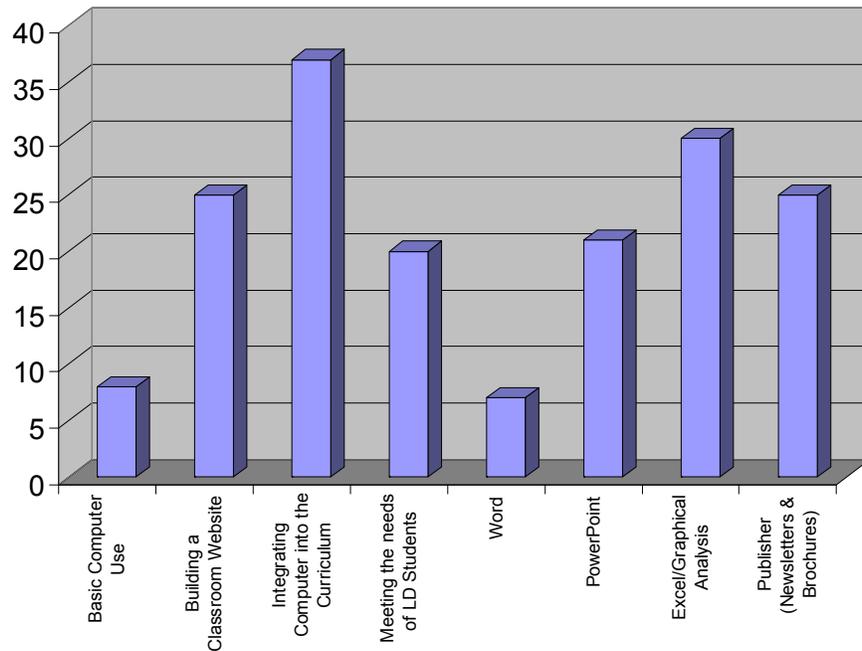
Wesley Average

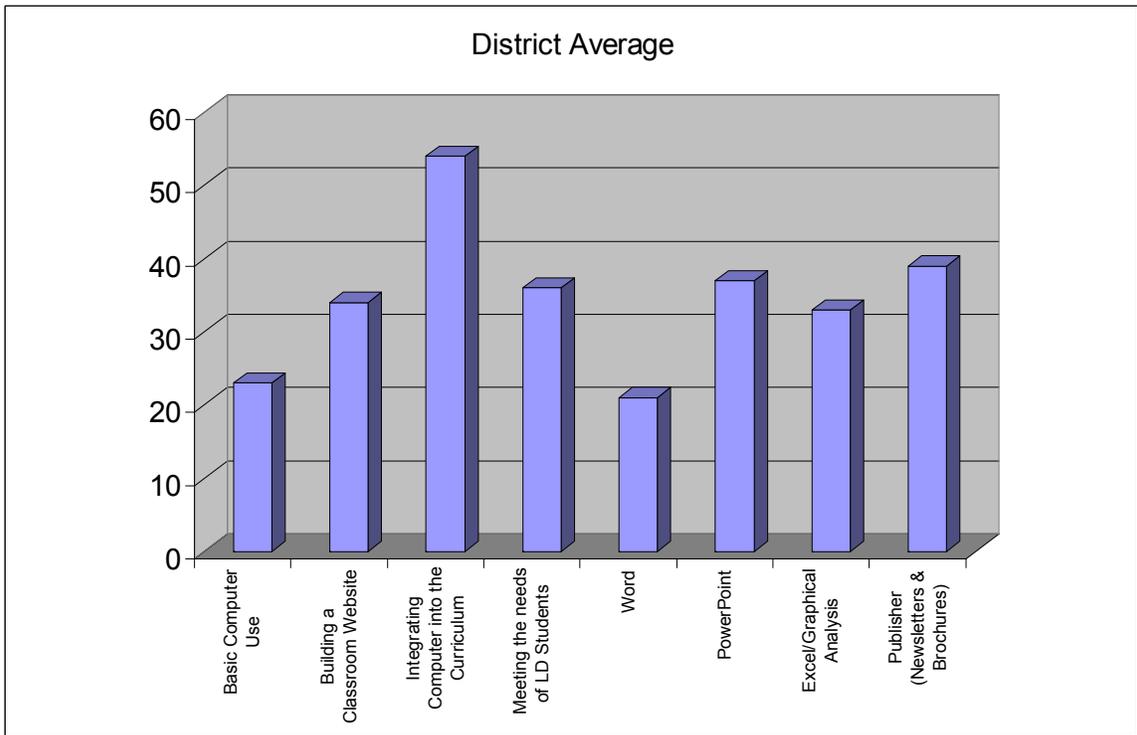
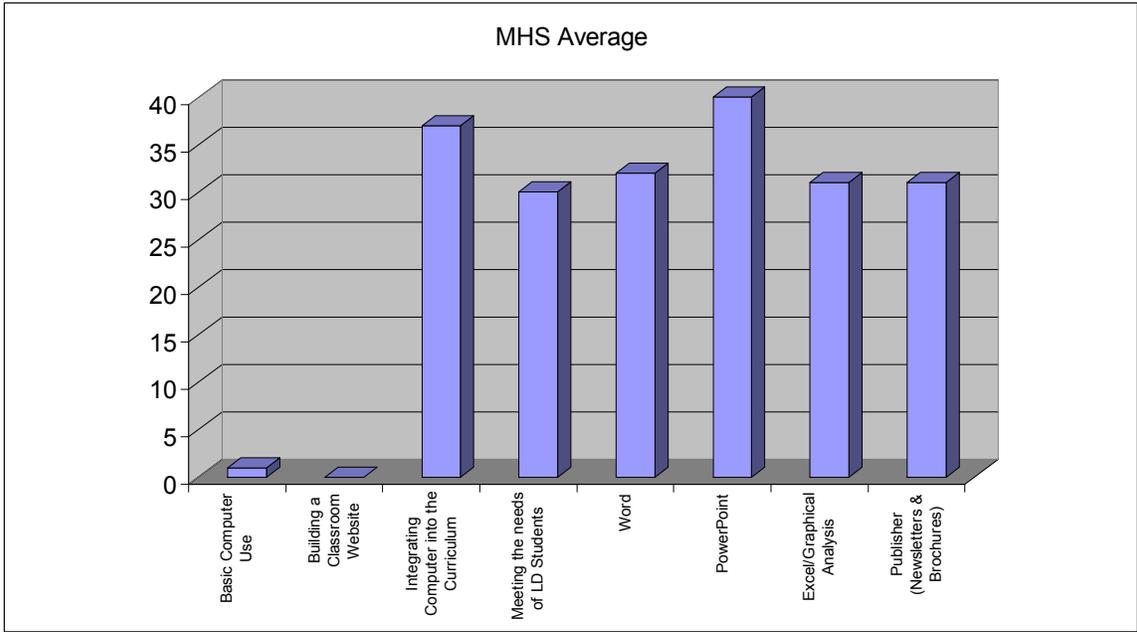


Keigwin Average



WWMS Average





# Questionnaire Results: Technology usage by teachers

## Middletown Public Schools

*The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.* The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



## District Total Number of Teachers Responding

**Total Surveys Completed: 280**

1. How do you use computer technology to improve student learning (Mark all that apply)?
  - A. I use Internet research to supplement student learning .....178
  - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....58
  - C. I use the Internet for on-line lessons/demonstrations .....90
  - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....201
  - E. I use transparencies and an overhead projector .....143
2. Question 1 Continued
  - A. I use an LCD projector to present curriculum related materials.....42
  - B. I use spreadsheet/database software .....68
  - C. I use CD-ROMs to supplement student material .....139
  - D. I do not use computer technology to improve student learning .....26
3. What types of technology do your students use to demonstrate learning?
  - A. Computers .....158
  - B. Overhead projectors.....107
  - C. LCD projector .....23
  - D. Gateway Destination .....22
  - E. None of the above .....44
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
  - A. Word processing .....148
  - B. Internet research .....115
  - C. Spreadsheet and data analysis .....21
  - D. Desktop publishing.....55
  - E. Demonstration software such as PowerPoint .....36
5. Question 4 Continued
  - A. Web page design .....11
  - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....69
  - C. Other (please specify in "Comments" area).....26
  - D. None of the above .....81

Other skills students use to demonstrate learning and mastery of a task:
6. During your scheduled class time, how often do students use computers? Please check one.
  - A. Never.....34

B. Less than once per month.....	47
C. One to two times per month.....	46
D. One to two times per week .....	72
E. More than twice a week .....	49
7. How many computers in your classroom are dedicated to student use?	
A. None (65)      B. One (92)      C. Two (66)      D. Three (11)      E. Four or More (19)	
8. How many printers do your students have access to?	
A. None (64)      B. One (132)      C. Two (46)      D. Three (5)      E. Four or More (4)	
9. How often do you access the District Website <a href="http://www.middletownschools.org">www.middletownschools.org</a> ?	
A. Multiple times daily (23) B. Daily (52)      C. Weekly (74)      D. Monthly (61)      E. Not at all (40)	
10. How often do you use your district provided email account (mps1.org)?	
A. Multiple times daily (41) B. Daily (79)      C. Weekly (54)      D. Monthly (32)      E. Not at all (50)	
11. Technology makes communication easier.	
A. Strongly Agree (84)      B. Somewhat Agree (126)      C. Somewhat Disagree (25)      D. Strongly Disagree (13)	
12. Educational Technology improves teaching and learning.	
A. Strongly Agree (73)      B. Somewhat Agree (144)      C. Somewhat Disagree (26)      D. Strongly Disagree (4)	
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.	
A. Strongly Agree (88)      B. Somewhat Agree (121)      C. Somewhat Disagree (26)      D. Strongly Disagree (8)	
14. How many district <b>technology</b> training/professional development sessions have you attended in the last three years?	
A. None (20)      B. 1-2 (69)      C. 3-4 (104)      D. 5-6 (55)      E. more than 6 (49)	
15. The technology workshops you participated in were useful.	
A. Strongly Agree (99)      B. Somewhat Agree (135)      C. Somewhat Disagree (36)      D. Strongly Disagree (18)	
16. The district offers adequate training in the area of educational technology.	
A. Strongly Agree (47)      B. Somewhat Agree (98)      C. Somewhat Disagree (47)      D. Strongly Disagree (15)	
17. In what areas would you like to receive more training? Mark all that apply.	
A. Basic computer usage (on/off, maintenance, basic programs).....	64
B. Building a classroom website.....	102
C. How to integrate computers into your curriculum .....	161
D. How to meet the needs of learning disabled and special education students when using technology .....	103
E. Other (please specify on "Comments" area, noting the Question #) .....	18

Comments listed for Other:

18. What software would you like to receive more training with?	
A. <i>Word</i> .....	61
B. <i>PowerPoint</i> .....	112
C. <i>Excel and/or Graphical Analysis</i> .....	110
D. <i>Publisher for newsletters or brochures</i> .....	117
E. Other (please specify on "Comments" area, noting the Question #) .....	17

Other software teachers would like to receive training in:

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.	
20. If you <b>do not use technology</b> , what are the reasons? Check all that apply.	
A. I don't know how to integrate technology into the regular curriculum .....	6

B. I do not have access to the technology to use it.....	<b>10</b>
C. I don't feel skilled enough to use the technology or have my students use it.....	<b>7</b>
D. I don't think that technology is important for student learning .....	<b>3</b>
E. There is not enough time to cover the curriculum <i>and</i> incorporate technology .....	<b>10</b>

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**District Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 222**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>62</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>16</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>31</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>68</b>
E. I use transparencies and an overhead projector .....	<b>48</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>13</b>
B. I use spreadsheet/database software .....	<b>23</b>
C. I use CD-ROMs to supplement student material .....	<b>50</b>
D. I do not use computer technology to improve student learning.....	<b>9</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>68</b>
B. Overhead projectors.....	<b>40</b>
C. LCD projector .....	<b>8</b>
D. Gateway Destination.....	<b>7</b>
E. None of the above.....	<b>13</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>50</b>
B. Internet research .....	<b>35</b>
C. Spreadsheet and data analysis .....	<b>5</b>
D. Desktop publishing.....	<b>18</b>
E. Demonstration software such as PowerPoint .....	<b>10</b>
5. Question 4 Continued	
A. Web page design .....	<b>4</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>23</b>
C. Other (please specify in "Comments" area).....	<b>9</b>
D. None of the above.....	<b>27</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>11</b>
B. Less than once per month.....	<b>11</b>
C. One to two times per month.....	<b>14</b>
D. One to two times per week .....	<b>30</b>
E. More than twice a week .....	<b>18</b>

7. How many computers in your classroom are dedicated to student use?  
 A. None (16)      B. One (35)      C. Two (25)      D. Three (4)      E. Four or More (6)
8. How many printers do your students have access to?  
 A. None (18)      B. One (47)      C. Two (17)      D. Three (1)      E. Four or More (2)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (5)    B. Daily (16)      C. Weekly (26)      D. Monthly (25)      E. Not at all (13)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (11)    B. Daily (24)      C. Weekly (20)      D. Monthly (14)      E. Not at all (19)
11. Technology makes communication easier.  
 A. Strongly Agree (29)    B. Somewhat Agree (41)    C. Somewhat Disagree (9)    D. Strongly Disagree (5)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (24)    B. Somewhat Agree (49)    C. Somewhat Disagree (9)    D. Strongly Disagree (1)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (31)    B. Somewhat Agree (41)    C. Somewhat Disagree (10)    D. Strongly Disagree (2)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (5)      B. 1-2 (22)      C. 3-4 (29)      D. 5-6 (15)      E. more than 6 (13)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (25)    B. Somewhat Agree (46)    C. Somewhat Disagree (9)    D. Strongly Disagree (1)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (19)    B. Somewhat Agree (42)    C. Somewhat Disagree (17)    D. Strongly Disagree (4)
17. In what areas would you like to receive more training? Mark all that apply.
- |  |    |
|--|----|
| A. Basic computer usage (on/off, maintenance, basic programs).....                                       | 23 |
| B. Building a classroom website.....   | 34 |
| C. How to integrate computers into your curriculum .....   | 54 |
| D. How to meet the needs of learning disabled and special education students when using technology ..... | 36 |
| E. Other (please specify on "Comments" area, noting the Question #) .....                                | 6  |

Comments listed for Other:

18. What software would you like to receive more training with?
- |   |    |
|---|----|
| A. <i>Word</i> .....  | 21 |
| B. <i>PowerPoint</i> .....  | 37 |
| C. <i>Excel and/or Graphical Analysis</i> .....                           | 33 |
| D. <i>Publisher for newsletters or brochures</i> .....                    | 39 |
| E. Other (please specify on "Comments" area, noting the Question #) ..... | 7  |

Other software teachers would like to receive training in:

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.
- |  |   |
|--|---|
| A. I don't know how to integrate technology into the regular curriculum.....               | 2 |
| B. I do not have access to the technology to use it.....                                   | 4 |
| C. I don't feel skilled enough to use the technology or have my students use it.....       | 2 |
| D. I don't think that technology is important for student learning .....                   | 0 |
| E. There is not enough time to cover the curriculum <i>and</i> incorporate technology..... | 3 |

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Bielefield  
Number of Teachers Responding**

**Total Surveys Completed: 20**

1. How do you use computer technology to improve student learning (Mark all that apply)?
  - A. I use Internet research to supplement student learning .....13
  - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....3
  - C. I use the Internet for on-line lessons/demonstrations .....8
  - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....15
  - E. I use transparencies and an overhead projector .....14
  
2. Question 1 Continued
  - A. I use an LCD projector to present curriculum related materials.....2
  - B. I use spreadsheet/database software .....4
  - C. I use CD-ROMs to supplement student material .....12
  - D. I do not use computer technology to improve student learning .....3
  
3. What types of technology do your students use to demonstrate learning?
  - A. Computers.....15
  - B. Overhead projectors.....9
  - C. LCD projector .....2
  - D. Gateway Destination.....0
  - E. None of the above.....5
  
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
  - A. Word processing .....9
  - B. Internet research .....8
  - C. Spreadsheet and data analysis .....1
  - D. Desktop publishing.....6
  - E. Demonstration software such as PowerPoint .....2
  
5. Question 4 Continued
  - A. Web page design .....1
  - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....4
  - C. Other (please specify in "Comments" area).....4
  - D. None of the above.....7

Other skills students use to demonstrate learning and mastery of a task:

1. **CD-ROMs that supplement student materials**
2. **So we use good, age appropriate computer games (disks) - They can do this alone...& print**
3. **Students are preschoolers - we use CD/software programs for basic learning/use of mouse & basic computer skills.**

6. During your scheduled class time, how often do students use computers? Please check one.

A. Never.....	4
B. Less than once per month.....	3
C. One to two times per month.....	2
D. One to two times per week.....	0
E. More than twice a week.....	9
7. How many computers in your classroom are dedicated to student use?	
A. None (4)      B. One (5)      C. Two (7)      D. Three (2)      E. Four or More (2)	
8. How many printers do your students have access to?	
A. None (4)      B. One (9)      C. Two (5)      D. Three (0)      E. Four or More (2)	
9. How often do you access the District Website <a href="http://www.middletownschools.org">www.middletownschools.org</a> ?	
A. Multiple times daily (1)    B. Daily (6)      C. Weekly (8)      D. Monthly (1)      E. Not at all (4)	
10. How often do you use your district provided email account (mps1.org)?	
A. Multiple times daily (2)    B. Daily (3)      C. Weekly (5)      D. Monthly (3)      E. Not at all (7)	
11. Technology makes communication easier.	
A. Strongly Agree (6)      B. Somewhat Agree (9)    C. Somewhat Disagree (1)      D. Strongly Disagree (4)	
12. Educational Technology improves teaching and learning.	
A. Strongly Agree (5)      B. Somewhat Agree (11)    C. Somewhat Disagree (4)      D. Strongly Disagree (1)	
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.	
A. Strongly Agree (9)      B. Somewhat Agree (8)    C. Somewhat Disagree (3)      D. Strongly Disagree (0)	
14. How many district <b>technology</b> training/professional development sessions have you attended in the last three years?	
A. None (4)      B. 1-2 (8)      C. 3-4 (8)      D. 5-6 (0)      E. more than 6 (0)	
15. The technology workshops you participated in were useful.	
A. Strongly Agree (4)      B. Somewhat Agree (8)    C. Somewhat Disagree (6)      D. Strongly Disagree (0)	
16. The district offers adequate training in the area of educational technology.	
A. Strongly Agree (3)      B. Somewhat Agree (8)    C. Somewhat Disagree (5)      D. Strongly Disagree (2)	
17. In what areas would you like to receive more training? Mark all that apply.	
A. Basic computer usage (on/off, maintenance, basic programs).....	9
B. Building a classroom website.....	9
C. How to integrate computers into your curriculum.....	16
D. How to meet the needs of learning disabled and special education students when using technology.....	9
E. Other (please specify on "Comments" area, noting the Question #).....	1

Comments listed for Other:

**1. Using digital camera photos on the computer**

18. What software would you like to receive more training with?	
A. <i>Word</i> .....	10
B. <i>PowerPoint</i> .....	10
C. <i>Excel and/or Graphical Analysis</i> .....	7
D. <i>Publisher for newsletters or brochures</i> .....	12
E. Other (please specify on "Comments" area, noting the Question #).....	1

Other software teachers would like to receive training in:

**1. Jump Start Reading, Writing, Math**

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

- 1. **Hyperstudio**
- 2. **Math Blaster, Jump Start 3rd, 2nd, 1st, 4th Grade**

20. If you **do not use technology**, what are the reasons? Check all that apply.
- A. I don't know how to integrate technology into the regular curriculum ..... **1**
  - B. I do not have access to the technology to use it..... **2**
  - C. I don't feel skilled enough to use the technology or have my students use it..... **0**
  - D. I don't think that technology is important for student learning ..... **0**
  - E. There is not enough time to cover the curriculum *and* incorporate technology ..... **1**

Additional Reasons Teachers DO NOT use technology:

- 1. **Regarding Questions 20 - A 1 computer classroom proves challenges - upon group dynamics each year determines extent to which that one computer is incorporated into classroom use.**
- 2. **Kindergarten - Ch'n unattended on a computer can delete a lot! 22 Kids in a class...**

Miscellaneous Comments made on the survey:

- 1. **I do classroom support in the afternoon and this is where I use some technology**
- 2. **Teaching children the "basics" seems more important in the elem. Level. If technology is made "easy" to learn and implement, perhaps it will be utilized more.**
- 3. **Regarding Computer Lab - honestly, my priorities in the 2nd grade are NOT computer-lab based. One X a week in the lab (which may or may not function well) does not seem valuable use of group time at this point.**
- 4. **I wish I had more I Mac to take the disks.**
- 5. **We use lab time for Type to Learn**

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Bielefield Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 20**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>65</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>15</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>40</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>75</b>
E. I use transparencies and an overhead projector .....	<b>70</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>10</b>
B. I use spreadsheet/database software .....	<b>20</b>
C. I use CD-ROMs to supplement student material .....	<b>60</b>
D. I do not use computer technology to improve student learning.....	<b>15</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>75</b>
B. Overhead projectors.....	<b>45</b>
C. LCD projector .....	<b>10</b>
D. Gateway Destination.....	<b>0</b>
E. None of the above.....	<b>25</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>45</b>
B. Internet research .....	<b>40</b>
C. Spreadsheet and data analysis .....	<b>5</b>
D. Desktop publishing.....	<b>30</b>
E. Demonstration software such as PowerPoint .....	<b>10</b>
5. Question 4 Continued	
A. Web page design .....	<b>5</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>20</b>
C. Other (please specify in "Comments" area).....	<b>20</b>
D. None of the above.....	<b>35</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>20</b>
B. Less than once per month.....	<b>15</b>
C. One to two times per month.....	<b>10</b>
D. One to two times per week .....	<b>0</b>

- E. More than twice a week .....45
7. How many computers in your classroom are dedicated to student use?  
 A. None (20)    B. One (25)    C. Two (35)    D. Three (10)    E. Four or More (10)
8. How many printers do your students have access to?  
 A. None (20)    B. One (45)    C. Two (25)    D. Three (0)    E. Four or More (10)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (5)    B. Daily (30)    C. Weekly (40)    D. Monthly (5)    E. Not at all (20)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (10)    B. Daily (15)    C. Weekly (25)    D. Monthly (15)    E. Not at all (35)
11. Technology makes communication easier.  
 A. Strongly Agree (30)    B. Somewhat Agree (45)    C. Somewhat Disagree (5)    D. Strongly Disagree (20)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (25)    B. Somewhat Agree (55.000000000000007)    C. Somewhat Disagree (20)    D. Strongly Disagree (5)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (45)    B. Somewhat Agree (40)    C. Somewhat Disagree (15)    D. Strongly Disagree (0)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (20)    B. 1-2 (40)    C. 3-4 (40)    D. 5-6 (0)    E. more than 6 (0)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (20)    B. Somewhat Agree (40)    C. Somewhat Disagree (30)    D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (15)    B. Somewhat Agree (40)    C. Somewhat Disagree (25)    D. Strongly Disagree (10)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....45  
 B. Building a classroom website.....45  
 C. How to integrate computers into your curriculum .....80  
 D. How to meet the needs of learning disabled and special education students when using technology .....45  
 E. Other (please specify on "Comments" area, noting the Question #) .....5
- Comments listed for Other:
18. What software would you like to receive more training with?  
 A. *Word*.....50  
 B. *PowerPoint*.....50  
 C. *Excel and/or Graphical Analysis* .....35  
 D. *Publisher for newsletters or brochures* .....60  
 E. Other (please specify on "Comments" area, noting the Question #) .....5
- Other software teachers would like to receive training in:
19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....5  
 B. I do not have access to the technology to use it.....10  
 C. I don't feel skilled enough to use the technology or have my students use it.....0

D. I don't think that technology is important for student learning .....	<b>0</b>
E. There is not enough time to cover the curriculum <i>and</i> incorporate technology .....	<b>5</b>

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

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Thank you, in advance, for your time.



**Farm Hill  
Number of Teachers Responding**

**Total Surveys Completed: 25**

1. How do you use computer technology to improve student learning (Mark all that apply)?
  - A. I use Internet research to supplement student learning .....23
  - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....6
  - C. I use the Internet for on-line lessons/demonstrations .....9
  - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....20
  - E. I use transparencies and an overhead projector .....13
  
2. Question 1 Continued
  - A. I use an LCD projector to present curriculum related materials.....3
  - B. I use spreadsheet/database software .....3
  - C. I use CD-ROMs to supplement student material .....15
  - D. I do not use computer technology to improve student learning .....1
  
3. What types of technology do your students use to demonstrate learning?
  - A. Computers.....22
  - B. Overhead projectors.....9
  - C. LCD projector .....1
  - D. Gateway Destination .....1
  - E. None of the above.....3
  
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
  - A. Word processing .....14
  - B. Internet research .....9
  - C. Spreadsheet and data analysis .....1
  - D. Desktop publishing.....6
  - E. Demonstration software such as PowerPoint .....6
  
5. Question 4 Continued
  - A. Web page design .....2
  - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....6
  - C. Other (please specify in "Comments" area).....2
  - D. None of the above.....8

Other skills students use to demonstrate learning and mastery of a task:

- 1. My students use pre-installed programs to review & reinforce skills - such as type to learn Jr., Type to learn 3, Math Blaster**
- 2. SmartBoard, Database on the Internet (library), E-mail for information, interviews (www school directory, newsgroups)**

6. During your scheduled class time, how often do students use computers? Please check one.

A. Never.....	5
B. Less than once per month.....	4
C. One to two times per month.....	1
D. One to two times per week.....	13
E. More than twice a week.....	5
7. How many computers in your classroom are dedicated to student use?	
A. None (4)      B. One (10)      C. Two (7)      D. Three (1)      E. Four or More (5)	
8. How many printers do your students have access to?	
A. None (4)      B. One (16)      C. Two (4)      D. Three (1)      E. Four or More (0)	
9. How often do you access the District Website <a href="http://www.middletownschools.org">www.middletownschools.org</a> ?	
A. Multiple times daily (1)    B. Daily (5)      C. Weekly (10)    D. Monthly (7)      E. Not at all (2)	
10. How often do you use your district provided email account (mps1.org)?	
A. Multiple times daily (3)    B. Daily (13)      C. Weekly (9)      D. Monthly (0)      E. Not at all (1)	
11. Technology makes communication easier.	
A. Strongly Agree (8)    B. Somewhat Agree (13)    C. Somewhat Disagree (4)    D. Strongly Disagree (1)	
12. Educational Technology improves teaching and learning.	
A. Strongly Agree (6)    B. Somewhat Agree (18)    C. Somewhat Disagree (1)    D. Strongly Disagree (0)	
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.	
A. Strongly Agree (11)    B. Somewhat Agree (11)    C. Somewhat Disagree (2)    D. Strongly Disagree (1)	
14. How many district <b>technology</b> training/professional development sessions have you attended in the last three years?	
A. None (1)      B. 1-2 (8)      C. 3-4 (8)      D. 5-6 (3)      E. more than 6 (7)	
15. The technology workshops you participated in were useful.	
A. Strongly Agree (10)    B. Somewhat Agree (15)    C. Somewhat Disagree (1)    D. Strongly Disagree (0)	
16. The district offers adequate training in the area of educational technology.	
A. Strongly Agree (8)    B. Somewhat Agree (16)    C. Somewhat Disagree (0)    D. Strongly Disagree (0)	
17. In what areas would you like to receive more training? Mark all that apply.	
A. Basic computer usage (on/off, maintenance, basic programs).....	5
B. Building a classroom website.....	7
C. How to integrate computers into your curriculum.....	17
D. How to meet the needs of learning disabled and special education students when using technology.....	8
E. Other (please specify on "Comments" area, noting the Question #).....	1

Comments listed for Other:

1. **Setting up technology centers in a one computer classroom.**
2. **Integrating photography into the curriculum (digital camera)**
3. **Making the gateway/LCD projector part of our instruction - having students become familiar with presenting to other students.**
4. **PPT - and using equipment**
5. **Kidspiration - Story Mapping**

18. What software would you like to receive more training with?	
A. <i>Word</i> .....	2
B. <i>PowerPoint</i> .....	11
C. <i>Excel and/or Graphical Analysis</i> .....	5
D. <i>Publisher for newsletters or brochures</i> .....	8
E. Other (please specify on "Comments" area, noting the Question #).....	1

Other software teachers would like to receive training in:

1. **Kidspiration tying in with curriculum**
2. **Inspiration and teacher and student**
3. **Ultimate writing & creativity center - exciting kids about writing**

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

1. **I have access to printshop on my computer but all teachers need a basic program to create cards, certificates, banners, etc.**
2. **Software I have purchased for my classroom.**
3. **Boardmaker, Picture This**
4. **Some type of graphics program (printshop)**

20. If you **do not use technology**, what are the reasons? Check all that apply.

- |  |   |
|--|---|
| A. I don't know how to integrate technology into the regular curriculum.....               | 1 |
| B. I do not have access to the technology to use it.....                                   | 1 |
| C. I don't feel skilled enough to use the technology or have my students use it.....       | 0 |
| D. I don't think that technology is important for student learning .....                   | 0 |
| E. There is not enough time to cover the curriculum <i>and</i> incorporate technology..... | 2 |

Additional Reasons Teachers DO NOT use technology:

1. **I am a language arts consultant I don't have regularly scheduled classes with students. I use technology when appropriate when helping a classroom teacher.**
2. **I feel I am growing, but I feel an expert should be the students' teacher.**
3. **I know the curriculum is heavy - technology must be integrated rather than an add-on.**
4. **I have 1 computer and no printer in my room at this time.**
5. **My students would use the computers in my class - room more if: 1) my computers were all connected to a printer 2)I was able to install software I have purchased to enhance student learning**

Miscellaneous Comments made on the survey:

1. **Learners with diverse abilities and yet every time a technology class is offered - teachers with different technology abilities are put together and those with more experience benefit the most - why?**
2. **I teach reading recovery. I use technology to communicate and record my students' progress, but it is not used in my teaching with students.**
3. **We must continue, at the elementary level, to tie in grade level appropriate site licensed, software - with curriculum. We do not need to reinvent the wheel.**
4. **Working with MS Office is OK with 5th grade and up, but our younger students need age appropriate software in which to build skills. Programs should be a prerequisite to Office. We've come so far!**

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

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Thank you, in advance, for your time.



**Farm Hill Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 25**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>92</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>24</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>36</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>80</b>
E. I use transparencies and an overhead projector .....	<b>52</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>12</b>
B. I use spreadsheet/database software .....	<b>12</b>
C. I use CD-ROMs to supplement student material .....	<b>60</b>
D. I do not use computer technology to improve student learning.....	<b>4</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>88</b>
B. Overhead projectors.....	<b>36</b>
C. LCD projector .....	<b>4</b>
D. Gateway Destination.....	<b>4</b>
E. None of the above.....	<b>12</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>56</b>
B. Internet research .....	<b>36</b>
C. Spreadsheet and data analysis .....	<b>4</b>
D. Desktop publishing.....	<b>24</b>
E. Demonstration software such as PowerPoint .....	<b>24</b>
5. Question 4 Continued	
A. Web page design .....	<b>8</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>24</b>
C. Other (please specify in "Comments" area).....	<b>8</b>
D. None of the above.....	<b>32</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>20</b>
B. Less than once per month.....	<b>16</b>
C. One to two times per month.....	<b>4</b>
D. One to two times per week .....	<b>52</b>

- E. More than twice a week .....20
7. How many computers in your classroom are dedicated to student use?  
 A. None (16)      B. One (40)      C. Two (28.000000000000004)      D. Three (4)      E. Four or More (20)
8. How many printers do your students have access to?  
 A. None (16)      B. One (64)      C. Two (16)      D. Three (4)      E. Four or More (0)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (4)      B. Daily (20)      C. Weekly (40)      D. Monthly (28)      E. Not at all (8)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (12)      B. Daily (52)      C. Weekly (36)      D. Monthly (0)      E. Not at all (4)
11. Technology makes communication easier.  
 A. Strongly Agree (32)      B. Somewhat Agree (52)      C. Somewhat Disagree (16)      D. Strongly Disagree (4)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (24)      B. Somewhat Agree (72)      C. Somewhat Disagree (4)      D. Strongly Disagree (0)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (44)      B. Somewhat Agree (44)      C. Somewhat Disagree (8)      D. Strongly Disagree (4)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (4)      B. 1-2 (32)      C. 3-4 (32)      D. 5-6 (12)      E. more than 6 (28)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (40)      B. Somewhat Agree (60)      C. Somewhat Disagree (4)      D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (32)      B. Somewhat Agree (64)      C. Somewhat Disagree (0)      D. Strongly Disagree (0)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....20  
 B. Building a classroom website.....28  
 C. How to integrate computers into your curriculum .....68  
 D. How to meet the needs of learning disabled and special education students when using technology .....32  
 E. Other (please specify on "Comments" area, noting the Question #) .....4
- Comments listed for Other:
18. What software would you like to receive more training with?  
 A. *Word*.....8  
 B. *PowerPoint*.....44  
 C. *Excel and/or Graphical Analysis* .....20  
 D. *Publisher for newsletters or brochures* .....32  
 E. Other (please specify on "Comments" area, noting the Question #) .....4
- Other software teachers would like to receive training in:
19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....4  
 B. I do not have access to the technology to use it.....4  
 C. I don't feel skilled enough to use the technology or have my students use it.....0

D. I don't think that technology is important for student learning .....	<b>0</b>
E. There is not enough time to cover the curriculum <i>and</i> incorporate technology .....	<b>8</b>

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Lawrence  
Number of Teachers Responding**

**Total Surveys Completed: 21**

1. How do you use computer technology to improve student learning (Mark all that apply)?
  - A. I use Internet research to supplement student learning .....17
  - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....7
  - C. I use the Internet for on-line lessons/demonstrations .....10
  - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....18
  - E. I use transparencies and an overhead projector .....14
  
2. Question 1 Continued
  - A. I use an LCD projector to present curriculum related materials.....3
  - B. I use spreadsheet/database software .....8
  - C. I use CD-ROMs to supplement student material .....18
  - D. I do not use computer technology to improve student learning .....0
  
3. What types of technology do your students use to demonstrate learning?
  - A. Computers.....19
  - B. Overhead projectors.....12
  - C. LCD projector .....2
  - D. Gateway Destination.....3
  - E. None of the above.....0
  
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
  - A. Word processing .....16
  - B. Internet research .....5
  - C. Spreadsheet and data analysis .....0
  - D. Desktop publishing.....3
  - E. Demonstration software such as PowerPoint .....4
  
5. Question 4 Continued
  - A. Web page design .....0
  - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....9
  - C. Other (please specify in "Comments" area).....1
  - D. None of the above.....5

Other skills students use to demonstrate learning and mastery of a task:

1. Reading counts
2. Reading counts
3. Reading counts
4. Reading counts

6. During your scheduled class time, how often do students use computers? Please check one.

A. Never.....	0
B. Less than once per month.....	0
C. One to two times per month.....	1
D. One to two times per week.....	13
E. More than twice a week.....	6
7. How many computers in your classroom are dedicated to student use?	
A. None (0)      B. One (8)      C. Two (12)      D. Three (1)      E. Four or More (0)	
8. How many printers do your students have access to?	
A. None (2)      B. One (13)      C. Two (5)      D. Three (0)      E. Four or More (0)	
9. How often do you access the District Website <a href="http://www.middletownschools.org">www.middletownschools.org</a> ?	
A. Multiple times daily (1)    B. Daily (9)      C. Weekly (3)      D. Monthly (8)      E. Not at all (0)	
10. How often do you use your district provided email account (mps1.org)?	
A. Multiple times daily (4)    B. Daily (12)      C. Weekly (3)      D. Monthly (1)      E. Not at all (1)	
11. Technology makes communication easier.	
A. Strongly Agree (7)      B. Somewhat Agree (11)      C. Somewhat Disagree (2)      D. Strongly Disagree (0)	
12. Educational Technology improves teaching and learning.	
A. Strongly Agree (7)      B. Somewhat Agree (11)      C. Somewhat Disagree (3)      D. Strongly Disagree (0)	
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.	
A. Strongly Agree (9)      B. Somewhat Agree (8)      C. Somewhat Disagree (4)      D. Strongly Disagree (0)	
14. How many district <b>technology</b> training/professional development sessions have you attended in the last three years?	
A. None (1)      B. 1-2 (8)      C. 3-4 (7)      D. 5-6 (4)      E. more than 6 (0)	
15. The technology workshops you participated in were useful.	
A. Strongly Agree (8)      B. Somewhat Agree (9)      C. Somewhat Disagree (3)      D. Strongly Disagree (0)	
16. The district offers adequate training in the area of educational technology.	
A. Strongly Agree (7)      B. Somewhat Agree (10)      C. Somewhat Disagree (3)      D. Strongly Disagree (0)	
17. In what areas would you like to receive more training? Mark all that apply.	
A. Basic computer usage (on/off, maintenance, basic programs).....	6
B. Building a classroom website.....	10
C. How to integrate computers into your curriculum.....	13
D. How to meet the needs of learning disabled and special education students when using technology.....	12
E. Other (please specify on "Comments" area, noting the Question #).....	1

Comments listed for Other:

**1. Use of Scanner, Digital Camera, Tech Tools**

18. What software would you like to receive more training with?	
A. <i>Word</i> .....	5
B. <i>PowerPoint</i> .....	9
C. <i>Excel and/or Graphical Analysis</i> .....	7
D. <i>Publisher for newsletters or brochures</i> .....	14
E. Other (please specify on "Comments" area, noting the Question #).....	1

Other software teachers would like to receive training in:

**1. Programs for students who have difficult reading & writing - ex. Talking into computer to have the computer pick up what they have to write.**

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

**1. Math, Reading comprehension**

20. If you **do not use technology**, what are the reasons? Check all that apply.

- A. I don't know how to integrate technology into the regular curriculum ..... **0**
- B. I do not have access to the technology to use it..... **1**
- C. I don't feel skilled enough to use the technology or have my students use it..... **0**
- D. I don't think that technology is important for student learning ..... **0**
- E. There is not enough time to cover the curriculum *and* incorporate technology ..... **0**

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Lawrence Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 21**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>81</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>33</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>48</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>86</b>
E. I use transparencies and an overhead projector .....	<b>67</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>14</b>
B. I use spreadsheet/database software .....	<b>38</b>
C. I use CD-ROMs to supplement student material .....	<b>86</b>
D. I do not use computer technology to improve student learning.....	<b>0</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>90</b>
B. Overhead projectors.....	<b>57</b>
C. LCD projector .....	<b>10</b>
D. Gateway Destination.....	<b>14</b>
E. None of the above.....	<b>0</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>76</b>
B. Internet research .....	<b>24</b>
C. Spreadsheet and data analysis .....	<b>0</b>
D. Desktop publishing.....	<b>14</b>
E. Demonstration software such as PowerPoint .....	<b>19</b>
5. Question 4 Continued	
A. Web page design .....	<b>0</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>43</b>
C. Other (please specify in "Comments" area).....	<b>5</b>
D. None of the above.....	<b>24</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>0</b>
B. Less than once per month.....	<b>0</b>
C. One to two times per month.....	<b>5</b>
D. One to two times per week .....	<b>62</b>

E. More than twice a week .....	29
7. How many computers in your classroom are dedicated to student use? A. None (0)      B. One (38)      C. Two (57)      D. Three (5)      E. Four or More (0)	
8. How many printers do your students have access to? A. None (10)      B. One (62)      C. Two (24)      D. Three (0)      E. Four or More (0)	
9. How often do you access the District Website <a href="http://www.middletownschools.org">www.middletownschools.org</a> ? A. Multiple times daily (5)    B. Daily (43)      C. Weekly (14)      D. Monthly (38)      E. Not at all (0)	
10. How often do you use your district provided email account (mps1.org)? A. Multiple times daily (19)    B. Daily (57)      C. Weekly (14)      D. Monthly (5)      E. Not at all (5)	
11. Technology makes communication easier. A. Strongly Agree (33)    B. Somewhat Agree (52)      C. Somewhat Disagree (10)    D. Strongly Disagree (0)	
12. Educational Technology improves teaching and learning. A. Strongly Agree (33)    B. Somewhat Agree (52)      C. Somewhat Disagree (14)    D. Strongly Disagree (0)	
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom. A. Strongly Agree (43)    B. Somewhat Agree (38)      C. Somewhat Disagree (19)    D. Strongly Disagree (0)	
14. How many district <b>technology</b> training/professional development sessions have you attended in the last three years? A. None (5)      B. 1-2 (38)      C. 3-4 (33)      D. 5-6 (19)      E. more than 6 (0)	
15. The technology workshops you participated in were useful. A. Strongly Agree (38)    B. Somewhat Agree (43)      C. Somewhat Disagree (14)    D. Strongly Disagree (0)	
16. The district offers adequate training in the area of educational technology. A. Strongly Agree (33)    B. Somewhat Agree (48)      C. Somewhat Disagree (14)    D. Strongly Disagree (0)	
17. In what areas would you like to receive more training? Mark all that apply.	
A. Basic computer usage (on/off, maintenance, basic programs).....	29
B. Building a classroom website.....	48
C. How to integrate computers into your curriculum .....	62
D. How to meet the needs of learning disabled and special education students when using technology .....	57
E. Other (please specify on "Comments" area, noting the Question #) .....	5

Comments listed for Other:

18. What software would you like to receive more training with?	
A. <i>Word</i> .....	24
B. <i>PowerPoint</i> .....	43
C. <i>Excel and/or Graphical Analysis</i> .....	33
D. <i>Publisher for newsletters or brochures</i> .....	67
E. Other (please specify on "Comments" area, noting the Question #) .....	5

Other software teachers would like to receive training in:

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.	
20. If you <b>do not use technology</b> , what are the reasons? Check all that apply.	
A. I don't know how to integrate technology into the regular curriculum.....	0
B. I do not have access to the technology to use it.....	5
C. I don't feel skilled enough to use the technology or have my students use it.....	0
D. I don't think that technology is important for student learning .....	0

E. There is not enough time to cover the curriculum *and* incorporate technology .....0

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

Questionnaire Results: Technology usage by teachers  
Middletown Public Schools

*The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.* The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Macdonough**  
**Number of Teachers Responding**

**Total Surveys Completed: 20**

1. How do you use computer technology to improve student learning (Mark all that apply)?
  - A. I use Internet research to supplement student learning .....9
  - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....2
  - C. I use the Internet for on-line lessons/demonstrations .....4
  - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....14
  - E. I use transparencies and an overhead projector .....11
2. Question 1 Continued
  - A. I use an LCD projector to present curriculum related materials.....1
  - B. I use spreadsheet/database software .....5
  - C. I use CD-ROMs to supplement student material .....11
  - D. I do not use computer technology to improve student learning .....5
3. What types of technology do your students use to demonstrate learning?
  - A. Computers.....11
  - B. Overhead projectors.....11
  - C. LCD projector .....3
  - D. Gateway Destination.....1
  - E. None of the above.....5
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
  - A. Word processing .....8
  - B. Internet research .....5
  - C. Spreadsheet and data analysis .....1
  - D. Desktop publishing.....4
  - E. Demonstration software such as PowerPoint .....0
5. Question 4 Continued
  - A. Web page design .....2
  - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....1
  - C. Other (please specify in "Comments" area).....2
  - D. None of the above.....7

Other skills students use to demonstrate learning and mastery of a task:

  1. **Create, write, & illustrate with KidPix**
6. During your scheduled class time, how often do students use computers? Please check one.
  - A. Never.....4
  - B. Less than once per month.....5
  - C. One to two times per month.....6

- D. One to two times per week .....2  
 E. More than twice a week .....2
7. How many computers in your classroom are dedicated to student use?  
 A. None (6)      B. One (11)      C. Two (4)      D. Three (0)      E. Four or More (0)
8. How many printers do your students have access to?  
 A. None (7)      B. One (11)      C. Two (1)      D. Three (1)      E. Four or More (1)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (2)    B. Daily (3)      C. Weekly (2)      D. Monthly (9)      E. Not at all (5)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (3)    B. Daily (3)      C. Weekly (1)      D. Monthly (2)      E. Not at all (11)
11. Technology makes communication easier.  
 A. Strongly Agree (6)      B. Somewhat Agree (9)    C. Somewhat Disagree (2)    D. Strongly Disagree (0)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (3)      B. Somewhat Agree (13)    C. Somewhat Disagree (0)    D. Strongly Disagree (0)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (5)      B. Somewhat Agree (9)    C. Somewhat Disagree (2)    D. Strongly Disagree (1)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (3)      B. 1-2 (8)      C. 3-4 (4)      D. 5-6 (0)      E. more than 6 (1)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (1)      B. Somewhat Agree (10)    C. Somewhat Disagree (2)    D. Strongly Disagree (1)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (2)      B. Somewhat Agree (9)    C. Somewhat Disagree (4)    D. Strongly Disagree (1)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....6  
 B. Building a classroom website.....4  
 C. How to integrate computers into your curriculum .....10  
 D. How to meet the needs of learning disabled and special education students when using technology .....4  
 E. Other (please specify on "Comments" area, noting the Question #) .....1

Comments listed for Other:

**1. I teach music K-5. I do not have a computer in my room. There are many music technology programs available at this time I cannot use them**

18. What software would you like to receive more training with?  
 A. *Word*.....5  
 B. *PowerPoint*.....6  
 C. *Excel and/or Graphical Analysis* .....5  
 D. *Publisher for newsletters or brochures* .....8  
 E. Other (please specify on "Comments" area, noting the Question #) .....2

Other software teachers would like to receive training in:

- 1. Skills Game to reinforce curriculum**  
**2. I would like to have a program for easier progress reports such as QuickGrade also to make a class newsletter each week - learn how to make template for that would be great -**  
**3. I would like to know which software would be practical help for learning disabled students**

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

- 1. **Special Ed. Curriculum**
- 2. **I would like access to printers and more computers**
- 3. **I would use technology more if I had an additional computer in my room and a printer**
- 4. **Educational Technology curriculum, providing there will be a tech ed teacher, and properly working printers and computers would increase the use of and effectiveness of technology training.**

20. If you **do not use technology**, what are the reasons? Check all that apply.
- A. I don't know how to integrate technology into the regular curriculum.....0
  - B. I do not have access to the technology to use it.....1
  - C. I don't feel skilled enough to use the technology or have my students use it.....0
  - D. I don't think that technology is important for student learning .....1
  - E. There is not enough time to cover the curriculum *and* incorporate technology .....0

Additional Reasons Teachers DO NOT use technology:

- 1. **My email is still not working. I do not have a password. I feel the students need technology instruction from a specialized tech ed teacher to learn the basics.**

Miscellaneous Comments made on the survey:

- 1. **Our computer lab is pitiful. Many computers do not work or/and are not hooked up to the Internet or a printer. They are not compatible with the writing program - Kidspiration**
- 2. **The students use software on the computers. I teach kindergarten which makes it difficult to use the computer in any other way.**

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Macdonough Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 20**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>45</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>10</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>20</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>70</b>
E. I use transparencies and an overhead projector .....	<b>55</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>5</b>
B. I use spreadsheet/database software .....	<b>25</b>
C. I use CD-ROMs to supplement student material .....	<b>55</b>
D. I do not use computer technology to improve student learning.....	<b>25</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>55</b>
B. Overhead projectors.....	<b>55</b>
C. LCD projector .....	<b>15</b>
D. Gateway Destination.....	<b>5</b>
E. None of the above.....	<b>25</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>40</b>
B. Internet research .....	<b>25</b>
C. Spreadsheet and data analysis .....	<b>5</b>
D. Desktop publishing.....	<b>20</b>
E. Demonstration software such as PowerPoint .....	<b>0</b>
5. Question 4 Continued	
A. Web page design .....	<b>10</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>5</b>
C. Other (please specify in "Comments" area).....	<b>10</b>
D. None of the above.....	<b>35</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>20</b>
B. Less than once per month.....	<b>25</b>
C. One to two times per month.....	<b>30</b>
D. One to two times per week .....	<b>10</b>

- E. More than twice a week .....10
7. How many computers in your classroom are dedicated to student use?  
 A. None (30)    B. One (55)    C. Two (20)    D. Three (0)    E. Four or More (0)
8. How many printers do your students have access to?  
 A. None (35)    B. One (55)    C. Two (5)    D. Three (5)    E. Four or More (5)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (10) B. Daily (15)    C. Weekly (10)    D. Monthly (45)    E. Not at all (25)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (15) B. Daily (15)    C. Weekly (5)    D. Monthly (10)    E. Not at all (55)
11. Technology makes communication easier.  
 A. Strongly Agree (30)    B. Somewhat Agree (45)    C. Somewhat Disagree (10)    D. Strongly Disagree (0)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (15)    B. Somewhat Agree (65)    C. Somewhat Disagree (0)    D. Strongly Disagree (0)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (25)    B. Somewhat Agree (45)    C. Somewhat Disagree (10)    D. Strongly Disagree (5)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (15)    B. 1-2 (40)    C. 3-4 (20)    D. 5-6 (0)    E. more than 6 (5)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (5)    B. Somewhat Agree (50)    C. Somewhat Disagree (10)    D. Strongly Disagree (5)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (10)    B. Somewhat Agree (45)    C. Somewhat Disagree (20)    D. Strongly Disagree (5)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....30  
 B. Building a classroom website.....20  
 C. How to integrate computers into your curriculum .....50  
 D. How to meet the needs of learning disabled and special education students when using technology .....20  
 E. Other (please specify on "Comments" area, noting the Question #) .....5
- Comments listed for Other:
18. What software would you like to receive more training with?  
 A. *Word*.....25  
 B. *PowerPoint*.....30  
 C. *Excel and/or Graphical Analysis* .....25  
 D. *Publisher for newsletters or brochures* .....40  
 E. Other (please specify on "Comments" area, noting the Question #) .....10
- Other software teachers would like to receive training in:
19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....0  
 B. I do not have access to the technology to use it.....5  
 C. I don't feel skilled enough to use the technology or have my students use it.....0  
 D. I don't think that technology is important for student learning .....5

E. There is not enough time to cover the curriculum *and* incorporate technology .....0

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Moody  
Number of Teachers Responding**

**Total Surveys Completed: 23**

1. How do you use computer technology to improve student learning (Mark all that apply)?
    - A. I use Internet research to supplement student learning .....15
    - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....1
    - C. I use the Internet for on-line lessons/demonstrations .....2
    - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....20
    - E. I use transparencies and an overhead projector .....12
  
  2. Question 1 Continued
    - A. I use an LCD projector to present curriculum related materials.....2
    - B. I use spreadsheet/database software .....7
    - C. I use CD-ROMs to supplement student material .....15
    - D. I do not use computer technology to improve student learning .....0
  
  3. What types of technology do your students use to demonstrate learning?
    - A. Computers.....19
    - B. Overhead projectors.....12
    - C. LCD projector .....1
    - D. Gateway Destination.....0
    - E. None of the above.....4
  
  4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
    - A. Word processing .....15
    - B. Internet research .....7
    - C. Spreadsheet and data analysis .....0
    - D. Desktop publishing.....2
    - E. Demonstration software such as PowerPoint .....0
  
  5. Question 4 Continued
    - A. Web page design .....0
    - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....5
    - C. Other (please specify in "Comments" area).....5
    - D. None of the above.....7
- Other skills students use to demonstrate learning and mastery of a task:
1. **They write stories as a free time center.**
  2. **Wiggleworks**
  3. **KidPix, Reading Counts**
- 
6. During your scheduled class time, how often do students use computers? Please check one.
  - A. Never.....1

B. Less than once per month.....	2
C. One to two times per month.....	4
D. One to two times per week .....	9
E. More than twice a week .....	6
7. How many computers in your classroom are dedicated to student use?	
A. None (2)      B. One (9)      C. Two (10)      D. Three (2)      E. Four or More (1)	
8. How many printers do your students have access to?	
A. None (6)      B. One (12)      C. Two(5)      D. Three (1)      E. Four or More (0)	
9. How often do you access the District Website <a href="http://www.middletownschools.org">www.middletownschools.org</a> ?	
A. Multiple times daily (0)    B. Daily (2)      C. Weekly (10)    D. Monthly (9)      E. Not at all (2)	
10. How often do you use your district provided email account (mps1.org)?	
A. Multiple times daily (0)    B. Daily (2)      C. Weekly (4)      D. Monthly (7)      E. Not at all (10)	
11. Technology makes communication easier.	
A. Strongly Agree (3)      B. Somewhat Agree (16)      C. Somewhat Disagree (1)      D. Strongly Disagree (3)	
12. Educational Technology improves teaching and learning.	
A. Strongly Agree (0)      B. Somewhat Agree (16)      C. Somewhat Disagree (6)      D. Strongly Disagree (1)	
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.	
A. Strongly Agree (5)      B. Somewhat Agree (12)      C. Somewhat Disagree (4)      D. Strongly Disagree (2)	
14. How many district <b>technology</b> training/professional development sessions have you attended in the last three years?	
A. None (0)      B. 1-2 (4)      C. 3-4 (8)      D. 5-6 (9)      E. more than 6 (2)	
15. The technology workshops you participated in were useful.	
A. Strongly Agree (0)      B. Somewhat Agree (17)      C. Somewhat Disagree (5)      D. Strongly Disagree (1)	
16. The district offers adequate training in the area of educational technology.	
A. Strongly Agree (0)      B. Somewhat Agree (15)      C. Somewhat Disagree (7)      D. Strongly Disagree (2)	
17. In what areas would you like to receive more training? Mark all that apply.	
A. Basic computer usage (on/off, maintenance, basic programs).....	6
B. Building a classroom website.....	6
C. How to integrate computers into your curriculum .....	11
D. How to meet the needs of learning disabled and special education students when using technology .....	9
E. Other (please specify on "Comments" area, noting the Question #) .....	3

Comments listed for Other:

1. **More workshops for skilled teachers**
2. **We need a person in the lab for K-2 students to use it.**

18. What software would you like to receive more training with?	
A. <i>Word</i> .....	6
B. <i>PowerPoint</i> .....	9
C. <i>Excel and/or Graphical Analysis</i> .....	7
D. <i>Publisher for newsletters or brochures</i> .....	12
E. Other (please specify on "Comments" area, noting the Question #) .....	3

Other software teachers would like to receive training in:

1. **Wiggleworks**
2. **I would like to learn about software that is being used and enjoyed by other 5th grade teachers.**
3. **KidPix**
4. **None of these options are appropriate for grades K-2. Teachers in these grades primarily use the wiggle works, KidPix, and other such programs.**

- 5. Typing, Making Reports
- 6. Perhaps a preview of what's available (for software)

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

- 1. Not familiar with appropriate software for grade 1
- 2. Grade K student software
- 3. We need CDs appropriate for K to continue using the lab and keep kids interest - would like to have teacher input with that

20. If you **do not use technology**, what are the reasons? Check all that apply.

- A. I don't know how to integrate technology into the regular curriculum.....0
- B. I do not have access to the technology to use it.....2
- C. I don't feel skilled enough to use the technology or have my students use it.....0
- D. I don't think that technology is important for student learning .....0
- E. There is not enough time to cover the curriculum *and* incorporate technology .....1

Additional Reasons Teachers DO NOT use technology:

- 1. It does not work 1/2 of the time.
- 2. Printer in classroom does not work
- 3. I have a printer that does not work
- 4. We need a COMPUTER LAB special teacher. Maybe we could have computers that work consistently. Also, it would be helpful if we had compatible computers.
- 5. Computers are problematic. Something is always wrong. Goals can't be accomplished until equipment is replaced!!!
- 6. Work in lab is not accessible in the classroom. Problem! Teachers have not been taught to manage information - big problem!
- 7. I cannot take 23 kindergarteners in the lab. Currently I do not have a mom that can volunteer.
- 8. I feel that for Kindergarten computer use is highly overrated - too much computer time is developmentally inappropriate - we are pressed for time as it is to provide developmentally appropriate activities.

Miscellaneous Comments made on the survey:

- 1. It would be beneficial to have 2 new computers to go along with the computers in the lab. It is very time consuming to try to master 3-4 computers. We really need to update the computers in our classroom so that we will be on the same page. If you want me to use the computers more, they would be uniform.
- 2. A curriculum will only help if there are highly proficient individuals to follow through and present said curriculum to students. (i.e. a Media Specialist in every building).
- 3. Train parents for lab. Working computer in classroom no a Mac - How about a Dell?
- 4. Dear Bob, I found that I answered questions for myself. I do use the computers as a fool for me. However, in grade K the lab is not good unless there is help to use it. Kindergarten students have used the computer in my room but I would like to have them all have experience in the lab.
- 5. I do understand the need for teachers to be computer "savvy" - that is appropriate.

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

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Thank you, in advance, for your time.



**Moody Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 23**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>65</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>4</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>9</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>87</b>
E. I use transparencies and an overhead projector .....	<b>52</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>9</b>
B. I use spreadsheet/database software .....	<b>30</b>
C. I use CD-ROMs to supplement student material .....	<b>65</b>
D. I do not use computer technology to improve student learning.....	<b>0</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>83</b>
B. Overhead projectors.....	<b>52</b>
C. LCD projector .....	<b>4</b>
D. Gateway Destination.....	<b>0</b>
E. None of the above.....	<b>17</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>65</b>
B. Internet research .....	<b>30</b>
C. Spreadsheet and data analysis .....	<b>0</b>
D. Desktop publishing.....	<b>9</b>
E. Demonstration software such as PowerPoint .....	<b>0</b>
5. Question 4 Continued	
A. Web page design .....	<b>0</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>22</b>
C. Other (please specify in "Comments" area).....	<b>22</b>
D. None of the above.....	<b>30</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>4</b>
B. Less than once per month.....	<b>7</b>
C. One to two times per month.....	<b>17</b>
D. One to two times per week .....	<b>39</b>

- E. More than twice a week .....26
7. How many computers in your classroom are dedicated to student use?  
 A. None (9)      B. One (39)      C. Two (43)      D. Three (9)      E. Four or More (4)
8. How many printers do your students have access to?  
 A. None (26)      B. One (52)      C. Two (22)      D. Three (4)      E. Four or More (0)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (0)    B. Daily (9)      C. Weekly (43)      D. Monthly (39)      E. Not at all (9)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (0)    B. Daily (9)      C. Weekly (17)      D. Monthly (30)      E. Not at all (43)
11. Technology makes communication easier.  
 A. Strongly Agree (13)    B. Somewhat Agree (70)    C. Somewhat Disagree (4)    D. Strongly Disagree (13)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (0)    B. Somewhat Agree (70)    C. Somewhat Disagree (26)    D. Strongly Disagree (4)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (22)    B. Somewhat Agree (52)    C. Somewhat Disagree (17)    D. Strongly Disagree (9)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (0)      B. 1-2 (17)      C. 3-4 (35)      D. 5-6 (39)      E. more than 6 (9)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (0)    B. Somewhat Agree (74)    C. Somewhat Disagree (22)    D. Strongly Disagree (4)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (0)    B. Somewhat Agree (65)    C. Somewhat Disagree (30)    D. Strongly Disagree (9)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....26  
 B. Building a classroom website.....26  
 C. How to integrate computers into your curriculum .....48  
 D. How to meet the needs of learning disabled and special education students when using technology .....39  
 E. Other (please specify on "Comments" area, noting the Question #) .....13

Comments listed for Other:

18. What software would you like to receive more training with?  
 A. *Word*.....26  
 B. *PowerPoint*.....39  
 C. *Excel and/or Graphical Analysis* .....30  
 D. *Publisher for newsletters or brochures* .....52  
 E. Other (please specify on "Comments" area, noting the Question #) .....13

Other software teachers would like to receive training in:

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....0  
 B. I do not have access to the technology to use it.....9  
 C. I don't feel skilled enough to use the technology or have my students use it.....0  
 D. I don't think that technology is important for student learning .....0

E. There is not enough time to cover the curriculum *and* incorporate technology .....4

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

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Thank you, in advance, for your time.



**Snow  
Number of Teachers Responding**

**Total Surveys Completed: 11**

1. How do you use computer technology to improve student learning (Mark all that apply)?
  - A. I use Internet research to supplement student learning .....7
  - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....3
  - C. I use the Internet for on-line lessons/demonstrations .....3
  - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....8
  - E. I use transparencies and an overhead projector .....8
  
2. Question 1 Continued
  - A. I use an LCD projector to present curriculum related materials.....1
  - B. I use spreadsheet/database software .....2
  - C. I use CD-ROMs to supplement student material .....9
  - D. I do not use computer technology to improve student learning .....2
  
3. What types of technology do your students use to demonstrate learning?
  - A. Computers.....8
  - B. Overhead projectors.....4
  - C. LCD projector .....0
  - D. Gateway Destination.....1
  - E. None of the above.....4
  
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
  - A. Word processing .....5
  - B. Internet research .....4
  - C. Spreadsheet and data analysis .....2
  - D. Desktop publishing.....4
  - E. Demonstration software such as PowerPoint .....1
  
5. Question 4 Continued
  - A. Web page design .....0
  - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....5
  - C. Other (please specify in "Comments" area).....0
  - D. None of the above.....5

Other skills students use to demonstrate learning and mastery of a task:
  
6. During your scheduled class time, how often do students use computers? Please check one.
  - A. Never.....1
  - B. Less than once per month.....2
  - C. One to two times per month.....3
  - D. One to two times per week .....3

- E. More than twice a week .....3
7. How many computers in your classroom are dedicated to student use?  
 A. None (0)      B. One (3)      C. Two (7)      D. Three (1)      E. Four or More (1)
8. How many printers do your students have access to?  
 A. None (4)      B. One (5)      C. Two (3)      D. Three (0)      E. Four or More (0)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (1)    B. Daily (4)      C. Weekly (4)      D. Monthly (2)      E. Not at all (0)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (1)    B. Daily (5)      C. Weekly (2)      D. Monthly (1)      E. Not at all (3)
11. Technology makes communication easier.  
 A. Strongly Agree (2)      B. Somewhat Agree (6)    C. Somewhat Disagree (1)    D. Strongly Disagree (2)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (2)      B. Somewhat Agree (5)    C. Somewhat Disagree (3)    D. Strongly Disagree (1)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (4)      B. Somewhat Agree (4)    C. Somewhat Disagree (1)    D. Strongly Disagree (1)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (0)      B. 1-2 (3)      C. 3-4 (6)      D. 5-6 (2)      E. more than 6 (1)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (3)      B. Somewhat Agree (3)    C. Somewhat Disagree (5)    D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (0)      B. Somewhat Agree (5)    C. Somewhat Disagree (1)    D. Strongly Disagree (5)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....4  
 B. Building a classroom website.....2  
 C. How to integrate computers into your curriculum .....5  
 D. How to meet the needs of learning disabled and special education students when using technology .....3  
 E. Other (please specify on "Comments" area, noting the Question #) .....3
- Comments listed for Other:
18. What software would you like to receive more training with?  
 A. *Word*.....7  
 B. *PowerPoint*.....9  
 C. *Excel and/or Graphical Analysis* .....6  
 D. *Publisher for newsletters or brochures* .....5  
 E. Other (please specify on "Comments" area, noting the Question #) .....0
- Other software teachers would like to receive training in:
19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....0  
 B. I do not have access to the technology to use it.....0  
 C. I don't feel skilled enough to use the technology or have my students use it.....1  
 D. I don't think that technology is important for student learning .....0

E. There is not enough time to cover the curriculum *and* incorporate technology .....1

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
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Thank you, in advance, for your time.



**Snow Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 11**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>64</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>27</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>27</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>73</b>
E. I use transparencies and an overhead projector .....	<b>73</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>9</b>
B. I use spreadsheet/database software .....	<b>18</b>
C. I use CD-ROMs to supplement student material .....	<b>82</b>
D. I do not use computer technology to improve student learning .....	<b>18</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>73</b>
B. Overhead projectors.....	<b>36</b>
C. LCD projector .....	<b>0</b>
D. Gateway Destination.....	<b>9</b>
E. None of the above.....	<b>36</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>45</b>
B. Internet research .....	<b>36</b>
C. Spreadsheet and data analysis .....	<b>18</b>
D. Desktop publishing.....	<b>36</b>
E. Demonstration software such as PowerPoint .....	<b>9</b>
5. Question 4 Continued	
A. Web page design .....	<b>0</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>45</b>
C. Other (please specify in "Comments" area).....	<b>0</b>
D. None of the above.....	<b>45</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>9</b>
B. Less than once per month.....	<b>18</b>
C. One to two times per month.....	<b>27</b>
D. One to two times per week .....	<b>27</b>

- E. More than twice a week .....27
7. How many computers in your classroom are dedicated to student use?  
 A. None (0)      B. One (27)      C. Two (64)      D. Three (9)      E. Four or More (9)
8. How many printers do your students have access to?  
 A. None (36)      B. One (45)      C. Two (27)      D. Three (0)      E. Four or More (0)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (9)    B. Daily (36)      C. Weekly (36)      D. Monthly (18)      E. Not at all (0)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (9)    B. Daily (45)      C. Weekly (18)      D. Monthly (9)      E. Not at all (27)
11. Technology makes communication easier.  
 A. Strongly Agree (18)    B. Somewhat Agree (55)      C. Somewhat Disagree (9)      D. Strongly Disagree (18)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (18)    B. Somewhat Agree (45)      C. Somewhat Disagree (27)      D. Strongly Disagree (9)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (36)    B. Somewhat Agree (36)      C. Somewhat Disagree (9)      D. Strongly Disagree (9)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (0)      B. 1-2 (27)      C. 3-4 (55)      D. 5-6 (18)      E. more than 6 (9)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (27)    B. Somewhat Agree (27)      C. Somewhat Disagree (45)      D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (0)      B. Somewhat Agree (45)      C. Somewhat Disagree (9)      D. Strongly Disagree (45)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....36  
 B. Building a classroom website.....18  
 C. How to integrate computers into your curriculum .....45  
 D. How to meet the needs of learning disabled and special education students when using technology .....27  
 E. Other (please specify on "Comments" area, noting the Question #) .....27

Comments listed for Other:

1. Spreadsheets, Databases, Mail Merges, Graphing - Report Card, Digital Camera Publishing, Scanning
2. We need more training in how to incorporate tech. in the primary classroom.
3. Digital Camera publishing, scanning
4. Spreadsheet, database, report cards, mail merges, digital camera / Camera publishing, Scanning

18. What software would you like to receive more training with?  
 A. Word.....64  
 B. PowerPoint.....82  
 C. Excel and/or Graphical Analysis.....55  
 D. Publisher for newsletters or brochures .....45  
 E. Other (please specify on "Comments" area, noting the Question #) .....0

Other software teachers would like to receive training in:

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.

A. I don't know how to integrate technology into the regular curriculum.....	0
B. I do not have access to the technology to use it.....	0
C. I don't feel skilled enough to use the technology or have my students use it.....	9
D. I don't think that technology is important for student learning .....	0
E. There is not enough time to cover the curriculum <i>and</i> incorporate technology.....	9

Additional Reasons Teachers DO NOT use technology:

- 1. I find the computers (or should I say, the network system) frustrating because I am unable to use the many "grade appropriate" CDs I have purchase to enhance learning. Once I am able to incorporate them into my daily instruction, I may once again become an enthusiastic computer owner and will want to make it a more useful resource in my teaching.**
- 2. I also feel that we need a full time computer teacher to teach our classes at least once a week. Management is a real problem!**

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Spencer  
Number of Teachers Responding**

**Total Surveys Completed: 24**

1. How do you use computer technology to improve student learning (Mark all that apply)?
  - A. I use Internet research to supplement student learning .....18
  - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....3
  - C. I use the Internet for on-line lessons/demonstrations .....8
  - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....17
  - E. I use transparencies and an overhead projector .....12
  
2. Question 1 Continued
  - A. I use an LCD projector to present curriculum related materials.....2
  - B. I use spreadsheet/database software .....5
  - C. I use CD-ROMs to supplement student material .....14
  - D. I do not use computer technology to improve student learning .....3
  
3. What types of technology do your students use to demonstrate learning?
  - A. Computers.....18
  - B. Overhead projectors.....10
  - C. LCD projector .....1
  - D. Gateway Destination.....0
  - E. None of the above.....5
  
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
  - A. Word processing .....14
  - B. Internet research .....13
  - C. Spreadsheet and data analysis .....2
  - D. Desktop publishing.....4
  - E. Demonstration software such as PowerPoint .....3
  
5. Question 4 Continued
  - A. Web page design .....1
  - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....9
  - C. Other (please specify in "Comments" area).....1
  - D. None of the above.....9

Other skills students use to demonstrate learning and mastery of a task:
  
6. During your scheduled class time, how often do students use computers? Please check one.
  - A. Never.....4
  - B. Less than once per month.....3
  - C. One to two times per month.....3
  - D. One to two times per week .....11

- E. More than twice a week .....4
7. How many computers in your classroom are dedicated to student use?  
 A. None (6)      B. One (10)      C. Two (7)      D. Three (0)      E. Four or More (1)
8. How many printers do your students have access to?  
 A. None (8)      B. One (13)      C. Two (4)      D. Three (0)      E. Four or More (0)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (1)    B. Daily (7)      C. Weekly (7)      D. Monthly (5)      E. Not at all (6)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (1)    B. Daily (7)      C. Weekly (9)      D. Monthly (3)      E. Not at all (5)
11. Technology makes communication easier.  
 A. Strongly Agree (10)    B. Somewhat Agree (11)    C. Somewhat Disagree (1)    D. Strongly Disagree (2)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (8)    B. Somewhat Agree (12)    C. Somewhat Disagree (3)    D. Strongly Disagree (0)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (9)    B. Somewhat Agree (11)    C. Somewhat Disagree (4)    D. Strongly Disagree (0)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (0)      B. 1-2 (3)      C. 3-4 (8)      D. 5-6 (5)      E. more than 6 (8)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (12)    B. Somewhat Agree (11)    C. Somewhat Disagree (1)    D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (7)    B. Somewhat Agree (11)    C. Somewhat Disagree (6)    D. Strongly Disagree (0)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....5  
 B. Building a classroom website.....17  
 C. How to integrate computers into your curriculum .....15  
 D. How to meet the needs of learning disabled and special education students when using technology .....11  
 E. Other (please specify on "Comments" area, noting the Question #) .....0

Comments listed for Other:

18. What software would you like to receive more training with?  
 A. *Word*.....5  
 B. *PowerPoint*.....13  
 C. *Excel and/or Graphical Analysis* .....10  
 D. *Publisher for newsletters or brochures* .....10  
 E. Other (please specify on "Comments" area, noting the Question #) .....2

Other software teachers would like to receive training in:

1. **Hyperstudio or Director 8.5**
2. **Photoshop, Web Design software, Painter**

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

1. **Hyperstudio or Director 8.5**

20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....1

B. I do not have access to the technology to use it.....	0
C. I don't feel skilled enough to use the technology or have my students use it.....	0
D. I don't think that technology is important for student learning .....	0
E. There is not enough time to cover the curriculum <i>and</i> incorporate technology .....	1

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Spencer Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 24**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>75</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>13</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>33</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>71</b>
E. I use transparencies and an overhead projector .....	<b>50</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>8</b>
B. I use spreadsheet/database software .....	<b>21</b>
C. I use CD-ROMs to supplement student material .....	<b>58</b>
D. I do not use computer technology to improve student learning.....	<b>13</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>75</b>
B. Overhead projectors.....	<b>42</b>
C. LCD projector .....	<b>4</b>
D. Gateway Destination.....	<b>0</b>
E. None of the above.....	<b>21</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>58</b>
B. Internet research .....	<b>54</b>
C. Spreadsheet and data analysis .....	<b>8</b>
D. Desktop publishing.....	<b>17</b>
E. Demonstration software such as PowerPoint .....	<b>13</b>
5. Question 4 Continued	
A. Web page design .....	<b>4</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>38</b>
C. Other (please specify in "Comments" area).....	<b>0</b>
D. None of the above.....	<b>0</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>17</b>
B. Less than once per month.....	<b>13</b>
C. One to two times per month.....	<b>13</b>
D. One to two times per week .....	<b>46</b>

- E. More than twice a week .....17
7. How many computers in your classroom are dedicated to student use?  
 A. None (25)      B. One (42)      C. Two (29)      D. Three (0)      E. Four or More (4)
8. How many printers do your students have access to?  
 A. None (33)      B. One (54)      C. Two (17)      D. Three (0)      E. Four or More (0)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (4)    B. Daily (29)      C. Weekly (29)      D. Monthly (21)      E. Not at all (25)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (4)    B. Daily (29)      C. Weekly (38)      D. Monthly (13)      E. Not at all (21)
11. Technology makes communication easier.  
 A. Strongly Agree (42)    B. Somewhat Agree (46)      C. Somewhat Disagree (4)      D. Strongly Disagree (8)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (33)    B. Somewhat Agree (50)      C. Somewhat Disagree (13)      D. Strongly Disagree (0)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (38)    B. Somewhat Agree (46)      C. Somewhat Disagree (17)      D. Strongly Disagree (0)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (0)      B. 1-2 (13)      C. 3-4 (33)      D. 5-6 (21)      E. more than 6 (33)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (50)    B. Somewhat Agree (46)      C. Somewhat Disagree (4)      D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (29)    B. Somewhat Agree (46)      C. Somewhat Disagree (25)      D. Strongly Disagree (0)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....21  
 B. Building a classroom website.....71  
 C. How to integrate computers into your curriculum .....63  
 D. How to meet the needs of learning disabled and special education students when using technology .....46  
 E. Other (please specify on "Comments" area, noting the Question #) .....0
- Comments listed for Other:
18. What software would you like to receive more training with?  
 A. *Word*.....21  
 B. *PowerPoint*.....54  
 C. *Excel and/or Graphical Analysis* .....42  
 D. *Publisher for newsletters or brochures* .....42  
 E. Other (please specify on "Comments" area, noting the Question #) .....8
- Other software teachers would like to receive training in:
19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....4  
 B. I do not have access to the technology to use it.....0  
 C. I don't feel skilled enough to use the technology or have my students use it.....0  
 D. I don't think that technology is important for student learning .....0

E. There is not enough time to cover the curriculum *and* incorporate technology .....4

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

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Thank you, in advance, for your time.



**Wesley  
Number of Teachers Responding**

**Total Surveys Completed: 25**

1. How do you use computer technology to improve student learning (Mark all that apply)?	
A. I use Internet research to supplement student learning .....	17
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	5
C. I use the Internet for on-line lessons/demonstrations .....	12
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	21
E. I use transparencies and an overhead projector .....	14
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	1
B. I use spreadsheet/database software .....	6
C. I use CD-ROMs to supplement student material .....	6
D. I do not use computer technology to improve student learning.....	4
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	21
B. Overhead projectors.....	13
C. LCD projector .....	2
D. Gateway Destination.....	2
E. None of the above.....	2
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	17
B. Internet research .....	12
C. Spreadsheet and data analysis .....	0
D. Desktop publishing.....	7
E. Demonstration software such as PowerPoint .....	3
5. Question 4 Continued	
A. Web page design .....	3
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	6
C. Other (please specify in "Comments" area).....	4
D. None of the above.....	7

Other skills students use to demonstrate learning and mastery of a task:

1. **Internet web sites such as multiplication.com to practice math facts.**
2. **KidPix program**
3. **Digital Cameras, Scanners**
4. **Digital Cameras, 35mm cameras, Scan**

6. During your scheduled class time, how often do students use computers? Please check one.

A. Never.....	2
B. Less than once per month.....	1
C. One to two times per month.....	8
D. One to two times per week.....	10
E. More than twice a week.....	3
7. How many computers in your classroom are dedicated to student use?	
A. None (2)      B. One (16)      C. Two (4)      D. Three (1)      E. Four or More (0)	
8. How many printers do your students have access to?	
A. None (3)      B. One (17)      C. Two (4)      D. Three (0)      E. Four or More (0)	
9. How often do you access the District Website <a href="http://www.middletownschools.org">www.middletownschools.org</a> ?	
A. Multiple times daily (3)    B. Daily (3)      C. Weekly (7)      D. Monthly (10)      E. Not at all (2)	
10. How often do you use your district provided email account (mps1.org)?	
A. Multiple times daily (3)    B. Daily (3)      C. Weekly (8)      D. Monthly (7)      E. Not at all (5)	
11. Technology makes communication easier.	
A. Strongly Agree (5)      B. Somewhat Agree (15)      C. Somewhat Disagree (5)      D. Strongly Disagree (0)	
12. Educational Technology improves teaching and learning.	
A. Strongly Agree (7)      B. Somewhat Agree (17)      C. Somewhat Disagree (2)      D. Strongly Disagree (0)	
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.	
A. Strongly Agree (6)      B. Somewhat Agree (18)      C. Somewhat Disagree (1)      D. Strongly Disagree (0)	
14. How many district <b>technology</b> training/professional development sessions have you attended in the last three years?	
A. None (1)      B. 1-2 (6)      C. 3-4 (9)      D. 5-6 (4)      E. more than 6 (5)	
15. The technology workshops you participated in were useful.	
A. Strongly Agree (10)      B. Somewhat Agree (12)      C. Somewhat Disagree (1)      D. Strongly Disagree (0)	
16. The district offers adequate training in the area of educational technology.	
A. Strongly Agree (7)      B. Somewhat Agree (12)      C. Somewhat Disagree (4)      D. Strongly Disagree (2)	
17. In what areas would you like to receive more training? Mark all that apply.	
A. Basic computer usage (on/off, maintenance, basic programs).....	6
B. Building a classroom website.....	12
C. How to integrate computers into your curriculum.....	18
D. How to meet the needs of learning disabled and special education students when using technology.....	15
E. Other (please specify on "Comments" area, noting the Question #).....	3

Comments listed for Other:

**1. I want to learn Office XP and Access/Database program.**

18. What software would you like to receive more training with?	
A. <i>Word</i> .....	6
B. <i>PowerPoint</i> .....	10
C. <i>Excel and/or Graphical Analysis</i> .....	17
D. <i>Publisher for newsletters or brochures</i> .....	8
E. Other (please specify on "Comments" area, noting the Question #).....	1

Other software teachers would like to receive training in:

- 1. Digital Camera
- 2. Advanced Excel/and or graphical analysis

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

1. **My classroom does not have any programs (used by kids) except reading counts and Word.**
2. **Jump Start Typing**
3. **Office XP; Kid Pix Deluxe 3**

20. If you **do not use technology**, what are the reasons? Check all that apply.

- |   |   |
|---|---|
| A. I don't know how to integrate technology into the regular curriculum.....                | 2 |
| B. I do not have access to the technology to use it.....                                    | 0 |
| C. I don't feel skilled enough to use the technology or have my students use it.....        | 0 |
| D. I don't think that technology is important for student learning .....                    | 0 |
| E. There is not enough time to cover the curriculum <i>and</i> incorporate technology ..... | 1 |

Additional Reasons Teachers DO NOT use technology:

1. **I do not use touchscreen, it is not available.**
2. **If I had the opportunity to use the LCD projector I would. We do not have one.**
3. **In the lab, the fact that many times computers freeze or don't work - its frustrating. Kids have to share that makes it difficult. Need more time to plan & do.**
4. **I use word process and CD roms but I am not able to use Internet due to time and lack of classroom.**

Miscellaneous Comments made on the survey:

1. **I would like to know if you will be offering a Creating a Classroom Webpage over the summer**
2. **It is difficult to answer these questions because I don't have a classroom due to renovations. Before renovations I did not have a computer in my classroom.**
3. **Due to renovations my classroom is not connected to the net. It is hard to use it daily to research.**
4. **Most teachers have helped each other, but not all**

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

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Thank you, in advance, for your time.



**Wesley Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 25**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>68</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>20</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>48</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>84</b>
E. I use transparencies and an overhead projector .....	<b>56</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>4</b>
B. I use spreadsheet/database software .....	<b>24</b>
C. I use CD-ROMs to supplement student material .....	<b>24</b>
D. I do not use computer technology to improve student learning .....	<b>16</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>84</b>
B. Overhead projectors.....	<b>52</b>
C. LCD projector .....	<b>8</b>
D. Gateway Destination.....	<b>8</b>
E. None of the above.....	<b>8</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>68</b>
B. Internet research .....	<b>48</b>
C. Spreadsheet and data analysis .....	<b>0</b>
D. Desktop publishing.....	<b>28</b>
E. Demonstration software such as PowerPoint .....	<b>12</b>
5. Question 4 Continued	
A. Web page design .....	<b>12</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>24</b>
C. Other (please specify in "Comments" area).....	<b>16</b>
D. None of the above.....	<b>28</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>8</b>
B. Less than once per month.....	<b>4</b>
C. One to two times per month.....	<b>32</b>
D. One to two times per week .....	<b>40</b>

- E. More than twice a week .....12
7. How many computers in your classroom are dedicated to student use?  
 A. None (8)      B. One (64)      C. Two (16)      D. Three (4)      E. Four or More (0)
8. How many printers do your students have access to?  
 A. None (12)      B. One (68)      C. Two (16)      D. Three (0)      E. Four or More (0)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (12) B. Daily (12)      C. Weekly (28)      D. Monthly (40)      E. Not at all (8)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (12) B. Daily (12)      C. Weekly (32)      D. Monthly (28)      E. Not at all (20)
11. Technology makes communication easier.  
 A. Strongly Agree (20)      B. Somewhat Agree (60)      C. Somewhat Disagree (20)      D. Strongly Disagree (0)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (28)      B. Somewhat Agree (68)      C. Somewhat Disagree (8)      D. Strongly Disagree (0)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (24)      B. Somewhat Agree (72)      C. Somewhat Disagree (4)      D. Strongly Disagree (0)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (4)      B. 1-2 (24)      C. 3-4 (36)      D. 5-6 (16)      E. more than 6 (20)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (40)      B. Somewhat Agree (48)      C. Somewhat Disagree (4)      D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (28)      B. Somewhat Agree (48)      C. Somewhat Disagree (16)      D. Strongly Disagree (8)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....24  
 B. Building a classroom website.....48  
 C. How to integrate computers into your curriculum .....72  
 D. How to meet the needs of learning disabled and special education students when using technology .....60  
 E. Other (please specify on "Comments" area, noting the Question #) .....12

Comments listed for Other:

18. What software would you like to receive more training with?  
 A. *Word*.....24  
 B. *PowerPoint*.....40  
 C. *Excel and/or Graphical Analysis* .....68  
 D. *Publisher for newsletters or brochures* .....32  
 E. Other (please specify on "Comments" area, noting the Question #) .....4

Other software teachers would like to receive training in:

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....8  
 B. I do not have access to the technology to use it.....0  
 C. I don't feel skilled enough to use the technology or have my students use it.....0  
 D. I don't think that technology is important for student learning .....0

E. There is not enough time to cover the curriculum *and* incorporate technology .....4

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Keigwin  
Number of Teachers Responding**

**Total Surveys Completed: 31**

1. How do you use computer technology to improve student learning (Mark all that apply)?
    - A. I use Internet research to supplement student learning .....25
    - B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....8
    - C. I use the Internet for on-line lessons/demonstrations .....15
    - D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....27
    - E. I use transparencies and an overhead projector .....16
  
  2. Question 1 Continued
    - A. I use an LCD projector to present curriculum related materials.....15
    - B. I use spreadsheet/database software .....12
    - C. I use CD-ROMs to supplement student material .....19
    - D. I do not use computer technology to improve student learning .....3
  
  3. What types of technology do your students use to demonstrate learning?
    - A. Computers.....25
    - B. Overhead projectors.....13
    - C. LCD projector .....6
    - D. Gateway Destination.....8
    - E. None of the above.....5
  
  4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?
    - A. Word processing .....19
    - B. Internet research .....19
    - C. Spreadsheet and data analysis .....7
    - D. Desktop publishing.....7
    - E. Demonstration software such as PowerPoint .....4
  
  5. Question 4 Continued
    - A. Web page design .....0
    - B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....11
    - C. Other (please specify in "Comments" area).....2
    - D. None of the above.....9
- Other skills students use to demonstrate learning and mastery of a task:
1. **Use grammar websites to assist in teaching concepts and assessing student's through quizzes.**
6. During your scheduled class time, how often do students use computers? Please check one.
    - A. Never.....5
    - B. Less than once per month.....7
    - C. One to two times per month.....7

- D. One to two times per week .....8  
 E. More than twice a week .....6
7. How many computers in your classroom are dedicated to student use?  
 A. None (12)      B. One (9)              C. Two (5)              D. Three (2)              E. Four or More (5)
8. How many printers do your students have access to?  
 A. None (7)      B. One (14)              C. Two (10)              D. Three (0)              E. Four or More (1)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (3)    B. Daily (0)              C. Weekly (11)              D. Monthly (6)              E. Not at all (8)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (8)    B. Daily (10)              C. Weekly (6)              D. Monthly (7)              E. Not at all (2)
11. Technology makes communication easier.  
 A. Strongly Agree (20)    B. Somewhat Agree (8)    C. Somewhat Disagree (4)    D. Strongly Disagree (0)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (18)    B. Somewhat Agree (11)    C. Somewhat Disagree (2)    D. Strongly Disagree (0)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (15)    B. Somewhat Agree (13)    C. Somewhat Disagree (2)    D. Strongly Disagree (1)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (1)              B. 1-2 (4)              C. 3-4 (12)              D. 5-6 (8)              E. more than 6 (6)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (10)    B. Somewhat Agree (21)    C. Somewhat Disagree (0)    D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (8)      B. Somewhat Agree (12)    C. Somewhat Disagree (9)    D. Strongly Disagree (2)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....9  
 B. Building a classroom website.....10  
 C. How to integrate computers into your curriculum .....19  
 D. How to meet the needs of learning disabled and special education students when using technology .....12  
 E. Other (please specify on "Comments" area, noting the Question #) .....4

Comments listed for Other:

1. **Graphics/scanning/photo - manipulation, etc.**
2. **More info on WebQuests & either using existing examples or making own.**
3. **Basic courses are needed; Word etc.. Also more GradeQuick training, Not all staff have in-service this August.**
4. **Scanner use!**
5. **Vide production**

18. What software would you like to receive more training with?  
 A. *Word*.....8  
 B. *PowerPoint*.....14  
 C. *Excel and/or Graphical Analysis*.....16  
 D. *Publisher for newsletters or brochures* .....15  
 E. Other (please specify on "Comments" area, noting the Question #) .....4

Other software teachers would like to receive training in:

1. **Adv. Word**
2. **Use of Internet-based teaching &/or administration systems that provide instruction & assessment geared to each individual student. For example, ALEKS, Carnegie Learning, etc.**
3. **Publisher**

**4. Video production: Flash**

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

- 1. **Need to know what's out there & how to determine qua**
- 2. **Any foreign language software**
- 3. **I can not install some of the Spanish software that I'd like to use in the classroom.**
- 4. **Photoshop**
- 5. **Software for 6th Grade Life Science? Bookmarks.**
- 5. **Photo manipulation**
- 6. **I am not familiar with video software, so I can't name...interested in flash and video production.**

20. If you **do not use technology**, what are the reasons? Check all that apply.

- A. I don't know how to integrate technology into the regular curriculum..... **0**
- B. I do not have access to the technology to use it..... **1**
- C. I don't feel skilled enough to use the technology or have my students use it..... **4**
- D. I don't think that technology is important for student learning ..... **0**
- E. There is not enough time to cover the curriculum *and* incorporate technology ..... **1**

Additional Reasons Teachers DO NOT use technology:

- 1. **My students do not have access to computers. My classes are too large to use the computers in the library. I use the computer to enhance my knowledge and assist me in my lesson plans and in the classroom.**
- 2. **My room needs to be wired so my students can have access.**
- 3. **I use some technology - however in some subject areas time in limited and it is not as applicable.**

Miscellaneous Comments made on the survey:

- 1. **We need a full time tech person to support our staff & kids. This is a full time job. We will go to staff development but who will be here to answer questions & help us implement. A full time teacher can not do this full time job.**
- 2. **Proficient in Office - Don't need anymore!**
- 3. **More time in needed to create New learning environment.**
- 4. **A school based technology support person needs to be here to answer/assist teachers**

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**Keigwin Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 31**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>81</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>26</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>48</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>87</b>
E. I use transparencies and an overhead projector .....	<b>52</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>48</b>
B. I use spreadsheet/database software .....	<b>39</b>
C. I use CD-ROMs to supplement student material .....	<b>61</b>
D. I do not use computer technology to improve student learning.....	<b>10</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>81</b>
B. Overhead projectors.....	<b>42</b>
C. LCD projector .....	<b>19</b>
D. Gateway Destination.....	<b>26</b>
E. None of the above.....	<b>16</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>61</b>
B. Internet research .....	<b>61</b>
C. Spreadsheet and data analysis .....	<b>23</b>
D. Desktop publishing.....	<b>23</b>
E. Demonstration software such as PowerPoint .....	<b>13</b>
5. Question 4 Continued	
A. Web page design .....	<b>0</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>35</b>
C. Other (please specify in "Comments" area).....	<b>6</b>
D. None of the above.....	<b>29</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>16</b>
B. Less than once per month.....	<b>23</b>
C. One to two times per month.....	<b>23</b>
D. One to two times per week .....	<b>26</b>

- E. More than twice a week .....19
7. How many computers in your classroom are dedicated to student use?  
 A. None (39)    B. One (29)    C. Two (16)    D. Three (6)    E. Four or More (16)
8. How many printers do your students have access to?  
 A. None (23)    B. One (45)    C. Two (32)    D. Three (0)    E. Four or More (3)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (10) B. Daily (0)    C. Weekly (35)    D. Monthly (19)    E. Not at all (26)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (26) B. Daily (32)    C. Weekly (19)    D. Monthly (23)    E. Not at all (6)
11. Technology makes communication easier.  
 A. Strongly Agree (65)    B. Somewhat Agree (26)    C. Somewhat Disagree (13)    D. Strongly Disagree (0)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (58)    B. Somewhat Agree (35)    C. Somewhat Disagree (6)    D. Strongly Disagree (0)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (48)    B. Somewhat Agree (42)    C. Somewhat Disagree (6)    D. Strongly Disagree (3)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (3)    B. 1-2 (13)    C. 3-4 (39)    D. 5-6 (26)    E. more than 6 (19)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (32)    B. Somewhat Agree (68)    C. Somewhat Disagree (0)    D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (26)    B. Somewhat Agree (39)    C. Somewhat Disagree (29)    D. Strongly Disagree (6)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....29  
 B. Building a classroom website.....32  
 C. How to integrate computers into your curriculum .....61  
 D. How to meet the needs of learning disabled and special education students when using technology .....39  
 E. Other (please specify on "Comments" area, noting the Question #) .....13

Comments listed for Other:

18. What software would you like to receive more training with?  
 A. *Word*.....26  
 B. *PowerPoint*.....45  
 C. *Excel and/or Graphical Analysis* .....52  
 D. *Publisher for newsletters or brochures* .....48  
 E. Other (please specify on "Comments" area, noting the Question #) .....13

Other software teachers would like to receive training in:

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum.....0  
 B. I do not have access to the technology to use it.....3  
 C. I don't feel skilled enough to use the technology or have my students use it.....13  
 D. I don't think that technology is important for student learning .....0

E. There is not enough time to cover the curriculum *and* incorporate technology .....**3**

Additional Reasons Teachers DO NOT use technology:

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

**The purpose of this needs assessment is to determine the most appropriate professional development for teachers in Middletown.** The result will also guide the assessment of how well the Educational Technology Department is serving the needs of teachers and students with respect to technology support and professional development.

Thank you, in advance, for your time.



**WWMS  
Number of Teachers Responding**

**Total Surveys Completed: 49**

1. How do you use computer technology to improve student learning (Mark all that apply)?	
A. I use Internet research to supplement student learning .....	<b>34</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>20</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>19</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>41</b>
E. I use transparencies and an overhead projector .....	<b>29</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>12</b>
B. I use spreadsheet/database software .....	<b>16</b>
C. I use CD-ROMs to supplement student material .....	<b>20</b>
D. I do not use computer technology to improve student learning.....	<b>5</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>0</b>
B. Overhead projectors.....	<b>14</b>
C. LCD projector .....	<b>5</b>
D. Gateway Destination.....	<b>6</b>
E. None of the above.....	<b>11</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>31</b>
B. Internet research .....	<b>33</b>
C. Spreadsheet and data analysis .....	<b>7</b>
D. Desktop publishing.....	<b>12</b>
E. Demonstration software such as PowerPoint .....	<b>13</b>
5. Question 4 Continued	
A. Web page design .....	<b>2</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>13</b>
C. Other (please specify in "Comments" area).....	<b>5</b>
D. None of the above.....	<b>17</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>8</b>
B. Less than once per month.....	<b>20</b>
C. One to two times per month.....	<b>11</b>
D. One to two times per week .....	<b>3</b>

- E. More than twice a week .....5
7. How many computers in your classroom are dedicated to student use?  
 A. None (29)      B. One (11)      C. Two (3)      D. Three (1)      E. Four or More (4)
8. How many printers do your students have access to?  
 A. None (19)      B. One (22)      C. Two (5)      D. Three (2)      E. Four or More (0)
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily (10) B. Daily (13)      C. Weekly (12)      D. Monthly (4)      E. Not at all (11)
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily (16) B. Daily (21)      C. Weekly (7)      D. Monthly (1)      E. Not at all (5)
11. Technology makes communication easier.  
 A. Strongly Agree (17)      B. Somewhat Agree (28)      C. Somewhat Disagree (4)      D. Strongly Disagree (1)
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree (17)      B. Somewhat Agree (30)      C. Somewhat Disagree (2)      D. Strongly Disagree (1)
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree (15)      B. Somewhat Agree (27)      C. Somewhat Disagree (3)      D. Strongly Disagree (2)
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None (9)      B. 1-2 (17)      C. 3-4 (19)      D. 5-6 (3)      E. more than 6 (1)
15. The technology workshops you participated in were useful.  
 A. Strongly Agree (9)      B. Somewhat Agree (28)      C. Somewhat Disagree (5)      D. Strongly Disagree (0)
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree (7)      B. Somewhat Agree (29)      C. Somewhat Disagree (8)      D. Strongly Disagree (1)
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs).....8  
 B. Building a classroom website.....25  
 C. How to integrate computers into your curriculum .....37  
 D. How to meet the needs of learning disabled and special education students when using technology .....20  
 E. Other (please specify on "Comments" area, noting the Question #) .....1

Comments listed for Other:

**1. TI-83 for STATS - histograms/box-and-whiskers, TI-83 for graphing lines. Computer - for Geo Sketch Pad.**

18. What software would you like to receive more training with?  
 A. *Word*.....7  
 B. *PowerPoint*.....21  
 C. *Excel and/or Graphical Analysis* .....30  
 D. *Publisher for newsletters or brochures* .....25  
 E. Other (please specify on "Comments" area, noting the Question #) .....2

Other software teachers would like to receive training in:

**1. Music notation software, Finale 2003**

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.

**1. Would like to test for potential class implementation various software without violating MBOE PC Use policy.  
 2. I have CD-ROM software I would like to use but I'm not sure how to get it all to work.**

20. If you **do not use technology**, what are the reasons? Check all that apply.

A. I don't know how to integrate technology into the regular curriculum.....	1
B. I do not have access to the technology to use it.....	2
C. I don't feel skilled enough to use the technology or have my students use it.....	2
D. I don't think that technology is important for student learning .....	2
E. There is not enough time to cover the curriculum <i>and</i> incorporate technology .....	2

Additional Reasons Teachers DO NOT use technology:

**1. I do not use the computer as much except for personal use (keeping grades, doing lessons) Most of the time my computer has problems - I haven't been booked up to a printer in 2 months.**

Miscellaneous Comments made on the survey:

**Questionnaire Results: Technology usage by teachers  
Middletown Public Schools**

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Thank you, in advance, for your time.



**WWMS Average  
Percentage of Teachers Responding**

**Total Surveys Completed: 49**

1. How do you use computer technology to improve student learning (Mark all that apply)?	<u>%</u>
A. I use Internet research to supplement student learning .....	<b>69</b>
B. I use demonstration software (such as PowerPoint) for student lecture or demonstration .....	<b>41</b>
C. I use the Internet for on-line lessons/demonstrations .....	<b>39</b>
D. I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts .....	<b>84</b>
E. I use transparencies and an overhead projector .....	<b>59</b>
2. Question 1 Continued	
A. I use an LCD projector to present curriculum related materials.....	<b>24</b>
B. I use spreadsheet/database software .....	<b>33</b>
C. I use CD-ROMs to supplement student material .....	<b>41</b>
D. I do not use computer technology to improve student learning .....	<b>10</b>
3. What types of technology do your students use to demonstrate learning?	
A. Computers.....	<b>0</b>
B. Overhead projectors.....	<b>29</b>
C. LCD projector .....	<b>10</b>
D. Gateway Destination.....	<b>12</b>
E. None of the above.....	<b>22</b>
4. In terms of computers, what skills do your students use to demonstrate learning and mastery of a task in your class?	
A. Word processing .....	<b>63</b>
B. Internet research .....	<b>67</b>
C. Spreadsheet and data analysis .....	<b>14</b>
D. Desktop publishing.....	<b>24</b>
E. Demonstration software such as PowerPoint .....	<b>27</b>
5. Question 4 Continued	
A. Web page design .....	<b>4</b>
B. Use of CD-ROMs for research (such as Encarta Encyclopedia).....	<b>27</b>
C. Other (please specify in "Comments" area).....	<b>10</b>
D. None of the above.....	<b>35</b>
Other skills students use to demonstrate learning and mastery of a task:	
6. During your scheduled class time, how often do students use computers? Please check one.	
A. Never.....	<b>16</b>
B. Less than once per month.....	<b>41</b>
C. One to two times per month.....	<b>22</b>
D. One to two times per week .....	<b>6</b>

- E. More than twice a week ..... **10**
7. How many computers in your classroom are dedicated to student use?  
 A. None **(59)**    B. One **(22)**    C. Two **(6)**    D. Three **(2)**    E. Four or More **(8)**
8. How many printers do your students have access to?  
 A. None **(39)**    B. One **(45)**    C. Two **(10)**    D. Three **(4)**    E. Four or More **(0)**
9. How often do you access the District Website [www.middletownschools.org](http://www.middletownschools.org)?  
 A. Multiple times daily **(20)** B. Daily **(27)**    C. Weekly **(24)**    D. Monthly **(8)**    E. Not at all **(22)**
10. How often do you use your district provided email account (mps1.org)?  
 A. Multiple times daily **(33)** B. Daily **(43)**    C. Weekly **(14)**    D. Monthly **(2)**    E. Not at all **(10)**
11. Technology makes communication easier.  
 A. Strongly Agree **(35)**    B. Somewhat Agree **(57)**    C. Somewhat Disagree **(8)**    D. Strongly Disagree **(2)**
12. Educational Technology improves teaching and learning.  
 A. Strongly Agree **(35)**    B. Somewhat Agree **(61)**    C. Somewhat Disagree **(4)**    D. Strongly Disagree **(2)**
13. An Educational Technology curriculum would help you incorporate the appropriate technology into your classroom.  
 A. Strongly Agree **(31)**    B. Somewhat Agree **(55)**    C. Somewhat Disagree **(6)**    D. Strongly Disagree **(4)**
14. How many district **technology** training/professional development sessions have you attended in the last three years?  
 A. None **(18)**    B. 1-2 **(35)**    C. 3-4 **(39)**    D. 5-6 **(6)**    E. more than 6 **(2)**
15. The technology workshops you participated in were useful.  
 A. Strongly Agree **(18)**    B. Somewhat Agree **(57)**    C. Somewhat Disagree **(10)**    D. Strongly Disagree **(0)**
16. The district offers adequate training in the area of educational technology.  
 A. Strongly Agree **(14)**    B. Somewhat Agree **(59)**    C. Somewhat Disagree **(16)**    D. Strongly Disagree **(2)**
17. In what areas would you like to receive more training? Mark all that apply.  
 A. Basic computer usage (on/off, maintenance, basic programs)..... **16**  
 B. Building a classroom website..... **51**  
 C. How to integrate computers into your curriculum ..... **76**  
 D. How to meet the needs of learning disabled and special education students when using technology ..... **41**  
 E. Other (please specify on "Comments" area, noting the Question #) ..... **2**

Comments listed for Other:

18. What software would you like to receive more training with?  
 A. *Word*..... **14**  
 B. *PowerPoint*..... **43**  
 C. *Excel and/or Graphical Analysis* ..... **61**  
 D. *Publisher for newsletters or brochures* ..... **51**  
 E. Other (please specify on "Comments" area, noting the Question #) ..... **4**

Other software teachers would like to receive training in:

19. Please indicate (in the "Comments" area, noting the Question #) any software that you would like access to but currently do not.
20. If you **do not use technology**, what are the reasons? Check all that apply.  
 A. I don't know how to integrate technology into the regular curriculum..... **2**  
 B. I do not have access to the technology to use it..... **4**  
 C. I don't feel skilled enough to use the technology or have my students use it..... **4**  
 D. I don't think that technology is important for student learning ..... **4**

E. There is not enough time to cover the curriculum *and* incorporate technology .....4

Additional Reasons Teachers DO NOT use technology:

Question	Number of respondents	Percentage of respondents
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Miscellaneous Comments made on the survey:

Out of 67

What types of technology do you use for instruction?		
<input type="checkbox"/> Computers	61	91%
<input type="checkbox"/> Overhead projectors	48	72%
<input type="checkbox"/> Graphing calculators	13	19%
<input type="checkbox"/> CBLs	9	13%
<input type="checkbox"/> LCD projector (or Gateway)	22	33%
<input type="checkbox"/> Other (please list)		
VCR	5	7%
Television	3	4%
Tape Recorder	1	1%
CD Player	2	3%
DVD	1	1%
Computerized Sewing Machine	1	1%

How do <b>you</b> use computer technology to improve student learning?	Number of respondents	Percentage of respondents
<input type="checkbox"/> I use Internet research to supplement student learning	53	79%
<input type="checkbox"/> I use demonstration software (such as PowerPoint) for student lecture or demonstration	21	31%
<input type="checkbox"/> I use the Internet for on-line lessons/demonstrations	26	39%
<input type="checkbox"/> I use word processing and/or desktop publishing (Word and/or Publisher) to create student handouts	32	48%
<input type="checkbox"/> I use transparencies and an overhead projector	42	63%
<input type="checkbox"/> I use an LCD projector to present curriculum related materials	19	28%
<input type="checkbox"/> I use spreadsheet/database software	18	27%
<input type="checkbox"/> I use CD-ROMs to supplement student material	15	22%
<input type="checkbox"/> I use a graphing calculator and overhead to supplement student lecture	11	16%

How many computers in your classroom are dedicated to student use?	Number of respondents	Percentage of respondents
Zero	40	60%
One	16	24%
Three	1	1%
Five	1	1%
Six	2	3%
Eight	1	1%
Eighteen	3	4%

How many printers do your students have access to?	Number of respondents	Percentage of respondents
Zero	29	43%
One	18	27%
Two	6	9%
Three	1	1%

## MHS & MHS Average

What types of technology do your students use to demonstrate learning (assessment)?	Number of respondents	Percentage of respondents
<input type="checkbox"/> Computers	48	72%
<input type="checkbox"/> Overhead projectors	13	19%
<input type="checkbox"/> Graphing calculators	13	19%
<input type="checkbox"/> CBLs	7	10%
<input type="checkbox"/> LCD projector (or Gateway)	10	15%
<input type="checkbox"/> Other (please list)		
Compuerized Sewing Machine	1	1%
Tape Recorder	2	3%
Video	2	3%
Television	1	1%
CD	1	1%

In terms of computers, what types of skills do your students use to demonstrate learning and mastery of a task in your class?	Number of respondents	Percentage of respondents
<input type="checkbox"/> Word processing	54	81%
<input type="checkbox"/> Internet research	48	72%
<input type="checkbox"/> Spreadsheet and data analysis	8	12%
<input type="checkbox"/> Desktop publishing	21	31%
<input type="checkbox"/> Demonstration software such as PowerPoint	20	30%
<input type="checkbox"/> Web page design	5	7%
<input type="checkbox"/> Use of CD-ROMs for research (such as Encarta Encyclopedia)	13	19%
<input type="checkbox"/> Other (please specify)		
Machine embroidery	1	1%
Decorative stitching	1	1%
Accouting software	1	1%
Rosetta Stone	1	1%
Graphing Calculator	1	1%
TI Graph Link	1	1%
Database	1	1%

During your scheduled class time, how often do students have access to computers OR any other types of technology? Please check one.	Number of respondents	Percentage of respondents
<input type="checkbox"/> Never	12	18%
<input type="checkbox"/> Less than once per month	15	22%
<input type="checkbox"/> One to two times per month	22	33%
<input type="checkbox"/> One to two times per week	8	12%
<input type="checkbox"/> More than twice a week	8	12%

Since the conversion to GradeQuick was implemented in 2001-02 school year, how would you rate your experience with it?	Number of respondents	Percentage of respondents
<input type="checkbox"/> It has made my keeping track of grades and completing report cards a lot easier and more efficient	38	57%
<input type="checkbox"/> Completing grades and report cards is more efficient but the conversion to a new system was difficult	11	16%
<input type="checkbox"/> I was happier using the bubble sheets	9	13%

Please check your response to the following comment: "An on-line program to complete weekly progress reports (for special education students, for instance) would be welcomed."	Number of respondents	Percentage of respondents
<input type="checkbox"/> Agree	44	66%
<input type="checkbox"/> Disagree	19	28%

Do you have an active E-mail account that you use (for any purpose)? Check all that apply	Number of respondents	Percentage of respondents
<input type="checkbox"/> An E-mail account through the district (mps1.org)	52	78%
<input type="checkbox"/> A personal E-mail account at home (such as aol, hotmail)	58	87%

How many district <b>technology</b> training/professional development sessions have you attended in the last three years?	Number of respondents	Percentage of respondents
None	5	7%
1 to 2	32	48%
3 to 4	19	28%
5 to 6	5	7%
6 or more	4	6%

How would you rate the information presented at these sessions?	Number of respondents	Percentage of respondents
<input type="checkbox"/> Very helpful	23	34%
<input type="checkbox"/> Somewhat helpful	35	52%
<input type="checkbox"/> Not helpful at all	4	6%

Do you feel that the district offers adequate training in the area of educational technology?	Number of respondents	Percentage of respondents
<input type="checkbox"/> Yes	38	57%
<input type="checkbox"/> No	22	33%

In what areas would you like to receive more training?	Number of respondents	Percentage of respondents
Basic computer usage	1	1%
Basic Word	8	12%
Basic PowerPoint	13	19%
Basic Excel	12	18%
Basic Graphical Analysis	10	15%
Basic Publisher	10	15%
Advanced Word	15	22%
Advanced PowerPoint	14	21%
Advanced Excel	9	13%
Advanced Graphical Analysis	4	6%
Advanced Publisher	11	16%
Intel Teach to the Future (summer program)	5	7%
Other		
Advanced Access	1	1%
How to integrate computers and other technology into the regular curriculum	25	37%
How to use Grade Quick	5	7%

How to meet the needs of learning disabled and special education students when using technology	20	30%
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How do you get information about what hardware/software is available for your use? Please check all that apply.	Number of respondents	Percentage of respondents
<input type="checkbox"/> Other teachers	51	76%
<input type="checkbox"/> Department head/Area Supervisor	27	40%
<input type="checkbox"/> Media Center Specialist	34	51%
<input type="checkbox"/> Principal	6	9%
<input type="checkbox"/> Technology coordinator	14	21%
<input type="checkbox"/> Don't know	5	7%

What are the reasons that you do not use technology? Check all that apply.	Number of respondents	Percentage of respondents
<input type="checkbox"/> I don't know how to integrate technology into the regular curriculum	10	15%
<input type="checkbox"/> I do not have access to the technology to use it	28	42%
<input type="checkbox"/> I don't feel skilled enough to use the technology or have my students use it	14	21%
<input type="checkbox"/> I don't think that technology is important for student learning	2	3%
<input type="checkbox"/> There is not enough time to cover the curriculum <i>and</i> incorporate technology	22	33%
<input type="checkbox"/> It is too frustrating and time consuming to work with students who lack necessary technology skills to complete a project	14	21%

Please name any software that you would like access to but currently do not.
Excel and Publisher on more school computers
Office XP
Eurotalk Asterix Learn Latin
Master Trax Pro Audio
Finale 2003
Cakewalk Pro Audio
Adobe Photoshop on LMC Computers

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### District Total

**Surveys Completed: 280**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>29</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>125</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>109</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>32</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>47</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>101</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>117</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>26</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>32</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>139</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>102</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>21</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>56</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>130</b>	I make effective use of the various network resources to enhance instruction. <b>82</b>	I use the network to create new teaching and learning practices. <b>21</b>
25. Demonstrate awareness of emerging technologies. <b>57</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>108</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>97</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>22</b>

***If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.***

Source: Connecticut Teacher Technology Competencies, Developed by the Alliance Regional Educational Service Centers and State Department of Education (2001) and retrieved on 9/15/02 from [http://www.state.ct.us/sde/dsi/technology/PerfIndi\\_v2.pdf](http://www.state.ct.us/sde/dsi/technology/PerfIndi_v2.pdf)

<p><b>II. Creating Environments for Learning</b>            An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
<b>Competency</b>	<b>A. Initial</b>	<b>B. Developing</b>	<b>C. Proficient</b>
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>87</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>109</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>65</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>20</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>86</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>116</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>64</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>16</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>62</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>149</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>55</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>18</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>93</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>114</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>71</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>8</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>138</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>70</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>60</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>12</b></p>

*have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

*If you*

<p>III. Productivity and Professional Practice            Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>55</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>115</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>53</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>49</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>53</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>93</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>122</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>10</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>107</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>95</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>45</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>22</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>97</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>104</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>46</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>19</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>44</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>136</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>20</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>23</b>
36. Model and teach safe, healthy practices of technology use.  <b>57</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>109</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>31</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>24</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>71</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>96</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>42</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>9</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### District Average Surveys Completed: 222

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>12%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>42%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>41%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>11%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>18%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>34%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>44%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>10%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>12%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>50%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>37%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>8%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>22%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>46%</b>	I make effective use of the various network resources to enhance instruction. <b>28%</b>	I use the network to create new teaching and learning practices. <b>9%</b>
25. Demonstrate awareness of emerging technologies. <b>22%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>36%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>38%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>9%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>34%</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>39%</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>23%</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>7%</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>3%</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>43%</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>23%</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>5%</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>25%</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>53%</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>20%</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>6%</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>36%</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>40%</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>27%</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>3%</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>52%</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>24%</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>23%</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>5%</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

III. Productivity and Professional Practice Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.			
Competency	A. Initial	B. Developing	C. Proficient
31. Use educational technology to communicate/collaborate with students, parents, and teachers.  <b>21%</b>	I create electronic documents using word processing software as instructional materials and assessment tasks.  <b>41%</b>	I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.  <b>19%</b>	I use technology to communicate and collaborate with students, parents and colleagues.  <b>17%</b>
32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.  <b>19%</b>	I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.  <b>32%</b>	I search the Internet and online resources to locate and retrieve curriculum-related information.  <b>45%</b>	I incorporate online courses, distance learning and/or video conferencing as instructional tools.  <b>4%</b>
33. Use technology to collect and manage data related to teaching and learning.  <b>40%</b>	I use technology tools such as spreadsheets and databases to collect and manage data.  <b>33%</b>	I use data to assist in making sound educational decisions regarding classroom management.  <b>15%</b>	I use different applications to collect and manage data as an integral part of my classroom management.  <b>9%</b>
34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.  <b>37%</b>	I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.  <b>36%</b>	I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.  <b>15%</b>	I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.  <b>7%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>16%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>49%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>8%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>9%</b>
36. Model and teach safe, healthy practices of technology use.  <b>21%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>41%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>10%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>9%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>25%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>36%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>14%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>4%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Bielefield

**Surveys Completed: 20**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>7</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>10</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>4</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>0</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>11</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>7</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>1</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>1</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>10</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>8</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>2</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>1</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>12</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>7</b>	I make effective use of the various network resources to enhance instruction. <b>1</b>	I use the network to create new teaching and learning practices. <b>0</b>
25. Demonstrate awareness of emerging technologies. <b>12</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>7</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>1</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>0</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning            An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>12</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>5</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>2</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>0</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>13</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>4</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>3</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>0</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>12</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>5</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>2</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>1</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>13</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>6</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>1</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>1</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>15</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>3</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>1</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>1</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

III. Productivity and Professional Practice Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.			
Competency	A. Initial	B. Developing	C. Proficient
31. Use educational technology to communicate/collaborate with students, parents, and teachers.  <b>6</b>	I create electronic documents using word processing software as instructional materials and assessment tasks.  <b>10</b>	I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.  <b>1</b>	I use technology to communicate and collaborate with students, parents and colleagues.  <b>3</b>
32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.  <b>5</b>	I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.  <b>7</b>	I search the Internet and online resources to locate and retrieve curriculum-related information.  <b>8</b>	I incorporate online courses, distance learning and/or video conferencing as instructional tools.  <b>1</b>
33. Use technology to collect and manage data related to teaching and learning.  <b>13</b>	I use technology tools such as spreadsheets and databases to collect and manage data.  <b>5</b>	I use data to assist in making sound educational decisions regarding classroom management.  <b>1</b>	I use different applications to collect and manage data as an integral part of my classroom management.  <b>2</b>
34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.  <b>14</b>	I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.  <b>5</b>	I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.  <b>1</b>	I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.  <b>0</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues            Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>6</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>2</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>1</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>2</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>5</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>3</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>1</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>2</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>4</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>4</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>2</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>1</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Bielefield Average

**Surveys Completed: 20**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>35%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>50%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>20%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>0%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>55%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>35%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>5%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>5%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>50%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>40%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>10%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>5%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>60%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>35%</b>	I make effective use of the various network resources to enhance instruction. <b>5%</b>	I use the network to create new teaching and learning practices. <b>0%</b>
25. Demonstrate awareness of emerging technologies. <b>60%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>35%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>5%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>60%</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>25%</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>10%</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>0%</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>65%</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>20%</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>15%</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>0%</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>60%</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>25%</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>10%</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>5%</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>65%</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>30%</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>5%</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>5%</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>75%</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>15%</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>5%</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>5%</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>30%</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>50%</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>5%</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>15%</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>25%</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>35%</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>40%</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>5%</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>65%</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>25%</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>5%</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>10%</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>70%</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>25%</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>5%</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>0%</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>30%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>10%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>5%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>10%</b>
36. Model and teach safe, healthy practices of technology use.  <b>25%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>15%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>5%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>10%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>20%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>20%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>10%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>5%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Farm Hill

**Surveys Completed: 25**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>1</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>11</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>10</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>3</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>1</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>12</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>10</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>2</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>0</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>16</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>7</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>1</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>4</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>13</b>	I make effective use of the various network resources to enhance instruction. <b>6</b>	I use the network to create new teaching and learning practices. <b>2</b>
25. Demonstrate awareness of emerging technologies. <b>4</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>10</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>9</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>2</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

II. Creating Environments for Learning An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.			
Competency	A. Initial	B. Developing	C. Proficient
26. Create learning experiences that align with state content standards, student information and technology standards, and best practices. <b>8</b>	Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices. <b>10</b>	I link the use of technology in my classroom to the state content standards. <b>5</b>	I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology. <b>1</b>
27. Create new learning environments and develop new roles of teacher and learner. <b>8</b>	I use the instructional strategies to create a well-designed lesson that incorporates technology. <b>13</b>	I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning. <b>2</b>	I have created a learning community whose members learn and teach each other using technology as a vehicle. <b>2</b>
28. Manage the use of technology in the classroom for learning. <b>7</b>	I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping). <b>12</b>	I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning. <b>3</b>	I have created an environment that models the seamless use of technology for teaching and learning. <b>3</b>
29. Use technology resources to better assess and understand students’ needs and abilities in order to improve instructional practice and maximize student learning. <b>12</b>	I use technology to collect and analyze data that informs my educational practice. <b>8</b>	I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards. <b>3</b>	I model assessment embedded learning by using electronic exhibits of student work. <b>1</b>
30. Use technologies to support student centered learning strategies for all students. <b>13</b>	I use various hardware, software and learning devices, including touch screen, input devices and voice recognition. <b>5</b>	I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices. <b>5</b>	I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles). <b>1</b>

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>6</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>8</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>6</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>4</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>6</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>10</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>12</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>2</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>13</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>6</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>4</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>1</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>8</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>12</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>3</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>1</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues</p> <p>Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>2</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>17</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>1</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>2</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>6</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>12</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>2</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>2</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>8</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>9</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>4</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>1</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Farm Hill Average

**Surveys Completed: 25**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>4%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>44%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>40%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>12%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>4%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>48%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>40%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>8%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>0%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>64%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>28%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>4%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>16%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>52%</b>	I make effective use of the various network resources to enhance instruction. <b>24%</b>	I use the network to create new teaching and learning practices. <b>8%</b>
25. Demonstrate awareness of emerging technologies. <b>16%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>40%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>36%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>8%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

II. Creating Environments for Learning An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.			
Competency	A. Initial	B. Developing	C. Proficient
26. Create learning experiences that align with state content standards, student information and technology standards, and best practices. <b>32%</b>	Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices. <b>40%</b>	I link the use of technology in my classroom to the state content standards. <b>20%</b>	I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology. <b>4%</b>
27. Create new learning environments and develop new roles of teacher and learner. <b>32%</b>	I use the instructional strategies to create a well-designed lesson that incorporates technology. <b>52%</b>	I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning. <b>8%</b>	I have created a learning community whose members learn and teach each other using technology as a vehicle. <b>8%</b>
28. Manage the use of technology in the classroom for learning. <b>28%</b>	I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping). <b>48%</b>	I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning. <b>12%</b>	I have created an environment that models the seamless use of technology for teaching and learning. <b>12%</b>
29. Use technology resources to better assess and understand students’ needs and abilities in order to improve instructional practice and maximize student learning. <b>48%</b>	I use technology to collect and analyze data that informs my educational practice. <b>32%</b>	I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards. <b>12%</b>	I model assessment embedded learning by using electronic exhibits of student work. <b>4%</b>
30. Use technologies to support student centered learning strategies for all students. <b>52%</b>	I use various hardware, software and learning devices, including touch screen, input devices and voice recognition. <b>20%</b>	I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices. <b>20%</b>	I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles). <b>4%</b>

III. Productivity and Professional Practice Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.			
Competency	A. Initial	B. Developing	C. Proficient
31. Use educational technology to communicate/collaborate with students, parents, and teachers. <b>24%</b>	I create electronic documents using word processing software as instructional materials and assessment tasks. <b>32%</b>	I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations. <b>24%</b>	I use technology to communicate and collaborate with students, parents and colleagues. <b>16%</b>
32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community. <b>24%</b>	I use E-mail to communicate on a regular basis and search the Internet for curriculum related information. <b>40%</b>	I search the Internet and online resources to locate and retrieve curriculum-related information. <b>48%</b>	I incorporate online courses, distance learning and/or video conferencing as instructional tools. <b>8%</b>
33. Use technology to collect and manage data related to teaching and learning. <b>52%</b>	I use technology tools such as spreadsheets and databases to collect and manage data. <b>24%</b>	I use data to assist in making sound educational decisions regarding classroom management. <b>16%</b>	I use different applications to collect and manage data as an integral part of my classroom management. <b>4%</b>
34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development. <b>32%</b>	I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices. <b>48%</b>	I align new skills with curriculum strategies for integration and share ideas and resources with colleagues. <b>12%</b>	I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development. <b>4%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>8%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>68%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>4%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>8%</b>
36. Model and teach safe, healthy practices of technology use.  <b>24%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>48%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>8%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>8%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>32%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>36%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>16%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>4%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Lawrence

**Surveys Completed: 21**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>0</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>5</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>2</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>2</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>0</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>6</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>1</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>1</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>0</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>6</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>1</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>1</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>0</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>6</b>	I make effective use of the various network resources to enhance instruction. <b>1</b>	I use the network to create new teaching and learning practices. <b>1</b>
25. Demonstrate awareness of emerging technologies. <b>3</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>4</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>0</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>1</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>4</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>3</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>1</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>1</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>4</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>3</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>0</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>1</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>2</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>5</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>0</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>1</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>4</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>2</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>1</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>1</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>4</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>2</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>1</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>1</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>0</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>3</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>2</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>3</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>1</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>2</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>4</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>1</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>4</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>0</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>3</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>1</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>3</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>4</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>1</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>1</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>3</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>4</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>0</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>0</b>
36. Model and teach safe, healthy practices of technology use.  <b>3</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>3</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>1</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>0</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>1</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>6</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>0</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>0</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Lawrence Average

Surveys Completed: 21

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>0%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>24%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>10%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>10%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>0%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>29%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>5%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>5%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>0%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>29%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>5%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>5%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>0%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>0%</b>	I make effective use of the various network resources to enhance instruction. <b>5%</b>	I use the network to create new teaching and learning practices. <b>5%</b>
25. Demonstrate awareness of emerging technologies. <b>14%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>19%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>0%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>5%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

II. Creating Environments for Learning

An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.

Competency	A. Initial	B. Developing	C. Proficient
26. Create learning experiences that align with state content standards, student information and technology standards, and best practices. <b>19%</b>	Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices. <b>14%</b>	I link the use of technology in my classroom to the state content standards. <b>5%</b>	I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology. <b>5%</b>
27. Create new learning environments and develop new roles of teacher and learner. <b>19%</b>	I use the instructional strategies to create a well-designed lesson that incorporates technology. <b>14%</b>	I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning. <b>0%</b>	I have created a learning community whose members learn and teach each other using technology as a vehicle. <b>5%</b>
28. Manage the use of technology in the classroom for learning. <b>10%</b>	I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping). <b>24%</b>	I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning. <b>0%</b>	I have created an environment that models the seamless use of technology for teaching and learning. <b>5%</b>
29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning. <b>19%</b>	I use technology to collect and analyze data that informs my educational practice. <b>10%</b>	I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards. <b>5%</b>	I model assessment embedded learning by using electronic exhibits of student work. <b>5%</b>
30. Use technologies to support student centered learning strategies for all students. <b>19%</b>	I use various hardware, software and learning devices, including touch screen, input devices and voice recognition. <b>10%</b>	I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices. <b>5%</b>	I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles). <b>5%</b>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>0%</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>14%</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>10%</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>14%</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>5%</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>10%</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>19%</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>5%</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>19%</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>0%</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>14%</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>5%</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>14%</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>19%</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>5%</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>5%</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>14%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>19%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>0%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>0%</b>
36. Model and teach safe, healthy practices of technology use.  <b>14%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>14%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>5%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>0%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>5%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>29%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>0%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Macdonough Surveys Completed: 20

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>3</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>10</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>2</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>0</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>4</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>7</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>5</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>0</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>3</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>9</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>3</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>0</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>4</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>7</b>	I make effective use of the various network resources to enhance instruction. <b>2</b>	I use the network to create new teaching and learning practices. <b>0</b>
25. Demonstrate awareness of emerging technologies. <b>3</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>8</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>2</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>0</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

II. Creating Environments for Learning An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.			
Competency	A. Initial	B. Developing	C. Proficient
26. Create learning experiences that align with state content standards, student information and technology standards, and best practices. <b>4</b>	Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices. <b>7</b>	I link the use of technology in my classroom to the state content standards. <b>1</b>	I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology. <b>0</b>
27. Create new learning environments and develop new roles of teacher and learner. <b>3</b>	I use the instructional strategies to create a well-designed lesson that incorporates technology. <b>5</b>	I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning. <b>4</b>	I have created a learning community whose members learn and teach each other using technology as a vehicle. <b>0</b>
28. Manage the use of technology in the classroom for learning. <b>3</b>	I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping). <b>8</b>	I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning. <b>2</b>	I have created an environment that models the seamless use of technology for teaching and learning. <b>0</b>
29. Use technology resources to better assess and understand students’ needs and abilities in order to improve instructional practice and maximize student learning. <b>4</b>	I use technology to collect and analyze data that informs my educational practice. <b>5</b>	I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards. <b>3</b>	I model assessment embedded learning by using electronic exhibits of student work. <b>0</b>
30. Use technologies to support student centered learning strategies for all students. <b>4</b>	I use various hardware, software and learning devices, including touch screen, input devices and voice recognition. <b>7</b>	I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices. <b>1</b>	I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles). <b>0</b>

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>2</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>10</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>2</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>1</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>2</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>6</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>5</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>1</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>5</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>5</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>2</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>1</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>4</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>7</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>1</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>0</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues</p> <p>Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>3</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>4</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>1</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>0</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>4</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>3</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>1</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>0</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>3</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>3</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>1</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>0</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Macdonough Average

**Surveys Completed: 20**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>15%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>50%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>10%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>0%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>20%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>35%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>25%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>0%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>15%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>45%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>15%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>0%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>20%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>35%</b>	I make effective use of the various network resources to enhance instruction. <b>10%</b>	I use the network to create new teaching and learning practices. <b>0%</b>
25. Demonstrate awareness of emerging technologies. <b>15%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>40%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>10%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning            An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>20%</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>35%</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>5%</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>0%</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>15%</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>25%</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>20%</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>0%</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>15%</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>40%</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>10%</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>0%</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>20%</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>25%</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>15%</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>0%</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>20%</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>35%</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>5%</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>0%</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

III. Productivity and Professional Practice Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.			
Competency	A. Initial	B. Developing	C. Proficient
31. Use educational technology to communicate/collaborate with students, parents, and teachers.  <b>10%</b>	I create electronic documents using word processing software as instructional materials and assessment tasks.  <b>50%</b>	I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.  <b>10%</b>	I use technology to communicate and collaborate with students, parents and colleagues.  <b>5%</b>
32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.  <b>10%</b>	I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.  <b>30%</b>	I search the Internet and online resources to locate and retrieve curriculum-related information.  <b>25%</b>	I incorporate online courses, distance learning and/or video conferencing as instructional tools.  <b>5%</b>
33. Use technology to collect and manage data related to teaching and learning.  <b>25%</b>	I use technology tools such as spreadsheets and databases to collect and manage data.  <b>25%</b>	I use data to assist in making sound educational decisions regarding classroom management.  <b>10%</b>	I use different applications to collect and manage data as an integral part of my classroom management.  <b>5%</b>
34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.  <b>20%</b>	I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.  <b>35%</b>	I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.  <b>5%</b>	I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.  <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>15%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>20%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>5%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>0%</b>
36. Model and teach safe, healthy practices of technology use.  <b>20%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>15%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>5%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>0%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>15%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>15%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>5%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Moody

**Surveys Completed: 23**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>6</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>7</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>10</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>1</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>7</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>7</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>8</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>2</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>4</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>11</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>7</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>1</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>8</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>11</b>	I make effective use of the various network resources to enhance instruction. <b>3</b>	I use the network to create new teaching and learning practices. <b>1</b>
25. Demonstrate awareness of emerging technologies. <b>6</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>10</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>5</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>2</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning            An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>11</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>9</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>3</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>0</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>9</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>11</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>3</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>0</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>10</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>10</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>3</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>0</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>14</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>7</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>2</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>0</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>16</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>4</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>4</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>0</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>3</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>12</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>6</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>1</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>6</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>8</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>8</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>0</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>12</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>7</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>3</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>0</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>9</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>11</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>1</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>0</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues</p> <p>Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>3</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>12</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>1</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>0</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>3</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>12</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>1</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>0</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>8</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>6</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>2</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>0</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Moody Average

Surveys Completed: 23

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>26%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>30%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>43%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>4%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>30%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>30%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>35%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>9%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>17%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>48%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>30%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>4%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>35%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>48%</b>	I make effective use of the various network resources to enhance instruction. <b>13%</b>	I use the network to create new teaching and learning practices. <b>4%</b>
25. Demonstrate awareness of emerging technologies. <b>26%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>43%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>22%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>9%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning            An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
26. Create learning experiences that align with state content standards, student information and technology standards, and best practices. <b>48%</b>	Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices. <b>39%</b>	I link the use of technology in my classroom to the state content standards. <b>13%</b>	I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology. <b>0%</b>
27. Create new learning environments and develop new roles of teacher and learner. <b>39%</b>	I use the instructional strategies to create a well-designed lesson that incorporates technology. <b>48%</b>	I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning. <b>13%</b>	I have created a learning community whose members learn and teach each other using technology as a vehicle. <b>0%</b>
28. Manage the use of technology in the classroom for learning. <b>43%</b>	I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping). <b>43%</b>	I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning. <b>13%</b>	I have created an environment that models the seamless use of technology for teaching and learning. <b>0%</b>
29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning. <b>61%</b>	I use technology to collect and analyze data that informs my educational practice. <b>30%</b>	I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards. <b>9%</b>	I model assessment embedded learning by using electronic exhibits of student work. <b>0%</b>
30. Use technologies to support student centered learning strategies for all students. <b>70%</b>	I use various hardware, software and learning devices, including touch screen, input devices and voice recognition. <b>17%</b>	I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices. <b>17%</b>	I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles). <b>0%</b>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

III. Productivity and Professional Practice Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.			
Competency	A. Initial	B. Developing	C. Proficient
31. Use educational technology to communicate/collaborate with students, parents, and teachers.  <b>13%</b>	I create electronic documents using word processing software as instructional materials and assessment tasks.  <b>52%</b>	I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.  <b>26%</b>	I use technology to communicate and collaborate with students, parents and colleagues.  <b>4%</b>
32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.  <b>26%</b>	I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.  <b>35%</b>	I search the Internet and online resources to locate and retrieve curriculum-related information.  <b>35%</b>	I incorporate online courses, distance learning and/or video conferencing as instructional tools.  <b>0%</b>
33. Use technology to collect and manage data related to teaching and learning.  <b>52%</b>	I use technology tools such as spreadsheets and databases to collect and manage data.  <b>30%</b>	I use data to assist in making sound educational decisions regarding classroom management.  <b>13%</b>	I use different applications to collect and manage data as an integral part of my classroom management.  <b>0%</b>
34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.  <b>39%</b>	I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.  <b>48%</b>	I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.  <b>4%</b>	I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.  <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>13%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>52%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>4%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>0%</b>
36. Model and teach safe, healthy practices of technology use.  <b>13%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>52%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>4%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>0%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>35%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>26%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>9%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Snow

**Surveys Completed: 11**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>1</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>7</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>1</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>1</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>1</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>5</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>3</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>1</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>2</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>3</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>3</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>1</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>2</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>4</b>	I make effective use of the various network resources to enhance instruction. <b>3</b>	I use the network to create new teaching and learning practices. <b>1</b>
25. Demonstrate awareness of emerging technologies. <b>3</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>2</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>0</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>1</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>3</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>4</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>0</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>1</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>4</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>3</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>1</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>2</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>2</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>4</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>1</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>1</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>3</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>4</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>0</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>1</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>4</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>3</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>1</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>0</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>3</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>4</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>1</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>1</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>4</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>3</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>2</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>0</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>4</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>5</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>0</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>0</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>3</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>3</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>2</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>0</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues  Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>1</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>6</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>1</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>0</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>2</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>4</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>1</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>1</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>3</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>4</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>1</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>0</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Snow Average Surveys Completed: 11

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>9%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>64%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>9%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>9%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>9%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>45%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>27%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>9%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>18%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>27%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>27%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>9%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>18%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>36%</b>	I make effective use of the various network resources to enhance instruction. <b>27%</b>	I use the network to create new teaching and learning practices. <b>9%</b>
25. Demonstrate awareness of emerging technologies. <b>27%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>18%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>0%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>9%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

II. Creating Environments for Learning An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.			
Competency	A. Initial	B. Developing	C. Proficient
26. Create learning experiences that align with state content standards, student information and technology standards, and best practices. <b>27%</b>	Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices. <b>36%</b>	I link the use of technology in my classroom to the state content standards. <b>0%</b>	I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology. <b>9%</b>
27. Create new learning environments and develop new roles of teacher and learner. <b>36%</b>	I use the instructional strategies to create a well-designed lesson that incorporates technology. <b>27%</b>	I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning. <b>9%</b>	I have created a learning community whose members learn and teach each other using technology as a vehicle. <b>18%</b>
28. Manage the use of technology in the classroom for learning. <b>18%</b>	I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping). <b>36%</b>	I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning. <b>9%</b>	I have created an environment that models the seamless use of technology for teaching and learning. <b>9%</b>
29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning. <b>27%</b>	I use technology to collect and analyze data that informs my educational practice. <b>36%</b>	I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards. <b>0%</b>	I model assessment embedded learning by using electronic exhibits of student work. <b>9%</b>
30. Use technologies to support student centered learning strategies for all students. <b>36%</b>	I use various hardware, software and learning devices, including touch screen, input devices and voice recognition. <b>27%</b>	I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices. <b>9%</b>	I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles). <b>0%</b>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

III. Productivity and Professional Practice Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.			
Competency	A. Initial	B. Developing	C. Proficient
31. Use educational technology to communicate/collaborate with students, parents, and teachers.  <b>27%</b>	I create electronic documents using word processing software as instructional materials and assessment tasks.  <b>36%</b>	I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.  <b>9%</b>	I use technology to communicate and collaborate with students, parents and colleagues.  <b>9%</b>
32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.  <b>36%</b>	I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.  <b>27%</b>	I search the Internet and online resources to locate and retrieve curriculum-related information.  <b>18%</b>	I incorporate online courses, distance learning and/or video conferencing as instructional tools.  <b>0%</b>
33. Use technology to collect and manage data related to teaching and learning.  <b>36%</b>	I use technology tools such as spreadsheets and databases to collect and manage data.  <b>45%</b>	I use data to assist in making sound educational decisions regarding classroom management.  <b>0%</b>	I use different applications to collect and manage data as an integral part of my classroom management.  <b>0%</b>
34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.  <b>27%</b>	I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.  <b>27%</b>	I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.  <b>18%</b>	I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.  <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>9%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>55%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>9%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>0%</b>
36. Model and teach safe, healthy practices of technology use.  <b>18%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>36%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>9%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>9%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>27%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>36%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>9%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Spencer

**Surveys Completed: 24**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>2</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>9</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>10</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>4</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>5</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>7</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>11</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>2</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>4</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>13</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>7</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>1</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>4</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>11</b>	I make effective use of the various network resources to enhance instruction. <b>9</b>	I use the network to create new teaching and learning practices. <b>1</b>
25. Demonstrate awareness of emerging technologies. <b>2</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>12</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>8</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>2</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>9</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>11</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>3</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>1</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>8</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>12</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>3</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>1</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>9</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>10</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>5</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>0</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>12</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>9</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>4</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>0</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>11</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>8</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>3</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>1</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>10</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>7</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>4</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>3</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>6</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>7</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>11</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>0</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>10</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>10</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>2</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>0</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>10</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>8</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>2</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>3</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues            Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>5</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>12</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>2</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>3</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>7</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>9</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>2</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>4</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>9</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>8</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>4</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>0</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Spencer Average

**Surveys Completed: 24**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>8%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>38%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>42%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>17%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>21%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>29%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>46%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>8%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>17%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>54%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>29%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>4%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>17%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>46%</b>	I make effective use of the various network resources to enhance instruction. <b>38%</b>	I use the network to create new teaching and learning practices. <b>4%</b>
25. Demonstrate awareness of emerging technologies. <b>8%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>50%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>33%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>8%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

II. Creating Environments for Learning An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.			
Competency	A. Initial	B. Developing	C. Proficient
26. Create learning experiences that align with state content standards, student information and technology standards, and best practices. <b>38%</b>	Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices. <b>46%</b>	I link the use of technology in my classroom to the state content standards. <b>13%</b>	I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology. <b>4%</b>
27. Create new learning environments and develop new roles of teacher and learner. <b>33%</b>	I use the instructional strategies to create a well-designed lesson that incorporates technology. <b>50%</b>	I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning. <b>13%</b>	I have created a learning community whose members learn and teach each other using technology as a vehicle. <b>4%</b>
28. Manage the use of technology in the classroom for learning. <b>38%</b>	I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping). <b>42%</b>	I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning. <b>21%</b>	I have created an environment that models the seamless use of technology for teaching and learning. <b>0%</b>
29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning. <b>50%</b>	I use technology to collect and analyze data that informs my educational practice. <b>38%</b>	I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards. <b>17%</b>	I model assessment embedded learning by using electronic exhibits of student work. <b>0%</b>
30. Use technologies to support student centered learning strategies for all students. <b>46%</b>	I use various hardware, software and learning devices, including touch screen, input devices and voice recognition. <b>33%</b>	I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices. <b>13%</b>	I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles). <b>4%</b>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

III. Productivity and Professional Practice Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.			
Competency	A. Initial	B. Developing	C. Proficient
31. Use educational technology to communicate/collaborate with students, parents, and teachers.  <b>42%</b>	I create electronic documents using word processing software as instructional materials and assessment tasks.  <b>29%</b>	I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.  <b>17%</b>	I use technology to communicate and collaborate with students, parents and colleagues.  <b>13%</b>
32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.  <b>25%</b>	I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.  <b>29%</b>	I search the Internet and online resources to locate and retrieve curriculum-related information.  <b>46%</b>	I incorporate online courses, distance learning and/or video conferencing as instructional tools.  <b>0%</b>
33. Use technology to collect and manage data related to teaching and learning.  <b>42%</b>	I use technology tools such as spreadsheets and databases to collect and manage data.  <b>42%</b>	I use data to assist in making sound educational decisions regarding classroom management.  <b>8%</b>	I use different applications to collect and manage data as an integral part of my classroom management.  <b>0%</b>
34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.  <b>42%</b>	I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.  <b>33%</b>	I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.  <b>8%</b>	I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.  <b>13%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>21%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>50%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>8%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>13%</b>
36. Model and teach safe, healthy practices of technology use.  <b>29%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>38%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>8%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>17%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>38%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>33%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>17%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>0%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Wesley

**Surveys Completed: 25**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>3</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>9</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>11</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>2</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>3</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>10</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>10</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>3</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>2</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>13</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>10</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>3</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>5</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>13</b>	I make effective use of the various network resources to enhance instruction. <b>7</b>	I use the network to create new teaching and learning practices. <b>1</b>
25. Demonstrate awareness of emerging technologies. <b>6</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>9</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>9</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>3</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>8</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>8</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>6</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>2</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>5</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>15</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>2</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>2</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>9</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>12</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>3</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>1</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>8</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>12</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>7</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>1</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>10</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>7</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>7</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>1</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>7</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>7</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>6</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>4</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>5</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>10</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>7</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>1</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>10</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>7</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>4</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>3</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>10</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>7</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>4</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>2</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues</p> <p>Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>5</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>13</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>0</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>2</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>9</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>5</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>1</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>4</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>6</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>10</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>2</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>1</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Wesley Average

Surveys Completed: 25

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>12%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>36%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>44%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>8%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>12%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>40%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>40%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>12%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>8%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>52%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>40%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>12%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>20%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>52%</b>	I make effective use of the various network resources to enhance instruction. <b>28%</b>	I use the network to create new teaching and learning practices. <b>4%</b>
25. Demonstrate awareness of emerging technologies. <b>24%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>36%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>36%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>12%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>32%</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>32%</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>24%</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>8%</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>20%</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>60%</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>8%</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>8%</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>36%</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>48%</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>12%</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>4%</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>32%</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>48%</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>28%</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>4%</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>40%</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>28%</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>28%</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>4%</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>28%</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>28%</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>24%</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>16%</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>20%</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>40%</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>28%</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>4%</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>40%</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>28%</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>16%</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>12%</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>40%</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>28%</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>16%</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>8%</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>20%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>52%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>0%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>8%</b>
36. Model and teach safe, healthy practices of technology use.  <b>36%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>20%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>4%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>16%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>24%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>40%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>8%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>4%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Keigwin

**Surveys Completed: 31**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>3</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>10</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>14</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>5</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>5</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>6</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>16</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>4</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>3</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>14</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>12</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>3</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>7</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>8</b>	I make effective use of the various network resources to enhance instruction. <b>14</b>	I use the network to create new teaching and learning practices. <b>1</b>
25. Demonstrate awareness of emerging technologies. <b>6</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>8</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>14</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>2</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>10</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>12</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>7</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>3</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>11</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>7</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>9</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>3</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>3</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>15</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>10</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>2</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>8</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>11</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>10</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>1</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>17</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>4</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>7</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>2</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>8</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>9</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>7</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>6</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>7</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>7</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>15</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>1</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>11</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>9</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>5</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>5</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>12</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>8</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>6</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>4</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues</p> <p>Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>6</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>12</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>4</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>4</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>4</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>15</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>3</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>3</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>6</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>11</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>5</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>2</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### Keigwin Average

**Surveys Completed: 31**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>10%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>32%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>45%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>16%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>16%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>19%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>52%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>13%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>10%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>45%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>39%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>10%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>23%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>26%</b>	I make effective use of the various network resources to enhance instruction. <b>45%</b>	I use the network to create new teaching and learning practices. <b>3%</b>
25. Demonstrate awareness of emerging technologies. <b>19%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>26%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>45%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>6%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>32%</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>39%</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>23%</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>10%</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>35%</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>23%</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>29%</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>10%</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>10%</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>48%</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>32%</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>6%</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>26%</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>35%</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>32%</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>3%</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>55%</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>13%</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>23%</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>6%</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>26%</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>29%</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>23%</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>19%</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>23%</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>23%</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>48%</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>3%</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>35%</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>29%</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>16%</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>16%</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>39%</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>25%</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>19%</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>13%</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>19%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>39%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>13%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>13%</b>
36. Model and teach safe, healthy practices of technology use.  <b>13%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>48%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>10%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>10%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>19%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>35%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>16%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>6%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### WWMS

**Surveys Completed: 49**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>1</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>24</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>16</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>6</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>5</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>20</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>16</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>3</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>3</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>25</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>17</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>2</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>6</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>24</b>	I make effective use of the various network resources to enhance instruction. <b>16</b>	I use the network to create new teaching and learning practices. <b>1</b>
25. Demonstrate awareness of emerging technologies. <b>6</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>25</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>13</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>2</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>9</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>18</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>14</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>3</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>12</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>18</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>12</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>2</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>4</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>27</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>10</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>4</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>10</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>22</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>12</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>1</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>19</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>14</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>9</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>2</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>6</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>19</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>10</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>10</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>7</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>18</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>20</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>1</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>14</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>17</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>11</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>3</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>11</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>20</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>11</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>3</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues            Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>7</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>22</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>2</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>4</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>9</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>14</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>8</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>4</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>13</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>12</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>9</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>1</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### WWMS Average

Surveys Completed: 49

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>2%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>49%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>33%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>12%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>10%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>41%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>33%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>6%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>6%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>51%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>35%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>4%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>12%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>49%</b>	I make effective use of the various network resources to enhance instruction. <b>33%</b>	I use the network to create new teaching and learning practices. <b>2%</b>
25. Demonstrate awareness of emerging technologies. <b>12%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>51%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>27%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>4%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>18%</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>37%</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>29%</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>6%</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>24%</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>37%</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>24%</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>4%</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>8%</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>55%</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>20%</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>8%</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>20%</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>45%</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>24%</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>2%</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>39%</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>29%</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>18%</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>4%</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>12%</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>39%</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>20%</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>20%</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>14%</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>37%</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>41%</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>2%</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>29%</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>35%</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>22%</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>6%</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>22%</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>41%</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>22%</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>6%</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>14%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>45%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>4%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>8%</b>
36. Model and teach safe, healthy practices of technology use.  <b>18%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>29%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>16%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>8%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>27%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>24%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>18%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>2%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### MHS

**Surveys Completed: 62**

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>2</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>23</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>29</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>8</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>5</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>14</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>36</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>7</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>1</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>21</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>33</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>7</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>4</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>26</b>	I make effective use of the various network resources to enhance instruction. <b>20</b>	I use the network to create new teaching and learning practices. <b>12</b>
25. Demonstrate awareness of emerging technologies. <b>6</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>13</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>36</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>7</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>9</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>22</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>23</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>8</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>9</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>25</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>25</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>3</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>1</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>41</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>16</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>5</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>5</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>28</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>28</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>1</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>25</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>13</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>21</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>3</b></p>

*If you have not yet reached the "initial" stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>4</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>26</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>8</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>13</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>4</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>15</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>30</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>2</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>11</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>24</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>10</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>6</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>13</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>19</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>14</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>5</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>IV. Social, Legal, Ethical and Human Issues</p> <p>Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.</p> <p><b>3</b></p>	<p>I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.</p> <p><b>32</b></p>	<p>I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.</p> <p><b>7</b></p>	<p>I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.</p> <p><b>6</b></p>
<p>36. Model and teach safe, healthy practices of technology use.</p> <p><b>5</b></p>	<p>I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>29</b></p>	<p>I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>10</b></p>	<p>I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.</p> <p><b>4</b></p>
<p>37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.</p> <p><b>10</b></p>	<p>I develop and promote different instructional approaches to the use of technology in order to support diverse learners.</p> <p><b>23</b></p>	<p>I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.</p> <p><b>12</b></p>	<p>I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.</p> <p><b>3</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

## Connecticut Teacher Technology Competencies: Self-Assessment

**Directions:** For each item, please indicate *your level of competency as initial (A), developing (B), or proficient (C)*. Please mark only the HIGHEST level of competency that you have reached. For instance, if you can perform at both the initial and developing stage, mark only “developing”.

### MHS Average Surveys Completed: 62

I. Educational Technology Concepts and Operations – Awareness and Use To use technology as a meaningful learning tool, educators need to understand the advantages technology can provide for grade levels and content areas. The skills of applications, management, terminology and problem-solving curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	A. Initial	B. Developing	C. Proficient
21. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and research <b>3%</b>	I am aware of and can identify various technology resources needed to structure effective learning environments. <b>37%</b>	I incorporate a variety of technology tools to enhance teaching and learning on a daily basis. <b>47%</b>	I am assisting my colleagues in incorporating technology in their classrooms. <b>13%</b>
22. Demonstrate an understanding of organizational issues related to the application of technology in education <b>8%</b>	I work with staff to identify, acquire, and use technology to support learning outcomes. <b>23%</b>	I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development. <b>58%</b>	I demonstrate to colleagues how technology can improve learning outcomes. <b>11%</b>
23. Apply problem solving strategies to issues involving teaching and learning with technology <b>2%</b>	I know how and where to find technical support and assistance when technology problems occurs. <b>34%</b>	I apply basic trouble shooting strategies to alleviate my technology related problems. <b>53%</b>	I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues. <b>11%</b>
24. Demonstrate awareness of network capabilities and electronic communications <b>6%</b>	I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing. <b>42%</b>	I make effective use of the various network resources to enhance instruction. <b>32%</b>	I use the network to create new teaching and learning practices. <b>19%</b>
25. Demonstrate awareness of emerging technologies. <b>10%</b>	I am familiar with resources that enable me to stay current with new applications and information technologies in education. <b>21%</b>	I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities. <b>58%</b>	I identify, evaluate and advocate the purchase and use of new technology for use in teaching, and seek ways for their attainment. <b>11%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>II. Creating Environments for Learning</p> <p>An essential ingredient for learning is the creation of a safe, supportive environment in which students are free to learn. This environment must also support teachers as they learn to weave technology into the work they give their students. When technology becomes part of the learning environment, the roles of teachers and students transform, allowing for more project-based, student-directed learning to occur.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>26. Create learning experiences that align with state content standards, student information and technology standards, and best practices.</p> <p><b>15%</b></p>	<p>Now that I am comfortable using technology in my classroom, I will begin to address its usage to align with pre-K-12 student technology competencies and best practices.</p> <p><b>35%</b></p>	<p>I link the use of technology in my classroom to the state content standards.</p> <p><b>37%</b></p>	<p>I work with the school community to develop academic activities that are aligned with the state content standards and promote effective use of technology.</p> <p><b>13%</b></p>
<p>27. Create new learning environments and develop new roles of teacher and learner.</p> <p><b>15%</b></p>	<p>I use the instructional strategies to create a well-designed lesson that incorporates technology.</p> <p><b>40%</b></p>	<p>I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.</p> <p><b>40%</b></p>	<p>I have created a learning community whose members learn and teach each other using technology as a vehicle.</p> <p><b>5%</b></p>
<p>28. Manage the use of technology in the classroom for learning.</p> <p><b>2%</b></p>	<p>I use the computer and other technology to manage my classroom (e.g., scheduling, grading, and grouping).</p> <p><b>66%</b></p>	<p>I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.</p> <p><b>26%</b></p>	<p>I have created an environment that models the seamless use of technology for teaching and learning.</p> <p><b>8%</b></p>
<p>29. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.</p> <p><b>8%</b></p>	<p>I use technology to collect and analyze data that informs my educational practice.</p> <p><b>45%</b></p>	<p>I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios, and the student performance standards.</p> <p><b>45%</b></p>	<p>I model assessment embedded learning by using electronic exhibits of student work.</p> <p><b>2%</b></p>
<p>30. Use technologies to support student centered learning strategies for all students.</p> <p><b>40%</b></p>	<p>I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.</p> <p><b>21%</b></p>	<p>I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.</p> <p><b>34%</b></p>	<p>I use technologies to support learner-centered strategies for all students (adaptive technology for students with special needs, strategies and technology that accommodate for multiple intelligences and learning styles).</p> <p><b>5%</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

<p>III. Productivity and Professional Practice</p> <p>Using technology, teachers are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of educational technology, teachers can present and assess student work and communicate more easily with parents.</p>			
Competency	A. Initial	B. Developing	C. Proficient
<p>31. Use educational technology to communicate/collaborate with students, parents, and teachers.</p> <p><b>6%</b></p>	<p>I create electronic documents using word processing software as instructional materials and assessment tasks.</p> <p><b>42%</b></p>	<p>I use desktop publishing and multimedia tools to create newsletters, brochures, and presentations.</p> <p><b>13%</b></p>	<p>I use technology to communicate and collaborate with students, parents and colleagues.</p> <p><b>21%</b></p>
<p>32. Use online resources to communicate/collaborate with school community (students, parents, and teachers) and global community.</p> <p><b>6%</b></p>	<p>I use E-mail to communicate on a regular basis and search the Internet for curriculum related information.</p> <p><b>24%</b></p>	<p>I search the Internet and online resources to locate and retrieve curriculum-related information.</p> <p><b>48%</b></p>	<p>I incorporate online courses, distance learning and/or video conferencing as instructional tools.</p> <p><b>3%</b></p>
<p>33. Use technology to collect and manage data related to teaching and learning.</p> <p><b>18%</b></p>	<p>I use technology tools such as spreadsheets and databases to collect and manage data.</p> <p><b>39%</b></p>	<p>I use data to assist in making sound educational decisions regarding classroom management.</p> <p><b>16%</b></p>	<p>I use different applications to collect and manage data as an integral part of my classroom management.</p> <p><b>10%</b></p>
<p>34. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.</p> <p><b>21%</b></p>	<p>I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.</p> <p><b>31%</b></p>	<p>I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.</p> <p><b>23%</b></p>	<p>I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.</p> <p><b>8%</b></p>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter E.*

IV. Social, Legal, Ethical and Human Issues Key issues arise when technology is put into the hands of educators and students in the school setting. These issues have been the catalyst for acceptable use policies for teachers and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.			
Competency	A. Initial	B. Developing	C. Proficient
35. Understand, model, and teach the legal and ethical practices regarding information and educational technology.  <b>5%</b>	I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.  <b>52%</b>	I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.  <b>11%</b>	I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.  <b>10%</b>
36. Model and teach safe, healthy practices of technology use.  <b>8%</b>	I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>47%</b>	I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.  <b>16%</b>	I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.  <b>6%</b>
37. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.  <b>16%</b>	I develop and promote different instructional approaches to the use of technology in order to support diverse learners.  <b>37%</b>	I adjust instruction and implement strategies for enabling and empowering all learners by providing appropriate learning opportunities, using specialized equipment and providing equal access to existing technologies.  <b>19%</b>	I research options and make recommendations to meet the identified needs of all learners and can adjust learning environments and staffing as necessary to meet the needs of all learners.  <b>5%</b>

*If you have not yet reached the “initial” stage of the listed competency, please indicate letter*

