



10.1. Operates a multimedia computer and peripherals to install and use a variety of software.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Turns computer on and off properly. <input type="checkbox"/> <input type="checkbox"/> Opens, closes, saves and organizes files/applications. <input type="checkbox"/> <input type="checkbox"/> Is able to make simple hardware connections to computer... monitor and peripherals (printer, scanner, projector, etc.) with assistance. <input type="checkbox"/> <input type="checkbox"/> Understands and utilizes scandisk and virus protection. <input type="checkbox"/> <input type="checkbox"/> Successfully logs on to the network. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Can install software. <input type="checkbox"/> <input type="checkbox"/> Keeps virus data files current. <input type="checkbox"/> <input type="checkbox"/> Establishes simple procedures for troubleshooting before asking for assistance (Restarts the computer, checks connections, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Is able to make simple hardware connections without assistance. <input type="checkbox"/> <input type="checkbox"/> Locates programs and files on the network. <input type="checkbox"/> <input type="checkbox"/> Understands file formats and file storage mediums. <input type="checkbox"/> <input type="checkbox"/> Makes use of technologies specific to his/her assigned teaching area. Selects, recommends, and installs the appropriate devices.

10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Is able to adequately describe technology needs in non-technical terms to order/acquire assistance. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Understands terms frequently used in discussion of technology education and uses them correctly in writing and speaking. <input type="checkbox"/> <input type="checkbox"/> Conveys terminology to students in appropriate activities building their understanding of technology. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Clearly communicates technology needs and goals to colleagues, technical support staff, or other groups articulating problems or needs.

10.3. Demonstrates knowledge of the use of technology in business, industry, and society.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Is a frequent user of technology in personal and professional life. <input type="checkbox"/> <input type="checkbox"/> Can identify and locate available technology support services in the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Can discuss the impact of technology in education and business. <input type="checkbox"/> <input type="checkbox"/> Subscribes to and/or reads technology-oriented professional journals (either in hard copy or online). 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Stays current on technology issues through newspaper, magazines, listservs, etc. <input type="checkbox"/> <input type="checkbox"/> Shares pertinent information with students as evidenced by lesson plans.

10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Develops routine maintenance procedures that prevent problems (Shuts down properly, logs on properly, basic computer care, etc.) <input type="checkbox"/> <input type="checkbox"/> Connects hardware and installs software with support from STC or district staff. <input type="checkbox"/> <input type="checkbox"/> Attends professional development regarding computer basics or has established these skills previously. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Can install software and hardware without requesting assistance. <input type="checkbox"/> <input type="checkbox"/> Establishes simple procedures for troubleshooting before asking for assistance (Restarts the computer, checks connections, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses technical manuals to determine specifications/ procedures. <input type="checkbox"/> <input type="checkbox"/> Can uninstall unwanted software. <input type="checkbox"/> <input type="checkbox"/> Connects and uses scanners, digital cameras, projectors and any needed software to enhance instruction without assistance.

10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.

<p align="center">Year One 20__-20__</p>	<p align="center">Year Two 20__-20__</p>	<p align="center">Year Three 20__-20__</p>
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses Word to create simple presentations including clipart or very simple graphics. <input type="checkbox"/> <input type="checkbox"/> Connects and uses projection devices with assistance. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses Word or PowerPoint (or similar software) to create linear presentations/overheads. <input type="checkbox"/> <input type="checkbox"/> Uses graphic editing tools/software. <input type="checkbox"/> <input type="checkbox"/> Connects and uses projection devices. <input type="checkbox"/> <input type="checkbox"/> Attends technology trainings focusing on multimedia presentations (PowerPoint, for example) and their use in instruction. <input type="checkbox"/> <input type="checkbox"/> Uses multimedia presentations to deliver or review content. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses a variety of input, import devices to incorporate multimedia materials into presentations (scanners, digital and video cameras, clipart, web graphics). <input type="checkbox"/> <input type="checkbox"/> Uses PowerPoint or other software to create multimedia linear and nonlinear presentations. <input type="checkbox"/> <input type="checkbox"/> Integrates use of multimedia into learning activities for students on a regular basis as documented by lesson plans. <input type="checkbox"/> <input type="checkbox"/> Encourages/requires student use of multimedia to complete assignments, learning activities and projects.

10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

<p style="text-align: center;">Year One 20 -20</p>	<p style="text-align: center;">Year Two 20 -20</p>	<p style="text-align: center;">Year Three 20 -20</p>
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Word processes tests, assignments, newsletters. <input type="checkbox"/> <input type="checkbox"/> Can utilize printer options such as landscape, portrait, multiple copies, etc. <input type="checkbox"/> <input type="checkbox"/> Uses basic word processing competencies. <input type="checkbox"/> <input type="checkbox"/> Can create simple spreadsheets to create graphs, store names, phone numbers, addresses, etc. <input type="checkbox"/> <input type="checkbox"/> Can create a simple database with assistance. <input type="checkbox"/> <input type="checkbox"/> Utilizes Send and Receive e-mail functions. <input type="checkbox"/> <input type="checkbox"/> Deletes unwanted email. <input type="checkbox"/> <input type="checkbox"/> Uses the Internet to locate resources and lesson plans. <input type="checkbox"/> <input type="checkbox"/> Uses bookmarks/favorites to organize resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses intermediate word processing competencies (tables, inserting photos, making brochures, etc). <input type="checkbox"/> <input type="checkbox"/> Utilizes more complex functions of spreadsheets including creating formulas and performing calculations. <input type="checkbox"/> <input type="checkbox"/> Uses efficient search strategies when locating resources on the Internet. <input type="checkbox"/> <input type="checkbox"/> Creates simple web research sheets or pages to use with students. <input type="checkbox"/> <input type="checkbox"/> Can create a simple database. <input type="checkbox"/> <input type="checkbox"/> Uses Forward, Reply, Reply to All email functions. <input type="checkbox"/> <input type="checkbox"/> Attends professional development sessions focusing on spreadsheets, databases, the Internet, e-mail and their use in the classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses/creates personal groups and uses listservs (e-mail). <input type="checkbox"/> <input type="checkbox"/> Is able to send attachments with e-mails. <input type="checkbox"/> <input type="checkbox"/> Incorporates use of the Internet into classroom activities and assignments. <input type="checkbox"/> <input type="checkbox"/> Requires students to utilize word processing, spreadsheets, databases, email, and web-based resources to complete projects and activities. <input type="checkbox"/> <input type="checkbox"/> Creates and models lessons for classroom learning that demonstrate an understanding of word processing, spreadsheets, databases, email and web-based resources.

10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Explores group network environments such as desktop video conferencing, KTLN or other online communications. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Joins an online group or listserv. <input type="checkbox"/> <input type="checkbox"/> Attends trainings to acquire new information and skills regarding video conferencing and/or distance learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Secures/installs hardware and software needed for video conferencing (Quick Cams, NetMeeting, etc). <input type="checkbox"/> <input type="checkbox"/> Establishes collaborative projects with classrooms outside the school or district via e-pals, video conferencing, etc. <input type="checkbox"/> <input type="checkbox"/> Uses video conferencing, listservs, e-mail regularly for professional communication.

10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses adaptations for special needs individuals that exist in software (examples: increasing font size, adjusting mouse speed, sound capabilities, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Is able to describe and locate appropriate adaptive devices for students, staff or faculty (keyboard enhancement devices, voice recognition software, touch screens etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Understands availability and requests KETS funding for assistive-adaptive devices. <input type="checkbox"/> <input type="checkbox"/> Differentiates instruction to reach all learners using assistive-adaptive devices when needed (as documented through lesson plans, IEP's, etc.)

10.9. Designs lessons that use technology to address diverse student needs and learning styles.

Year One 20__ -20__	Year Two 20__ -20__	Year Three 20__ -20__
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses technology for personal and professional purposes. <input type="checkbox"/> <input type="checkbox"/> Has been trained regarding multiple intelligences and learning styles. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Encourages students to explore a variety of software and technologies to complete learning activities/ assignments. <input type="checkbox"/> <input type="checkbox"/> Uses multiple technologies and software to address students' learning needs. <input type="checkbox"/> <input type="checkbox"/> Collaborates with lab teachers and other district staff to provide additional instruction in different settings and using various technologies (documented by lesson plans/observation). 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Integrates technology in all content areas differentiating instruction (documented by lesson plans/observation). <input type="checkbox"/> <input type="checkbox"/> Allows and encourages students to select various applications to meet their learning needs and facilitate completion of their projects (evidenced by student work).

10.10. Practices equitable and legal use of computers and technology in professional activities.

Year One 20__ -20__	Year Two 20__ -20__	Year Three 20__ -20__
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Understands and abides by acceptable use policies established by the district. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Manages and is aware of information on students' AUP's. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Knows and abides by the differences in licensed, shareware, and freeware materials. <input type="checkbox"/> <input type="checkbox"/> Documents the discussion of equity issues, copyright issues and Fair Use criteria in lesson plans.

10.11. Facilitates the lifelong learning of self and others through the use of technology.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Views professional growth as an ongoing process and assumes personal responsibility for moving forward. <input type="checkbox"/> <input type="checkbox"/> Participates in professional development activities focusing on technology and its instructional use. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Constantly seeks new ways to teach using technology tools. <input type="checkbox"/> <input type="checkbox"/> Assumes responsibility for updating curriculum to include technology (documented in lesson plans). <input type="checkbox"/> <input type="checkbox"/> Uses information gained in technology professional development to enhance teaching practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Requires that students learn new technology skills and apply it to their instructional activities and assignments...puts the technology into the students' hands.

10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses print sources to research hardware and software. <input type="checkbox"/> <input type="checkbox"/> Can identify school or district support staff to assist with technology evaluation and purchasing. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Can make comparisons and contrasts of hardware and software. <input type="checkbox"/> <input type="checkbox"/> Refers to computer specifications when purchasing. <input type="checkbox"/> <input type="checkbox"/> Examines technology resources and evaluates their use to accomplish specific tasks/ instructional goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Seeks and experiments with emerging software and technology in order to meet student needs. <input type="checkbox"/> <input type="checkbox"/> Presents lessons that encourage students to examine software and hardware that is unfamiliar to them and to learn evaluation techniques.

10.13. Applies research-based instructional practices that use computers and other technology.

Year One 20__ -20__	Year Two 20__ -20__	Year Three 20__ -20__
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Researches/reads regarding “best practices” and innovative instructional strategies or has participated in professional development addressing these topics (differentiation of instruction, project-based learning, integrating technology in instruction, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Implements “best practices” which integrate technology and use computer software/hardware and other technologies in instruction (documented in lesson plans). 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Plans instructional units and activities including use of innovative strategies and best practices. <input type="checkbox"/> <input type="checkbox"/> Places technology in the hands of the students, as evidenced by student work. <input type="checkbox"/> <input type="checkbox"/> Requires students to use technology to address real issues and participate in problem-solving situations and project-based learning, as evidenced by student work.

10.14. Uses computers and other technology for individual, small group, and large group learning activities.

Year One 20__ -20__	Year Two 20__ -20__	Year Three 20__ -20__
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses the classroom computer as a personal workstation and students use workstations in the classroom occasionally. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Requests, or is provided through scheduling, computer lab visits for the students. <input type="checkbox"/> <input type="checkbox"/> Plans technology activities in the regular classroom for various groupings of students, as reflected in lesson plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Integrates technology into many learning situations, as evidenced through lesson plans and observations. <input type="checkbox"/> <input type="checkbox"/> Collaborates regularly with lab teachers, media specialists and other support staff to create various learning settings for students.

10.15. Uses technology to support multiple assessments of student learning

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Explores the use of technology (multimedia presentations, internet research projects, word processing, etc.) in assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Uses technology to deliver or review content (documented by lesson plans, observations, etc). <input type="checkbox"/> <input type="checkbox"/> Plans projects that include the use of technology by students (documented by lesson plans, observations, etc). 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Encourages/requires students to utilize a variety of materials and methods to complete classroom activities/ assignments and demonstrate their learning. <input type="checkbox"/> <input type="checkbox"/> Evaluates student work in a variety of ways (e.g. individual reports, participation in online discussions, group multimedia presentations, etc.) <input type="checkbox"/> <input type="checkbox"/> Develops unique tools (i.e. rubrics) to evaluate multimedia presentations and other student work samples.

10.16. Instructs and supervises students in the ethical and legal use of technology.

Year One 20 -20	Year Two 20 -20	Year Three 20 -20
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Communicates ethical and legal expectations for students in instructional activities. <input type="checkbox"/> <input type="checkbox"/> Monitors students as they use any technology in the classroom. <input type="checkbox"/> <input type="checkbox"/> Assures that all AUP's are signed and updated. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Models and implements ethical practices relating to technology use in the classroom. <input type="checkbox"/> <input type="checkbox"/> Requires that students adhere to acceptable use policies and model legal and ethical standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Requires that students model ethical practices relating to use of technology and information in all assignments and activities.

Sources:

Teacher Technology Standard Continuum, Michele Guthrie, KETS Coordinator Region 4

KATE Faculty Self Assessment, Murray State University, www.murraystate.edu/kate/technology_proficiency/faculty_self_assessment.htm, accessed 10/21/01

***Revisions to the guide will be considered periodically.**

