

# Appendix: Self-Assessment Questions Aligned to ISTE and NETS Standards

## Self-Assessment Topics/ Sections

### Teachers Level I Self-Assessment

<b>Topic/Section 1</b>	<p><b>ISTE STANDARD I: TECHNOLOGY OPERATIONS AND CONCEPTS</b></p> <p><b>Mouse &amp; Keyboard</b>  <b>File Management</b>  <b>Computer Network</b>  <b>Windows Operating System/Basic Operations</b></p> <p><b>ISTE Performance Indicators:</b>          -Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)          - Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>
Mouse & Keyboard	1a: I can drag and drop items and objects
Mouse & Keyboard	1b: I can single-click, double-click, left-click, (right-click if PC user), and I know when it is appropriate to use each type of click
Mouse & Keyboard	1c: I can use the mouse to copy and move files
Mouse & Keyboard	1d: I understand the basic functions of the keyboard (Caps Lock, Delete, ESC)
File Management	2a: I can open files and folders
File Management	2b: I can copy, delete, name, rename, or move files and folders
File Management	2c: I can locate files I have saved or downloaded to my computer
File Management	2d: I can select multiple files using the Shift or Ctrl key when appropriate
Computer Network	3a: I can log in to the network
Computer Network	3b: I can change my network password when prompted
Computer Network	3c: I can save files to a network drive
Computer Network	3a: I can log in to the network
Windows Operating System/Basic Operations	4b: I can adjust the Taskbar size and appearance
Windows Operating System/Basic Operations	4c: I can adjust clock settings
Windows Operating System/Basic Operations	4d: I can Minimize, Maximize, Restore and Close windows
Windows Operating System/Basic Operations	4e: I can empty items in the Recycle Bin
Windows Operating System/Basic Operations	4f: I can restore a file I have accidentally deleted or placed in the Recycle bin
Windows Operating System/Basic Operations	4g: I can set a printer as the default printer
Windows Operating System/Basic Operations	4h: I can create shortcuts

Windows Operating System/Basic Operations	4i: I can change the screen resolution
Windows Operating System/Basic Operations	4j: I can open the My Computer icon on my desktop to view the contents of other folders and hard drives
Windows Operating System/Basic Operations	4k: I can run and know when to run an anti-virus software program
Windows Operating System/Basic Operations	4l: I can add or remove programs from my computer
<b>Topic/Section 2</b>	<p><b>ISTE STANDARD I: TECHNOLOGY OPERATIONS AND CONCEPTS</b></p> <p><b>Word Processing</b></p> <p>ISTE Performance Indicators:  - Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)  - Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>
Word Processing	5a: I can create documents using a word-processing application
Word Processing	5b: I can preview and print a document
Word Processing	5c: I can save a document
Word Processing	5d: I can change page margins and paper orientation (portrait/landscape)
Word Processing	5e: I can select text
Word Processing	5f: I can view and change toolbars
Word Processing	5g: I can insert graphics, objects, and clip art
Word Processing	5h: I can bold, italicize, and underline text
Word Processing	5i: I can left, center, right align and justify text
Word Processing	5j: I can cut, copy, paste, selected text or objects
Word Processing	5k: I can check spelling and grammar
<b>Topic/Section 3</b>	<p><b>ISTE STANDARD I: TECHNOLOGY OPERATIONS AND CONCEPTS</b></p> <p><b>Internet</b></p> <p>ISTE Performance Indicators:  - Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)  - Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>
Internet	6a: I can use correct terminology regarding the Internet (e.g., WWW, URL, HTML)

Internet	6b: I can enter a URL in the Address Bar
Internet	6c: I can conduct a simple Internet search using a search engine (e.g., Yahoo, Google, etc.)
Internet	6d: I can bookmark websites
Internet	6e: I can edit bookmarks
Internet	6f: I understand what a browser is
Internet	6g: I can use function buttons such as back and refresh
Internet	6h: I can navigate to the homepage from the toolbar
Internet	6i: I understand the differences between types of URLs, such as gov and org
Internet	6j: I can access the Internet from the desktop
<b>Topic/Section 4</b>	<p><b>ISTE STANDARD V: PRODUCTIVITY AND PROFESSIONAL PRACTICE</b></p> <p><b>Communications (E-mail)</b></p> <p>ISTE Performance Indicators:</p> <ul style="list-style-type: none"> <li>-Use technology resources to engage in ongoing professional development and lifelong learning.</li> <li>-Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.</li> <li>-Apply technology to increase productivity.</li> <li>-Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</li> </ul>
Communications (E-mail)	1a: I can effectively use e-mail to communicate with others
Communications (E-mail)	1b: I understand e-mail etiquette
Communications (E-mail)	1c: I use my GroupWise e-mail account for school communication
Communications (E-mail)	1d: I can send attachments with my e-mail
Communications (E-mail)	1e: I can forward messages and reply to others
Communications (E-mail)	1f: I understand that computer viruses can be transmitted in e-mail attachments
Communications (E-mail)	1g: I can delete messages
Communications (E-mail)	1h: I can print a hard copy of a message
Communications (E-mail)	1i: I can access the GroupWise address book
Communications (E-mail)	1j: I can use the cc or bc functions

# Self-Assessment Topics/ Sections

## Teachers Level II Self-Assessment

<b>Topic/Section 1</b>	<p><b>ISTE STANDARD I: TECHNOLOGY OPERATIONS AND CONCEPTS</b></p> <p><b>Computer Network</b>  <b>Computer Terminology</b>  <b>Hardware &amp; Software</b>  <b>Windows Operating System/Basic Operation</b></p> <p><b>ISTE Performance Indicators:</b>  -Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)  - Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>
Computer Network	3a: I can identify what a computer network is
Computer Network	3b: I can save files and folders to the network
Computer Network	3c: I can retrieve data saved on the network
Computer Terminology	2a: I use appropriate and accurate terminology when communicating with others about technology
Hardware & Software	1a: I can set up a computer and connect peripheral devices and their drivers (scanners, printers, etc.)
Hardware & Software	1b: I can access software application Help commands to troubleshoot problems
Hardware & Software	1c: I can identify and troubleshoot to solve minor hardware problems
Hardware & Software	1d: I can determine what software is developmentally sound for classroom use
Windows Operating System/Basic Operations	4a: I can schedule and run Disk Defragmenter and Disk Cleanup
Windows Operating System/Basic Operations	4b: I know how to back-up my hard drive
Windows Operating System/Basic Operations	4c: I can manage my files and folders using Windows Explorer
Windows Operating System/Basic Operations	4d: I can use most of the operating system tools like the clipboard, clock, note pad, find command, and trash can (recycling bin)
Windows Operating System/Basic Operations	4e: I can run several programs simultaneously, and have multiple windows open at the same time.
Windows Operating System/Basic Operations	4f: I can customize the Windows settings
Windows Operating System/Basic Operations	4g: I use techniques like shift-clicking to work with multiple files
Windows Operating System/Basic Operations	4h: I look for programs and techniques such as using virtual memory to maximize my computer system
Windows Operating System/Basic Operations	4i: I feel confident enough to teach others some basic operations

<b>Topic/Section 2</b>	<p style="text-align: center;"><b>ISTE STANDARD I: TECHNOLOGY OPERATIONS AND CONCEPTS</b></p> <p><b>Internet</b>  <b>Word Processing</b>  <b>Presentation Software</b>  <b>Spreadsheets</b></p> <p><b>ISTE Performance Indicators:</b>  - Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)  - Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>
Internet	8a: I use the networks to access professional and personal information from a variety of sources including networked CD-ROM reference materials, online library catalogs and periodical databases, and the World Wide Web
Internet	8b: I have an e-mail account that I use on a regular basis to communicate with parents and other professionals
Internet	8c: I can use the district-specific networked resources that are available to me such as file storage space, student information, IEP forms, curriculum guides, and online forms
Internet	8e: I can download plug-ins and understand their function (Shockwave, Real Player, Quick Time)
Internet	8e: I can evaluate the quality of information I find online
Word Processing	5c: I can spell check and use the Thesaurus
Word Processing	5d: I can change the format of a document
Word Processing	5e: I can paginate, preview and print my work
Word Processing	5f: I can create, format, and use tables within my documents
Word Processing	5g: I feel my work looks professional
Word Processing	5h: I can insert and format Headers and Footers
Word Processing	5i: I can set and delete tabs
Word Processing	5j: I can insert special characters, numbers, and bullets
Word Processing	5k: I can search and replace text
Word Processing	5l: I can insert and remove page or section breaks
Word Processing	5m: I can change the default font
Word Processing	5n: I can print a mailing label or envelope
Word Processing	5o: I can display/hide toolbars and add a button to a toolbar
Presentation Software (PowerPoint, HyperStudio)	6a: I can navigate through a pre-made presentation
Presentation Software (PowerPoint, HyperStudio)	6b: I can create a simple presentation using a program's templates or wizards
Presentation Software (PowerPoint, HyperStudio)	6c: I can create my own computer presentations that can be used to accompany a lesson in my classroom
Presentation Software (PowerPoint, HyperStudio)	6d: I can create presentations that use navigation buttons, sounds, transitions, graphics, and text fields
Presentation Software	6e: I know some basic rules of graphic design that can apply when designing a presentation

(PowerPoint, HyperStudio)	
Presentation Software (PowerPoint, HyperStudio)	6f: I can use an LCD projection device or large computer/TV monitor to display the presentation to a class
Spreadsheets (Excel)	7a: I use spreadsheets and can navigate within one
Spreadsheets (Excel)	7b: I use a spreadsheet for several professional applications such as keeping a budget or analyzing student data
Spreadsheets (Excel)	7c: I use labels, formulas and cell references in my spreadsheets
Spreadsheets (Excel)	7d: I can change the format of the spreadsheets by changing column widths and text style
Spreadsheets (Excel)	7e: I can use the spreadsheet to make a simple graph or chart
<b>Topic/Section 3</b>	<p><b>ISTE STANDARD V: PRODUCTIVITY AND PROFESSIONAL PRACTICE</b></p> <p><b>Productivity and Professional Practice</b></p> <p>ISTE Performance Indicators:</p> <ul style="list-style-type: none"> <li>-Use technology resources to engage in ongoing professional development and lifelong learning.</li> <li>-Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.</li> <li>-Apply technology to increase productivity.</li> <li>-Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</li> </ul>
Productivity and Professional Practice	1a: I can use computer programs as instructional supplements for rewards or with special needs students.
Productivity and Professional Practice	1b: I can use e-mail in day-to-day communications.
Productivity and Professional Practice	1c: I use programs chosen by my department or grade level to help all my students meet specific identified learning objectives
Productivity and Professional Practice	1d: Computer-assisted instructional software allows me to teach and/or reinforce concepts.
Productivity and Professional Practice	1e: When it is available, I use the software management system to help assess individual student performance (i.e. MAP scores)
Productivity and Professional Practice	1f: I assist with setting up technology equipment in classrooms
Productivity and Professional Practice	1g: I can instruct students on the proper use of technology equipment
Productivity and Professional Practice	1h: I can use the assessment piece of the school's integrated learning system (i.e. AR, Plateo, NCS learn, Success Maker)
<b>Topic/Section 4</b>	<p><b>ISTE STANDARD VI: SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES</b></p> <p><b>Social, ethical, and human issues</b></p> <p>ISTE Performance Indicators:</p> <ul style="list-style-type: none"> <li>-Model and teach legal and ethical practice related to technology use.</li> <li>-Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</li> </ul>

	<ul style="list-style-type: none"> <li>-Identify and use technology resources that affirm diversity</li> <li>-Promote safe and healthy use of technology resources.</li> <li>-Facilitate equitable access to technology resources for all students.</li> </ul>
Social, ethical, and human issues	1a: I use technology as a tool to help my students work cooperatively and collaboratively with others
Social, ethical, and human issues	1b: I discuss social and ethical behaviors when using technology with my students
Social, ethical, and human issues	1c: I can address how technology is ever evolving and how it impacts the world of work with my students
Social, ethical, and human issues	1d: I practice responsible use of technology systems and software
Social, ethical, and human issues	1e: I understand the copy right laws involving the use of technology and apply ethical use of technology in the classroom
Social, ethical, and human issues	1f: I can make informed decisions regarding technology systems resources, and services
Social, Ethical, Legal, and Human Issues	1g: I can explain the purpose of AUPs to students and teachers

# Self-Assessment Topics/ Sections

## Teachers Level III Self-Assessment

<p><b>Topic/Section 1</b></p>	<p><b>ISTE STANDARD III: TEACHING, LEARNING, AND THE CURRICULUM</b></p> <p><b>Integrating Technology into the Curriculum</b></p> <p><b>ISTE Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>-Facilitate technology-enhanced experiences that address content standards and student technology standards.</li> <li>-Use technology to support learner-centered strategies that address the diverse needs of students.</li> <li>-Apply technology to develop students' higher order skills and creativity.</li> <li>-Manage student learning activities in a technology-enhanced environment.</li> </ul>
Integrating technology into the curriculum	1h: I can design student learning centers using one or a few computers in my classroom
Integrating technology into the curriculum	1a: I can find and use best practices data on improving student achievement using technology
Integrating technology into the curriculum	1b: I share successful units with others through print and electronic publishing
Integrating technology into the curriculum	1c: I use technology to design student projects that require higher-level thinking skills
Integrating technology into the curriculum	1d: I include technology as a learning tool in curriculum planning
Integrating technology into the curriculum	1e: I require projects in my curriculum that help students address real-world problems and issues
Integrating technology into the curriculum	1f: I use tools like computerized probes and sensors, on-line surveys, interviews, or digitized sources of historical records to collect and analyze data
Integrating technology into the curriculum	1g: I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to engage my students and meet curricular goals
Integrating technology into the curriculum	1i: I collaborate with teachers to create projects which address real-world problems and issues
Integrating technology into the curriculum	1j: I stay up-to-date on new technologies to discover the most effective ways to support curricular goals
Integrating technology into the curriculum	1h: I can design student learning centers using one or a few computers in my classroom
<p><b>Topic/Section 2</b></p>	<p><b>ISTE STANDARD IV: ASSESSMENT AND EVALUATION</b></p> <p><b>Assessment of Student Performance</b></p> <p><b>ISTE Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>-Apply technology in assessing student learning of subject matter using a variety of assessment techniques.</li> </ul>

	<p>-Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p> <p>-Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.</p>
Assessment of Student Performance	2J: I can use computer-based testing systems (i.e. Accelerated Reader, MAP, etc.) to determine students'achievement levels
Assessment of Student Performance	2a: I use the networked grading, attendance, report card/progress report, and discipline system provided by my district
Assessment of Student Performance	2b: I develop and maintain student electronic portfolios
Assessment of Student Performance	2c: I use electronic data during parent/teacher conferences
Assessment of Student Performance	2d: I rely on the computer to track student progress
Assessment of Student Performance	2e: I use computer generated information in determining assignments, teaching strategies, and groupings
Assessment of Student Performance	2f: I use a wide range of technology-related assessments to evaluate student projects and performances
Assessment of Student Performance	2g: I can use technology to help create assessment tools like checklists, rubrics, and benchmarks that help the student assess his own performance and allow me to objectively determine the quality of student work
Assessment of Student Performance	2h: I can develop and use self-paced pre and post tests to determine students' knowledge
Assessment of Student Performance	2i : I can analyze student data (i.e. MAP RIT scores)to differentiate instruction
Assessment of Student Performance	2J: I can use computer-based testing systems (i.e. Accelerated Reader, MAP, etc.) to determine students'achievement levels
Assessment of Student Performance	2a: I use the networked grading, attendance, report card/progress report, and discipline system provided by my district
Assessment of Student Performance	2b: I develop and maintain student electronic portfolios
Assessment of Student Performance	2c: I use electronic data during parent/teacher conferences
Assessment of Student Performance	2d: I rely on the computer to track student progress
Assessment of Student Performance	2e: I use computer generated information in determining assignments, teaching strategies, and groupings
Assessment of Student Performance	2f: I use a wide range of technology-related assessments to evaluate student projects and performances
Assessment of Student Performance	2g: I can use technology to help create assessment tools like checklists, rubrics, and benchmarks that help the student assess his own performance and allow me to objectively determine the quality of student work
Assessment of Student Performance	2h: I can develop and use self-paced pre and post tests to determine students' knowledge
Assessment of Student Performance	2i : I can analyze student data (i.e. MAP RIT scores)to differentiate instruction
<b>Topic/Section 3</b>	<p><b>ISTE STANDARD V:PRODUCTIVITY AND PROFESSIONAL PRACTICE</b></p> <p><b>Network and Internet</b></p>

	<p><b>ISTE Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>-Use technology resources to engage in ongoing professional development and lifelong learning.</li> <li>-Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.</li> <li>-Apply technology to increase productivity.</li> <li>-Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</li> </ul>
Network and Internet Use	3a: I use the Internet and or network to access professional and personal information from a variety of sources including networked CD-ROM reference materials, online library catalogs, periodical databases, and journals
Network and Internet Use	3b: I use GroupWise on a regular basis to communicate with parents and other professionals
Network and Internet Use	3c: I use the district-specific networked resources that are available to me such as file storage space, student information, IEP forms, curriculum guides, and online forms
Network and Internet Use	3d: I can manage files on the school server to share documents with my colleagues for collaborative review and editing
Network and Internet Use	3e: I can accept student work sent to me electronically
Network and Internet Use	3f: I use telecommunications activities with my students.
Network and Internet Use	3g: I maintain a classroom web page that has basic information about my classroom and curriculum that may include study guides, notification of upcoming evaluations, assessment criteria of projects, class expectations, etc.
Network and Internet Use	3h: I use a variety of projects and activities that effectively use the Internet to instruct and involve students
Network and Internet Use	3i: I can use the Internet for collaborative projects
Network and Internet Use	3j: I can direct students to on-line tutorials and learning resources
<b>Topic/Section 4</b>	<p><b>ISTE STANDARD VI: SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES</b></p> <p><b>Social, Ethical, and Human Issues</b></p> <p><b>ISTE Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>-Model and teach legal and ethical practice related to technology use.</li> <li>-Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</li> <li>-Identify and use technology resources that affirm diversity</li> <li>-Promote safe and healthy use of technology resources.</li> <li>-Facilitate equitable access to technology resources for all students.</li> </ul>
Social, ethical, and human issues	4a: I clearly understand the difference between freeware, shareware, and commercial software and the fees involved in the use of each
Social, ethical, and human issues	4b: I know the programs for which the district or my building holds a site license
Social, ethical, and human issues	4c: I communicate and model ethical and legal use of technology with my students
Social, ethical, and human issues	4d: I have a personal philosophy that I can articulate regarding the use of technology in education

Social, ethical, and human issues	4e: I ensure that all students have equitable access to the technology that is available in my classroom
Social, ethical, and human issues	4f: I use technology when appropriate to help students with special learning needs. (i.e. IEPs and assistive technology)
Social, ethical, and human issues	4g: I participate in school technology committees to enhance technology use in my school
Social, ethical, and human issues	4h: I can access web sites of my professional organization to enhance my professional practice
Social, ethical, and human issues	4i: I communicate copyright rules with my students whenever appropriate
Social, ethical, and human issues	4j: I ensure that my students understand the district-created acceptable use policy