



CONNECTICUT **TEACHER TECHNOLOGY COMPETENCY** PERFORMANCE INDICATORS



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Introduction

The *Connecticut Teacher Technology Competencies Performance Indicators* are a self-assessment tool for teachers, which can serve as a “road map” for teachers wanting to improve their own technology skills. By completing the form and checking those competencies they are familiar with, teachers can determine what specific skills they currently have and what skills they need to continue learning through additional training or practice, and what courses they can take to learn these skills.

Directions

This tool is to help measure your current level of expertise and to outline those areas in which you should continue to learn and practice. First complete the checklist and check the box next to the statement that best reflects your current level of skill attainment. Once you have gone through the list checking all those that apply, complete the Summary Page to get a better idea of your overall skill level. Then refer to the matrix to determine which courses will provide instruction to augment your skills.

PERFORMANCE INDICATORS FOR CONNECTICUT TEACHER TECHNOLOGY COMPETENCIES

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 support curriculum integration. A more fully developed awareness of technology encompasses the concepts of networks, roles, resources and emerging technologies.			
Competency	Initial	Developing	Proficient
A. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and instruction.	<input type="checkbox"/> I am aware of and can identify various technology resources needed to structure effective learning environments.	<input type="checkbox"/> I incorporate a variety of technology tools to enhance teaching and learning on a daily basis.	<input type="checkbox"/> I am assisting my colleagues in incorporating technology into their classrooms.
B. Demonstrate an understanding of organizational issues related to the application of technology in education.	<input type="checkbox"/> I work with staff to identify, acquire, and use technology to support learning outcomes.	<input type="checkbox"/> I am in the process of incorporating a variety of technology tools into my classroom and seek continued professional development.	<input type="checkbox"/> I demonstrate to colleagues how technology can improve learning outcomes.
C. Apply problem solving strategies to issues involving teaching and learning with technology.	<input type="checkbox"/> I know how and where to find technical support and assistance when technology problems occur.	<input type="checkbox"/> I apply basic trouble shooting strategies to alleviate my technology-related problems.	<input type="checkbox"/> I apply advanced troubleshooting strategies including developing backup plans for teaching in my classroom and provide support for my colleagues.
D. Demonstrate awareness of network capabilities and electronic communications.	<input type="checkbox"/> I recognize the use of the network for backup and storage, safety and security, and electronic communication and file sharing.	<input type="checkbox"/> I make effective use of the various network resources to enhance instruction.	<input type="checkbox"/> I use the network to create new teaching and learning practices.
E. Demonstrate awareness of emerging technologies.	<input type="checkbox"/> I am familiar with resources that enable me to stay current with new applications and information technologies in education.	<input type="checkbox"/> I inquire about new technology tools and how to use them to support teaching and learning including accessing professional development opportunities.	<input type="checkbox"/> Identify, evaluate and advocate the purchase and use of new technology for use in teaching and learning, and seek ways for their attainment.

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 more project-based, student-directed learning to occur.

Competency	Initial	Developing	Proficient
A. Create learning experiences that align with state content standards, student information and technology standards and best practices.	<input type="checkbox"/> Now that I am comfortable in using technology in my classroom, I will begin to address its use to align with prekindergarten through 12 student technology competencies and best practices.	<input type="checkbox"/> I link the use of technology in my classroom to the state student content standards.	<input type="checkbox"/> 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. Create new learning environments and develop new roles of teacher and learner.	<input type="checkbox"/> I use the instructional strategies to create a well-designed lesson that incorporates technology.	<input type="checkbox"/> I regularly integrate technology into the curriculum, using learner centered instruction and inquiry-based learning.	<input type="checkbox"/> I have created a learning community whose members learn and teach each other using technology as a vehicle.
C. Manage the use of technology in the classroom for learning.	<input type="checkbox"/> I use the computer and other technology to manage my classroom, e.g., scheduling, grading and grouping.	<input type="checkbox"/> I have restructured my classroom in a number of ways to enhance the use of technology and to promote inquiry based learning.	<input type="checkbox"/> I have created an environment that models the seamless use of technology for teaching and learning.
D. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.	<input type="checkbox"/> I use technology to collect and analyze data that informs my educational practice.	<input type="checkbox"/> I use technology to assess student learning and support student and teacher self-assessment through electronic record-keeping, portfolios and the student performance standards.	<input type="checkbox"/> I model assessment embedded learning by using electronic exhibits of student work.
E. Use technologies to support student centered learning strategies for all students.	<input type="checkbox"/> I use various hardware, software and learning devices, including touch screen, input devices and voice recognition.	<input type="checkbox"/> I manage my learning environment so that all students have equitable access to technology through various software, hardware and learning devices.	<input type="checkbox"/> 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).

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	Initial	Developing	Proficient
A. Use educational technology to communicate/collaborate with students, parents, and teachers.	<input type="checkbox"/> I create electronic documents using word processing software as instructional materials and assessments tasks.	<input type="checkbox"/> I use desktop publishing and multimedia tools to create newsletters, brochures and presentations.	<input type="checkbox"/> I use technology to communicate and collaborate with students, parents and colleagues.
B. Use online resources to communicate /collaborate with school community (students, parents & teachers) and global community.	<input type="checkbox"/> I use e-mail to communicate on a regular basis and search the Internet for curriculum related information.	<input type="checkbox"/> I search the Internet and online resources to locate and retrieve curriculum-related information.	<input type="checkbox"/> I incorporate online courses, distance learning and/or video conferencing as instructional tools.
C. Use technology to collect and manage data related to teaching and learning.	<input type="checkbox"/> I use technology tools such as spreadsheets and databases to collect and manage data.	<input type="checkbox"/> I use data to assist in making sound educational decisions regarding classroom management.	<input type="checkbox"/> I use different applications to collect and manage data as an integral part of my classroom management.
D. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.	<input type="checkbox"/> I consistently look for opportunities to learn about new software applications and skills that expand my working knowledge of technology and promote best practices.	<input type="checkbox"/> I align new skills with curriculum strategies for integration and share ideas and resources with colleagues.	<input type="checkbox"/> I experiment with new concepts and pilot new practices, using technology for ongoing, embedded professional development.

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	Initial	Developing	Proficient
A. Understand, model and teach the legal and the ethical practices regarding information and educational technology.	<input type="checkbox"/> I demonstrate an understanding of legal and ethical issues by adhering to copyright laws and district acceptable use policies.	<input type="checkbox"/> I have integrated into lesson plans Netiquette, care and use of equipment, appropriateness of information and copyright/license agreements and regulations.	<input type="checkbox"/> I understand, model, and promote legal and ethical practices regarding information and educational technology to members of the learning community.
B. Model and teach safe, healthy practices of technology use.	<input type="checkbox"/> I am aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.	<input type="checkbox"/> I assure that my students are aware of concerns/issues related to ergonomics, equipment disposal, equipment set up and online safety.	<input type="checkbox"/> I advocate healthy and safe use of technology regarding ergonomics, equipment disposal, equipment set up and online safety.
C. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.	<input type="checkbox"/> I develop and promote different instructional approaches to the use of technology in order to support diverse learners.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.

Performance Indicators For Connecticut Teacher Technology Competencies Summary Page

I. Educational Technology Concepts and Operations – Awareness and Use			
A. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and instruction.	Initial	Developing	Proficient
B. Demonstrate an understanding of organizational issues related to the application of technology in education.			
C. Apply problem solving strategies to issues involving teaching and learning with technology.			
D. Demonstrate awareness of network capabilities and electronic communications.			
E. Demonstrate awareness of emerging technologies.			
Subtotal			
II. Creating Environments for Learning			
A. Create learning experiences that align with state content standards, student information and technology standards and best practices.	Initial	Developing	Proficient
B. Create new learning environments and develop new roles of teacher and learner.			
C. Manage the use of technology in the classroom for learning.			
D. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.			
E. Use technologies to support student centered learning strategies for all students.			
Subtotal			
III. Productivity and Professional Practice			
A. Use educational technology to communicate/ collaborate with students, parents, and teachers.	Initial	Developing	Proficient
B. Use online resources to communicate/collaborate with school community (students, parents & teachers) and global community.			
C. Use technology to collect and manage data related to teaching and learning.			
D. Identify, use and evaluate technology to support the learning process for all students through ongoing professional development.			
Subtotal			
IV. Social, Legal, Ethical and Human Issues			
A. Understand, model and teach the legal and the ethical practices regarding information and educational technology.	Initial	Developing	Proficient
B. Model and teach safe, healthy practices of technology use.			
C. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds.			
Subtotal			
TOTAL			