

# Appendix D: Computer Skills Assessment for Teachers

## Computer Skills Assessment for Teachers

*Adapted from digital literacy self-assessments developed by SABES Program Support PD Center and the Outreach and Technical Assistance Network (OTAN)*

This self-rating form is comprehensive and suitable for use in helping teachers determine their own technology competencies. You may want to use the items here as a guide to develop your own checklist that focuses on the skills required by the particular distance education program you are offering.

### Access to Technology

1. Do you have a device for teaching that you can use at your local agency, satellite locations, and/or home (if needed)?
2. Do you have access to high-speed internet at your local agency, satellite locations, and/or home (if needed)?
3. Do you have access to other technology needed for the distance education program (e.g., smartphone, tablet, software, applications)?

For each of these areas below, please indicate your skill level integrating these tools/skills into teaching activities and your interest in attending professional development on this topic using the scales

below:

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
1	I have no experience, or I do not feel comfortable with this tool/skill.	Not interested
2	I have used this before a few times, or I am somewhat comfortable with this tool/skill.	Somewhat interested
3	I use this skill/tool fairly regularly or I feel comfortable with this tool/skill.	Interested
4	I use this skill/tool regularly or I feel very comfortable with this tool/skill.	Very interested

## Basic Computer Operation

There are some basic skills and knowledge that both you and your students need to have in order to learn with technology, such as start-up steps, using the keyboard, printing, and troubleshooting simple problems.

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
--	---	--

Performing basic computer operations, such as managing files, using the toolbar, keyboarding, opening and closing programs, moving between programs, and printing

Fixing minor computer problems, such as the computer freezing, not printing, or no sound coming from the speakers

## Productivity Software

These tools allow people to perform various tasks, including creating written documents, graphs and spreadsheets, and presentations. Some popular productivity software includes MicrosoftOffice (Word, Excel, PowerPoint, Publisher) and Google Applications (Docs, Sheets, Slides).

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
Using a word processing program (e.g., MS Word, Google Docs) to create a variety of documents		
Using presentation software (e.g, PowerPoint, Google Slides) to create presentations		
Using a spreadsheet (e.g., Excel or Google Sheets) for personal use and to automate administrative tasks, such as keeping a gradebook, making a budget, or graphing survey results		
Locating, scanning, and manipulating graphics and saving them in a variety of formats		

## Instructional Software

These resources include a wide array of programs, ranging from

complete online curricula to those used for specific skill development, e.g., reading, writing, math, work skills, and ESOL.

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
<p>Evaluating and using a variety of content-specific instructional software programs for specific learning purposes</p> <p>Regularly tracking and supporting student progress online</p> <p>Developing and aligning individual learning plans for students with particular software and the goals of the student</p> <p>Using a learning management system or a digital homeroom where students can access and submit assignments</p> <p>Teaching online classes via webinars or video chats</p>		

## **Assistive Technology (AT)**

These tools include assistive, adaptive, and rehabilitative devices. AT promotes greater independence for people with disabilities by enabling them to perform tasks that they were formerly unable to or had great difficulty accomplishing.

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
<p>Creating learning resources that are accessible for learners with disabilities</p> <p>Making computers and other technology more accessible (e.g., making the cursor speed slower, increasing font size, or using text-to-speech software)</p> <p>Locating software, such as graphic organizers, and/or assistive devices, such as adaptive keyboards</p>		

## Using Online Resources

Many classes have access to and use the Internet on a regular basis because adult learners need the skills involved for further education, at their places of employment, and for daily life needs.

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
<p>Using online resources on a regular basis; moving easily between websites for purposes such as research and communication</p> <p>Evaluating the content of websites for validity and appropriateness</p> <p>Creating and maintaining a website for information and communication</p> <p>Saving and sharing documents, bookmarks, and other materials online</p>		

## **Communication Tools**

People today communicate using a variety of online technology tools. Some examples include email, shared online documents, blogs, and social networking sites.

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
<p>Setting up an email account and communicating via email, including attachments</p> <p>Creating or contributing to online discussions via a blog, wiki, discussion, board, podcast, instant messaging, or social media</p> <p>Joining and participating in an online (e.g., webinar, videoconference) meeting</p>		

## Video Technologies

These tools include video cameras and other digital media tools as well as video editing software. These tools can be used to create both teacher- and student-generated videos.

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
<p>Creating video using a smartphone, camera, or tablet</p> <p>Uploading/sharing video, for example via Vimeo or YouTube</p>		

## Professional Development

Keeping up with and integrating technology into classrooms requires continuous learning and exploring. There are many ways you can continue to learn, including doing research online, subscribing to email lists, using Twitter or other social networking sites, talking to colleagues, attending conferences, and even using this self-assessment tool.

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
Participating in professional development courses or workshops related to integrating technology into the curriculum Using listservs (email discussion lists), blogs, social media, online courses, and other web-based resources		

## Evaluating and Using New Technologies

One of the most challenging tasks you may face is simply keeping up with current technologies and choosing what is best to use in your classroom and program. Sometimes our students are way ahead of us!

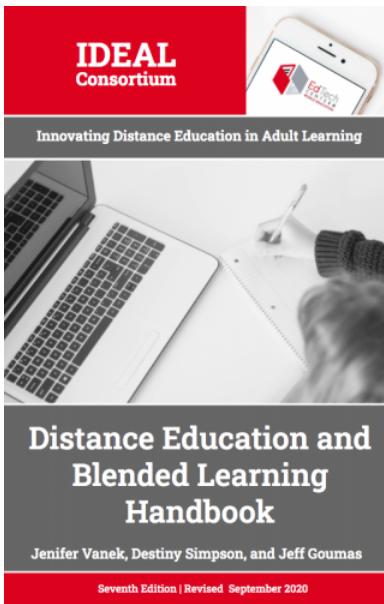


	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
<p>Having knowledge of and using technology tools to design and develop digital learning experiences and assessments</p> <p>Using features of a mobile device or phone such as text messaging, web access, and downloading and logging onto apps</p> <p>Selecting technology appropriate for tasks; understanding and applying examples of how subject matter and technology are integrated into the teaching/learning process to facilitate student achievement, creativity, and innovation</p>		

## Social and Legal Issues

The instructor serves as a role model when it comes to using technology. This includes knowing and obeying copyright, privacy, and other computer and Internet usage laws; modeling healthy habits while using computers; and thinking and talking about the role of technology in society.

	<b>My skill level integrating these tools/skills into learning activities</b>	<b>My interest in attending PD on this topic</b>
<p>Knowing about Internet safety, privacy, and security; digital footprint; and online reputation</p> <p>Knowing strategies and techniques regarding information literacy and impact on daily life</p>		



ETC (2020). *IDEAL Distance Education and Blended Learning Handbook*. EdTech Books.  
[https://edtechbooks.org/ideal\\_dl\\_handbook](https://edtechbooks.org/ideal_dl_handbook)



**CC BY-NC-SA:** This work is released under a CC BY-NC-SA license, which means that you are free to do with it as you please as long as you (1) properly attribute it, (2) do not use it for commercial gain, and (3) share any subsequent works under the same or a similar license.