

Handouts for

One Step Back, Two Steps Forward: What's Needed to Teach Teachers to Use Technology Effectively

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Material used from: D. Johnson, <i>The Indispensable Teacher's Guide to Computer Skills</i> , 2 nd edition. Linworth, 2002 (800-786-5017)	

CODE 77 Self-Evaluation Rubrics for Basic Teacher Computer Use (2002)

I. Basic computer operation (NETS I.A., I.B.)

Level 1 I do not use a computer.

Level 2 I know the basic operations of using a mouse, clicking, and working with windows. I can use the computer to open, run and close a few specific, preloaded programs. Computer use has little effect on how I work. I am somewhat anxious I might damage the machine or its programs.

Level 3 I can set-up my computer and peripheral devices, load software, print, and use most of the operating system tools like the clipboard, clock, note pad, find command, and trash can (recycling bin). I can format a data disk, connect to my school's network, and run programs that require a CD. I have a virus protection program that scans my files on a regular basis.

Level 4 I can run several programs simultaneously, and have multiple windows open at the same time. I can customize the look and sounds of my computer. I use techniques like shift-clicking to work with multiple files. I look for programs and techniques such as using virtual memory to maximize my computer system. I feel confident enough to teach others some basic operations.



II. File management (NETS I.A., I.B.)

Level 1 I do not save any documents I create using the computer.

Level 2 I save documents I've created but often have difficulty finding them. I do not store duplicates of my files on disks or servers for back-up purposes.

Level 3 I have a filing system for organizing my files, and can locate files quickly and reliably in folders and subfolders. I back-up my files to disk, file server, or Internet storage site on a regular basis. I use the district's networked file storage server when provided so I can access my files from any computer, including my home computer. I save my files with the appropriate extension (.txt, .jpg, .doc, .cwk, etc.) to facilitate cross-platform use.

Level 4 I regularly run a disk-optimizer on my hard drive, and use a back-up program to make copies of my files on a weekly basis. I have a system for archiving files which I do not need on a regular basis to conserve my computer's hard drive space.

III. Time management and organization (NETS V.C.)

IV. Word processing (NETS I.A., I.B. V.C.)V. Network and Internet use (NETS I.A., I.B., V.A., V.D.)

VI. Graphics and digital image use (NETS I.A., I.B. V.C., V.D.)

VII. Student Assessment (NETS IV. A.)

Level 1 I do not use the computer for student assessment.

Level 2 I understand that there are ways I can keep track of student progress using the computer. I keep some student produced materials on the computer, and write evaluations of student work and notes to parents with the word processor.

Level 3 I effectively use an electronic grade book to keep track of student data and/or I keep portfolios of student produced materials on the computer. I use the electronic data during parent/teacher conferences. I use the networked grading, attendance, report card/progress report, and discipline system provided by my district.

Level 4 I rely on the computer to keep track of outcomes and objectives individual students have mastered. I use that information in determining assignments, teaching strategies, and groupings.

VIII. Spreadsheet use (NETS I.A., I.B., V.C.)

IX. Database use (NETS I.A., I.B., V.C.)

X. Hypermedia/presentation software use (NETS I.A., I.B.)

XI. Ethical use understanding (NETS VI. A, D, F.)

Self-Evaluation Rubrics for Advanced Teacher Computer Use: Rubrics for Restructuring (2002)

I. Instructional software use (NETS III. A, III.D)

Level 1 I do not use instructional software as a part of my instructional program, nor am I aware of any titles that might help my students meet their learning goals.

Level 2 I use a few computer programs as an instructional supplement, as a reward, or with special needs children.

Level 3 I use several programs (drill and practice, simulations, tutorials, etc.) chosen by my department or grade level to help all my students meet specific, identified learning objectives. The software allows me teach and/or reinforce concepts more effectively than traditional methods. When it is available, I use the software's management system to help assess individual student performance. I use the school's integrated learning system in a purposeful way and help assess its overall effectiveness.

Level 4 I seek out new programs for evaluation and adoption. I know sources of software reviews and keep current on developments in computer technologies through professional reading and conference attendance. I share my findings with other professionals.

II. Using technology to improve student writing (NETS II.B.)

Level 1 I am not familiar any technologies that would allow me to help my students improve their writing skills.

Level 2 I ask that the final draft of some student writing assignments be word-processed. I do not expect or encourage my students to compose or edit using the computer.

Level 3 I help students use the computer in all phases of the writing process from brainstorming to editing to publishing. This may included the use of idea generators, graphic organizers, portable writing computers, outlining tools, spelling and grammar checkers, desktop publishing tools, and webpage generators. I use technology to help students share their work for a wide reading audience. I can find and use best practices data on improving writing with technology.

Level 4 I store portfolios of my students' work electronically. I share successful units with others through print and electronic publishing and through conference presentations and workshops. I look for specific technology tools for helping my students improve their writing skills.

III. Information literacy skills using secondary sources (NETS III.A, II.C.)

IV. Information literacy skills - primary sources (NETS III.A, II.C.)

V. Modification of instructional delivery (NETS II.A., III.D)

VI. Assessment of student performance (NETS IV.A, IV.B, IV.C)

VII. Individualization of instruction and educational program (NETS III.B., V.B., VI.B.)

VIII. Fostering home-school communications (NETS V.D.)

IX. Assistive and adaptive technologies (NETS V.B., VI.C., VI.E)

X. Professional growth and communication (NETS V.A., V.B, V.D)

XI. Research and evaluation of technology use (NETS IV.B., V.B)