

# *Literacy with ICT Across the Curriculum*

## Self-Assessment of Pedagogy of Literacy with ICT



Name: \_\_\_\_\_ Grade level(s): \_\_\_\_\_

School: \_\_\_\_\_ Subject area(s): \_\_\_\_\_

Division: \_\_\_\_\_

# classroom computers: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

This self-assessment will help you and your ICT Literacy mentor to develop an individual plan to meet your professional learning needs related to ICT Pedagogy, and will also help you to determine areas in which you might continue to learn and practice in a self-directed manner. Please judge your competency level in each of the following ICT Pedagogy areas by checking the box that best describes your current skill level. (Be honest, but be kind!)

Level	Beginning	Developing	Accomplished	Exemplary
ICT Pedagogy				
<b>I.</b> <b>Infusing the continuum for Literacy with ICT Across the Curriculum</b>	<input type="checkbox"/> I am not yet familiar with the continuum for <i>Literacy with ICT Across the Curriculum</i> .	<input type="checkbox"/> I am experimenting with some learning experiences that infuse ICT and am developing student profiles on the continuum, of some of my students.	<input type="checkbox"/> I am using the continuum for <i>Literacy with ICT</i> to assess and report on the critical and creative thinking and ethical and responsible use of ICT by all of my students.	<input type="checkbox"/> I mentor other teachers and model the use of the continuum for <i>Literacy with ICT Across the Curriculum</i> .
<b>II.</b> <b>Using ICT to improve student writing</b>	<input type="checkbox"/> I am not aware of how technology might allow me to help my students improve their writing skills.	<input type="checkbox"/> I encourage my students to use concept mapping to activate their prior knowledge as they write. I expect my students to compose or edit using the computer.	<input type="checkbox"/> I help my students use technology in all phases of the writing process from brainstorming and outlining to writing and editing. This may include concept mapping software, spelling and grammar checkers, electronic dictionary and thesaurus, and desktop publishing tools.	<input type="checkbox"/> I use technology to help students share their writing with a wider reading audience. I look for specific technology tools to help my students improve their writing skills.
<b>III.</b> <b>Teaching multiple literacies through Inquiry, using secondary sources</b>	<input type="checkbox"/> I am not familiar with the term inquiry, and I am not sure how to conduct inquiry in my classroom.	<input type="checkbox"/> I use a guided teacher-led inquiry approach in my classroom for problem solving in math, scientific inquiry, and research.	<input type="checkbox"/> I design inquiry across all curricular areas so that my students follow the stages of inquiry in the LwICT continuum. I foster critical and creative thinking in my students through Inquiry-based learning.	<input type="checkbox"/> My students are involved in choosing their inquiry questions and in designing their inquiry process. I am aware of the emotions associated with the various stages of inquiry and I have strategies to help students overcome these challenges.

Level	Beginning	Developing	Accomplished	Exemplary
<b>IV. Teaching multiple literacies through <i>Inquiry</i>, using primary sources</b>	<input type="checkbox"/> When my students engage in inquiry, they generally use secondary resources such as books, magazines, or reference materials.	<input type="checkbox"/> When my students engage in inquiry I require them to use ICT to collect original primary data and artefacts.	<input type="checkbox"/> I expect my students to participate in inquiry that requires the collection of original data using ICT to answer a real-world question. For example, they use a variety of tools to gather data, such as online surveys, interviews, digital cameras, digitized sources of historical records, computerized probes and sensors, or GPS devices.	<input type="checkbox"/> I am actively involved in curriculum implementation teams in my school or division and advocate for and use interdisciplinary units and learning experiences that require authentic inquiry and the use of ICT to collect primary data.
<b>V. Differentiating instruction</b>	<input type="checkbox"/> I rely on a few effective methods of delivering content to my students. I do not need to include ICT resources that require me to change my instructional methodology.	<input type="checkbox"/> I primarily use teacher-directed, whole group instruction. I occasionally give my students a choice of assignments. I am experimenting with learning experiences that have an ICT component.	<input type="checkbox"/> I design learning experiences and approaches that best fit curricular learning outcomes, student learning styles and needs, and the ICT available to me. I use small groups, working collaboratively in learning centres, to take advantage of student-to-equipment ratios of greater than one-to-one.	<input type="checkbox"/> I continually try new approaches suggested by research or observation to discover the most effective means of using ICT to engage my students and help them learn and demonstrate their learning.
<b>VI. Assessing student achievement</b>	<input type="checkbox"/> I assess my students using primarily traditional written tests at the end of each topic in the scope and sequence of the curriculum (Assessment OF Learning).	<input type="checkbox"/> I gather evidence of student learning over time using tools such as checklists (Assessment FOR Learning) to inform my instruction. I collect print copies of electronic work to demonstrate student achievement in student portfolios and parent conferences.	<input type="checkbox"/> I use a wide range of assessment strategies to evaluate student products and performances. My students and I create assessment tools such as rubrics that help students assess themselves and their peers. My students are involved in setting goals, establishing criteria, giving and getting descriptive feedback, and reflecting on how their work meets the criteria. I ask students to keep both a physical and electronic portfolio of their progress.	<input type="checkbox"/> I have developed strategies to assess both interdisciplinary work and collaborative work. I continuously try new strategies suggested by research or observation to discover the most effective means of using technology to help assess student learning.
<b>VII. Respecting copyright</b>	<input type="checkbox"/> I am not aware of how copyright applies to Information and Communication Technologies (ICT), for example, I copy images from the web for 'educational' purposes.	<input type="checkbox"/> I acknowledge that I need to seek permission in order to use text, images, and video created by other people.	<input type="checkbox"/> I only use text, images, and video for which I have obtained permission and for which I cite my source.	<input type="checkbox"/> I model ethical use of ICT and teach my students to respect the intellectual property rights of others and how to properly cite Internet sources.

Level	Beginning	Developing	Accomplished	Exemplary
ICT Pedagogy				
<b>VIII. Developing digital citizenship</b>	<input type="checkbox"/> I do not yet discuss with my students, digital citizenship issues such as online safety, cyber-bullying, and the ethical and responsible use of ICT.	<input type="checkbox"/> I have used resources such as <i>Internet 101</i> , <i>Air Dogs</i> , <i>Mirror Image</i> , and <i>Missing</i> to begin conversations with my students about online safety, cyber-bullying, and the ethical and responsible use of ICT.	<input type="checkbox"/> I share information with my students and their parents to discuss digital citizenship strategies at school and at home.	<input type="checkbox"/> I lead workshops with other teachers/students in my school about digital citizenship issues.
<b>XI. Encouraging student collaboration with ICT</b>	<input type="checkbox"/> I do not use ICT to support student collaboration within my classroom.	<input type="checkbox"/> I have my students use ICT to collaborate with each other within our classroom.	<input type="checkbox"/> I have my students use ICT to collaborate on projects with students from other classes within our school.	<input type="checkbox"/> I have my students use ICT to collaborate with students from around the world.
<b>X. Using ICT for professional research and communication</b>	<input type="checkbox"/> I do not use ICT for professional research or communication.	<input type="checkbox"/> I use online tools to find learning experiences, learning resources, and promising practices for my classroom. I correspond electronically with other educators.	<input type="checkbox"/> I access specialized databases such as ERIC, CBCA, and EBSCO to research educational topics. I read educational blogs and online journals.	<input type="checkbox"/> I participate in electronic discussion groups or chat rooms related to my area of expertise. I organize professional learning opportunities for other teachers and feel comfortable mentoring colleagues how to use technology to support student learning.
<b>XI. Engaging in online professional learning</b>	<input type="checkbox"/> I am aware that professional learning is available online.	<input type="checkbox"/> I have participated in online professional learning but it did not involve online discussions.	<input type="checkbox"/> I have taken at least one online professional learning course in which I engaged in online discussions.	<input type="checkbox"/> I engage in a variety of online professional learning experiences in addition to online courses, including web casts, online conferences, and blogs.
<b>XII. Setting up my classroom</b>	<input type="checkbox"/> There are no computers in my classroom. Most of my use of technology with students is scheduled in a computer lab.	<input type="checkbox"/> I have at least one computer in my classroom but it is not connected to the Internet.	<input type="checkbox"/> I create learning centres that often include ICT. At least one of my classroom computers is connected to the Internet.	<input type="checkbox"/> My classroom is set up with learning centres for both collaborative and independent learning. My students use classroom computers throughout the day whenever they need to do Internet research or create an electronic product.

\*Adapted from Rubrics to Guide Professional Technology Development by Doug Johnson, Learning and Leading with Technology, Volume 28 Number 4, December/January 2000-2001