Interdisciplinary Middle Years Multimedia (IMYM) Model
Self-Assessment of Pedagogical Skill in
Integrating Information and Communication Technology (ICT) with Curriculum and Classroom Practice*

This self-assessment will help you and your technology mentor to develop an individual professional growth plan to increase your pedagogical skill in integrating ICT with your classroom practice. It 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 areas by checking the box that best describes your current skill level. (Be honest, but be kind!)

Level / Pedagogy Skill	Beginning	Developing	Accomplished	Exemplary
I. **Using** **Educational Software**	☐ I do not use educational software, such as drill and practice, simulations, and tutorials as part of my instruction. However, I am aware of some titles that may help my students meet their learning goals.	☐ I use some educational software as an instructional supplement, or for children with special needs.	☐ I use educational software that has been evaluated as a learning resource to match outcomes in Manitoba Foundation for Implementation documents. I use these resources to provide experiences otherwise unavailable to my students and to address diverse learning styles.	☐ I seek out new educational software for evaluation and adoption. I access sources of software reviews and keep current on developments in educational technologies through professional reading and conference attendance. I share my findings with my colleagues.
II. **Using** **information and communication technology to improve student writing**	☐ I do not use any technologies that would allow me to help my students improve their writing skills. However, I ask that the final draft of some student writing assignments be word processed.	☐ 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. I ask that the final draft of most student writing assignments be word processed.	☐ 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, desktop publishing tools, and the use of hand held devices and portable computers.	☐ I store collections of my students' writing electronically. I use technology to help students share their writing with a wide reading audience. I look for specific technology tools to help my students improve their writing skills. I share successful strategies with colleagues through print and electronic publishing and through conference presentations and workshops.

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III. Teaching information literacy skills using resource-based learning	☐ I am not familiar with the term information literacy, and I am not sure why such skills are important.	☐ As a part of my instructional strategies, I have students engage in resource-based learning projects where information literacy skills are developed. My students use and cite electronic resources in the resource-based learning process.	☐ I collaborate with a teacher-librarian or with other classroom teachers to teach information literacy skills. I design resource-based learning projects so that students ask essential questions, use higher-level thinking skills, use and cite electronic information sources, use computer productivity software, and are authentically assessed.	☐ I am actively involved in curriculum implementation teams in my school or division and advocate for and use interdisciplinary units, web quests, and learning experiences that develop information literacy skills and resource-based learning. I share successful units with colleagues through print and electronic publishing and through conference presentations and workshops.
IV. Teaching information literacy skills using primary sources	☐ When asking students to do research, I expect them to only use secondary resources such as books, magazines, or reference materials.	☐ As part of my instructional strategies I include student projects that require the collection and use of original data and information. I generally can predict the outcome of such experiments or surveys.	☐ I expect my students to participate in information literacy projects that require the collection of original data to answer a real-world question. 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. I teach my students to use electronic tools such as tables, spreadsheets, or databases to record, organize, analyze and communicate the results.	☐ 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 information literacy skills and the use of primary sources of data. I share successful strategies with other teachers through print, electronic publishing, conference presentations, and workshops.
V. Differentiated Instruction	☐ I rely on a few effective methods of delivering content to my students. I do not use technology that requires that I change my instructional methodology.	☐ I have tried learning experiences that have a technology component, however, I primarily use teacher-directed, whole group instruction. I occasionally give my students a choice of assignments.	☐ I use a variety of instructional delivery methods and student grouping strategies routinely throughout the year. I design learning experiences and approaches that best fit curricular learning outcomes, student learning styles and needs, and the technology 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.	☐ I continually try new approaches suggested by research or observation to discover the most effective means of using technology to engage my students and meet curricular outcomes. I work with a team of like-minded teachers either face-to-face or online to create, modify, and improve my practices in instructional delivery.

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VI. **Assessing student performance**	☐ I assess my students using primarily summative and objective written tests. I assess some student performances or products using formative and subjective criteria. I am aware that ICT can be used to assess student achievement.	☐ I gather evidence of student learning and collect print copies of electronic work (such as word-processed documents, graphics, and presentations) to demonstrate student achievement in student portfolios and parent conferences.	☐ I use a wide range of assessment strategies to evaluate student products and performances. I create assessment tools such as checklists and rubrics that help students assess themselves and their peers and allow me to objectively determine the quality of student work. I ask students to keep both a physical and electronic portfolio of their achievements. I have a computerized means of aggregating performance data for my class that I use to modify my instructional strategies.	☐ 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. I work with a team of like-minded teachers, in person or virtually, to create, modify, and improve my assessment practices.
VII. **Using technology for professional research and communication**	☐ I do not use information and communication technologies for professional research or communication.	☐ I use online tools to find learning experiences, learning resources, and promising practices for my classroom. I correspond electronically with other educators.	☐ I access specialized databases such as ERIC, CBCA, and EBSCO to research educational topics. I read electronic newsletters and journals.	☐ I participate in electronic discussion groups or chat rooms related to my area of expertise. I use electronic tools when giving workshops or speaking at conferences. I organize professional learning opportunities for other teachers and feel comfortable teaching colleagues how to use technology to enhance instruction.
VIII. **Researching and reflecting on the use of technology in education**	☐ I am uncertain whether the use of information and communication technology would make a difference in my students' learning or in classroom climate.	☐ I gather, and share with colleagues, anecdotal information and observations about how students use technology to learn in my classroom.	☐ I analyze and self-reflect on how the technology and methodology I use affects my students' learning and the climate of my classroom. I use the results of others' research on ICT integration to inform my own classroom practice.	☐ I have designed action research as part of my own professional learning. I report electronically, in person, and in print, the findings of my research, to other professionals.

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IX. Engaging in online professional learning	☐ I am aware that professional learning is available online.	☐ I have participated in online professional learning but it did not involve online discussions and posting of student samples.	☐ I have taken at least one online professional learning course in which I engaged in online discussions. I shared online samples of my work and/or digital photos of my classroom with the other teachers in my online learning community.	☐ I engage in a variety of online professional learning experiences in addition to online courses, including web casts, online conferences, and web logs.
X. Setting up my classroom	☐ My classroom is set up primarily for independent learning. There are no computers in my classroom. Most of my use of technology with students is scheduled in a computer lab.	☐ My classroom is set up to accommodate occasional collaborative learning. I have at least one computer in my classroom but it is not connected to the Internet.	☐ My classroom is often set up to accommodate collaborative learning. I create learning centres that often have computers or other technology in them. At least one classroom computer is connected to the Internet.	☐ 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.

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Name: _____

School: _____

Division: _____

Phone: _____

Grade level(s): _____

Subject area(s): _____

 # classroom computers: _____

Email: _____