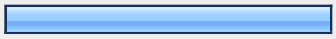
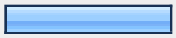
Clifford School: Self Assessment of Pedagogy with ICT

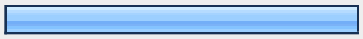
1. Please indicate your teaching level.

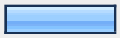
	Response Percent	Response Count
Early Years K - 4	12.5%	3
Middle Years 5 - 8	20.8%	5
Senior Years 9 - 12	**66.7%**	**16**
Administration	0.0%	0
answered question		**24**
skipped question		**0**

2. Infusing the continuum for Literacy with ICT Across the Curriculum

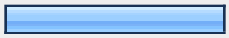
	Response Percent	Response Count
I am not yet familiar with the continuum for Literacy with ICT Across the Curriculum.	37.5%	9
I am experimenting with some learning experiences that infuse ICT and am developing student profiles on the continuum, of some of my students.	**54.2%**	**13**
I am using the continuum for Literacy with ICT to assess and report on the critical and creative thinking and ethical and responsible use of ICT by all of my students.	4.2%	1
I mentor other teachers and model the use of the continuum for Literacy with ICT Across the Curriculum.	4.2%	1
answered question		**24**
skipped question		**0**

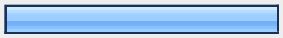
3. Using ICT to improve student writing			
		Response Percent	Response Count
I am not aware of how technology might allow me to help my students improve their writing skills.		20.8%	5
I encourage my students to use concept mapping to activate their prior knowledge as they write. I expect my students to compose or edit using the computer.		**50.0%**	**12**
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.		25.0%	6
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.		4.2%	1
	answered question		**24**
	skipped question		**0**

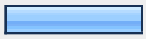
4. Teaching multiple literacies through Inquiry, using secondary sources.			
		Response Percent	Response Count
I am not familiar with the term inquiry, and I am not sure how to conduct inquiry in my classroom.		8.3%	2
I use a guided teacher-led inquiry approach in my classroom for problem solving in math, scientific inquiry, and research.		**54.2%**	**13**
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.		29.2%	7
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.		8.3%	2
		answered question	**24**
		skipped question	**0**

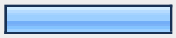
5. Teaching multiple literacies through Inquiry, using primary sources			
		Response Percent	Response Count
When my students engage in inquiry, they generally use secondary resources such as books, magazines, or reference materials.		25.0%	6
When my students engage in inquiry I require them to use ICT to collect original primary data and artifacts.		**50.0%**	**12**
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.		16.7%	4
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.		8.3%	2
	answered question		**24**
	skipped question		**0**

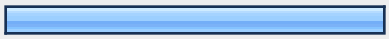
6. Differentiating instruction		Response Percent	Response Count
I rely on a few effective methods of delivering content to my students. I do not need to include ICT resources that require me to change my instructional methodology.		0.0%	0
I primarily use teacher-directed, whole group instruction. I occasionally give my students a choice of assignments. I am experimenting with learning experiences that have an ICT component.		41.7%	10
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.		**45.8%**	**11**
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.		12.5%	3
	answered question		**24**
	skipped question		**0**

7. Assessing student achievement			
		Response Percent	Response Count
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).		16.7%	4
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.		**37.5%**	**9**
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.		33.3%	8
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.		12.5%	3
		answered question	**24**
		skipped question	**0**

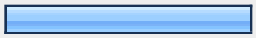
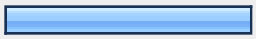
8. Respecting copyright			
		Response Percent	Response Count
I am not aware of how copyright applies to Information and Communication Technologies (ICT), for example, I copy images from the web for ‘educational’ purposes.		20.8%	5
I acknowledge that I need to seek permission in order to use text, images, and video created by other people.		**41.7%**	**10**
I only use text, images, and video for which I have obtained permission and for which I cite my source.		8.3%	2
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.		29.2%	7
		answered question	**24**
		skipped question	**0**

9. Developing digital citizenship			
		Response Percent	**Response Count**
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.		**70.8%**	**17**
I have used resources such as Internet 101, Air Dogs, Mirror Image, and Missing to begin conversations with my students about online safety, cyber-bullying, and the ethical and responsible use of ICT.		20.8%	5
I share information with my students and their parents to discuss digital citizenship strategies at school and at home.		4.2%	1
I lead workshops with other teachers/students in my school about digital citizenship issues.		4.2%	1
	answered question		**24**
	skipped question		**0**

10. Encouraging student collaboration with ICT		Response Percent	Response Count
I do not use ICT to support student collaboration within my classroom.		**50.0%**	**12**
I have my students use ICT to collaborate with each other within our classroom.		25.0%	6
I have my students use ICT to collaborate on projects with students from other classes within our school.		20.8%	5
I have my students use ICT to collaborate with students from around the world.		4.2%	1
	answered question		**24**
	skipped question		**0**

11. Using ICT for professional research and communication			
		Response Percent	Response Count
I do not use ICT for professional research or communication.		12.5%	3
I use online tools to find learning experiences, learning resources, and promising practices for my classroom. I correspond electronically with other educators.		**58.3%**	**14**
I access specialized databases such as ERIC, CBCA, and EBSCO to research educational topics. I read educational blogs and online journals.		25.0%	6
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.		4.2%	1
		answered question	**24**
		skipped question	**0**

12. Engaging in online professional learning		Response Percent	Response Count
I am aware that professional learning is available online.		**50.0%**	**12**
I have participated in online professional learning but it did not involve online discussions.		29.2%	7
I have taken at least one online professional learning course in which I engaged in online discussions.		12.5%	3
I engage in a variety of online professional learning experiences in addition to online courses, including web casts, online conferences, and blogs.		8.3%	2
	answered question		**24**
	skipped question		**0**

13. Setting up my classroom		Response Percent	Response Count
There are no computers in my classroom. Most of my use of technology with students is scheduled in a computer lab.		**37.5%**	**9**
I have at least one computer in my classroom but it is not connected to the Internet.		12.5%	3
I create learning centres that often include ICT. At least one of my classroom computers is connected to the Internet.		**37.5%**	**9**
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.		12.5%	3
	answered question		**24**
	skipped question		**0**