A set of rubrics developed by the Mankato Public Schools (Minnesota USA) and developed by the library media specialists and teachers of the Bellingham School District (Washington USA) provides a set of skills in checklist form. A derivation for administrators has also been made available.

Appendix 2: Mankato Skills Framework

Self-evaluation rubrics staff use of technology revision 9-98

Staff Use of Technology

Please judge your level of achievement in each of the following competencies. Circle the number which best reflects your current level of skill attainment. (Be honest, but be kind.) This tool is designed to help understand your current level of skills with computer technologies and to plan for professional development.

1. Basic computer operation
   Level 1  I do not use a computer.
   Level 2  I use the computer to run a few specific, pre-loaded programs.
   Level 3  I run two programs simultaneously, and have several windows open at the same time.
   Level 4  I trouble-shoot successfully when basic problems with my computer or printer occur. I learn new programs on my own. I teach others basic operations to my students

2. File management
   Level 1  I do not save any documents I create using the computer.
   Level 2  I select, open and save documents on different drives.
   Level 3  I create my own folders to keep my files organized and understand the importance of a back-up system.
   Level 4  I move files between folders and drives, and I maintain my network storage size within acceptable limits. I teach students how to save and organize their files.

3. Word processing
   Level 1  I do not use a word processing program.
   Level 2  I occasionally use a word processing program for simple documents. I generally find it easier to hand write most written work I do.
   Level 3  I use a word processing program for nearly all my written professional work: memos, tests, worksheets, and home communication. I edit, spell check, and change the format of a document.
   Level 4  I teach students to use word processing programs for their written communication.

4. Spreadsheet use
   Level 1  I do not use a spreadsheet.
   Level 2  I understand the use of a spreadsheet and can navigate within one. I create simple spreadsheets and charts.
   Level 3  I use spreadsheets for a variety of record-keeping tasks. I use labels, formulas, cell references and formatting tools in my spreadsheets. I choose charts which best represent my data.
   Level 4  I teach students to use spreadsheets to improve their own data-keeping and analysis skills.

5. Database use
   Level 1  I do not use a database.
   Level 2  I understand the use of a database and locate information from a pre-made database such as Library Search.
   Level 3  I create my own databases. I define the fields and choose a layout to organize information I have gathered. I use my database to answer questions about my information.
   Level 4  I teach students to create and use databases to organize and analyze data.

6. Graphics use
   Level 1  I do not use graphics in my word-processing or presentations.
   Level 2  I open, create, and place simple pictures into documents using drawing programs or clipart.
   Level 3  I edit and create graphics, placing them into documents in order to help clarify or amplify my message.
   Level 4  I promote student interpretation
and display of visual data using a variety of tools and programs.

7. Internet use
Level 1 I do not use the Internet.
Level 2 I access school and district websites to find information. I follow links from these sites to various Internet resources.
Level 3 I use lists of Internet resources and make profitable use of Web search engines to explore educational resources.
Level 4 I contribute to my school or district Web sites. I teach students how to effectively use the resources available on the Internet.

8. Telecommunications use (e-mail)
Level 1 I have an e-mail account but I rarely use it.
Level 2 I send messages using e-mail - mostly to district colleagues, friends, and family. I check my e-mail account on a regular basis and maintain my mail folders in an organized manner.
Level 3 I incorporate e-mail use into classroom activities. I use e-mail to access information from outside sources.
Level 4 I involve my students in using e-mail to communicate with other students and various kinds of experts from other states and nations.

9. Ethical use understanding
Level 1 I am not aware of any ethical issues surrounding computer use.
Level 2 I know that some copyright restrictions apply to computer software.
Level 3 I understand district rules concerning student and adult use of e-mail and Internet. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials.
Level 4 I model ethical usage of all software and let my students know my personal stand on this issue.

10. Information searching
Level 1 I am unlikely to seek information when it is in electronic formats.
Level 2 I conduct simple searches with the electronic encyclopedia and library software for major topics.
Level 3 I have learned how to use a variety of search strategies on several information programs, including the use of Boolean (and, or, not) searches to help target the search.
Level 4 I have incorporated logical search strategies into my work with students, showing them the power of such searches with various electronic sources to locate information which relates to their questions.

11. Video production
Level 1 I do not use a video camera.
Level 2 I create original video tapes for home or school projects.
Level 3 I create original video tapes using editing equipment.
Level 4 I use computer programs to edit video tape presentations and I teach my students to create and edit video tapes.

12. Presentation skills
Level 1 I do not use computer presentation programs.
Level 2 I present my information to classes or groups in a single application program such as a word processor, a spreadsheet, or a publishing program.
Level 3 I present my information and teach my class using presentation programs such as Powerpoint or SuperLink, incorporating various multimedia elements such as sound, video clips, and graphics.
Level 4 I frequently model and teach my students how to use presentation software. I facilitate my students; use of a variety of applications to persuasively present their research concerning a problem or area of focus in their learning.

13. Technology integration
Level 1 I do not blend the use of computer-based technologies into my classroom learning activities.
Level 2 I understand the district technology plan supports integration of technology into classroom activities, but I am still learning about what strategies will work and how to do it. I accept student work produced electronically.
Level 3 From time to time, I encourage my students to employ computer-based technologies to support the communicating, data analysis and problem solving outlined in the district technology plan.
Level 4 I frequently model and teach my students to employ computer-based technologies for communication, data analysis, and problem-solving as outlined in the district technology plan.

The Mankato Skills Rubric provides a 4-level indicator-based framework for a particular set of IT competencies. The 13 skill areas appear somewhat arbitrary, and may not sit well with all educators. For example, there is no explicit reference to interpreting the use of IT in terms of current educational theory (other than by reference to classroom practice), and for some reason video camera use and video editing are given as areas of their own, at the same level as technology integration. There is little reference to professional use outside of the classroom and the Internet is seen primarily as an information source, which may not always be the best model. The use of a self-evaluation model suggests that this is a voluntary skills framework, with the emphasis being placed on the professionalism of teachers as the motivating force.

"...an effective computing program goes beyond the purchase of hardware..."