

Name _____ Grade or Subject _____ Building _____

For each application, indicate your comfort level. Mark X in the box if you have completed this level. Circle the skill level if you have been exposed to this skill, but would like additional training.

	Level 1	Level 2	Level 3	Level 4	Level 5
Word Processing	<input type="checkbox"/> Change font, style, etc., use spell checker, add clip art	<input type="checkbox"/> Use draw tools, cut, copy, paste within and between documents	<input type="checkbox"/> Desktop publishing, create newsletters with columns <input type="checkbox"/> Create tables, mail merge, create templates and forms	<input type="checkbox"/> Create worksheets that include links to websites	<input type="checkbox"/> Students use for notetaking from websites
Graphic organizers		<input type="checkbox"/> Customize an existing graphic organizer using Inspiration/Kidspiration/word processing program	<input type="checkbox"/> Add custom graphics from the web or another program, add web links, create an original graphic organizer for students to complete	<input type="checkbox"/> Use a graphic organizer for brainstorming as part of whole group or small group instruction	<input type="checkbox"/> Students create graphic organizer to plan a project, organize research, analyze information; develop rubric for assessment
Spreadsheet		<input type="checkbox"/> Enter info in a prepared spreadsheet, create reports with formulas	<input type="checkbox"/> Create charts and graphs	<input type="checkbox"/> Create a spreadsheet with formulas to support instruction, students enter and sort data	<input type="checkbox"/> Students add to prepared spreadsheet or create original, analyze data, create charts and graphs, write summary of findings
Multimedia		<input type="checkbox"/> Design a simple 6-10 slide presentation with transitions	<input type="checkbox"/> Design a presentation for use in whole group instruction with large display	<input type="checkbox"/> Create a branching tutorial for remediation or enrichment	<input type="checkbox"/> Students design a presentation to present research findings, include storyboards and a rubric for assessment
Internet	<input type="checkbox"/> Access professional resources, send and receive e-mail	<input type="checkbox"/> Use multiple search engines, download text and graphics	<input type="checkbox"/> Participate in an online project to support curricular objectives	<input type="checkbox"/> Include bookmarked curriculum related sites as part of directed instruction	<input type="checkbox"/> Create a web page for instruction

PENN LITERACY NETWORK SEMINAR
Research, Non-fiction Reading and Writing, and Technology

NEEDS ASSESSMENT PLN 6
Website: <http://www.gse.upenn.edu/pln>
Office 215-898-1984 Fax: 215-573-9593

Name: _____ Grade level/Job: _____ Facilitator(s): _____
(If necessary, use the other side of the paper to answer these questions).

1. What grade(s) do you teach? What position do you hold in the school?

2. How do you currently use technology in your school setting? What is working well? What can students do successfully as learners in your lessons that integrate technology?

3. How many computers do you have in your classroom? _____

4. What types of courses or workshops have you attending on reading, writing, or technology? What was most valuable about these training sessions?

5. What do you hope to learn as a participant in the PLN technology seminar? What questions/needs do you and your students have in the area of technology that you hope this seminar will address?

6. What are the strengths of your current reading/writing/research program?

7. What can students do successfully in your reading/writing/research program?

8. What questions/concerns do you hope the seminar will address in the areas of reading/writing/research related to your own students' learning needs?

9. Have you participated in any other PLN programs (seminars, mentoring, etc.)? If so, please list – include where and when: