Digital Literacy Competencies for Educators Self-Assessment 

## Instructions

This document is intended to be used with the [Digital Literacy Competencies for Adult Educators](https://www.education.pa.gov/Documents/Postsecondary-Adult/Adult%20Basic%20and%20Family%20Literacy%20Education/AdminDocs/Digital%20Literacy%20Teacher%20Competencies.pdf). As you work through the self-assessment, you can use this document to consider the example skills and sample illustrations for each of the competencies and indicators if you need help determining your level.

To complete this form, please do the following:

* Review each competency and performance indicator and record your level for each indicator.
* Enter any job-related activities that you do that could serve as evidence of your level for each performance indicator.
* Identify one or two indicators to focus on for improvement. (You may choose more, but it is recommended to identify no more than three.)
* Consider what resources are available to help you; consider courses and technical assistance through the Professional Development System, helpful websites, colleagues, and other resources. You may want to discuss this with your agency digital literacy specialist or IHPDS.
* If you need assistance with this self-assessment, please contact your agency’s digital literacy specialist.

# 1. Instructor Competency

The educator uses digital tools to enhance andragogical practices. Using a student-centered approach, they design learning opportunities, facilitate independent and group work, and assess learner progress. Educators focus on information related to the classroom, with competencies focused on designing technology-enriched learning experiences, facilitating student-centered learning, and assessing student performance.

| **Performance Indicator** | **Level Descriptions** | **Your Level** | **Your Evidence (example skills)** |
| --- | --- | --- | --- |
| **1.1: Designer:** The educator designs technology-enriched learning experiences that recognize and accommodate learner variability. | **Level 1:** The educator designs learning activities using digital tools and resources to maximize active, deep learning and accommodates learner differences, seeking assistance as needed.  **Level 2:** The educator designs authentic learning activities using digital tools and resources to maximize active, deep learning that also accommodates learner differences, and applies known skills to similar technology, seeking assistance as needed.  **Level 3:** The educator evaluates the use of technology and designs/redesigns authentic learning activities, potentially using unfamiliar digital tools and resources, to maximize active, deep learning and accommodate learner differences. | Level 1 |  |
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| **1.2: Facilitator:** The educator facilitates student-centered learning by providing learners with the required digital tools and knowledge needed to work independently and in groups to solve problems or answer questions. | **Level 1:** The educator uses familiar digital tools and the help of peers to create opportunities for students to work independently or in groups to solve problems or answer questions.  **Level 2:** The educator integrates new technology learned independently or in a professional setting to expand their students' opportunities to work independently or in groups to solve problems or answer questions.  **Level 3:** The educator evaluates and improves upon their own and peers' practice in enabling students to work independently or in groups to solve problems or answer questions in a technology-rich environment. | Level 1 |  |
| **1.3: Assessor:** The educator makes use of digital tools to implement formative and summative assessments and uses the results to guide instruction at the individual, group, and class level. | **Level 1:** The educator uses digital tools to deliver formative and summative assessments and access reports with the goal of adjusting instruction based on student performance.  **Level 2:** The educator chooses and modifies existing digital assessments to meet student needs and goals, delivers standardized tests digitally or online, and runs and creates reports as needed.  **Level 3:** The educator strategically uses a variety of digital formative assessments to meet student needs and goals, creating and adapting reports as needed, and is a program expert on administering one or more standardized tests digitally in person or online. | Level 1 |  |

# 2. Digital Citizen Competency

The educator models good digital citizenship in the classroom by using digital tools inclusively and safeguarding students' personal information. They advocate for students to ensure they have access to the digital tools and materials that will help them meet their goals. Interactions with the students move outside the classroom, focusing on responsible use and sharing of student information, in addition to creating equitable learning experiences and increased student access.

| **Performance Indicator** | **Level Descriptions** | **Your Level** | **Your Evidence (example skills)** |
| --- | --- | --- | --- |
| **2.1. Responsible information use and sharing:** The educator follows guidelines for safe, ethical, and legal use and sharing of information and models good digital citizenship when planning and sharing lessons and activities. | **Level 1:** The educator protects student privacy, obeys copyright law, and follows program, grant, and legal guidelines for responsible digital information storage and sharing.  **Level 2:** The educator makes use of open and/or sharable digital resources and materials when planning lessons and models responsible sharing online.  **Level 3:** The educator shares lessons and teaching ideas digitally with other instructors. | Level 1 |  |
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| **2.2. Student Access:** The educator recognizes and works to mitigate barriers that students may face when attempting to access and use learning materials and uses digital tools to increase students' access to class content. | **Level 1:** The educator uses digital tools to deliver or supplement instruction in compliance with program and grant guidelines and can identify students who struggle to access or use these digital learning materials and refer them to appropriate staff for assistance.  **Level 2:** The educator uses digital tools and resources to improve the effectiveness of their instruction, including to increase intensity and differentiation, and to maximize students' access to class content and activities.  **Level 3:** The educator evaluates existing courses and lessons with the goal of using digital tools to increase intensity of instruction, offer more options for differentiation, and increase student access to content and activities. | Level 1 |  |

# 3. Lifelong Learner Competency

The educator acknowledges the ever-changing nature of technology and continually improves their teaching practices by participating in digital literacy and/or distance education professional development and evaluating learned practices to improve student outcomes. They also collaborate not only with colleagues that share common program goals, but also with external partners who provide additional insight into digital literacy tools and their applications, and they recognize that educators are learners too, which is acknowledged through a single competency as well as competencies that outline how adult educators can engage in professional development related to digital literacy and distance education.

| **Performance Indicator** | **Level Descriptions** | **Your Level** | **Your Evidence (example skills)** |
| --- | --- | --- | --- |
| **3.1. Lifelong learner:** The educator sets goals to improve digital literacy and distance education skills, participates in professional development to build on them, learns from other educators, applies andragogical approaches made possible by technology, and reflects on their effectiveness. | **Level 1:** The educator identifies areas where their own digital literacy and/or distance education skills need to be strengthened, sets goals accordingly, and seeks professional development to build digital literacy and/or distance education skills as part of a professional development plan with assistance from their supervisor or in-house professional development specialist.  **Level 2:** The educator continuously pursues knowledge and skills related to online learning and andragogy via PD and local and global networks that strengthen digital literacy and distance education skills and implements the learned technologies while teaching and assessing students.  **Level 3:** The educator actively researches knowledge and skills related to online learning and andragogy, reflects on the effectiveness of implementing new technologies from PD, makes appropriate changes to their practices, shares their experiences with colleagues, and takes on leadership roles to help other educators find, complete, and integrate technology-related PD into teaching practices. | Level 1 |  |
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# Appendix: Technology Fundamentals Competency

The educator uses basic computer, mobile and internet skills to instruct and support students. They also have effective strategies for transferring their skills and knowledge among various devices, applications, and browsers.

| **Performance Indicator** | **Level Descriptions** | **Your Level** | **Your Evidence (example skills)** |
| --- | --- | --- | --- |
| **1. Operating Systems:** The educator teaches students to effectively use an operating system and optimize its functionality, and they can transfer knowledge and skills to new devices. | **Level 1:** The educator explains how to use an operating system and its parts, describes common security threats, and explains how to adjust privacy settings.  **Level 2:** The educator teaches students to effectively manage an operating system and troubleshoot basic issues. They can apply known skills to a different operating system, seeking assistance when needed.  **Level 3:** The educator teaches students to optimize Operating System (OS) functionality, uses effective strategies for transferring skills and knowledge to new devices, and troubleshoots OS problems. | Level 1 |  |
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| **2. Hardware:** The educator distinguishes and explains the physical components of various devices, and they effectively teach others to use and optimize hardware (e.g., monitor, touchscreen, printer, keyboard, mouse, ports, etc.) and troubleshoot problems. | **Level 1:** The educator distinguishes between several types of devices, explains how to use them, and demonstrates common controls.  **Level 2:** The educator effectively uses and teaches others to manage hardware.  **Level 3:** The educator develops strategies for optimizing hardware functionality and for transferring skills and knowledge to new devices and teaches others to troubleshoot problems. | Level 1 |  |
| **3. Software:** The educator teaches students to effectively use, navigate, and optimize software and how to troubleshoot problems. | **Level 1:** The educator distinguishes between several types of software and demonstrates common functions.  **Level 2:** The educator effectively uses and teaches others to manage software.  **Level 3:** The educator evaluates software to select appropriate programs based on learners' needs, develops strategies for transferring skills and knowledge to new programs, and teaches others to troubleshoot problems. | Level 1 |  |
| **4. Mobile-Friendly Instructional Strategies:** The educator recognizes situations in which mobile devices are useful, applies mobile devices while accomplishing workplace and instructional goals, and supports learners who are mobile-dependent. | **Level 1:** The educator understands the differences in function and use between mobile devices and other devices, recognizes the importance of mobile-friendly instructional strategies, and utilizes a mobile device’s basic functions, seeking assistance as needed.  **Level 2:** The educator independently navigates and utilizes common functions of known mobile devices, electing to use them as the workplace or instructional task dictates, and supports learners in using their own devices to achieve classroom goals.  **Level 3:** The educator effectively uses a variety of mobile devices and troubleshoots problems, assisting peers and students with their devices, and uses their knowledge to ensure equitable learning experiences for students who are mobile-dependent. | Level 1 |  |

# Self-Assessment Reflection

**Instructions:** Consider all of your results from the self-assessment when answering the following questions:

| 1. **Based on the results of this self-assessment, what are one or two performance indicators where you have stronger skills?** |
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| 1. **How do these strengths help you in your practice?** |
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| 1. **What are the one or two indicators identified on the self-assessment that will you prioritize for improvement/professional development?** |
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| 1. **How could improving your digital literacy in these areas improve your practice?** |
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| 1. **What courses, websites, people, or other resources could help you improve in these areas? The resources listed below may be helpful for finding suitable PD opportunities.** |
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# Resources:

[Digital Literacy page](https://www.paadultedresources.org/digital-literacy/) of the PAAER website

[Professional Learning Opportunities Course Schedule](https://www.paadultedresources.org/course-schedule/)

If you need additional assistance with this self-assessment, please contact Bethany Lezanic with the Digital Literacy and Distance Education TA Project at[**blezanic@tiu11.org**](mailto:blezanic@tiu11.org)**.**