

Create a Community-Wide Vision



Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: *Create a Community-Wide Vision* is to collect data about the CITES Framework Leadership practices in an inclusive technology ecosystem as part of a continuous improvement process. Baseline data established by the self-assessment can be used to inform district goals and to measure progress toward reaching those goals.

The CITES Framework Leadership Practice of *Create a Community-Wide Vision* highlights three areas of focus:

- Engage a Leadership Team – The district leadership team has engaged stakeholders from district and school staff, families, and the community at large.
- Create a Shared Vision – The creation of the vision includes a variety of perspectives about the successful use of technology for teaching and learning.
- Communicate the Shared Vision – The vision is communicated in ways that engage stakeholders in the promotion of an inclusive technology ecosystem.

How to complete the self-assessment

The CITES Self-Assessment Tool for District Leaders uses a 40-point scale rating system to create a snapshot of the district status from “not started” to “achieved.” The rating scale:

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31- 40)

The 10-point range within each level of the rating scale allows for a fine-tuned baseline and growth within each level.

1. Each team member completes the assessment individually from their own perspective.
2. The district team convenes to discuss and build a consensus on the district’s baseline score.
3. As a team, review and reflect on the district score to identify areas that are strong and areas where improvement is needed.
4. As a team, set goals that focus on improvement.

Engage a Leadership Team

1. The district leadership team represents multiple perspectives and roles, including those required by CITES.

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31- 40)

Provide examples or a rationale for your rating:

2. The district leadership team facilitates opportunities for collaboration and involvement across general ed, special ed, and technology staff.

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31- 40)

Provide examples or a rationale for your rating:

3. The district leadership team includes at least one parent or family member of a student with a disability.

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31- 40)

Provide examples or a rationale for your rating:

Additional comments on **Engage a Leadership Team**:

Create a Shared Vision

4. The vision conveys what the district is trying to achieve for all students, including students with disabilities.

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31- 40)

Provide examples or a rationale for your rating:

5. The vision reflects the perspectives of all stakeholders, including families and the community.

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31- 40)

Provide examples or a rationale for your rating:

Additional comments on **Create a Shared Vision**:

Communicate the Shared Vision

6. The leadership team communicates the district's technology vision to staff, families, and the community.
- Not Started (0)
 - Emerging (1-10)
 - Partly (11-20)
 - Almost (21-30)
 - Achieved (31- 40)

Provide examples or a rationale for your rating:

7. The leadership team communicates the vision to stakeholders in multiple ways (e.g. district website, meetings, newsletter, social media).
- Not Started (0)
 - Emerging (1-10)
 - Partly (11-20)
 - Almost (21-30)
 - Achieved (31- 40)

Provide examples or a rationale for your rating:

8. The leadership team communicates the vision in language that is clear and understandable to stakeholders.
- Not Started (0)
 - Emerging (1-10)
 - Partly (11-20)
 - Almost (21-30)
 - Achieved (31- 40)

Provide examples or a rationale for your rating:

Additional comments on **Communicate the Shared Vision**:

Setting Goals

Reflect on the data from the district’s collaboratively developed self-assessment. The results and the team’s discussion that led to those results will help the team analyze strengths and challenges in each area of focus. As a team, create goals with timelines, benchmarks, and assigned staff as part of the process to advance inclusive technology systems within the district.

SMART goals can provide a helpful guide for this work. SMART goals are Specific (simple, sensible, significant), Measurable (meaningful, motivating), Achievable (agreed, attainable), Relevant (reasonable, realistic and resourced, results-based), Time bound (time-based, time limited, time/cost limited timely, time-sensitive). Review the resources for more information on goal setting.

Overall and general comments:

Reflect on strengths:

Reflect on challenges:



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SMART Goals

Goal	Benchmarks	Timeline	Staff