

CITES Self-Assessment Tool for District Leaders

Develop Clear Outcomes for Professional Learning



Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: *Develop Clear Outcomes for Professional Learning* 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 *Develop Clear Outcomes for Professional Learning* highlights two areas of focus:

- Prioritize Professional Learning Support – District leadership aligns professional learning across technology entities and provides multiple pathways for creating an inclusive technology ecosystem.
- Build District Capacity – The district builds capacity through varied and collaborative learning opportunities, including job-embedded and just-in-time options.

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.

Prioritize Professional Learning Support

1. The leadership team fosters a culture in which professional learning activities are provided that increase and maintain an inclusive technology ecosystem.

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

Provide examples or a rationale for your rating:

2. Professional learning activities are aligned to the district technology plan's benchmarks for achieving an inclusive technology ecosystem.

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

Provide examples or a rationale for your rating:

3. Professional learning opportunities promote understanding of universal design and AT as complementary supports for learning with technology.

- 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 **Prioritize Professional Learning Support**:

Build Capacity

4. The district provides professional learning opportunities that enable staff to fulfill their roles and responsibilities for ensuring that AT, EdTech, and InfoTech work together to support every learner.

- 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 district provides professional learning that challenges staff to select and use technology to lower barriers to learning.

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

Provide examples or a rationale for your rating:

6. The leadership team identifies and mentors potential leaders for the district's inclusive technology ecosystem.

- 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 **Build District Capacity**:

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:



This content was developed under a grant from the US Department of Education, #H327T180001. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Anita Vermeer, M.Ed.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International license.

SMART Goals

Goal	Benchmarks	Timeline	Staff