

CITES

Self-Assessment Tool for District Leaders: Teaching Practices



**Center on
Inclusive Technology
& Education Systems**

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CITES Self-Assessment Tool for District Leaders

Teaching Practices

Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment Tool for Teaching Practices is to collect data about teaching practices in an inclusive technology ecosystem as part of a continuous improvement process. This baseline data will be used to set goals and to measure progress toward the teaching practices. Teams will use the tool to measure continued progress at the conclusion of the Instructional phase and again at the end of the CITES project.

The CITES Framework Teaching Practices:

- Teachers develop technology competencies, including how to use accessible and assistive technology to support student progress toward learning goals
- Teachers use technology to support student centered learning for all students
- Teachers take responsibility for enhancing their technology skills needed to support instruction for all students

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.

Develop Technology Competencies

1. Teachers are expected to work toward technology competencies.

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

Provide examples or a rationale for your rating:

2. Teachers implement technology competencies during teaching.

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

Provide examples or a rationale for your rating:

3. AT and the use of accessible educational materials are integrated into teaching competencies.

- 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 **Develop Technology Competencies**:

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:

SMART Goals

Goal	Benchmarks	Timeline	Staff

Support Student-Centered Learning

1. Teaching is student-centered (e.g. personalized learning, UDL)

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

Provide examples or a rationale for your rating:

2. There is collaboration between special education teachers and general education teachers in the design and planning.

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

Provide examples or a rationale for your rating:

3. Instructional design and delivery address the use of AT by 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:

Additional comments on **Support Student-Centered Learning**:

Setting Goals

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Overall and general comments:

Reflect on strengths:

Reflect on challenges:

SMART Goals

Goal	Benchmarks	Timeline	Staff

Enhance Technology Skills

1. Opportunities for teachers to enhance EdTech and AT technology skills are available (e.g., PLCs, instructional or technology coach seminars).
 - Not Started (0)
 - Emerging (1-10)
 - Partly (11-20)
 - Almost (21-30)
 - Achieved (31-40)

Provide examples or a rationale for your rating:

2. Teachers participate in technology trainings and supports.
 - Not Started (0)
 - Emerging (1-10)
 - Partly (11-20)
 - Almost (21-30)
 - Achieved (31-40)

Provide examples or a rationale for your rating:

3. Teachers apply technology skills, including the assistive technology, across various environments (e.g., remote, distance, virtual, hybrid, or blended environments).
 - 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 **Enhance Technology Skills**:

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.

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Overall and general comments:

Reflect on strengths:

Reflect on challenges:

SMART Goals

Goal	Benchmarks	Timeline	Staff