Center on Inclusive Technology & Education Systems

Support Student-Centered Learning

Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: *Support Student-Centered Learning* is to collect data about the CITES Framework Teaching 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 Teaching Practice of *Support Student-Centered Learning* highlights three areas of focus:

- Teachers prioritize student-centered learning by using technology supports with personalized learning, UDL, or multiple pathways implementation.
- Both special and general educators collaborate in design and planning.
- Teachers address the use of AT for students with disabilities in instructional design and delivery.

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.

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

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