CITES Self-Assessment Tool for District Leaders

Enhance Technology Skills

Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: Enhance Technology Skills to Support All Learners 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 Enhance Technology Skills to Support all Learners highlights two areas of focus:

- Teachers take advantage of opportunities to enhance EdTech and AT technology skills such as participating in professional learning communities, working with technology coaches, or attending seminars.
- Teachers apply technology skills, including assistive technology skills, across various environments.

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.
**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.

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

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