

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:



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SMART Goals

Goal	Benchmarks	Timeline	Staff