

CITES

Self-Assessment Tool for District Leaders



**Center on
Inclusive Technology
& Education Systems**
cites.cast.org



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CITES Self-Assessment Tool for District Leaders

Create a Community-Wide Vision

Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: *Create a Community-Wide Vision* 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 *Create a Community-Wide Vision* highlights three areas of focus:

- Engage a Leadership Team – The district leadership team has engaged stakeholders from district and school staff, families, and the community at large.
- Create a Shared Vision – The creation of the vision includes a variety of perspectives about the successful use of technology for teaching and learning.
- Communicate the Shared Vision – The vision is communicated in ways that engage stakeholders in the promotion of an inclusive technology ecosystem.

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.

Engage a Leadership Team

1. The district leadership team represents multiple perspectives and roles, including those required by CITES.

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

Provide examples or a rationale for your rating:

2. The district leadership team facilitates opportunities for collaboration and involvement across general ed, special ed, and technology staff.

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

Provide examples or a rationale for your rating:

3. The district leadership team includes at least one parent or family member of a student with a disability.

- 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 **Engage a Leadership Team**:

Create a Shared Vision

4. The vision conveys what the district is trying to achieve for all students, including 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:

5. The vision reflects the perspectives of all stakeholders, including families and the community.

- 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 **Create a Shared Vision**:

Communicate the Shared Vision

6. The leadership team communicates the district's technology vision to staff, families, and the community.

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

Provide examples or a rationale for your rating:

7. The leadership team communicates the vision to stakeholders in multiple ways (e.g. district website, meetings, newsletter, social media).

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

Provide examples or a rationale for your rating:

8. The leadership team communicates the vision in language that is clear and understandable to stakeholders.

- 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 **Communicate the Shared Vision**:

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

CITES Self-Assessment Tool for District Leaders

Develop a Strategic Technology Implementation Plan

Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: *Develop a Strategic Technology Implementation Plan* 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 a Strategic Technology Implementation Plan* highlights three areas of focus:

- Create a Comprehensive Technology Plan – Education Technology (EdTech), Assistive Technology (AT), and Information Technology (InfoTech) are balanced throughout the technology plan.
- Create Goals and Benchmarks – The district technology plan includes goals and benchmarks for achieving an inclusive technology ecosystem.
- Communicate All Aspects of the Technology Plan – The plan is communicated in multiple ways to key stakeholders across the district, including families and the community.

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.

Create a Comprehensive Technology Plan

1. The district plan defines AT, EdTech, and InfoTech.

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

Provide examples or a rationale for your rating:

2. The district plan explains how AT, EdTech, and InfoTech work together to create equity and accessibility for all.

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

Provide examples or a rationale for your rating:

3. The district plan's budget balances the needs of AT, EdTech, and InfoTech.

- 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 **Create a Comprehensive Technology Plan**:

Create Goals and Benchmarks

4. The district plan includes goals for increasing the availability and use of technology within 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:

5. The district plan establishes a timeline with benchmarks to achieve the goals.

- 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 communicates the district's technology vision to staff, families, and the community.

- 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 **Create Goals and Benchmarks**:

Communicate All Aspects of the Technology Plan

7. The leadership team communicates the district's technology plan and any updates to the plan to staff, families and the community.

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

Provide examples or a rationale for your rating:

8. The leadership team communicates the plan to stakeholders in multiple ways (e.g. district website, meetings, newsletter, social media).

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

Provide examples or a rationale for your rating:

9. The leadership team communicates the plan with language that is clear and understandable to stakeholders.

- 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 **Communicate All Aspects of the Technology Plan**:

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

CITES Self-Assessment Tool for District Leaders

Measure Progress for Continuous Improvement

Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: *Measure Progress for Continuous Improvement* 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 *Measure Progress for Continuous Improvement* highlights four areas of focus:

- Create a Data Collection Plan – The district has a robust plan for collecting data from targeted sources.
- Analyze Data – The district has robust procedures for analyzing data from the technology ecosystem.
- Take Based-Actions Act Based on Data – The district makes changes to ensure that all student populations have the opportunity to participate and benefit from technology for learning.
- Communicate Results of Data Collection and Analysis - The district has mechanisms for sharing results and progress indicated by data.

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.

Create a Data Collection Plan

1. The district collects data on a timeline that aligns to the technology plan's benchmarks, including those that measure equity and accessibility for students across all subgroups.
 - Not Started (0)
 - Emerging (1-10)
 - Partly (11-20)
 - Almost (21-30)
 - Achieved (31- 40)

Provide examples or a rationale for your rating:

2. The data plan clearly defines roles and responsibilities for data collection.
 - Not Started (0)
 - Emerging (1-10)
 - Partly (11-20)
 - Almost (21-30)
 - Achieved (31- 40)

Provide examples or a rationale for your rating:

3. The data collection plan identifies targeted sources across AT, EdTech, and InfoTech.
 - Not Started (0)
 - Emerging (1-10)
 - Partly (11-20)
 - Almost (21-30)
 - Achieved (31- 40)

Provide examples or a rationale for your rating:

4. Strategies used to collect data are feasible and reliable.

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

Provide examples or a rationale for your rating:

5. Data are collected in ways that protect individual student identities.

- 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 **Create a Data Collection Plan**:

Analyze Data

6. The district's data analysis procedures are aligned to the technology plan's timeline for meeting benchmarks.

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

Provide examples or a rationale for your rating:

7. Data are analyzed to determine equitable technology access and use across all student subgroups.

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

Provide examples or a rationale for your rating:

8. Data analysis roles and responsibilities are clearly defined and include district staff from across AT, EdTech, and InfoTech.

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

Provide examples or a rationale for your rating:

9. Data are analyzed both quantitatively and qualitatively.

- 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 **Analyze Data**:

Act Based on Data

10. The leadership team takes action to increase alignment with the technology plan's vision, goals and benchmarks when indicated by data.

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

Provide examples or a rationale for your rating:

11. The leadership team provides guidance to appropriate staff on actions needed if data indicate that benchmarks are not being met.

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

Provide examples or a rationale for your rating:

12. The leadership team takes responsibility for ensuring that needed changes are made in a timely manner.

- 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 **Act Based on Data**:

Communicate Results of Data Collection and Analysis

13. The leadership team communicates progress towards goals and benchmarks of the technology plan as verified by the data.

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

Provide examples or a rationale for your rating:

14. The leadership team communicates areas that need improvement as indicated by data.

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

Provide examples or a rationale for your rating:

15. The leadership team communicates data that is important to key stakeholder groups.

- 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 **Communicate Results of Data Collection and Analysis:**

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

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:

SMART Goals

Goal	Benchmarks	Timeline	Staff

CITES Self-Assessment Tool for District Leaders

Take Ownership of Infrastructure Development

Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: *Take Ownership of Infrastructure Development* 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 *Take Ownership of Infrastructure Development* highlights two areas of focus:

- Shared Ownership – The technology infrastructure in an inclusive technology ecosystem is a shared responsibility with assistive technology (AT), educational technology (EdTech), and information technology (InfoTech) involved.
- Procurement Includes Accessibility – The district develops technology procurement policies that include accessibility.

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.

Define Ownership

1. The leadership team establishes a technology infrastructure that depends on input and decision-making from personnel in AT, EdTech, and InfoTech.

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

Provide examples or a rationale for your rating:

2. The leadership team defines roles and responsibilities across AT, EdTech, and InfoTech for developing and sustaining the district's technology infrastructure.

- 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 **Define Ownership**:

Procurement Includes Accessibility

3. Identified personnel who understand assistive technology legal and practical obligations are part of the technology procurement team.

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

Provide examples or a rationale for your rating:

4. Section 508 / WCAG 2.X AA standards are included in the evaluation of instructional materials and technologies being considered for use in the district.

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

Provide examples or a rationale for your rating:

5. Educational technology and assessment systems that are used by all students can be connected to and operated by a range of assistive technology devices.

- 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 **Procurement Includes Accessibility**:

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