

## DISTRICT LEADERSHIP TEAM ASSESSMENT

Rate your team on a 5-point scale to determine your readiness to provide effective technology leadership in your district.

| STRENGTHEN DISTRICT LEADERSHIP<br>AND COMMUNICATIONS |   | Always<br>(5) | Most of the<br>time (4) | Some-<br>times (3) | Rarely<br>(2) | Never<br>(1) |
|--|---|---------------|-------------------------|--------------------|---------------|--------------|
| 1  | We are comfortable using current technologies as a tool to improve our knowledge, skills, productivity and leadership effectiveness.  |               |                         |                    |               |              |
| 2  | We encourage innovative ideas from principals and teachers for using technology to support student learning.  |               |                         |                    |               |              |
| 3  | We use current technologies to communicate and collaborate within our district and beyond.  |               |                         |                    |               |              |
| 4  | We collaborate to use technology as a useful tool for communicating, interacting and engaging with students, parents and our school community.  |               |                         |                    |               |              |
| 5  | We stay abreast of issues and trends in educational technology.   |               |                         |                    |               |              |
| 6  | We take every opportunity to showcase innovative technology in our work with the staff and community.   |               |                         |                    |               |              |
| 7  | We benchmark other districts and network with our peers in other districts to find out how they are putting technology to innovative use for administrative and educational purposes. |               |                         |                    |               |              |
| 8  | We have reliable sources of information about technology.   |               |                         |                    |               |              |
| 9  | We understand the value of technology in terms of its costs and benefits.   |               |                         |                    |               |              |
| 10   | We consider the role and effective use of technology in the educational programs and funding streams we oversee.  |               |                         |                    |               |              |
| 11   | We know enough about technology to make sound educational, technical and fiscal decisions and provide recommendations to the superintendent and school board.                         |               |                         |                    |               |              |
| 12   | Every member of our team belongs to at least one regional, state or national organization focused on technology use in education.   |               |                         |                    |               |              |
| 13   | We attend at least one regional, state or national conference focused on technology use in education every year.  |               |                         |                    |               |              |
| 14   | Our strategic plan includes specific action steps for technology leadership   |               |                         |                    |               |              |

| RAISE THE BAR WITH RIGOROUS, TRANSFORMATIVE AND INNOVATIVE LEARNING AND SKILLS |  | Totally (5) | Very much so (4) | Somewhat (3) | Not very much (2) | Not at all (1) |
|--|--|-------------|------------------|--------------|-------------------|----------------|
| 15   | We explore new initiatives calling for deeper and more skillful, active and engaged learning for all students.   |             |                  |              |                   |                |
| 16   | We are advocates of deeper learning and higher-level skills in our school community.   |             |                  |              |                   |                |
| 17   | We participate in professional development as a leadership team to learn more about improving rigor in academic programs and developing student skills for college, career and life readiness. |             |                  |              |                   |                |
| 18   | We are taking steps to learn how to encourage and support innovation and transformative practices in our schools.  |             |                  |              |                   |                |
| 19   | We are using new understandings of digital citizenship education to strengthen our district's academic program.  |             |                  |              |                   |                |
| 20   | A vision of more rigorous and skillful learning drives our decision making.  |             |                  |              |                   |                |

| TRANSFORM PEDAGOGY WITH COMPELLING LEARNING ENVIRONMENTS |   | Always (5) | Most of the time (4) | Some-times (3) | Rarely (2) | Never (1) |
|--|---|------------|----------------------|----------------|------------|-----------|
| 21   | We work together to create innovative learning environments appropriate for the digital age such as maximizing AI for more personalized instruction.  |            |                      |                |            |           |
| 22   | Our district's curriculum effectively utilizes technology to engage students with challenging content, such as interdisciplinary studies, problem-based learning and collaborative projects.                                  |            |                      |                |            |           |
| 23   | Our district leadership team investigates the ways in which technology can help students master content and skills, take ownership of their learning, and overcome setbacks.  |            |                      |                |            |           |
| 24   | We support teachers, students and other staff members with policies that allow them to use mobile technology to learn, interact, and share ideas and resources—anytime, anywhere.   |            |                      |                |            |           |
| 25   | We offer connected learning experiences, such as “always on” Internet and mobile access to learning resources, expertise and online social learning opportunities.  |            |                      |                |            |           |
| 26   | We know where our district is and where it needs to be in terms of developing a technology infrastructure, policies, roadmaps and practices to achieve district goals.  |            |                      |                |            |           |
| 27   | We review/revise our district technology plan annually to ensure that our technology infrastructure and network are “future ready” and that current sustainability plans are sufficient.                                      |            |                      |                |            |           |
| 28   | We provide principals and teachers with a variety of professional development opportunities that strengthen their instructional leadership and pedagogical skills to personalize instruction and make learning more relevant. |            |                      |                |            |           |

| SUPPORT PROFESSIONAL DEVELOPMENT AND COMMUNITIES OF PRACTICE |  | Totally (5) | Very much so (4) | Somewhat (3) | Not very much (2) | Not at all (1) |
|--|--|-------------|------------------|--------------|-------------------|----------------|
| 29   | Professional development in our district supports teachers in making instructional shifts and using technology to improve knowledge and skills expected of students. |             |                  |              |                   |                |
| 30   | Our district provides teachers with formal and informal time to collaborate and experiment with innovative approaches to teaching and learning.                      |             |                  |              |                   |                |
| 31   | Our district promotes communities of practice (online and/or in person) and strongly encourages educators to participate.  |             |                  |              |                   |                |
| 32   | Every educator in our district participates in an online community of practice to connect and learn from their peers outside of the district.                        |             |                  |              |                   |                |
| 33   | We collaborate as a leadership team to determine whether educators have the digital tools they need to collaborate with their peers.                                 |             |                  |              |                   |                |
| 34   | We model compelling pedagogy in face-to-face and online environments.  |             |                  |              |                   |                |

| CREATE BALANCED ASSESSMENTS |   | Always (5) | Most of the time (4) | Some-times (3) | Rarely (2) | Not at all (1) |
|-----------------------------|---|------------|----------------------|----------------|------------|----------------|
| 35                          | We stay abreast of emerging issues and trends in student assessment.  |            |                      |                |            |                |
| 36                          | Our district's assessment system includes formative, interim, summative and alternative assessments, including digital assessments.   |            |                      |                |            |                |
| 37                          | We collaborate with higher education institutions regarding technology-based formative assessments.   |            |                      |                |            |                |
| 38                          | We encourage teachers in our district to explore ways in which they can incorporate formative assessments into classroom instruction and provide students with meaningful feedback. |            |                      |                |            |                |
| 39                          | Educators in our district use assessments that measure both core subject mastery and critical skills.   |            |                      |                |            |                |
| 40                          | Teachers in our district make the most of digital assessments, such as those embedded in learning or content management systems, digital textbooks, and educational games.          |            |                      |                |            |                |
| 41                          | We effectively use technology to understand data and inform our decisions.  |            |                      |                |            |                |
| 42                          | We support teachers in understanding the best uses of different types of assessments.   |            |                      |                |            |                |
| 43                          | We support administrators and teachers in making sense of assessment data and using it to improve and differentiate instruction.  |            |                      |                |            |                |