



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 AND COMMUNICATIONS

| | | Always (5) | Most of the time (4) | Some- times (3) | Rarely (2) | Never (1) |
|----|---|---------------|-------------------------------|-----------------------|---------------|--------------|
| 1 | We are comfortable using technology 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 technology to communicate and collaborate within our district and beyond. | | | | | |
| 4 | We collaborate to use technology as a 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 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 or 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 annual performance goals include action steps for technology leadership. | | | | | |

| RAISE THE BAR WITH RIGOROUS, TRANSFORMATIVE AND INNOVATIVE LEARNING AND SKILLS | | Totally (5) | Very much so (4) | Some-what (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 support innovation and transformative practices in our schools. | | | | | |
| 19 | We are using new understandings of citizenship education and arts 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. | | | | | |
| 22 | Our district's curriculum engages 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 and practices to achieve district goals. | | | | | |
| 27 | We revise our district technology plan annually to ensure that our technology infrastructure and network are “future ready.” | | | | | |
| 28 | We provide principals and teachers with professional development that strengthens 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) | Some- what (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 hosts a community (or communities) of practice and requires every educator to participate in one. | | | | | |
| 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 are collaborating with higher education institutions, assessment experts or other districts to create 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 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. | | | | | |