



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)	Sometimes (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.					