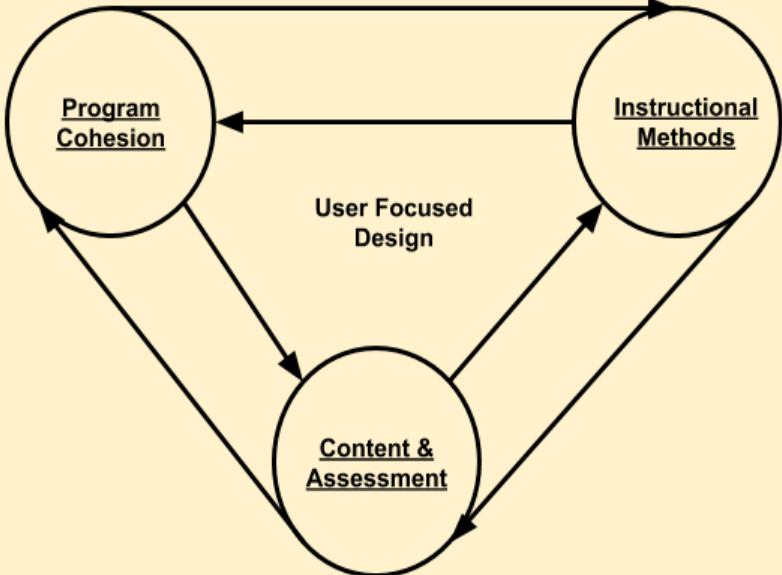# Organizational Self-Evaluation

Self-Evaluation Framework:

The Self-Evaluation Rubric is broken into three domains, each of which is broken into subdomains to aid in reflective program evaluation for preparedness. This framework is not designed to cover all possible considerations, rather it is designed to emphasize practices recognized for having the highest leverage in a Hybrid Learning program design. The domains and subdomains are as follows:

| Domain	Subdomain
I. Research & Reflection	I.1. Preconditions
	I.2. Access & Infrastructure
	I.3. Capacity & Resources
	I.4. Philosophical Alignment
II. User Focused Design	II.1. Program Cohesion
	II.2. Instructional Methods
	II.3 Content & Assessment
III. Sustainability	III.1. Self-Assessment
	III.2. Refinement

A Procedural Map of the Self-Evaluation Framework:

Domain	Sub Domains			
I. Research & Reflection	**I.1: Preconditions** • Waivers • Guidance • Legal • Adjacent Concerns • Perceived Concerns	**I.2: Access & Infrastructure** • Hardware • Software • Broadband • Physical Instructional Materials • Internet Safety & Security	**I.3. Capacity & Resources** • People • Time • Money	**I.4. Philosophical Alignment** • Purpose • Staff • Students • Family & Community

Domain	Sub Domains
II. User Focused Design	**User Focused Design** Program Cohesion ⟷ Instructional Methods ⟷ Content & Assessment **II.1. Program Cohesion** • Content Delivery & Curation (LMS) • Single Sign On • Limiting Managed Software • Scheduling • Professional Development • Communications **II.2. Instructional Methods** • Content consumption & creation • Content connected • Synchronous Learning • Asynchronous Learning • Hybrid flexible design **II.3. Content & Assessment** • Competency Based • Standards Prioritization • Standards Analysis & dissemination • Reliable Assessment • Shared Grading Practice

Domain	Sub Domains	
III. Sustainability	**III.1. Self Assessment** • Qualitative Metrics • Quantitative Metrics • Stakeholder Outreach • Data Analysis	**III.2. Refinement** • Transparent Program Review Process • Informed Decisions: 　○ Professional Development 　○ Resource Allocation

Making the Self-Evaluation Rubric Operational

Self-Evaluation Scale:

Users will assign a value for how they perceive their readiness with individual indicators associated with a sub domain on the self-assessment rubric. The scale score for the rubric ranges from a one to a four with one being the lowest or least desirable and four being the highest or most desirable (see image). As the user contemplates preparedness, the objective is that upon honest reflection for each question, users can score their organization a three or higher, otherwise a score of two or lower indicates an area where additional work needs to be done prior to launching a Hybrid Learning Program. In some instances, like those related to hardware and wireless access, the organization lacks sufficient readiness without a score of four.

| 1 | 2 | 3 | 4 |
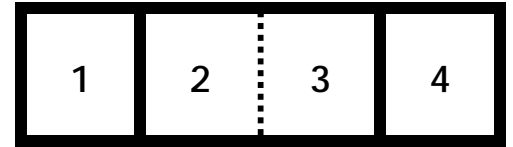
The purpose of the rubric is as a developmental tool, informed by a recent review of promising practices, to support local planning for Hybrid Learning. How a school or district chooses to use this tool would be determined locally.

Please note that to assist in the self-assessment, indicators have embedded resources or reference links when available. Most of these links will be to CDE resources; however, in some cases they may refer to third party resources. As mentioned earlier, these are included as examples and reference points, and by no means should they be seen as essential or required content to be procured. In situations where the decision/planning/resources relies heavily on local context, the words "site based" will be written in the area for resources or reference links.

Self-Evaluation Rubric

Domain I: Research & Reflection -- 1. Preconditions

Organizations looking to move to Hybrid Learning should organize a team to manage the complexity of the transition to the new instructional model. The rationale behind having the team is to provide more perspective, build a sense of shared investment, and to manage workload. It also allows for the distribution of responsibility and expertise, to ensure Federal, State, and other requirements are met, manage essential aspects of planning, and to mitigate problems if there is a need to rapidly modify the program plan.

Self-Assessment Indicator: I. 1 - Preconditions	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
I.1.a. Our school/organization has an Hybrid Learning Transition Team that represents a adequate cross section of our stakeholders and has decision making authority over related purchasing, scheduling, instructional program design, and professional development, program success metrics, grading policy, and crisis management. *Reference/Resources: Site based*	1	2	3	4
I.1.b. Our Transition Team has established decision making processes and team members understand their responsibilities. *Reference/Resources: Site based*	1	2	3	4
I.1.c. Our Transition team has reviewed and confidently addressed concerns related to the current CDE Guidance. *Reference/Resources: CDE 2020-21 Planning Resources, CDE Instructional Policy Instructional Time, CDE 2020-21 Safe Schools (COVID-19) Resources, CDE Getting Started at Home, CDE Remote Learning Supports, CDE Pupil Count*	1	2	3	4
I.1.d. Our school reviewed and confidently addressed concerns related to their current district initiatives and resources to support Hybrid and Online Learning. *Reference/Resources: Site based*	1	2	3	4
I.1.e. Our Transition Team has identified or eliminated other concerns not covered by CDE or district guidance, such as new teacher on-boarding and development, community concerns, unique individual learner needs, hardware and software selection, etc..	1	2	3	4

Additional Resources and Exemplars for I.1 Preconditions

The primary goal in this section is to build a Transition Team to 1) broaden perspectives to ideally include all stakeholders, 2) distribute leadership and workload, and 3) capitalize on expertise of specialists. It will be essential that this team be able to effectively monitor, understand, and adapt to the wide breadth of information and needs of a complex organization.

Useful Tools:
- National Standards for Quality (Online Programs) has a collection of broad standards to help guide schools in the development of online programs. Standards associated with these indicators are B, C, and D.
- A useful graphic for screen time by age can be found at EyePromise Screen Time Guidelines,

Potential Reads:
- *Leverage Leadership 2.0* by Paul Bambrick-Santoyo: (See chapter on Team Management)

Domain I: Research & Reflection -- 2. Access & Infrastructure

Hybrid Learning programs are distinct from strictly remote programs in their dependence on digital tools. As such, it is essential to establish that access to digital curriculum and online learning sessions is equitable and safe, as well as consistent with non-digital materials and resources.

Self- Assessment Indicator: I. 2 - Access & Infrastructure	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
I.2.a. All students have easily accessible and reliable internet outside the school. (This indicator must be a 4 for successful hybrid learning to occur) *Reference/Resources: Site based*	1	2	3	4
I.2.b. Students have a reliable Wi-Fi equipped device outside the school. (This indicator must be a 4 for successful hybrid learning to occur) *Reference/Resources: Site based*	1	2	3	4
I.2.c. Our organization has an effective plan for how required software updates will be made, how software will be deployed, and how technical assistance for students will be handled. *Reference/Resources: Site based*	1	2	3	4
I.2.d. All staff understand what needs to be done to maintain student internet safety and data security. *Reference/Resources: CDE Data Privacy Office, CDE Learning From Home, US DoE: Privacy*	1	2	3	4
I.2.e. Non-digital materials (e.g. curriculum consumables) are aligned to digital content and available for any student. *Reference/Resources: Site based*	1	2	3	4

Additional Resources and Exemplars for I.2. Access & Infrastructure
The essential objective of this section is to ensure that students will have usable digital tools. Much of this work will require schools to collaborate with local broadband providers and district/school level technology teams to ensure seamless digital access.   **Exemplars:**   ● Jefferson County Public Schools created this comprehensive online resource page dedicated to identifying and supporting student, family, and community technical needs.   **Useful Tools:**   ● National Standards for Quality (Online Programs) has a collection of broad standards to help guide schools in the development of online programs. Standards associated with these indicators are F and G.   ● Common Sense Media: Education has a wide selection of internet safety tools and curriculum for students and online safety and privacy support for parents and educators.   **Potential Reads:**   ● *The New One-Page Project Manager* by Clark and Mick Campbell: This text offers both project management practice and simplified design. Useful for planning deployment and purchasing.

Domain I: Research & Reflection -- 3. Capacity & Resources

To support a vision for Hybrid Learning, organizations will need to be nimble enough to make local decisions over people, time and money, and to ensure that they have an action plan that anticipates resource needs, knowledge gaps, and change management processes.

Self-Assessment Indicator: I. 3 - Capacity & Resources	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
I.3.a. Our school/organization has an action plan to support the transition to Hybrid Learning. *Reference/Resources: Site based*	1	2	3	4
I.3.b. Our school/organization is confident technology services and educational technology personnel can support students, parents, and educators adequately. *Reference/Resources: Site based*	1	2	3	4
I.3.c. The instructional practices needed for our school/organization's Hybrid Learning program are consistent with state teacher effectiveness standards. *Reference/Resources: CDE Teacher Effectiveness Rubric, CDE COVID19 Principal Resources*	1	2	3	4
I.3.d. Funds are budgeted for hardware repair, replacement, and refurbishment. *Reference/Resources: Site based*	1	2	3	4
I.3.e. Where needed, funds are budgeted for personnel to manage hardware, software, and other technical support. *Reference/Resources: Site based*	1	2	3	4
I.3.f. Personnel are assigned to maintain and manage software updates, hardware management, and software licensing. *Reference/Resources: Site based*	1	2	3	4

Additional Resources and Exemplars for I.3 Capacity & Resources

Shifting to a different mode of instruction is complex, and it requires change management planning for success. This section is dependent on the development of an action plan to manage that change. It is important to be able to articulate plans with an alignment of vision to how people, time, and money will be used to support it.

Exemplars:
- Colorado, D11 schools leverages the Knoster Model as a framework for managing complex change

Useful Tools:
- National Standards for Quality (Online Programs) has a collection of broad standards to help guide schools in the development of online programs. Standards associated with these indicators are E and F.
- The Chrome Auto Update Policy, specifically the expiration dates, may be useful for budget planning to Google Apps for Education schools that are using Chromebooks.

Potential Reads:
- *Better Together*, by Vander Ark and Dobyns has useful information on program scaling, advocacy, and change management and an extensive list of schools curated that serve as potential exemplars of innovation promise points.

Domain I: Research & Reflection -- 4. Philosophical Alignment

Successful programs using online and remote learning options often have shared understanding around program purpose and direction. Looking to larger shared philosophical beliefs of the community not only speaks to purpose, but they also add to the general clarity and shared investment in program direction.

Self-Assessment Indicator: I. 4 - Philosophical Alignment	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
I.4.a. There is a shared understanding between stakeholders as to the purpose of education and how it connects with the mission and vision of the educational organization. *Reference/Resources: Site based*	1	2	3	4
I.4.b. Organizational leadership and staff have a mindset supportive of the use of digital tools. *Reference/Resources: ISTE Leadership Standards, ISTE Educator Standards*	1	2	3	4
I.4.c. Our school/organization is confident that Hybrid Learning is the best direction for our educational program, and we can explain through comparison to other options why Hybrid Learning is the best option for our setting. *Reference/Resources: CDE Teacher, Family, & Staff Preparation*	1	2	3	4
I.4.d. Parents, guardians, and community members understand their roles in supporting the vision and needs of the educational organization. *Reference/Resources: CDE Teacher, Family, & Staff Preparation*	1	2	3	4

Additional Resources and Exemplars for I.4 Philosophical Alignment

To have philosophical alignment within a program and between stakeholders requires that all involved be able to speak to "Why" the program is designed the way it is. The goal is to have commonality in purpose and shared agreements on process.

Exemplars:
- The Beacon Network in Denver, CO, has an articulated purpose, which answers the "why?" for their program.
- The Iris Center learning module for parents to support learning and accommodations from home during the COVID 19 closures serves as an example of active outreach for parental involvement in fulfilling a vision and purpose for education.

Useful Tools:
- National Standards for Quality (Online Programs) has a collection of broad standards to help guide schools in the development of online programs. Standards associated with these indicators are A, C, E, G, H, and M.

Potential Reads:
- "*Transforming K-12 Rural Education through Blended Learning: Barriers and Promising Practices*" by Werth, Werth, and Kellerer may serve as a rationale for schools looking to invest in a technology rich program as a long term plan.

Domain II: User Focused Design -- 1. Program Cohesion

To increase process predictability for the learner, the virtual learning environment and communication streams must be consistent. For an ideal user experience, there needs to be consistency in design horizontally (class to class), vertically (grade to grade) within a school, and if possible, peripherally (school to school). This benefits parents and guardians by reducing the number of programs, pathways, and individual communications they are subjected to in supporting their student(s). This has the added benefit of reducing the costs associated with investing in software, professional development, technology support, and instructional evaluation.

Self-Assessment Indicator: II. 1 - Program Cohesion	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
II.1.a. All of our organization's digital content is available on a common online Learning Management System (LMS) that works through multiple devices. *Reference/Resources: Site based*	1	2	3	4
II.1.b. Student use software is limited, curated at a site level, protects student data, and accessible via single sign-on integration that works through multiple devices. *Reference/Resources: Site based, CDE Data Privacy and Security*	1	2	3	4
II.1.c. The anticipated master schedule and calendar are designed to support Hybrid Learning. *Reference/Resources: CDE 2020-21 Planning Resources Page, CDE Pupil Count, CDE 2020-21 School Scenarios*	1	2	3	4
II.1.d. Professional development time is set aside dedicated to support our Hybrid Learning program. *Reference/Resources: CDE PD Guidelines, CDE Teacher, Family, & Staff Preparation, CDE Professional Standards*	1	2	3	4
II.1.e. Our organization has prompt and reliable internal and external communication processes to effectively relay system level adjustments and crisis management information and uses appropriate translation services. *Reference/Resources: CDE English Learners 2019-20 Distance Learning Guidance, CDE Teacher, Family, & Staff Preparation*	1	2	3	4
II.1.f. Our stakeholders understand how decisions are made, how to voice concerns, and how information is communicated. *Reference/Resources: Site based, CDE Teacher, Family, & Staff Preparation*	1	2	3	4
II.1.g. There is commonality and continuity between feeder school patterns between our online systems (e.g. LMS), instructional programs (i.e. vertical alignment), and performance reporting (e.g. competency grading). *Reference/Resources: CDE Teacher, Family, & Staff Preparation*	1	2	3	4

Additional Resources and Exemplars for II.1. Program Cohesion

A cohesive program will require deliberate decisions around design and measures to not inundate students and families with different software and communication streams. When it comes to content delivery and curation, having a central repository of information and predictable communication modes and timeframes makes teaching and learning easier for all involved. Remember, the challenge in learning should not be figuring out what the expectation is.

Exemplars:
- Aurora Public Schools use of translation services in their communications plan in their remote learning announcement from March 2020.
- Boulder Valley School District resource curation and limited software Student, Family and Community Technical Resources page.
- Denver Public Schools outlined an emergency remote learning plan which was a modified version of Palm Beach County Schools' plan.
- Douglas County School District put out this resources for families page as part of their communicated crisis management plan.

Useful Tools:
- For schools still looking to determine what Learning Management System (LMS) to use, the EdSurge product index has an extensive list of existing LMS's, and other software, including program requirements, user reviews, case studies, technical data, and etc.
- National Standards for Quality (Online Programs) has a collection of broad standards to help guide schools in the development of online programs. Standards associated with these indicators are I and M.
- When identifying professional development needs, the iLearn Collaborative (ILC) works with Colorado Empowered Learning (CEL) offer related Blended and Online PD.

Potential Reads:
- Quality Matters and Virtual Learning Leadership Alliance also outlines standards for online courses and online teaching that may be useful in identifying program needs, and these standards are rooted in the 2014 iNACOL Blended Learning Teacher Competency Framework.
- *Universal Principles of Design* by Lidwell, Holden, and Butler speaks to good design elements in general.

Domain II: User Focused Design -- 2. Instructional Methods

Instruction in a Hybrid Learning model meets the high level of quality expected from any other style of instruction with the added need to ensure that digital and non-digital content materials are consistent with each other and in-classroom instruction and interaction is still accessible remotely.

Self-Assessment Indicator: II. 2 - Instructional Methods	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
II.2.a. Our instructional and support staff have contact time and plans for communicating student expectations and building rituals and routines to support Hybrid Learning (e.g. technology usage, digital citizenship, etc.). *Reference/Resources: Site based*	1	2	3	4
II.2.b. Our instructional staff has dedicated time for frequent remote individual and small group contact. *Reference/Resources: CDE 2020-21 School Scenarios*	1	2	3	4
II.2.c. Our digital and analog content and curriculum is standards aligned, engaging, appropriately challenging (at grade level), and aligned to each other. *Reference/Resources: CDE Implement the 2020 CAS*	1	2	3	4
II.2.d. Our face-to-face instructional times are available in a synchronous remote option and curated immediately and logically for asynchronous access. *Reference/Resources: CDE 2020-21 School Scenarios*	1	2	3	4
II.2.e. Our school/organization has procured additional hardware (e.g., video cameras, mics, earpieces) and software (remote access video platform) needs that will make remote access to learning sessions possible. *Reference/Resources: Site based*	1	2	3	4
II.2.f. Online and analog content and resources integrate learning in authentic ways, promote natural opportunities for language development, and provide appropriate scaffolds for our English language learners. *Reference/Resources: CDE English Learners 2019-20 Distanced Learning Guidance, CDE CLDE*	1	2	3	4
II.2.g. Our lesson plans provide opportunities, modifications, and accommodations that are consistent with learning plans for all students including, but limited to, students with an IEP, with a 504, Gifted and talented, etc. *Reference/Resources: CDE Gifted Education, CDE GT COVID Resources, CDE Nimble, Flexible Instruction, CDE Office SpEd, CDE Visually Impaired, CDE Resources for Families with Students with Disabilities*	1	2	3	4
II.2.h. Our instructional design provides access to and challenging content for all learners. *Reference/Resources: CDE Nimble, Flexible Instruction*	1	2	3	4

Additional Resources and Exemplars for II.2. Instructional Methods

The key to success with instructional methods is to translate effective and evidence-based teaching practices into the virtual world. Additionally, having the right hardware and software is essential to providing rich learning experiences for all students to be able to consume and contribute content from the classroom to remote locations in real time or in flexible times.

Exemplars:
- LEAP Innovations provides a curated list of exemplar of remote learning in the field, and related tools and resources.
- The *CAST UDL Guidelines* provides an interactive framework for best design practices for learning. The site also serves as an exemplar for online content presentation.

Useful Tools:
- National Standards for Quality (Online Programs) has a collection of broad standards to help guide schools in the development of online programs. Standards associated with these indicators are I and J.
- For schools still booking to procure digital tools, there may be money available through the CARES Act (see the "Allowable Expenditures" guidance).
- Stay up to date on CDE Guidance for Online learning by joining the listserv on the CDE Blended and Online Learning page.
- The Iris Center has a curated list of evidence based practice summaries for instructional strategies and interventions that may be useful in supporting students. Likewise, their "selecting an accommodation" section of the Iris Center's perspectives and resources provides useful scenarios for professional learning and practice.

Potential Reads:
- *Universal Principles of Design* by Lidwell, Holden, and Butler speaks to good design elements in general.

Domain II: User Focused Design -- 3. Content & Assessment

Hybrid and remote learning scenarios require students to work with more autonomy than is often required in more traditional settings. As such, students will need to be more active participants in the learning process, scheduling and time management, goal setting, personal advocacy, and other local considerations. Incorporating design elements of competency-based education models to track student capacity for academic and non-academic indicators (such as homework completion, class participation, and etc.) would support students with this level of agency, as they provide the clarity needed to limit the field of potential objectives through prioritization, user-friendly objective language, transparent assessment methods, and consistent reporting structures.

Self-Assessment Indicator: II. 3. Content & Assessment	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
II.3.a. Our content standards are prioritized to maximize time spent on highest impact content. *Reference/Resources: CDE COVID19 Principal Resources, Marzano Competency Based Education,*	1	2	3	4
II.3.b. Our prioritized standards are presented in a format that can be understood by students and in a way that does not diminish the intent of the standard. *Reference/Resources: Marzano Competency Based Education, CDE Colorado Academic Standards*	1	2	3	4
II.3.c. Student content grades are not affected by student behavioral or success indicator grading. *Reference/Resources: Marzano Competency Based Education*	1	2	3	4
II.3.d. Our teachers leverage individual and small group check-ins for formative assessment and establishing performance trends. *Reference/Resources: Marzano Competency Based Education, Best Practices for Educators*	1	2	3	4
II.3.e. Our assessments are valid measures of performance that are done independently and are clearly measuring identified standards. *Reference/Resources: Marzano Competency Based Education*	1	2	3	4
II.3.f. Our school/organization has a predictable way to determine reasonable student technology skills for content consumption and creation in digital spaces. *Reference/Resources: CDE Supplemental Resource: CCSS K-12 Tech Skills (adapted)*	1	2	3	4
II.4.g. Our school/organization has valid standards that can be used to provide consistent feedback on non-academic success indicators. *Reference/Resources: CDE CO Essential Skills*	1	2	3	4

Additional Resources and Exemplars for II.3. Content & Assessment

Content and Assessment in a Hybrid Learning model can be best supported by competency-based learning methods and in developing students' personal skills. Below are some resources that may help.

Exemplars:
- Marzano Research provides a wide range of examples of competency based education, and more, on their resources list.

Useful Tools:
- National Standards for Quality (Online Programs) has a collection of broad standards to help guide schools in the development of online programs. Standards associated with these indicators are found in section K.
- CDE Standards prioritization worksheets for Math and ELA and other CBL resources on the CDE COVID19 Principal Resources page.
- For schools looking to support students with personal skills development, Colorado Education Initiative has a NextGen Toolkit and CASEL has a comprehensive list of SEL Competencies that schools may find useful in their program articulation.

Potential Reads:
- *A Handbook for Personalized Competency-Based Education* by Marzano, Norford, Finn, and Finn III, is a leading resource for competency-based programs.

Domain III: Sustainability -- 1. Self-Assessment

In order to effectively manage progress towards sustainability, programs have clear success indicators and goals achieving success. In ideal settings, these goals are constructed of shared lead and lag measures and unbiased data collection and analysis.

Self-Assessment Indicator: III. 1 -Self Assessment	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
III.1.a. Our school/organization has a strong understanding of lead and lag measures and how they work in relation to building reliable programs. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation*	1	2	3	4
III.1.b. Our school/organization is confident that we have established the correct **qualitative** metrics (e.g. stakeholder satisfaction or opinion) to measure our Hybrid Learning program's success. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation*	1	2	3	4
III.1.c. Our school/organization is confident that we have established the correct **quantitative** metrics (e.g. content mastery, active engagement, etc.) to measure our Hybrid Learning program's success. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation*	1	2	3	4
III.1.d. Our school/organization has an effective process using analog and digital tools and in a variety of formats (e.g. surveys, focus groups, interviews, benchmarking) to collect feedback on our Hybrid Learning program from all stakeholders. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation*	1	2	3	4
III.1.e. Our school/organization performs usability audits of our online content to ensure consistent and intuitive design and alignment with our non-digital resources. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation*	1	2	3	4
III.1.f. Our school/organization frequently uses unbiased third parties to perform design audits and administer qualitative information sessions and data analysis. *Reference/Resources: Site based*	1	2	3	4

Additional Resources and Exemplars for III.1. Self -Assessment

Having good measures and collecting evidence in a variety of reliable ways is the key to gathering the right information to gauge program success.

Useful Tools:
- National Standards for Quality (Online Programs) has a collection of broad standards to help guide schools in the development of online programs. Standards associated with these indicators are found in section N.

Potential Reads:
- *A Handbook for High Reliability Schools* by Marzano, Warrick, and Simms.

Domain III: Sustainability -- 2. Refinement

Self-assessment and data analysis show where programs are successful and where improvements need to be made, and program refinement comes in the form of the augmentation or elimination of metrics that missed the mark and the conscious continuation of metrics that are determined to be promise points for programmatic success.

Self-Assessment Indicator: III. 2. Refinement	1: Disagree	2: Slightly Disagree	3: Slightly Agree	4: Agree
III.2.a. Our Transition Team uses analysis of this self-assessment and data from our identified qualitative and quantitative metrics as part of decision making and action planning. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation*	1	2	3	4
III.2.b. Our school/organization articulates clear goals [e.g. SMART (Specific, Measurable, Attainable, Relevant, Time-based)] to meet program objectives. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation*	1	2	3	4
III.2.c. Our decisions for professional development needs are informed by our self-assessments. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation,*	1	2	3	4
III.2.d. Our decisions for software and digital tool selection are informed by our self-assessments. *Reference/Resources: Site based*	1	2	3	4
III.2.e. Our Transition Team has the ability to modify our program goals, metrics, assessment methods, as objectives are met, as time frames expire, or as new knowledge or situations demand programmatic changes. *Reference/Resources: CDE DARE Resource, CDE Program Evaluation*	1	2	3	4
III.2.f. Our school/organization re-administers this self-assessment regularly to monitor changes on key self-assessment indicators. *Reference/Resources: Site based*	1	2	3	4

Additional Resources and Exemplars for III.2. Refinement

After the data is collected, this section is about analysis and action. What to do with the data and how to set up a process of continuous improvement.

Useful Tools:
- National Standards for Quality (Online Programs) has a collection of standards to help guide schools in the development of online programs. Standards associated with these indicators are found in section N.
- When identifying professional development needs, iLearn Collaborative(ILC) and Colorado Empowered Learning (CEL) offer related Blended and Online PD.
- The Ohio Department of Education put out a support resource on writing SMART Goals.
- The International Society for Technology in Education (ISTE) has a complete list of standards related to using technology for students, educators, school leaders and instructional coaches that may be useful in supporting and credentialing professional learning.

Potential Reads:
- *Leverage Leadership 2.0* or *Driven by Data 2.0* both by Paul Bambrick-Santoyo: (Content is included in each on leading professional development and data analysis).
- Education Elements Personalized learning guide is an easy to navigate resources that models much of the process outlined throughout this self-evaluation.