This outline is intended to provide a general focus for informal self-evaluation of progress in developing a unified, comprehensive, and systemic approach to addressing barriers to learning and teaching. Focus here is on districts and their schools. This can readily be adapted for regional and state agencies.

**POLICY STATUS**
- To what degree have effective policies been enacted/implemented to facilitate the work?
- What policy matters still must be dealt with?
- What are the plans for doing so? (Who, when, how)

**DESIGN DOCUMENT AND PLANS FOR CREATING READINESS AND PHASE-IN**
- Has a design document been developed? (If not, is one in the works? who, how, when)
- Is there a written strategic plan? (Does it need revision? If not, is one in the works? who, how, when)
- Is their an action plan for current development steps?

**CREATING READINESS FOR IMPLEMENTATION**
- Who is on-board in a well-informed and committed way?
- Who is on-board but still needs enhanced understanding?
- Who still must be brought on-board for good progress to be made?
- What plans have been made to address concerns about readiness? (who, how, when)

**INFRASTRUCTURE FOR NEEDED SYSTEMIC CHANGES**
- Are there steering bodies and are the right people on them? (e.g., at the district level, for each school as it moves forward)
- Who are the designated change agents to facilitate the specific systemic change involved in developing the learning supports component?
- What ongoing training, supervision, and support are the advisory/steering bodies and change agents receiving so that they can be effective?
- What steps ensure that change agents are not diverted into other roles and functions?
- What steps are taken to address weaknesses in the performance of steering bodies and change agents? (Included here are steps for orienting and bringing newcomers up to speed.)

**LEADERSHIP DESIGNATION, TRAINING, & SUPPORT**
- Who have been designated as leaders for a learning support component at the district and at each school as it moves forward?
- What ongoing training and support are leadership personnel receiving so that they can be effective? (Included here are steps for orienting and bringing new personnel up to speed.)

**INFRASTRUCTURE FOR RESOURCE-ORIENTED PLANNING**
- What resource-oriented mechanisms have been established at each level (e.g., a Learning Supports Leadership Team at the district; a Learning Supports Leadership at schools, a Learning Supports Leadership Council for a family/feeder pattern of schools)?
- What ongoing training and support are those on resource-oriented teams receiving so that they can be effective? (Included here are steps for orienting and bringing new members up to speed.)
MAPPING AND ANALYSES OF RESOURCES

- Has an effective initial *mapping and analyses* of resources relevant to addressing barriers to learning and promoting healthy development been completed?
- To what degree have existing activities and initiatives (programs and services) been charted with respect to delineated areas of intervention (e.g., six areas of a learning support/enabling component) and displayed publicly?
- What priorities have been set for next steps in using resources more effectively in developing a unified, comprehensive, and systemic approach?
- Have work groups been established to assure next steps are taken effectively?
- Are there plans for updating and deepening resource mapping and analysis?

COMPONENT COMMUNICATIONS AND VISIBILITY

Continuous communication about the component by sharing the design and strategic plans with all stakeholders, outlining current steps in memos, highlighting policy and guidance in bulletins and on websites, creating a brochure describing the Learning Supports Component and key interventions, featuring the work in newsletters and on information boards, etc.

CONTINUOUS MONITORING AND PROBLEMS SOLVING

See Benchmark Tool for detailed major tasks and current activities related to the tasks. Use the benchmarks to indicate timelines and progress.