

Monitoring Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching – Topical Guide for Self-Evaluation

(<http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/selvevaltool.pdf>)

This outline is intended to provide a focus for informal self-evaluation of progress in developing a comprehensive, multifaceted, and cohesive approach to address barriers to student learning. Think in terms of four levels: school, complex of schools, district, and state.

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)

STRATEGIC PLAN FOR CREATING READINESS AND PHASE-IN

Is there a written plan?

If so, does it need revision?

If not, is one in the works? (who, how, when)

CREATING READINESS FOR IMPLEMENTATION

- Who is on-board in a well-informed and committed way?
- Who is on-board but still needs to enhance 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 at all levels and are the right people on them?
- Who are the designated change agents (organization facilitators for specific systemic change)?
- 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 each level?
- 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?
- 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

- At what stage is the mapping and analyses of resources that are relevant to addressing barriers to learning and promoting healthy development?
- 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 comprehensive, multifaceted approach?
- What mechanisms have been established to assure next steps are taken effectively?