

## Appendix G

### Benchmarks for Monitoring and Improving Transformation

The checklist on the following pages is designed to aid those involved in the process of transforming student and learning supports into a unified, comprehensive, equitable, and systemic Learning Supports Component.

This tool was developed as a formative evaluation instrument for use by steering groups, transformation leaders, and other stakeholders. It can aid in focusing problem solving discussions and planning next steps.

*The items should be modified to fit local strategic and action plans*

	Date started	Date Completed if applies	Current Status
<b><i>I. ORIENTATION AND CREATING READINESS</i></b>			
<b>DISTRICT LEVEL</b> – District name:			
<b>A. Establishment of a district <i>Steering Group</i> (“champions”) to facilitate development of the Component</b> Steering Group members identified Names:                      Position:			
<b>B. Leadership and systemic change training for steering group members</b>			
<b>C. Orienting district stakeholders</b> – initial contacts made with key stakeholders to introduce basic ideas			
(1) “Social marketing” strategies used to introduce basic ideas and relevant research base to key stakeholders >administrators >staff >parent representatives >business and community stakeholders >_____			
(2) Opportunities for interchange provided & additional in-depth presentations made to build a critical mass of consensus for systemic changes			
(3) Ongoing evaluation of interest indicates a critical mass of stakeholders are ready to pursue a policy commitment and/or continuing work to enhance commitment for moving forward			
(4) Ratification and sponsorship elicited from a critical mass of stakeholders			
<b>D. Establishing Policy Commitment &amp; Framework</b> – (follow-up meetings with district leaders to clarify dimensions of the work and how to proceed)			
(1) Negotiation of policy commitment and conditions for engagement (e.g., high level policy established and assurance of leadership commitment – learning supports component adopted as one of the primary and essential components of school improvement – on a par with instructional & management components)			
(2) Policy translated into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line			
(3) Policy translated into appropriate resource allocations (leadership, staff, space, budget, time)			

	Date started	Date Completed if applies	Current Status
(4) Incentives for change established (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)			
(5) Procedural options established that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable			
(6) Infrastructure and processes established for facilitating systemic change			
(7) Establishment of transformation leadership			
(8) Transformation leaders identified – indicate name(s): _____			
(9) Initial capacity-building – essential skills developed among stakeholders to begin implementation			
(10) Benchmarks used to provide feedback on progress and to make necessary improvements in the process for creating readiness			
<b>E. Development of phase-in plan for District</b>			
<b>SCHOOL LEVEL</b> – School name:			
<b>A. Establishment of Steering Group (“champions) for school</b> to facilitate development of Component Steering Group members identified Names:                      Position:			
<b>B. Leadership and systemic change training for Steering Group members</b>			
<b>C. Orienting school stakeholders – initial contacts made with key stakeholders to introduce basic ideas</b>			
(1) “Social marketing” strategies used to introduce basic ideas and relevant research base to key stakeholders >administrators >staff >parent representatives >business and community stakeholders _____			
(2) Opportunities for interchange provided & additional in-depth presentations made to build a critical mass of consensus for systemic changes			

	Date started	Date Completed if applies	Current Status
(3) Evaluation of interest to determine that a critical mass of stakeholders want to move forward			
(4) Ratification and sponsorship elicited from a critical mass of stakeholders			
<b>D. Establishing Policy Commitment &amp; Framework –</b> (follow-up meetings with school leaders to clarify the dimensions of the work and how to proceed)			
(1) Negotiation of a policy commitment and conditions for engagement (e.g., high level policy established and assurance of leadership commitment – learning supports component adopted as one of the primary and essential components of school improvement – on a par with the instructional and management components)			
(2) Policy translated into an inspiring vision, frameworks, and a strategic plan to phase-in changes using a realistic time line			
(3) Policy translated into appropriate resource allocations (leadership, staff, space, budget, time)			
(4) Incentives for change established (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)			
(5) Procedural options established that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable			
(6) Infrastructure and processes established for facilitating systemic change			
(7) Establishment of transformation leadership			
(8) Transformation leaders identified – indicate name(s): _____			
(9) Initial capacity-building – essential skills developed among stakeholders to begin implementation			
(10) Benchmarks used to provide feedback on progress and to make necessary improvements in the process for creating motivational readiness and capability to move forward			
<b>E. Development of phase-in plan for school</b>			

	Date started	Date Completed if applies	Current Status
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**II. START-UP AND PHASE-IN**

<p><b>A. Evaluation indicating that Steering Group at the school is ready to facilitate development of the Component</b>  Update Members  Name:                      Position:</p>			
<p><b>B. Identification of a site leader</b> (equivalent to the leader for the Instructional Component)  Name:                      Position:</p>			
<p><b>C. Identification of other advocates for the Component</b>  Names:                      Position:</p>			
<p><b>D. Current Transformation leader(s)</b> indicate name(s):  _____</p>			
<p><b>E. Leadership and systemic change training for all taking a lead in developing the component</b></p>			
<p><b>F. Survey of staff to assess transformation readiness</b></p>			
<p><b>G. ESTABLISHMENT OF LEARNING SUPPORTS LEADERSHIP TEAM</b></p>			
<p>(1) Identification of potential team members</p>			
<p>(2) Recruitment of team members.  Name:                      Position:</p>			
<p>(3) Initial team meeting.</p>			
<p>(4) Training for team.</p>			

	Date started	Date Completed if applies	Current Status
<b>H. INITIAL MAPPING AND ANALYSIS OF EXISTING RESOURCES</b>			
(1) Initial mapping			
(2) Initial analyses (e.g., of needs, gaps, efficacy, coordination, integration with school improvement planning)			
(3) Initial plans and steps to improve learning supports System (e.g., priorities, development work groups)			
(4) Initial “maps” and plans distributed			
<b>I. INITIAL ENHANCEMENT OF SYSTEMS AND ACTIVITY RELATED TO ENABLING</b>			
(1) Analysis, improvement, documentation, and circulation of info and recommendations on how to use current “systems” – clarification of steps, development of flow charts, written descriptions, training of personnel, etc. (e.g., for work related to >Promoting Healthy Development and Preventing Problems >Response to Intervention (RtI) >Handling Behavior Problems >Referral for Emergency Help-Major Services >Triage >Care Management >Crisis Response (e.g., Crisis Team) >_____			
(2) Training for existing teams. >Student and Family Assistance Team (e.g., Student Study or Guidance Team) >IEP Team members >Crisis Team >Other (specify)			
<b>J. REFINING INFRASTRUCTURE &amp; PURSUING DEEPER MAPPING AND ANALYSES</b>			
(1) Student and Learning supports organized into a delineated set of intervention arenas (e.g., 6 content arenas)			
(2) Standing work groups developed for each arena			

	Date started	Date Completed if applies	Current Status
(3) Training of Arena work groups Delineate by arena:			
(4) Initial mapping and analyses of resources related to each arena accomplished			
(5) Each arena work group formulates priorities for improvement. Delineate by area:			
(6) Priorities for enhancing learning supports delineated, evaluated, and ranked by Learning Supports Leadership Team and plans formulated for pursuing top priorities.			
(7) School infrastructure refined so that learning supports component is fully integrated with the instructional and management components			
(8) If relevant, plans formulated to establish a Family and/or Parent Center			
<b>K. COMPONENT VISIBILITY, COMMUNICATION, &amp; PROBLEM SOLVING</b>			
(1) Ad hoc work groups developed to enhance component visibility, communication, sharing, & problem solving			
(2) All existing programs, services, and resources listed, circulated (e.g., to all staff, parents), and for high visibility featured in memos, bulletins, on websites, in a brochure describing the component, in newsletters, and on information boards)			
(3) Other steps taken to enhance visibility. (specify)			
(4) Effective <i>communication mechanisms</i> in operation			
(5) Effective <i>problem solving mechanisms</i> in operation			
(6) Effective <i>social marketing mechanisms</i> in operation			

	Date Started	Date Completed	Current Status
<b>L. OUTREACH TO FILL GAPS &amp; PURSUE ECONOMIES OF SCALE</b>			
(1) Formal collaborative linkages established with other resources in the district (specify)			
(2) Formal collaborative linkages (e.g., a Learning Supports Leadership <i>Council</i> ) established with other schools in locale (e.g., a feeder pattern) (specify)			
(3) Formal collaborative linkages (e.g., a school-community collaborative) established with a wide range of community resources (e.g., programs and agencies) (specify)			
<b>M. SYSTEM FOR QUALITY IMPROVEMENT</b> (Formative Evaluation)			
Decisions about indicators to be used.			
Members recruited for Quality Improvement Team. Name:                      Position:			
Training of Quality Improvement Team			
Initial Quality Improvement recommendations. Made. Acted upon.			



Site Name	Date Started	Date Completed	Current Status
<p><b>III. INSTITUTIONALIZATION</b>  <i>(maintenance &amp; evolution)</i></p> <p><b>&amp; IV. PLANS FOR ONGOING RENEWAL</b></p>			
<b>A. Indications of planning for maintenance</b>			
(1) policy commitments			
(2) regular budget allocations			
(3) ongoing administrative leadership			
(4) a key facet of school improvement plans			
(5) summative evaluation and use of leading Indicators for ongoing accountability			
<b>B. Strategies in use for maintaining momentum/progress.(sustainability)</b> (List most prominent examples)			
<b>C. Strategies in use and future plans for generating renewal</b> (List most prominent examples)			

*An overarching benchmark involves the monitoring of the implementation of evaluation plans.*