Benchmark Checklist for Monitoring and Reviewing Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching

The checklist on the following pages is designed to aid those involved in the process of restructuring education support programs and developing a Learning Supports (Enabling) Component. It is organized around four phases of systemic change and major tasks and current activities at district and school levels for developing the component. The list of tasks and activities is not meant to be exhaustive and clearly they overlap and some are ongoing. Users will want to adapt it to fit their situations and to highlight other tasks and activities.

This tool was developed as a guide and formative evaluation instrument for use by Steering Groups , administrators, change agents, and other stakeholders. It aids in focusing problem solving discussions and planning next steps.

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

ABOUT THE CENTER FOR MENTAL HEALTH IN SCHOOLS at UCLA

This national Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project at UCLA.

Contact us by email at smhp@ucla.edu or call 310/825-3634 or write Center for Mental Health in Schools, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563.

Website: http://smhp.psych.ucla.edu

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies
I. ORIENTATION AND CREATING READINESS					
DISTRICT LEVEL -- District Name: _____					
A. **Establishment of a district *Steering Group* ("champions") to facilitate development of the** **Component** Steering Group members identified Names: Position:					
B. **Leadership and systemic change training for steering group members**					
C. **Orienting district stakeholders** – 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					

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies
D. Establishing Policy Commitment & Framework – (follow-up meetings with district leaders to clarify 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)					
(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 change efforts					
(7) Establishment of a change agent(s) position					
(8) Change agent(s) 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					
E. Development of phase-in plan for District (see and adapt *Start-up and Phase-in* tasks for schools)					

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies
SCHOOL LEVEL – School Name: _____					
A. Establishment of Steering Group ("champions) for school to facilitate development of Component Steering Group members identified Names: Position:					
B. Leadership and systemic change training for Steering Group members					
C. Orienting school stakeholders – 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 move forward					
(4) Ratification and sponsorship elicited from a critical mass of stakeholders					

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies
D. Establishing Policy Commitment & Framework – (follow-up meetings with school leaders to clarify the 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 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 change efforts					
(7) Establishment of a change agent(s) position					
(8) Current change agent(s) – indicate name(s): _____ _____					

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies
(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					
E. Development of phase-in plan for school (based on the following *Start-up and Phase-in* tasks)					
II. START-UP AND PHASE-IN					
A. **Evaluation indicating that Steering Group at the school is ready to facilitate development** of the Component Update Members Name: Position:					
B. Identification of a site leader (equivalent to the leader for the Instructional Component) Name: Position:					

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies
C. Identification of others advocates for the Component Names: Position:					
D. Current Change Agent(s) indicate name(s): _____ _____					
E. Leadership and systemic change training for all taking a lead in developing the component					
F. Survey of administrator, teacher, and other staff regarding attitudes about new directions					
G. ESTABLISHMENT OF LEARNING SUPPORTS LEADERSHIP TEAM					
(1) Identification of potential team members					
(2) Recruitment of team members. Name: Position:					
(3) Initial team meeting.					
(4) Training for team.					

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies
H. INITIAL MAPPING AND ANALYSIS OF EXISTING RESOURCES					
(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 (enabling) activity (e.g., priorities, intervention development work groups)					
(4) Initial "maps" and plans distributed					
I. INITIAL ENHANCEMENT OF SYSTEMS AND ACTIVITY RELATED TO ENABLING					
(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) >_____					

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies

(2) Training for existing work groups
  >Student and Family Assistance Team
   (e.g., Student Study or Guidance Team)
  >IEP Team members
  >Crisis Team
  >Other (specify)					

**J. REFINING INFRASTRUCTURE &
   PURSUING DEEPER MAPPING
   AND ANALYSES**					

(1) Learning support activity organized into a delineated set of intervention arenas (e.g., six content arenas)					
(2) Standing work groups developed for each arena					
(3) Training of Each 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
   enhancing activity in own area.
   Delineate by Arena:					

	Date started	Assigned to	Planned timetable	Current Status	Date Completed if applies
(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 (enabling) component is fully integrated with the instructional and management components					
(8) If relevant, plans formulated to establish a Family and/or Parent Center					

K. COMPONENT VISIBILITY, COMMUNICATION, & PROBLEM SOLVING

(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 Learning Supports Component and key interventions, in newsletters and on information boards, etc.					
(3) Other steps taken to enhance visibility. (specify)					
(4) Effective *communication mechanisms* in operation					
(5) Effective *problem solving mechanisms* in operation					
(6) Effective *social marketing mechanisms* in operation					

	Date Started	Assigned to	Planned Timetable	Current Status	Date Completed
L. OUTREACH TO FILL GAPS & PURSUE ECONOMIES OF SCALE					
(1) Formal collaborative linkages established with other resources in the district (specify)					
(2) Formal collaborative linkages (e.g., a Learning Supports Leadership *Council*) 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)					
M. SYSTEM FOR QUALITY IMPROVEMENT					
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		
III. INSTITUTIONALIZATION (maintenance & evolution) **& IV. PLANS FOR ONGOING RENEWAL**					
A. Indications of planning for maintenance					
(1) policy commitments					
(2) regular budget allocations					
(3) ongoing administrative leadership					
(4) a key facet of school improvement plans					
B. Strategies in use for maintaining momentum/progress.(sustainability) (List most prominent examples)					
C. Strategies in use and future plans for generating renewal (List most prominent examples)					

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

Some Major Resource Aids are Listed on the Next Page.

Related Resources are in the Center's Toolkit

Toolkit URL is http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

Examples of Resource Aids are:

>*Frameworks for Systemic Transformation of Student and Learning Supports –*
    http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf

>*Steps and Tools to Guide. Planning and Implementation of a Comprehensive System to*
 Address Barriers to Learning and Teaching –   http://smhp.psych.ucla.edu/pdfdocs/stepsandtoolstoguideplanning.pdf

>*Implementing a Comprehensive System of Learning Supports: A Brief District Guide for*
 Moving Forward – http://smhp.psych.ucla.edu/pdfdocs/implementingls.pdf

>*Guidance Notes for Designing a comprehensive system of learning supports and strategically*
 planning its implementation – http://smhp.psych.ucla.edu/pdfdocs/compsystem.pdf

>*Leadership at a School Site for Developing a Comprehensive System of. Learning Supports –*
    http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidd.pdf

>*Organization Facilitators: A Key Change Agent for Systemic. School and Community*
 Changes. – http://smhp.psych.ucla.edu/pdfdocs/Report/orgfacrep.pdf

>*What is a Learning Supports Resource Team? –*
    http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf

>*Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education*
 Supports – http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf

>*Developing Resource-Oriented Mechanisms to Enhance Learning Supports –*
http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

>*Mapping & Analyzing Learning Supports –* http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

>Examples of Brochures – http://smhp.psych.ucla.edu/toolkita1a.htm