

## **Monitoring Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching – Quick Overview Guide for Self-Evaluation**

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

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 there 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.)

(cont.)

## **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.