Assessing Readiness – Key Examples of Benchmark Indicators for First Steps*

Location:	Date Started	Date Completed	Current Status
Step 1. *Mapping, Analyses, Recommendations, Readiness –* Documents providing			

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Documents providing
  >a listing of all student and learning support staff and what they do
  >an indepth and structured map of all school resources currently used and that the community adds to address barriers to learning and teaching
  >an analysis of general system status, intervention effectiveness, efforts needing improvement, critical gaps, and current redundant efforts and wasted resources
  >a listing of current priorities for improving the system
  >a set of specific & feasible recommendations for resource allocation
  >several indicators of how the system is being made visible
  >a plan (e.g., schedule, process) for updating the analyses
  >basic ideas and relevant research base have been introduced to key stakeholders using "social marketing" strategies
>opportunities for interchange have been provided, with additional in-depth presentations made to build a critical mass of consensus for improving student and learning supports
  >an indication that a critical mass of key stakeholders understands as an imperative and ratifies the necessity for the system improvements

Step 2. *Recommendations approved with policy commitment* – Documentation that
  >indicates that recommendations were approved by appropriate authorities with a written policy and committed supports (e.g., for leadership, staff, space, budget, time, capacity building)
  >incentives for change are in place (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards, protections)

Step 3. *Steering group* –
Documentation that
  >a Steering Group is in place that is
    advocating for, guiding, and supporting
    efforts for system improvements

Steps 4, 5, & 6. *Operational Infrastructure* –
  Documentation that
  >an administrative-level lead for the
    improvement effort is in place
  >a job description for the roles and functions
    of the administrative lead has been
    established
  >The lead has a general understanding of the
    intended improvements and is familiar with
    resources for preparing others to understand
    what is involved
  >the lead is a member of the school's decision
    making and planning teams, and the work is
    on the agenda regularly
  >the lead has established and is leading a
    permanent leadership team to guide the work
  >team members have a broad understanding of
    the intended improvements and their specific
    functions
  >team has prepared a design document
  >team has prepared strategic and action plans
    designed to ensure effective planning, initial
    implementation, capacity building, formative
    evaluation, and ongoing development of the
    proposed improvements
  >the action plans includes procedural options
    that reflect stakeholder strengths and from
    which those expected to implement change
    can select strategies they see as workable
  >proposed student/learning supports
    improvements are fully integrated into the
    school improvement plan and any other
    strategic operational plans (with a realistic
    developmental timeline)
  >the agency's operational infrastructure has
    been reworked to include the administrative
    lead and the leadership team for
    student/learning supports
  >the team is establishing workgroups to carry
    out facets of the strategic and actions plans
  >temporary infrastructure mechanisms for
    facilitating system changes are in place and
    effective (e.g., change agents, coaches,
    continuous technical assistance)

Continued

Step 7. *Using Formative Evaluation to Support Progress* – Documentation that			
>mechanisms are in place for conducting formative evaluation			
>data related to key benchmarks are regularly gathered and analyzed			
>actions are taken to provide guidance and support in ways that counter interfering factors and enhance facilitation of progress			
>progress is publicized to interested stakeholders and celebrated in ways that commend those responsible			

*From: *Transforming Student and Learning Supports: Starting the Process*
https://smhp.psych.ucla.edu/pdfdocs/systemchangesteps.pdf