Readiness Checklist

[NOTE: This checklist is for use in schools that are trying to use the stages and modules to work collaboratively on school improvement. It is designed to help the school make sure that all the key players have the capacity to work on the issues in an informed and collaborative way.**]**

(1) <u>Motivation / mind set for participation</u>

      (a) Recognition of need (for reform)
      (b) Commitment to   "whatever it takes"
      (c) Value of intellectual inquiry and knowledge in addressing school problems and improvement
      (d) Belief in ability to succeed
      (e) Value of school community-wide engagement

(2) <u>Regular time to work with each other</u> (both during and outside of regular school day) – sufficient to get the work done soon enough

(3) <u>Inclusive structure for working with each other</u>

      (a) Clarity
      (b) Authority and Legitimacy
      (c) Inclusiveness
      (d) Usefulness / Efficiency

(4) <u>Access to information</u>

      (a) Pre-requisite knowledge needed to begin this stage

      (b) Ongoing capacity to get various types of information needed for this stage:
            (i) Data
            (ii) Research
            (iii) Law and policy / rights and obligations
            (iv) What's happening in the school, including through observation
            (v) Useful tools and models

      (c) "Access" in terms of:
            (i) Knowing how to find it
            (ii) Capacity to understand it
            (iii) Overcoming particular barriers to access – e.g., limited literacy, limited English proficiency, disability

(5) <u>Capacity to communicate</u>:

      (a) Peer to peer
      (b) Between those less intensively involved and their representatives (two-way)
      (c) Across groups – e.g., parents and teachers

(6) <u>Capacity to clarify and record actions & decisions and to measure progress against benchmarks</u>

(7) <u>Training and assistance needed for effective participation</u> (e.g., in understanding or using the information in (4) above, or in developing and implementing ideas)

(8) <u>Technological capacity</u> for all of the above (if not already addressed under each of the above)

(9) <u>Other needed resources</u>

Readiness Checklist -- for Stage _____
[CHART VERSION]

Capacity of <u>Parents</u> to work on this stage

(Some of these components of capacity will be strengthened as we move forward. The question here is what level of capacity is needed at the start of a stage in order to begin the stage with reasonable assurance of success.)

Component of Capacity	What is needed? (How much?)	How will we provide it, in light of any barriers?	Are we ready?
(1) Motivation / mind set for participation (a) Recognition of need (for reform) (b) Commitment to "whatever it takes" (c) Value of intellec-tual inquiry and knowledge in addres-sing school problems and improvement (d) Belief in ability to succeed (e) Value of school community-wide engagement			
(2) Regular time to work with each other (both during and outside of regular school day) – sufficient to get the work done soon enough			
(3) Inclusive structure for working with each other			
(a) Clarity			
(b) Authority and Legitimacy			
(c) Inclusiveness			
(d) Usefulness / efficiency			

Component of Capacity	What is needed? (How much?)	How will we provide it, in light of any barriers?	Are we ready?
(4) Access to information			
(a) Pre-requisite knowledge needed to begin this stage			
(b) Ongoing capacity to get various types of information needed for this stage: (i) Data (ii) Research (iii) Law and policy/ rights and obligations (Iv) What's Happening In the school, including observation (v) Useful tools and models			
(c) "Access" in terms of: (i) knowing how to find it (ii) Capacity to understand it (iii) Overcoming particular barriers – e.g., limited literacy, limited English proficiency, disability			

Component of Capacity	What is needed? (How much?)	How will we provide it, in light of any barriers?	Are we ready?
(5) Capacity to communicate:			
(a) Peer to peer			
(b) Between those less intensively involved and their representatives (two-way)			
(c) Across groups – e.g., parents and teachers			
(6) Capacity to clarify and record actions and decisions and to measure the group's progress against benchmarks			
(5) Training and assistance needed for effective participation (e.g., in understanding or using the information in (4) above, or in developing and implementing ideas)			
(8) Technological capacity for all of the above (if not already addressed under each of the above)			
(9) Other needed resources			

Readiness Checklist -- for Stage _____

Other capacity of <u>Overall School Community</u> to work on this stage

(Some of these components of capacity will be strengthened as we move forward. The question here is what level of capacity is needed at the start of a stage in order to begin the stage with reasonable assurance of success.)

Component of Capacity	What is needed? (How much?)	How will we provide it, in light of any barriers?	Are we ready?