Guidelines for the Stage of Implementation - Self-Assessment Activity

PURPOSE
This tool is for the use of school board/authority members to identify where on the continuum their department/school or board/authority is with respect to each of the program elements identified through the PIM Toolkit.

Note: It is suggested that participants read the referenced documents prior to undertaking the self-assessment in order to gain an understanding of the expectations of the categories and, therefore, to have a context for the self-assessment activity.

Process Protocol

1. Start by having each team member independently identify (by placing a dot using a coloured marker) where on the team continuum the department/school or system is with respect to each of the program elements identified down the far left column.

2. Have participating team members independently provide an example of evidence to support their stage selection in each of the blank boxes corresponding to the program element and stage selected.

3. Next, have each participant transfer his/her stage selection to the Team Self-Assessment Activity Template. Post the sheet on a wall or centre on the table for a group review. The markers allow all team members to see how much they are in agreement with one another.

4. When all dots/marks have been placed on the team continuum, have team members reflect/brainstorm on where there is agreement or disagreement among the ratings.

5. Start with the first principle element and have team members discuss why they believe the department/school/system is where they rated it. Have team members continue this discussion until the team comes to a consensus on one stage that reflects where the department/school/ system is right now.

6. Have team members brainstorm on possible next steps for moving toward the next stage along the continuum.