

## Readiness for Change Assessment Tool



**Directions:**

1. Read the following pairs of statements. Based on what you learned on the listening tour, and what you might already know about the school, select the number between 1 and 10 to rate how strongly you agree with a statement. The more you agree with the statement on the left, the lower the number you select will be. The more you agree with the statement on the right, the higher the number you select will be.

<p>A majority of respondents stated that problems are dealt with effectively and efficiently.</p>	<p>○-○-○-○-○-○-○-○-○-○ 1 2 3 4 5 6 7 8 9 10</p>	<p>A majority of respondents spoke of persistent problems that have not gotten attention.</p>
<p>A majority of respondents shared that all groups of students were making significant achievement gains.</p>	<p>○-○-○-○-○-○-○-○-○-○ 1 2 3 4 5 6 7 8 9 10</p>	<p>A majority of respondents mentioned a deficient degree of student achievement gains or mentioned achievement levels that have remained stuck.</p>
<p>School staff acknowledged changes are in process to boost or continue to boost student achievement gains.</p>	<p>○-○-○-○-○-○-○-○-○-○ 1 2 3 4 5 6 7 8 9 10</p>	<p>School staff appeared defensive about a lack of school-wide student achievement gains.</p>
<p>The school has participated in instructional coaching for a number of years.</p>	<p>○-○-○-○-○-○-○-○-○-○ 1 2 3 4 5 6 7 8 9 10</p>	<p>There is little to no history of instructional coaching at the school.</p>
<p>The majority of respondents expressed excitement regarding the leadership's willingness to hear and/or take seriously staff/ community ideas for improvement or change.</p>	<p>○-○-○-○-○-○-○-○-○-○ 1 2 3 4 5 6 7 8 9 10</p>	<p>The majority of respondents expressed frustrations with leadership's willingness to hear and/ or take seriously staff/community ideas for improvement or change.</p>
<p>A majority of respondents expressed a genuine desire to improve in whatever ways are necessary to help each child succeed.</p>	<p>○-○-○-○-○-○-○-○-○-○ 1 2 3 4 5 6 7 8 9 10</p>	<p>A majority of respondents expressed a degree of hopelessness that the school can improve or change.</p>

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<p>A majority of respondents were pleased with the level of support for instructional improvement initiatives.</p>	<p>○-○-○-○-○-○-○-○-○-○                  1 2 3 4 5 6 7 8 9 10</p>	<p>A majority of respondents voiced concern over a lack of support for instructional improvement initiatives.</p>
<p>When asked what needs to change at the school, the majority of respondents could identify primarily and/or only smaller changes, e.g., specific changes that pertain to individual instructional practices.</p>	<p>○-○-○-○-○-○-○-○-○-○                  1 2 3 4 5 6 7 8 9 10</p>	<p>When asked what needs to change at the school, the majority of respondents suggested big-picture, sweeping changes were needed (e.g., curriculum is outdated; equity is not taken seriously; lack of blended learning), as opposed to smaller changes (e.g., incorporating strategies for student discourse, integrating rigor in assessments).</p>
<p>There is a strong sense that most staff members love their jobs.</p>	<p>○-○-○-○-○-○-○-○-○-○                  1 2 3 4 5 6 7 8 9 10</p>	<p>There is a sense that most staff members are not happy working at the school.</p>
<p>The majority of respondents expressed enthusiasm for their school and what is taking place within it.</p>	<p>○-○-○-○-○-○-○-○-○-○                  1 2 3 4 5 6 7 8 9 10</p>	<p>The majority of respondents expressed a sense of fatigue, overwhelm, or disillusionment.</p>
<p>There is a general perception that leadership cares about other people’s ideas and takes them into consideration when making instructional decisions.</p>	<p>○-○-○-○-○-○-○-○-○-○                  1 2 3 4 5 6 7 8 9 10</p>	<p>There is a general perception that leadership is complacent and not open to new ideas or suggested changes.</p>
<p>There is a general perception that teachers care about their students and are willing to do whatever it takes to help them succeed.</p>	<p>○-○-○-○-○-○-○-○-○-○                  1 2 3 4 5 6 7 8 9 10</p>	<p>There is a general perception that teachers are complacent and not open to new ideas or suggested changes.</p>
<p>The school has a good or outstanding reputation and has done a great deal of work to improve its standing in the community.</p>	<p>○-○-○-○-○-○-○-○-○-○                  1 2 3 4 5 6 7 8 9 10</p>	<p>The school has a poor reputation and has done little to improve its standing in the community.</p>

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- 2. Add up the numbers you selected for all statements to determine your school's score. Refer to the following scale to determine where on the readiness-for-change scale your school falls. Where your school falls can shed light on how strongly they may resist change. For instance, if your score came to 45, this can be interpreted as a lower intensity of medium resistance to change than if it came to 95.

### Change-Readiness Scale

