Illinois Pyramid Model State

Promoting Social Emotional Competence in Illinois' Young Children

Readiness Process for Site Implementation of the Pyramid Model in Illinois

Items to Consider	Yes	No	Notes
1. Do teachers in your program have a good understanding of social and emotional development for the age that they work with?			
2. Do teachers in your program have a good understanding of how to support social emotional development for the age that they work with?			
3. Do teachers in your program use developmentally appropriate practices with the children they work with?			
4. Is there (or will there be) a long-term commitment from program leadership to implementing the Pyramid Model to fidelity in your program?			
5. Do the current leaders/administrators participate in shared leadership to create common goals and outcomes for program?			
6. Do teachers and other support staff collaborate to promote and support the goals and outcomes of the program?			
7. Currently, is there staff member(s) who can help with the additional workload of implementation a new initiative?			
8. Based on external evaluation sources (i.e., CLASS, ECERS, Excelerate Circle of Quality, and/or NAEYC Accreditation) is your program aligned with quality standards?			

9. Does your program currently promote ongoing professional development related to promoting social and emotional development and preventing and addressing challenging behavior?			
10. Does ongoing professional development include coaching within the classroom?			
11. Does your program currently have designated time for planning and professional growth, professional learning communities/groups?			
12. Does your program currently have policies and/or procedures in place to promote and implement inclusive practices?			
13. Does your program currently have policies and/or procedures in place for supporting children with challenging behaviors?			
14. Does your program currently have policies and/or procedures in place for supporting teachers who within their classrooms have children with challenging behaviors?			
15. Does your program currently have staff in place to support teaching staff and children with challenging behaviors within the classroom?			
16. Does your program currently have policies and/or procedures in place for staff input?			
17. Does your program currently have policies and/or procedures in place for family input?			
18. Does your program currently have policies and/or procedures that encourage active family participation?			

19. Does your program currently have a system in place for data-based decision-making (i.e., data collection, analysis, and/or implementation).			
20. In your estimation, does your program have a positive climate?			
TOTAL			

- This checklist should be completed prior to implementation of the Teaching Pyramid Model. Someone familiar with the program should complete this checklist. The Notes column should include relevant details to support a 'Yes' or 'No' response.
- At least 75% of the boxes should be marked "yes" to move forward with program-wide implementation. If less than 75% are marked "yes" consider what needs to be improved/changed in your program before moving forward with implementation.

3-5-18 edited readiness checklist/implementation wkgp file