|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Current Meetings** | **Purpose** | **Expected Outcome** | **What Data is Present** | **When does Meeting Occur?** | **Who is Present?** | **Priority****(1=low, 5=high)** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Mapping Meeting Self-Assessment & Action Planning**

**(Working Smarter Matrix)**

**(Sugai, 2010)**

**Purpose**

 The purpose of this worksheet is to enable schools to assess and enhance the efficiency, effectiveness, and relevance of the committee and team organization of schools.

**Challenge**

 Whenever a new initiative is introduced to a school, district/region, or state, the general approach is to “form a team/committee” to develop a plan for implementation. Although this initiative might be a worthwhile implementation, efforts often struggle because of a number of challenges:

1. Few resources, staff, time, etc.
2. Duplication of effort with other initiatives and efforts
3. Lack of clarity regarding purpose and outcomes
4. Lack of priority
5. Etc.

**Addressing the Challenge**

 To address these challenges, schools must examine the overall organization and operation of its existing teams and committees. This self-assessment has been designed to enable school staff and educational leaders to take an inventory of its current committee and working group organization, and make enhancements that would improve the effectiveness, efficiency, and relevance with which the business and operation of the school are conducted.

**Guiding Principles**

When conducting the self-assessment and developing the action plan, keep and give highest priority to any groups that have

1. Data to support or justify their need and priority.
2. Measurable outcomes or objectives
3. Specification of their target audience
4. Alignment with the top school and/or district school-improvement goals or priorities
5. “Full” (>80%) commitment/agreement of the school staff
6. Priority and support from the administrative team

**Guiding Principles**

When conducting the self-assessment and developing the action plan, keep and give highest priority to any groups that have

1. Data to support or justify their need and priority.
2. Measurable outcomes or objectives
3. Specification of their target audience
4. Alignment with the top school and/or district school-improvement goals or priorities
5. “Full” (>80%) commitment/agreement of the school staff
6. Priority and support from the administrative team

**General Directions**

1. Identify all committees, teams, groups, etc. that have social behavior improvement as part or all of their purpose.
2. Characterize the main features of each committee
	1. **Purpose** -*Why was this group formed and why does it meet?*
	2. Measurable expected **outcomes/objectives** - *What kind and level of change, improvement, etc. is expected?*
	3. What **data** is present to be assessed?
	4. Meeting **schedule** - *How often, when, and how long does this group meet?*
	5. **Membership** - *Who is on this team or in this meeting?*
	6. Relationship to school and/or district **improvement goals** - *How do the efforts of this group relate to the short and long term priorities of the school or district?*
	7. **Priority** or need - *How important is this group to the school?*
3. After conducting the self-assessment, evaluate how the committee organization of the school might be enhanced
	1. *What can be eliminated?*
	2. *What can be combined?*
	3. *What might be added?*
	4. *What resources are needed to support this organizational structure?*
4. Based on this new/enhanced organizational structure, develop an action plan for putting it in place.