Working Smarter Matrix
Committee/Group Self-Assessment & Action Planning
(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

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

   a. **Purpose** - *Why was this group formed and why does it meet?*

   b. Measurable expected **outcomes/objectives** - *What kind and level of change, improvement, etc. is expected?*

   c. Target **audience** - *Who is expected to benefit from the efforts of this group?*

   d. Meeting **schedule** - *How often, when, and how long does this group meet?*

   e. **Membership** - *Who is on this committee or group?*

   f. 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?*

   g. **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

   a. *What can be eliminated?*

   b. *What can be combined?*

   c. *What might be added?*

   d. *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.

After completing the Committee/Group Self Assessment, ask the following questions:

1. What committees/work groups can we **eliminate**?
2. What committees/work groups can we **combine**?
3. What committees/work groups need to be **supported** for improved outcomes and sustained functioning?
4. What would an organizational chart that shows the relationship between each of our recommended committees/work groups look like?

Sugai, 2010

Committee/Group Self Assessment

(Sugai, 2004)

Committee/ Work Group	Purpose	Expected Outcome	Target Audience	Schedule	Membership	Relation to School Mission & School Improvement Plan (1 – low, 5 = high)	Priority (1 = low, 5 = high)
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5

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