

SCHOOL ADVISORY COUNCIL TRAINING

MODULE 3

SCHOOL ADVISORY COUNCIL WAY OF WORK

Objectives:

1. Recognize the value of diverse working and thinking styles of the group.
2. Explore effective strategies of operating a successful SAC.

DIVERSITY AND TEAMING

“No person’s way of life is so rich that it can’t be further enriched by other points of view.”

“Diversity can be valued for the ‘Other View’ of the world it brings and alternative ways to solve problems.”

“The essence of synergy is to value differences – to respect them, to build on strengths, to compensate for weaknesses.”

Stephen R. Covey

PERSONAL SKILLS CHECKLIST

Working as part of a team is different than doing a job by yourself. It requires specific skills, many of which you may already have. Take a minute to ask yourself how ready you are to be part of a team.

For example, how often do you . . .	Rarely	Sometimes	Often
Take responsibility for the success of the team			
Follow through on commitments			
Contribute to discussions			
Actively listen to others			
Get your message across clearly			
Give useful feedback			
Accept feedback easily			

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LISTENING SKILLS CHECKLIST

You may think you are listening to your teammates, but are you really? Use the following lists to identify areas you may need to work on.

Signs you ARE listening effectively	Rarely	Sometimes	Often
I restate what I think I heard other people say as a way to check for understanding			
I give my undivided attention to the speaker			
I listen with an open mind			
I ask people to slow down if they are speaking too fast			
I ask people to explain words or terms that I don't understand			

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This Checklist can serve as a quick reminder of signs that you are NOT listening to your teammates.

Signs you are NOT listening	Rarely	Sometimes	Often
I think about what to say next instead of listening			
I bring up ideas already suggested			
I ask questions that have already been answered			
I lose track of a discussion or decisions the team made			
I'm sure I know what people are going to say before they say it			
I interrupt other speakers			

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SHARED RESPONSIBILITY

- I/We help plan how to get the work done.
- I/We support teammates when they need help.
- I/We do the tasks agreed to, or ask for help if needed.
- I/We actively participate in working out differences on the team.
- I/We continue to bring support and ideas to the team even when things are not working as desired.
- I/We regularly recognize teammates' contributions and accomplishments.
- I/We give teammates feedback in a respectful way about what they do that doesn't work.
- I/We make requests about what is needed from the team in a straightforward way.
- I/We try to understand what teammates really mean.
- I/We acknowledge the things about the team that are working as well as those that are not.

CHALLENGES OF TEAMWORK

- Some people on the team don't pull their weight.
- The goal or purpose of the team is unclear or has no meaning.
- Team members blame each other when things go wrong.
- Team members don't bring their problems or concerns out in the open.
- Some team members don't fully contribute to the team.
- Team members are unable to constructively discuss differing views and opinions.
- Team members don't have confidence in each other.
- Team members are unfocused and waste time.
- Team members don't have a clear plan for achieving their goals.
- Team members don't recognize or utilize individual talents.
- Team is not able to maintain energy level over time.
- Personal goals supersede team goals.
- Other

EFFECTIVE LISTENING SKILLS

Stop talking

You cannot listen if you are talking.

Remove distractions

Close the door, hold call, put down your marker. Don't doodle, tap, or shuffle papers.

Maintain eye contact

Look and act interested. Maintain good eye contact and appropriate body language. Listen to understand rather than to reply.

Paraphrase what the speaker says

Rephrasing what is communicated to you shows that you understand or can help clarify when you don't.

Empathize

Put yourself in the other person's shoes and validate his/her feelings.

Stay objective

An angry person gets the wrong meaning from words.

Refrain from advice or criticism

Putting people on the defensive may cause them to "clam up" or become angry. Don't argue; even if you win, you lose.

Ask questions

Questions encourage others and show that you are listening and understanding. Seek information with open-ended questions. Questions also help to further develop ideas.

Stop talking

This point is repeated because all of the others depend on it.

COMMUNICATION STOPPERS

Judging/Criticizing "That's not an appropriate goal for this school."

Attacking Personality "He didn't come to school ready to learn."
"He should have learned manners at home."

Acting Superior "I've been a teacher for 10 years and I know what's best!"

Manipulating "Great idea, but it won't work."

Gatekeeping "That's a good idea, but let's go back to what I was saying."

Avoiding "Oh, how boring!"

COMMUNICATION ENCOURAGERS

Establishing	"Let's get back to Sharon's action plan."
Questioning	"What are your goals for your son?"
Encouraging Responses	"That's a great suggestion for a goal!"
Creating Openness	"Let's hear from everyone. What do you think about this idea, Jim?"
Synthesizing/Summarizing	"If we take Mrs. Richard's concern about her child's attitude and Mrs. James' suggestion about peer tutoring, we might be able to create a solution."
Attending	"I've made some notes, and I'd like to ask a question."

THE TEAM EFFECTIVENESS CRITIQUE

By Mark Alexander

Instructions: Indicate on the scales that follow your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

1. *Goals and Objectives*

There is a lack of commonly understood goals and objectives.

Team members understand and agree on goals and objectives.

1 2 3 4 5 6 7

2. *Utilization of Resources*

All member resources are not recognized and/or utilized.

Member resources are fully recognized and utilized.

1 2 3 4 5 6 7

3. *Trust and Conflict*

There is little trust among members, and conflict is evident.

There is a high degree of trust among members, and conflict is dealt with openly and worked through.

1 2 3 4 5 6 7

4. *Leadership*

One person dominates, and leadership roles are not carried out or shared.

There is full participation in leadership; leadership roles are shared by members.

1 2 3 4 5 6 7

5. *Control and Procedures*

There is little control, and there is a lack of procedures to guide team functioning.

There are effective procedures to guide team functioning; team members support these procedures and regulate themselves.

1 2 3 4 5 6 7

6. Interpersonal Communications

Communications between members are closed and guarded.

Communications between members are open and participative.

1 2 3 4 5 6 7

7. Problems Solving/Decision Making

The team has no agreed-on approaches to problem solving and decision making.

The team has well-established and agreed-on approaches to problem solving and decision making.

1 2 3 4 5 6 7

8. Experimentation/Creativity

The team is rigid and does not experiment with how things are done.

The team experiments with different ways of doing things and is creative in its approach.

1 2 3 4 5 6 7

9. Evaluation

The group never evaluates its functioning or process.

The group often evaluates its functioning and process.

1 2 3 4 5 6 7

10. Roles and Responsibilities

The roles and responsibility of team members often overlap or are unclear.

The team members have a good sense of their own roles and responsibilities.

1 2 3 4 5 6 7

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DECIDE AND ANNOUNCE

Definition: The leader makes the decision with very little input or no input, and announces the decision to others who will carry it out.

The leader:

- clearly announces the decision
- explains reasons for choosing this decision making method

Advantages:

- takes less time than other methods
- leader is in immediate control of the decision

Disadvantages:

- decision may not be supported by those who must carry it out

Examples:

- "All compensatory work time will be eliminated. Work must be completed during normal work hours."
- "I'm rotating school administrators and staff this summer. I'll let you know who'll be changing schools as soon as I've given more thought to where each person fits best."

GATHER INPUT FROM INDIVIDUALS AND DECIDE

Definition: The leader asks others for suggestions, information, and input, then makes the decision.

The leader:

- explains the decision making process
- gives reasons for choosing this process

Advantages:

- leader is in control of the decision
- leader makes a more informed decision than with decide and announce
- chances of support are better than with decide and announce
decision is more likely to be carried out quickly, with higher quality results
- takes less time than a meeting of all players

Disadvantages:

- decision may be undermined if it does not go along with input
- colleagues cannot see areas of agreement and build on each other's ideas

Examples:

- "I'd like to hear your thoughts about who should teach this course. I'll consider your input as I make the decision."
- "I'm planning to rotate school principals. I'd like your thoughts on who should be moved to which school. I'll take your input into account in making my decision."

GATHER INPUT FROM TEAM AND DECIDE

Definition: The leader asks the team for suggestions, information and input in a meeting. Team members have an opportunity to analyze information and build on each other's ideas.

The leader:

- explains the decision making process
- shares reasons for choosing this method

Advantages:

- the leader is in control of the decision
- increased chance of support and commitment from the team
- the decision is more informed
- greater chance of reaching a high quality decision

Disadvantages:

- decision may be undermined if it does not go along with input, and the team may be less likely to provide input next time takes time
- conflicts may surface

Examples:

- "I'd like to hear your input on how we'll utilize the next inservice day. I'll consider your input as I make the decisions."
- "I'm planning to rotate the classroom aides and volunteers. I'd like your thoughts on who should move to which classroom. I'll take your input into consideration in making the decision."

CONSENSUS

Definition: A consensus decision is one that each member can live with and actively support. The leader and all members of the team provide input, then make a mutual decision which all agree to support.

The leader:

- provides criteria for time
- clearly states the fallback decision making option in case the team can't agree within the specified time period

Advantages:

- an informed decision is made
- decision has everyone's understanding and support
- there is the potential for stronger commitment from most of the team
- there is little or no undermining of the decision

Disadvantages:

- takes more time
- leader seems less in control of outcome
- conflicts may surface

Example:

- "Two elementary schools in our feeder pattern have gone to year-round-school. I'd like us to discuss the issue and decide how we'll react to the possibility of our school going year-round. I want it to be a decision we can all support -- including myself. If we can't agree, the decision will be to stay as we are next year."

DELEGATE DECISION WITH CONSTRAINTS

Definition: The leader points out a situation requiring a decision, states any constraints (budget, resources, deadlines, etc.) and delegates the decision to others. The leader does not alter the decision as long as it adheres to the constraints.

The leader:

- states constraints clearly
- builds in checkpoints
- is available to answer questions

Advantages:

- leader is free to deal with big picture issues
- high likelihood of full support
- decision is implemented quickly, with quality and support
- little or no undermining of decision

Disadvantages:

- takes time to get a decision
- conflicts may surface

Example:

- "Many of our students are leaving us to attend the charter school down the street. I'd like the group to discuss this issue and come up with a consensus decision among yourselves about how we should react. I'll be available for questions. I'd like this decision to be made in two weeks and would like you to check in with me on your progress at the end of this week. If you can't agree as a group, our fallback will be me working with the group to come up with a consensus decision."

GROUND RULES FOR REACHING CONSENSUS

1. Avoid arguing for your own individual judgments. What is "right" is the best collective judgment of the group as a whole.
2. Avoid changing your mind simply to reach agreement and avoid conflict. Support only those items with which you are able to agree somewhat if not fully.
3. Avoid decision-reaching techniques where part of the group will be "losers" -- such as majority voting.
4. View differences of opinion as helpful rather than a hindrance in decision making.
5. Use the skill of paraphrasing to help you clarify the meaning of statements made by others; particularly when the statement is in opposition to your own opinion.
6. Silence is often construed as agreement. Share your point of view quickly so that the group's time can be used as efficiently as possible. Problems are best solved when group members accept responsibility for both hearing and being heard so that everyone is included in what is being decided.

DECISION-MAKING EXERCISE

The members of a group should select a method of making decisions that is appropriate to 1) the amount of time available, 2) the past history of the group, 3) the kind of task being worked on, 4) the kind of climate the group wants to establish, and 5) the opportunity of implementing the decision being made. Indicate your choice of method for the seven listed functions.

Choose from among the following decision-making methods:

1. Decide and announce
2. Gather input from individuals and decide
3. Gather input from team and decide
4. Consensus
5. Delegate decision with constraints

Your Choice

- | | |
|--|-------|
| 1. Building agendas of SAC meetings | _____ |
| 2. Making staffing decisions | _____ |
| 3. Assigning committee work | _____ |
| 4. Selecting problems(s) to address | _____ |
| 5. Making budgetary and financial decisions | _____ |
| 6. Setting goals/objectives for school improvement | _____ |
| 7. Evaluation of school improvement plan | _____ |

PRINCIPLES FOR EFFECTIVE SCHOOL ADVISORY COUNCIL OPERATION

By: Jack Gant, Ed. D.
Principles of School Advisory Council Operation, 1992.

The following basic principles and procedures are recommended to schools in the process of developing a school advisory council or shared decision making model:

1. All members of the school should be provided the opportunity for input and the potential for influence of decisions which affect the school and the school's operation.

1.1 Don't replace a 3 member elite group with a 12 member elite group.

1.2 Resist focusing upon the resisters.

Agree_____

Disagree_____

Discussion_____

2. For increased efficiency and effectiveness, a group larger than the administration and smaller than the entire faculty and staff should serve as the policy/planning group.

2.1 To avoid encroaching on the instructional process, the group should not exceed 10 or 12 members.

2.2 Names used include cadre, school improvement team, school advisory council, policy/planning committee, and so forth.

2.3 Functions and relationships of structures must be clarified.

2.3 All voices heard in the school community need to feel represented in the group.

Agree_____

Disagree_____

Discussion_____

3. The process assists teachers and others lower on the organization chart to empower themselves and thereby increase the power of those higher on the organization chart.

3.1 "Who's in Charge?" should be carefully discussed.

3.2 Roles and overlap of competing and conflicting groups must be attended to.

Agree_____ Disagree_____ Discussion_____

4. Representatives of the policy group are selected by the members of the structure from which they come (e.g. Grade group). **The Representatives represent the school – NOT the group from which they were selected.**

4.1 The model is a team model not a political model.

4.2 Groups (e.g. Grade groups or Departmental group) cannot instruct members how to vote.

4.3 Members vote for the good of the school as a whole NOT any single part.

Agree_____ Disagree_____ Discussion_____

5. The operation of the policy/planning group should be open and all stakeholders should be given an opportunity to express their views.

5.1 Elections should be open.

5.2 Candidates should openly express why they wish to serve.

5.3 Members should see proposals before decisions are made on the proposals.

5.4 Minutes should be distributed promptly – ahead of the rumor mill.

Agree_____ Disagree_____ Discussion_____

6. Issues to be considered by the policy/planning group meet the criteria of SCHOOL-WIDE POLICY, PROCEDURES, GOALS OR EVALUATION.

6.1 Non school-wide issues should be considered by another structure.

6.2 Deal with significant issues which make a difference.

Agree_____

Disagree_____

Discussion_____

7. Procedures and mechanisms should encourage openness, input, involvement, and ownership by members.

7.1 Each member can submit items for the agenda.

7.2 An agenda request form should facilitate requests.

7.3 Small subcommittee screens agenda request by use of criteria in #6 for appropriateness.

7.4 Items are returned which do not meet criteria and members are assisted in getting the items resolved.

7.5 Agendas are made public before the meeting.

7.5 Agenda includes "New Items," "Reports," "Items for Decision," and "Items Pending."

7.6 The developed "Way of Work" includes the Agenda Building Process, Meeting Management, Decision-Making Agreements, a Problem Solving Process, and Implementation Agreements.

Agree_____

Disagree_____

Discussion_____

8. Work is done before the meetings and discussions and decisions during the meetings.

8.1 Each new agenda item is defined and assigned to a subcommittee for research and study.

8.2 Subcommittee membership is made public.

- 8.3 A policy development sequence is followed:
- problem definition
 - alternative generation
 - decision
 - implementation plan
 - data collection
 - consequence generation
 - evaluation plan

8.4 Proposals for decisions are made public early.

Agree_____ Disagree_____ Discussion_____

9. A clear decision structure reflects the purpose of the shared decision model

9.1 Decisions should be as near consensus as possible (consensus meaning a public support by nearly all of the members and a clear hearing for the minority views so that the minority view may be considered in the implementation plan.)

9.2 Administration should actively participate in all phases of the policy development process.

9.3 If a decision is to be binding on administration it should be made clear from the beginning.

9.4 Once a decision is made members are obligated to work toward its effective implementation.

9.5 All members should be trained for their new roles (Chair, Parents, Business and Community Representatives, Recorder, Steward. Administrators, Central Office, Technical Assistance.)

Agree_____ Disagree_____ Discussion_____

10. Success should be celebrated.

Agree_____ Disagree_____ Discussion_____

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BEFORE THE MEETING

- Get input from SAC team members, principals and SAC Chair.
- Identify and sequence topics.
- Determine how to address each topic.
- Allocate approximate time for each topic.
- Identify who will facilitate/speak.
- Predict potential pitfalls.
- Gather supplies and organize material (i.e., chart paper, markers, tape, room set up, food arrangements, handouts).
- Notify members.

IN THE MEETING

- Get group's agreement to agenda.
- Use time limits to help keep meeting on track.
- Alter the agenda as needed with group's agreement.

AFTER THE MEETING

- Use the agenda to help evaluate the meeting (How did things go?).
- Number the charts and use the agenda to help compile the group memory.
- Use the agenda to help plan the next meeting (i.e., unfinished or bin items).

RECRUITMENT MEETING

AGENDA

Topic – School Advisory Council (SAC) membership recruitment.

Desired Outcome – A list of ways to recruit SAC members from all stakeholder groups, and especially parents and community members.

WHAT	HOW	WHO	TIME
Roles, Ground Rules, BIN, Agenda	Present, Q & A, Agree	Facilitator, Recorder, Team	2"
Ways to Recruit SAC Members	Brainstorm, Clarify, Agree all are out	Facilitator, Recorder, Team	5"
Close	Next Steps, Evaluate the Meeting	Facilitator, Recorder, Team	3"

Evaluation of the meeting:

1. Did we achieve our desired outcome?
2. What worked well?
3. What would we want to improve?

AGENDA

Topics:

Desired Outcomes:

WHAT	HOW	WHO	TIME

Evaluation of the meeting:

1. Did we achieve our desired outcome?
2. What worked well?
3. What would we want to improve?

TEAM ROLES

Facilitator

- Prepares for the meeting: agenda, logistics
- Creates a safe environment for team
- Pays attention to process
- Uses time limits, ground rules, the bin, and other tools to help the group stay focused and on task
- Contributes own ideas without domination
- Points out agreements, works to build consensus

Recorder

- Arranges room to help team see group memory
- Captures key ideas onto chart paper
- Asks facilitator to slow group when needed
- Organizes the group memory at the end of the meeting
- Transfers into "minutes" or works with designated person to clarify terms

Team Member

- Helps with prework, contributes to agenda
- Contributes ideas in the meeting
- Listens openly to others' ideas
- States concerns openly and objectively
- Shares in decision making as appropriate
- Carries out action steps
- Assists facilitator in making process suggestions
- Assists recorder as needed

ANALYZE THE PROBLEM SITUATION

Key Ideas:

Analysis of problems involves identification of the contributing factors. A common error that is made by groups is the inclination to leap to solutions once the problem has been defined. There are several reasons for this. Time is a limited resource; there may not be time to spend on lengthy problem solving processes. Also, teachers perceive themselves to be problem solvers; professional training has prepared them to believe they have a lot of the answers. Premature movement to solutions can lead groups down the wrong path, ultimately wasting more precious time without solving the problem. Setting priorities among the problems that exist may be necessary to maximize the return on the time investment.

Sometimes problems persist over time because of the interaction of a complex set of forces, often in opposing directions. From the theoretical work and applied research of the psychologist Kurt Lewin (1948, 1951), the concept of Force Field Analysis (FFA) evolved to address this interaction of forces. The strategy is predicated on the assumption that desired changes and problem solving can only be brought about by an alteration of existing forces. The work of Snyder and Anderson (1986) expanded the concept of FFA as a group tool and is, the model of FFA presented here. (See also Baker and Paris, 1975.)

FFA is especially valuable for looking at all the factors acting on a problem. It can be used, to synthesize the results of analysis and give general direction for finding promising solutions.

Strategy: Force Field Analysis:

1. Define the problem.

2. Set up force field structure.
3. Generate facilitating, restraining forces.
4. Rank order forces. Select the top three most influential facilitating and restraining forces.
5. Identify ways in which the balance of forces could be shifted to facilitate problem solution.
 Consider: adding a force, eliminating a force, strengthening a force, or weakening a force.

6. Decide upon most promising strategies for problem solution.
7. Develop action plans for solution implementation.

DIRECTIONS FOR FORCE FIELD ANALYSIS

1. Define the problem.
2. Set up force field structure.

Problem:

Facilitating Forces (+)	Restraining Forces (-)

3. Generate facilitating, restraining forces.
4. Rank order forces. Select the top three most influential facilitating and restraining forces.
5. Identify ways in which the balance of forces could be shifted to facilitate problem solution. Consider: adding a force, eliminating a force, strengthening a force, or weakening a force.
6. Decide upon most promising strategies for problem solution.

Example:

The faculty at Quasar Elementary School traditionally has an end-of-the-year party to celebrate student achievement and school accomplishments. As the steering committee begins planning, they remember that attendance at the awards banquet last year was low. They set as a goal to increase participation at the upcoming bash. To assist them in attaining their goal, they conducted a Force Field Analysis. The results follow:

Force Field Analysis

Desired Outcome: To have at least 80 percent of the faculty and selected students participate in the end-of-the-year celebration.

Facilitating Forces (+)

Creative, energetic Steering Committee (3)

Business partners (2)

Significant student achievement gains (1)

Resort area nearby

Faculty longevity/harmony interested people

Plenty of lead time

PTA sponsorship

Restraining Forces (-)

Teachers tired (1)

Family obligations (2)

Long commute for some

Not a lot of money (3)

Different values/interests

Limited number of schedule conflicts

HANDLING PROBLEM SITUATIONS

PROBLEM

LEADER BEHAVIOR

Low Level of
Contribution

- * Ask questions to bring in participants who have said little.
- * Praise their contributions, when made.
- * Make procedural suggestions to control contribution (for example, have group members comment in turn).
- * Assign reports to be prepared in advance.
- * Call on participants by name.
- * Assign role as note taker.

Excessive
Contribution

- * Make procedural suggestion to control contribution and put meeting back on course (interrupt, if necessary).
- * Acknowledge contribution and ask for contributions of others.
- * Bring in participants who have said little.
- * Get together one-on-one (during a break or after the meeting – away from the group).

Arguing

- * Listen and respond with empathy to each person's point of view (interrupt, if necessary).
- * Maintain or enhance self-esteem of each individual by not taking sides.
- * Highlight meeting purpose.
- * Make procedural suggestion to put meeting back on course.
- * Reassign to subcommittee to resolve issues.
- * Summarize or check for understanding of progress made.
- * Invite contributions of other group members by asking direct questions.

This material is a modification of material originally developed by DDI, Inc. as part of its *Interaction Management* program. The State of Florida has purchased the right to use these materials in staff development and management training.

PROBLEM

Rambling

Laughter and Diversion

Late Arrivals

Attacks on You

LEADER BEHAVIOR

- * Acknowledge contribution and restate main focus of meeting.
- * Make procedural suggestion to put meeting back on course.
- * Invite contributions of other group members by asking direct questions.

- * Allow to continue briefly, to see if behavior will stop.
- * Make procedural suggestion to put meeting back on course.
- * Summarize, if appropriate.
- * Take a short break if interruption continues.

- * Start on time. Briefly summarize progress as appropriate.

- * Keep your cool.
- * Seek information to establish whether there is a problem.
- * Maintain other person's self-esteem.
- * Make procedural suggestion to settle matter at some specific, later time.
- * Summarize discussion prior to attack.

KEY PRINCIPLES OF MEETING LEADERSHIP

1. Maintain or enhance self-esteem.
2. Listen and respond with empathy.
3. Check for understanding.
4. Make procedural suggestions.

SCHOOL ADVISORY COUNCIL SURVIVAL CHECKLIST

Meetings: How our School Advisory Council works:

Florida's System for High-Quality Schools

_____ Have we read Florida's System for High-Quality Schools?

_____ Do we understand the expectations of educational reform on the National and State scene?

_____ Have we re-read our School Improvement Plan (SIP) -- Have we re-read our mission?

_____ Have we read the district's school board policy and expectations for our SAC?

Background Information

_____ What data or information will the SAC assess to determine the school's needs for student learning?

_____ According to the district, what specific goal and/or standards need to be included in your plan this year?

_____ What is the deadline for writing the next year's School Improvement Plan?

_____ Will the district require a report on the progress of your current SIP?

_____ What information will the SAC look at to know that progress has occurred with the goals in your School Improvement Plan?

_____ What is the model or adaptation we are using to accomplish our tasks?

SCHOOL ADVISORY COUNCIL SURVIVAL CHECKLIST

Planning Cycle

- _____ Have we established regularly scheduled meetings?
- _____ Where and what time frame will we meet?
- _____ Have we established a term of service on SAC?
- _____ Have we established a timeline?
- _____ Are we meeting the needs of our school based on a needs assessment that has been distributed to parents, business partners, community members, students, faculty and staff of school?
- _____ Are we analyzing data and information about student performance?

Team Process

- _____ What are our ground rules?
- _____ Who will facilitate meetings?
- _____ Will we create a visual memory of the meeting?
- _____ Who will create the agenda?
- _____ Who will record?

SCHOOL ADVISORY COUNCIL SURVIVAL CHECKLIST

Team Process (continued)

_____ Who will write the group memory and distribute it to the SAC members?

_____ How do we encourage active participation of all SAC members? (Do we work as a team?)

_____ What is our attendance policy?

_____ How will decisions be made?

Relationships to other Groups

_____ What other groups impact the work of SAC?

_____ With which groups does SAC need to work?

_____ How will SAC communicate with the other groups?

_____ Who are the district school improvement contacts?

_____ Do we need to work with SACs from any other schools?

KEY PRINCIPLES OF MEETING LEADERSHIP

5. Maintain or enhance self-esteem.
6. Listen and respond with empathy.
7. Check for understanding.
8. Make procedural suggestions.