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# School Planning and Management Team (SPMT) Subcommittees

*Where the Work of the Comprehensive  
School Plan Gets Done*

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*Decades of experience have produced a deep and broad knowledge base that is distilled here in the form of discussions, guidelines, strategies, and checklists. This detailed and comprehensive treatment will support both new and experienced School Planning and Management Teams (SPMTs) as they create or refine their subcommittee structure and will support the subcommittees as they carry out the Comprehensive School Plan.*

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## SUBCOMMITTEE BASICS

Each school needs to create subcommittees to carry out the work of the Comprehensive School Plan. We recommend that each School Planning and Management Team (SPMT) have a subcommittee for each of the following areas:

- curriculum, instruction, and assessment
- climate
- adult development and training (for staff and parents)
- public relations
- grade-level teams
- student government

Schools may have more subcommittees, but they should be mindful of keeping them to a manageable number.

Staff members and family members are strongly encouraged to serve on at least one subcommittee. This increases the likelihood that each subcommittee will represent as many different school stakeholders as possible. For example, we recommend the following people serve on the Curriculum, Instruction, and Assessment (CIA) Subcommittee: teachers and instructional assistants at different grade levels, parents, and appropriate specialists based in a school. Too often, we have seen schools in which there are 20 people on the Climate Subcommittee and only five people on the CIA Subcommittee. Subcommittees need to have a cross-section of members representing the whole school community. Subcommittee size will vary depending on the size of the school. The larger the subcommittee, the greater the need for operating with cooperative learning strategies. See Figure 7.1 for other practical strategies for guiding the work of the subcommittees.

Subcommittees need to meet at the beginning of the school year—or even before school begins—to decide how they will operate for the year (e.g., roles and ground rules, times and dates of meetings) and when they will review the Comprehensive School Plan. In this way, they will be clear regarding their responsibilities.

It is critical that a representative from each subcommittee participate actively on the SPMT to ensure healthy communication between the SPMT and the subcommittees. Concise reports of the subcommittees should be shared at SPMT meetings (and in the publicly posted minutes of those meetings). Some schools place a notebook

with all meeting agendas and notes in the front office. This is highly recommended. All teams and subcommittees in the school should be trained in using a “positive problem-solving strategy” when faced with challenging issues (see Figure 7.2).

Each SPMT subcommittee works to carry out specific goals and objectives identified in

the Comprehensive School Plan. The following description of subcommittee responsibilities is a compilation of materials developed by the Yale School Development Program, and by Washington School in Camden, New Jersey.

Subcommittees should have some members who are not serving on the SPMT.

Subcommittee chairs should be SPMT members.

**Figure 7.1** Strategies for guiding the work of subcommittees, constituency groups, and teams: A decision-making process

1. Identify the issue(s) to be addressed: What is the central or core issue? Define or redefine the core issue by looking at it from various perspectives. For example, how might other groups perceive this issue?
2. Develop a proposed program and strategies. Brainstorm all alternative strategies for addressing the core issue.
3. List questions that you have for each strategy. Do not answer them—get all the questions on the table.
4. List the advantages of each strategy.
5. List the disadvantages of each strategy.
6. List and prioritize recommendations.
7. Write your thinking process and rationale for each recommendation.
8. Get input and/or agreement on the proposed program or strategy(ies). This should include input from the administrators, staff, parents, or any person or group impacted by the proposed program or strategy(ies).
9. Bring the proposed program or strategy(ies) to the full SPMT. Add, question, decide.
10. Implement the agreed-upon program or strategy(ies).
11. Monitor and assess the implementation.
12. Make modifications as needed.

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SOURCE: J. Patrick Howley and Sherrie B. Joseph.

## **CURRICULUM, INSTRUCTION, AND ASSESSMENT SUBCOMMITTEE**

The responsibilities of the CIA Subcommittee are (1) to clarify for the entire school community the connections among curriculum, instruction, relationships, and youth development and (2) to ensure that these connections are the general focus of all work in the school. The CIA Subcommittee links the governance and management process to classroom practice by working to improve the overall academic and social functioning of the students. Although specific staff members and parents sign up for this subcommittee, the school activities, programs, and assemblies need to be planned and supported by the entire school community. All grade levels and departments need to be represented on this subcommittee.

**Figure 7.2** Positive problem solving

1. Define the problem.

The way any problem is defined sets the course for all that follows. Defining the problem is especially important because the guiding principle of no-fault can be difficult to hold onto when one is describing (and possibly reliving) problems that trigger frustration, fear, or anger.

2. Brainstorm possible solutions and promising ideas.

3. Narrow the number of possible solutions to a workable number.

4. Explore the potential positive and negative consequences of each possible solution.

5. Prioritize solutions.

6. Decide on a plan of action for your number one priority.

7. Implement the plan.

8. Evaluate the results.

If the solution works, congratulations!

If the solution doesn't work, go back to number 5.

Appropriate tasks for the CIA Subcommittee include the following:

- Facilitate curriculum development and the alignment of the curriculum with district and state standards.
- Examine reading, technology, and all other curricular initiatives.
- Analyze school data, test results, and grade distribution.
- Order appropriate instructional materials based on needs and data.
- Work with the Adult Development and Training Subcommittee to ensure appropriate training for staff and families in the areas of curriculum, instruction, and assessment.
- Oversee special programs that support curriculum and instruction. In particular, a task of the CIA Subcommittee is to ensure that all staff members are involved in implementation of such special programs as school assemblies, American Education Week, special month celebrations, exhibits, fairs, bees and other contests, and concerts.
- Collaborate with teachers to implement principles of youth development in the classroom.

## CLIMATE SUBCOMMITTEE

The responsibilities of the Climate Subcommittee are to monitor and improve the social and emotional environment of all aspects of the school community. This

environment has an impact on many aspects of students' learning and development, including self-concept, behavior, and academic achievement. School climate also impacts staff morale, feelings of empowerment, and ability to change. School climate emerges from consistent patterns in attitudes and behaviors among students, teachers, parents, administrators, and support staff. Appropriate tasks for the Climate Subcommittee include the following:

- Develop strategies to
  - improve school and classroom climate,
  - enhance the morale of staff, students, and parents, and
  - promote students' social development.
- Oversee the administration of surveys that measure the nature and quality of school climate.
- Work with the CIA Subcommittee to interpret the data.
- Function as a social committee for staff, for example, arrange staff sympathy gifts or celebrations, organize staff social events.
- Encourage student awards and other incentives.
- When planning and organizing activities:
  - reach out to all staff members and families (not just the ones on the subcommittee), and
  - collaborate with staff members and families to promote their active involvement.

## **ADULT DEVELOPMENT AND TRAINING SUBCOMMITTEE**

In some schools, this subcommittee is known as the Staff and Parent Professional Development and Training Subcommittee. This subcommittee addresses development and training for staff, parents, and families. Its responsibilities are (1) to act on the development and training implications of the goals and objectives of the Comprehensive School Plan; (2) to ensure that staff development keeps pace with district and state mandates; (3) to focus staff development on curriculum and instruction, child and adolescent development, and relationships; and (4) to increase the knowledge and skills of parents. Appropriate tasks for this subcommittee include the following:

- Analyze the development and training needs and desires of staff and parents.
- Implement the plans for training.
- Assess the value of each training event:
  - Analyze evaluations to look for patterns that can guide future events.
  - Analyze the impact the training had on student achievement.
  - Provide feedback to the presenters.
  - During the school year, suggest modifications of the staff development plan.
- Coordinate training dates on the school's master calendar.
- Maintain a staff development portfolio for the school (see Figure 7.3).
- Encourage parents to be part of the subcommittee.
- Include parents in staff professional development activities when possible or practical.



- Encourage parents to present or copresent during training sessions, depending on their expertise.
- Provide opportunities for staff and parents who attend any professional development events to teach others what they have learned.
- Clarify for the school community the connections between all the staff and parent development activities and the goals identified in the Comprehensive School Plan.

## **PUBLIC RELATIONS SUBCOMMITTEE**

The responsibilities of the Public Relations Subcommittee are (1) to coordinate the school's public relations campaign, (2) to handle requests for information on the school, (3) to provide oversight for the school newsletter, and (4) to coordinate communications with the wider community in which the school is located. Appropriate tasks for this subcommittee include the following:

- Share the school's successes with the school community and the public. This subcommittee is proactive rather than reactive in that it collaborates with the school administration to submit positive information about the school to the local press.
- Oversee the year-long school calendar. With input from the facilitator, principal, SPMT, and other subcommittees, the Public Relations Subcommittee is responsible for updating the calendar (weekly or monthly) and posting it in a prominent place in the school.
- Oversee the school newsletter. This function may vary from school to school. As a subcommittee, always keep this thought in mind: "How can students also be involved?"
- Create a one-page brochure or school profile for staff and families that includes a description of the components of the School Development Program (SDP) in the school.
- Invite politicians, central office staff, and school board members to school events (when appropriate and with approval of administration).
- Help coordinate calendar planning with feeder schools.

## **GRADE-LEVEL TEAMS FUNCTIONING AS SUBCOMMITTEES**

Appropriate tasks for the grade-level teams include the following:

- Keep the communication flowing between members of the subcommittee and all other subcommittees.
- Work to create a curriculum that is aligned with district and state standards.
- Ensure the implementation of the newly aligned curriculum.
- Share and model best practices.
- Communicate with other grade levels on a regular basis through the SPMT.

- Plan field trips and other special events, reconciling with the master calendar.
- Share newly learned information with colleagues after attending a workshop.
- Assess and modify any grade-level curriculum programs on an ongoing basis.
- Analyze student performance on tests and disaggregate data, as appropriate (e.g., a comparison of the performance of male and female students).
- Through the SPMT, feed back what was gleaned through the assessment and modification process to other grade-level subcommittees, especially any relevant data and suggestions about their own curriculum.
- As appropriate, implement peer coaching and collaborative methods among the teachers on the grade-level team and with teachers from other grades.

## **STUDENT GOVERNMENT TEAM FUNCTIONING AS A SUBCOMMITTEE**

Appropriate tasks for the Student Government Team include the following:

- Represent the concerns and issues of all students.
- Train students to be leaders.
- Communicate with the SPMT.
- Plan or assist in planning schoolwide student events.

## **ESTABLISHING AND MAINTAINING EFFECTIVE SUBCOMMITTEES**

Certain aspects of subcommittee form and function are consistent, regardless of the subcommittee name. Effective subcommittees use the three guiding principles of consensus, collaboration, and no-fault to develop their organization, plan their activities, assess how well they are fulfilling their responsibilities, update their organization, and plan for the future.

### **Practical Tools for Establishing Effective Subcommittees**

Figures 7.4 through 7.8 offer checklists and questionnaires that can help subcommittee members to establish and maintain their groups' effectiveness.

#### *First Steps*

Figure 7.4, "Questions to answer when setting up a subcommittee," supports members' progress in determining the structure of their subcommittee and the basics of communication with the school community.

**Figure 7.4** Questions to answer when setting up a subcommittee

Question
1. How often will the subcommittee meet?
2. When will subcommittee meetings take place?
3. Where will subcommittee meetings take place?
4. Are these meetings scheduled on the school's master calendar?
5. Have subcommittee roles been established?
6. Is there a cochairperson to take over in case the chair is absent?
7. Have dialogue rules and meeting guidelines for the year been established?
8. How will you ensure that the three guiding principles (consensus, collaboration, and no-fault) will be practiced at each meeting?
9. Is there a meaningful agenda for each meeting?
10. Is this agenda posted ___ days before each meeting in a central place for all to see?
11. How will you communicate back and forth with your constituency groups?
12. How will you communicate back and forth with the SPMT?
13. Will notes be taken of key points during these back-and-forth communications?
14. In what ways will these key points be communicated to your subcommittee?
15. As you plan events, whom will you invite?
16. Should you invite people outside of your building who support your school?
17. Are you committed to making each meeting meaningful?
18. In what specific ways will you translate this commitment into action?
19. Does everyone bring a copy of the Comprehensive School Plan with them to the meetings?

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**Figure 7.5** Subcommittee members' responsibilities

<b>Responsibility</b>
<b><i>Before Each Meeting</i></b>
<ul style="list-style-type: none"> <li>• Reread the minutes of the previous meeting as a check of whether you have completed all assigned tasks and commitments from that meeting.</li> </ul>
<ul style="list-style-type: none"> <li>• Meet with your constituency group and have its input ready to present to the subcommittee.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop agenda items in advance of the meeting.</li> </ul>
<ul style="list-style-type: none"> <li>• Bring any needed materials or data that would support agenda items.</li> </ul>
<ul style="list-style-type: none"> <li>• Plan so that you can arrive on time and stay until the end.</li> </ul>
<ul style="list-style-type: none"> <li>• If you must be absent, prepare your alternate with all needed information.</li> </ul>
<ul style="list-style-type: none"> <li>• Make arrangements to avoid being called out of the meeting by phone calls or visitors.</li> </ul>
<ul style="list-style-type: none"> <li>• Whoever is responsible: Have the room set up with tables pulled together, adequate seating, role cards, guiding principles, chart paper, and markers.</li> </ul>
<b><i>During Each Meeting</i></b>
<ul style="list-style-type: none"> <li>• Promote team building. Remember that each time a new person joins the team, it is a new team.</li> </ul>
<ul style="list-style-type: none"> <li>• Do a round robin: Each person on the team brings the team up to date on what has happened since the last meeting.</li> </ul>
<ul style="list-style-type: none"> <li>• Follow the ground rules that were set in the beginning of the year or the updated versions of those rules.</li> </ul>
<ul style="list-style-type: none"> <li>• Stay on the agenda and help others stay on it.</li> </ul>
<ul style="list-style-type: none"> <li>• Participate. When you have an opinion (representing your constituency group), state it honestly and clearly. Don't "sit on" feelings.</li> </ul>
<ul style="list-style-type: none"> <li>• Assume responsibility for making sure that the process of the meeting facilitates problem solving: Ask questions. Keep the group on track. Clarify members' statements. Ask for data or research.</li> </ul>
<ul style="list-style-type: none"> <li>• Summarize</li> </ul>
<ul style="list-style-type: none"> <li>• Listen attentively to others</li> </ul>
<ul style="list-style-type: none"> <li>• Use brainstorming</li> </ul>
<ul style="list-style-type: none"> <li>• Encourage everyone to speak</li> </ul>
<ul style="list-style-type: none"> <li>• Ask how this idea or strategy will make a difference for students</li> </ul>
<ul style="list-style-type: none"> <li>• Avoid communication that disrupts groups, such as sarcasm, diversions, inappropriate humor, asides, jokes, and digs.</li> </ul>
<ul style="list-style-type: none"> <li>• Think of solutions that might resolve conflicts.</li> </ul>

<ul style="list-style-type: none"> <li>• Keep notes that reflect areas of agreement.</li> </ul>
<ul style="list-style-type: none"> <li>• Keep notes that reflect who is responsible for what.</li> </ul>
<ul style="list-style-type: none"> <li>• Keep notes that reflect timelines.</li> </ul>
<ul style="list-style-type: none"> <li>• Remember that you are representing other people.</li> </ul>
<ul style="list-style-type: none"> <li>• Consider small-group discussions in order to promote a high level of active participation in the meeting by all of the members.</li> </ul>
<p><b>After Each Meeting</b></p>
<ul style="list-style-type: none"> <li>• Help clean up and put the room back the way you found it.</li> </ul>
<ul style="list-style-type: none"> <li>• Carry out your assignments and commitments.</li> </ul>
<ul style="list-style-type: none"> <li>• Communicate to your constituency group information that was given and decisions that were made at the meeting.</li> </ul>
<ul style="list-style-type: none"> <li>• Keep confidential anything that was said or done in the meeting—except for final decisions.</li> </ul>
<ul style="list-style-type: none"> <li>• Refrain from complaining about a decision that was agreed on at the meeting. Don't pass the buck and don't hold "parking lot" meetings.</li> </ul>
<ul style="list-style-type: none"> <li>• Refrain from out-of-meeting appeals to the leaders. Your feelings and views about the group should be expressed in the group.</li> </ul>
<ul style="list-style-type: none"> <li>• Don't appeal to the leader to reverse a decision. Bring the subject up at the next meeting.</li> </ul>

SOURCE: This list combines the contributions of Dr. Thomas Gordon, Gordon Training International ([www.thomasgordon.com](http://www.thomasgordon.com)), with those of the staff of the Prince George's County Comer Office and Human Relations Office. It is used here courtesy of Dr. Gordon and the Prince George's County Public Schools, Maryland. [www.corwinpress.com](http://www.corwinpress.com).

### *Subcommittee Members' Responsibilities*

Figure 7.5, "Subcommittee members' responsibilities," is a general inventory that will help members keep track of their tasks and commitments.

### *Planning Workshops and Trainings*

Successful workshops and ongoing trainings sponsored by any subcommittee also have many aspects in common. Figure 7.6, "Questions to answer when planning workshops and trainings," is a comprehensive list that covers (1) setting the goals, objectives, and agenda; (2) attracting and communicating with participants; (3) technicalities of contracting for speakers, substitute teachers, and sites; (4) obtaining supplies; (5) arranging the training room; and (6) final details, evaluating the event, and assessing its impact.

*(Text continues on page 94)*

**Figure 7.6** Questions to answer when planning workshops and trainings

<b>Question</b>
<b><i>Goals, Objectives, and Agenda</i></b>
<ul style="list-style-type: none"> <li>• What are the goals and objectives of the workshop?</li> </ul>
<ul style="list-style-type: none"> <li>• What is the agenda?</li> </ul>
<ul style="list-style-type: none"> <li>• What are the expected outcomes?</li> </ul>
<ul style="list-style-type: none"> <li>• How will you take the developmental pathways into account?</li> </ul>
<ul style="list-style-type: none"> <li>• How will this workshop tie into the goals of your Comprehensive School Plan?</li> </ul>
<ul style="list-style-type: none"> <li>• How will this workshop tie in to your district and state goals and standards?</li> </ul>
<ul style="list-style-type: none"> <li>• Was the Staff and Parent Professional Development and Training Subcommittee involved in planning this workshop?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you involved others who have attended similar training?</li> </ul>
<b><i>Attracting and Communicating With Participants</i></b>
<ul style="list-style-type: none"> <li>• Who is your audience?</li> </ul>
<ul style="list-style-type: none"> <li>• How many participants do you want to have?</li> </ul>
<ul style="list-style-type: none"> <li>• How much space will you need?</li> </ul>
<ul style="list-style-type: none"> <li>• Is the site climate-controlled (e.g., air-conditioned during the summer)?</li> </ul>
<ul style="list-style-type: none"> <li>• Does the announcement contain the goals, objectives, and expected outcomes of the workshop?</li> </ul>
<ul style="list-style-type: none"> <li>• Does the announcement contain pertinent information: when, how, where, cost, RSVP by when and to whom, dress, a map to the workshop site, and whether meals will be served?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you developed a procedure for posting an announcement of the workshop or sending out invitations in a timely manner?</li> </ul>
<ul style="list-style-type: none"> <li>• Has the date been posted on the master calendar?</li> </ul>
<ul style="list-style-type: none"> <li>• Have copies of the announcement been sent to the appropriate school staff and central district office staff?</li> </ul>
<ul style="list-style-type: none"> <li>• Who else needs to be invited: e.g., board members, the national office of the Yale School Development Program?</li> </ul>
<ul style="list-style-type: none"> <li>• Are there other persons or offices that need to be involved in the planning or coordination?</li> </ul>
<ul style="list-style-type: none"> <li>• Are there other persons or offices that need to know that the announcement has been sent?</li> </ul>

<b>Question</b>
<b>Technicalities</b>
<ul style="list-style-type: none"> <li>• Is a contract needed? If so, who signs it and when?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you need board approval and permission?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you need to arrange transportation for participants?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you need to arrange transportation for speakers?</li> </ul>
<ul style="list-style-type: none"> <li>• Will food be provided?</li> </ul>
<ul style="list-style-type: none"> <li>• If food will be provided, what arrangements have to be made?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you need hotel arrangements?</li> </ul>
<ul style="list-style-type: none"> <li>• Who will write invitations to the speakers, and when?</li> </ul>
<ul style="list-style-type: none"> <li>• Will anything be available for sale during the workshop?</li> </ul>
<ul style="list-style-type: none"> <li>• If anything will be sold, who will handle this?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need to hire substitute teachers?</li> </ul>
<ul style="list-style-type: none"> <li>• How will substitute teachers be paid?</li> </ul>
<ul style="list-style-type: none"> <li>• How will this information about substitute teachers be communicated to the schools?</li> </ul>
<ul style="list-style-type: none"> <li>• At what time can you get to the site?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you spoken with the custodial staff if they are needed?</li> </ul>
<b>Supplies</b>
<ul style="list-style-type: none"> <li>• What handouts will you need?</li> </ul>
<ul style="list-style-type: none"> <li>• Do handouts need to be printed or copied?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need folders or notebooks?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you be providing special bags?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you be providing name tags?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you be making sign-in sheets?</li> </ul>

(Continued)

Figure 7.6 (Continued)

Question
<b>Supplies (Continued)</b>
<ul style="list-style-type: none"> <li>• Are directional signs needed in halls, at front doors, and in the parking lot?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you prepared a master list of names, addresses, and phone numbers?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you prepared evaluation forms or an assessment instrument?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you prepared certificates for participants?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you arranged for audiovisual equipment, e.g., TV and VCR and/or an overhead or computer projector for a PowerPoint presentation?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need a tape recorder and tapes and/or a CD player and CDs?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need extra bulbs and batteries for equipment?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need blank transparencies?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need chart paper and stands?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need a timer, masking tape, scissors, a stapler, or thumb tacks?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you have guiding principles cards for each table as well as role cards? (See the resource section at the end of this book.)</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need supplies on each table (e.g., Post-It Notes, pencils, markers)?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you be providing paper for the participants?</li> </ul>
<ul style="list-style-type: none"> <li>• If you will have assigned seating, will you need table numbers?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you need any of Dr. Comer's books or other SDP publications?</li> </ul>
<b>Room Arrangement</b>
<ul style="list-style-type: none"> <li>• Do you plan to set up the room the night before the event or have you made arrangements for someone to set up the room according to your specifications?</li> </ul>
<ul style="list-style-type: none"> <li>• Is the room comfortable for adult learners?</li> </ul>
<ul style="list-style-type: none"> <li>• Is the set-up conducive to group discussions and to listening to a speaker?</li> </ul>
<ul style="list-style-type: none"> <li>• Are you going to use round tables or rectangular tables? (We have found that 7–8 people at a table is optimal.)</li> </ul>
<ul style="list-style-type: none"> <li>• Will there be sign-in tables?</li> </ul>

Question
<b>Room Arrangement (continued)</b>
<ul style="list-style-type: none"> <li>• Will there be a table at the front for presentation materials?</li> </ul>
<ul style="list-style-type: none"> <li>• By what method will you assign participants to tables?</li> </ul>
<ul style="list-style-type: none"> <li>• Will the participants at each table represent a cross section of the audience?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you put participants' table numbers on their nametags?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you be serving refreshments?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you need to set up the coffeepots the night before?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you have tables for the refreshments?</li> </ul>
<ul style="list-style-type: none"> <li>• Will the tables be set up so as not to disturb the presentation?</li> </ul>
<ul style="list-style-type: none"> <li>• Who will monitor the refreshments?</li> </ul>
<ul style="list-style-type: none"> <li>• Will you remember to ask everyone to help clean up?</li> </ul>
<ul style="list-style-type: none"> <li>• Who will reassemble the meeting space after the training is over?</li> </ul>
<ul style="list-style-type: none"> <li>• If participants are to write on chart paper, is there enough space around the chart stands to accommodate them?</li> </ul>
<b>Final Details, Evaluations, and Assessment of Impact</b>
<ul style="list-style-type: none"> <li>• How will you assess whether the workshop achieved the desired outcomes?</li> </ul>
<ul style="list-style-type: none"> <li>• Who will summarize and prepare the evaluations?</li> </ul>
<ul style="list-style-type: none"> <li>• Do the evaluations need to be distributed? If so, to whom and how?</li> </ul>
<ul style="list-style-type: none"> <li>• Have all the bills been paid?</li> </ul>
<ul style="list-style-type: none"> <li>• Has all the paperwork been completed?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you sent thank you letters with the summary of the evaluations to outside consultants?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you considered what will be the follow-up to this workshop?</li> </ul>
<ul style="list-style-type: none"> <li>• How will you know that the workshop made a difference or had the intended impact on student learning and development?</li> </ul>

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**Figure 7.7** Subcommittee activity assessment and future-planning form

<i>Name of Subcommittee</i>	<i>Date</i>
<i>Name of Activity</i>	
<b>Question</b>	
<ul style="list-style-type: none"> <li>• Did the result of this event/activity meet the preplanned objectives?</li> </ul>	
<ul style="list-style-type: none"> <li>• How well did this activity support the goals of our Comprehensive School Plan?</li> </ul>	
<ul style="list-style-type: none"> <li>• How well did this activity support each of the developmental pathways?</li> </ul>	
<ul style="list-style-type: none"> <li>• How well did this activity support the Core Curriculum Content Standards?</li> </ul>	
<ul style="list-style-type: none"> <li>• What went well?</li> </ul>	
<ul style="list-style-type: none"> <li>• Were there any challenges or obstacles?</li> </ul>	
<ul style="list-style-type: none"> <li>• What are some possible changes for next time?</li> </ul>	
<ul style="list-style-type: none"> <li>• Did we have enough staff ownership of this activity?</li> </ul>	
<ul style="list-style-type: none"> <li>• Did we have enough participation of the staff and parents?</li> </ul>	
<ul style="list-style-type: none"> <li>• Did SPMT representatives go to their constituency groups to seek their support and participation well in advance of the event?</li> </ul>	
<ul style="list-style-type: none"> <li>• Did adequate discussion occur with the SPMT?</li> </ul>	
<ul style="list-style-type: none"> <li>• How could we generate even more ownership and participation next time?</li> </ul>	
<ul style="list-style-type: none"> <li>• Was the event placed on the master calendar?</li> </ul>	
<ul style="list-style-type: none"> <li>• Did we have a written plan that was distributed to staff that included timelines and responsibilities?</li> </ul>	
<ul style="list-style-type: none"> <li>• Were our handouts relevant?</li> </ul>	
<ul style="list-style-type: none"> <li>• Were overheads and handouts in appropriate languages?</li> </ul>	
<ul style="list-style-type: none"> <li>• Did we ask participants to assess the event?</li> </ul>	
<ul style="list-style-type: none"> <li>• What follow-up is now needed with staff?</li> </ul>	
<ul style="list-style-type: none"> <li>• What follow-up is now needed with parents?</li> </ul>	
<ul style="list-style-type: none"> <li>• What follow-up is now needed with students?</li> </ul>	

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Figure 7.8 Subcommittee form

Name of school \_\_\_\_\_ District \_\_\_\_\_

Subcommittee name \_\_\_\_\_

Subcommittee members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Chairperson: \_\_\_\_\_ Recorder: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Timekeeper: \_\_\_\_\_

Do you have parent/family representatives serving on your committee?  
 Yes \_\_\_ No \_\_\_ If yes, please place an asterisk (\*) by their name(s) above.

Please write the day, time, and place of subcommittee meetings:

Day \_\_\_\_\_ Time \_\_\_\_\_

Place \_\_\_\_\_

Please note:

1. The chairperson notifies your Comer facilitator whenever your regular meeting is not held.
2. The chairperson or recorder keeps a copy of all meeting agendas, minutes, attendance sheets, etc. Whenever the Comer facilitator is not present, a copy of these documents should be given to the Comer facilitator and the School Management Team/School Planning and Management Team (SMT/SPMT) recorder at the SMT/SPMT meetings. The Comer facilitator is responsible for submitting these documents to the Yale implementation coordinator or the district-level Comer director/supervisor monthly.

Goal(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Objective(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Continued)



## **Keeping Subcommittees at the Heart of the Process**

As we have said time and again, SDP is not an add-on to something else you do in a school—nor are the subcommittees. Too often we have seen schools that organize the subcommittees and assign staff to every subcommittee but never even consider including parent members or students at the high school level. These subcommittees work hard all year, and yet there is no measurable difference in academic and social achievement in their schools. This often happens when subcommittees do not use the Comprehensive School Plan to drive their work or when they do not take the time to plan and assess activities using the developmental pathways as a framework or when they forget to consult the year-long school calendar. It also happens when more time, energy, and participation is placed on the social aspects of the Climate Subcommittee and only four or five members sign up for the CIA Subcommittee. It happens when subcommittees meet and never communicate with the SPMT or with the entire school population. We also see schools with too many subcommittees, draining staff energy from the most important task—effective teaching and learning in the classrooms.

Take the time in your schools to be thoughtful and strategic in planning and implementing your subcommittees. They are at the heart of the process. When subcommittees operate effectively, schools take pride in their work, and staff members have more energy to focus on curriculum, instruction, relationships, and development in their daily work—the bottom line of SDP.