Selection of Core Planning Team Chairs

Suggested Leadership

Chair of Component 1—Appointed by Director
Chair of Component 2—Individual with system-level knowledge.
Chair of Component 3—Individual with responsibility for data and analysis.
Chair of Component 4—Individual with system-level knowledge.
Chair of Component 5—Chair of Component 1 is also chair of this component.
  All other chairs are members of the team with additional members.
Chair of Component 6—Chair of Component 1 is also chair of this component.
  All other chairs are members of the team with additional members.
Chair of Component 7—Chair should be an individual with major responsibility for Federal Programs.
Chair of Component 8—Chair of Component 1 is also chair of this component.

Selection of Planning Team Members

Purpose: To develop a profile of needed representation and desired skills or talents of team members.

Directions: 1. Review the listing of representation, skills, and talents. Identify the ones deemed as critical to include on the team. Add, delete, or revise any others thought to be important. First, address representation—Who are the important groups, grade levels, departments, and others who should have a voice in the planning process? Then identify individuals, by name who fit the category and would be desirable as team members. Transfer the names to the table.

2. Decide which qualities, skills and talents are needed and desirable—Which specific qualities, skills, and talents are important in order for the team to function effectively and accomplish its goals? Add those qualities, skills, and talents to the table. Now, cross reference those identified individuals in terms of their skills and talents. If some qualities, skills, and talents are not exhibited by the proposed individuals, consider adding members or identify other individuals who would be acceptable representatives.

3. Identify any potential barriers to participation that may keep a person from being part of the team (e.g., overloaded schedule).

4. Find creative ways to address the barriers.
To Guide Your Thinking

Representation: Who are the important groups, grade levels, departments, and others who should have a voice in our planning process?

Educators

- Central Office
- Special Education
- Vocational
- Technology
- Federal Program Heads
- Grant Directors
- School Administrators
- Teachers
- Paraprofessionals
- Other Support Personnel

It is suggested that teacher union representatives be included in district planning to promote involvement and support.

Parents

Community Members

Student (High School)

Other

Qualities, Skills, & Talents: Which qualities should be exhibited by team members?

- Knowledge
- Experience
- Credibility
- Dependability
- Facilitation
- Attends to details
- Action oriented
- Efficient with time
- Consensus-building
- Knowledgeable about budgeting/finances
- Knowledgeable about Data Analysis
- Knowledgeable about Evaluation
- Technology skills
- Grant writing skills
- Management skills
- Communication skills
- Flexibility
- Creative thinking
- Optimistic attitude
- Community linked
- Agency linked
- Public relations
## Matrix for Selection of Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Representation</th>
<th>Talents &amp; Skills</th>
<th>Potential Barriers to Participation</th>
<th>Ways to Overcome the Barriers</th>
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