

Inventory: The Process

1. Utilize a scripted facilitator's guide to avoid oversights of important components of the process and/or tackling segments of the process out of desired sequence. Co-facilitation of such sessions will allow for a more even flow of conversations, work time, and recording of produced data.
2. Bring together a representative group. Meet in circle(s) of chairs without the obstruction of tables and rows.
3. Share with the group the intended outcome for the meeting(s).
4. Utilize "go-arounds" and "focusing activities" that will allow for the group to create a sense of community and ownership of the process they are taking part in. Both activities break down previous barriers and get everyone in the group involved in the process ---- producing ownership and synergy.
5. Post ground rules developed by the group. Ask all participants to hold themselves and the group accountable for the ground rules.
6. NEVER TACKLE TOO MUCH OR RUSH THE PROCESS. It is important to make sure all voices are heard and the group feels they have adequate time to share, create, discuss, and develop consensus.
7. Pass out the inventory handout. As a large group come up with the criteria we will use to map their work day--generalize the criteria (e.g., small group spelling review, recording math scores, mopping cafeteria, collecting trash, researching recipes for the next month's menu, etc.). Remember the criteria will be different for each classified position (custodian, bus mechanic, secretary, etc). In a larger district you may desire to do each group at a separate meeting. In a smaller district you may be able to facilitate the entire support staff at one meeting yet allow them to gather in small groups of like positions.

Give the participants adequate time to complete the inventory.

8. In their small groups have them each share:
 - "I did not realize I spent so much time doing _____"
 - "One thing I learned about my day is _____"
 - "One thing I enjoy about my day is _____"
 - Ask them to reflect on how they see each part of their day impacting student achievement?
 - "One thing I wish I had time to do is _____"
 - "I could help improve student achievement in our building if I had time to _____"

RECORD THE RESPONSES

9. Closure. Call upon each participant to make a commitment to do one thing different in their workday that will help improve their building's learning climate, citizenship, or student achievement.

As they orally report to the large group honor each participant with a token from the district. That token could be a simple pin that states, "I CARE," or "WE DO WHAT IT TAKES," or some other token that will show appreciation for their efforts and input.