

Leading Faculty Study Groups Series

- 1 of 2: Getting Started
- 2 of 2: Maintaining Momentum



GEORGIA'S LEADERSHIP INSTITUTE
FOR SCHOOL IMPROVEMENT

**A Performance-based Learning Module
for Georgia's Educational Leaders**

LFSG: Getting Started

Module at a Glance

Module at a Glance	2
Progress Tracker	3
Module Objective	4
Module Overview	5
Final Assessment	9
Topic #1: Getting Organized for Faculty Study Groups	17
Practice #1: Getting Organized for Faculty Study Groups.....	26
Topic #2: Conducting a FSG Kick-Off Meeting	33
Final Practice: Conducting a FSG Kick-Off Meeting	39
Recommended Reading and Resources	49
Acknowledgements	50

Progress Tracker

**Before
Beginning this
Module**

Work with your Coach to determine the order in which you will complete the topics, and write in the appropriate numbers in the Order column.

NOTE: The recommendation for this module is that you complete the topics in the order they appear – so, this information has already been filled in for you below.

**When You
Complete this
Module**

When you have “passed” your Final Assessment, you will have completed this module. Congratulations! Have your Coach sign off in the space provided below, then include this page in the evidence you submit to your Portfolio.

Order	Topic	Date Completed
1	Getting Organized for Faculty Study Groups	
2	Conducting a FSG Kick-off Meeting	

Module Completed – Congratulations on Your Performance!	
Date of Final Assessment Performance:	
Performer's Name	Performer's Signature
Coach's Name	Coach's Signature

Module Objective

Module Objective

After working through this module and practicing the skills / behaviors it contains, you will be able to perform the objective below.

Given this...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> • Data from the past three years that indicate a need for improvement • A team of faculty, staff, and school leaders • School calendar with holidays and testing notated • Pens, paper, chart, and tablets 	<p>Organize small teams into Faculty Study Groups (FSGs), and conduct a kick-off meeting to mark the implementation of FSGs</p>	<ul style="list-style-type: none"> • The detailed task performance criteria listed in the Performance Criteria Checklists in the Practice, Final Practice and Final Assessment • GLISI's criteria for how to work effectively as a team leader/facilitator, listed in the Feedback Form(s) located in the Final Practice and Final Assessment

Module Overview

About This Module

This module is based on the work of Carlene Murphy and Dale Lick, and others.

You should read [Whole-Faculty Study Groups: Creating Professional Learning Communities that Target Student Learning](#), as well as other selections from this module's Recommended Resources page, in order to gain a thorough understanding of all the concepts and lessons learned related to Faculty Study Groups.

This module complements these books, which provide excellent conceptual information, by providing step-by-step instructions that will help you with the task of implementing FSGs in your school.

Note that this module consists of two parts:

- **Part 1 of 2: Getting Started**
- **Part 2 of 2: Maintaining Momentum**

You should complete Part 1 (this document) first. Then, after your FSGs have been in operation for at least 1 month, work through Part 2. You should complete Part 2 within three months of finishing Part 1.

Leading the Organization of Faculty Study Groups

Faculty Study Groups are small groups of educators that routinely meet to work on a problem related to the organization's student achievement goals.

Professional learning is a critical element required of schools that wish to improve student achievement. One of the most effective ways of providing professional learning is to ensure that the learning is relevant and job-embedded. Faculty Study Groups allow teachers to guide their learning by choosing areas of need based on identified school weaknesses.

Why is Leading a Faculty Study Group Important?

The use of Faculty Study Groups is a professional learning model that allows teachers to learn more about instructional effectiveness. Through various means educators work together to study, learn, share, inquire, and investigate new approaches to teaching and learning. A key element of FSGs is that their group work is focused on identified needs of the school.

As teachers learn from each other, they have the opportunity to improve teaching and learning, and consequently are more likely to see increased student achievement. Working in FSGs allows teachers to work in a collaborative and professional manner as they learn from each other.

What's In It For Me (WIIFM)?

As educators learn new ways of being effective, they are also trying out these new approaches and/or materials in the classrooms. Teachers may then share their findings with their colleagues or observe each other for the purpose of learning together. Collaboration is a proven practice for improving teaching and learning. As the leader, you will enable teachers to have the opportunity to collaborate, study together, observe each other, and to collect information about student performance. As teacher effectiveness improves, so shall student performance.

The benefit for the leader is that the work of school improvement is distributed across all members of the school faculty and instructional staff. Members of Faculty Study Groups take on problem solving thereby assisting the leader in goal accomplishment more quickly.

What are the Results of This Task? (Tangible and Intangible)

When this task is performed, you can expect the following results.

Tangible Results:

- Identified groups of educators who meet regularly
- Action plans from each group outlining their plan of study
- Study group logs that reflect the actions and new learning from each study group

Intangible Results:

- Educators who are more likely to value the process of collaboration due to their experience working in faculty study groups
 - Teachers with greater self-efficacy as it relates to professional learning
 - Teachers who are more likely to support effective methods/materials because of the opportunities to investigate their effectiveness in their classrooms
 - Student performance results which are more likely to improve because of changes in teaching due to new teacher learning
 - Teachers who are more willing and able to overcome identified school weaknesses
-

What is the Leader's Role?

In Part 1 (Getting Started) the leader's role is to organize participants into FSGs of no more than six members and then to lead them through the work of a FSG.

In Part 2 (Maintaining Momentum), you will be expected to review the action plans of each study group and assist them in determining what they will study. Study group logs will require feedback from you throughout the period that the study groups exist.

Does Educational Context Matter?

Educational context – size, location, demographics, socio-economic groups, etc. – does not matter for this task. All schools have the need for high-quality, job-embedded professional learning. Because the work is based on a review of identified school weaknesses, study groups are able to function successfully in all school contexts.

Tip(s)

A common error in Faculty Study Groups is not spending sufficient time reviewing the school data to determine what the group will study.

As an alternative to focusing on identified school weaknesses drawn from school data, a FSG may choose an area of study where they have expertise, in order to share that knowledge with the rest of the school's faculty and instructional staff and staff.

How Will My Performance Be Assessed?

In both Part 1 and Part 2, you will complete a Final Assessment to demonstrate your mastery of this module.

Prior to completing the Final Assessments in each Part, you will be given multiple opportunities to practice, get feedback, and gain confidence in your ability to meet the performance objective.

What Do I Do Next?

Turn the page to review the Final Assessment for this module (Part 1).

Final Assessment

About the Final Assessment

There are 2 differences between this module's Practices and its Final Assessment:

1. In Practice, you will perform independently to learn the process. In the Final Practice and the Final Assessment, you will be leading a team through the process you have learned. The **Feedback Form** is used to evaluate your performance in the Final Practice and Final Assessment only; you will not find one in the Practice sections.
2. In Practice and Final Practice, we have provided **Worksheets** that guide you in drawing or working through the process you are learning. However, no Worksheets are provided for the Final Assessment. Based on your knowledge of the process, you should create your own agendas, lists, notes, etc. using whatever media you wish; or you may copy or adapt the Worksheets you used in the Practices.

Why Review the Final Assessment?

Reviewing the Final Assessment will ensure that you understand the knowledge, skills and behaviors that are being taught and tested in this module. It will help you gauge your current level of performance against what will be expected of you by the end of the module. This will help you know which areas to concentrate on as you work through the module.

If you feel that you are already proficient in the knowledge, skills and behaviors needed to pass the Final Assessment, you may perform the Final Assessment now. If your performance on the Final Assessment meets all the criteria, you can "test out" of this module.

Or, if you feel you need more learning and practice before trying the Final Assessment, continue working your way through the module.

**How to
Complete
this Final
Assessment**

1. Gain permission from your supervisor, Sponsor or Coach to complete the Final Assessment in a school setting.
 2. Schedule the date, time and location of your session – one that works for you, your Coach, and the teachers / staff / leaders who will participate.
 3. Invite the participants (or, your Coach may prefer to invite them).
 4. Provide your Coach with a copy of the Final Assessment Performance Checklist and Final Assessment Feedback Form for this activity, as well as the Coach's Guide (if available).
 5. Work with your Coach to identify or create a plausible scenario on which to work through the process with your participants. Ideally, you should use a real-life school improvement scenario that your organization is currently facing.
 6. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
 7. Prepare to perform by reviewing the content, Step-Action Tables, Practice Worksheets, Performance Criteria and Feedback Forms for all of the topics in this module.
 8. When you are ready, perform the Final Assessment in the school setting and with your Coach observing.
 9. Obtain feedback from your Coach about your performance and your next steps.
-

Requirements

This assessment must be:

- Performed in an actual school environment
- Performed with a team of teachers and staff (or other leaders)
- Observed by a Leadership Coach

In order to be entered into your Portfolio, your performance / evidence must:

- Meet the criteria listed on the Final Assessment Performance Checklist
 - Earn a rating of 3 or 4 on the Final Assessment Feedback Form
-

When Can I Add to My Portfolio?

If your Coach feels you need more practice, repeat the appropriate Topics and/or Practices in this module until you both are satisfied that you are ready to take the Final Assessment again.

When (1) your performance meets all the listed criteria, and (2) your Coach rates your performance as “3/Proficient” or higher, you may enter the following items into your Portfolio:

- Evidence of performance
- Final Assessment Performance Checklist
- Final Assessment Feedback Form
- Any additional artifacts you wish to include (video or audio tape, participant feedback, etc.)

You are encouraged to continue practicing and performing this task until you achieve a rating of “Distinguished” and then to update your Portfolio with those evidentiary items.

Once you have satisfied the requirements for this module, work with your Coach to update your portfolio and discuss the next steps in your learning path.

**What Do I Do
Next?**

Turn the page to review the Final Assessment.

If you are ready, work through the Final Assessment.

Or, skip to the first Topic in this module.

Final Assessment Performance Checklist

Performer's Name: _____

Coach's Name: _____

Date of Performance: _____

Performance Evidence	Present?	Meets Criteria?
1. A meeting is held to announce / explain the kick-off of Faculty Study Groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> All faculty and instructional staff who will participate are present <input type="checkbox"/> If any participants are not present, follow-up meetings or other arrangements are made to convey the information <input type="checkbox"/> An appropriate meeting opening is used (welcome, purpose, etc.)
2. An agenda is presented and followed	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Provided to participants early in the meeting <input type="checkbox"/> Reviewed by the group as a whole
3. The concept of FSGs is reviewed with the group	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The purpose / objectives of FSGs is explained <input type="checkbox"/> The benefits of FSGs are explained (benefits to students, adults, and school culture) <input type="checkbox"/> Norms / protocols for FSG work are explained
4. The organizational structure of FSGs is explained	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The size of FSGs is explained <input type="checkbox"/> A roster of FSG membership is distributed and reviewed
5. Relationship of FSGs to Better-seeking Teams (BSTs) is explained	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Attendance of a FSG member to BST meetings is explained <input type="checkbox"/> Benefits to the FSG are explained <input type="checkbox"/> Benefits to the BST / school are explained

6. The assignment to FSGs is explained Yes No
- Desired activities and results are explained
 - Resources available to FSGs are identified
 - Deliverables and their due dates are indicated, including:
 - Action Plan
 - FSG Logs
 - Due date for completion of first 3 meetings
 - Activities to be completed by 3rd meeting
 - Better-seeking Team meeting dates
 - Other key FSG dates are reviewed, in context of school calendar key dates
 - Opportunity to validate / modify the FSG calendar is provided
7. An opportunity for Questions and Answers is provided Yes No
- Questions are invited
 - Answers are provided, or promised by a specific due date
8. Meeting opportunities for FSGs are provided Yes No
- Dates for FSG meetings are identified
 - Locations for FSG meetings are identified
 - Organizational arrangements to accommodate job-embedded FSG activities have been made (if necessary)
 - Opportunity to validate / modify FSG meeting dates and locations is provided
9. An appropriate meeting closing is used Yes No
- Participants are thanked for their participation
 - Next steps are explained
 - Confidence in success is expressed

Final Assessment Feedback Form (page 1 of 2)

Performer's Name: _____

Coach's Name: _____

Date of Performance: _____

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few or none of the desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others
		Eligible for Portfolio	

How effective was the performer in: Rating

1. Facilitating group interaction and managing participation?	1	2	3	4	NA
2. Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA
3. Modeling appropriate leadership behaviors?	1	2	3	4	NA
4. Teaching others how to perform the task(s) at hand?	1	2	3	4	NA
5. Presenting information clearly, concisely, and professionally?	1	2	3	4	NA
6. Leveraging / integrating technology to increase effectiveness?	1	2	3	4	NA
7. Motivating / encouraging others to achieve success?	1	2	3	4	NA
8. Using group processes to achieve desired session results?	1	2	3	4	NA

Turn the page to provide additional written feedback (required).

Final Assessment Feedback Form (page 2 of 2)

Performer's Name:

Coach's Name:

Date of Performance:

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this aspiring leader's performance? (Including any criteria on the Performance Checklist that were missed.) Be specific.

Were there any significant leadership issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

Topic #1: Getting Organized for Faculty Study Groups

Faculty Study Groups

Faculty Study Groups (FSGs) are made up of educators for the purpose of reviewing a school's identified weaknesses and then, through inquiry and study, learn ways to address the weaknesses.

Faculty Study Groups can be given different types of assignments, depending on your goal for any given period of time. Options include:

- Have the whole FSG program read one particular book, in order to focus school-wide, collective attention on that particular concept, topic or strategy
- Have all FSG groups read the same article about a new strategy (such as Japanese Lesson Study), and then implement the strategy throughout the school, using FSGs to report results and share lessons learned
- Organize FSG membership by grade level or content area, and have different teams or sets of teams focus on books / areas that are of specific interest (for instance, grades 1-3 work on a math concept or weakness, and grades 4-6 work on a reading concept or weakness)
- Allow FSGs to select their own topics and activities, or assign topics that you, as the leader of the program or the school, wish to focus on

You may begin the year with one type of assignment for FSGs (such as all reading the same book) and then, later in the year, allow FSGs to set their own goals for the next period. Alternatively, you may start the school year by allowing FSGs to select their own areas of inquiry, but then ask them all to focus on a particular weakness (such as math or reading) once scores from CRCT or GHSGT indicate a specific need.

Who Participates in Faculty Study Groups?

FSGs are made up of no more than six members who meet regularly to share new learning about the selected topic.

All faculty and instructional staff within a school should participate in the FSG program.

- **Faculty** includes all certificated personnel.
- **Instructional staff** includes all others who, while not certificated, have daily instructional contact with students, such as:
 - Paraprofessionals
 - Librarians
 - Counselors
 - Special Education staff
 - ESOL staff
 - Academic coaches
 - And others

In most schools, non-academic staff such as cafeteria and custodial workers are not included in the FSG program; however, you may choose to include them if that is more appropriate for the culture of your school or district.

Why is Getting Organized for FSGs Important?

Educational leaders should carefully premeditate and get organized before implementing FSGs, for several reasons:

- FSGs function best in small numbers. Small groups allow all participants the opportunity to actively participate in all phases of the study.
 - FSGs must be given access to detailed school data that assists in the process of selecting a study group topic.
 - FSGs assist with organizational tasks include helping groups to develop a meeting schedule and locate a meeting space.
-

Creating FSG Rosters

Once FSGs are implemented, all faculty and instructional staff should be required to participate. (As a leader in the school, you should implement organizational arrangements that make it as convenient as possible for them to do so.)

A leader can easily divide a roster of staff members – including administrators – into groups of six or less. Group members can be from the same or different content/grade levels.

The leader can then label each group by assigned numbers until the groups identify themselves by their FSG topic, if they so desire.

Identifying Topics for FSGs

Each group is to study all sources of school data to determine the current status of student learning, as well as the learning environment in the school.

Once they have reviewed the data, each FSG should choose a focus / topic that will result in creating opportunities for enhancing student learning.

FSGs may choose either the same topic or different topics for their study focus.

What FSGs Do

Study Groups spend their time together to study and discuss their chosen topic in detail. The idea is to learn new things together, and to learn from each other. This is an opportunity to try things and determine their impact on student learning. During the meetings, teachers may:

- Demonstrate a new teaching approach or materials
- Plan together
- Observe each other teach
- Develop curriculum
- Share ideas

(continued next page)

- Create new assessments
 - Analyze data
 - Participate in book talks or book studies
 - Discuss literature
 - Watch videos
 - Consult with experts
 - Examine student work
 - Align curriculum with state standards
 - Develop rubrics
 - Document evidence of student success
 - Share professional journal articles
-

FSG Action Plans

Each FSG should develop an Action Plan for what they hope to accomplish together. The Action Plan should include:

- The FSG's topic of study (based either on weaknesses identified in school data, or on the FSG's area of expertise)
- The data considered that reflects the need for study
- What the group will do during meetings
- When and where the group shall meet
- Resources / materials that shall be included in the study
- What the intended results will be

FSGs will use their Action Plans to guide their own work, and they will share them with the leadership of the school in order to keep them informed.

You will learn more about FSG Action Plans, and how the leader works with them, in Part 2 of this module.

FSG Study Group Logs

Faculty Study Groups also produce logs that maintain a record of their work and accomplishments. Logs are simply organized documents that ensure the activities of the group are recorded. Minutes that reflect the meetings are kept on the Study Group Logs. Additionally, other meeting details, such as time, date, place, and members present are kept on the Study Group Log. The Study Group Log is submitted to the principal after each meeting of the Study Group.

You will learn more about FSG Logs, and how the leader works with them, in Part 2 of this module.

Faculty Study Groups and Better-seeking Teams

An important part of the FSG experience is sharing the groups' findings with the school's Better-seeking Team (BST). This is accomplished by having members of each FSG attend Better-seeking Team meetings. (Attendees should rotate so that each member of each FSG has a chance to participate.) The purpose of these visits is two-fold: to keep the FSG up-to-date on what is important to the leadership of the school, and to keep the BST informed as to the findings, accomplishments and suggestions from the FSGs.

You will learn more about how FSGs interact with BSTs in Part 2 of this module. Meanwhile, if you are unfamiliar with Better-seeking Teams, you should read these two GLISI modules:

- [Leading Better-seeking Teams Series, 1 of 2: Selecting and Recruiting](#)
 - [Leading Better-seeking Teams Series, 2 of 2 Focusing and Orienting](#)
-

What Is the Leader's Role?

The leader is instrumental in getting Faculty Study Groups “up and running” in his or her school. The leader implements FSGs by taking the following actions:

- Organizing faculty and instructional staff into FSG groups
 - Learning the basics about FSGs
 - Facilitating one or more meetings with faculty and instructional staff to explain the purpose, work, outputs, and key dates related to the new FSGs
-

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table – Getting Organized for Faculty Study Groups	
Step	Action
Collect the roster	<p>Gather the current roster(s) of faculty and instructional staff that includes all members that will participate in the faculty study groups.</p> <p>Generally, only faculty (certificated) and instructional staff (those who regularly work directly with students) are included. You may choose to also include non-instructional staff, if desired.</p>
Collect the school Calendar	<p>Find a printout of the school calendar including holidays, testing dates, teacher work days, and any other key dates for the organization.</p>
Collect student performance data	<p>Collect all student performance data from the past three years.</p>
Determine number of FSGs	<p>Using the roster, divide the number of faculty members by six to determine how many groups will be created (e.g., for a faculty of 72, there will be 12 groups, numbered 1-12 for now.)</p>
Assign group members	<p>Assign each member of the faculty roster to a group.</p> <p>The purpose you have chosen for your FSG program should dictate how you divide your participants into groups. You may choose to randomly assign participants across FSGs (for instance, if the whole school is reading the same book) or you may assign according to grade level, content area, or some other technique (if peers need to work together on specific activities).</p>
Determine who else needs to review FSG membership	<p>If you are not the leader of the school, you should invite the principal to review your lists. If your FSGs will be working on grade-level or content area, you should probably invite those Department Chairs to review the group rosters. As a minimum contribution, in addition to providing sign-off that secures buy-in from school leadership, these reviewers may alert you to personality combinations that could affect the FSG effectiveness.</p>

	IF...	...THEN
	Yes	<ol style="list-style-type: none"> 1. Have the person review the makeup of the study groups and make recommendations for changes. 2. Consider study group recommendations and make needed adjustments.
	No	Go to the next step.
Re-roster the participants	Re-roster the faculty and instructional staff by study group membership so that you have a list of study groups and the corresponding members.	
Add key FSG dates to school calendar	<p>Mark up the school calendar with key deadlines for the FSGs, including:</p> <ul style="list-style-type: none"> • Action Plan due date • Study Group Log due dates (to be turned in after each meeting) • Better-seeking Team meeting dates • Deadline by which the first three FSG meetings should be conducted 	
Review the instructional calendar and facilities	<p>Review the school’s daily instructional schedule, including teacher planning schedule, plus possible available meeting locations throughout the school building.</p> <p>If necessary, make organizational arrangements (schedule changes, etc.) to help make it convenient for FSGs to meet regularly. The goal is for this facet of professional learning to be as “job-embedded” as possible.</p>	
List meeting times and locations	Make a list of suggested meeting times and locations for the FSGs on a chart tablet for participants to review.	

Create task list	<p>Create a checklist of tasks that the study groups shall complete before the end of the third study group session. Note suggested ways to organize the tasks into the three meetings. Consider:</p> <ul style="list-style-type: none">• Action Plans• Logs• Tasks to be completed by 3rd meeting• Ideas for how groups should use the data / resources provided to them <p>If you need more details about the types of tasks to assign FSGs, refer to Recommended Resources listed at the end of this module.</p>
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Practice #1: Getting Organized for Faculty Study Groups

About this Practice

- Using the Practice Scenario provided, practice getting organized for Faculty Study Groups at least once on your own.
- Then, if desired, you may ask a colleague or a group of peers to practice it with you one or more times before moving on to the next topic.

How To Complete the Practice

1. Feel free to refer back to the Step-Action Table as needed during this practice.
2. Before you begin, review these items on the next few pages:
 - **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
 - **Practice Scenario** – this is a sample “case study” or word problem that provides the information you need to work through the practice
 - **Practice Worksheet** – this is where you will record your work
 - **Performance Checklist** – this lists the criteria used to evaluate your work
3. When you are ready, perform the Practice activity and record your work on the Worksheet.
4. When you have finished, read **How to Check Your Work** to evaluate your performance and decide what to do next.

How to Check Your Work

- Review your results against the Performance Checklist to make sure you have produced all the required evidence of performance, and that all evidence meets the criteria.

- If your results did not meet all the criteria, you need more practice. Do one or more of the following:
 - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.

 - Assemble a group of peers to work through a scenario with you. Ask those who worked with you to help check your work and give you feedback on your performance.

 - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.

- Once you have met all the Performance Criteria, work with your Coach to move on to the next Topic.

Practice Scenario	Using the real data from your school (faculty and instructional staff roster(s), school calendar, facilities information, and school data), get organized to implement Faculty Study Groups in your school.
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Practice Worksheet – Getting Organized for Faculty Study Groups

Using your faculty and instructional staff roster(s), divide the names up into Faculty Study Groups, with a max of 6 members each. If you need more space, use the back of this page or attach another.

Faculty Study Group # 1		Faculty Study Group # 2	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
Faculty Study Group # 3		Faculty Study Group # 4	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
Faculty Study Group # 5		Faculty Study Group # 6	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Does anyone else need to review the FSG roster you have created? If so, write their name here, as well as their suggestions. If necessary, re-do your roster based on their input.

--

If you have specific requirements for what you would like to see reported on your FSGs' Action Plan and Logs, list them here. (Alternatively, you may wish to create templates for the FSGs to use. If you create forms, attach them to this Worksheet.)

<u>Action Plan</u>	<u>Study Group Log</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

List the data sources provided to the members of the Study Groups:

<u>Student Data</u>	<u>School-wide Data</u>	<u>Other Data</u>

Create a checklist of items that you want the Study Group to have completed by the end of their third meeting:

Performance Checklist – Getting Organized for Faculty Study Groups

Performance Evidence	Present?	Meets Criteria?
1. Faculty and instructional staff are divided up into FSG groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Roster of faculty / staff is consulted <input type="checkbox"/> Faculty Study Groups consist of 6 members or less <input type="checkbox"/> All faculty and instructional staff are assigned to a FSG (other staff are optional) <input type="checkbox"/> The result is a new roster showing names by Faculty Study Group <input type="checkbox"/> New roster is reviewed by additional personnel (if required / desired), and changes are made (if necessary)
2. Key dates for Faculty Study Group program are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> School calendar and instructional calendar are consulted <input type="checkbox"/> FSG dates selected do not conflict with holidays, testing dates or other key dates <input type="checkbox"/> Action Plan due date(s) are listed <input type="checkbox"/> FSG Log due date(s) are listed <input type="checkbox"/> Date of Better-seeking Team meetings are listed <input type="checkbox"/> Deadline for conducting first three meetings is listed
3. Possible meeting dates and locations are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Dates, times and locations do not conflict with key dates or other facility uses

continued next page

Practice #1: Getting Organized for Faculty Study Groups
Faculty Study Groups Series, 1 of 2: Getting Started

4. Assignments (deliverables and due dates) for FSGs are listed
- Yes
 - No
- Resources (data sources, and others) to be made available are listed
 - Action Plan requirements are listed (and / or a template created)
 - FSG Log requirements are listed (and / or a template created)
 - List of tasks to complete by 3rd meeting is created

Topic #2: Conducting a FSG Kick-Off Meeting

The FSG Kick-off Meeting

It is important to hold a faculty-wide meeting (or, a series of meetings) in order to communicate the Faculty Study Group project to the entire faculty and instructional staff who will be required to participate. This is your opportunity to explain the concept of FSGs, to share the procedures and templates you wish them to use, to finalize the calendar of key dates related to FSGs, and to communicate your expectations for the project.

How Do I Do It?

Follow the steps listed in the Step-Action Table on the next page.

Step-Action Table – Conducting a FSG Kick-Off Meeting	
Schedule meeting	<p>Schedule a meeting with the faculty, staff, and school leaders.</p> <p>Reserve a location for the meeting, which can accommodate any audio / visual aids you wish to use.</p> <p>Communicate the details to everyone who should attend.</p>
Refer to “Getting Organized for FSGs”	<p>Gather and refer to the work you did previously to get organized for implementing FSGs in your school:</p> <ul style="list-style-type: none"> • Roster of FSG members • Calendar showing key school dates, including key FSG dates • Chart tablet showing suggested meeting dates and times • Requirements (or templates) for Action Plans and Logs • Data Sources • List of items to be completed by third FSG meeting <p>Also refer to the Module Overview in this document, and to <u>Whole-Faculty Study Groups</u> by Murphy and Lick, if you need a refresher on any of the key points about FSGs.</p>
Plan meeting room set-up	<p>Plan the arrangement of the meeting room including:</p> <ul style="list-style-type: none"> • Placement / distribution of printed materials • Placement of chart tablet showing meeting times and locations • Seating arrangement of participants

<p>Prepare speaking points</p>	<p>Prepare speaking points to communicate:</p> <ul style="list-style-type: none"> • Meeting Opening • The concepts related to FSGs, including: purpose / objectives, benefits, norms / protocols. • The organizational features of FSGs • How and why FSG members will participate in Better-seeking Team meetings • The assignment for FSGs to pursue, including your requirements and expectations (including references to handouts) • The resources that will be made available for FSGs (including student data) • Deliverables (Action Plan and Logs) and due dates • Opportunities (dates and locations) for FSGs to meet (including reference to chart) • Meeting Closing / Next Steps
<p>Prepare materials</p>	<p>Create and copy the appropriate number of items to distribute:</p> <ul style="list-style-type: none"> • Calendars showing key FSG dates (as well as other key school dates, if required) • Student data • Action Plan requirements (or templates) • FSG Log requirements (or templates) • Checklist of Tasks required by the end of the third meeting, • Roster naming the members of each FSG. <p>Include additional items to the agenda that you, as Leader, deem important and pertinent to the task.</p>

<p>Create an Agenda</p>	<p>Based on your premeditations of the meeting, create an agenda (handout or flip chart) to share with your participants.</p>
<p>Open the meeting</p>	<p>Welcome the participants.</p> <p>Review the meeting agenda with the participants.</p>
<p>Introduce the concept of FSGs</p>	<p>Share your talking points with the participants. Use any additional handouts or visuals you may wish to use regarding your key points.</p>
<p>Explain the organizational features of FSGs</p>	<p>Explain the organizational features of FSGs.</p> <p>Distribute and review the roster of FSG groups / members.</p>
<p>Explain how FSGs intersect with BSTs</p>	<p>Explain that you would like each FSG to send a representative to Better-seeking Team Meetings.</p> <p>FSGs may choose their representative immediately before the meeting, and should send a different member each time.</p> <p>The purpose of the visit is to inform the BST of the FSG's accomplishments and findings, and to keep the FSG informed about what the BST is working on.</p>
<p>Give the FSG assignment and identify resources</p>	<p>Explain the assignment for each FSG: to work together to review data to identify issues and opportunities, and to research, discuss, and recommend / implement possible solutions.</p> <p>Explain which data sources will be made available to the FSGs (including any handouts you are distributing today).</p>

<p>Review FSG key dates and deliverables</p>	<p>Share the calendar (handouts and or chart tablet) with the faculty and instructional staff to review FSG timelines and deadlines. Discuss these dates and deliverables (using handouts), asking participants to note any conflicts:</p> <ul style="list-style-type: none"> • Action Plan – requirements / template, due date • Logs – requirements / template, due dates • Target date for first 3 meetings • Items to complete by 3rd meeting • Better-seeking Team meeting dates 	
<p>Verify calendar dates</p>	<p>Do you need to make adjustments to the calendar because of discovered conflicts?</p>	
	IF...	...THEN
	<p>Yes</p>	<p>1. Revise the calendar, as appropriate. 2. Print a revised calendar for the study groups, and share it as soon as possible during or after the meeting.</p>
<p>No</p>	<p>Go to the next step.</p>	
<p>Provide opportunity for questions</p>	<p>Ask if participants have any questions concerning the discussion and printed materials so far?</p>	
	IF...	...THEN
	<p>Yes</p>	<p>1. Clarify the information as appropriate. 2. Answer questions. If you cannot answer the questions during the meeting, commit to communicating the answers as soon as possible thereafter.</p>
<p>No</p>	<p>Go to the next step.</p>	

Review meeting times / locations	Post the chart tablet with possible meeting times and places. Share possible times and places the study groups can meet.	
Revise chart	Are there meeting times or places on the chart that should be revised?	
	IF...	...THEN
	Yes	Revise the chart by adding or deleting meeting times or spaces as appropriate after discussing with participants.
No	Go to the next step.	
Close the meeting	<p>Ask if there are any remaining questions. Answer them at this time, or commit to communicating the answer as soon as possible after the meeting.</p> <p>Inform participants as to next steps – such as when they can expect to hear from you again regarding FSGs (how you will communicate during the period of time of the first three meetings).</p> <p>Close the meeting and thank the attendees for their participation. Wish them luck and express your confidence that they will benefit as individuals from the FSG process, as well as making significant contributions to the school.</p>	

Final Practice: Conducting a FSG Kick-Off Meeting

About this Practice

- Using the Practice Scenario provided, practice leading a FSG Kick-off Meeting, with a small group of trusted peers playing the role of your meeting participants.
- Practice as many times as desired before moving on to the Final Assessment, which will be conducted with your real meeting audience.

How To Complete the Practice

1. Feel free to refer back to the Step-Action Table as needed during this practice.
 2. Before you begin, review these items on the next few pages:
 - **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
 - **Practice Scenario** – this is a sample “case study” or word problem that provides the information you need to work through the practice
 - **Practice Worksheet** – this is where you will record your work
 - **Performance Checklist** – this lists the criteria used to evaluate your work
 3. When you are ready, perform the Practice activity and record your work on the Worksheet.
 4. When you have finished, read **How to Check Your Work** to evaluate your performance and decide what to do next.
-

How to Check Your Work

- Review your results against the Performance Checklist to make sure you have produced all the required evidence of performance, and that all evidence meets the criteria.

 - If your results did not meet all the criteria, you need more practice. Do one or more of the following:
 - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.

 - Assemble a group of peers to work through a scenario with you. Ask those who worked with you to help check your work and give you feedback on your performance.

 - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.

 - Once you have met all the Performance Criteria, work with your Coach to move on to the next Topic.
-

**Practice
Scenario**

Ask a small number of trusted peers (5-10) to help you role-play this practice. They will play the role of faculty / staff in your school, who are attendees at your FSG kick-off meeting. You will be practicing your role of meeting facilitator.

Plan and prepare for leading a FSG kick-off meeting, using the materials you generated during the “Getting Organized” topic and the Final Practice Worksheet.

Conduct a practice FSG kick-off meeting with your volunteers, using the same handouts / materials and practicing the same content and delivery methods that you will use in the real meeting.

Get feedback from your participants and your Coach.

Final Practice Worksheet – Conducting a FSG Kick-Off Meeting

Write down the date, time, and location of your meeting. How /when will you invite participants? What arrangements will you make for those who miss the meeting?

Write down the key points you wish to cover in the meeting:

Meeting Opening:	
The FSG concept and how it relates to our school:	
Organizational features of FSGs:	
How FSGs relate to / interact with Better-seeking Teams:	
The assignment for FSGs, and what resources they can use:	

Key dates for FSGs, including deliverables and due dates:	
Dates / Locations for FSGs to meet:	
Other key points I wish to share:	
Meeting Close / Next Steps:	

What questions do you anticipate that your meeting attendees may ask? Premeditate your answers here.

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List the materials you will provide as handouts, and how many copies of each:

List any additional materials you will provide or use during the meeting (flip charts, etc.):

Use the information in this Worksheet to create an Agenda to share with your participants.

Run the meeting.

Keep artifacts of the items you use in the meeting.

Record your reflections about the meeting for review with your Coach: what went well, what could be improved.

Use your experience to plan and prepare for the next time you run a FSG Kick-off Meeting.

Performance Checklist – Conducting a FSG Kick-Off Meeting

Performance Evidence	Present?	Meets Criteria?
1. A meeting is held to announce / explain the kick-off of Faculty Study Groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> All faculty and instructional staff who will participate are present <input type="checkbox"/> If any participants are not present, follow-up meetings or other arrangements are made to convey the information <input type="checkbox"/> An appropriate meeting opening is used (welcome, purpose, etc.)
2. An agenda is presented and followed	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Provided to participants early in the meeting <input type="checkbox"/> Reviewed by the group as a whole
3. The concept of FSGs is reviewed with the group	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The purpose / objectives of FSGs is explained <input type="checkbox"/> The benefits of FSGs are explained (benefits to students, adults, and school culture) <input type="checkbox"/> Norms / protocols for FSG work are explained
4. The organizational structure of FSGs is explained	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The size of FSGs is explained <input type="checkbox"/> A roster of FSG membership is distributed and reviewed
5. Relationship of FSGs to Better-seeking Teams is explained	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Attendance of a FSG member to BST meetings is explained <input type="checkbox"/> Benefits to the FSG are explained <input type="checkbox"/> Benefits to the BST / school are explained

(continued next page)

- | | | |
|---|---|---|
| 6. The assignment to FSGs is explained | <input type="checkbox"/> Yes
<input type="checkbox"/> No | <input type="checkbox"/> Desired activities and results are explained
<input type="checkbox"/> Resources available to FSGs are identified
<input type="checkbox"/> Deliverables and their due dates are indicated, including: <ul style="list-style-type: none"> <input type="checkbox"/> Action Plan <input type="checkbox"/> FSG Logs <input type="checkbox"/> Due date for completion of first 3 meetings <input type="checkbox"/> Activities to be completed by 3rd meeting <input type="checkbox"/> Better-seeking Team meeting dates <input type="checkbox"/> Other key FSG dates are reviewed, in context of school calendar key dates
<input type="checkbox"/> Opportunity to validate / modify the FSG calendar is provided |
| 7. An opportunity for Questions and Answers is provided | <input type="checkbox"/> Yes
<input type="checkbox"/> No | <input type="checkbox"/> Questions are invited
<input type="checkbox"/> Answers are provided, or promised by a specific due date |
| 8. Meeting opportunities for FSGs are provided | <input type="checkbox"/> Yes
<input type="checkbox"/> No | <input type="checkbox"/> Dates for FSG meetings are identified
<input type="checkbox"/> Locations for FSG meetings are identified
<input type="checkbox"/> Organizational arrangements to accommodate job-embedded FSG activities have been made (if necessary)
<input type="checkbox"/> Opportunity to validate / modify FSG meeting opportunities is provided |
| 9. An appropriate meeting closing is used | <input type="checkbox"/> Yes
<input type="checkbox"/> No | <input type="checkbox"/> Participants are thanked for their participation
<input type="checkbox"/> Next steps are explained
<input type="checkbox"/> Confidence in success is expressed |

Final Practice Feedback Form (page 1 of 2)

Performer's Name: _____

Coach's Name: _____

Date of Performance: _____

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few or none of the desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others
		Eligible for Portfolio	

How effective was the performer in:	Rating				
1. Facilitating group interaction and managing participation?	1	2	3	4	NA
2. Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA
3. Modeling appropriate leadership behaviors?	1	2	3	4	NA
4. Teaching others how to perform the task(s) at hand?	1	2	3	4	NA
5. Presenting information clearly, concisely, and professionally?	1	2	3	4	NA
6. Leveraging / integrating technology to increase effectiveness?	1	2	3	4	NA
7. Motivating / encouraging others to achieve success?	1	2	3	4	NA
8. Using group processes to achieve desired session results?	1	2	3	4	NA

Turn the page to provide additional written feedback (required).

Final Practice Feedback Form (page 2 of 2)

Performer's Name:

Coach's Name:

Date of Performance:

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this aspiring leader's performance? (Including any criteria on the Performance Checklist that were missed.) Be specific.

Were there any significant leadership issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

If the evidence of your performance meets all of the listed criteria, you are ready to move on to the next topic. If not, continue studying, practicing and/or working with your Coach then try it again.

Recommended Reading and Resources

Birchak, B., Connor, C., Crawford, K., Kahn, L., Kaser, S., Turner, S., and Short, K. (1998). Teacher Study Groups: Building Community Through Dialogue and Reflection. Urbana, IL:NCTE.

Lewis, C. (2002). Lesson study: A Handbook for Teacher-led Instructional Change. Philadelphia: Research for Better Schools.

Lucas, B. (2000). Whole-faculty Study Groups' Impact on the Professional Community of Schools. Unpublished doctoral dissertation, University of Minnesota, Minneapolis.

Joyce, B. and Murphy, C. (1990). Epilogue. In B.R. Joyce (ed.), ASCD yearbook: Changing School Culture through Staff Development. Alexandria, VA: Association for Supervision and Curriculum Development.

Murphy, C., and Lick, D. (2005). Whole-Faculty Study Groups: Creating Professional Learning Communities that Target Student Learning, Third Edition. Thousand Oaks, CA: Corwin Press.

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<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te10lk44.htm>.

Richardson, J. (August/September 2001). Learning Teams. Tools for Schools, 1-6.

Roy, P. and Hord, S. (2003). Moving NSDC's Staff Development Standards into Practice: Innovation Configurations. Oxford, Ohio: NSDC.

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