

# School Wide Study Groups

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# Why Study Groups?

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- Looking for more effective professional development experiences
    - Dr. William McBride, IRA presentation
  - Research
    - *Teacher Study Groups* by Barb Birchak et al
    - National Staff Development Council  
[www.nsd.org](http://www.nsd.org)
  - FLaRE Coordinator shared experiences of other schools
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# Getting My Ducks in a Row

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- Would administrators support school-wide study groups?
  - How would implementation of the ideas encountered during the study groups be supported?
  - How should this be presented to the faculty?
  - How would the study groups be organized?
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# Funding

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- Where would the money to purchase all these professional books come from?
  - Would the books be given to the teachers or would they be kept as part of the school's professional library?
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# What Books and Why?

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- ❑ *Words, Words, Words* by Janet Allen
  - ❑ *I Read It, But I Don't Get It* by Cris Tovani
  - ❑ *Do I Really Have to Teach Reading?* by Cris Tovani
  - ❑ Book Pass
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<b>Book Title</b>	<b>Comments</b>	<b>Ranking</b>
<i>Do I Really Have to Teach Reading?</i>		
<i>I Read It, but I Don't Get It</i>		
<i>Words, Words, Words</i>		

Teacher Name \_\_\_\_\_

Planning Period \_\_\_\_\_

Department \_\_\_\_\_

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# Meetings?

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- When?
  - How often?
  - How long for each meeting?
  - How long for the learning experience?
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# Accountability

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- Ongoing assignments
  - Classroom activities
  - Coaching
  - Final Assignment Implementation -  
written reflection
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**Reading In-Service/ Book Study Group**  
**Winter Haven High School**  
***Words, Words, Words***

Name: \_\_\_\_\_

SAP: \_\_\_\_\_

**Group Attendance or Make-up Session**

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08/29/06	10/25/06	11/15/06	12/07/06	
Book Pass	Chapters 1-2	Chapter 3	Chapter 4	Chapter 5

**Assignment/Implementation**

Please answer the following questions completely and attach documents as needed. Please put in Mrs. Reineke's mailbox by \_\_\_\_\_. Points will only be rewarded when this document is completed and turned in.

- 1.What strategy/strategies from this book did you try with your classes? Explain the lesson, strategy and how you used it. You may attach a copy of your lesson plan if needed.
  - 2.Reflect on the strategy and lesson. How did it work? How did the students react? Did you get the results that you expected or wanted from the strategy? You may attach a student copy if needed.
  - 3.What should you or would you do differently when using this strategy again?
  - 4.List at least three other ideas or strategies in the book that are interesting or might work in your classes. Beside each, give an example as to how you could implement that strategy.
  - 5.What new information did you learn from this book/group.
  - 6.What did you like about the small group/ book study in-service format. Would you recommend any changes if we use this format again?
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# Getting Started

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- How did we present this to the faculty?
  - Dividing into groups
  - How we dealt with resisters
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# Lessons Learned

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- Timing between meetings
  - Accountability
  - Group Size
  - Bulletin Board Sharing
  - Consistent meeting places/times
  - Provide multiple formats for professional development
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# Responses

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#6 What did you like about the small group/book study in-service format. Would you recommend any changes if we use this format again?

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## #6 - Mary

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- I enjoyed reading the book, but I did not like having to meet in different classrooms at different times. No one in my department was using the same book and no one in my department met in my group. I would have liked to talk to others in my department about aspects of the book and how their students were reacting to the various strategies used. Many times I would read my assignment right after our meeting, but forget what I read by the next time we met.
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# #6 – Jim

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- Personally, I did not care for it. I feel like I got more from the sessions we had last year where I could go back and immediately implement some of the thoughts (tools) in the classroom – word wall, etc. It was an immediate thing that you could grab onto and take back to the classroom. Many times, I had forgotten information when we were ready to discuss the reading and had to go back and reread the material or skim over the content again in order to be prepared.
  - I don't think some of the people (those that didn't show up or came late) contributed much to our group.
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## #6 - Annette

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- It was ok. Didn't find as much as I hoped the I could use easily. Really enjoyed specific assignments over last 2 years; like Tab Book, ABC Brainstorm, Word Walls, 321 Organizer - Easy & Quick
  - Really enjoyed groups (large) w/info given on overhead
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## #6 - Nancy

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- I enjoy this opportunity to discuss things with other staff during planning periods. Without these meetings, I would not have gotten to meet many of these teachers. We are so isolated and the planning period meetings were a great opportunity.
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## #6 - Marilyn

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- ❑ Absolutely better in groups
  - ❑ Easier to share ideas, comments, etc.
  - ❑ I think adults – as well as students – are less inhibited & more likely to speak out/argue a point, etc. in small groups
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## #6 - Sheryl

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- I liked the discussions, the ready people resources, the feeling that many of us are working towards the same goal, the opportunities to ask questions and the opportunities to share ideas. I also liked getting to keep the book for future references.
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## #6 - Wendi

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- I liked sharing ideas with other teachers and hearing from their view points what works and what doesn't work. It helps to know that others have the same challenges, even in other subject area. I liked the pacing, also. It was a non-intimidating way to read the book. I can't think of any changes to make in the format.
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# Q & A

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# Contact Information

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  - FLaRE Coordinator
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- Birchak, B., Connor, C., Crawford, K., Kahn, L., Kaser, S., Turner, S., & Short, K. (1998). *Teacher Study Groups: Building Community through Dialogue and Reflection*. NCTE
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