



## GETTING STARTED

# Meeting Roles and Structure

When we join a book-study group, we take on more responsibility than simply reading a book. We need to both understand the book *and be able to articulate our understanding*. The dynamic of shared, interactive learning helps us to read and reflect more purposefully. This study guide provides structured support for individual exploration and reflection, and for peer interaction to analyze the text and apply it in our classrooms. Together with our peers, we transform book study into effective, teacher-to-teacher professional development.

Hearing the interpretations of others, we gain perspective on our own, and gather a broader, richer body of useful information. And, characteristic of good on-site, collaborative professional development, we also grow socially, building an interconnected community as we exchange analogies, inferences, enthusiasms, questions, and other individual reactions to the text. Our growth, individually and as a community, creates the context for a successful school.

## Getting Started

### Assignment of roles

The group decides who will do certain jobs for the group. Whether leadership is shared or the role of a single person, someone needs to be responsible for establishing and maintaining the structure of the process.

### Schedule of meetings

The nine sessions can take place over consecutive or as much as twelve weeks. Use the schedule grid on page 9 to plan dates and leaders for the meetings. If you have purchased the *Modeling and Practicing Classroom Routines* DVD, view it before Meeting Five: Living Our Agreements in Daily Routines.

### Meeting formats

Sit in a circle for the study sessions. Over the nine sessions, the group will experience a variety of small-group discussions, greetings, and reflection formats. See Appendix C for descriptions of the small-group discussion formats and quick ways to form the groups.

# PARTICIPANT INSTRUCTIONS



## Meeting Preparation

Each meeting incorporates a reading assignment. Use the graphic organizers and questions included in the chapters to interact with the text while you are reading. These tools help you analyze, compare, apply, and evaluate the text in the context of previous reading and your classroom experience. Bring the results of your interactions with the text to the next study-group meeting.

In addition to the structured interactions, you may also choose to:

- Use the margins or Notes space to record ideas about the text or connections with other resources
- Outline a chapter or section
- Use symbols to indicate reactions, connections, comparisons, and patterns in sections of reading
- Keep a log or journal about the book

Structured interactions with the text give you signposts to return to when preparing for and participating in the group discussion.

## Follow-up from previous meetings

Between meetings, you will act on follow-up from the last meeting, in groups or individually, and prepare to report on your experiences.

## Meeting

### Create and follow meeting guidelines

The group will create rules to guide its work group. Each meeting begins with a brief check-in on the morale of the group and the members' adherence to the guidelines.

### Participate in community building

Each meeting presents opportunities to greet one another, share experiences and ideas, and participate in discussion activities.

### Cite the text

Be ready to cite page numbers and paragraphs to support your text-referenced comments; this allows other participants to see the book's language for themselves. Citing the text strengthens one's case, clarifies ambiguities, and provides context for responses and subsequent conversations.

### Listen and respond

After a group member shares his or her thinking, others in the group respond, rather than listening without comment. With active responses to ideas, discussions remain lively and interesting.

## Reflect

The suggested format for reflection at the close of meetings varies. Formats include:

- **Partner or triad shares:** Two or three participants discuss a memorable element of content of the session.
- **Written reflection:** Participants write comments and questions in the Notes sections provided in their books.
- **Share out:** Several people share with the larger group what they have discussed with a partner or written individually, so the whole group gets to hear some of the individual reflections.
- **Respond visually:** By showing thumbs up, sideways, or down, participants indicate to what degree a discussion stimulated new insights, questions, opportunities for commitments, etc.



## LEADER INSTRUCTIONS

### Meeting Preparation

Successful book-study meetings require that everyone read and fully explore the assigned material. The leader can facilitate this in the following ways.

#### Review and prepare for meeting format

Read Leader Instructions to understand meeting and discussion formats. Gather materials. Prepare a welcome chart to orient participants to the day's session. Make a circle of chairs, one for each participant.

#### Provide reminders

Remind participants of the upcoming meeting dates and times on a regular basis, as appropriate: at staff meetings, in internal news bulletins, by e-mail, over the school's intercom system, etc. For the first meeting, communicate the assigned reading to the group at least two weeks in advance.

## Meeting

### Gather in a circle

#### Create and post meeting guidelines

In the first meeting, participants review a suggested list of guidelines (see below), narrow them down to three or four, and amend and approve them, preferably by consensus. For subsequent meetings, post the approved rules.

## **Suggested meeting guidelines**

- Come prepared—read and interact with the text before the meeting.
- Listen carefully.
- Keep an open mind.
- Speak clearly.
- Participate; don't dominate or repeatedly "pass."
- Presume positive intentions in others.
- Express disagreement respectfully.
- Meet your needs, but not at the expense of others.

## **Guide follow-up reports**

Invite participants to report on follow-up work done between meetings, using the format provided for each meeting. When follow-up is a group project, you or a volunteer present the results to the whole group.

## **Guide the meeting format**

Gather everyone together at the appointed time, have a chart posted that shows the content of the meeting, then lead the group through the meeting format, the core of which is the small-group discussion.

### **Meeting format overview**

Each study session uses greeting, interactive discussion, and reflection formats to create a rich professional development experience:

- Introduction of meeting topic: Specific language is provided in the Leader Instructions.
- Greeting: Each session begins with a Basic Greeting. Directions are provided in the first meeting
- Small-group discussion: Chapter discussions take place in the form of an adult-learner activity. These vary from chapter to chapter.
- Reflecting: At the conclusion of the small-group discussion, the whole group reassembles to share what was learned.
- Follow-up and planning: The whole group considers follow-up suggestions and the assignment for the next meeting.

## **Greeting**

The meetings all begin with a greeting to encourage contact and communication among all members of the group.

The greeting process models the greeting structure of *Developmental Designs'* CPR and A+ advisory formats. (See *The Advisory Book: Building a Community of Learners Grades 5-9* to learn about advisory formats and for sample advisories and an appendix of greetings, shares, and activities.)

## **Guide the small-group discussion format**

Lead participants through the small-group discussion format using the detailed description provided for each meeting. Small groups may be formed ahead of time, perhaps with a specific mix of teachers, or may be set up on the spot by counting off or using a game. See Appendix C for quick ways to form small groups and brief descriptions of the small-group discussion formats used in the meetings. In general, you will have livelier, more inclusive discussions if you arrange interactions with a variety of colleagues by varying the small group composition each time.

## **Guide reflection**

At the end of the small-group discussions, there is time for the whole group to assemble and share the thinking of the groups. Participants may reflect on the relevance of what they have discussed and perhaps plan implementation.

## **Suggest follow-up implementation**

As a group or as individuals, you may decide to try discipline structures and strategies with students. Follow-up suggestions are provided for each meeting.

## **Optional**

If you have purchased and not already viewed the *Modeling and Practicing Classroom Routines* DVD, you should do so before Meeting Five. You may choose to schedule a separate meeting to view the DVD or as part of Meeting Five. There are several routines included in the DVD, each approximately five minutes long. You can view them all at once or separately to facilitate integrating them into Meeting Five without excessively extending the meeting time. At any time in Meetings Five through Eight you may choose to view a specific routine or modeling approach again, as a reminder.

## **Prepare participants for the next meeting**

Announce the next meeting date. Direct participants to the next meeting's introduction and reading assignment section. Structured interactions with the text are provided for each reading.

# Meeting and Leader Schedule

SESSION	DATE	TOPIC	LEADER
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			