

Just Read, Florida! Professional Development

Participant Handouts

**Florida K-12 Reading Endorsement
REESOL Bundle Inservice Training
*Developing a Community of Learners***



FLaRE is a Project of Just Read, Florida!

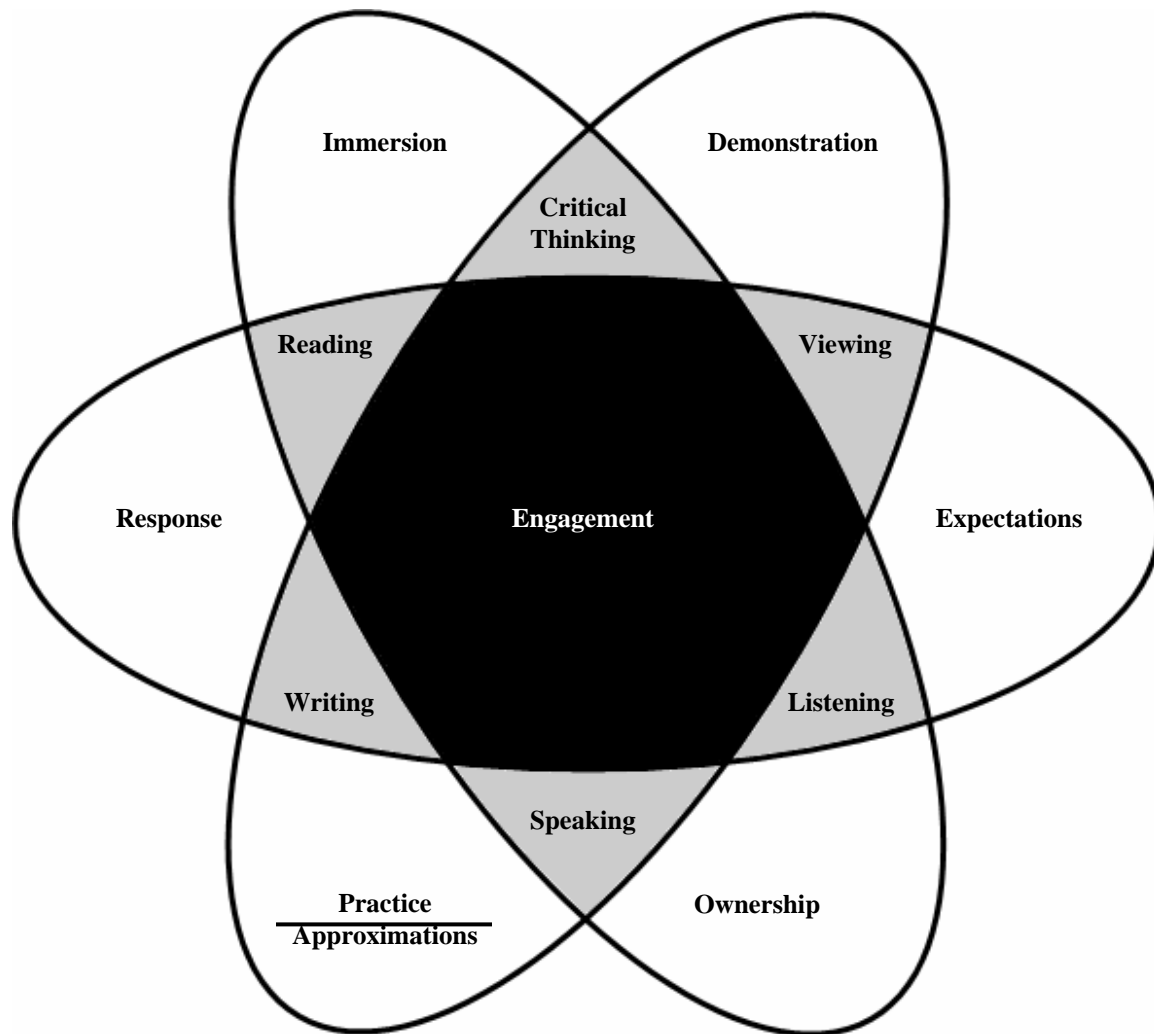
REESOL Bundle Inservice Training Participant Handouts

Developing a Community of Learners

Table of Contents

Table of Contents	REESOL – HOi
Conditions for Co-learning	REESOL – HO1
Types of Study Groups	REESOL – HO2
Benefits of Study Groups.....	REESOL – HO3
Suggested Roles in a Study Group	REESOL – HO5
T-Chart.....	REESOL – HO6
With Dialogue.....	REESOL – HO7
With Discussion	REESOL – HO7
Circle of Influence	REESOL – HO8
A Model of Reading as a Process	REESOL – HO9

Conditions for Co-learning



Modified from "Breaking the Lore: An Alternative View of Learning" by Brian Cambourne, *Frameworks Theory into Practice*, 1991, by Lynn Langer Meeks, Ph.D., Consultant, English Language Arts, Idaho State Department of Education.

Types of Study Groups

Whole faculty –Each faculty member is a part of a study group. While the groups may have a specific focus, there is also an organizational focus for the entire school. The groups' purpose is to support whole-school improvement; and all administrators, classroom teachers, resource teachers, special area teachers, librarians, counselors, and anyone else who is a viable part of the faculty are expected to actively participate. The groups are considered a vital part of the school's organizational plan, although each group will decide for itself what to study. Common purposes include studying academic content, supporting or monitoring new initiatives, targeting a need, studying research and/or student work.

Small group (or stand-alones) – This study group does not depend on organizational support. It is a group of individuals with a common interest or need and will meet for a specified time and purpose, perhaps even for increased personal knowledge.

Grade or subject areas – This group has meetings based on common areas of concern or interest, perhaps for a very specific purpose related solely to a group of students, a subject, or a challenge. Generally, this group is unrelated to whole school change.

Teachers from different schools or districts – School districts or state areas may form study groups to examine issues beyond the traditional school scope. The incentive for such groups may be to learn from members with a wide variety of experiences, discuss the effectiveness of practices with varying populations, or look at widespread or long term data.

Student study groups– As schools form groups for school improvement; students may be encouraged to form their own study groups, especially in secondary schools where student government members are often involved in school leadership. Study groups within disciplines are excellent vehicles for enhancing or extending students' understanding of academic content. Forming a culture of study groups within the school both for school improvement and as a means of engaging students in their own learning is advantageous.

Study groups earning college or inservice credit – These groups will meet for a pre-determined time and must meet a university requirement for credit. Meetings may involve having a professor from the college present at the meetings, following a syllabus or taking exams for course credit. Groups should discuss the possibility of nontraditional classes in the form of study groups with college department heads or district personnel.

Forums – This is not the traditional study group, in that it is a group that meets for the specific purpose of discussing an issue, round table style with a larger number of people than the traditional study group. An issue may be studied ahead of time, researched and published in booklets, but the central purpose of the forum is to deliberate, not listen to an expert. Many of the advantages offered by other study groups can be found in this more structured meeting, although forums often become one-event happenings unless the group commits to an ongoing forum study group. Visit <http://www.nif.org/> for information on how to organize your own community, school or classroom forum.

Benefits of Study Groups

- **Increase student learning**
- **Increase dialogue among faculty**
- **Increase synergy**
- **Positively affect attitudes**
- **Provide a support group**
- **Provide a framework for systemic, autonomous learning**

Benefits of Study Groups

Increase Student Learning

- More than 1,500 schools throughout the United States were a part of four large-scale studies. Results of these studies were combined into summary findings: Professional community not only boosted student achievement gains, it also helped to make the gains more equitable among socioeconomic groups. Murphy, C. *Whole Faculty Study Groups*, p. 47.
- The studies by the federally funded Center for Research on the Context of Secondary School Teaching at Stanford University revealed that teachers' participation in a "professional community" had a powerful effect on how successfully they were able to adapt their instructional strategies to meet student needs. Murphy, C. *Whole Faculty Study Groups*, p. 45

Increase Dialogue Among Faculty

- Dialogue imposes a rigorous discipline on the participants. When dialogue is done skillfully, the results can be extraordinary: long standing stereotypes dissolved, mistrust overcome, mutual understanding achieved, visions shaped and grounded in shared purpose, people previously at odds with one another aligned on objectives and strategies, new common ground discovered, new perspectives and insights gained, new levels of creativity stimulated, and bonds of community strengthened. Yankelovick, D. *The Magic of Dialogue: Transforming Conflict into Cooperation from Sparks' book Powerful Prof. Development-iii*

Increase Synergy

- Scott Peck characterizes 'true community' as a group of individuals who have learned how to communicate honestly with each other, whose relationships go deeper than their masks of composure, and who have developed some significant commitment to "rejoice together, mourn together, and to delight in each other, make others' conditions our own." (p. 59) Sparks contends that when such communities are inclusive, realistic, and contemplative, they become safe places in which individuals can be vulnerable and fight gracefully. The decentralized authority makes everyone a leader. Peck, S. *The Different Drum: Community Making and Peace*.
- A study from Louis *et al* (1996) states: School-based professional communities increase teachers' collective responsibility. Their concern goes beyond the learning of children in their own classes and includes the progress made by students in the entire school. Whole-school improvement becomes the focus. Murphy, C. *Whole Faculty Study Groups*, p. 46.

Positively Affect Attitudes

- Teachers' sense of personal dignity in their profession is increased with the use of study groups. This sense of dignity relates directly to their sense of efficacy, their empowerment to affect student learning. Murphy, C. *Whole Faculty Study Groups*, p. 46.
- Teaching is a matter of knowing that there's always something—many things—you can't attend to right now, but you ought to, somehow, sometime. Regrets, errors, incompleteness of success are built into teaching as into life. Improvement is only possible if you see that. Hence, transforming knowledge in the complex environment of classrooms requires a spirit, a willingness to risk, courage, and a vision that sustains teachers. Duffy, G. *Spitting in the Wind*.

Provide A Support Group

- An intellectual community of teachers, principals, staff developers, and teacher educators share dilemmas, hypotheses, and alternatives in what Huberman (1990) calls “conceptually-informed” discussions. Policy mandates and instructional recommendations are interpreted, not followed, and teachers debate, discuss and challenge in a process of on-going problem solving. Duffy, G. *Spitting in the Wind*
- A movement will begin when isolated individuals who suffer from a situation that needs changing decide to live “divided no more.” These people come to a juncture where they must choose between allowing selfhood to die or claiming the identify and integrity from which good living as well as good teaching evolves. Palmer, P. *Courage to Teach*

Provide a Framework for Systemic, Autonomous Learning

- While the more effective use of existing in-service days and of faculty, department and grade-level meetings for professional learning is a starting point, it soon becomes insufficient to sustain innovation and collaboration over many months and years. Sparks, D. *Designing Powerful Professional Development*
- Traditionally, it has been assumed that knowledge alone is the key to improved teaching. But research on effective teaching indicates that the best teachers take charge of professional knowledge, manipulate it, and adapt it to changing instructional situations. Knowing is not enough. Duffy, G. *Spitting in the Wind*.
- Skillful self-regulated learners perceive themselves to be more self-efficacious than do naïve learners. Self-efficacy beliefs instill not only greater motivation to learn, but also greater motivation to self regulate one's learning. They also set higher standards for themselves. For example, self-efficacious learners are more likely to set high goals for themselves, to self-monitor accurately, and to self-react in a positive manner than learners who lack self-efficacy. Skillful self-regulated learners report significantly greater intrinsic interest in learning tasks (Pintrich & deGroot, 1990; Zimmerman & Kitsantas, 1997). Self-regulated teachers are better able to help their students become self-regulated learners. Schunk, *Self-Regulated Learning*, p. 7.
- Professional development research has shown that as few as 10% of teachers implement strategies learned in workshops in their classroom practice. (Showers and Joyce, 1996).

Suggested Roles in a Study Group

Facilitator – sends out reminders; makes personal contact with each member; arranges for meeting place, study materials, paper, computers, video equipment, etc. The facilitator is responsible for establishing the tone of the meeting, so he or she may provide refreshments, as well as a humorous article or story to begin the meeting. As the meeting progresses, the facilitator will keep the discussion focused and ensure that each member of the group is encouraged to contribute. He or she is a neutral observer, a guide, a questioner, and an encourager.

Sample questions for facilitating dialogue:

- a. Does anyone have a different way of looking at this issue?
- b. Does anyone have an experience to share that might add to the perspective?
- c. Does anyone have an example of student work that would allow us to understand the concept more fully? If not, would someone be willing to bring something to the next meeting?
- d. Has anyone read anything that supports or refutes the view just expressed?
- e. Would you elaborate, explain, provide examples or research?
- f. Would anyone like to start off the meeting with a positive experience, a quote, a passage from an article or book?

The facilitator should not evaluate, judge, or make subjective comments concerning any member's response.

Recorder – Although examples of planning, reflection, evaluation, and action logs are included in this module as samples, the recorder should feel free to create his or her own way of capturing the important aspects of the group meeting, such as charting, videotaping, or making notes, outline style. The recorder is responsible for providing other members a written record of the meeting, along with actions the group agrees to take before the next meeting.

Researcher – This member will be responsible for finding articles, books, or action research pieces from other teachers to bring to the meeting. If questions linger from the previous meeting, the researcher will provide resources to help in the study.

Illuminator – Taking a cue from literature circles, the illuminator will highlight important aspects of the group meeting that might be missed in the overall discussion. She will listen for confusion so that she may clarify, interpret, or slow down the discussion.

T-Chart

Discussion

Dialogue

--	--

With Dialogue

- Different views are presented as a way of discovering a new perspective.
- There exists a free and creative exploration of complex, subtle issues.
- Deep listening occurs.
- One's views are suspended.
- Understanding is deepened.

“Dialogue is a stream of meaning flowing among and through us and between us. . .out of which may emerge some new understanding. . . . this shared meaning is the ‘glue’ or ‘cement’ that holds people and societies together. In a dialogue, nobody is trying to win. . .there is no attempt to gain points, or to make your particular view prevail. In dialogue, everybody wins.”

Bohm, D. (1996). *On Dialogue*. pp. 6-7

With Discussion

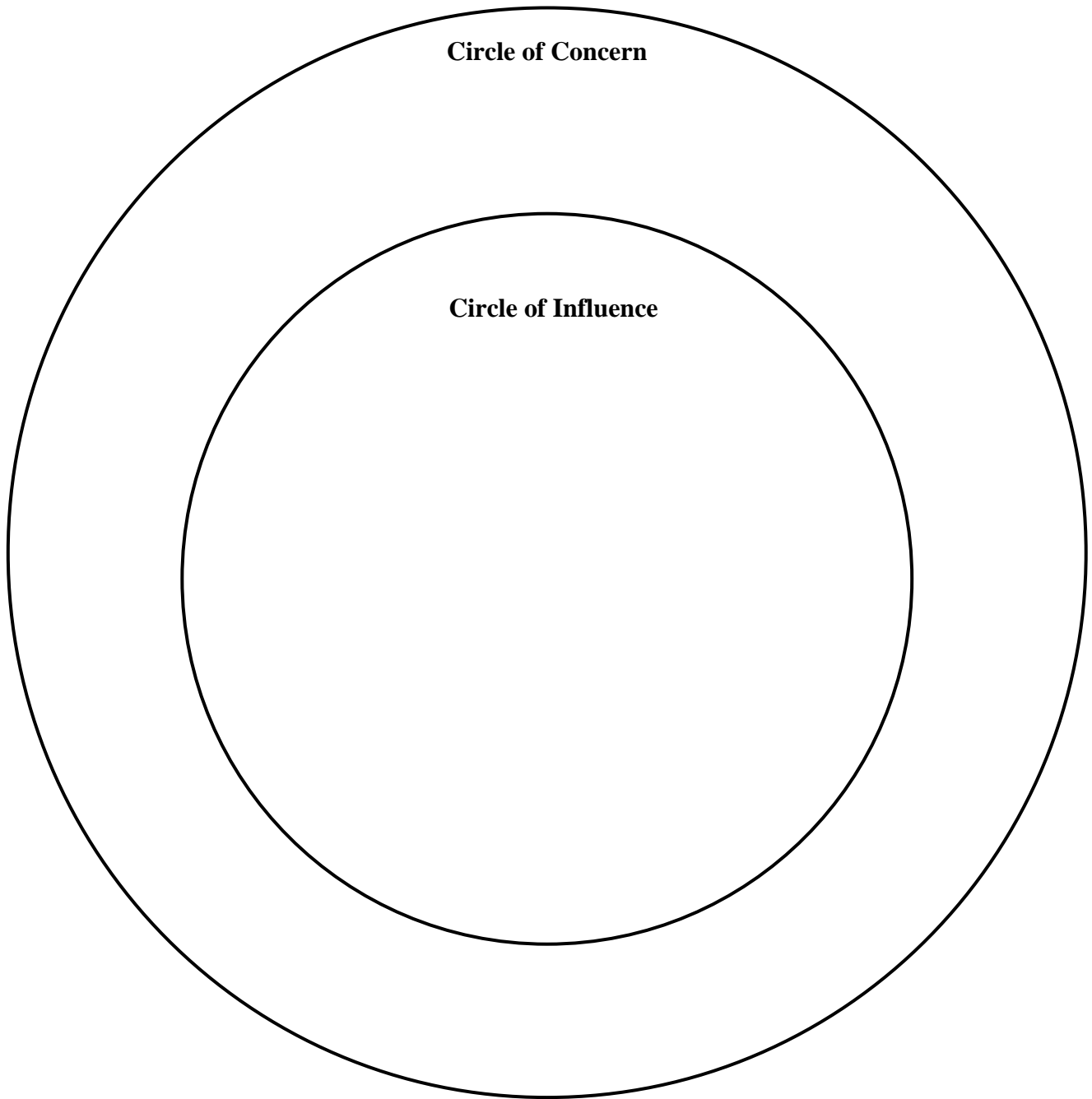
- Different views are presented and defended in search of the best view to support a decision.
- An issue is analyzed and dissected from many perspectives.
- Winning is usually the goal (one's view prevails) but must take second priority to coherence and truth.
- Decisions are made.

Discussion is “to break things up. It emphasizes the idea of analysis, where there may be many points of view, and where everybody is presenting a different one—analyzing and breaking up. Discussion is almost like a ping-pong game, where people are batting the ideas back and forth and the object of the game is to win or to get points for yourself. Possibly you will take up somebody else's ideas to back up your own—you may agree with some and disagree with others—but the basic point is to win the game.”

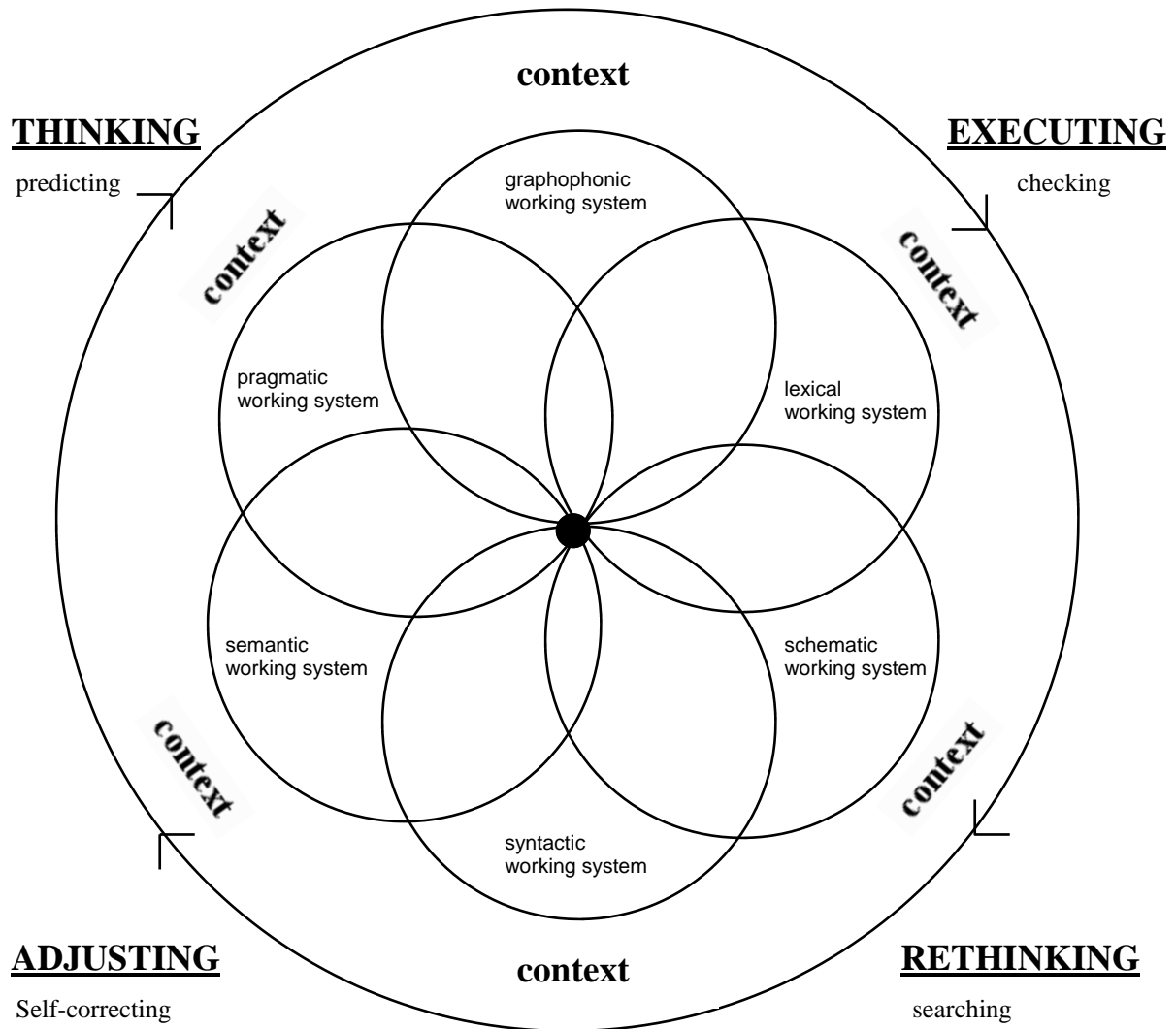
Bohm, D. (1996). *On Dialogue*. pp. 6-7

“Circle of Influence”

Covey, 1989



A Model of Reading as a Process



- **comprehension and fluency are paramount**
- **working systems may create new sources of information**
- **phonemic awareness, phonics, vocabulary, comprehension and fluency are embedded in context**
- **feedforward (predicting and anticipating) makes the process efficient**
- **feedback (checking, searching, and self-correcting) makes the process effective**
- **working systems are transformational**

EAPUIG 2002