

Faculty Meetings: No More Sit and Get

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Background That Led to Your Inquiry:

Historically, the format of my faculty meetings has been structured as “sit and get” meetings. My monthly agendas would consist of a long list of items to share with my staff. Due to increased methods of communication via technology, I recognized the majority of the information I shared during faculty meetings could be disseminated in other fashions. Therefore, the purpose of my action research was to make my meetings more purposeful and meaningful.

Statement of Your Wondering:

With this purpose, I wondered how could I improve my ability to inspire my teachers by restructuring the format of my monthly faculty meetings?

Methods/Procedures:

Pulling from what I had learned I then asked my staff to create an action plan tracking sheet. This was done using the inquiry cycle. More importantly I shared with my staff how the inquiry cycle impacted our progress and my actions.

Stating Your Learning and Supporting it with Data:

As a result of analyzing my data, two important things I learned include the following:

Learning Statement One:

The majority of my staff - 80% - prefer or strongly prefer the new faculty meeting format I implemented.

Learning Statement Two:

The Action Research process has forced me, in a positive way, to learn and grow as a leader as I spend more time preparing for my meetings to ensure they are purposeful and meaningful.

The majority of my staff - 80%- prefer or strongly prefer the new faculty meeting format I implemented. Twenty of twenty-three teachers answered a one-question survey I sent via Google Forms. Survey question: “To what extent do you prefer the new format for faculty meetings including professional development and activities.” Results include the following:

- 11 strongly prefer
- 5 prefer
- 2 do not prefer

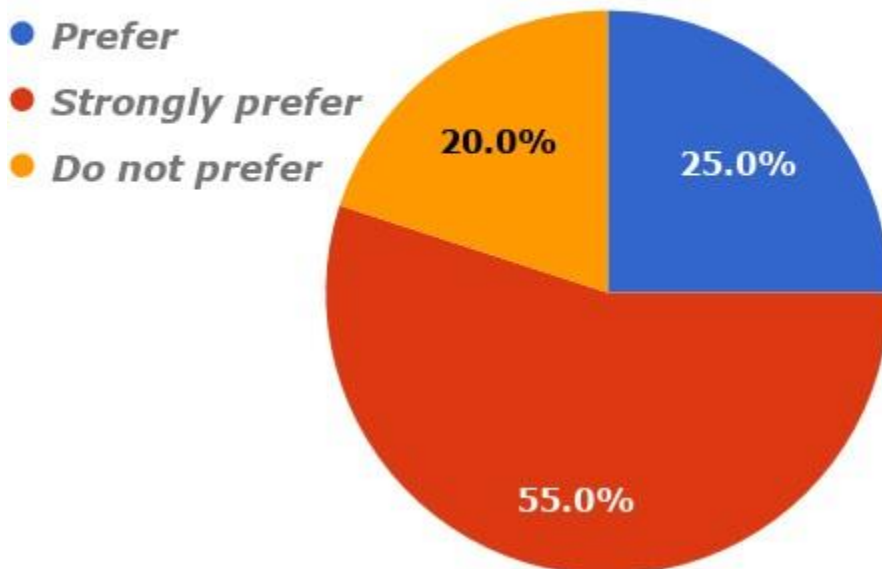
Common threads of comments from staff who strongly prefer or prefer the new format include the following:

- Great idea

- Really enjoy the new format
- Enjoy being able to work together on activities, build teamwork, communicate with colleagues
- The songs at the beginning put us in a good mood
- Staff interaction
- This is a better use of time

Three of the four teachers who marked “do not prefer,” shared these comments:

- Mini lessons and professional development are fine, but not a fan of this first thing in the morning - school is on my mind
- Meetings need to be after school
- Some occasional professional development or activity is good, but not what I’m wanting out of these meetings.



The Action Research process has forced me, in a positive way, to learn and grow as a leader as I spend more time preparing for my meetings to ensure they are purposeful and meaningful. In the past, the process of establishing an agenda for my monthly faculty meetings included keeping an itemized list of information to share with my staff. Now that I have chosen to restructure the format, planning and preparing for my meetings requires me to spend more time learning and growing as a professional. I have read more books over the past few months and have followed Twitter more closely to glean ideas.

Providing Concluding Thoughts:

The Action Research process has forced me, in a positive way, to learn and grow as an administrator and leader as I have spent more time preparing for my faculty meetings. In order to provide a mini inservice lesson or professional development piece for each meeting, I have discovered I am reading and researching more regularly. I faithfully follow educational leaders on Twitter and have read more education-based books this school year than I ever have during a school year.

It is evident from the data I collected that the majority of my teachers prefer the new format of our monthly faculty meetings. This is evident in both the survey question results and the comments/feedback from teachers. Based on the results, I plan to continue to include mini inservice lessons or professional development pieces in my monthly meetings. My goal is to consistently make my faculty meetings meaningful, purposeful, and inspirational.

The Action Research process has pushed me to be a lifelong learner and stay current with educational practices. Not only have I grown professionally, I have modeled professional growth and development to my teachers. I feel my teachers have benefited from this process in that they have learned several new strategies via my mini inservice lessons and professional development pieces. More collaboration among my staff now takes place. Ultimately, and most importantly, my students benefit from a staff who continues to learn and who feel inspired.

References:

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