What a Group Leader Does: Learning, Logistics, and Longevity

Adapted from The Evidence Process: A Collaborative Approach to Understanding and Improving Teaching and Learning by the Evidence Project Staff (Cambridge, MA: Harvard Project Zero, 2001).

Learning
- Help participants develop vision of the work
- Facilitate
- Help group track history and progress
- Check in with participants in and out of meetings to gather feedback, respond to questions, provide support
- Identify and mentor new facilitators
- Plan meetings and build agendas
- Identify who will play what roles at meetings and support them as they prepare
- Figure out how to use outside resources effectively
- Listen to/get feedback from participants
- Troubleshoot
- Participate in meetings

Logistics
- Arrange meeting time, space, food
- Announce meeting time/space
- Convene the meeting
- Turn meeting over to others for specific tasks
- Distribute any relevant materials before, after, and during meetings
- Make sure LASW work has a place on the school professional development calendar

Longevity
- Help participants identify how this work is related to other initiatives in the school and to school goals
- Help participants establish commitment to the work
- Encourage the interest of others who might join in the work
- Communicate value of the work to others
- Secure funding to support the work

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.