

Guiding Principles for Leading an Effective Study Meeting

1. **Have a clear purpose for the meeting:** Establish clear and specific objectives for the meeting, and make those objectives clear to all participants. The entire meeting should drive towards those objectives, and the participants should understand the WHY behind the objectives.
2. **Build passion for the content:** Engagement and investment are crucial to the success of any lesson. Build passion for the content by having adults talk about the fiction book, science experiment, math problem, or historical map as adults. They must first understand why this content is interesting to them so they can transfer this excitement to their scholars.
3. **Emphasize the importance of adult mastery:** As the leader of the meeting, you should thoroughly study and prepare all materials in advance. You need to deeply understand the content in order to effectively lead your teachers, and must model the high level of intellectual preparation that you expect to see from your team. Additionally, you must insist that teachers are highly prepared for the meeting and have a deep understanding of the content so they can adequately prepare for the lesson.
4. **Reinforce progressive pedagogy and press:** All teachers and leaders are working toward creating progressive classrooms that demand effort and excellence from scholars. This goal should not be separate from the planning and studying you are doing with your teachers. Explain to teachers how the meeting will support them in achieving progressive pedagogy and press in their classrooms.
5. **Incorporate practice:** We know that moving scholar outcomes relies on the adults. Excellence starts with teachers, and so we must prepare teachers for the classroom by giving them opportunities to practice. Explain the importance of practicing and give teachers in-the-moment feedback to improve their practice.
6. **Incorporate scholar work:** Scholar work tells an important story about where scholars are in their understanding of the content. Planning for great instruction should never be divorced from analyzing student outcomes and studying scholar work. Use scholar work to inform discussions and drive planning. Teach teachers HOW to study the work in order to get the most out of it.