



Whole-Faculty Study Groups: Creating Professional Learning Communities That Target Student Learning

By Carlene U. Murphy, Dale W. Lick

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Editorial Review

Review

"Planning is an important thing. What Whole-Faculty Study Groups has done for us is to ensure that we never forget that implementation is the only thing." (Jack Ernst, Superintendent)

"This third edition from Murphy and Lick is a superb resource and a must read for all educators involved in the improvement of education. It should be in the hands of individuals from the state department of education to the classroom teacher, for it speaks to all layers of the system, and to the role that each person must play to assure successful learning for all students." (From the Foreword by Shirley Hord, Scholar Emerita)

About the Author

Carlene U. Murphy is founder and executive director of the National WFSG Center and the principal developer of the Whole-Faculty Study Groups® system of professional development. In August 2007, she began her 50th year of work in public schools. She started her teaching career in 1957 as a fourth grade teacher in her hometown of Augusta, GA. The next year she moved to Memphis, TN where she taught for 13 years, returning to Augusta in 1972 and retiring from the district in 1993 as its director of staff development. During her 15 years as the district's chief staff developer, the district received many accolades, including the Award for Outstanding Achievement in Professional Development from the American Association of School Administrators and Georgia's Outstanding Staff Development Program Award for two consecutive years. She was awarded the National Staff Development Council's Contributions to Staff Development Award and served as the National Staff Development Council's chair of the annual national conference in Atlanta in 1986, president in 1988, and board member from 1984 to 1990. The friendships she formed and cemented during the over thirty years of her close relationship with NSDC were life-changing.

After retiring from the Augusta, Georgia schools, she has worked with schools throughout the United States implementing Whole-Faculty Study Groups. She has written extensively about her work in Educational Leadership and Journal of Staff Development and has written with Dale Lick two other books about the WFSG system: Whole-Faculty Study Groups: Creating Professional Learning Communities That Target Student Learning, Corwin Press, 2005; and The Whole-Faculty Study Groups Fieldbook: Lessons Learned and Best Practices from Classrooms, Districts, and Schools (co-editor), 2007. Another book with Karl Clauset and Dale Lick, Schoolwide Action Research for Professional Learning Communities: Improving Student Learning Through the Whole-Faculty Study Groups Approach (Corwin Press, 2008), focuses on the work of study groups and gives descriptive data from schools implementing WFSG.

She now lives on a small horse farm just outside of Augusta in a four generational home, which includes her husband, Joe, daughter, three grandchildren and a great-granddaughter. Even with all the activities in such a home, she still finds time to write about her work, correspond with colleagues and read about the latest developments in education.

Dale W. Lick is President and Professor Emeritus at Florida State University, a former President of Georgia Southern University, University of Maine, and Florida State University, and, most recently, a University Professor at Florida State University, where he did research in the Learning Systems Institute and taught and directed doctoral students in the Department of Educational Leadership and Policy Studies, and worked on educational and organizational projects involving transformational leadership, change creation, learning organizations, distance learning, school improvement, enhanced student performance, educational

technology, new learning systems, strategic planning, and visioning.

Included in over 50 national and international biographical listings, Dr. Lick is the author or co-author of eight books and more than 100 professional articles, chapters and proceedings, and 285 original newspaper columns. His recent books are: Whole-Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning, 1998; Whole-Faculty Study Groups: Creating Student-Based Professional Development, 2001; Whole-Faculty Study Groups: Creating Professional Learning Communities That Target Student Learning, 2005; and The Whole-Faculty Study Groups Fieldbook: Lessens Learned and Best Practices From Classrooms, Districts, and Schools, 2007, all with Carlene U. Murphy, Corwin Press; Schoolwide Action Research for Professional Learning Communities: Improving Student Learning Through The Whole-Faculty Study Groups Approach, 2008, and Schools Can Change: A Step-By-Step Change Creation System for Building Innovative Schools and Increasing Student Learning, 2012, with Karl H. Clauset and Carlene U. Murphy, Corwin Press; and New Directions in Mentoring: Creating a Culture of Synergy, 1999, with Carol A. Mullen, Falmer Press (London), 1999.

Dr. Lick received B.S and M.S. degrees from Michigan State University, and a Ph.D. degree from the University of California, Riverside, all in Mathematics, and has three levels of certification in Leading and Managing Change from Conner Partners, Atlanta, GA. His alma maters have honored him with the Michigan State University 2006 Distinguished Alumni Award, and, on its 40th Anniversary in 1994, the University of California, Riverside, with the designation as One of 40 Alumni Who Make a Difference.

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