

Day 8: Induction Seminar and Classroom Observation

Learning Outcomes

Participants will:

- experience the process of editing and reflection as a writer, and understand the process as a teacher of writing;
- observe the classroom teacher in small group instruction lessons;
- understand how the teaching of conventions in a separate skills block is reinforced during the editing process of Writing Workshop;
- understand the purpose of keeping writing portfolios;
- gain an understanding of student reflection and how to use it to inform instruction

Possible agenda

Welcome and Introductions	5 min
Read Aloud	10 min
How's it going?	20 min
Preview classroom observation	15 min
Classroom observation	60 min
Classroom debrief and looking at student work	60 min
Teaching conventions	20 min

* Morning break where appropriate

Lunch	45 min
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Writing Workshop 13: editing	30 min
What does this look like in your classroom?	10 min
Portfolios	20 min
Student reflection	30 min
Reflection on Induction	10 min
Celebratory closure	15 min

Activity: Welcome and overview of the day
Purpose: Re-establishing the Induction community

Approx time: 5 min

Facilitation: Facilitators welcome participants, give housekeeping details, share the agenda and state the topics of new learning

Activity: Read Aloud
Purpose: Celebrating writing

Approx time: 10 min

Facilitation: • Today's Read Aloud serves as a celebration of the writing communities we have built together and in our classrooms

Activity: How's it going?
Purpose: Giving participants an opportunity to reflect on and discuss their classroom Writing Workshop

Approx time: 20 min

Facilitation:

- Remind participants of the procedure for collecting questions and concerns e.g. Parking Lot
- Using charts from prior sessions, remind participants of ongoing learning
- Facilitate debrief of homework
- In small groups participants share successes and challenges of teaching the informational unit of study

Activity: Preview classroom observation
Purpose: Clarifying participants' role during the classroom observation

Approx time: 15 min

- Facilitation:**
- Go over the norms for classroom observations
 - Discuss the participants' role as learners during the observation
 - Participants will observe:
 1. how the teaching point is reinforced in the Link
 2. how the students interact during independent work time
 3. whether there are any group conferences
 4. the Share

 - Exemplar Teacher (or coach) gives a brief explanation of what the class has done so far in this unit as the context for what participants will see today

Activity: Classroom observation
Purpose: Observing Writing Workshop, noting the minilesson, conferences and Share

Approx time: 60 min

- Facilitation:**
- Participants follow the norms for classroom observations
 - Facilitators and participants fill in the template of the Architecture of a Minilesson, take notes on student work time, what the student is doing during conferences and how the share was facilitated.
 - At the end of the Workshop the Exemplar Teacher brings some student work to discuss during the debrief

Activity: Classroom observation debrief and looking at student work
Purpose: Reflecting on and responding to the classroom observation and understanding the importance of looking at student work throughout Writing Workshop in order to determine next instructional steps

Approx time: 60 min

- Facilitation:**
- Ask participants to re-read their notes and formulate noticings and wonderings about the observation
 - Chart noticings and wonderings about the minilesson
 - Exemplar Teacher responds, supported by the facilitator

 - Chart noticings and wonderings about independent work time, including group conferences. Exemplar Teacher responds
 - Allow time for questions and answers around group conferences

 - Exemplar Teacher briefly shares student work from today's Workshop and shares her thoughts about next steps

 - Discuss the share and other possible ways to bring closure to today's Workshop

Activity: Teaching conventions and editing
Purpose: Understanding the purpose of editing and the importance of building students' competence as editors throughout the year

Approx time: 30 min

- Facilitation:**
- Reiterate that the teaching of spelling, grammar and punctuation cannot be taught in Writing Workshop exclusively: a Skills Block is necessary
 - Facilitator conveys key points about editing:
 - the purpose of editing is to ensure that your writing communicates your ideas clearly to your reader
 - editing is not simply correcting
 - a writer can only edit for what he/she knows which should increase throughout the year
 - audience and purpose determine the degree of editing needed
 - writers learn editing skills by editing their own work themselves rather than the teacher or a partner doing it for them

 - Exemplar Teacher shares information about her Skills Block and editing within her Writing Workshop

Activity: Writing Workshop: editing
Purpose: Understanding the Writing Process by editing our own writing

Approx time: 30 min

- Facilitation:**
- Following the Architecture of a Minilesson and using writing from Day 6 and 7, model using an editing strategy that is not simply correcting e.g. using alternative forms of punctuation to enhance the meaning of your text (see Appendix I)
 - Participants enhance the meaning of their piece of writing by trying out an editing strategy. Facilitators confer
 - Conduct a share that will enable participants to talk and build on their learning

Activity: What does this look like in your classroom?
Purpose: Clarifying how to teach editing strategies at the participants' grade level

Approx time: 10 min

- Facilitation:**
- Exemplar Teacher uses specific examples and artifacts to show what editing might look like at this grade level at this stage of the year

Activity: Student reflection
Purpose: Understanding the value of providing opportunities for student reflection

Approx time: 30 min

- Facilitation:**
- Facilitator talks about the importance of reflection:
 - awareness of own process
 - thinking about growth as a writer: setting goals
 - genre preferences
 - writing territories
 - being honest and thoughtful about reflection
 - informing the teacher about next instructional steps(Grades 3-5: see KWR The Writing Workshop Chap 17)
 - Exemplar Teacher models looking at a student's reflection, asking: What is the student learning about him/herself as a writer by writing a reflection? How does the reflection inform my teaching decisions?
 - Participants look at their students' reflections asking the same questions. Turn and talk
 - Whole group share reiterating key points

Activity: Portfolios
Purpose: Understand portfolio requirements

Approx time: 20 min

- Facilitation:**
- Facilitator explains the portfolio requirements and assessment procedures
 - Exemplar Teacher shares a student's portfolio as an example
 - Whole group Q &A on portfolios

Activity: Reflection on Induction
Purpose: Reflecting on Induction learning and application

Approx time: 10 min

Facilitation: • Ask participants to complete the evaluation of Day 8 and the evaluation of Induction as a whole (Days 1-8)

Activity: Celebratory closure
Purpose: Celebrating the year's learning

Approx time: 15 min

Facilitation: • Invite participants to look at the piece of student work they brought and Turn and Talk, telling each other about the student and why you are proud of the piece
• Whole group, invite each participant to share one positive thing about e.g. something they love about Writing Workshop, what they have learned about themselves as a writer

Appendices for Day 8

- I. Sample minilesson 13: editing
- II. Suggested Professional Readings for the teaching of editing and conventions