

# Day 4: Induction Seminar and Classroom Observation

## Learning Outcomes

### Participants will:

- observe the classroom teacher conferring, paying particular attention to the research part of the conference and her record keeping strategies, and reflect on their own practices;
- experience the processes of drafting and revising as writer, and understand the process as a teacher of writing;
- gain an understanding of how units of study consist of coherent strings of minilessons;
- examine student work in relation to the objectives of the unit of study

## Possible agenda

Welcome and overview	15 min
Read Aloud	(if time allows)
How's it going?	45 min
Preview classroom observation	15 min
Classroom observation	60 min
Classroom debrief	60 min
* Morning break where appropriate	
Lunch	45 min
Writing Workshop 7 – drafting	60 min
Writing Workshop 8 – revising	
What does this look like in your classroom?	10 min
Assessment: looking at student work	30 min
Reflection and planning	30 min
Homework and closure	5 min

**Activity:** Principal and facilitators welcome participants to the school  
**Purpose:** Re-establishing the Induction Institute community and orientating participants to their new learning environment

**Approx time:** 10 min

**Facilitation:**

- Facilitators welcome participants and give housekeeping details
- Principal gives the school's Writing Workshop history

**Activity:** Overview of the day  
**Purpose:** Connecting Summer Institute learning to ongoing learning and today's topics

**Approx time:** 5 min

**Facilitation:**

- Facilitators share the agenda and state the new topics

\* If time:

**Activity:** Read Aloud  
**Purpose:** Framing the day's learning

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

**Approx time:** 45 min

- Facilitation:**
- Invite participants to write their questions on sticky notes and post them on the “Parking Lot” chart to be addressed throughout the day
  - Use the Writing Workshop Structure and Writing Process charts from the Induction Institute to remind participants of summer learning and where they are with their own writing
  - Revisit the goals of the Living the Life of a Writer unit of study, reminding participants that this is not a genre study
  - Ask participants to write a reflection in their Teaching Notebook. For example, write about some successes you have enjoyed in launching Writing Workshop. Write about some of the challenges
  - Invite participants to Turn and Talk to a neighbor about their reflections. Facilitator listens in order to find examples to share
  - Facilitator shares successes pointing out that we can learn a lot from the growing knowledge in the room
  - Spend most time discussing challenges by turning them into research questions. Facilitator models this, for example, “My students only write for five minutes.” becomes “How can I build writing stamina in my Workshop?” Ask participants to re-read challenges and share them whole group. Facilitator asks the group to turn them into research questions. Chart questions and answer some short term ones, leave long-term ones for ongoing study and discussion

**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 learner during the observation
  - Participants will observe:
    1. the rituals and routines that are in place in the classroom to enable the students to work independently
    2. the minilesson which is the primary focus of the day's observation. Participants should take notes on the Architecture of a Minilesson template
    3. the role of the teacher as researcher in conferences
  - Exemplar Teacher (or coach) gives a brief explanation of what the class has done in Writing Workshop so far this year as the context for what participants will see today

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

**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 rituals and routines and the role of the teacher and the student during conferences
  - At the end of the Workshop the Exemplar Teacher brings student notebooks or folders for student work analysis later in the day

**Activity:** Classroom observation debrief  
**Objective:** Reflecting on and responding to the classroom observation

**Approx time:** 60 min

**Facilitation:**

- Ask participants to re-read their notes and formulate noticings and wonderings about the minilesson
- Invite participants to Turn and Talk about the minilesson
- Chart noticings and wonderings about the minilesson
- Exemplar Teacher responds to noticings and wonderings, supported by the facilitator/coach. They share thoughts about next instructional steps

  

- Invite participants to share their observations about the rituals and routines they observed that enable the students to work independently
- Exemplar Teacher responds

  

- Invite participants to share their observations about the role of the teacher as researcher in conferences
- Exemplar Teacher responds and talks about her conference record keeping

**Activity:** Two 30 minute Writing Workshops back to back -  
Minilesson 7: drafting, Minilesson 8: revising  
**Purpose:** Participating in Writing Workshop to understand drafting and revising

**Approx time:** 60 min

**Facilitation:**

- Remind participants that during the Induction Institute they chose a topic and gathered entries around that topic. Over the next two days, they will draft, revise and edit their writing as a quick publishing to be celebrated on Day 5
- Writing Workshop 1: Following the Architecture of a Minilesson, facilitator models one strategy for organizing entries into a first draft.
- Participants draft for approximately 15 min while facilitators confer.
- Facilitators conduct a Share that will enable participants to talk and build on their learning
- Writing Workshop 2: Following the Architecture of a Minilesson, facilitator models one strategy for revising as “re-seeing” one’s writing.
- Participants revise for approximately 15 min while facilitators confer.
- Facilitators 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 what drafting and revising looks like at the participants’ grade level

**Approx time:** 10 min

**Facilitation:**

- Facilitator reiterates the importance of teachers’ own writing in order to improve their practice as teachers of writing
- Exemplar Teacher uses specific examples and artifacts to show what drafting and revising might look like at this grade level at this stage of the year
- Exemplar Teacher discusses the importance of teaching coherent strings of minilessons within units of study

**Activity:** Looking at student work  
**Purpose:** Understanding the importance of assessing student work throughout Writing Workshop and throughout the writing process in order to determine next instructional steps

**Approx time:** 30 min

**Facilitation:**

- Remind participants of the overall goals of the Living the Life of a Writer unit and the objective of today's lesson
- Tell participants that there are many ways to look at student work. It is important that we look at student work throughout the Workshop and throughout the writing process rather than simply evaluate an end product.
- Our teaching decisions are based on our analysis of the work of individual students and patterns observed in the work of many students

• Point out that one way of assessing student notebooks or folders is to look for evidence of volume, variety and thoughtfulness

• Model looking at a student's folder or notebook with this in mind and Thinking Aloud possible next instructional steps

• Facilitators distribute students' folders or notebooks and ask participants to look at the student work through this lens

• Invite them to Turn and Talk about their observations

• Discuss strengths of student work and next instructional steps as a whole group. Reminding participants of the importance of determining next instructional steps by balancing the overall goals for a unit with evidence of student learning

**Activity:** Reflection and planning  
**Objective:** Reflecting on the day's learning and planning next steps

**Approx time:** 30 min

**Facilitation:**

- Refer back to the day's agenda, the How's it going? discussion and Parking Lot questions
- Invite participants to write a brief reflection in their Teaching Notebook: What have I learned today that I will try in my Workshop?
- Ask participants to Turn and Talk
- Listen in and select a few ideas to share with the whole group

**Activity:** Homework and closure

**Objective:** Giving homework and celebrating the day's learning

**Approx time:** 5 min

**Facilitation:** • Homework, ask participants to:

1. Continue revising draft and be prepared to share this writing in a celebration the following day
2. Bring grade-level narrative standards
3. Bring three samples of students' on-demand writing (one high, one medium, one low) to the next seminar (Note: advise participants of this in reminder for Days 4 & 5)

- Ask participants to complete evaluations

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#### **Appendices for Day 4**

- I. Students' Ongoing Revision Questions
- II. Lesson Ideas for Revision
- III. Norms for classroom observations
- IV. Exemplar Teacher Preview Questions
- V. Evidence of student work worksheet
- VI. Sample minilesson: organizing entries into a draft
- VII. Sample minilesson: revision