

Day 7: Induction Seminar

Learning Outcomes

Participants will:

- reflect on minilessons taught and use new learning to rewrite a minilesson;
- understand the value in the teacher-student interaction during a conference;
- understand the role of revision in the writing process;
- examine student work for evidence of revision;
- understand the role of response groups in writing workshop;
- experience the process of revision as a writer, and understand the process as a teacher of writing;
- use the backwards planning method to plan another unit of study

Possible agenda

Welcome and Introductions	5 min
Read Aloud	10 min
How's it going?	30 min
Planning and writing minilessons	30 min
Conferring	45 min
Revision as a habit of mind	30 min
Looking at student work	30 min

* Morning break where appropriate

Lunch	45 min
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Writing Workshop 12: revising based on feedback from a Response Group	30 min
What does this look like in your classroom?	10 min
Planning another unit of study e.g. Response to Literature	75 min
Reflection	10 min
Homework and closure	5 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: Sharing a possible Touchstone for the unit of study to be presented later in the day, where possible.

Approx time: 10 min

Facilitation: Read Aloud as an introduction to the unit of study to be discussed later in the day

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

Approx time: 30 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
- Give participants time to talk in small groups about how their Writing Workshops are progressing
- Facilitate debrief of reading homework

Activity: Writing minilessons
Purpose: Consolidating understanding of how to plan and write effective minilessons

Approx time: 30 min

- Facilitation:**
- Remind participants of the rationale for the components of the minilesson, the importance of modeling and explicit language use
 - Participants review their own minilessons with these ideas in mind
 - Participants Turn and Talk about their how they would revise their minilesson if they were to teach it again
 - Using a blank template, participants re-write their minilesson
 - A few participants share their revised minilessons
 - Facilitator summarizes learning

Activity: Looking at conference transcripts
Purpose: Understanding the teacher as researcher in a conference

Approx time: 45 min

- Facilitation:**
- Facilitator and Exemplar Teacher read a conference transcript (e.g. from One to One Lucy Calkins) taking the roles of the teacher and student
 - Facilitator points out the research-decide-teach components of the conference, focusing on what the teacher learned about the writer and the teaching decision made
 - Participants read just the research part of another transcript and ask themselves: What have I learned about the writer? What teaching decisions could I make? Turn and Talk
 - Whole group share about the importance of listening to the student

Activity: Revision
Purpose: Understanding revision as a habit of mind

Approx time: 30 min

Facilitation:

- Review previous learning about revision. Emphasize the importance of revision in the writing process
- Read Aloud a short piece of professional writing to frame the thinking about revision as a habit of mind
- Participants write a reflection in their Teaching Notebooks about their own experiences and feelings about revision and some of the strategies they use to teach revision
- Whole group share about revision and discussion of what participants might do to nurture their students' development of revision as a habit of mind

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

Approx time: 30 min

Facilitation:

- Ideally facilitators can make overheads of samples of student drafts showing evidence of revision. Model noting revision strategies the student has used and why
- Participants look at student drafts provided by the Exemplar Teacher and Turn and Talk about the revision strategies the student has used
- Remind participants that we look at the work of individuals to identify strengths and needs and at the work of many students to identify patterns of need in order to make teaching decisions, in this case, about revision as a habit of mind.

Activity: Writing Workshop – Mini-lesson: revising based on feedback from a Response Group

Purpose: Participating in Writing Workshop to deepen our understanding of revision and the importance of talk

Approx time: 30 min

- Facilitation:**
- Mini-lesson: Fishbowl in a group of three. Each writer reads aloud their writing from Day 6 and asks their Response Group members, “What revisions would you suggest I do to make this clearer for you as a reader?”
 - Participants meet in Response Groups and get feedback to revise their writing
 - Conduct a Share that will enable participants to talk about the value of Response Groups

Activity: What does this look like in your classroom?

Purpose: Clarifying what revision as a habit of mind and Response Groups look like at the participants’ grade level

Approx time: 10 min

Facilitation: Exemplar Teacher uses specific examples and artifacts to show what revision and Response Groups might look like at this grade level.

Activity: Looking at possible ways to plan a unit of study
Purpose: Deepening participants' understanding of backwards planning of a unit of study

Approx time: 75 min

- Facilitation:**
- Remind participants how they used backwards planning to plan a narrative and an informational unit of study. Tell them they are going to think about planning another unit in the same way.
 - Discuss the different forms the chosen genre can take

 - Read, discuss and clarify grade level Standards for the genre.

 - In order to help participants understand the attributes of the form of writing chosen for this grade level, the facilitator re-reads the morning's Read Aloud
 - Ask participants to listen as a writer and jot down noticings about the text. This will be the beginning of building a definition of the genre
 - After reading, ask participants to Turn and Talk about what they noticed
 - Chart noticings. Explain that this chart will grow throughout the genre study as more Touchstones are read and form the basis of the attribute chart
 - Reiterate the importance of prioritizing which attributes will be taught during this unit of study

 - Exemplar Teacher shares her process for planning her unit of study.
Discussing:
 - deciding which form of writing to teach
 - determining which attributes to teach
 - determining her sequence of lessons on the planning template
 - finding examples of student work (possibly anchor papers)
 - determining Touchstones
 - determining criteria for success in student process and product

Activity: Reflection
Purpose: Reflecting on the day's learning

Approx time: 10 min

Facilitation:

- Refer back to the day's learning
- Invite participants to write a brief reflection in their Teaching Notebook: What have I learned today that I will try in my Workshop?

Activity: Homework and closure
Purpose: Giving homework and celebrating the day's learning

Approx time: 5 min

Facilitation:

- Homework, ask participants to:
 1. Read a relevant chapter from the selected professional text
 2. Frontload work on reflection for Day 8 by reminding participants of the opportunities they have had to reflect as writers. Ask them to bring in samples of students' writing reflecting on themselves as writers
 3. Bring in a piece of student writing that they are proud of and want to share
- Ask participants to complete evaluations

Appendices for Day 7

- I. Sample minilesson 12: Revising based on feedback from a Response Group
- II. Suggested Conference Transcripts
- III. Suggested Readings on Revision