

Facilitator's Guidelines for 7th Meeting

Unless otherwise noted, all materials are on the website in the Guidelines for Science-Writing Group Meetings section.

Preparing for the Meeting



Read:

- Chapter 7 in Writing in Science in Action
- Chapter 7 and Appendix B in Writing in Science
- "Planning Meaningful Notebook Entries" section in Chapter 10 in Writing in Science in Action
- these facilitator's guidelines and the materials that follow



Refer to Facilitator's Notes: General Tips for Leading Productive Meetings as needed.



Copy materials for participants as needed:

- Participants' Guiding Questions for 7th Meeting
- Figures 9–1 and 9–2 in Chapter 9 in Writing in Science in Action, or in the Reproducibles: Writing in Science in Action section on the website



Test the technology and the DVD to be sure that everything will work during the meeting.

Meeting Focus: Modeling and scaffolding for students with all levels of academic skills (differentiation); meaningful notebook entries; group critiquing

Meeting Overview

Participants will discuss strategies they have used in the last few weeks that they thought were effective in differentiating instruction, and then talk about a meaningful notebook entry they had their students write that helped the students develop their understanding and scientific thinking.

Before watching a video episode in which teachers are critiquing notebook entries and one teacher is conferencing with a student, participants will critique one of the notebook entries, first by using their own assessment method, and then by following the guidelines for assessing student work that are featured in the video episode.

Finally, participants will select a lesson that they think could be challenging for their students and that also could result in especially interesting notebook entries. Before the next meeting, they will select students' notebook entries from that lesson for their group to critique at the next meeting.

1. Reflecting on Practice (about 20 minutes)

Section Overview: Participants will discuss strategies that they think have been effective with English language learners and students with special needs, and strategies that worked well with all students. They also will describe a notebook entry they planned that they thought helped their students develop their conceptual understanding and scientific thinking.



Discuss the guiding questions.

1. Reflecting on Practice

Guiding Questions	Notes
1. What strategies did you implement in the last few weeks that you thought were especially effective in supporting students who are English language learners and/or have special needs? Give some examples and evidence. 2. Which strategies worked well with <i>all</i> students? Give some examples and evidence. 3. Describe a specific notebook entry that you think helped students deepen their understanding of science concepts and/or deepen their scientific thinking.	

2. Critiquing Notebook Entries (about 40 minutes)

Section Overview: Teachers will critique a student's conclusion, read the guidelines used in this science-writing approach for assessing student work, then reflect on how they assessed the student's entry.

- ☐ Participants read Gavin's data table and conclusion in Figures 9–3 and 9–4 at the end of Chapter 9 in *Writing in Science in Action*. If needed, they can read the translation of his conclusion in the "Sample Notebook Entries from the Assessment 1 Video Episode" section in Chapter 9.
- ☐ Then they write notes about Gavin's entry just as if he were one of their students.
- ☐ After reading Figures 9–1 and 9–2 in Chapter 9, they use those guidelines as they critique and write notes about Gavin's entry. They discuss the guiding question when they have finished.
- ☐ Finally, they skim Tajina's entry (Figures 9–5 through 9–6c) and Dorothy's entry (9–7a through 9–8).
- ☐ Note that these samples and guidelines are featured in the video episode they will be watching. It will be more meaningful to the participants if they are familiar with the material before watching the episode.

2. Critiquing Notebook Entries

Guiding Question	Notes
1. How was your initial critiquing, including your notes, different from what you wrote using the forms in Chapter 9?	

3. Viewing and Discussing the Assessment 1 Video Episode (about 40 minutes)

Section Overview: Teachers will watch a video episode in which some teachers are critiquing notebook entries following the guidelines or protocols the participants just used. Then they will discuss the episode, including a teacher's conference with a student.



Read the guiding questions. Then discuss them after watching the episode.

3. Viewing and Discussing the Assessment 1 Video Episode

Guiding Questions	Notes
1. How is the way the teachers assessed the first (Gavin's) entry similar to and different from the way you first assessed the entry? 2. How is the teacher-student conference similar to and different from the way you talk with your students about their notebook entries? 3. In what ways do you think the guidelines or protocols are affecting the teachers' assessment of these entries?	

4. Selecting an Entry for Critiquing (about 10 minutes)

Section Overview: Participants will discuss lessons that might be challenging for their students and that could result in notebook entries that would be interesting to critique at the next meeting.

-  Participants look through their teacher's guide and choose a lesson that they think could be interesting or challenging in terms of their students' writing.
-  Before the next meeting, they will choose notebook entries from that lesson from a few of their students and bring those to the meeting so that the group can critique them using the forms shown in the video episode. Depending on the size of their group and how many entries they think they could critique in about thirty minutes, they should bring samples from a student with strong academic skills, one with average academic skills, and one with low academic skills. Teachers will learn more about how they should plan instruction when they look at entries from students who have a range of academic skills.

5. Considering Next Steps (about 10 minutes)

Section Overview: Participants will discuss assessment and feedback practices they saw in the video episode that they would like to use with their own students.



Teachers discuss the guiding question.

5. Considering Next Steps

Guiding Question	Notes
1. What assessment and/or feedback strategies that you saw in the video episode would you like to begin implementing with your students over the next few weeks?	

6. Preparing for the Next Meeting

1. In the weeks before the next meeting:

☐ Read:

- Chapter 6 in Writing in Science
- Chapter 8 in Writing in Science in Action
- Chapter 8 in Writing in Science

☐ Begin implementing new assessment and feedback strategies with your students.

☐ Continue making entries in your own science notebook as you plan instruction and during investigations, if needed.

2. Confirm the date and time of the next meeting: _____.

3. Remember to bring the following to the next meeting:

☐ Photocopies of one or more of your students' notebook entries from one lesson, as discussed during today's meeting

☐ Writing in Science

☐ Writing in Science in Action

☐ Teacher's guide for your science unit, or whatever instructional materials you use with your current science unit

☐ Your own science notebook