

Facilitator's Guidelines for 8th Meeting

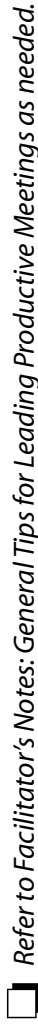
Unless otherwise noted, all materials are on the website in the Guidelines for Science-Writing Group Meetings section.

Preparing for the Meeting

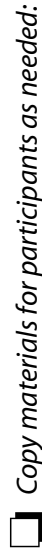


Read:

- Chapter 6 in Writing in Science
- Chapter 8 in Writing in Science in Action
- Chapter 8 in Writing in Science
- 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 8th Meeting
 - Group-Meeting Guidelines for Assessing Notebook Entries (Figure 9–1 in Chapter 9 in Writing in Science in Action, or in the Reproducibles: Writing in Science in Action section on the website)
 - Assessing Notebook Entries and Planning Instruction (Figure 9–2 in Chapter 9, or in the Reproducibles section)
-  Test the technology and the DVD to be sure that everything will work during the meeting.

Meeting Focus: Group critiquing; assessment and feedback; next steps

Meeting Overview



Teachers will discuss their recent assessment of notebook entries and their feedback to students, and reflect about how using new strategies has affected their students' thinking and understanding of science.



Then using assessment guidelines, they will critique notebook entries from their students.



After reading a student's notebook entries from Chapter 9 in Writing in Science in Action, they will watch a video episode in which teachers are critiquing the entries and talking about how they can help students deal with misconceptions in their understanding of physical science.



Finally, they will discuss the next steps they want to take in further implementing this science-writing approach.

1. Reflecting on Practice (about 20 minutes)

Section Overview: Participants will share the successes they have had in recent weeks with assessment and providing feedback to students. They also will discuss how they think their students' understanding of science concepts and their scientific thinking have been affected by the new strategies the teachers have been implementing.

☐ Discuss the guiding questions.

☐ *The third and fourth questions are especially important, as noted in previous meetings. When implemented fully, this approach will have a significant positive impact, not only on students' expository writing skills but also on their scientific thinking and understanding of science. It is easy, however, to emphasize the writing and overlook the positive growth that should be happening in the science domain as well.*

1. Reflecting on Practice

Guiding Questions	Notes
1. What assessment and feedback strategies did you implement over the last few weeks that you think were successful? What is your evidence? 2. What would you do differently in the future? 3. How have your students' expository writing skills been affected by the strategies you have been using this year? 4. How have the strategies affected your students' development of conceptual understanding and scientific thinking?	

2. Critiquing Notebook Entries (about 30 minutes)

Section Overview: Following specific assessment guidelines, teachers will critique notebook entries from their colleagues' students.

- ☐ Review Figures 9–1 and 9–2 in Chapter 9 in Writing in Science in Action.
- ☐ Participants choose the first entry they want to critique in their grade-level group, then skim the appropriate checklist for assessing their student's notebook entry. (The checklists are in Chapters 3 through 6 in Writing in Science in Action and on the website.)
- ☐ Then they follow the instructions in Assessing Notebook Entries and Planning Instruction (Figure 9–2) as they critique the entry together.
- ☐ After everyone has made comments about the entry, have the teacher whose student's entry was assessed share how the group critiquing process helped him. This critiquing process can have a profound effect on many teachers, and it is important to share the teachers' feelings about the experience. Typically, other teachers see strengths in a student's work that the student's teacher does not notice on his own, and the teacher also hears some useful ideas about further instruction.

2. Critiquing Notebook Entries

Guiding Questions	Notes
1. When your colleagues critiqued your student's notebook entry, what did they say that helped you: ☐ assess the entry? ☐ plan your feedback to the students? ☐ plan further instruction?	

3. Viewing and Discussing the Assessment 2 Video Episode (about 35 minutes)

Section Overview: Participants will read a student's prediction and conclusion, then watch a video episode in which teachers are assessing his entry and discussing how to address students' misconceptions.

- ☐ Teachers need to read the last two paragraphs before the "While You Watch" section of the "Assessment 2 Video Episode" part of Chapter 9 in Writing in Science in Action so they have some context for the entry they are going to critique.
- ☐ Then they read Austin's prediction and conclusion (Figures 9–9 and 9–10).
- ☐ After reading the guiding question, they watch the Assessment 2 Video Episode, then discuss the guiding question.
- ☐ Note that the teacher's conference with Austin is in the Teacher-Student Conference Video Episode on the DVD.

3. Viewing and Discussing the Assessment 2 Video Episode

Guiding Question	Notes
1. How might this group's discussion affect Austin's teacher's conference with Austin as well as the other teachers' whole-class instruction when they revisit the investigation with their own students?	

4. Thinking About Future Practice (about 15 minutes)

Section Overview: Participants will reflect on their strengths in implementing this approach to science writing and discuss their next steps in implementation.



Discuss the "Getting Started" section on page 149 in Writing in Science. Refer to the guiding questions during the discussion.

4. Thinking About Future Practice

Guiding Questions	Notes
1. What do you think your strengths are in implementing one or more of these next steps? 2. What skills would you like to develop more fully?	

5. Considering Next Steps for Next Year's Group Meetings (about 20 minutes)

Section Overview: Participants will discuss common next steps they could take in continuing to implement this science-writing approach in their classroom.



Discuss what you would like to work on in your group meetings next year. Common next steps are listed in the guiding question.

5. Considering Next Steps for Next Year's Group Meetings

Guiding Question	Notes
1. Which of the following "next steps" would you want to work on as a group next year? (The chapters and other resources are in <i>Writing in Science in Action</i> and on the website.) ☐ Continuing to assess student notebook entries together using the assessment forms (Chapter 9) and the checklists (Chapters 3 through 6 and on the website) ☐ Developing informal and formal assessment feedback strategies and systems (Chapter 8) ☐ Writing focus questions for a science unit (Chapter 10) ☐ Planning meaningful entries of different types of notebook entries (Chapter 10, and Chapters 3 through 6, depending on the type of entry) ☐ Learning how to teach specific forms of entries (Chapter 11, and Chapters 3 through 6, depending on the type of entry) ☐ Learning more about supporting students who are emergent writers (Chapter 12) ☐ Addressing specific instructional issues that teachers typically encounter in implementing this science-writing approach (Chapter 13; Stories from Schools on the website; other chapters, depending on the specific issues)	

6. Preparing for Next Year

1. Discuss anything participants might need to do to prepare for next year's meetings, including, but not limited to:

☐ *Recruiting other teachers so that everyone has at least one colleague who is teaching the same units (at the same time of year, if possible) as she is.*

☐ *Taking professional development classes about the science content in the units and/or how to teach inquiry-based science.*

☐ *Reading, or rereading, parts of Writing in Science and Writing in Science in Action.*

2. Set a tentative date for the first meeting in the new school year.