

Rossmoor Elementary

Reading Workshop/CGI Observation

Schedule

- 8:00-10:00 Classroom observations in Reading Workshop and Cognitively Guided Instruction (CGI) in Mathematics
- For the RW portion of our observation, please select one room and stay in it for the entirety of one RW lesson.
 1. Reading Workshop Lesson
 - a. Mini-lesson
 - b. Workshop
 - c. Conferring and/or strategy groups
 - d. Mid-workshop interruption
 - e. Share
 2. Use the RW Mini-lesson and Conference Template to record your notes/teacher moves and language.
 - For the remainder of the observation, CGI, feel free to move from room to room.
- 10:00-10:45 Debrief with Kiva Spiratos, Rossmoor Principal
- 10:45-12:15 Lunch (on your own) and drive back to MBUSD
- 12:15-1:30 MBUSD Structured Debrief at Pennekamp Room 25
- 1:30-3:00 Grade Level Planning/Collaboration
- Meet with your site's grade level team
 - Share your individual answers to: As a result of today's visit, what are you comfortable in trying?
 - Reflect on the recent CGI professional development and today's Rossmoor RW and CGI visit; share how it helped with your understanding of RW and CGI as a grade level team.
 - What are your next steps as a team?
 - Please use the remainder of this time for planning/collaboration

Components of a Minilesson

<p>Connect</p> <ul style="list-style-type: none"> • Teacher acknowledges the class' recent learning ie: "yesterday..." • Links that work to new learning ie: "today..." • State teaching point - "today I'm going to teach you..." 	<p>Connect</p>
<p>Teach</p> <ul style="list-style-type: none"> • Teacher demonstrates the strategy • Teacher explicitly shows • Shows the students step by step 	<p>Teach</p>
<p>Active</p> <ul style="list-style-type: none"> • Students try out the new strategy- • Students are able to do this work based on Individual Partnerships 	<p>Active</p>
<p>Link</p> <ul style="list-style-type: none"> • Teacher conveys expectation • Teacher lets students know they MIGHT use this strategy today • Students now have this strategy in their toolbox • Students can make a commitment to their work for that day 	<p>Link</p>

Conference Scripting Template

Listen in on each conference and jot down the words used in each section.

Research: (teacher makes inquiry about student's work)

Compliment: (teacher identifies and names something the student is doing well)

Decide: (teacher specifically names teaching point/ "Today I'm going to teach you...")

TP:

Teach: (teacher models the work)

Materials Used for Teach: (materials teacher uses to teach the TP)

Link: (Teacher reminds student that this same skill can be used NOT JUST TODAY, but also in future work)

Anecdotal Notes: (Teacher records TP and other necessary information that will help move student further along)

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