

**Indiana Administrators' Guide to Writing Workshop Classroom Observations  
Indiana Writing Project 2013**

**How Writing Workshop practices meet RISE Indicators, Domains One and Two**

<b>RISE - Domain One: Purposeful Planning</b>		
<b>Indicators</b>	<b>Teacher/Student Behavior in Writing Workshop Classrooms</b>	<b>Research and Support</b>
<b>1.1</b> Utilize Assessment Data to Plan	<ul style="list-style-type: none"> <li>• Whole class mini-lessons for areas of whole-class need</li> <li>• Small group mini-lessons targeting specific students</li> <li>• Individual help for students</li> <li>• Flexible planning guiding mini-lessons</li> <li>• Status of the class formative assessment</li> </ul>	Bullock, (1998) Gunnery, (2007) Kittle, (2008) Ray, (2001)
<b>1.2</b> Set Ambitious and Measurable Achievement Goals	<ul style="list-style-type: none"> <li>• Drafting texts to work toward authentic publication</li> <li>• Composing texts corresponding to the standards (i.e. narrative, argumentative, etc.)</li> <li>• Use of rubrics outlining expectations</li> </ul>	Bullock, (1998) Kittle, (2008) Ray, (2001) Zemelman, S., Daniels, H., and Hyde, A., (1998)
<b>1.3</b> Develop Standards-Based Unit Plans and Assessments	<ul style="list-style-type: none"> <li>• Planned, standards-based mini-lessons</li> <li>• Clear skills and objectives for each piece of writing</li> <li>• Informal, formative assessment as students work</li> <li>• Teachers circulating through classroom to gather formative assessment and provide help as needed.</li> <li>• Formal assessment at the end of the workshop unit</li> </ul>	Gunnery (2007) Kittle (2008) Ray (2001) Zemelman, S., Daniels, H., and Hyde, A., (1998)
<b>1.4</b> Creating Objective-Driven Lesson Plans	<ul style="list-style-type: none"> <li>• Differentiated options to motivate individuals while meeting objectives</li> <li>• Flexible grouping by personalities, genre study, ability level, interest, or readiness</li> <li>• Targeted mini-lessons for standards or grouping needs.</li> <li>• Teacher modeling skills and standards</li> <li>• Formative and summative assessments based on conferencing and student-selected final drafts</li> </ul>	Bullock, (1998) Gunnery, (2007) Kittle, (2008) Ray, (2001) Zemelman, S., Daniels, H., and Hyde, A., (1998)
<b>1.5</b> Track Student Data and Progress	<ul style="list-style-type: none"> <li>• Conferences with students regarding progression of skills</li> <li>• Teacher and peer feedback on rough and final drafts of essays</li> <li>• Multiple drafts to demonstrate improvement</li> <li>• Student self-progress monitoring</li> <li>• Student writing portfolios by criteria and choice</li> </ul>	Kittle, (2008) Ray, (2001) Zemelman, S., Daniels, H., and Hyde, A., (1998)

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<b>Domain Two- Effective Instruction</b>		
<b>Indicators</b>	<b>Evidence in Writing Workshop classrooms</b>	<b>Research and Support</b>
<b>2.1</b> Develop student understanding and mastery of lesson objectives	<ul style="list-style-type: none"> <li>• Peer sharing to promote learning and mastery</li> <li>• Collaborative and team work in planning, organizing, revising, and publishing</li> <li>• Student readiness and choice in writing</li> <li>• Student writing portfolios with mastery work.</li> <li>• Student self-progress monitoring</li> </ul>	Anderson, (2000) Calkins, (2003) Fletcher, (1993) Miller, (2009) Ray, (1999) Zelman, Daniels, & Hyde, (2005)
<b>2.2</b> Demonstrate and Clearly Communicate Content Knowledge to Students	<ul style="list-style-type: none"> <li>• Classroom mini lessons of specific skills and standards by readiness</li> <li>• Individual conferencing for clarification and extension</li> <li>• Peer conferencing for clarification and extension</li> <li>• Use of mentor texts</li> </ul>	Anderson, (2005) Calkins, (1994) Fletcher, (2001) Miller, (2009) Ray, (1999)
<b>2.3</b> Engage students in academic content	<ul style="list-style-type: none"> <li>• Peer sharing during the writing process when they have mastered the concept</li> <li>• Publishing in authentic venues</li> <li>• Students present completed work to class</li> <li>• Use of mentor text</li> <li>• Teacher as writer shares work</li> <li>• Using sophisticated templates and organizational formats</li> <li>• Whole class; small groups; individual work</li> </ul>	Anderson, (2000) Anderson, (2005) Calkins, (1994) Fletcher, (1993) Fletcher, (2001) Miller, (2009) Ray, (1999) Smith, Wilhelm, & Fredrickson, (2012) Zelman, Daniels, & Hyde, (2005)
<b>2.4</b> Check for Understanding	<ul style="list-style-type: none"> <li>• Short, specific mini lessons</li> <li>• Journal prompts</li> <li>• Writer's Notebooks</li> <li>• Individual conferencing</li> <li>• Peer conferencing</li> <li>• Sharing time</li> <li>•</li> </ul>	Atwell (2003) Daniels, Bizar, & Zelman,(2001) Ray (2001) Zelman, Daniels, & Hyde, (2005)

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<b>Domain Two- Effective Instruction, cont.</b>		
<b>Indicators</b>	<b>Evidence in Writing Workshop classrooms</b>	<b>Research and Support</b>
<b>2.5</b> Modify Instruction as Needed	<ul style="list-style-type: none"> <li>Formative assessment based on conferencing</li> <li>Mini lessons based on formative assessment</li> <li>Individual redirection in conferencing.</li> </ul>	Daniels, Bizar, & Zelman, (2001) Gallagher, (2006) Ray, (2001)
<b>2.6</b> Develop Higher Level of Understanding through Rigorous Instruction and Work	<ul style="list-style-type: none"> <li>Mini lessons to whole class or to small group by readiness</li> <li>Conferencing with individuals or small groups</li> <li>Independent writing</li> <li>Sharing time</li> <li>Teacher modeling</li> <li>Revision opportunities and mini lessons</li> <li>Authentic purpose for individual writers</li> <li>Authentic audience for individual writers</li> <li>Using sophisticated templates and organizational formats</li> </ul>	Atwell, N., (2003) Dudley-Marling & Paugh, (2009) National Writing Project and Nagin, (2006) Ray, (2001) .Zelman, Daniels, & Hyde, (2005). Smith, Wilhelm, & Fredrickson, (2012).
<b>2.7</b> Maximize Instructional Time	<ul style="list-style-type: none"> <li>Prompts as bell ringers</li> <li>Composition time in class</li> <li>Individual projects students are working on at all times</li> <li>Peer conferencing</li> <li>Writing workshop writing and revising time</li> <li>Conferencing and redirection; individual goals set</li> </ul>	Daniels, Bizar, & Zelman, (2001) Portalupi, & Fletcher, (2004) Ray, (2001) Zelman, Daniels, & Hyde, (2005)
<b>2.8</b> Create classroom culture of respect and collaboration	<ul style="list-style-type: none"> <li>Peer conferencing- with rules and procedures</li> <li>Sharing Time – with rules and procedures</li> <li>Community building –with celebrations</li> </ul>	Daniels, Bizar, & Zelman, (2001) Gallagher, (2006) Ray, (2001).
<b>2.9</b> Set high expectations for academic success	<ul style="list-style-type: none"> <li>Authentic publications</li> <li>Options/requirements for writing</li> <li>Challenges differentiated by readiness, ability</li> <li>Authentic purpose</li> <li>Writer's Notebook requirements</li> <li>Using sophisticated templates and organizational formats</li> </ul>	Daniels, Bizar, & Zelman, (2001) Gallagher, (2006) National Writing Project & Nagin, C., (2006) Ray, (2001) Smith, Wilhelm, & Fredrickson, (2012)

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