

Participants' Guiding Questions for 7th Meeting

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

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

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

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

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 8.
 - ☐ 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 in Action
 - ☐ Teacher's guide for your science unit, or whatever instructional materials you use with your current science unit
 - ☐ Your own science notebook