

Participants' Guiding Questions for 8th Meeting

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

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

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

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

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

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.