

Reading Workshop Training Menu

Training Type	Description	Specifics	Staffing and Resources
<p>Reading Workshop</p> <p>Introduction</p> <p><i>It is recommended that schools/districts embark on reading workshop only after a year or two of successful implementation of writing workshop.</i></p>	<p>This initial two-day training provides participants with an overview and shared language of reading workshop. A third day is offered for schools that have purchased the Calkins’ Units of Study.</p> <p>On each training day, we scaffold strategic skills and resources designed to support teachers as they lift their teaching practice. We intentionally structure our time together to honor and respect educators’ experiences and expertise and include space for active participation in learning the workshop approach.</p> <p>Teachers leave each session with materials, strategies, and plans they can immediately apply in their classrooms.</p> <p>* Training can be delivered in two consecutive days or spread out in a manner that best meets district/school scheduling.</p>	<p>Day 1 Focus:</p> <ul style="list-style-type: none"> ● Reviewing the art and components of the minilessons and workshop principles. ● Discussing the components of a strong reading program. ● “Excavating” teaching points that respond to the needs of the students using a variety of resources . ● Video analysis of master teachers delivering minilessons in reading. <p>Day 2 Focus:</p> <ul style="list-style-type: none"> ● Discussing ways to build differentiated classroom libraries. ● Developing tools for conferencing with individuals and small groups/strategy groups. ● Using anecdotal recording system to drive instruction. <p>Day 3 Focus:</p> <ul style="list-style-type: none"> ● Unpacking of “tour” of Calkins’ Units of Study, including administering assessments, student samples with annotated notes, scoring rubrics and checklists. ● Planning yearly curricular maps and creating teaching models. 	<p>2 days</p> <p>One or two presenters depending on group size</p> <ul style="list-style-type: none"> ● Momentum in Teaching will provide a master copy of resources to be copied for each participant within a week prior to services. ● Schools/Districts are requested to have technological support for displaying presentation slides and videos.

<p>Reading Workshop</p> <p>Resource Development Reading “Tool kit”</p> <p>Options: Literature Informational Text</p> <p><i>Prerequisite: Reading Workshop Introduction Training</i></p>	<p>The most significant teaching takes place during conferences and strategy groups. Teachers provide timely feedback and strategic, individualized instruction during this essential time.</p> <p><i>As Carl Anderson says, “Conferencing is not the icing on the cake, it is the cake.”</i></p> <p>A well-planned “Tool Kit” allows teachers to confer purposefully and efficiently by equipping them with ready-to-use models and resources, designed to support the teaching points chosen to target the needs of each reader.</p>	<ul style="list-style-type: none"> ● With trainer as a guide, educators build kits composed of mentor texts marked for teaching points, teacher models, and student work samples. ● Models are designed to teach a variety of strategies in both mini lessons and conferences. 	<p>1 day One or two facilitators</p> <ul style="list-style-type: none"> ● A master copy of resources to be copied for each participant will be provided within a week prior to services.
<p>Reading Workshop</p> <p>Lesson Study</p>	<p>Lesson studies are designed to provide a safe, cooperative environment for teachers to continue strengthening their teaching practice. “In the moment” questions and misconceptions can be addressed as workshop teaching skills are honed and mastered.</p>	<ul style="list-style-type: none"> ● Educators communicate with trainer ahead of time as to team’s desired area of focus. ● On day of support, trainer previews lesson, addresses challenges, and either demonstrates or coaches pre-determined lesson followed by a debriefing session. ● Participants have the option to give lesson another go in a second classroom or work through questions or challenges with trainer. 	<p>90 minutes or ½ day per grade level, depending on the school's preference. One trainer</p> <p>Districts/Schools provide</p> <ul style="list-style-type: none"> ● Specific content for which each grade level would like assistance. ● Substitutes for each grade level to be released for the determined time block. ● Schedule for the day.
<p>One-to-One Coaching</p>	<p>Customized 30-minute training for individual teachers seeking clarity in any aspect of workshop teaching. Possibilities are lesson delivery, conferring, small group instruction, assessments, etc.</p>	<ul style="list-style-type: none"> ● Teacher teaches either a mini lesson or conducts a conference and gets targeted feedback from trainer. ● Trainer models a lesson, conference, or small group instruction for teacher to observe and discuss. ● Teacher can opt to sit with trainer and receive clarification on any aspect of their practice. 	<p>30-45 minutes per teacher One trainer (No substitutes needed)</p> <ul style="list-style-type: none"> ● Schedule modified so each teacher is teaching workshop during trainer’s scheduled time. ● General area of support communicated to trainer ahead of time.