

Using Workshop Model to Assess and Differentiate

All Write Summer Institute

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Teaching Beliefs:

- Student engagement is more important than content coverage.
- There is more to teach than time to teach it. Therefore I must be thoughtful about what I give my instructional time to.
- The world is an interesting place and the standards are connected to the real world. My job is show students how the two are connected.
- The “need to know” drives engagement.
- Interesting text exists but sometimes it takes time to find it.
- I need to know what my students know so that I can plan for the next day.
- Doing what I ask my students to do helps me to find glitches in planning.
- Students need time to read, write, and think if they are going to better at reading, writing, and thinking. (Tovani 2011)

Number One Teaching Belief:

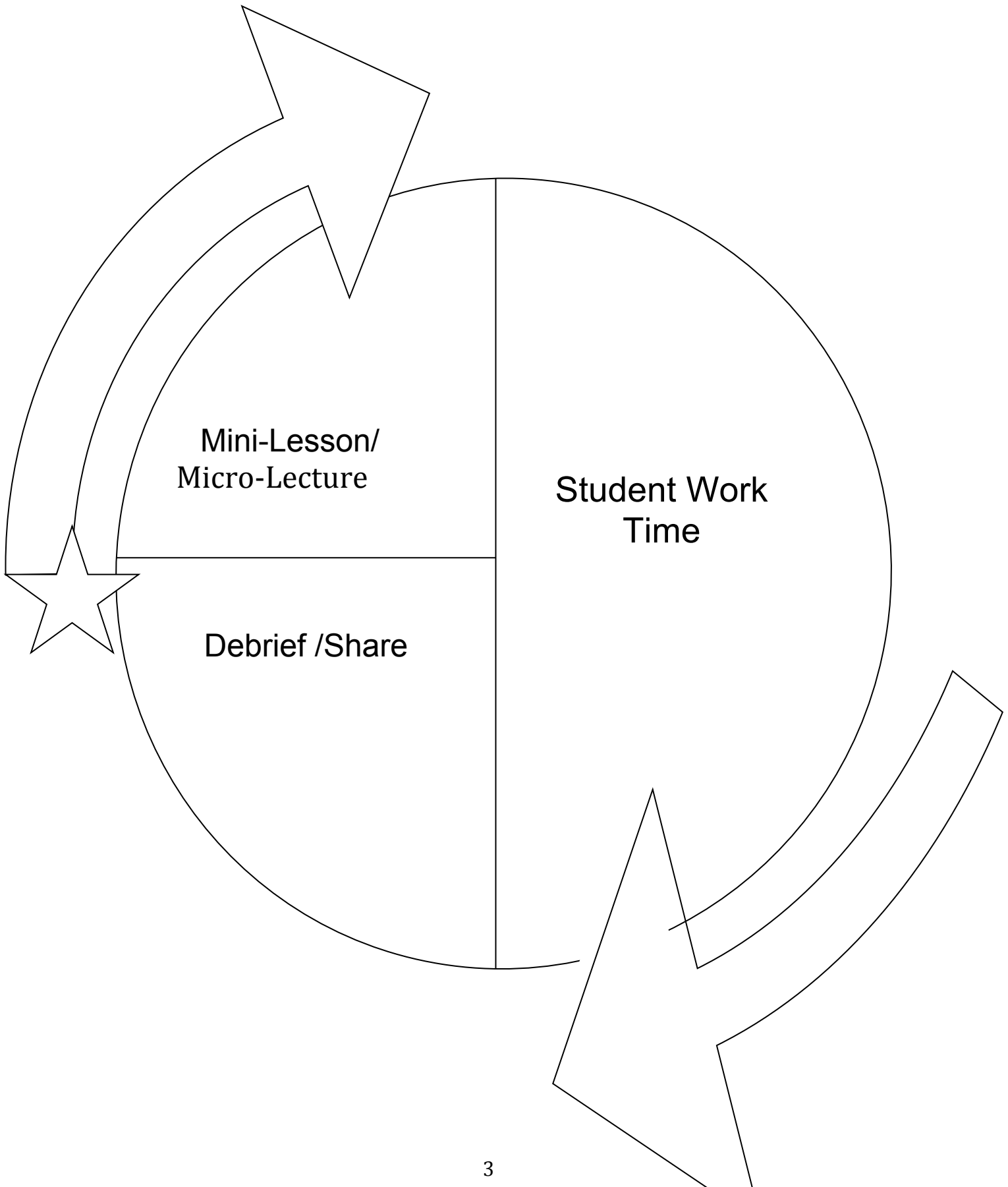
“Whoever is doing the reading, writing, and talking is the one who is getting smarter.” *Tovani/Bennett Literacy Lab Mantra*

Practices I believe matter most to student learning:

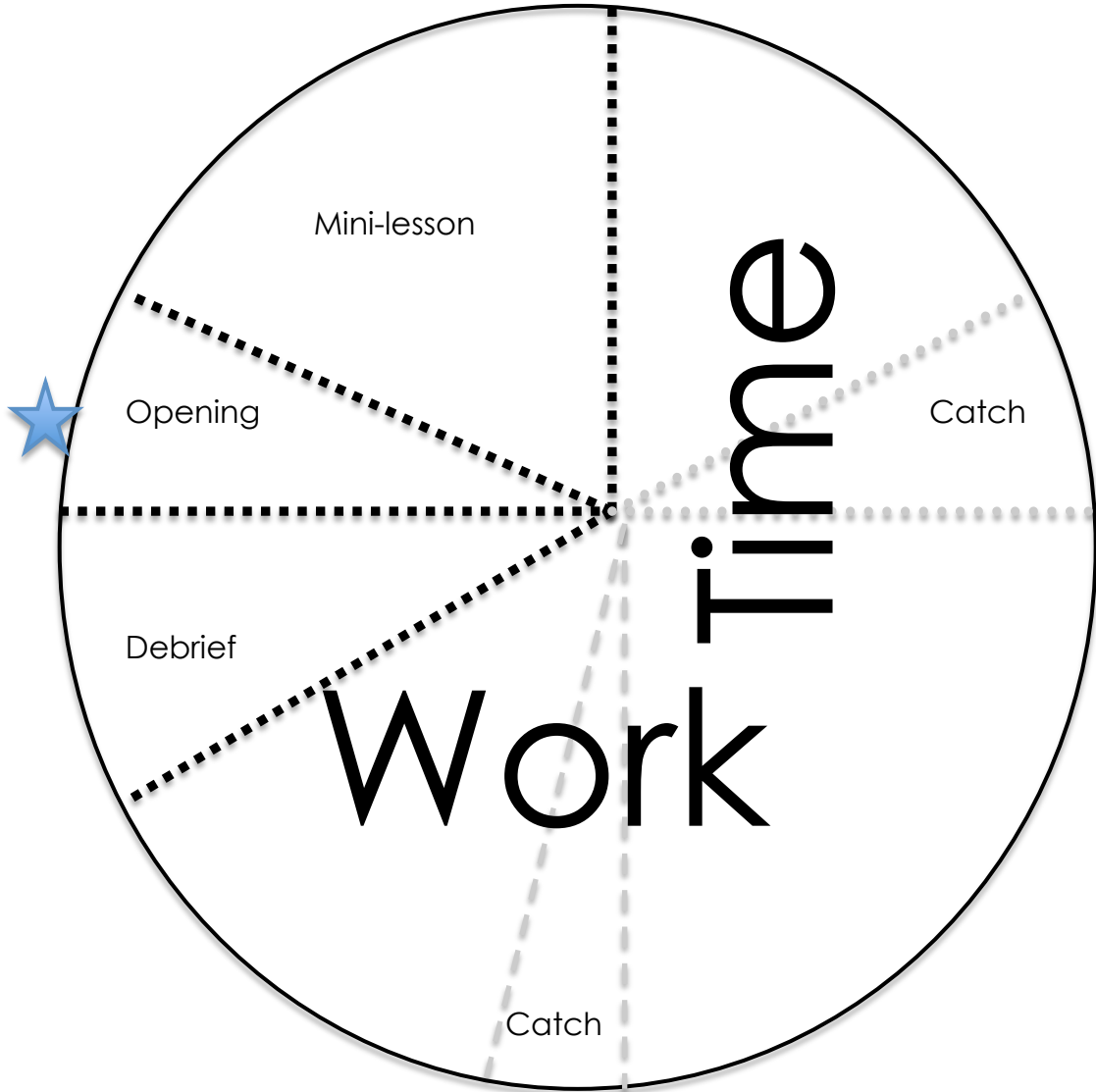
What is the core belief that drives this instructional practice?

Strategy Instruction	In order for my students to access difficult text, write clearly, and think critically, I need to explicitly teach strategies that will help them interact with content and curriculum.
Accessible, Engaging Text	In order for students to pursue rigorous reading, they must have engaging, readable text.
Formative Assessments	In order to differentiate instruction, I must know my students well. I must provide daily formative assessment opportunities so that I can see what they know and need to learn.
Systems, Structures, and Planning	<i>Workshop Model</i> is a planning structure that makes it possible for my students to do the majority of the work. I have to intentionally make time for students to do the reading, writing, and thinking during class time, if I want them to grow as learners.

“We are most powerful as teachers when our core beliefs align with our instructional practices.” Sam Bennett
author of *That Workshop Book*

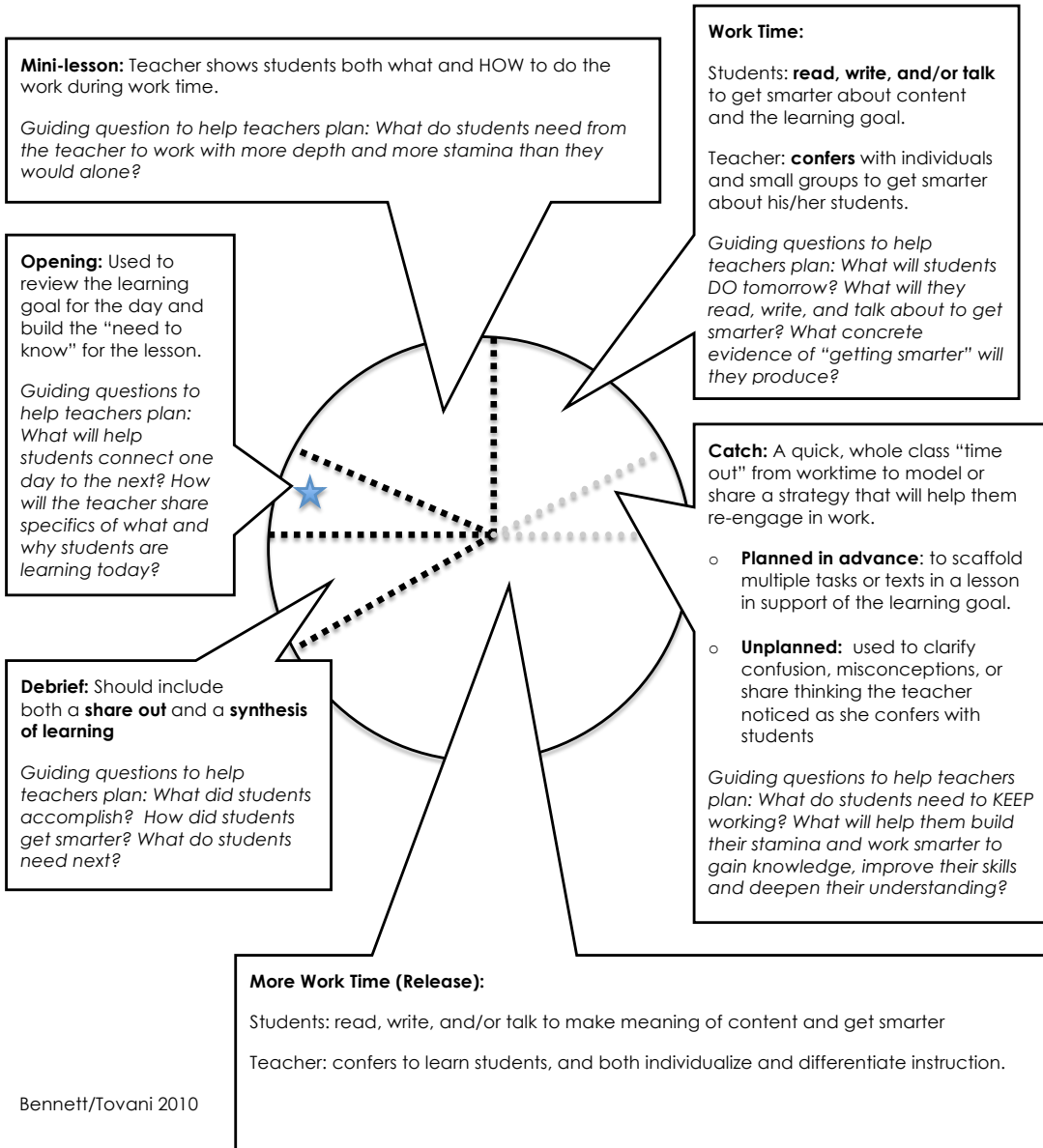


Catch and Release Workshop



Workshop Model as a Time-Based Structure

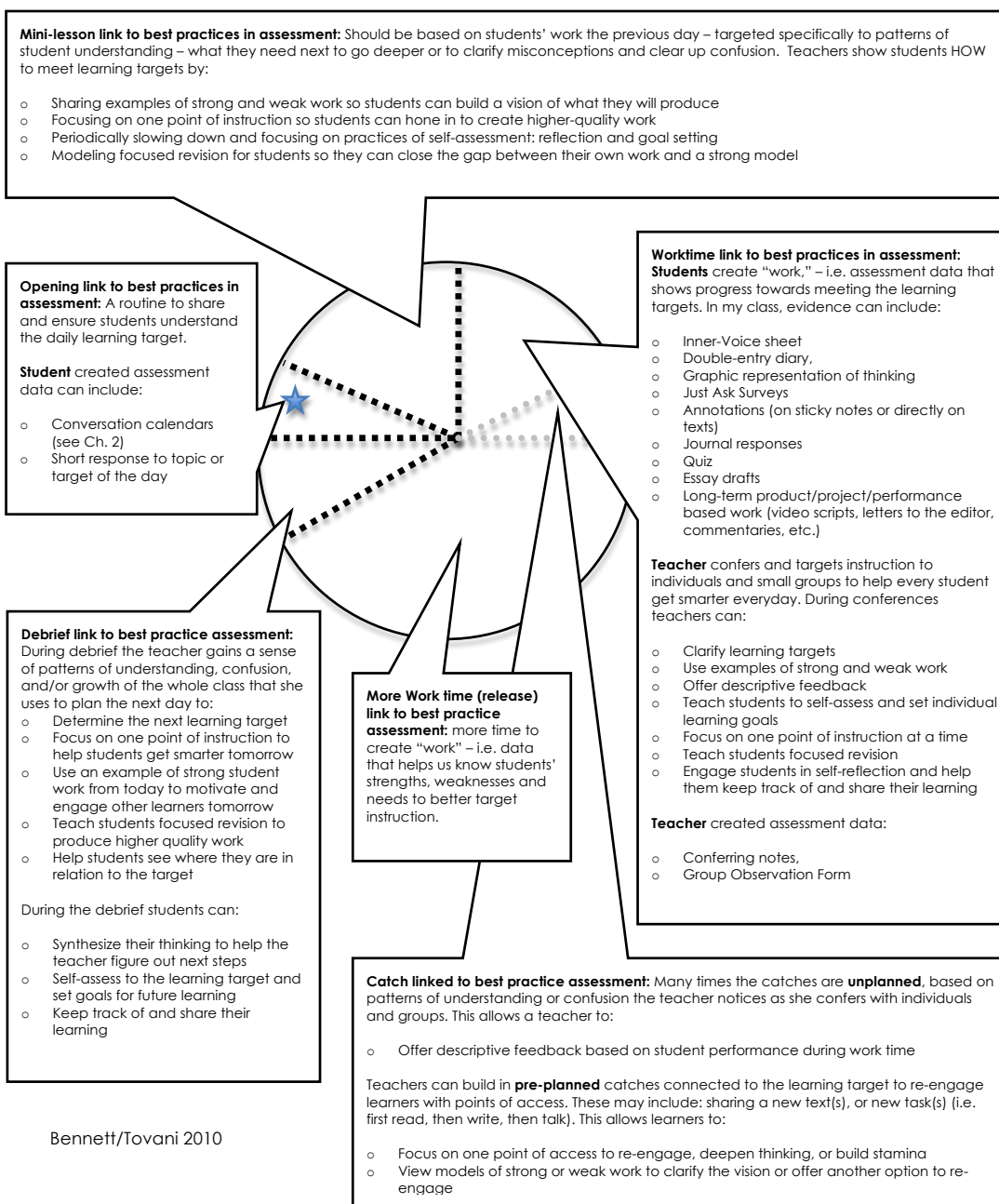
A Way to Help Students Maximize their Minutes of "Playing Time" Everyday



Bennett/Tovani 2010

Workshop Model as a Structure for Assessment:

Creating & Collecting Data to Figure Out What Students Know and Need EVERYDAY



Bennett/Tovani 2010

“Bureaucracy/3”

...at a barracks in Seville, in the middle of the courtyard of that barracks was a small bench. Next to the small bench, a soldier stood guard. No one knew why the bench had to be guarded. It was guarded around the clock-- every day, every night, and from one generation of officers to the next the order was passed on and the soldiers obeyed it. No one expressed any doubts or ever asked why. If that's how it was done, there had to be a reason.

And so it continued until someone, some general or colonel, wanted to look at the original order. He had to rummage through all the files. After a good bit of poking around, he found the answer. Thirty-one years, two months and four days ago, an officer had ordered a guard to be stationed beside the small bench, which had just been painted, so that no one would think of sitting on wet paint.

From: *The Book of Embraces*
By: Eduardo Galeano

Number One Teaching Belief:

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Tovani 2010 (in press)