

Teacher Observation Form:

Key Indicators of Successful Writing Workshop Classrooms

Name _____ Date of Observation _____

- Writing supplies and materials are organized and accessible.
- An appreciation for books and writing is apparent in the classroom in the form of book displays and bulletin boards.
- Mini-lessons take place in a meeting area.
- Teacher is explicit about what students will learn and how it will help them as writers.
- Routines for writing workshop are clear and structured. (Students use supplies and come and leave the meeting area in an organized fashion.)
- Students spend the majority of writing workshop time writing.
- Teacher confers with students during independent work time. Conferences are instructive, usually focusing on one teaching point.
- The writing workshop ends with a brief share. The share is used to reinforce teaching points, celebrate student work, or share new learning.

Mini-Lesson Structure: Effective mini-lessons follow a clear structure. When observing a mini-lesson listen for the following.

Inform:

Students should be told what they will be learning and how it will help them as writers. What was the teaching?

Present:

Teachers should present the lesson in a concise and direct way. Was the information presented in the form of modeling, compiling a class chart or web, teacher or student demonstration, use of literature, or other?

Engage:

Before the mini-lesson ends, students should be asked to participate. This will give the students the opportunity to practice the teaching before they go off to work independently. Engagement can take the form of questioning, talking to a peer, rereading chart or writing. How did the teacher engage the students?

Reiterate:

At the conclusion of the lesson, the teacher will want to reinforce what was taught and how it will affect the work students do today and in the future.
