



Professional Development Institute

Flex Course Syllabus

Implementing the Workshop Model in Reading, Writing, Math, and Science (4-8)

PDI Course Number: 11T02

UCSD Course Number: EDUC40221

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you wondering what the word workshop has to do with reading, writing, mathematics, and science? After all, a workshop is typically a messy place where people come to imagine, apply, and create. The fact of the matter is that the whole process of teaching and learning can and should become “messy,” as students grapple with rigorous concepts and ideas within the confines of a predictable, motivating, and engaging routine. This online course is designed for teachers in grades 4-8 who want to learn how to better engage their students as they examine and investigate a variety of interesting and engaging concepts and activities on a daily basis using the workshop model. The focus of the course is on helping teachers implement a workshop model for reading, writing, math, and science that includes a mini-lesson, student-directed independent work (while the teacher meets with small groups or conferences), and sharing. Some of the additional highlighted topics include backwards planning and organization, goal setting, project-based learning through the use of STEM activities, and tapping into students’ natural curiosity using makerspaces, all under the auspices of a rigorous, supportive, and engaging classroom. By the end of this course, teachers will feel confident implementing the workshop approach in the classroom for all content areas.

Educational Outcomes

1. Teachers will learn about the different components that comprise the workshop model, including the mini-lesson, independent work time, and share time.
2. Teachers will learn how the workshop model corresponds to the gradual release of responsibility model, thus ensuring students receive the necessary supports as they work to acquire new skills and strategies to become self-sufficient learners.
3. Teachers will understand the role that goal setting plays within the workshop model, and they will learn how to set and write effective and S.M.A.R.T. goals for their students.
4. Teachers will learn how to design and create meaningful workshop model lessons through the use of backwards planning.
5. Teachers will learn about the role that organization plays within the workshop model, as well as strategies for organizing their own classrooms to better support the workshop model.
6. Teachers will learn various strategies for creating effective and engaging lessons within the reading workshop.
7. Teachers will learn how mentor texts can be utilized to effectively support a specific teaching point or reading strategy.
8. Teachers will learn the differences between guided reading, strategy groups, and conferences, and they will understand how to incorporate each strategy within the confines of reading workshop.
9. Teachers will learn how to form strategy groups using reading data and how to keep records of student progress.
10. Teachers will learn various strategies for getting their students ready for independent reading within the reading workshop model.
11. Teachers will learn various strategies for creating effective and engaging lessons within the writing workshop.
12. Teachers will learn various strategies for getting and keeping students engaged in writing during the independent phase of writer's workshop.
13. Teachers will learn how to set up and effectively manage strategy groups and writing conferences.
14. Teachers will learn various strategies for creating effective and engaging lessons within the math workshop.
15. Teachers will learn how to differentiate their instruction during guided math groups and other independent work time within the math workshop.
16. Teachers will learn how to effectively manage their math stations.
17. Teachers will learn various strategies for creating effective and engaging lessons within the science workshop.
18. Teachers will learn the similarities and differences between project-based learning and problem-based learning.
19. Teachers will learn how to best prepare for project-based learning within the science workshop.
20. Teachers will learn how to incorporate various STEM activities into their project-based science workshops.

21. Teachers will understand the role that makerspaces play in a science workshop, and they will learn how to go about setting up engaging and effective makerspaces in their classroom or school.
22. Teachers will understand the role that classroom management plays in the workshop model.
23. Teachers will learn which procedures need to be taught within each workshop model.
24. Teachers will learn how to guide students in terms of effective collaboration within the workshop model.
25. Teachers will learn how to establish a learner-centered classroom, including what the various responsibilities are in terms of teachers and students.
26. Teachers will learn strategies to empower students to learn through motivation and engagement.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Putting the Workshop Models into Action (20% of final grade)
- Culminating Project (20% of final grade)

Topical Outline

Unit One

- The Workshop Model

- Goal Setting in the Workshop Model
- Begin at the End: Backwards Planning and Organization
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about applying motivating and engaging activities within the confines of the workshop model in your classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Reading Workshop
- Guided Reading, Conferring, and Strategy Groups for Reading
- Independent Reading
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Writing Workshop
- Independent Writing and Sharing
- Conferring and Strategy Groups for Writing
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively using the workshop model (reading, writing, mathematics, or science) in grades 4-8 and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom
- **Test #3**

Unit Four

- Math Workshop
- Independent Work Time in the Math Workshop
- Organization within the Math Workshop Format
- **Test #4**

Unit Five

- Science Workshop
- Project-Based Learning Through the Use of STEM Activities
- Tapping into Students' Natural Curiosity using Makerspaces
- **Test #5**

Unit Six

- Classroom Management in the Workshop Model
- Teacher and Student Responsibilities in the Workshop Model
- Student Motivation and Engagement
- **Assignment #4**
Choose a motivating and engaging activity for each of the four workshops that were discussed in this course (reading, writing, mathematics, and science). Then, for each activity, in one paragraph, summarize what the activity is in no less than five detailed sentences. Then, immediately following the summary, write/list the procedures involved for each corresponding activity. Each procedure should contain at least five steps and the directions should be detailed enough so that any student would be able to follow them efficiently and effectively. When you are finished, you will have written four separate "plans," one for each of the workshop models. Follow the example given in the assignment.
- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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