The Workshop Model + CBCI

The workshop model has been common practice for English language arts classrooms for many years. It has more recently made its way into math classrooms. The idea is to provide as much classroom time as possible to students practicing skills for complex processes while the teacher provides feedback. It is not too different from the idea behind “flipped classrooms” – where students watch videos of their teacher demonstrating a skill at home and then come to school and practice it where the teacher can provide feedback. The flip is between where students receive explanation (at home) and where they practice (at school). With the workshop model, the teacher provides a mini-lesson at the start of class and then the rest of the class time is for practicing the strategy presented in the mini-lesson.

The idea is to provide a mini-lesson on one specific strategy or skill that is essential to carrying out a complex process. For example, if the complex process is argumentative writing, you might focus first on making a strong claim and do a mini-lesson on just that part of argumentative writing first. Next you would allow students to practice that skill first before introducing, say, how to write strong reasoning, provide supporting evidence, and making counterclaims to those opposed to your ideas. Each of those aspects of argumentative writing would be broken down into distinct lessons or a few lessons before moving on.

The purpose of calling it a mini-lesson means that it is both specific and brief. Students then use the remaining class time, which should be the majority of the lesson, to practice this skill or strategy. The majority of class time is dedicated to student practice and allows time for the teacher to provide specific, positive feedback.

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<th>Lesson Principle</th>
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| **1) Opening: Conceptual questions** | ● What conceptual relationships are at the heart of this unit?  
● How can I create conceptual questions that engage students and allow for deep thought right away?  
● What questions will allow me to gauge students’ pre-instructional understanding of the concepts?  
● How can students connect the current goal to previous learning?  
● How can students use their current understanding of the concepts to connect to the day’s goal?  
● How can students articulate the connection between the day’s strategy to the overall complex process? | ● Students recording initial thoughts about conceptual relationships in journal  
● Groups draw non-linguistic representations of the concept on chart paper and gallery walk to see breadth of class’s thinking  
● Small groups discuss conceptual questions and teacher observes  
● Teacher provides variety of sample relationship statements and students explain which one aligns with their thinking and why  
● Pairs discuss and come to consensus on how today’s goal links to their previous learning |
| 2) Mini-lesson | ● How can I model the specific strategy or skill in a way that will clearly illustrate the thinking moves for this strategy or skill?  
● How will students engage right away with the demonstration?  
● How will students link the demonstration to the day’s work?  
● How will students link the mini-lesson to the overall complex process? | ● Teacher conducts a “think aloud” to demonstrate what he or she is thinking about while executing the strategy or skill  
● Students interview teacher to find out more about how he or she completes this strategy  
● Students pair-share what they noticed during the demonstration  
● Students watch a video that introduces a new strategy or skills for a complex process  
● Students write out an explanation of how to do it in their own words, teacher circulates and corrects any errors |
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| 3) Work time | ● How will students practice the strategy or skill?  
● What specific context(s) will we use to allow for practice?  
● How will I provide guidance and feedback as they practice?  
● How will we celebrate success and progress made? | ● Students evaluate an example of this strategy or skill  
● Student practice and then evaluate their own work  
● Peers give each other feedback on their practice work  
● Students choose how they will practice the skill or strategy |
| 4) Generalize and debrief | ● How can students connect the current goal to previous learning?  
● How can students use their learning about the specific skill or strategy to write transferable statements of conceptual relationship about the complex process? | ● Students explain how today’s goal relates to the complex process  
● Students write statements about the relationship between today’s concept and yesterday’s concept |
| 5) Transfer | ● How can students evaluate the transferability of their statements of conceptual relationship? | ● Pairs brainstorm situations when they could use their new idea (transferability)  
● Teacher presents a new situation for students to transfer their understanding of the skill  
● Pairs evaluate an example of a statement and whether or not it is transferable to a new situation |