

Learning-focused Conversations

A Template for Planning

ACTIVATING AND ENGAGING

CONTEXT

- What are some things about your students' readiness (social skills, routines, self-management) that are influencing your lesson (unit) design?
- What are some of the skills/ knowledge students will need to bring to this lesson (unit) to be successful?

PRESENTING ISSUES

- What are some special areas/ student needs you will need to address?
- What are some issues you anticipate might influence student learning?

EXPLORING AND DISCOVERING

GOALS AND OUTCOMES

- As you think about what you know about your students, and the content, what are some key learning goals?
- What are some ways that these goals integrate with other content learning?
- What are some thinking skills students will need to apply?

INDICATORS OF SUCCESS

- Given these goals, what are some things you expect to see/hear as students are achieving them?
- Given these goals, how will you monitor student learning?
- What kinds of assessments will you use to determine student success?

APPROACHES, STRATEGIES AND RESOURCES

- What are some strategies you're planning that will both challenge students and support their success?
- What are some ways you'll ensure high engagement for all students?
- What are some resources or materials you/your students will need to support and extend student learning?

POTENTIAL CHOICE POINTS AND CONCERNS

- As you anticipate teaching the lesson, what are some points where students might struggle?
- What are some options for supporting struggling students and enriching those who need greater challenge?
- Should you notice that students' attention is drifting, what are some possibilities for reengaging them?

ORGANIZING AND INTEGRATING

PERSONAL LEARNING

- What are some ways that this lesson provides opportunities to pursue your own learning goals?
- What new learning/skills will you try or exercise in this lesson?

NEXT STEPS

- As a result of this conversation, what are some next steps?

Learning-focused Conversations

A Template for Reflecting

ACTIVATING AND ENGAGING

RECOLLECTIONS

- As you reflect on this lesson/unit, what are some things that come to mind?
- Given your recollections, what are some things that captured your attention?

PERSPECTIVES AND PERCEPTIONS

- In this lesson/unit, what was particularly satisfying?
- In this lesson/unit, what were some things that concerned you?

EXPLORING AND DISCOVERING

WEIGHING EVIDENCE

- What is some of the evidence that supports your impressions/ judgments?
- What are some examples that stand out for you (student responses, work samples, interaction patterns)?

SEARCH FOR PATTERNS

- Given what occurred, how typical are these results?
- What percentage of the time does this (behavior, learning, response pattern . . .) tend to happen?

COMPARE/CONTRAST

- How similar or different is what you anticipated from what occurred?
- How might you compare students who were successful to those who were less so?

ANALYZE CAUSE-EFFECT

- What are some factors that influenced what happened?
- Given (specific success/concern), what's your hunch about what may have it produced it?

ORGANIZING AND INTEGRATING

GENERALIZATIONS

- What are some big ideas that you are taking away from this conversation?
- Based on this experience, what are some new connections (about students, curriculum, instruction) that you are making?

APPLICATIONS

- What are some things that you are taking away from this experience that will influence your practice in the future?
- As a result of new learning, what are some goals you're setting (for yourself, for your students, curriculum, this unit)?