Learning-focused conversations

Feedback is the beginning of a conversation that explores and improves practice. Use these conversation templates to help shift your culture through data-driven, inquiry-based conversations about improving practice.

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?

These planning and reflection templates include sample questions, not scripts, to illustrate each category being explored (e.g. presenting issues). Adjust the categories to meet your professional learning needs.

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)?

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