Newark Teacher Induction Program

Learning-focused Conversations - A template for Planning

ACTIVATING AND ENGAGING

CONTEXT
- What are some things that about your students’ readiness (social skills, routines, Self-management) that are influencing your lesson/unit design?
- What are some skills/knowledge students will 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 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 a 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?
- What new learning/skills will you try or exercise in this lesson?

NEXT STEPS
- As a result of this conversation, what are some of your next step
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Learning-focused Conversations - A template for Reflecting

**ACTIVATING AND ENGAGING**

**RECOLLECTIONS**
- As you reflect on this (event, lesson/unit) what are some things that come to mind?
- Given your recollection, what are some things that captured your attention?

**PERSPECTIVES AND PERCEPTIONS**
- In this (event, lesson/unit) what was particularly satisfying?
- In this (event, lesson/unit) what were some things that concerned you?

**EXPLORING AND DISCOVERING**

**WEIGHING EVIDENCE**
- What is some 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 you hunch about what may have 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, and this unit)

From: Learning Focused Supervision, Mira Via