



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 comes 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 your 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)?