

Learning-focused Conversations

Supervisor/ Specialist	Information, analysis, goals			Teacher
	Calibrating	Consulting	Collaborating	
Guiding question	What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?	What information, ideas and technical resources will be most useful to this teacher at this time?	What are some ways to balance my contributions with this teacher's experiences and expertise?	What mental and emotional resources might be most useful for this teacher at this time?
	<p>Calibrating strategies:</p> <ul style="list-style-type: none"> • <i>These data indicate a need to...</i> • <i>An essential next step would be...</i> • <i>The standard at this grade level means that...</i> 	<p>Consulting strategies:</p> <ul style="list-style-type: none"> • <i>Several things that might be effective here, include...</i> • <i>Typically, that might be caused by...</i> • <i>Research in this area indicates...</i> • <i>Some ways I think about that are...</i> 	<p>Collaborating strategies:</p> <ul style="list-style-type: none"> • <i>Let's brainstorm a list of...</i> • <i>Why don't we generate some pro's and con's for...</i> • <i>How might we plan for...</i> 	<p>The Continuum of Learning-focused Interaction is used by supervisors to flexibly shift between four stances to develop teachers' capacities to apply standards, reflect upon data, set goals and expand professional expertise.</p>

Planning Conversations

Activating and Engaging

- context
- presenting issues

Exploring and Discovering

- goals and outcomes
- indicators of success
- approaches, strategies and resources
- potential choice points and concerns

Organizing and Integrating

- personal learning
- next steps

Reflecting Conversations (4a)

Activating and Engaging

- recollections
- perspectives and perceptions

Exploring and Discovering

- weigh evidence
- search for patterns
- compare/contrast
- analyze cause-effect

Organizing and Integrating

- generalizations
- applications

Effective paraphrases align the speaker and responder, establish understanding, communicate regard and create connections to whatever follows.

Three Types of Paraphrase

Acknowledge and Clarify:

So, you're noticing . . .
You're describing. . .
In other words, there are . . .

Summarize and Organize:

There seem to be two key issues . . .
So, you're comparing _____ with _____ . . .

Shift Level of Abstraction:

Shifting up (e.g., move from Element to Component or Domain)
So, your activities and assignments are designed for high student engagement.

Shifting down (e.g., move from Domain to Component or Element)
Your thinking about using assessment in instruction includes assessment criteria and feedback to students.

Artful questions combine with pausing and paraphrasing to increase the potential of learning-focused conversations. The goal of inquiry is to produce teacher thinking and integrate the self-talk of expertise.

Use invitational stems:

What are some . . .
In what ways. . .
How might you . . .
What seems to be . . .
Given your. . .
Based on . . .

Include thinking processes:

*What are some **comparisons** between . . .*
*In what ways might you **apply** this . . .*
*How might you **compare/contrast** . . .*
*Based on this lesson, what are some **generalizations** . . .*
*Given your experience, what might be **causing** this . . .*