Topics for Conversations

Topic for Conversation	Framework Components	Probing Questions
Clarity of Instructional Purpose and Accuracy of Content	1a, 1b,1c, 1d, 1e,3a, 3b 3c	• What are you intending students will have learned from the lesson? • How will you know that students did in fact learn what you intended? • How does learning follow from what they, and you, did yesterday and where will it lead in future lessons? • How will you help students consolidate their understanding?
Successful Learning for All Students	1b, 1d, 1f, 3b, 3d, 3e,4a, 4b, 4c	• How are you sure that all important learning outcomes in your curriculum are included in summative assessments? • What techniques do you use, in addition to those I observed to make sure that all your students are "with" you during a lesson? • Describe a strategy you developed, before a lesson, to use at a critical point in that lesson, to check on the level of understanding of all your students. • What steps do you take to challenge your more advanced students? • To what extent have you found that it's important to engage parents in ensuring successful learning by all of your students?
Student Intellectual Engagement	1e, 2b, 3a, 3b, 3c	• To what extent have you modified the tasks and activities in your adopted curriculum materials to make them more engaging to your students? How have you done that? • How much of a challenge has it been to tach your students to ask higher-order questions? • How have you taught your students to engage in discourse with one another? To listen and disagree with respect? • To what degree have you succeeded in teaching your students to be aware of their own thinking? How have you done this? • Are there times when you find you're not able to teach the content you want through engaging activities and learning tasks, when you just have to "lecture through it?" How do you decide when that is needed?

Big Ideas: What constitutes important learning? What causes learning? How are students motivated? What is intelligence, and how do students' views influence their actions?

Safe, Respectful, Supportive, and Challenging environment	2a, 2b	• How have you cultivated an environment of respect among the students in the class? What evidence do you have of the effectiveness of the approach? • How have you worked to cultivate a commitment among the students in this class toward hard work, even in the face of challenges? • How do you convey to students that while the work in this class is challenging, they'll be able to succeed if they apply themselves? • What technique do you use to encourage a culture among students in which they welcome challenging work, rather than seeking an "easy path?"
Classroom Management	2c, 2d, 2e	• Which routines in your class did you have to explicitly teach to your students, and which did they know from other classes? • How have you involved your students in formulating the routines and procedures in your classroom? • What obstacles have you encountered in engaging students in establishing norms for conduct, and in helping to enforce those norms? What approaches have you found to be most effective?
Professionalism	1d, 4d, 4e, 4f	• How do you stay abreast of the subjects you teach? • In what ways have you contributed to the professional environment of your grade or department or the entire school? • Can you describe an occasion when you, out of concern for the welfare of your students, challenged the thinking of your colleagues? • What resources, within the school or district, or even in the larger community, have you enlisted to help one (or more) of your students? • How have you taken a leadership role within your grade or department to support the learning of your colleagues?

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