

Learning-focused Conversations: The Continuum of Interaction

Supervisor/
Specialist

Information, analysis, goals

Information, analysis, goals

Teacher

	Calibrating	Consulting	Collaborating	Coaching
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?
Function	<ul style="list-style-type: none"> • Articulating standards • Using data to identify gaps between expected standards and present results • Defining problems • Prescribing results 	<ul style="list-style-type: none"> • Clarifying standards • Using data to analyze gaps between expected standards and present results • Offering information and ideas • Providing problem analysis and perspectives • Naming principles of practice 	<ul style="list-style-type: none"> • Jointly clarifying standards • Using data to co-analyze gaps between expected standards and present results • Co-generating information and ideas • Co-analyzing problems • Expanding perspectives 	<ul style="list-style-type: none"> • Referencing standards as a focal point • Using data to explore gaps between expected standards and present results • Facilitating teacher idea production • Mediating teacher problem-framing and analysis • Enhancing teacher capacities for planning, reflecting, problem-solving and decision making
Role in planning for action	<ul style="list-style-type: none"> • Determining teacher actions/goals • Naming success criteria • Establishing timelines 	<ul style="list-style-type: none"> • Proposing teacher actions/goals • Defining success criteria • Confirming timelines 	<ul style="list-style-type: none"> • Co-constructing teacher actions/goals • Co-developing success criteria • Agreeing on timelines 	<ul style="list-style-type: none"> • Exploring teacher actions/goals • Eliciting success criteria • Clarifying timelines
Cues	<ul style="list-style-type: none"> • Credible voice • Using neutral language, as in "These data ..." "This example ..." 	<ul style="list-style-type: none"> • Credible voice • Using neutral language or personal pronouns, as in, "I think that ..." "It is important to ..." "Here is one way to think about that" 	<ul style="list-style-type: none"> • Approachable voice • Collective pronouns, as in "Let's think about ..." "How might we ..." 	<ul style="list-style-type: none"> • Approachable voice • Second person pronouns, as in "What are some of your . . . ?" "How might you. . . ?"
Cautions	<ul style="list-style-type: none"> • Take care not to let personal preferences become prescriptions. Judgments must be supported by clear, external criteria. • Use literal observation notes, classroom artifacts and assessment data to avoid subjectivity or bias. 	<ul style="list-style-type: none"> • Monitor and manage the impulse to help or rescue. Stay learning-focused and don't let personal passion overcome patience with the developmental process. • Be aware that overuse of the consulting stance may build dependency on the supervisor for problem solving. 	<ul style="list-style-type: none"> • Resist the impulse to dominate the conversation and provide the bulk of the analysis and thinking. • Monitor for balance in idea production. Don't allow personal enthusiasm or preferences to override the intention to co-create ideas and options. 	<ul style="list-style-type: none"> • Reduce potential frustration by posing developmentally appropriate questions. Questions should stretch not strain thinking. • Be sure that questions allow for multiple responses and do not signal that there is a preferred answer.