



Conversation Maps

Conversation Maps

Essential Questions

- How do I encourage teachers to reflect in, on, and for practice?
- What are various ways to structure coaching conversations with teachers?
- How do I incorporate communication skills?
- What types of data do I gather for reflection conversations?

Types of Reflection

⇒ Reflection-on-action

⇒ Reflection-in-action

⇒ Reflection-for-action

The reflection process, which involves the examination of meaning in light of one's own values and beliefs about teaching and learning, leads naturally to making informed decisions for future planning and implementation.

Areas about Which to Gather Data during Classroom Visits

<p>Teachers' Verbal Behaviors</p> <ul style="list-style-type: none"> • Mannerisms • Positive and negative feedback • Questioning strategies • Clarity of presentation • Equitable distribution of responses • Instructional strategies 	<p>Classroom Organization</p> <ul style="list-style-type: none"> • Physical arrangement • Access to resources • Routines (discipline, attendance, lunch money, announcements, assignments, etc.) • Rules posted • Instructional materials • Displays linked to curriculum • Visual clues • Neatness • Orderliness • Cleanliness • Appearance
<p>Teachers' Non-Verbal Behavior</p> <ul style="list-style-type: none"> • Mannerisms • Use of time • Movement through class • Use of materials • Use of technology • Non-verbal feedback 	<p>Instruction</p> <ul style="list-style-type: none"> • Clear outcome/objective • Instructional methodology • Engaging students • Differentiation • Assessment • Modalities • Multiple intelligences • Activating background knowledge • Practice opportunities • Link to real life
<p>Student Behavior</p> <ul style="list-style-type: none"> • Engagement • Responsive • Responsible • Independent • Interdependent • Respectful of property 	<p>Other</p>

Costa, A. and Garmston, R. (1994). *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher Gordon.

Planning Conversation Map 1

Purpose	Examples
Clarify intended goals and outcomes.	<ul style="list-style-type: none"> ✓ What are some things you might want to accomplish? ✓ After client answers, probe for specificity. Use inquiry to start and then probe for specificity.
Anticipate steps, approaches, strategies, or decisions intended to accomplish goals and outcomes.	<ul style="list-style-type: none"> ✓ What are some strategies you're considering?
Determine indicators of success.	<ul style="list-style-type: none"> ✓ What are some things you might see students doing or saying? ✓ What might you see. . .? ✓ What are some ways you might document students' success?
Determine the personal growth focus and process for self-monitoring.	<ul style="list-style-type: none"> ✓ What are some things you want to take away from this experience? ✓ What are some aspects of your teaching you want to focus on?
Reflect on the coaching process and explore elements of refinements.	<ul style="list-style-type: none"> ✓ What are some ways this conversation has supported your thinking? ✓ What are some insights this conversation has led you to?

Adapted from the *Center for Cognitive Coaching*.

Planning Conversation Map 2

1. Lesson focus and objectives (connection to the curriculum)
 - ◆ What is the focus of the lesson?
 - ◆ What is the lesson's objective?
 - ◆ What assessment have you given your students previously?
 - ◆ How do you know that this is the appropriate objective for your students?
 - ◆ How does the objective connect to the curriculum?
2. Action Plan focus
 - ◆ What is the focus of your action plan?
 - ◆ What is the relationship between your lesson and the action plan?
3. Understand the teaching strategies
 - ◆ What teaching strategies will you use?
 - ◆ What research/theory supports your decision?
4. Determine the assessment strategy
 - ◆ How will you assess student learning?
5. Share other related information
 - ◆ What else will be helpful for me to know about your lesson or students?
6. Clarify the coach's role (what should I look for?)
 - ◆ What specifically would you like me to look for in your class today?
 - ◆ What is the specific focus for the observation?
 - Teacher verbal behaviors
 - Teacher non-verbal behaviors
 - Student verbal behaviors

Problem Solving Conversation Map

Step 1: State the problem.

What is the problem you want to solve?

Step 2: Set conditions for solution.

If this problem were solved, how would you feel?

What are the top 3-5 criteria then for an appropriate solution?

Step 3: Propose solutions.

What might be some possible solutions that meet the interests of all parties?

Step 4: Check proposed solutions against criteria.

How does each of these proposed solutions meet your established criteria?

Step 5: Select solution.

Which solution seems to meet the most criteria?

How will others respond to this solution?

What will you do to make this work?

Step 6: Act.

How will you let others know what you are doing, if necessary?

Step 7: Revisit.

How is it going?

What adjustments have you had to make along the way?

Student-Focused Learning Conversation Map

Think about several students (no more than 5) who stood out in the class today.

Tell me a little about each.

- Readiness to learn
- Family background
- Academic level
- Social skills

What adaptations do you make for these students?

How have those adaptations worked?

How were their behavior, engagement, and learning compared to what you have experienced in other classes?

Based on the choices you made for these students today, what will you continue to do, stop doing, or start doing?

What advice might you offer novice teachers who have students like _____ (name them) in their classroom?

Instructional Materials Conversation Map

- When planning for this lesson/unit, what materials did you want students to have to support their learning?
- How did you decide what students would need to achieve the lesson/unit goals?
- How did your choice of materials address the range of student learning styles and levels?
- Which instructional materials do you think were particularly helpful?
- How did students interact with those materials?
- Tell me how they supported student learning.
- If you had to choose from among all the materials you had, what one instructional resource would you use?
- What other instructional materials would you add if you could? How would these be helpful to students?

Differentiation Conversation Map

- Who are the high achievers in your class?
- What do you want for the high achieving students in your class?
- Who are the low achievers in your class?
- What do you want for the low achieving students in your class?
- Which students in your class are non-traditional learners, those who learn differently than most other students?
- What do you want for the students who learn differently?
- What do you do to achieve the goals you have for the high, low, and different learners in your class?
- What are the results of your actions?
- What happens to the students in the middle when you focus on the high and/or low students?
- How do you ensure that they are successful learners?
- How do you manage to balance the needs of all learners in your class?
- What are the secrets you have learned that would be helpful for other teachers to know?

Reflection Conversation Map

Reflect on Action

- Tell me about a teaching event you want to think more deeply about.
- What aspect of this experience do you want to dig into?
- What happened?

Reflect in Action

- What was going on that contributed to that?
- How did you feel?
- In what ways does what happened surprise you?

Reflect for Action

- What explanation can you give for what happened?
- How does the context influence what happened?
- If you could replay the situation how would it go?
- What conclusion can you draw from this situation?
- How will this situation help you think about other situations like it or, for that matter, different from it?