

## Conversation Guide – Pedagogy (E-3.5)

**DIRECTIONS:** As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

Participating Teacher:		Grade Level/Subject:	
Profile Components: Pedagogy			
Collecting	Contextualizing		Extending
School Calendar	<ul style="list-style-type: none"> <li>How do calendared events (assemblies, testing) influence teaching and learning in my classroom? How can you make optimal use of instructional time?</li> </ul>		<ul style="list-style-type: none"> <li>How do you allocate instructional time to implement the instructional program?</li> <li>How might you adjust instructional time in response to unexpected calendar changes?</li> </ul>
Standards for Student and Classroom Behavior/ Positive Behavioral Support Plans	<ul style="list-style-type: none"> <li>How do your routines and procedures provide a fair and respectful climate for student learning?</li> <li>How will implementation of positive behavioral support plan(s) ensure success for student learning?</li> </ul>		<ul style="list-style-type: none"> <li>How do you help your students take ownership for establishing and maintaining a fair and respectful climate for student learning?</li> <li>What are some examples of how that is working in your classroom?</li> </ul>
Parent/Student Communication	<ul style="list-style-type: none"> <li>How do you use your Back to School Night presentation to discuss learning, identify classroom, and academic goals, and build relationships with your students' parents and families? What can you learn about your students from their parents and families?</li> <li>How do you use computer applications (grading programs, letters home) to communicate with parents and families regarding grades?</li> </ul>		<ul style="list-style-type: none"> <li>What steps have you taken to establish a learning partnership with your students' families?</li> <li>How does a greater understanding of the community aid communication with your students' family?</li> <li>How does communication with parents and families inform your instruction?</li> </ul>
Instructional Materials (teacher edition, student texts, support materials, enrichment)	<ul style="list-style-type: none"> <li>What professional development is available to support your subject-matter focus? How can you access available training for your content area?</li> <li>Are your materials appropriate and sufficient?</li> </ul>		<ul style="list-style-type: none"> <li>How are you incorporating new learning received from training into your lesson design and delivery?</li> <li>How does your collaboration with other grade level/department teachers influence use of instructional materials and delivery of instruction?</li> <li>How does the instructional material provide the basis for differentiating instruction?</li> </ul>
Pacing Guide/ Curriculum Map/ Scope and Sequence	<ul style="list-style-type: none"> <li>How can you group your students to use instructional time efficiently?</li> <li>What impact does the calendar have on your pacing guide/ curriculum map/ scope and sequence?</li> </ul>		<ul style="list-style-type: none"> <li>What are some strategies you and your colleagues use to ensure students are actively engaged in appropriately designed instruction?</li> <li>How do you and your colleagues address students who are "falling behind" the learning of others?</li> </ul>
Data Program(s) for Student Information	<ul style="list-style-type: none"> <li>How do you use the data to analyze the learning needs of your students and inform instruction?</li> <li>How do you determine report card grades?</li> </ul>		<ul style="list-style-type: none"> <li>Describe how collaboration with colleagues might result in increased learning for all students?</li> </ul>
Student Strengths	<ul style="list-style-type: none"> <li>What strategies do you use to identify student strengths? How do you use student strengths to support their learning?</li> </ul>		<ul style="list-style-type: none"> <li>How do you enable your students to recognize and use their strengths to take ownership of their own learning?</li> </ul>