

Questions to Guide Administrators' and Teachers' Dialogues About Instruction, Assessment, and Continuous Learning

The following questions are designed to stimulate a dialogue between educators as they collectively reflect on how student-learning results inform improved teaching and leadership practices. Consider these questions. To what extent are these learning dialogues occurring between educators in your school(s)?

1. On which learning goals (standards and objectives) are you currently focusing? What are the concepts and skills you wish to see students master?
2. How are you addressing the learning goals (standards and objectives) through lessons and units of study that are intriguing, authentic, and problem/solution oriented?
3. What cognitive rigor (Bloom's Taxonomy) and depth of complexity (Webb's Depth of Knowledge) are you expecting students to meet?
4. To what extent are students meeting the desired learning expectations? What evidence are you using and how are you using this evidence to inform your instructional decisions?
5. How are you implementing the components of formative learning in your daily work with students?
 - a. How are students involved in generating the success criteria?
 - b. How are students provided opportunities to engage with one another in peer-to-peer feedback? What guidelines and documents are used to support peer feedback?
 - c. How and when do teachers supply feedback to students? How do students use this feedback to revise their work?
 - d. How are students engaged in teaching one another?
 - e. How are students involved in meta-cognitive reflection?
 - f. How are students shaping and sharing their learning goals, and what do their plans-of-action involve?
 - g. How are students provided with multiple opportunities for success?
 - h. How do you use evidence of student learning to differentiate instruction?
6. What are the possible cause/effect relationships between your instructional practices and your students' assessment results (evidence of student learning)?
7. What did you learn about your own practices and what adjustments will you make? What new strategies will you implement and why have you selected the specific strategies?
8. How are you infusing literacy strategies into your curriculum? What impact are these strategies making on student learning?
9. What can I (administration) do to better support your efforts with students as we work together to improve learning?