

# SAMPLE ACTION RESEARCH CONVERSATION

	Conversation	Regions of the Planning and Reflecting Maps
<b>Coach</b>	<i>Come on in, Maria! Let's talk. You've had a chance now to review the district's professional standards. Which ones interest you?</i>	
<b>Teacher</b>	Well, something I'd like to learn more about is this one on "involving all students in assessing their own learning".	
<b>Coach</b>	<i>Under that standard, which elements are of particular interest to you?</i>	<b>Clarify goals.</b>
<b>Teacher</b>	I picked out two: "Making assessment integral to the learning process" and "Developing and using tools and guidelines that help all students assess their own work".	
<b>Coach</b>	<i>So, you're interested in integrating assessment as part of students' learning?</i>	
<b>Teacher</b>	Yes. You know, at the university, we learned about test construction in my tests and measurements course. I think I can write pretty good test items that challenge my students. I also go over the tests with them so that they learn from their mistakes, but that doesn't really make assessment integral to the learning process.	
<b>Coach</b>	<i>So you'd like to find better ways to integrate learning and assessment and to have your students learn from the process?</i>	<b>Establish goals.</b>
<b>Teacher</b>	Exactly.	
<b>Coach</b>	<i>Maria, besides learning to become the best teacher you can be, what other interests do you have outside school?</i>	
<b>Teacher</b>	Well, my hobby is cooking and baking. I'm taking a course on weekends now, and I'd like to become an expert pastry chef.	
<b>Coach</b>	<i>In that course, how does assessment and feedback help you in your learning?</i>	<b>Summarize impressions.</b>
<b>Teacher</b>	I suppose one way is that the instructor gives us the criteria by which we judge our products: taste, appearance, flakiness, texture. Things like that. She also gives us feedback while we are preparing the dough and the filling. We share with others in the class so we can taste each other's work, and then, of course, I take some home and try it out on my husband. If he asks for seconds or wants me to make it at home, I know I did something right.	<b>Recall supporting information.</b>

<b>Coach</b>	<i>So, feedback from the expert, critiquing each other, and responses from an "outsider" (in this case your husband) all contribute to your learning. How does having those criteria ahead of time help you?</i>	
<b>Teacher</b>	Well, if I know what it should look like and taste like, I can judge for myself. When I took the course in cake decoration, I had to take pictures of my cakes and put them into a scrapbook. We also had to analyze each picture and tell why we chose it, what made it a good example, and what we would do different next time. The instructor gave us feedback as well.	<b>Analyze, infer, and draw cause-and-effect relationships.</b>
<b>Coach</b>	<i>So, from what you have said about how assessment and feedback was helpful to your learning, how might you use some of these same strategies with your students?</i>	<b>Construct new learnings and applications.</b>
<b>Teacher</b>	Hmm. Well, one thing that comes to mind is for our creative story writing. I could get the students to generate a set of criteria for what makes a good story. I could put students in pairs to critique each other's work according to the criteria. They could put their best stories in a folder and reflect on why they chose each one. I'd like to see what they chose, and I could give my thoughts as well.	
<b>Coach</b>	<i>So, you're suggesting some ways to help students incorporate assessment and feedback into their own learning processes?</i>	
<b>Teacher</b>	Yes, You know, having them evaluate themselves can be combined with my evaluation and each other's so they can get feedback from several sources.	
<b>Coach</b>	<i>Maria, as you reflect on this conversation, how has it been of help to you?</i>	<b>Reflect on the coaching process and explore refinements.</b>
<b>Teacher</b>	Having me look at my own assessment and learning really helped me think about how I could apply those same processes to my students. Assessment is a lot more than giving and taking tests, isn't it?	