

Mentor Skill Builder - Planning Reflective Conversations



Purpose: Use this guide to prepare for a non-evaluative reflective conversation following a class visit.

REVIEW THE VISIT	Review your classroom notes and identify key take-aways.
	
IDENTIFY STRENGTHS	What strengths did you observe?
	
IDENTIFY A POSSIBLE GROWTH AREA	What is one area that could support the teacher's continued growth? Include relevant evidence or data.
	
IDENTIFY A POSSIBLE GOAL	What goal might support growth based on your observations?  <i>The goal may change as the teacher reflects during the conversation.</i>

PLAN YOUR QUESTIONS	Plan the questions you intend to use to engage in a reflective conversation.
 OPENING QUESTION <i>Write a neutral, open-ended question that invites reflection.</i>	
 PROBING QUESTIONS <i>Write at least three questions that encourage deeper reflection and move the conversation closer to possible goals.</i>	
 REFLECTION-TO-ACTION QUESTION <i>What question could help the teacher identify a possible next step?</i>	

PREPARE POSSIBLE NEXT STEPS	List ideas you can offer only if the teacher is unable to identify a next step through reflection.
	

 Remember... <i>Your role is to listen, ask thoughtful questions, and support the teacher's reflection and growth.</i>
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SAMPLE: Focused Look-for Capture Sheet

Directions: Use this sample look-for sheet to practice planning a reflective conversation.

Teacher: Ms. E. Smith

Date: Tuesday, March 10, 2026

Class: ELA Grade 6

Lesson Objective: *Students will be able to make inferences based on information implicitly stated in text. Students will use close reading in order to respond to comprehension questions.*

NOTE: *The class visit began as students were completing the second read of the text, "Who Was Responsible for the Titanic Disaster?"*

Look-for	Evidence of the Look-for	Opportunities for Upgrades
Look-for #1 <i>Provides opportunities for productive struggle by asking higher order questions.</i>	<i>~Used the guiding question "Who was responsible for the Titanic disaster?"</i> <i>~For 3rd read, asked students to evaluate the evidence and identify their top 3 choices for who was responsible.</i>	<i>~After 2nd read, teacher asked a series of lower level questions: I.e. Who was John Smith? Who was Bruce Ismay? What is a telegraph operator? How far away was the Carpathia?</i>
Look-for #2 <i>Provides opportunities for students to collaborate in order to engage in critical thinking and problem-solving activities.</i>	<i>~Before 3rd read, teacher asked students to talk to elbow partner to review what they should do during 3rd read.</i> <i>~Used Stand Up, Hand Up, Pair Up and had students share their top 3 choices and why.</i>	<i>~After 2nd read, asked whole class to share ideas that were annotated. Teacher used whiteboard to highlight student suggestions.</i>
Look-for #3 <i>Uses attention moves to gain, maintain, and refocus student attention.</i>	<i>~Used a count-down after students had talked with their elbow partner</i> <i>~Used a verbal desist to refocus a table of students on the third read.</i>	<i>~Continued with the lesson before all students were quiet for next steps.</i> <i>~Continued to use count-down during the class. Several of the students were not responsive.</i>