



# Magazine

Bonus content for *Reflective Coaching: Training for All Teachers* by Rick Wormeli, from the October 2017 issue.

## Questions for Reflective Conversations

How do you feel it went?

Tell me more about \_\_\_\_\_.

And what was your response?

Could you have said it any differently?

What was your goal there?

What did you do/decide that added to (or resolved) the issue?

What do you mean by \_\_\_\_\_?

Can you give an example of \_\_\_\_\_?

What have you tried so far?

Was this effective? How do you know?

Let's brainstorm some possibilities together.

What have you done in the past, and what was the result?

How's [X] going? You were concerned/happy with it last time.

Why did you choose \_\_\_\_\_?

How will you begin?

What will you need for that?

Imagine yourself at that point in the lesson (or grading those projects) – What will be going through your mind?

I noticed you \_\_\_\_\_, and as a result, students \_\_\_\_\_. Was that your goal?

Describe the time when this was successful for you.

Have you talked to....? They may have some advice on this.

Let's consider the situation from his/her point of view.

How will you know your lesson/assessment was successful?

What would you like me to look for as I watch the lesson/assessment happening?



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*(continued)*

What did you see students doing (or hear them saying) that made you feel that way?

What do you recall about your own behavior during the lesson?

How did what you planned compare with what you actually did?

When you do this again next year, what will you change?

I hear you saying \_\_\_\_\_. Is that what you intended to say?

How could we re-phrase that to better communicate your intent?

What else are you considering?

Why did you not choose to \_\_\_\_\_?

Will that get you the accurate data you need? Why or why not?

Let's rehearse that moment in the lesson/assessment together.

Let's watch another teacher teach/assess a similar lesson via this video clip. What do you notice?

What does that tell you?

Is there anything to that?

What are the goals for student learning stated in student-friendly language?

What are some anticipated misconceptions? How will they be addressed?

How will we make student learning visible?

I wonder what would happen if \_\_\_\_\_?

How are students progressing towards the goal?

As a result of this analysis of evidence, where are the students' strengths and needs?

How will feedback be provided to students?

What instruction/assessment principle is at work here?

Is that congruent with your beliefs?

How could we streamline this process so you have more time to \_\_\_\_\_?

Does this make it passive or active for students?

Is there any part of this you can turn over to students?

How are students progressing towards the goal?