

Knowing Our Students as Learners Tools: Structured Individual Reflection Instrument

Structured Reflection Conversation Protocol

One way to come to know a student deeply as a learner is for the beginning teacher and mentor to engage in some structured reflection about that student. *William Powell and Ochan Kusuma-Powell, in How to Teach Now* have adapted the following structured reflection map from the work of Art Costa and Robert Garmston (2002). In this map, one colleague (the mentor/coach)

1. Expresses empathy (not agreement or sympathy), reflects content, and paraphrases for understanding and clarity.
2. Probes for specificity about the child's interests and strengths. Example questions: ***What type of outside interests does the student have? Sports? Music? Pets? If the student were to plan a field trip, where might it be to? What hunches do you have about the child's preferred learning styles? What are you exploring regarding the child's intelligence preferences? When have you seen the child at his or her best? In what medium does the child engage most intensely?***
3. Supports the colleague in his or her analysis of connections and causal factors. Example questions: ***What connections are you seeing between when this child learns best and time of day, subject areas, specific learning activities, solitary vs. group work, etc.?***
4. Supports the colleague in his or her construction of new learning. Example questions: ***Over the course of the year together in the classroom, what has this child taught you? How might what you know about this child's strengths influence your goals for the child?***
5. Assists the colleague in his or her commitment to application. Example question: ***As you go into a new situation, how will you apply your new knowledge?***
6. Helps the colleague reflect on the coaching process. Example questions: ***How has this conversation supported your thinking? What has been most useful to you in this conversation?***

Following the coaching conversation, it is often helpful to record the highlights of the discussion in writing. This Individual Student Analysis Instrument may be a useful tool for capturing and summarizing coaching conversations about students for the purpose of instructional planning and differentiation.

Structured Individual Reflection Instrument

Name: _____ Mentor: _____
Grade Level/Subject Area: _____ Date: _____ Student _____

Student interests & strengths

Strategies I've Tried

Student Struggle with...

My Attitudes and Expectations

Questions I have about this student

Something I will change or do differently