

CHECK-IN STARTERS FOR CLASS

Move beyond “How’s it going?” and get a real conversation started. Using open-ended questions about classroom performance supports deeper reflection, celebration and growth.

If you are identifying, celebrating, and building on successful performance...

...ask these

What’s one thing you think you did well in class?

What skill(s) did it require you to use?

Did you recognize at the time that you were using the skill(s)?

What positive feedback did you get?

...and follow up with these

How do you know you did well? From your own perception, from feedback, or both?

How did it feel while you were doing it? Do you enjoy that kind of task? What do you enjoy most about it?

Do you think of the skills you used as strengths of yours? Why or why not?

Are these the kinds of tasks you want to be doing in the future?

What about the skills themselves? Are they related to your future goals?

How can these skills be used to help improve other areas where you struggle?

If you are generally checking-in and discussing progress toward goals...

...ask these

What were the goals you laid out for this class?

Have they changed at all?

Are you meeting your class goals?

What were the goals you laid out for your future?

Have they changed at all?

Are they still your goals?

Is this class giving you skills or knowledge to help you reach them?

...and follow up with these

Why did you choose those class goals?

Did you meet them more effectively this week than last week?

How will you meet them more effectively next week? What’s one specific thing you could do to ensure that?

By the end of the class, what would you like to say you accomplished?

Why did you choose those goals for your future?

Is this class helping you to think about them more specifically?

Is it helping you know better what you want or don’t want for yourself?

Is there anything we can do to better align your class with your future goals?

Is the content of this class something that interests you for a career path or college study? Why or why not?

If you are reflecting with an student who isn't sure how well they are doing...

...ask these

Were your teacher's expectations clear this week?

Do you feel you met those expectations?

Did you complete the tasks assigned to you?

Did your teacher give you any feedback?



...and follow up with these

What do you think was the quality of your work? How do you know?

Did you feel successful or unsuccessful in class?

What were you doing when you felt successful? When you felt unsuccessful?

How is your level of focus in class? Do you feel mentally present?

Are there any instructions you're not receiving? Directions that would clarify expectations and help you meet them?

Are there any questions you can ask? Either to help you do well or to help you find out how you're doing?

If you are identifying, owning, and working with underperformance this week...

...ask these

Is there a task you didn't finish or didn't do well?

Were there any external reasons? Such as no instructions, no supplies?

What were the internal reasons? Such as uncertainty, confusion, doubt?

What skills do you think this task required?

What constructive feedback did your teacher give you?



...and follow up with these

How do you know you didn't do well? From your own perception, from your teacher's feedback, or both?

Do you take responsibility for this?

What do you think it would've taken for you to do better?

Are you interested in getting better at tasks like this, or at the skills they call for? Do they show up in your own future goals or your path to reaching them?

If you want to get better, how/where can you practice them at school or in life?

Is there anything you could do or train on that would help you get better?

If you don't care much about these tasks or these skills and they don't relate to your goals, how do you do them well enough to succeed in this class?

Is anything interfering with your focus or confidence when these tasks come up? How can we try to work through those barriers?

Do you feel comfortable in your class?

Do you feel over-challenged? Under-challenged? Or the right amount?

Do you believe that the work you do has value? Why or why not?

Notes...