

CONVERSATION CARDS FOR MENTORS & STUDENT TEACHERS

Fostering Stronger Relationships and Effective Teaching—One Conversation at a Time



NATIONAL
LOUIS
UNIVERSITY



Northwestern
University

SUPPORTING THE STUDENT TEACHING JOURNEY

Mentoring is a pivotal part of student teacher development—but it's not always easy. Often, mentors and student teachers want different things from their relationship, and those expectations are rarely addressed.

The Challenge:

Mentor teachers tend to focus more on the relational aspect of the relationship, believing that trust and rapport are foundational for effective mentoring. However, student teachers tend to prioritize instructional support, and deeply value clear guidance, constructive feedback, and access to mentors' time, expertise, and practical teaching resources. If these differing perspectives go unaddressed, they can negatively impact the student teacher's satisfaction with the student teaching experience.

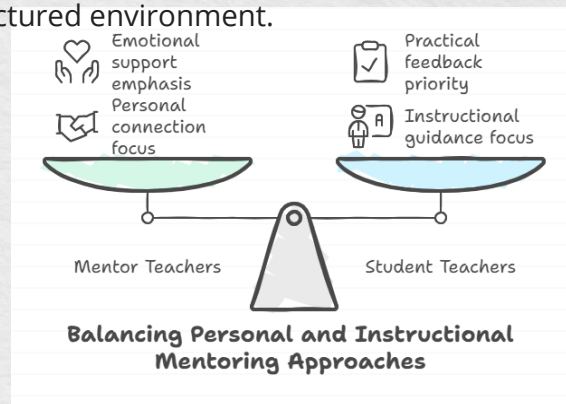
The Goal:

- Facilitate conversations that illuminate and align mentors' and student teachers' unique perspectives and priorities.
- Nurture and sustain a relationship rooted in respect, collaboration, and effective support for the student teachers' development as an educator.

BASED ON RESEARCH, DESIGNED FOR IMPACT

Inspired by the research "[Two Sides of a Coin: Examining Mentor and Student Teacher Relationships During Student Teaching](#),"¹ researchers and designers collaborated with mentors, student teachers, and a student teaching field supervisor to develop conversation cards that are evidence-based and grounded in the real experiences of educators. These cards are intended to:

- Bridge the gap between student teachers' and mentors' expectations,
- Spark conversations that address *both* instructional and relational needs, and
- Support the student teacher's development in a safe, structured environment.



1. Matsko, K., Ko, E., Bressman, S., Mozer, L., & Winter, J. (2023). Two sides of a coin: How mentors and student teachers view relationships in the context of student teaching. *Teacher and Teacher Education*. <https://doi.org/10.1016/j.tate.2023.104139>

SUPPORTING THE STUDENT TEACHING JOURNEY

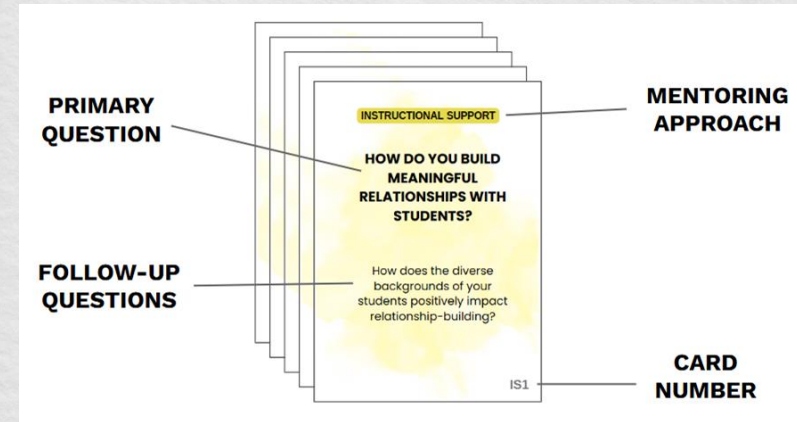
HOW IT WORKS

Each card in the deck is designed to guide conversations around key moments in the mentoring process. The cards are structured based on the beginning, middle, and end of the mentor relationship timeline, ensuring relevance throughout the student teacher's development.

1. As a pair, review the cards and sort them into three groups: (1) cards that you think will support the beginning of your relationship, (2) cards you'd like to discuss throughout your relationship, and (3) cards that you think are best to discuss toward the end of your relationship.
2. Each time you meet, choose a card to discuss based on what kind of support the student teacher needs at that time. You can pick a new card or return to a previous card that has become relevant again.
3. Take turns responding to the prompt(s) on the card. Ask each other follow up questions to have a meaningful conversation about that topic.

CARD LAYOUT

Each card has different cues to help facilitate productive conversations throughout the student teaching experience. To the right, you'll see a "map" of what to expect:



Note that the color corresponds to the mentoring approach:

Personal Connection	Instructional Support
These are exchanges that facilitate strong rapport and emotional support. In these interactions, mentors and student teachers get to know how they show up in their work and their relationship with one another. These conversations may also help mentor teachers identify how to best support their student teachers in times of stress and uncertainty.	These conversations illuminate the student teacher's experiences, skills, and growth areas as a developing educator, and make space for the mentor teacher to offer specific advice and support. The questions cover a wide range of instructional experiences, including planning effective lessons, establishing classroom routines, and managing student behaviors.

Personal Connection Cards

Click on a card to visit the corresponding note-taking slide.

PERSONAL CONNECTION

HOW DO YOU BECOME COMFORTABLE WHEN YOU FIRST ENTER YOUR WORK ENVIRONMENT?

What makes you feel uncomfortable about the building or the people when you first enter?

PC1

PERSONAL CONNECTION

WHAT DO YOU WANT ME TO KNOW ABOUT YOU?

What do you want to know about me?

PC2

PERSONAL CONNECTION

WHAT GOALS DO YOU WANT TO SET FOR OUR TIME TOGETHER?

What does success look like as we pursue these goals together?

PC3

PERSONAL CONNECTION

HOW DO YOU BALANCE PROFESSIONAL GOALS AND YOUR PERSONAL LIFE?

What healthy boundaries make sense to you?

PC4

PERSONAL CONNECTION

WHAT MOTIVATES YOU? WHAT DEMOTIVATES YOU?

How has your motivation changed over time?

PC5

PERSONAL CONNECTION

IN WHAT AGES OR SUBJECTS ARE YOU MOST COMFORTABLE TEACHING AT THIS POINT?

What subjects do you want to become more competent in? What's difficult about teaching those subjects?

PC6

PERSONAL CONNECTION

WHEN DO YOU THINK YOU MIGHT NEED TO SEEK SUPPORT THIS SCHOOL YEAR?

Who can you go to for different types of support?

PC7

PERSONAL CONNECTION

WHAT IS THE BEST WAY FOR ME TO REACH YOU?

What expectations can we share about digital communication? What are our off-hours? When do we expect to hear back from each other?

PC8

PERSONAL CONNECTION

HOW DO YOU HANDLE STRESS WHEN YOU FEEL OVERWHELMED WITH RESPONSIBILITIES?

Think of a recent stressful situation. What's within your sphere of influence that can help you navigate this stress?

PC9

PERSONAL CONNECTION

HOW ARE YOU EXPERIENCING THIS MENTORING RELATIONSHIP NOW THAT WE'RE HALFWAY THROUGH?

What can I improve? What would you like me to start doing? What would you like me to stop doing?

PC10

Personal Connection Cards

Click on a card to visit the corresponding note-taking slide.

PERSONAL CONNECTION

HOW DO YOU THINK ABOUT YOUR OWN IDENTITY IN RELATIONSHIP TO THE STUDENTS?

In what ways do your identities support relationship building with students? How might aspects of your identity get in the way of effective relationship building?

PC11

PERSONAL CONNECTION

**[Write your own
conversation
prompt]**

PC12

PERSONAL CONNECTION

**[Write your
own
conversation
prompt]**

PC13

PERSONAL CONNECTION

**[Write your own
conversation
prompt]**

PC14

PERSONAL CONNECTION

**[Write your own
conversation
prompt]**

PC15

Conversation note

PERSONAL CONNECTION

**HOW DO YOU BECOME
COMFORTABLE WHEN
YOU FIRST ENTER
YOUR WORK
ENVIRONMENT?**

What makes you feel
uncomfortable about the
building or the people
when you first enter?

PC1

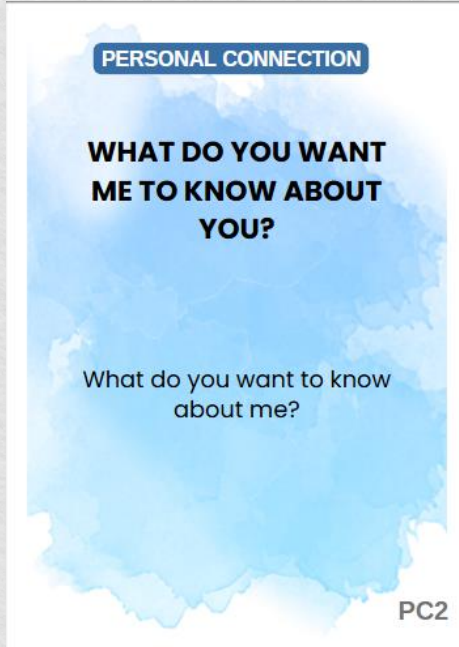
Why do you select this
card?

Reflection

🌿 · Date* · 🌿

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note



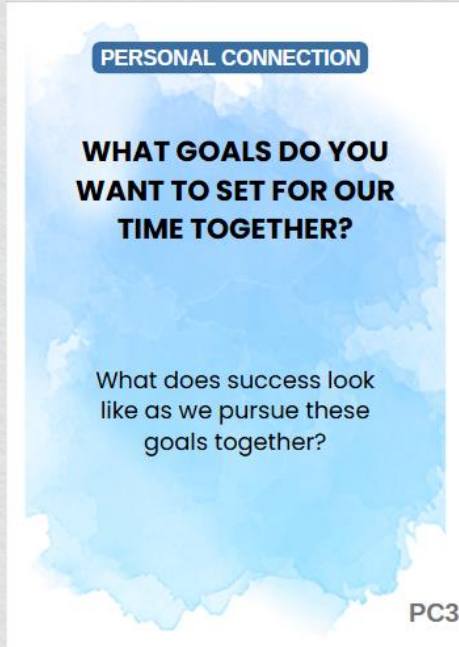
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Conversation note



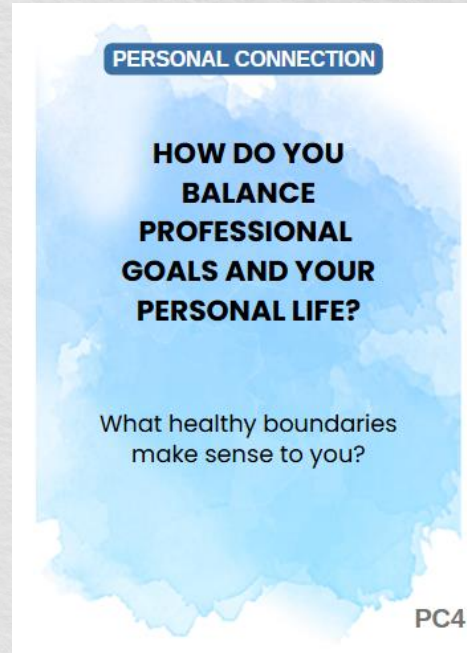
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Conversation note



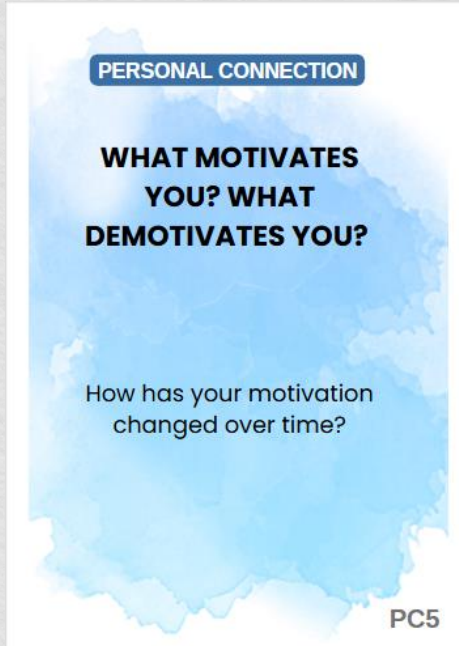
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Conversation note



Why do you select this card?

Reflection

• Date* •

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Conversation note

PERSONAL CONNECTION

**IN WHAT AGES OR
SUBJECTS ARE YOU
MOST COMFORTABLE
TEACHING AT THIS
POINT?**

What subjects do you want
to become more
competent in? What's
difficult about teaching
those subjects?

PC6

Why do you select this
card?

Reflection

• Date* •

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Write down the date when you and your mentor used this card.

Conversation note

PERSONAL CONNECTION

**WHEN DO YOU THINK
YOU MIGHT NEED TO
SEEK SUPPORT THIS
SCHOOL YEAR?**

Who can you go to for
different types of support?

PC7

Why do you select this
card?

Reflection

🌿 · Date* · 🌿

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Write down the date when you and your mentor used this card.

Conversation note

PERSONAL CONNECTION

WHAT IS THE BEST WAY FOR ME TO REACH YOU?

What expectations can we share about digital communication? What are our off-hours? When do we expect to hear back from each other?

PC8

Why do you select this card?

Reflection

• Date* •

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Write down the date when you and your mentor used this card.

Conversation note

PERSONAL CONNECTION

**HOW DO YOU HANDLE
STRESS WHEN YOU FEEL
OVERWHELMED WITH
RESPONSIBILITIES?**

Think of a recent stressful situation. What's within your sphere of influence that can help you navigate this stress?

PC9

Why do you select this card?

Reflection

• Date* •

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Write down the date when you and your mentor used this card.

Conversation note

PERSONAL CONNECTION

**HOW ARE YOU
EXPERIENCING THIS
MENTORING
RELATIONSHIP NOW
THAT WE'RE HALFWAY
THROUGH?**

What can I improve? What
would you like me to start
doing? What would you like
me to stop doing?

PC10

Why do you select this
card?

Reflection

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Conversation note

PERSONAL CONNECTION

HOW DO YOU THINK ABOUT YOUR OWN IDENTITY IN RELATIONSHIP TO THE STUDENTS?

In what ways do your identities support relationship building with students? How might aspects of your identity get in the way of effective relationship building?

PC11

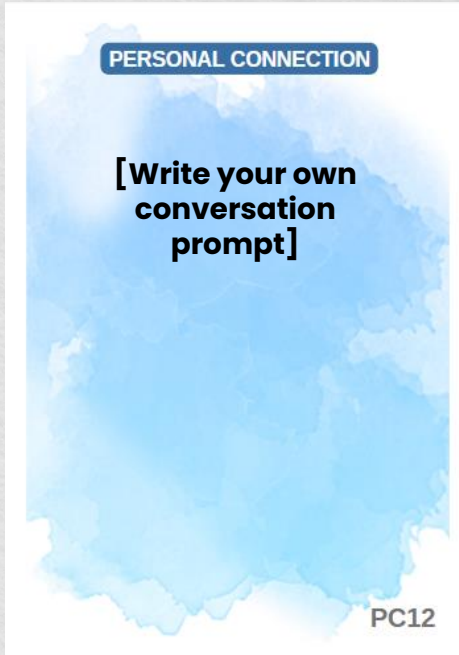
Why do you select this card?

Reflection

• Date* •

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Conversation note



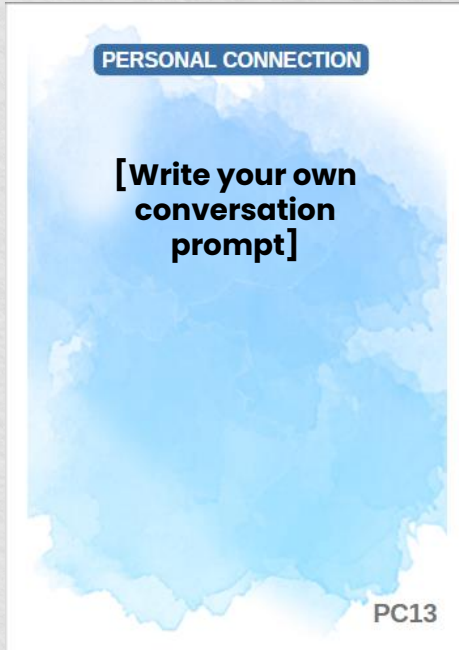
Why do you select this card?

Reflection

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Conversation note



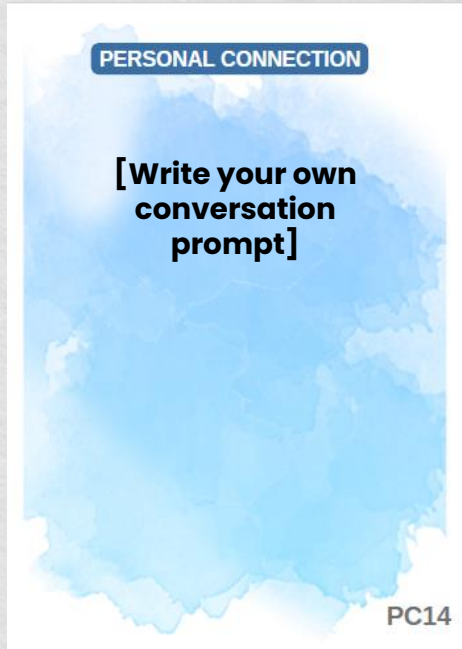
Why do you select this card?

Reflection

🌿 · Date* · 🌿

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Conversation note



Why do you select this card?

Reflection

🌿 · Date* · 🌿

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

PERSONAL CONNECTION

[Write your own
conversation
prompt]

PC15

Why do you select this
card?

Reflection

🌿 · Date* · 🌿

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Instructional Support Cards

Click on a card to visit the corresponding note-taking slide.

INSTRUCTIONAL SUPPORT

HOW DO YOU BUILD MEANINGFUL RELATIONSHIPS WITH STUDENTS?

How does the diverse backgrounds of your students positively impact relationship-building?

IS1

INSTRUCTIONAL SUPPORT

WHAT ARE SOME EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES?

Can you walk me through a strategy and share why you think it's effective?

IS2

INSTRUCTIONAL SUPPORT

WHAT IS MOST IMPORTANT TO YOU IN CLASSROOM MANAGEMENT?

Have there been struggles? How has your approach to management changed?

IS3

INSTRUCTIONAL SUPPORT

WHAT STEPS DO YOU TAKE TO ESTABLISH AND MAINTAIN YOUR CLASSROOM COMMUNITY?

Why did you choose the particular practices that you did?

IS4

INSTRUCTIONAL SUPPORT

WHAT IS YOUR CLASSROOM LAYOUT LIKE?

How does the classroom layout impact the learning environment?

IS5

INSTRUCTIONAL SUPPORT

WHAT RESOURCES OR PUBLICATIONS HAVE HELPED YOU GROW IN YOUR PRACTICE?

What resources do your peers share with one another, and what makes them effective resources?

IS6

INSTRUCTIONAL SUPPORT

WHAT TECHNOLOGY TOOLS DO YOU USE TO ENHANCE STUDENT LEARNING?

What challenges do you face using these tools? How do they help learning happen?

IS7

INSTRUCTIONAL SUPPORT

HOW MANY LESSONS ARE YOU EXPECTED TO TEACH?

As you look through the lesson plans and expectations as a student teacher, where do you think you'll struggle? What plans can we make to address that now?

IS8

INSTRUCTIONAL SUPPORT

WHAT ARE THE BEST TIMES FOR US TO MEET REGULARLY DURING THE WEEK?

What other outside responsibilities do you have right now that might impact your teaching as we work together?

IS9

INSTRUCTIONAL SUPPORT

WHAT IS THE BEST WAY FOR ME TO SHARE LESSON PLANS WITH YOU?

Imagine the most helpful lesson plan you've ever seen—what needs to be on that? How can we improve the lesson plans you've already been given?

IS10

Instructional Support Cards

Click on a card to visit the corresponding note-taking slide.

INSTRUCTIONAL SUPPORT

WHAT KIND OF FEEDBACK IS MOST HELPFUL, AND HOW WOULD YOU LIKE TO RECEIVE IT?

When do you find feedback to be most impactful (immediately after or after some reflection time)?

IS11

INSTRUCTIONAL SUPPORT

HOW DO YOU BUILD MEANINGFUL RELATIONSHIPS WITH STUDENTS' FAMILIES?

How do you ensure regular communication throughout the school year and what precautions should be taken when discussing sensitive topics?

IS12

INSTRUCTIONAL SUPPORT

HOW DO YOU ADVOCATE AND SEEK SUPPORT IN YOUR SCHOOL BUILDING?

Who do you go to for support? What does support from peers and admin look like at its best?

IS13

INSTRUCTIONAL SUPPORT

WHAT ARE YOUR MOST EFFECTIVE STRATEGIES TO MAKE SURE STUDENTS FEEL INCLUDED IN LEARNING?

Describe a time when it seemed like all students felt included in learning. What did you do to make students feel included?

IS14

INSTRUCTIONAL SUPPORT

CAN YOU SHARE SOME EXAMPLES OF WHEN YOU'VE SUCCESSFULLY RESPONDED TO STUDENT BEHAVIOR ISSUES?

What strategies worked? What could you improve?

IS15

INSTRUCTIONAL SUPPORT

HOW DO YOU HANDLE THE VARIOUS WAYS OF COMMUNICATING WITH PARENTS?

What stories can you share when communicating with parents went particularly well? Why was that so?

IS16

INSTRUCTIONAL SUPPORT

WHAT ARE THE VARIOUS IDENTITIES OF YOUR STUDENTS, AND HOW DO THEY CONTRIBUTE TO LEARNING?

How do you adapt your teaching to reflect the various cultural and linguistic identities of your students?

IS17

INSTRUCTIONAL SUPPORT

HOW DO YOU MAKE LESSON PLANNING EFFICIENT, EFFECTIVE, AND FLEXIBLE?

What resources do you use to streamline lesson planning? How do you assess whether a lesson was successful? Can you show me an example of an effective plan?

IS18

INSTRUCTIONAL SUPPORT

HOW DO YOU USE ASSESSMENTS OR STUDENT WORK TO PLAN FOR FUTURE LESSONS?

What specific examples can you share of when student work influenced future lesson planning?

IS19

INSTRUCTIONAL SUPPORT

WHAT ARE SOME OF YOUR MOST EFFECTIVE DIFFERENTIATION STRATEGIES?

How have your students responded to these strategies? What didn't work so well, and what did you learn from that experimentation?

IS20

Instructional Support Cards

Click on a card to visit the corresponding note-taking slide.

INSTRUCTIONAL SUPPORT

WHAT ARE YOUR MOST SUCCESSFUL TEACHING TECHNIQUES?

How can you adapt them for different ages or grade levels? How do you modify them for students with diverse learning needs or abilities?

IS21

INSTRUCTIONAL SUPPORT

HOW DO YOU APPROACH GIVING FEEDBACK TO PEERS AND SUPERVISORS?

What is a story you can share where that feedback was well-received? What happened to make that true?

IS22

INSTRUCTIONAL SUPPORT

HOW DO YOU EFFECTIVELY CLOSE OUT THE SCHOOL YEAR WITH YOUR CLASS IN PREPARATION FOR THE NEW SCHOOL YEAR?

What have you seen from peers that seems particularly effective?

IS23

INSTRUCTIONAL SUPPORT

HOW DO YOU HANDLE DIFFICULT CONVERSATIONS WITH PARENTS AND COLLEAGUES?

How do you prepare in advance? Are there techniques that you use to maintain positive relationships during difficult conversations?

IS24

INSTRUCTIONAL SUPPORT

HOW DO YOU APPROACH LONG-TERM PLANNING FOR YOUR CLASS?

What is an example of successful long-term planning? How do you adapt and shift what you've planned when you're in the live setting of the classroom?

IS25

INSTRUCTIONAL SUPPORT

HOW DO YOU RESPOND WHEN A SCHOOL POLICY SEEMS AT ODDS WITH STUDENT EXPERIENCE IN THE CLASSROOM?

Do you know who to talk to when you have a classroom-related need?

IS26

INSTRUCTIONAL SUPPORT

HOW HAS YOUR CLASSROOM COMMUNITY EVOLVED DURING YOUR TEACHING?

In what ways has it continued in the way you planned? How has it changed?

IS27

INSTRUCTIONAL SUPPORT

WHAT SUPPORTS HAVE YOU LEARNED YOU NEED SO YOU CAN BE A MORE EFFECTIVE TEACHER?

What does advocating for yourself look like after this mentoring relationship has completed?

IS28

INSTRUCTIONAL SUPPORT

HOW WAS IT TO PURSUE YOUR PROFESSIONAL GOALS DURING OUR TIME TOGETHER?

What challenges do you face? What surprised you? What went well?

IS29

INSTRUCTIONAL SUPPORT

WHAT STRATEGIES OR ROUTINES DO YOU USE TO BEGIN THE SCHOOL YEAR?

What are your priorities at the beginning of the school year? How do you establish routines and strategies with students?

IS30

Instructional Support Cards

Click on a card to visit the corresponding note-taking slide.

INSTRUCTIONAL SUPPORT

WHAT ARE YOUR BEST STRATEGIES FOR COMMUNICATING WITH PARENTS?

Do you use different strategies depending on what you need to communicate to parents? Why or why not?

IS31

INSTRUCTIONAL SUPPORT

HOW DO YOU KNOW WHEN TO ASK YOUR SUPERVISOR OR ADMINISTRATOR FOR HELP?

Is there anything that makes it harder or easier to ask for help?

IS32

INSTRUCTIONAL SUPPORT

WHAT SKILLS OR STRATEGIES WOULD BE HELPFUL FOR ME TO MODEL FOR YOU?

How would you like to debrief afterwards? Does the debriefing process change when the mentor was the model versus when the student teacher was the model?

IS33

INSTRUCTIONAL SUPPORT

WHAT ACTIVITIES, CONTENT, OR GRADES ARE YOU MOST COMFORTABLE TEACHING AT THIS POINT?

In what areas do you feel like you need more support? What kind of support would you need to become more comfortable in those areas?

IS34

INSTRUCTIONAL SUPPORT

[Write your own conversation prompt]

IS35

INSTRUCTIONAL SUPPORT

[Write your own conversation prompt]

IS36

INSTRUCTIONAL SUPPORT

[Write your own conversation prompt]

IS37

Conversation note

INSTRUCTIONAL SUPPORT

HOW DO YOU BUILD MEANINGFUL RELATIONSHIPS WITH STUDENTS?

How does the diverse
backgrounds of your
students positively impact
relationship-building?

IS1

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**WHAT ARE SOME
EFFECTIVE
CLASSROOM
MANAGEMENT
STRATEGIES?**

Can you walk me through
a strategy and share why
you think it's effective?

IS2

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**WHAT IS MOST
IMPORTANT TO YOU IN
CLASSROOM
MANAGEMENT?**

Have there been struggles?
How has your approach to
management changed?

IS3

Why do you select this
card?

Reflection

🌿 · Date* · 🌿

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**WHAT STEPS DO YOU
TAKE TO ESTABLISH
AND MAINTAIN YOUR
CLASSROOM
COMMUNITY?**

Why did you choose the
particular practices that
you did?

IS4

Why do you select this
card?

Reflection

🌿 · Date* · 🌿

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**WHAT IS YOUR
CLASSROOM LAYOUT
LIKE?**

How does the classroom
layout impact the learning
environment?

IS5

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

WHAT RESOURCES OR PUBLICATIONS HAVE HELPED YOU GROW IN YOUR PRACTICE?

What resources do your peers share with one another, and what makes them effective resources?

IS6

• Date* •

Why do you select this card?

Reflection

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

WHAT TECHNOLOGY TOOLS DO YOU USE TO ENHANCE STUDENT LEARNING?

What challenges do you
face using these tools?
How do they help learning
happen?

IS7

Why do you select this
card?

Reflection

🌿 · Date* · 🌿

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Conversation note

INSTRUCTIONAL SUPPORT

HOW MANY LESSONS ARE YOU EXPECTED TO TEACH?

As you look through the lesson plans and expectations as a student teacher, where do you think you'll struggle? What plans can we make to address that now?

IS8

Why do you select this card?

Reflection

• Date* •

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**WHAT ARE THE BEST
TIMES FOR US TO MEET
REGULARLY DURING
THE WEEK?**

What other outside
responsibilities do you
have right now that might
impact your teaching as
we work together?

IS9

Why do you select this
card?

Reflection

🌿 · Date* · 🌿

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Conversation note

INSTRUCTIONAL SUPPORT

WHAT IS THE BEST WAY FOR ME TO SHARE LESSON PLANS WITH YOU?

Imagine the most helpful lesson plan you've ever seen—what needs to be on that? How can we improve the lesson plans you've already been given?

IS10

🌿 · Date* · 🌿

Why do you select this card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

**WHAT KIND OF
FEEDBACK IS MOST
HELPFUL, AND HOW
WOULD YOU LIKE TO
RECEIVE IT?**

When do you find feedback
to be most impactful
(immediately after or after
some reflection time)?

IS11

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

HOW DO YOU BUILD MEANINGFUL RELATIONSHIPS WITH STUDENTS' FAMILIES?

How do you ensure regular communication throughout the school year and what precautions should be taken when discussing sensitive topics?

IS12

🌿 · Date* · 🌿

Why do you select this card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

**HOW DO YOU
ADVOCATE AND SEEK
SUPPORT IN YOUR
SCHOOL BUILDING?**

Who do you go to for support? What does support from peers and admin look like at its best?

IS13

🌿 · Date* · 🌿

Why do you select this card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

**WHAT ARE YOUR
MOST EFFECTIVE
STRATEGIES TO MAKE
SURE STUDENTS
FEEL INCLUDED IN
LEARNING?**

Describe a time when it
seemed like all students
felt included in learning.
What did you do to make
students feel included?

IS14

Why do you select this
card?

Reflection

• Date* •

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Conversation note

INSTRUCTIONAL SUPPORT

**CAN YOU SHARE SOME
EXAMPLES OF WHEN
YOU'VE
SUCCESSFULLY
RESPONDED TO
STUDENT BEHAVIOR
ISSUES?**

What strategies worked?
What could you improve?

IS15

Why do you select this
card?

Reflection

• Date* •

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Conversation note

INSTRUCTIONAL SUPPORT

HOW DO YOU HANDLE THE VARIOUS WAYS OF COMMUNICATING WITH PARENTS?

What stories can you share
when communicating with
parents went particularly
well? Why was that so?

IS16

• Date* •

Why do you select this
card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

WHAT ARE THE VARIOUS IDENTITIES OF YOUR STUDENTS, AND HOW DO THEY CONTRIBUTE TO LEARNING?

How do you adapt your teaching to reflect the various cultural and linguistic identities of your students?

IS17

🌿 · Date* · 🌿

Why do you select this card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

HOW DO YOU MAKE LESSON PLANNING EFFICIENT, EFFECTIVE, AND FLEXIBLE?

What resources do you use to streamline lesson planning? How do you assess whether a lesson was successful? Can you show me an example of an effective plan?

IS18

• Date* •

Why do you select this card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

HOW DO YOU USE ASSESSMENTS OR STUDENT WORK TO PLAN FOR FUTURE LESSONS?

What specific examples
can you share of when
student work influenced
future lesson planning?

IS19

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

WHAT ARE SOME OF YOUR MOST EFFECTIVE DIFFERENTIATION STRATEGIES?

How have your students responded to these strategies? What didn't work so well, and what did you learn from that experimentation?

IS20

• Date* •

Why do you select this card?

Reflection

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

WHAT ARE YOUR MOST SUCCESSFUL TEACHING TECHNIQUES?

How can you adapt them
for different ages or grade
levels? How do you modify
them for students with
diverse learning
needs or abilities?

IS21

Why do you select this
card?

Reflection

🌿 · Date* · 🌿

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

HOW DO YOU APPROACH GIVING FEEDBACK TO PEERS AND SUPERVISORS?

What is a story you can share where that feedback was well-received? What happened to make that true?

IS22

Why do you select this card?

Reflection

🌿 · Date* · 🌿

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Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**HOW DO YOU
EFFECTIVELY CLOSE
OUT THE SCHOOL YEAR
WITH YOUR CLASS IN
PREPARATION FOR THE
NEW SCHOOL YEAR?**

What have you seen from
peers that seems
particularly effective?

IS23

Why do you select this
card?

Reflection

• Date* •

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Conversation note

INSTRUCTIONAL SUPPORT

HOW DO YOU HANDLE DIFFICULT CONVERSATIONS WITH PARENTS AND COLLEAGUES?

How do you prepare in advance? Are there techniques that you use to maintain positive relationships during difficult conversations?

IS24

Why do you select this card?

Reflection

🌿 · Date* · 🌿

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Conversation note

INSTRUCTIONAL SUPPORT

HOW DO YOU APPROACH LONG-TERM PLANNING FOR YOUR CLASS?

What is an example of successful long-term planning? How do you adapt and shift what you've planned when you're in the live setting of the classroom?

IS25

🌿 · Date* · 🌿

Why do you select this card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

**HOW DO YOU
RESPOND WHEN A
SCHOOL POLICY
SEEMS AT ODDS WITH
STUDENT EXPERIENCE
IN THE CLASSROOM?**

Do you know who to talk to
when you have a
classroom-related need?

IS26

Why do you select this
card?

Reflection

• Date* •

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**HOW HAS YOUR
CLASSROOM
COMMUNITY EVOLVED
DURING YOUR
TEACHING?**

In what ways has it
continued in the way you
planned? How has it
changed?

IS27

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

**WHAT SUPPORTS
HAVE YOU LEARNED
YOU NEED SO YOU
CAN BE A MORE
EFFECTIVE TEACHER?**

What does advocating for
yourself look like after this
mentoring relationship has
completed?

IS28

🌿 · Date* · 🌿

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Reflection

Conversation note

INSTRUCTIONAL SUPPORT

**HOW WAS IT TO
PURSUE YOUR
PROFESSIONAL GOALS
DURING OUR TIME
TOGETHER?**

What challenges do you
face? What surprised you?
What went well?

IS29

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

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Conversation note

INSTRUCTIONAL SUPPORT

WHAT STRATEGIES OR ROUTINES DO YOU USE TO BEGIN THE SCHOOL YEAR?

What are your priorities at the beginning of the school year? How do you establish routines and strategies with students?

IS30

Why do you select this card?

Reflection

🌿 · Date* · 🌿

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Conversation note

INSTRUCTIONAL SUPPORT

WHAT ARE YOUR BEST STRATEGIES FOR COMMUNICATING WITH PARENTS?

Do you use different strategies depending on what you need to communicate to parents? Why or why not?

IS31

🌿 · Date* · 🌿

Why do you select this card?

Reflection

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**HOW DO YOU KNOW
WHEN TO ASK YOUR
SUPERVISOR OR
ADMINISTRATOR FOR
HELP?**

Is there anything that
makes it harder or easier to
ask for help?

IS32

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**WHAT SKILLS OR
STRATEGIES WOULD BE
HELPFUL FOR ME TO
MODEL FOR YOU?**

How would you like to debrief afterwards? Does the debriefing process change when the mentor was the model versus when the student teacher was the model?

IS33

• Date* •

Why do you select this card?

Reflection

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

**WHAT ACTIVITIES,
CONTENT, OR GRADES
ARE YOU MOST
COMFORTABLE
TEACHING AT THIS
POINT?**

In what areas do you feel
like you need more
support? What kind of
support would you need to
become more comfortable
in those areas?

IS34

Why do you select this
card?

Reflection

• Date* •

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

[Write your own
conversation
prompt]

IS35

🌿 · Date* · 🌿

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Reflection

Conversation note

INSTRUCTIONAL SUPPORT

[Write your own
conversation
prompt]

IS36

🌿 · Date* · 🌿

Why do you select this
card?

Reflection

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Conversation note

INSTRUCTIONAL SUPPORT

[Write your own
conversation
prompt]

IS37

🌿 · Date* · 🌿

*You can use the same card more than once during your field experience.
Write down the date when you and your mentor used this card.

Reflection

ATTRIBUTION

This product was developed by CREATED Fellows Heather Poppard, M.Ed, Research and Practice Associate at Search Institute; and Diane Hsieh, Ph.D., Research Scientist at Search Institute. They worked with Carolyn Hammerschmidt, Ed.D, Research Associate III at the Center for Research in Education and Social Policy (CRESP) at the University of Delaware; Mary Sue Smith, Field Supervisor for National Louis University; Alyson Schlauder, Teacher at Fairview District 72; and Kate Philip, Teacher at Start Early.

The team also included the following researchers whose research in "[Two sides of a coin: Examining mentor and student teacher relationships during student teaching](#)" informed this resource: Kavita Kapadia Matsko, Associate Professor and Associate Dean for Teacher Education for Northwestern University School of Education and Social Policy; Eun Kyung Ko, Associate Professor at National Louis University; and Lisa Mozer, Executive Director of Field Experience & PK-12 Partnerships for National Louis University. The graphic design and card development was by Michael Wright, Senior Learning Experience Manager at Search Institute.

Support for this resource was provided through the CREATED initiative of the [Center for Research Use in Education](#), University of Delaware. For more on the co-design process used by the team, please visit [CREATED's Co-Design Toolkit](#). This resource is under a Creative Commons (CC) License.