

**Collaborative Discussion Guide** {with OSU evaluation}

Teacher (who is sharing): \_\_\_\_\_

Mentor (who is guiding/recording): \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Date: \_\_\_\_\_

<b>What's Working:</b>	<b>Current Focus ~ Challenges ~ Areas for Growth:</b>
<b>Evidence/Data:</b>	<b>Evidence/Data:</b>
<b>Teacher Candidate Next Steps:</b>	<b>Mentoring Teacher Next Steps:</b>

Next Meeting Date: \_\_\_\_\_

Focus: \_\_\_\_\_

**Domains from the [OSU Observation Rubric 24-26 Cohort](#):** (Feel free to use these to guide conversations about what is working and areas for growth. Perhaps focus on one or two at a time. And/or consider the OSU [Profession Dispositions Evaluation 24-26 Cohort](#) (this might be a good place to start for September-October)).

<u><b>Planning</b></u>	<u><b>Instruction</b></u>	<u><b>Classroom Management</b></u>	<u><b>Language</b></u>	<u><b>Assessment</b></u>
1. How well did the candidate <b>prepare</b> for the lesson? 2. What were the <b>instructional objectives</b> for the lesson? 3. How well does the candidate know each of the students and each student's growth?	1. How did the candidate demonstrate <b>understanding in the content</b> area? 2. How did the candidate <b>open</b> the lesson? 3. What kind of <b>questions</b> did the candidate ask and how did they engage learners? 4. Were <b>learners engaged</b> during the lesson? 5. What <b>supports</b> were given for <b>targeted learners</b> {IEP, 504, ELL}?	1. How did the candidate <b>manage the classroom</b> ? 2. What is the candidate's <b>teacher awareness/presence</b> ? 3. How does the candidate guarantee <b>equity</b> in the classroom?	1. What attention was given to supporting students' use of <b>academic vocabulary, language functions, syntax and discourse</b> related to the content?	1. What <b>evidence</b> did the candidate have that the <b>instructional objectives were met</b> ? 2. What kind of <b>formative feedback</b> did the candidate give the learners during this lesson?

## Collaborative Assessment Log {Emotional Resilience Check In}

(We developed this version to guide broader conversations, feel free to use the version that best suits your needs)

Teacher (who is sharing): \_\_\_\_\_

Mentor (who is guiding/recording): \_\_\_\_\_

What is working well?	What concerns, challenges, or current focus do you have?
What steps can you take to overcome these concerns or challenges?	How can the mentor who is guiding this conversation today help you?
<b>Emotional Resilience Check In</b> (What do you do to recharge--how are you recovering from the mental taxation of teaching and school? Name something you have intentionally stopped doing to avoid over committing yourself or something you are doing to care for yourself? What support/accountability might be helpful?)	

Next Meeting Date: \_\_\_\_\_

Focus: \_\_\_\_\_

### Additional Resources for Considering Resilience:

- [Habits and Disposition of Emotionally Resilient Educators: Month-to-Month](#), From Onward: Cultivating Emotional Resilience in Educators, by Elena Aguilar (Jossey-Bass, 2018).
- [10 Ways to Build Resilience--Strengths-based Approach](#), Adapted from American Psychological Association