Collaborative Discussion Guide {OSU Guidance for Classroom Instructional Practice}

Teacher (who is sharing/reflecting):_____ **Mentor (who is guiding/recording):**_____

Grade Level/Subject Area:_____ **Date:**_____

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

Next Meeting Date: _____ **Focus:**_____

Domains from the OSU Observation Rubric 26-27 (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 26-27 (this might be a good place to start for September-October)).

Purpose	**Student Engagement**	**Curriculum & Pedagogy**	**Assessment**	**Classroom Environment & Culture**
1. Lessons are clearly linked to previous and future lessons. 2. Teacher displays and states the learning target(s) once during the lesson and checks for student understanding of the learning target(s) 3. See rubric for more	1. Teacher asks higher-level questions to probe and deepen student understanding or uncover misconceptions. 2. Teacher provides opportunities and strategies for students to take ownership of their learning. Locus of control is primarily with teacher. 3. See rubric for more	1. Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit. 2. Teacher uses multiple strategies to differentiate for individual learning strengths and needs. 3. See rubric for more	1. Assessment tasks allow students to demonstrate learning. 2. See rubric for more	1. The resources, materials and technology in the classroom are organized and relate to the content or current unit and are accessible to all students. 2. Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. 3. See rubric for more

Based on models of Cognitive Coaching from Costa and Garmston, Collaborative Coaching from West Ed, and Appreciative Inquiry from https://appreciativeinquiry.champlain.edu/ as adapted by TeachOntario Canada in Mentoring for All, and New Teacher Center CAL, 2016

Collaborative Discussion Guide {Classroom Social Emotional Competency 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's Working:	**Current Focus ~ Challenges ~ Areas for Growth:**
Evidence/Data:	**Evidence/Data:**
What steps can you take to overcome these concerns or challenges?	**How can the mentor who is guiding this conversation today help you?**

Next Meeting Date: _____ **Focus:**_____

Domains from the Social, Emotional, and Cultural Anchor Competencies Framework from Center for Reaching and Teaching the Whole Child						
Build trusting relationships See Framework for Example Teacher Moves	**Foster self-reflection** See Framework for Example Teacher Moves	**Foster Growth Mindset** See Framework for Example Teacher Moves	**Cultivate Perseverance** See Framework for Example Teacher Moves	**Create Community** See Framework for Example Teacher Moves	**Promote collaborative learning** See Framework for Example Teacher Moves	**Respond constructively across differences** See Framework for Example Teacher Moves

NOTE: For additional examples, see interactive Framework on CRTWC's Website (scroll down)

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Collaborative Discussion Guide {Emotional Resilience Check In for Teacher Candidate}

(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 for you as a teacher candidate?	**What concerns, challenges, or current focus do you have as a teacher candidate?**
What steps can you take to overcome these concerns or challenges?	**How can the mentor who is guiding this conversation today help you?**
Emotional Resilience Check In *(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*

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