|  |  |  |
| --- | --- | --- |
| Strengths | Opportunities for Growth | Challenges/Obstacles |
| Creative, safe, comfortable learning environments | Some lessons such as vocabulary are not very engaging (How can we find engagement in lessons that are not very exciting?) | Money |
| Monitoring progress of learning in effort and accuracy | Wait time for feedback | Cameras |
| Building relationships with students based on honesty, fairness, and flexibility | Higher level of questioning | Consent forms |
| Student engagement | Accountability | Taking all 4 components vs 1 or 2 at a time |
| Student-centered learning | Curriculum does not really align with what we need the video to show |  |
| Environment in which students are willing to take risks in learning |  |  |
| What specific evidence can you describe to show that you have that safe environment that encourages risk taking?How can you turn those less than exciting lessons into constructive play or exploration? Is it really student-centered if they are not engaged? How can you reassure yourself that this is an investment in yourself? You will be a better teacher for it, and the supplement more than covers the expense.  | Questions to ponder:What shows in your classroom instruction that you have built those relationships with students?How can you be intentional in allowing that wait time? If you simply don’t give the students the answers, won’t they eventually take that risk and try instead of sitting in awkward silence?What are your resources for cameras and microphones? You each have a person at your school, but Dr. Wilson also has a camera that he can check out to your school. | In what ways does monitoring your students’ effort and accuracy inform your instruction? Be specific.Can you gradually increase the level of questioning so that by the time you videotape, your students are working and thinking at that higher level?In what creative ways can you encourage your students to return those consent forms?  |

EXAMPLE FOR FACILITATOR

Identified Strengths, Opportunities for Growth, and Obstacles to Remove

THIS IS AN EXAMPLE. THE LISTED STEGNTHS, OPPORTUNITIES, CHALLENGES WERE SHARED DURING A SESSION WITH A COHORT. THE FACILITATOR CREATED THE CHART AFTER THE MEETING AND WROTE QUESTIONS FOR THEM TO PONDER. THIS WAS SHARED VIA EMAIL AFTER THE MEETING.