

School District 148
Induction/Mentor Program Year 1
Reflection Activity #1

Goal

- To help the participating teacher understand and complete the professional responsibility of reflection
- To help the participating understand components 2C and 2D of the Danielson Framework for Teaching
- To provide the participating teacher with a mentor's feedback on the reflection process

Purpose

- To help the participating teacher recognize the need for reflection.
- To help the participating teacher revisit the rules and procedure sheets from the IMP orientation, specifically checklist #3, and to reflect using the Danielson Framework for Teaching.
- To serve as a program evaluation instrument to assess mentor/ participating teacher interactions.

Procedure: 1) Participating teacher completes reflection form. For the section on artifacts, a summary/description of the artifact is all that is required.
 2) Participating teacher gives reflection to mentor for review
 3) Mentor and participating teacher meet to discuss reflection

Timeline: Participating teacher completes reflection activity.	30 minutes
Mentor reviews participating reflection	
Meeting with mentor to discuss reflection	60 minutes

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Participating Teacher _____

Mentor Teacher _____ Date _____

Revisit the rules and procedure sheet you completed at the orientation, specifically checklist #3. Include a copy here.

Reflect on checklist #3 and compare it to the current conditions in your classroom. Briefly, describe the current conditions and compare them to your original expectations.

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Using the Danielson Framework for Teaching, complete a self-assessment of your ability to manage classroom procedures and student behavior. Underline or circle all parts of the rubric that apply. After each assessment, describe three pieces of evidence that support your placement on the rubric.

	Unsatisfactory	Basic	Proficient	Distinguished
2C – Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member

Evidence
Artifact #1
Artifact #2
Artifact #3

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	Unsatisfactory	Basic	Proficient	Distinguished
2D – Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior	Positive behavior is modeled by the teacher and occasionally taught explicitly	Students display positive behaviors, which are modeled by the teacher and reinforced to promote reflection and recalibration rather than compliance	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community

Evidence
Artifact #1
Artifact #2
Artifact #3

