

Mentor Learning Community New Teacher Self- Assessment Sample – Domain 2

Using the Updated Danielson FFT rubric, a new teacher has completed a self-assessment

	Unsatisfactory	Basic	Proficient	Distinguished
2A – Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict	Learning environments are partially characterized by caring and respectful interactions	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated	Students play an active role in creating learning environments characterized by a sense of community where each member feels safe valued and connected

Evidence
Artifact #1 I use respectful language like “please” and “thank you when addressing my students
Artifact #2 Some of my students use profanity when addressing me and other students
Artifact #3 Some students do not speak kindly to one another and always seem ready to fight

	Unsatisfactory	Basic	Proficient	Distinguished
2B – Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development	The culture of the class is somewhat conducive to learning and development	The culture of the class is characterized by high expectations and supports students’ learning and development	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.

Evidence
Artifact #1 I always tell students to do their best
Artifact #2 I always tell students they will use this later in high school
Artifact #3 I support my students

	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 I have established procedures and routines in my classroom
Artifact #2 Students have learned the procedure of my classroom
Artifact #3 Students follow the routines in my classroom

	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 I use language appropriate for school when speaking with students and other adults
Artifact #2 I taught students how to work in groups
Artifact #3 Some students cannot work with other students in a team so I put them on separate teams

	Unsatisfactory	Basic	Proficient	Distinguished
2E – Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development	The learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative joyful spaces for all to learn and grow

Evidence
Artifact #1 I have a calming corner
Artifact #2 I asked students where they wanted or needed to sit in the classroom and made the seating chart based on their recommendations
Artifact #3 I have changed the seating chart three times so far this year

School District 148
Induction/Mentor Program Year 1
PROFESSIONAL DEVELOPMENT ACTION PLAN YEAR 1 – SAMPLE

Focus Goal: (Describe in your own words your area of concentration for professional growth)

I want the students in my room to talk nicely to one another

Using the Danielson Framework Continuum, please note:

Standard #(s)	Element(s)	Beginning ranking
<u>2</u>	<u>A</u>	<u>Basic</u>

Possible Activities:

- Arrange an observation of a veteran teacher's classroom to observe their methods of student conversations. Record my findings and discuss ways to implement in my classroom with my mentor
- Read the Danielson Framework on 2A: Cultivating Respectful & Affirming Environments. Focus on the critical attributes and the possible examples. Discuss how to implement with my mentor
- Develop an interest inventory with my mentor to gather information on student perceptions of respect and rapport. Discuss the results with my mentor

Assessment of Goal : (due TBD)

I will meet with my mentor to discuss the next self-assessment

Using the Danielson Framework Continuum, please note:

Ending ranking _____