

School District 148
Induction/Mentor Program Year 2
Reflection Activity #3

Goal

- To help the participating teacher understand and complete the professional responsibility of reflection.
- To help the participating understand component 3B 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 use questioning and discussion techniques
- To serve as a program evaluation instrument to assess mentor/ participating teacher interactions.

- Procedure:
- 1) Participating teacher completes reflection form
 - 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 | 30 minutes |
| Meeting with mentor to discuss reflection | 30 minutes |

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Participating Teacher _____

Mentor Teacher _____ Date _____

Revisit the Assessing Student Work activity you completed earlier this year.

Reflect on the student work and the differentiated instruction you provided to the three groups. Briefly, describe the way you asked questions and led discussions at the three different levels.

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Using the Danielson Framework for Teaching, complete a self-assessment of your ability to use questioning and discussion techniques. Underline or circle all parts of the rubric that apply. After the assessment, describe three pieces of evidence that support your placement on the rubric.

	Unsatisfactory	Basic	Proficient	Distinguished
3B - Using Questioning and Discussion Techniques	Questioning and discussion are absent, low-level, or do not support learning and development	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection

Evidence
Artifact #1
Artifact #2
Artifact #3

