

School District 148
Induction/Mentor Program Year 2
Reflection Activity #4

Goal

- To help the participating teacher understand and complete the professional responsibility of reflection.
- To help the participating understand component 4E and 4F 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 understand the importance of growing and developing professionally and showing professionalism.
- 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:
- | | |
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| 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 _____

Reflect on the professional development you have received this year. Briefly, describe the professional development you have attended and how it has impacted your teaching.

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Using the Danielson Framework for Teaching, complete a self-assessment of your ability to grow and develop professionally. 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
4E - Growing and Developing Professionally	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation

Evidence
Artifact #1
Artifact #2
Artifact #3

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Participating Teacher _____

Mentor Teacher _____ Date _____

Accomplished teachers demonstrate a commitment to the success of all students by acting ethically and taking deliberate action on their behalf. They have a strong moral compass and are guided by the best interests of each student. They display this commitment in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources that may extend beyond the classroom. Seeking greater flexibility in how school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment when current policies or procedures are out of line with community values or have not served students equitably.

Promoting excellence means not only that teachers focus on best practices and their ongoing learning and development, but it also means that they recognize and call attention to practices that are not supportive of learning and development for any student. When even one student feels unsafe or excluded from the learning community, does not have the support they need to meet the outcomes, feels their self-confidence shaken or their love of learning stifled, excellent teachers work to address these issues and make excellence possible for each student. They view the cultures and identities of students as assets rather than deficits and hold high expectations for them all. They act out of a firm commitment to the idea that excellence only for some is not excellence at all.

In many ways, distinguished practice in all of the previous components of the Framework for Teaching is the best evidence of distinguished practice in this component. Ultimately, it reflects the ideal that teaching is work that matters. It requires critical thinking, curiosity, courage, autonomy, resourcefulness, gratitude, and compassion. Above all it requires the wisdom to make decisions in the best interest of students, especially in challenging situations.
(Danielson FFT 4F)

Reflect on your acting in service of students. Briefly describe what you recall.

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Using the Danielson Framework for Teaching, complete a self-assessment of your professionalism. 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
4F - Acting in Service of Students	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision making that honors the inherent worth and dignity of each and every student and prioritizes their needs

Evidence
Artifact #1
Artifact #2
Artifact #3

