

School District 148
Induction/Mentor Program Year 1
Reflection Activity #4

Goal

- To help the participating teacher understand and complete the professional responsibility of reflection
- To help the participating understand component 4E 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 how to grow and develop professionally
- 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 |

School District 148
Induction/Mentor Program Year 1
Reflection Activity #4

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.

School District 148
Induction/Mentor Program Year 1
Reflection Activity #4

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

