

School District 148
Induction/Mentor Program Year 2
Reflection Activity #1

Goal

- To help the participating teacher understand and complete the professional responsibility of reflection
- To help the participating understand components 2A and 2B of the Charlotte Danielson Framework
- 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 respect and rapport, along with establishing a culture for learning in the classroom
- 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 _____

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students (Danielson, 2A).

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work (Danielson, 2B).

Briefly, describe the current conditions in your classroom with regards to respect and rapport, along with establishing a culture for learning.

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Using the Danielson rubric, complete a self-assessment of your ability to create an environment of respect and rapport, along with establishing a culture for learning. 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
2A – Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Evidence
Artifact #1
Artifact #2
Artifact #3

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	Unsatisfactory	Basic	Proficient	Distinguished
2B – Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

Evidence
Artifact #1
Artifact #2
Artifact #3

