

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 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 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 Framework for Teaching, 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 – 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
Artifact #2
Artifact #3

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	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
Artifact #2
Artifact #3

