

Danielson Framework Domain 4 – Reflective Prompts Completed by the Teacher Candidate during Student Teaching

It is your responsibility, as the Teacher Candidate, to provide evidence of meeting the expectations of Domain Four and its components (4a, 4b, 4c, 4d, 4e, and 4f) before the completion of student teaching. Evidence will be in the form of a written reflection as you review the expectations listed below and outlined in the Danielson Framework. It is encouraged, but not required, that you upload artifacts, if appropriate, to support your reflective narratives. University Supervisors will rate each item below using the criteria outlined in the Danielson Framework Domain 4 only.

It is suggested, once you have sufficient and appropriate information, that you begin writing your reflective narratives for each component below. The prompts are in both your first and second half student teaching binders. Please write your narrative and upload any supporting documentation in the appropriate half.

4a: Reflecting on Teaching

Teachers reflect on their practice through a self-analysis, examine student informal and formal outcome data, and conversations with others (parents, students, colleagues). To complete this task, you should consider your experience during student teaching on having a positive impact on student learning and developing a positive relationship with colleagues, parents, etc.

Although not required, you can use the following prompts as a guide as you write your narrative:

- What were some challenges you encountered in developing positive relationships with students, families, and colleagues? How did you overcome those challenges? What will you do differently to improve in this area?
- What would you do differently when planning learning experiences (lesson plans, interventions, etc.) to support student learning outcomes?

4b: Maintaining Accurate Records

An essential responsibility of educators is keeping accurate records of both instructional (student records) and non-instructional events (lunch forms, permission slips, etc.). During student teaching, consider ways you maintained records.

Although not required, you can use the following prompts as a guide as you write your narrative:

- Describe a process (steps) you used to record students' progress toward the learning target (SLO process may be helpful to consider when responding to this prompt).
- What process did you use to communicate to students about their progress (e.g., during any assessment administered or homework grades)? How did you maintain confidentiality?
- Describe a process you used to maintain accurate records of non-instructional activities.

4c: Communicating with Families

Educators have the responsibility to provide opportunities for families to understand their child's academic progress. Effective communication is one way to establish a positive relationship with families.

Although not required, you can use the following prompts as a guide as you write your narrative:

- How did you develop and maintain a positive professional relationship with families?
- What did you do to communicate with families about the progress of their child? What did you have to consider before communicating with families?
- Describe some of the challenges or perceived challenges you experienced when working with families to support the growth and development of their child. What strategies did you use to try to overcome those challenges? Were they successful? If yes, why? If not, what would you do differently?

4d: Participating in the Professional Community

It is critical that teachers work collaboratively to plan, share, and address issues to not only improve teaching and learning, but to develop their ability to be an active participant within the professional community. In this section, you should consider in what ways you have developed your ability to participate as part of the professional community. This may include working with your University Supervisor or Mentor Teacher to plan lessons; problem solve issues or concerns, etc. Eventually, this should include participating in activities beyond your classroom such as volunteering to serve on committees or to assist with other organizations/school events.

Although not required, you can use the following prompts as a guide as you write your narrative:

- Describe your role in your school as a professional learning community.
- What evidence supports your ability to participate in activities beyond the classroom? Describe those experiences and how they relate to your ability to participate as part of the professional community.
- What opportunities did you have to share classroom research and successes with your colleagues?
- How did you contribute to the school's mission and vision? In essence, how did you contribute to the school outside of your teaching responsibilities?

4e: Growing and Developing Professionally

Lifelong learning is essential to remain current to new and innovative approaches to improve your practice. This may include attending or presenting at conferences, networking with colleagues (joint planning sessions, study groups), participating in professional organizations, or reading articles or books that will support your effectiveness in a classroom.

Although not required, you can use the following prompts as a guide as you write your narrative:

- Explain how you sought feedback on your teaching practice from your University Supervisor, Mentor Teacher, and/or students. How did this feedback improve your practice and/or help you grow as an educator?
- After reflecting on your student teaching experience, what are your strengths and areas in need of further development?
- What will you do to address those areas of need? This may include identifying resources (books, articles) you plan to use with an explanation of why you selected those resources.
- What professional organizations are you an active member and how has your participation supported your development?

4f: Showing Professionalism

Educators demonstrate professionalism in service and to the profession. Professionalism can be displayed in your interactions with students, colleagues and others. Specifically, your ability to be honest, respectful, and trustworthy. Maintaining professionalism is critical in difficult situations that may include interaction with others or conflicting policies, beliefs, and values.

Although not required, you can use the following prompts as a guide as you write your narrative:

- What are your personal goals to maintain your professionalism?
- Describe how you were professional with your University Supervisor, Mentor Teacher, support staff, students, and their families.
- What examples of professionalism did you observe in your student teaching experience and what did you learn from that experience?
- When faced with challenging situations or differences of opinion, how did you maintain professionalism and seek a respectful solution?
- How did you abide by all district requirements, policies, and procedures?