

Reflective Discussion Log

Name: _____ Mentor: _____

Grade Level/Subject Area: _____ Date: _____

Circle all that apply:

Analyzing student work
Classroom observation
Instructional decision making

Modeling/planning lesson
Observing veteran teacher
Problem solving

Professional development
Providing resources
Pre-observation conference

Post-observation conference
Teaching philosophy
Teaching portfolio

Using technology
Other _____

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| <p>Successes:</p> | <p>Current Focus – Challenges – Concerns:</p> |
| <p>Mentee’s Next Steps:</p> | <p>Mentor’s Next Steps:</p> |

Next Meeting Date: _____

| Clusters ¹ | Dimensions of Effective Teaching ² | Standards |
|---|--|--|
| Cluster 1: Planning for Learner-centered Instruction | 1.a. Equity & High Expectations Demonstrate a commitment to excellence, equity, and high expectations for all students with an emphasis on building on the strengths that students bring to the teaching/learning process and closing the achievement gap between subgroups within the school. | Selecting Key Knowledge and Skills •Significance •Clarity •Suitability for diverse students Planning to Assess Student Learning •Assessment content and methods •Criteria |
| | 1.b. Content Knowledge Have extensive knowledge of the content including, but not limited to, key concepts and facts, relevant research, methods of inquiry and communication styles specific to the respective discipline(s). | Demonstrating Knowledge of Content and Pedagogy •Content knowledge •Prerequisite relationships •Content-specific pedagogy Demonstrating Knowledge of Materials, Resources, and Technology •Materials/resources •Technology |
| | 1.c. Instructional Planning & Implementation Plan instruction and employ strategies that address the wide range of learning, behavioral and communication styles of the student population. | Demonstrating Knowledge of Students •Characteristics of age group •Students' varied approaches to learning •Students' skills and knowledge •Students' interests and cultural heritages Designing Activities That Promote Student Learning •Learning activities •Learning groups •Lesson structure |
| Cluster 2: A Classroom Environment That Promotes Equity, Excellence, and Learning | 2.a. Safe, Respectful, & Culturally Sensitive & Responsive Learning Communities Build and maintain safe, fair and respectful learning environments that celebrate the diversity of the student population. | Creating an Environment of Rapport and Respect •Teacher interaction with students •Student interaction Establishing a Culture for Learning •Importance of content •Expectations for learning and achievement Managing Classroom Procedures •Transitions • Materials and supplies •Non-instructional duties •Volunteers and paraprofessionals Managing Student Behavior •Expectations •Monitoring of student behavior •Response to student behavior Organizing Physical Space •Environmental considerations in support of learning •Safety and arrangement of furniture •Accessibility to learning and use of physical resources |
| Cluster 3: Instruction and Communication | 3.a. Monitoring & Assessment of Progress Use a variety of assessment tools and strategies to gather data to monitor student mastery of instructional content, to improve instruction, and to assess the comparative performance of subgroups within the classroom. | Communicating Clearly and Accurately •Directions and procedures •Oral and written language •Student communication Using Questioning and Discussion Techniques •Quality of questions/discussion techniques •Student participation •Quality and timeliness of feedback Demonstrating Flexibility and Responsiveness •Lesson adjustment •Response to students •Persistence |
| Cluster 4: Professionalism | 4.a. Partnerships w/ Family & Community Initiate and maintain consistent communication and develop constructive partnerships with families, community members and agencies, building on their strengths and recognizing them as co-educators. | Communicating with Families/Caregivers •Information about the instructional program •Information about individual students •Engagement of families/caregivers in the instructional program Serving as an Advocate for Students •Decision making •Student advocacy |
| | 4.b. Reflection, Collaboration, & Personal Growth Reflect on practice in collaboration with administrators and colleagues, monitor personal and professional growth, and pursue professional development in needed areas. | Reflecting on Teaching •Accuracy •Use in future teaching Contributing to the School •Relationships with colleagues •Service to the school |
| | Professionalism Model professional behavior that addresses job responsibilities, district policies and procedures, and the expectations of professionals working in a multi-lingual, multi-cultural, and economically diverse community. | Maintaining Accurate Records •Student progress in learning •Non-instructional records Growing and Developing Professionally •Enhancement of content knowledge and pedagogical skill •Participation in beginning teacher support |

¹ © TxBESS Program Standards Texas State Board for Educator Certification, 2005

² © Boston Teacher Residency (BTR), 2010.