

### **Danielson Framework Reflection Log Directions**

Teachers are asked to keep track of evidence and artifacts related to the four domains in the Danielson Framework for Teaching. During your time in the classroom, please use this reflection log to keep track of weekly experiences that have not already been observed by your supervisor or cooperating teacher. You should complete this reflection weekly and submit it in your box account (see Box directions below).

In order to complete this log, please download this entire file. There is a page included for each week you are in the placement. After you have downloaded the file, please complete it and upload it to your box account weekly in the "Reflection Log" folder.

### **Box Account Set Up**

Please set up a box account at <https://box.illinois.edu/> and add your supervisor as a collaborator. Within your box account, create five folders, with one for each domain, and one for your reflections logs. The folders should be named: Domain 1, Domain 2, Domain 3, Domain 4 and Reflection Logs.

Within each domain folder, please include artifacts related to the evidence you list in your reflection log. For example, if you list parent phone calls as evidence of home school communication in your reflection log for Domain 4, you should also include a photo or example of your phone log as an artifact in the Domain 4 folder.

You may then use these artifacts and your evidence to evaluate yourself during midterm and final evaluations. This will also prepare you for your eventual role as a professional educator.

## EXAMPLE

### Danielson Framework Reflection Log

Week of \_\_\_\_\_

Reflect on your weekly activities and record evidence within each domain that has not already been observed by your supervisor. Remember to only record evidence for which you have an artifact (a phone log for a parent phone call, a lesson plan for planning, etc.).

<p>Domain 1: Preparation and Planning</p> <p>I visited the school's literacy library to check out books for leveled reading groups</p> <p>I designed the anticipation guide at the beginning of the lesson to account for visual, auditory and kinesthetic learners by posting each question on the smart board, reading the statement aloud, and allowing students to respond with thumbs up or down</p>	<p>Domain 2: Classroom Environment</p> <p>I greeted students at the door as they were entering the classroom. I asked them about the weekend and talked with students about their interests.</p> <p>I explicitly stated my expectations for how students would respond to the questions before I started my lesson.</p>
<p>Domain 4: Professional Responsibilities</p> <p>I attended our third grade collaboration meeting.</p> <p>I wrote the weekly newsletter that was sent home with the students.</p>	<p>Domain 3: Instruction</p> <p>During the social studies lesson, I used think-pair-share to encourage more student participation. Students were allowed 30 seconds to think quietly, they then talked about the situation with a neighbor, and we then talked about it as a class. Nearly all students raised their hands to share.</p> <p>During our math lesson, several students commented that they were confused. Instead of continuing on in the lesson, I stopped to reteach some key foundational concepts.</p>

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