

Student Teacher: ----- **EDU/ /EDG590**

Danielson Framework Self-Assessment Domain 1 PLANNING AND PREPARATION

Directions: Use your Danielson text for criteria for your self-assessment. Use the criteria listed in your text for the appropriate **Domain** and **Components**.

On the second column insert your perceived performance level based on Danielson’s ratings: **Unsatisfactory-Basic-Proficient-Distinguished.**

On the third column list a strength that you believe you have for the component.

On the fourth column list a weakness you have for that component.

In the space below write a brief **Professional Improvement Plan (PIP)** to address your top three weaknesses.

Domain 1Planning and Preparation	Performance Level	Strength(s)	Weakness(es)
1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY	Proficient	Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher answers students’ questions accurately and provides feedback that furthers their learning.
1b DEMONSTRATING KNOWLEDGE OF STUDENTS	Basic	The teacher seeks out information from all students about their cultural heritages.	The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”
1c –SETTING INSTRUCTIONAL OUTCOMES	Proficient	Outcomes are related to “big ideas” of the discipline.	Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
1d –DEMONSTRATING KNOWLEDGE OF RESOURCES	Basic	Texts are at varied levels.	The teacher locates materials and resources for students that are available through the school but does not pursue any other

			avenues.
1e – DESIGNING COHERENT INSTRUCTION	Basic	<ul style="list-style-type: none"> • Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths. 	Learning resources are suitable, but there is limited variety.
1f DESIGNING STUDENT ASSESSMENTS	Proficient	Assessment types match learning expectations.	Plans indicate modified assessments when they are necessary for some students.

Professional Improvement Plan (PIP)

Domain/Component #/1

Goal/Plan for addressing weakness # 1

The teacher answers students’ questions accurately and provides feedback that furthers their learning.

How will I assess my progress?

I will learn how to provide proper feedback by looking and reading other teacher models and their use of language. I will also ask my co-teachers and observe how they respond to students.

Goal/Plan for addressing weakness #2

The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”

How will I assess my progress?

I will try to plan for whole group only in the beginning and small groups after. I will incorporate more partner work and small groups so that the students can learn from each other and other teachers.

Goal/Plan for Addressing Weakness # 3

The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

How will I assess my progress?

I will search more online resources to provide an enriching learning experience. I will look into more online reading websites and educational activities.