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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 1 Planning and Preparation	Performance Level	Strength(s)	Weakness(es)
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<p>1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY</p> <p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <ul style="list-style-type: none"> • The teacher provides clear explanations of the content. • The teacher answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content. 	<p>Proficient</p>	<p>Planning connecting the lessons, making cross-curricular connections and using pedagogy strategies.</p> <p>Giving feedback.</p> <p>Reteaching/enriching. I believe I can see when students are not getting a concept and I find ways to explain it in a different way, reteach the lesson or enrich some concepts and I find ways to teach that strategy in another content area.</p>	<p>I believe feedback is very important. At times, even though I do provide feedback, I want to provide feedback that is timely, encouraging and motivating and helps students know where they stand. I believe it is important to not sugar coating feedback but at the same time the feedback cannot be negative.</p> <p>At times I'm unsure which to go. I teach a lesson, students get it, they make connections then during the assessment the lesson falls apart or students that were able to provide answers (orally), are unable to give written answers even if the concept and strategy is the same.</p>
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<p>1b DEMONSTRATING KNOWLEDGE OF STUDENTS</p> <p>The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified “high,” “medium,” and “low” groups of students within the class. • The teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class.</p>	<p>Moving toward proficient.</p>	<p>I am aware of students, their cognitive level and also the different cultural groups. I am trying to find ways to bank on their strengths.</p>	<p>Due to Covid 19 and other restrictions, I find it hard to participate in more cultural events at the moment.</p> <p>Even though I have identified the high, medium and low, these groups are not consistent across subjects. Some students are high in ELA and not so good in math and vice-versa.</p> <p>This year is proving to be challenging. In my 4th grade class there are only a few students at that level. Even students that are in the “high” group cannot spell very well and don’t know basic sight words such as where, when, why. The reading comprehension and reading levels are very low. The basic math skills and prerequisite knowledge is not there. It is difficult to reach all the students.</p> <p>Weakness: Time. I see I need to concentrate more on mini lessons and I do, we do, you do.</p>
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<p>1c –SETTING INSTRUCTIONAL OUTCOMES</p> <p>Outcomes represent high expectations and rigor. •</p> <p>Outcomes are related to “big ideas” of the discipline. •</p> <p>Outcomes are written in terms of what students will learn rather than do. •</p> <p>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. •</p> <p>Outcomes, differentiated where necessary, are suitable to groups of students in the class.</p>	<p>Moving toward proficient.</p>	<p>Outcomes represent high expectations, rigor and are written in terms of what students will learn.</p>	<p>I would like to master differentiating instruction.</p> <p>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. I want to improve this skills.</p>
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<p>1d –DEMONSTRATING KNOWLEDGE OF RESOURCES</p> <p>Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the classroom for students to draw on.</p>	<p>Proficient</p>	<p>I can supplement texts with virtual resources (such as Google Earth).</p> <p>I attend PDs, I speak to teachers and experts such as teachers in the math department and reading department and draw from their expertise.</p> <p>Internet resources and variety of resources.</p>	<p>At present I'm not able to supplement texts by guest speakers. I am limited in what I can and cannot do.</p> <p>I would like to master more areas in this domain such as learn more internet resources and providing more resources outside the classroom (besides homework).</p> <p>We are experiencing that students are not using the additional resources provided for them.</p>
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<p>1e – DESIGNING COHERENT INSTRUCTION</p> <p>Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>Moving toward proficient.</p>	<p>Learning activities are matched to instructional outcomes.</p>	<p>Allocating reasonable time still learning to allocate reasonable time and wrap up the lesson so I can move from period to period.</p> <p>Challenge: Many students come and go during instruction (OT, speech, RTI, band etc). It is difficult to help them catch up (even if read aloud is provided in Google classroom because they missed it).</p> <p>At present it is challenging to provide a variety of appropriately challenging materials and resources due to the current situation but I would like to master this skill and need to become more proficient.</p>
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<p>1f DESIGNING STUDENT ASSESSMENTS</p> <p>Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction</p>	<p>Between basic and proficient.</p>	<p>I like designing assessments and rubrics.</p> <p>I am becoming more proficient matching the assessment types to the learning expectations.</p>	<p>All learning outcomes have method of assessment but s are in the form of oral response and discussion.</p> <p>At times students can respond orally but they have difficulty giving the same response in written form.</p> <p>Learning to provide possible adjustments based on formative assessment data.</p> <p>Learning to design better rubrics and communicating expectations in a more clear manner.</p> <p>Modified assessments.</p>
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Professional Improvement Plan (PIP)

Domain/Component #/1

Goal/Plan for addressing weakness # 1

Master differentiating instruction while addressing the whole group. Outcomes that represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. I want to improve this skills. Learning what works and what does not work. Learning more evidence-based practices.

How will I assess my progress?

Through professor/ CT's feedback. I'm unsure.

Goal/Plan for addressing weakness #2

Becoming more student-centered, mastering how to group students (high, medium, low). And designing better assessments. Learn to design better activities and more efficient assessments.

How will I assess my progress?

When classroom activities are more efficient and students can provide a variety of answers (both orally, written, etc...).

Goal/Plan for Addressing Weakness # 3

Better timing.

How will I assess my progress?

When I can plan a lesson and can execute it beginning to end within the allocated time. When time for lesson/exercises/closure is more balanced.