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Danielson Framework Self-Assessment DOMAIN 2

Danielson Framework Self-Assessment Domain 2 Classroom Environment

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 2 Classroom Environment	Performance Level	Strength(s)	Weakness(es)
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<p>2a- Creating an environment of respect and rapport</p>	<p>I believe I am at a proficient level.</p>	<p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>I believe I encourage students' efforts.</p> <p>When necessary, students respectfully corrected one another. I noticed that during the reading of "Wish" if a student mispronounced a word, other students may repeat the word in a respectful manner.</p> <p>During the reading of "Wish", if I missed a vocabulary word, a student would raise their hand and told me there was a vocabulary word (workbook). I had vocabulary "checkers". We worked as a team.</p> <ul style="list-style-type: none"> • <i>Students help each other and accept help from each other.</i> • <i>The teacher and students use courtesies such as "please," "thank you,"</i> 	<p>I can see, at times, some students are distracted and it is difficult for them to attend fully to what the I am saying. However, most students are engaged in learning.</p>
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		<i>and "excuse me."</i>	
2b Establishing a culture for learning	I believe I am at a proficient level.	<p>I believe I communicate passion for the subject.</p> <p>Students indicated through their questions and comments a desire to understand the content.</p> <p>Students assisted their classmates in understanding the content.</p>	<p>I know some of my students can do better. However, I find it challenging to encourage them to do their best. I am looking at ways to encourage them and communicate to them the importance of doing their best. During the last week of my placement I said to one of my students at the end of a read aloud "I don't want good, I want your best". The student looked at me and smiled. I think he understood.</p>
2c – Managing classroom procedures	Proficient	<ul style="list-style-type: none"> Students are productively engaged during small-group or independent work. 	<p>I still need to work on transitions so they are effective, less time-consuming and run in a smooth manner. I am learning to appoint a line leader and a caboose. I am learning to appoint "class helpers".</p> <p>I believe it is paramount to establish classroom procedures at the beginning of the year and to continually reinforce procedures.</p>

<p>2d –Managing student behavior</p>	<p>Moving toward proficient.</p>	<ul style="list-style-type: none"> • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • I am learning to monitor students subtly and silently. I am learning techniques such as moving toward a student desk and standing there. 	<p>I am learning to keep an eye on the whole class while helping students individually (conferencing) or helping a group. This is challenging but I am getting there.</p>
<p>2e – Organizing physical space</p>	<p>Proficient</p>	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available 	<p>Social distancing is still in place. I am finding ways to help students work in groups or come closer to the board so all students can see and hear. I am learning new available technology such as presenting on the smart board and at the same time have students work on their Chromebooks (same page). I am learning more about physical space.</p>

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Professional Improvement Plan (PIP)

Domain/Component #/2

Goal/Plan for addressing weakness # 1

Engaging students in the learning process.

Learn to do more mini-lessons and engage students in both cooperative and independent work, equipping students to become more independent. Teach students self-assessment techniques, including checking each other’s work.

How will I assess my progress?

Monitor student engagement. Check assessments (formative and summative) as well as student’s self-assessment work and use it to plan instruction. Assess what works best for a particular classroom (Nearpod, etc.).

Self-reflection. How can I engage students in the learning process?

Goal/Plan for addressing weakness #2

Continue to learn classroom behavior management strategies. Reinforce procedures, especially during transitions.

How will I assess my progress?

Checking periodically. Are transitions smoother? What can be improved?

Goal/Plan for Addressing Weakness # 3

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

Clear standards of conduct, possibly posted and referred to during a lesson. Awareness of student conduct. Reinforcement of positive behavior.

Continue to learn positive behavior reinforcement and learn to be both subtle and preventative. Learn to monitor all behavior, even when working in small groups or one on one with a student.

How will I assess my progress?

Results. When all students are engaged in learning, even if I'm working in a small group. Keep learning, self-reflecting and going back to a class situation and ask. What worked? What didn't? What could I have done better?