

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	Keeping the routine the same that way the students wont expect something different.	Sometimes change is needed and its not good to just stay in routine or that comfortable zone.
1b DEMONSTRATING KNOWLEDGE OF STUDENTS	Proficient	I incorporate their home lives with the lessons and activities they may do at home also.	Realizing that everyone may not come from the same type of home or background and may not even have their parents in their home.
1c –SETTING INSTRUCTIONAL OUTCOMES	Basic	Always give clear instructions when doing their independent seatwork	Instructions may change while in the process of doing their work or after one student finished just because of time or how well or not so well they understand the assignment.
1d –DEMONSTRATING KNOWLEDGE OF RESOURCES	Basic	They can use their Chromebook, as well as their textbooks depending on the subject.	Sometimes if students go around and help, I realized they may not go into depth on why this is the answer, however they just hand out the answers

			or some even get frustrated and give up.
1e – DESIGNING COHERENT INSTRUCTION	Satisfactory		Don't like group work because they tend to get off topic and start talking about other topics.
1f DESIGNING STUDENT ASSESSMENTS	Proficient	The assessments given really help to see if the students understand the assignment, and how many of them, as well as what needs to be worked on.	Not knowing what to do when such a wide range with half of the class understanding and doing the work on time and others it take more than a hour to complete.

Professional Improvement Plan (PIP)

Domain/Component #/1

Goal/Plan for addressing weakness # 1

1c-setting instructional settings

- Go over directions with them in depth as well as one of the problems this way they understand.
- Ask if they're any questions before starting on either of the pages.
- Having them wait to ask questions until I finish reading directions, this way we can go over the whole page and if more questions come, they can ask all their questions at once.

How will I assess my progress?

- Watch how many questions there are through the course of time to see do more students understand and know what they should be doing. How many hands aren't raised anymore.

Goal/Plan for addressing weakness #2

1b-Demonstrating knowledge of students

- Incorporate different type of home setting that they may not be used to, or they may not have seen before, this way those without parents or living with their grandparents and aunts can have a sense of feeling that normalcy as well as fitting in with others.
- Use different types of examples that they all can relate too.

How will I assess my progress?

- See how well they can relate topic to their own life, how are they connecting with the topic
- What are some trends that are helping them understand the lesson, and making it relatable with their personal lives.

Goal/Plan for Addressing Weakness # 3

1d-demonstrating the knowledge of resources

- Plan for more types of resources
- Introduce different learning styles and studying routine

How will I assess my progress?

- Watching to see the students use these different resources
- See which ones they may like the best and if they improve in assignments