

Student Teacher: --Reginald Menard-----
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	I use all my resources and research to plan a unit. I explore all options to identify concepts of the discipline. I try to connect the concept to the student’s lives.	I talk too much without presenting visuals. I must utilize visuals with the verbal instructions.
1b DEMONSTRATING KNOWLEDGE OF STUDENTS	Basic	I am aware of differentiated instruction that is required for students with different interest and cultural backgrounds. Try to teach cultural relevant curriculum. Have awareness that students possess different ability levels and may need adaptations to learn the curriculum.	The methods of differentiation does adequately not address students’ needs. The adaptations are insufficient to compensate for the student’s disability. The cultural relevant topics do not incorporate students’ perspective nor does the instruction connect with the child’s cultural background.
1c –SETTING	Basic	The outcomes have some moderate	The expectations don’t challenge all the students.

INSTRUCTIONAL OUTCOMES		expectations and rigor. Outcomes and assessment of student learning are suitable for most of the learners	Some outcomes are low in expectations and rigor. I don't take risks in the outcome goals and don't challenge the advanced students.
1d – DEMONSTRATING KNOWLEDGE OF RESOURCES	Proficient	I go beyond the resources supplied by the school district. Knowledge is extended through professional groups and message boards. I expand on the use of internet resources. Resources outside the classroom are used to enhance pedagogy.	Teacher needs to further understanding and access to universities that supports student learning. I need to explore apprenticeship to increase knowledge discipline.
1e – DESIGNING COHERENT INSTRUCTION	Basic	The material I have taught are aligned with the instructional outcomes. The activities were somewhat aligned instructional outcomes and only moderately present a cognitive challenge.	I need to work on the differentiation for different students. I need to create more challenging activities.
1f DESIGNING STUDENT ASSESSMENTS	Basic	The assessment only address some of the outcomes. The formative plans for assessment are partially developed. Assessment results are use to design lesson plan for the whole class.	The assessments need to address more of the outcome. I don't let students participate in designing the assessment for their work.

Professional Improvement Plan (PIP)

Domain/Component #/1

Goal/Plan for addressing weakness # 1

The first step to addressing the weakness indicated on the “demonstrating knowledge of content and pedagogy” is find visual materials that compliments student culturally and also assist students with any special needs. The goal is to teach using visual material to aid presentation 80% of the time. After that, To teach content with the appropriate visual support at 95% of the time.

How will I assess my progress?

Upon using the visual presentation and I will monitor the instruction to see whether it is culturally relevant to students. I will measure whether the visual materials accommodate for students with special needs. This will be measured by the success student have understanding the curriculum and becoming an affluent learner.

Goal/Plan for addressing weakness #2

I must study evidence-based strategies that has been proven to provide differentiation for students with special needs. I will research and student strategies for 10 hours weekly to become familiarize with these strategies. I will implement these strategies in 3 out of 5 lessons presented in the classroom. I will study cultural-relevant strategies to enhance student learning daily. I will attend seminar or webinar for personal development on method to assess students’ skill levels and how to design appropriate instructions based on findings 3 times bi-weekly.

How will I assess my progress?

As I continue to study evidence-based strategies, I will implement them in the classroom. The success of the evidence-based strategies will be assessed through the use of rubric that will monitor the students’ learning progress. If the teacher sees the progress from using these strategies in 3 out 5 lesson, then it be increased to 4 out 5 lessons. The teacher will assess the effectiveness of student learning from cultural relevant content. I will implement the strategies and training regarding assessing students from the seminars or webinars at 50% of the sessions in the classroom. If successful outcomes are assessed and measured, it will increase to 75% of the classroom sessions.

Goal/Plan for Addressing Weakness # 3

Setting challenging but achievable instructional outcome goals for students at 90% of the time. I will help students to set their own goals at 95% of the time. I will challenge them and help them reach higher expectation at 95% of the time. I will review and modify some goals to be in alignment with IEP objectives at above 95% of the time.

How will I assess my progress?

The progress will be assessed by purposefulness of the activities. The activities should be fruitful and be measured by what students learn. Moreover, progress will be monitored by how well students can demonstrate their understanding of the content. The first measure would hypothetically be whether students can demonstrate their comprehension of the content at 50% to 75%. Afterwards, you use techniques to increase it to 80% and higher. The teacher will use differentiated activities that will support diverse learners and exceptional students in 3 out of 5 lessons. If it is successful, it will be increased to 4 out of 5 sessions.