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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	Basic	-Familiarity of important concepts -Awareness of how concepts relate -Prerequisite learning -Lessons are suitable for content	-Limited pedagogical approaches to the disciplines -Prerequisite learning (strength and a weakness) -Limited instructional strategies -Incomplete knowledge in some areas
1b DEMONSTRATING KNOWLEDGE OF STUDENTS	Basic	-Knowledge of student development -Knowledge of student's interests -Knowledge of student's skills, knowledge, and language proficiency -Knowledge of whole class special needs	-knowledge of learning process -Knowledge of students special needs as individuals -Knowledge of learning styles of individuals (kinesthetic, auditory, visual).
1c –SETTING INSTRUCTIONAL OUTCOMES	Basic	-value, sequence, and alignment: outcomes reflect nys standards -learning objective writing -essential question writing -outcomes are suitable for most of the class	-clarity: deciphering between what students will learn vs what they will do -suitability for diverse learners -viable methods for assessment -taking into account the needs of low learners

1d –DEMONSTRATING KNOWLEDGE OF RESOURCES	Basic	-providing high students with challenging tasks, and low learners with tasks on their level -materials align with outcomes -materials appropriately challenging -use of district math curriculum -use of district ELA and writing curriculum -material enhances teacher professionalism	-posting learning outcomes and target goals on classroom wall regularly -finding suitable homework assignments that I agree with (the curriculums that the district pays for can be bland) -differentiating materials for low learners
1e – DESIGNING COHERENT INSTRUCTION	Basic	-instruction designed to engage students -instruction designed to advance students through content -teacher makes groups to support student learning -clear and sequenced lessons	-aids to instruction -methods to keep the flow of each lesson moving along -differentiating when needed to keep lesson from stalling
1f DESIGNING STUDENT ASSESSMENTS	Basic	-assessments match learning expectations -expectations clearly defined -assessments are planned as part of the instructional process	-results of assessment guide future planning -assessments are designed for the whole class, not individual students

Professional Improvement Plan (PIP)

Domain/Component #/1

Goal/Plan for addressing weakness # 1- for domain 1A, I plan to address my weaknesses by being patient because this will come with time. Aside from the passage of time, I will be reviewing lessons and curriculum maps from the past of my mentor/cooperating teacher to get a more well-rounded view of content and pedagogy.

How will I assess my progress?- I will use the Danielson framework. I will read through it periodically and see if I feel as if I am meeting criteria of higher levels as time goes on. I will also take into account the feedback from my cooperating teacher and my professor.

Goal/Plan for addressing weakness #2- For domain 1B, I will need to have group work more frequently. To further narrow down even more precise grouping of students and their levels. I will also be speaking with each student, and may even provide a short questionnaire about where each student feels they are at in each subject. Further, my biggest goal is to find out the learning styles of each student (kinesthetic, auditory, visual)

How will I assess my progress?- through communication with students and assessment grades. If I provide visual learning to a student who is more so an auditory learner, assessment data should reflect this. Students should be able to tell me how they learn best, but they are only 6 and 7 years old, so I wouldn't not rely solely on student input.

Goal/Plan for Addressing Weakness # 3- write more precise and accurate learning objectives/goals that revolve around student learning and not student action. I need to keep in mind that what they will do is not as important as why they are doing it, or the purpose of the action.

How will I assess my progress? - cooperating teacher feedback after reading over my lesson plans and reflect back on how to write SMART objectives to ensure I am not deviating away from purposeful objectives.