

Student Teacher: -Mary Opara

EDU 470/ /EDG590

Danielson Framework Self-Assessment Domain 1 PLANNING AND PREPARATION

Directions: Use your Danielson text for the 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	my performance level is best at the intermediate. I have a general understanding of the content and structure of the discipline I teach, but there may be areas where my knowledge is limited. I am familiar with the important prerequisites in the discipline and how to use them in lesson planning, but I could benefit from further professional	One of my strengths is my ability to clearly explain concepts in the classroom. I am also able to provide accurate answers to students’ questions, which helps to dispel misconceptions. Additionally, I make an effort to integrate interdisciplinary connections into my lesson and unit plans.	My weakness is my knowledge of content-related pedagogy. I could benefit from further professional development in this area to become more familiar with the “signature pedagogies” that are most effective in teaching my discipline. Additionally, I need to work on incorporating prerequisite relationships into my lesson and unit plans more effectively.

	development to deepen my knowledge.		
1b DEMONSTRATING KNOWLEDGE OF STUDENTS	My performance has been satisfactory	My strengths include an understanding of the importance of active intellectual engagement in the learning process and the influence of students' developmental stage, skills, knowledge, language proficiency, interests, cultural heritage, and special needs on their learning	My weaknesses include a lack of experience in gathering formal and informal information about my students.
1c –SETTING INSTRUCTIONAL OUTCOMES	I would evaluate my performance level in terms of setting instructional outcomes for students as about average.	My strengths include my understanding of the importance of establishing instructional outcomes and the different types of learning outcomes that can be achieved (factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies)	my weakness lies in ensuring that the outcomes are suitable for diverse students and that they are of a challenging cognitive level, as well as linking my learning outcomes with outcomes in other disciplines.
1d – DEMONSTRATING KNOWLEDGE OF RESOURCES	my performance level in demonstrating knowledge of resources can be considered average	My strengths lie in my ability to understand the importance of aligning the resources with the learning outcomes, and my willingness to participate in professional education courses to further my knowledge	weaknesses such as lacking experience in selecting materials that are appropriately challenging for all students and not having a clear understanding of the different types of resources available beyond the classroom walls
1e – DESIGNING	my performance	My strengths include having a clear	My weakness includes incorporating appropriate

COHERENT INSTRUCTION	level in designing coherent instruction can be considered above average	understanding of the state and district expectations for student learning and a basic knowledge of student characteristics and the active nature of learning	resources and materials
1f DESIGNING STUDENT ASSESSMENTS	I would evaluate my performance as satisfactory	My strengths include paying close attention to detail, which would allow me to ensure that the assessments match the learning expectations.	My weakness is in fully understanding the best practices for assessment, including the different methods needed to assess reasoning skills and factual knowledge.

Professional Improvement Plan (PIP)

Domain/Component #/1

Goal/Plan for addressing weakness # 1

As a teacher, I aim to overcome my weakness in demonstrating knowledge of content-related pedagogy and become proficient in teaching my discipline. To attain this goal, I have devised the following plan:

1. Professional Development: I plan to seek opportunities for professional growth that focus on the "signature pedagogies" of my subject area, such as attending workshops, participating in online courses, and collaborating with experienced colleagues.
2. Incorporate Prerequisites: I intend to improve my approach to incorporating prerequisite relationships into my lessons and unit plans by researching effective strategies and studying the best ways to connect prior learning with new material.
3. Reflect and Assess: After putting my professional development into practice and making changes to my teaching methods, I will reflect on my performance and assess its impact on my students' learning. This includes obtaining feedback from students, colleagues, and administrators, as well as analyzing student performance data.
4. Continuously Improve: Based on my reflections and evaluations, I will continue to seek professional development and make adjustments to my teaching as needed to ensure that I am continuously improving my knowledge and skills.

How will I assess my progress?

- Tracking Professional Development
- Evaluating Incorporation of Prerequisites
- Reflection and Self-Assessment
- Seeking Feedback from Colleagues

Goal/Plan for addressing weakness #2 - My weaknesses include a lack of experience in gathering formal and informal information about my students.

How will I assess my progress?

- Self-reflection - regularly reviewing one's practice and considering the impact of changes on student learning.
- Peer review - seeking feedback from colleagues or mentor teachers.
- Student Feedback - using student surveys, informal assessments, and class discussions to gauge the impact of changes on student learning.
- Assessment Data - analyzing student performance data, such as formative assessments or standardized test scores, to measure progress.
- Professional Development - participating in ongoing professional development opportunities to continue learning and refining practices.

Goal/Plan for Addressing Weakness # 3- my weakness lies in ensuring that the outcomes are suitable for diverse students and that they are of a challenging cognitive level, as well as linking my learning outcomes with outcomes in other disciplines.

- Regularly reflect on teaching practices through self-reflection, peer review, and student feedback.
- Analyze student performance data to measure progress.
- Participate in ongoing professional development to continue refining instructional practices.

How will I assess my progress?

- Analyze student performance data: Regularly review student assessments and performance data to see if the instructional outcomes are resulting in improved student understanding and learning.
- Compare current outcomes with previous ones: Compare the newly designed instructional outcomes with previous ones to see the changes and improvements made.
- Evaluate the alignment of learning outcomes: Regularly evaluate the alignment of learning outcomes with other subjects and if they are challenging and suitable for diverse students.