Student Teacher: Holly Sroka   **EDU/ /EDG590**

Danielson Framework Self-Assessment Domain 2 The 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)
2a Creating an Environment of Respect and Rapport	Proficient	The teacher greets students by name as they enter the class or during the lesson. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	Students do not attend fully to what the teacher is saying. Students do not wait for classmates to finish speaking before beginning to talk.
2b Establishing a Culture for Learning	Basic and proficient (in between)	Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. The teacher says, "Let's get through this." Students correct one another in their use of language.	The teacher's primary concern appears to be to complete the task at hand. Students sometimes do not take initiative in improving the quality of their work.
		With regular guidance and prompting,	Procedures for transitions seem to have been

2c Managing Classroom Procedures	Basic	students follow established routines, and volunteers and paraprofessionals perform their duties. Students are fully aware of transitions Teacher posts a clearn schedule for students to view so they are aware of transition	established, but their operation is sometimes not smooth. Classroom routines function unevenly sometimes. Students not working with the teacher are sometimes not productively engaged.
2d Managing Student Behavior	Basic	Standards of conduct appear to have been established and implemented successfully. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.	Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. The teacher attempts to maintain order in the classroom, referring to classroom rules, but sometimes with uneven success. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.
2e Organizing Physical Space	Proficient	Modifications are made to the physical environment to accommodate students with special needs. 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 limited use of available technology and other resources. The physical environment is not an impediment to learning but does not enhance it (I have a very small classroom)
Domain #2			

Your Professional Improvement Plan (PIP) for Domain/Component # 2

Goal/Plan for addressing one of my weakness stated above- from 2A, I stated that one of my weaknesses was: Students do not wait for classmates to finish speaking
before beginning to talk. My plan to work on this is to constantly remind students that when another person is speaking, they are not to speak. Students are always told that it is polite to wait until another person in done talking, especially the teacher. Students are told to raise their hand when they are in need of something, or need to speak.

- How will I assess my progress?: I assess my progress through visual observation and the sticker chart that I just created in our class. If the students follow rules such as keeping voice level down, and raising their hand, they earn a sticker. The more stickers they get, the more I can tell that my strategy is effective.

Goal/Plan for addressing a second weakness- From 2D, I stated a weakness as: Some students disrupt the classroom, without apparent teacher awareness or with an ineffective
response. Sometimes, I find myself so busy with teaching and classroom needs that I forget to pay attention to disruptions, and I sometime blurt out inconsistent responses. For example, when we do group work and it gets very busy, students will ask me if they can go to the bathroom/drinking fountain. In my class, students are not to leave during instruction- and they know this rule. When I am very busy and in the zone, sometimes I just say "yes" instead of saying "no, we are in the middle of instruction. Go back to your seat and keep working". Consistency can be hard at times.

- How will I assess my progress?: I have developed a sign out sheet for students who need to leave. I have also decided to place stars next to the parts of the schedule in which the students can use the bathroom (lunch, gym, snack time). I am noticing that I am now in the habit of saying "yes- make sure you sign out" when it is an allowed time or simply "no" when it is not. I must stick to this. I am beginning to notice that students are

automatically signing out without me even saying it. This means my sign out sheet is working

Goal/Plan for addressing a third weakness: In 2E, a weakness I stated is: The teacher makes limited use of available technology and other resources. I do not agree with letting kids stare at a screen in school. To many teachers use this as a way to get out of doing their job and to keep the kids quiet- this is not how I am. I always print worksheets, and the kids do them with a pencil. If I don't do that, then it is because we are doing a physical activity for the lesson. I have heard kids in other classes tell their teacher "I have a headache from this screen"- this is awful. Kids need to move around and be free- not stare at a screen. However, they do need the computer skills because technology is here to stay. Thankfully, the kids have tech time once a week where they get those skills.

- How will I assess my progress?: I am beginning to look into Near Pod and other platforms that offer kids learning opportunities that aren't done through computer games. I can even create my own virtual assignments. I will probably begin to do this for something small, like morning work, and see how it plays out.