

Danielson Framework Self-Assessment Domain 3: Instruction

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)
3A Communicating with students	Proficient	<p>If appropriate, the teacher models the process to be followed in the task.</p> <p>The teacher states clearly, at some point during the lesson, what the students will be learning</p> <p>The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</p>	<p>The teacher makes no serious content errors but may make minor ones.</p> <p>The teacher must clarify the learning task so students can complete it.</p> <p>The teacher’s vocabulary is too advanced, or too juvenile, for students.</p>
3B Using questioning and discussion techniques	Proficient	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>The teacher calls on most students, even those who don’t initially volunteer.</p>	<p>The teacher invites students to respond directly to one another’s ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small</p>

		<p>Many students actively engage in the discussion.</p>	<p>number actually participate in the discussion.</p> <p>The teacher asks students to explain their reasoning, but only some students attempt to do so.</p>
3C engaging students in learning	Basic	<p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p> <p>Only some students are intellectually engaged in the lesson.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p>
3D using assessment in instruction	Basic/Proficient	<p>The teacher elicits evidence of student understanding.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>Questions and assessments are used regularly to diagnose evidence of learning</p>	<p>There is little evidence that the students understand how their work will be evaluated</p> <p>Feedback to students is vague and not oriented toward future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self- or peer assessment.</p>
3E Demonstrating flexibility and responsiveness		<p>The teacher's attempts to adjust the lesson are successful.</p> <p>The teacher conveys to students a level of responsibility for their learning</p>	<p>The teacher brushes aside students' questions.</p> <p>The teacher ignores indications of student boredom or lack of understanding.</p> <p>In reflecting on practice, the teacher does not indicate that it</p>

		The teacher successfully accommodates students' questions and interests	is important to reach all students.

Your Professional Improvement Plan (PIP) for Domain/Component # 3

Goal/Plan for addressing one of my weakness stated above- From 3A Communicating with students, one of my weaknesses was: “The teacher’s vocabulary is too advanced, or too juvenile, for students”. My plan to address this weakness is to provide students with the vocabulary for the lesson before I begin instruction. I often find myself providing vocabulary throughout the lesson, and stopping myself to explain what the word means, and then proceeding. I think it would be highly beneficial if I first reviewed the vocabulary and definitions before beginning my lesson so that students can understand the content as I am teaching it. This could also cut down on questions and confusion, providing more time for instruction.

- How will I assess my progress?- I will assess my progress by providing students with a brief overview of vocabulary terms and then a short quiz in which students must achieve an 80% or higher. Students will swap papers with their partners for peer grading as the teacher reviews the answers. This will be implemented and achieved within 2-week time period

Goal/Plan for addressing a second weakness- For, 3B- Using questioning and discussion techniques, one of my weaknesses is: “The teacher calls on many students, but only a small number actually participate in the discussion.” My plan to address this is to begin calling on students who do not raise their hand, or using popsicle sticks to pick students at random. This will keep students on their toes and will ensure that all students remain engaged.

- How will I assess my progress?: I will assess my progress on this by keeping a check list of those students who voluntarily participate each day, and also another checklist of students I call on who don't usually participate. The goal of this checklist will be that the students who don't normally participate, voluntarily participate 70% of the time per lesson. Students will aid in this process by playing "popcorn" at times to ensure that each student speaks during a lesson. This will be achieved by the end of a two-week time period.

Goal/Plan for addressing a third weakness- For 3C- engaging students in learning, a weakness of mine is: Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. My plan to address this is to implement small group instruction for every lesson. This is something that I have been wanting to do lately, but I am still working with data and assessments to configure each group. My goal here is to create three groups: the under level performers, at level performers, and above level performers. Having organized grouping will ensure proper differentiation.

- How will I assess my progress?- I will assess my progress by implementing small group work at least 75% of the time during a school day. Once there is a natural flow, and the groups are fine-tuned, I will implement small group work 100% of the time. This will be measured using lesson plan reflection and teacher observation. Activities amongst students will include a 5-10 min whole group instruction time, and then the remaining time will be used for small groups. This will be achieved over the period of 1 month.

Goal/Plan for addressing a fourth weakness- For 3D- using assessment in instruction, a weakness of mine is: Feedback to students is vague and not oriented toward future improvement of work. My goal to address this is to provide students with written and oral feedback on assignments. Right now, I am using the check, check plus, check minus system to grade papers. Students know that each one means, but I think it would be more personable to provide words as feedback.

- How will I assess my progress?- I will assess this by keeping a log of who received in depth written feedback, and ensuring that students receive in depth written feedback 90% of the time on tests, 80% of the time on exit tickets and 60% of the time on homework. Students will participate in this when performing their classroom duties. For example, the paper passer will also have the job of making sure the teacher placed written feedback on the assignments he/she hands back to their classmates. This will be achieved over the period of 1 month.

Goal/Plan for addressing a fifth weakness- For 3E- Demonstrating flexibility and responsiveness, a weakness of mine was: “The teacher brushes aside students’ questions”. My plan to address this weakness is to answer every single question posed by students that is instruction related. At times, if a question is extremely obvious, I have a tendency to say “think about it some more and if you are still confused, raise your hand again”. I think that this might be ineffective because young students will probably lose their train of thought if I make them think longer. After a while, they will probably even forget what their initial question was.

- How will I assess my progress?- I will assess my progress by keeping a tally of how many questions were asked versus how many I felt were answered with a quality response. This will be achieved within a 3-week time period and will be done 80% of the time per lesson. Student activity/involvement in this will include observing students who had their hand up, but were not called on. These students will write down those student’s names and give their recordings to the teacher.