

<b>Domain 3 INSTRUCTION</b>	<b>Performan ce Level</b>	<b>Strength(s)</b>	<b>Weakness(es)</b>
3a Communicating with Students	Proficient	I communicate clearly and effectively with my students, both in terms of explaining concepts and procedures and in building relationships with them.	Sometimes I may overlook the quieter or less assertive students in my classroom, and I need to work on engaging with them more and encouraging their participation.
3b Using Questioning and Discussion Techniques	Proficient	I use a variety of questioning and discussion techniques to engage my students and promote critical thinking and higher-order learning. I also encourage and facilitate student-led discussions and collaboration.	Sometimes I may dominate discussions or not give students enough time to think and respond to questions, and I need to work on being more patient and inclusive in my questioning techniques.
3c Engaging Students in Learning	Proficient	I design and implement engaging activities and lessons that connect to my student's interests and backgrounds, and I use a variety of instructional strategies to meet different learning styles and needs.	Sometimes I may lose student engagement or focus during longer activities or lectures, and I need to work on breaking up activities and providing more frequent and varied transitions to keep students engaged.
3d Using Assessment	Basic	I understand the importance of formative	I need to work on using summative assessment

in Instruction		assessment and use it regularly to check student understanding and adjust instruction accordingly.	more effectively to measure student learning and provide meaningful feedback for growth and improvement.
3e Demonstrating Flexibility and Responsiveness	Proficient	I can adapt to unexpected changes or challenges in the classroom and adjust instruction or activities accordingly. I am also responsive to student needs and concerns and work to address them proactively.	I may over-plan or be too rigid in my lesson plans, and I need to work on being more open to student input and adjusting my plans on the fly as needed.
Domain #3			

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

**Weakness 1: Overlooking quieter or less assertive students during communication**

**Goal/Plan for addressing one of my weaknesses stated above.**

Implement strategies to encourage participation and engagement from all students, including quieter or less assertive ones. This may include strategies such as using more wait time after asking questions, using pair or small group discussions, incorporating more visual or hands-on activities, and providing more opportunities for individual reflection and response.

**How will I assess my progress?**

Observe student participation and engagement during class discussions and activities. Collect student feedback on their level of comfort and participation in class.

**Weakness 2:** Losing student engagement or focus during longer activities or lectures.

**Goal/Plan for addressing a second weakness.**

Break up longer activities or lectures into shorter, more focused segments with frequent transitions and opportunities for student participation and feedback. This may include strategies such as incorporating more movement and kinesthetic activities, using multimedia resources to break up lectures and providing more frequent opportunities for peer interaction and reflection.

**How will I assess my progress?**

Observe student engagement and focus during longer activities or lectures. Collect student feedback on their level of engagement and understanding during class.

**Weakness 3: Needing to work on using summative assessment more effectively**

**Goal/Plan for addressing a third weakness.**

Develop a clear and meaningful system for using summative assessment to measure student learning and growth, and provide timely and specific feedback for improvement. This may include strategies such as developing clear and measurable learning targets, incorporating student self-assessment and reflection, using rubrics or other grading tools to provide specific feedback, and providing opportunities for student-led conferences or feedback sessions.

**How will I assess my progress?**

Collect and analyze student data from summative assessments to measure student learning and growth over time. Collect feedback from students on the usefulness and clarity of summative assessment and feedback provided.