Student Teacher: <u>Mary   Opara</u>   EDU/ /EDG590

Domain 3 INSTRUCTION	Performance Level	Strength(s)	Weakness(es)
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 in Instruction	Basic	I understand the importance of formative assessment and use it regularly to check student understanding and adjust instruction accordingly.	I need to work on using summative assessment 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?

To assess my progress, I will use a rubric to observe student participation and engagement during class discussions and activities. The rubric will include observable indicators such as frequency of contributions, quality of contributions, and collaboration with peers. I will track the rubric scores for each student and aim to see an overall improvement of at least 10% in the rubric scores by the end of the term

In addition, I will collect feedback from students using a survey or questionnaire, which will include questions that evaluate their level of comfort and participation in class discussions and activities. I aim to have at least 80% of students report feeling comfortable participating in class discussions and activities by the end of the term.

Based on the rubric scores and student feedback, I will adjust my teaching strategies and incorporate new activities that encourage student participation and engagement. I will then reassess my progress using the rubric and student feedback, to achieve a further 10% improvement in rubric scores and a further 5% increase in the number of students who report feeling comfortable participating in class discussions and activities.

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?

To assess student engagement and understanding during longer activities or lectures, I will use a timer to record the length of time that students remain focused and engaged during class. Specifically, I will aim to see at least 80% of students remain engaged and focused for a minimum of 30 minutes during longer activities or lectures by the end of the term.

In addition to the timer, I will use a checklist to track observable student engagement and understanding indicators, such as active listening, note-taking, and asking questions. I will aim to see at least a 10% improvement in the overall checklist score by the end of the term.

To collect feedback from students, I will administer a survey or questionnaire that includes questions about their level of engagement and understanding during longer activities or lectures. I will aim to have at least 80% of students report feeling engaged and understanding the material during longer activities or lectures by the end of the term.

Based on the timer, checklist scores, and student feedback, I will adjust my teaching strategies and incorporate new techniques to improve student engagement and understanding. I will then reassess my progress using the same measures, to achieve a further 10% improvement in the timer scores, a further 5% improvement in the checklist scores, and a further 5% increase in the number of students who report feeling engaged and understanding the material during longer activities or lectures.

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?

Increase in average student performance on summative assessments: I will aim to see at least a 10% increase in the average score on summative assessments compared to the previous term.

Increase in the number of students meeting or exceeding learning targets: I will aim to see at least 80% of students meet or exceed the learning targets by the end of each unit.

Increase in student engagement and ownership of learning: I will collect feedback from students on their level of engagement and ownership of their learning during student-led conferences or feedback sessions and aim to see at least 80% of students report feeling engaged and taking ownership of their learning by the end of the term.