Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To complete this self-assessment you should use the NYC Danielson Rubric 2013 as a reference, since it is the one your administrators will use to assess your practice. To use the rubric well, you need to reflect on practices that are a **regular**, integral part of your **daily** teaching and lesson planning. You might like to underline parts in the rubric that you don’t yet do regularly. Please check the rating that best fits. This information will help you determine the areas you should focus on. When you are finished, choose 2-4 components that you would like to work on this year and complete the second chart below. You might want to save this as an artifact of how you reflected on your practice and submit it to your administration in the Spring.

***I =Ineffective D = Developing E = Effective H = Highly Effective***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain** | **Component** | **I** | **D** | **E** | **H** |
| **1: Planning and Preparation** | 1a Knowledge of Content and Pedagogy |  |  |  |  |
| 1b: Demonstrating Knowledge of Students |  |  |  |  |
| 1c: Setting Instructional Outcomes |  |  |  |  |
| 1d: Demonstrating Knowledge of Resources |  |  |  |  |
| 1e: Designing Coherent Instruction |  |  |  |  |
| 1f: Designing Student Assessments |  |  |  |  |
| **2: Classroom Environment** | 2a: Creating an Environment of Respect and Rapport |  |  |  |  |
| 2b: Establishing a Culture for Learning |  |  |  |  |
| 2c: Managing Classroom Procedures |  |  |  |  |
| 2d: Managing Student Behavior |  |  |  |  |
| 2e: Organizing Physical Space |  |  |  |  |
| **3: Instruction** | 3a: Communicating with Students |  |  |  |  |
| 3b: Using Questioning and Discussion Techniques |  |  |  |  |
| 3c: Engaging Students in Learning |  |  |  |  |
| 3d: Using Assessment in Instruction |  |  |  |  |
| 3e: Demonstrating Flexibility and Responsiveness |  |  |  |  |
| **4: Professional Responsibilities** | 4a: Reflecting on Teaching |  |  |  |  |
| 4b: Maintaining Accurate Records |  |  |  |  |
| 4c: Communicating with Families |  |  |  |  |
| 4d: Participating in the Professional Community |  |  |  |  |
| 4e: Growing and Developing Professionally |  |  |  |  |
| 4f: Showing Professionalism |  |  |  |  |

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What 2-3 components, if you focused on them, would improve your practice the most this year? Keep in mind when selecting the components that Domains 2 and 3 are weighted more heavily than the others. Complete the chart below to help focus your work for the year.

|  |  |
| --- | --- |
| Teaching Practice Goal #1  Component : | |
| Current Practice Rating: | Desired Practice Rating: |
| 1. According to the rubric what practices do you do regularly that informed this rating? 2. What types of activities/work are students doing regularly? | 1. According to the rubric for your desired rating what do you need to do more of? 2. What do you need to do less of? 3. What will students be doing more of? 4. How will this affect your planning? 5. How will improvement be obvious in the quality of students’ learning? |
| What type of evidence could you or a colleague collect as evidence that you are making progress? | |

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What 2-3 components, if you focused on them, would improve your practice the most this year? Keep in mind when selecting the components that Domains 2 and 3 are weighted more heavily than the others. Complete the chart below to help focus your work for the year.

|  |  |
| --- | --- |
| Teaching Practice Goal #2  Component : | |
| Current Practice Rating: | Desired Practice Rating: |
| 1. According to the rubric what practices do you do regularly that informed this rating? 2. What types of activities/work are students doing regularly? | 1. According to the rubric for your desired rating what do you need to do more of? 2. What do you need to do less of? 3. What will students be doing more of? 4. How will this affect your planning? 5. How will improvement be obvious in the quality of students’ learning? |
| What type of evidence could you or a colleague collect as evidence that you are making progress? | |

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What 2-3 components, if you focused on them, would improve your practice the most this year? Keep in mind when selecting the components that Domains 2 and 3 are weighted more heavily than the others. Complete the chart below to help focus your work for the year.

|  |  |
| --- | --- |
| Teaching Practice Goal #3  Component : | |
| Current Practice Rating: | Desired Practice Rating: |
| 1. According to the rubric what practices do you do regularly that informed this rating? 2. What types of activities/work are students doing regularly? | 1. According to the rubric for your desired rating what do you need to do more of? 2. What do you need to do less of? 3. What will students be doing more of? 4. How will this affect your planning? 5. How will improvement be obvious in the quality of students’ learning? |
| What type of evidence could you or a colleague collect as evidence that you are making progress? | |