

LOS ANGELES UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES DIVISION
CAREER LADDER-BOOST

BOOST CLASSROOM EXPERIENCE # 2:
Planning and Preparation

SECTION I: GENERAL INFORMATION

Member Information:

Check here if new address or other information

Last Name		First Name		Last 4 digits of SSN	
Employee #		E-mail		Message Phone () -	
Street Address				Apt/Unit #	
City			State	Zip Code	
Work site			School Phone () -		

The Purpose of BOOST Classroom Experiences

The Career Ladder works with and supports LAUSD paraeducators and classified staff in their pursuit of a teaching credential through Building Our Own Staff as Teachers (BOOST). BOOST Classroom Experiences (CEs) are designed to give BOOST members an opportunity to develop their teaching skills with the guidance of a practicing teacher, Teaching Coach. **CEs are not evaluations of job performance.**

Instructions to the BOOST Member

Completing BOOST Classroom Experience #2:

Classroom Experiences (CEs) must be completed one at a time and approved sequentially. A CE must be approved by the Career Ladder Office before the next one may be submitted. The quality of the experiences and skills acquired by the individual is important. It is the responsibility of the BOOST member to work collaboratively with a Teaching Coach (Coach) to determine how the experiences will be completed. See the following procedures for completing a CE:

1. Select a Teaching Coach: The Coach may be any LAUSD employee who holds a valid teaching credential and who you will be able to meet with and observe in the classroom. This is typically a certificated staff member at your work site.
2. Complete each section of the CE in order. Be concise but give enough detail to answer the questions.
3. Meet with Teaching Coach to review the selected Focus Element and plan an appropriate experience to observe. It is suggested to agree upon an authentic experience that will occur in the classroom where the BOOST member can observe the results of the Planning and

Preparation. Complete *Part A: Pre-Experience Conference* on page 4, and *Part B: Experience Date*, on page 5.

4. Create a Lesson Plan for the Focus Element selected based on the *Pre-Experience Conference*.
5. Observe a lesson; be sure to review the Teaching Coach’s lesson plan. Complete *Part C: Observations During CE* on page 5.
6. Complete *Part D: Reflect on Experience and Focus Element*, found on page 6, immediately following the Classroom Experience.
7. Discuss/debrief CE with Teaching Coach after observation. Have the Coach complete and sign *Part E: Teaching Coach Verification* on page 7.
8. Complete and sign *Part F: BOOST Member Signature* on page 7.
9. When all Sections are completed, have the school site administrator or designee sign *Part G: Administrator Signature* on page 7.
10. Upload completed BOOST Classroom Experience to <http://go.teachinla.com/ladderdocs>.
11. Please note that BOOST Classroom Experiences must be completed in order and a minimum of one per academic year to remain an active BOOST member and to qualify for financial assistance.

Approval of BOOST Classroom Experiences:

Completed CEs are submitted to the Career Ladder Office. Certificated Career Ladder staff serve as the Reviewers. The Reviewer scores the CE according to the rubric printed on the last page by reviewing the Observations During CE, Coach feedback, and Instructional Standard reflection. This is done as quickly as possible, usually within two weeks.

CEs that meet the standards are approved. You will receive a notice in the mail and/or email. A digital copy will be scanned to your online profile at the Career Ladder Office.

When a CE does not meet the standards or is incomplete, it will be returned for revision and correction. Please include the original and the revised CE when resubmitting for approval.

BOOST Classroom Experiences Scoring Rubric

All BOOST Classroom Experiences will be reviewed according to the following scale:

Approved	<ul style="list-style-type: none"> • Provides detail; uses specific and concrete examples • Relates to the Instructional Standard • Relates to teaching • Written description is clear • Complete; member followed directions and filled in all sections
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Not approved	<ul style="list-style-type: none"> • Lacks detail; description needs specifics or concrete examples • Not related to the Instructional Standard • Not related to teaching • Written description is unclear • Incomplete; member did not follow directions or fill in all sections
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Instructions to the Teaching Coach

A Teaching Coach may be any LAUSD employee who holds a valid teaching credential and works with students. The Teaching Coach offers advice, discusses the planned activity, conducts the activity, and debriefs with BOOST member upon conclusion of activity. A different Teaching Coach may be used for each Instructional Standard.

Process Overview:

1. Pre-Experience Conference with the BOOST member.
 - a. Select a Focus Element and review the *Teaching and Learning Framework* for that Instructional Standard and Focus Element.
 - b. Plan an appropriate activity to demonstrate that Focus Element. Provide suggestions for the BOOST member on “things to look for” during the activity. Be sure to refer to the *Teaching and Learning Framework* to ensure that the activity described reflects planning for effective and highly effective levels of proficiency.
2. Classroom Experience:
 - a. Teaching Coach conducts the planned activity, while BOOST member takes observation notes.
3. BOOST member to complete reflection prompts.
4. Post-Experience Review with BOOST Member
 - a. Review the objective descriptions of what was observed to determine relevance to the Focus Element selected.
 - b. Provide feedback for the member for their own professional growth for becoming a teacher.
 - c. Complete and sign *Part E: Teaching Coach Verification* on page 7.

Thank you for your assistance in helping this BOOST member take the next steps to becoming a teacher.

If you have questions or concerns, please call the Career Ladder Office at (213) 241-4571.

SECTION II: CLASSROOM EXPERIENCE

Classroom Experience # 2: Instructional Standard - Planning and Preparation

The goal of this Instructional Standard is to use pedagogical content knowledge as well as information about students’ academic strengths and needs to plan instruction in the particular subject area. The planned activities are designed to engage all students in cognitively challenging work that is aligned to the standards.

Select ONE Focus Element to experience from the options below:

BOOST members may refer to resources provided on the Career Ladder website, achieve.lausd.net/STEPUP.

- Focus Element 1a2:* Develop a lesson plan addressing learning objectives, academic learning standards, language, formal and informal assessments, instructional strategies, and resources/ materials for the student population you currently work with. Lesson plans are not limited to a specific format.
- Focus Element 1b1:* Use student information provided by the teaching coach for a minimum of five students to develop instructional groups based on skills, knowledge and language proficiency. Provide a detailed explanation as to how this information could be used to plan a lesson.
- Focus Element 1d1:* Examine two instructional standards or differentiated alternative materials which provide a means of access to standards-based instruction for students. Provide a description of the two standards and how you would differentiate the learning objective for the students.
- Other (based on Standard 1): _____

A. PRE-EXPERIENCE CONFERENCE: Please review the elements in the LAUSD Teaching and Learning Framework (last page in this packet) and use specific details to describe what you are doing. Please submit additional pages if more space is needed. *Teaching Coach and BOOST Member review together during conference.*

Describe the target student population:

What is the benefit of the activity to the student(s)?

Which resources will you use?

How will you differentiate your planning and preparation for the student population in the class?

List the steps in the planning and preparation process.

B. CLASSROOM EXPERIENCE

Scheduled date: ____/____/____

BOOST Member to observe a lesson by the Teaching Coach.

C. CLASSROOM EXPERIENCE NOTES:

To be completed by the BOOST member: Use this space to take notes on how and why the lesson was modified from the Lesson Plan. Attach extra paper as necessary.

D. REFLECT ON EXPERIENCE & FOCUS ELEMENT *To be completed by the BOOST member*

Review the focus elements in the LAUSD Teaching and Learning Framework and California Standards for the Teaching Profession (last page in this packet) to reflect upon this experience.

What did you learn about Planning and Preparation?

As you reflect on the Classroom Observation, what do you think went well?

How did the knowledge of the students inform your lesson planning?

Next time you plan or prepare for a lesson, what will you do differently? Discuss potential next steps for professional growth.

SECTION III: SIGNATURES

E. TEACHING COACH VERIFICATION *To be completed by the Teaching Coach*

Focus element: _____ Date materials were reviewed: _____

Review of Lesson Plan created by BOOST Member:

Level of Proficiency: Ineffective Developing Effective Highly Effective

Feedback to the BOOST member:

What did the BOOST member do well?

What could the BOOST member have changed or improved upon?

Teaching Coach Name: _____ Position: _____

I, the above named Teaching Coach, have reviewed the planned activity, and verify that it meets the performance area.

Signature: _____ Date approved: _____

F. BOOST MEMBER SIGNATURE:

I certify that I observed the activity and met with the Teaching Coach for Pre and Post conferences related to this activity. I also understand that BOOST Classroom Experiences must be completed in order and a minimum of one per academic year to remain an active member and to qualify for financial assistance.

Member Name: _____ Employee #: _____

Member Signature: _____ Date _____

G. ADMINISTRATOR SIGNATURE:

Instructions to the Administrator or Administrative Designee:

Your signature is required on the BOOST Classroom Experience document for the following reasons:

- Indicates that you have been made aware that this activity is taking place at your school
- Assures that the Teaching Coach who conducted the activities is an LAUSD employee who holds a valid teaching credential
- Acknowledges that this BOOST Classroom Experience is not a job evaluation

Thank you for your assistance in helping this BOOST member take his/her next steps to becoming a teacher. **If you have questions or concerns, please call the Career Ladder Office at (213) 241-4571.**

This BOOST Classroom Experience was performed by the appropriate school staff.

Administrator or Designee Name: _____ Title: _____

Administrator Signature: _____ Date _____

CAREER LADDER OFFICE USE ONLY

Performance Area	Approved	Not Approved	Reason(s):
Planning and Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks detail. Description needs specifics or concrete examples. <input type="checkbox"/> Not related to this Performance Area. <input type="checkbox"/> Not related to teaching. <input type="checkbox"/> Written description is unclear. <input type="checkbox"/> Incomplete; follow directions or fill in all sections.
Signatures and Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Missing Rater's signature or feedback <input type="checkbox"/> Missing Administrator's signature <input type="checkbox"/> Missing Participant signature or information.

BOOST Reviewer: _____

Return for revisions Signature: _____ Date _____

Approved Signature: _____ Date _____

Please review these rubrics as you plan your activity for RISE # 2

Click on this link to access LAUSD Teaching and Learning Framework Rubrics (focus elements only):

<https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/433/TLF%20Booklet.pdf>

Released 5/2015

Standard 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Teachers must have sufficient command of the subject to guide student learning and they must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going, collaborative learning to support 21st Century skills and learners.

Elements	Ineffective	Developing	Effective	Highly Effective
<p>1a2. Knowledge of Content-Related Pedagogy</p> <p><i>Uses pedagogical content knowledge to plan instruction in the particular subject area.</i></p> <p>PC, A</p>	Teacher's plan displays little or no understanding of appropriate pedagogical approaches suitable to the essential understandings and big ideas that should be addressed in the lesson.	Teacher's plan reflects limited pedagogical approaches or some approaches that are not suitable to the essential understandings and big ideas addressed in the lesson. Teacher's plan incorporates limited connections to 21 st Century Skills.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, and is appropriate for the essential understandings and big ideas addressed in the lesson. Teacher plans appropriate use of technology and of 21 st Century Skills. Teacher anticipates students' misunderstandings.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches, appropriate for the essential understanding and big ideas addressed in the lesson. Teacher plans appropriate use of technology, and 21 st Century Skills. Teacher anticipates students' misunderstandings and plans how to address them.

Released 5/2015

Standard 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

It is not enough for teachers to know and understand childhood or adolescent developmental norms, teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status.

Elements	Ineffective	Developing	Effective	Highly Effective
<p>1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency</p> <p><i>Uses information about students' academic strengths and needs in planning.</i></p> <p>PC, A</p>	Teacher's plan articulates little or no awareness of students' skills, knowledge, and language proficiency, and/or does not indicate that such knowledge is valuable.	Teacher's plan articulates the value of tracking students' skills, knowledge, and language proficiency, but applies this knowledge in planning only for the class as a whole.	Teacher's plan tracks students' skills, knowledge, and language proficiency. Teacher articulates knowledge of the class as a whole and disaggregates data for student subgroups or individual students in order to determine progress and to plan instruction and intervention.	Teacher's plan tracks individual students' skills, knowledge, and language proficiency. Teacher articulates knowledge of the class as a whole and disaggregates data for student subgroups and individual students in order to determine progress for each student and to plan instruction and intervention.

Standard 1: Planning and Preparation

Component 1d: Designing Coherent Instruction

Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire. They persistently search for appropriate 21st Century resources that can inform their teaching, including collaborating with other educators. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective	Developing	Effective	Highly Effective
<p>1d1. Standards-Based Learning Activities</p> <p><i>Activities are designed to engage students in cognitively challenging work that is aligned to the standards.</i></p> <p>PC, A</p>	Learning activities are not designed to cognitively engage students or they are not aligned with instructional standards.	Some of the learning activities are designed to cognitively engage students and are aligned to the instructional standards. Some represent a moderate cognitive challenge and there is some differentiation to meet the needs of diverse student subgroups.	All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards and represent awareness of 21 st Century Skills. Learning activities are differentiated as appropriate to meet the needs of diverse student subgroups.	All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards, and reflect 21 st Century Skills. Learning activities are differentiated, as appropriate, to meet the needs of individual learners.