

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

BOOST CLASSROOM EXPERIENCE # 3:
Additional Professional Responsibilities

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 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 supervising Teaching 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 the Teaching Coach to review the planned Focus Element to be developed BEFORE planning the activity. Review *Part A: Plan Activity* on page 4 together. Arrange a day and time when you will share your written essay with the Teaching Coach. Complete *Part B: Review Written Essay* on page 4.

CE #3 Additional Professional Responsibilities Participant Name: _____

4. Complete *Part A: Plan Activity* on page 4.
5. Meet with Teaching Coach to share your essay. Teaching Coach provides feedback. Complete *Part C: Reflect on Experience and Focus Element*, found on page 5, immediately after feedback session with Teaching Coach.
6. Have Teaching Coach complete *Part D: Teaching Coach Verification* on page 6.
7. Complete and sign *Part E: BOOST Member Signature* on page 6.
8. When all sections are completed, have the school site administrator or designee sign *Part F: Administrator Signature* on page 7.
9. Upload completed BOOST CE #3 to <http://go.teachinla.com/ladderdocs>.
10. Please note that BOOST CEs 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 planned activity description, coach feedback, and Instructional Standard reflection. This is done as quickly as possible, usually within two weeks.

CEs that meet the standards will be approved. You will receive a notice in the mail. 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 Review of Instructional Standard 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 |
| 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 |

CE #3 Additional Professional Responsibilities Participant Name: _____

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, reviews the planned activity, observes the activity if performed, determines if the member has shown proficiency in the Instructional Standard, and provides feedback on the activity to the BOOST member. A different Teaching Coach may be used for each Instructional Standard.

Process Overview:

1. Review the planned activity as written by the BOOST member. Provide suggestions for improvement or corrections where appropriate. Be sure to refer to the Teaching and Learning Framework to ensure that the essay reflects planning for effective and highly effective levels of proficiency.
2. Observe the activity and/or review essay.
3. Provide feedback to the member for their own professional growth in becoming a teacher using the LAUSD Teaching and Learning Framework.
4. Determine the level at which the BOOST member has shown proficiency in the Instructional Standard: Ineffective, Developing, Effective, or Highly Effective.
5. Complete and sign *Part D: Teaching Coach Verification* on page 6.

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

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

SECTION II: ACTIVITY

CE # 3: Additional Professional Responsibilities

The goal of this Instructional Standard is to comprehend the importance of effective maintenance of instructional records, meaningful on-going communication with parents and a commitment to professional standards.

Select ONE activity to perform from the options below:

- Focus Element 4a2:*** Identify three grading practices used to maintain information on student progress and completion of assignments. Analyze the benefits and limitations of each. **Attach a written analysis (approximately 1500 words).**
- Focus Element 4b3:*** Identify parent communication systems currently in place at your school site. Evaluate the effectiveness of engaging families in the instructional program. **Attach a written analysis (approximately 1500 words).**
- Focus Element 4c1:*** Attend a Tuesday professional development, staff meeting or grade-level meeting. **Write a summary (approximately 1500 words) detailing the topic, needs the meeting was addressing and actionable steps taken.**
- Other: _____

A. PLAN ACTIVITY: 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?

List considerations as an effective teacher for the Focus Element selected.

B. REVIEW WRITTEN ESSAY

Scheduled date: ____/____/____

C. 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 by planning this activity?

As you reflect on the success of this planning and preparation activity, what do you think went well?

How did the knowledge of the students inform your essay?

Discuss potential next steps for professional growth related to your essay.

SECTION III: SIGNATURES

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

Focus element: _____ Date materials were reviewed: _____

Evidence from review of written essay:

Level of Proficiency: Ineffective Developing Effective Highly Effective

Feedback to the BOOST member:

What positive insights did the BOOST member provide in the written analysis or summary?

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: _____

E. 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 CEs 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 _____

F. 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

| Instructional Standard | Above Standards | Meets Standards | Below Standards | Reason(s): |
|---|--------------------------------------|--|--|--|
| Additional Professional Responsibilities | <input type="checkbox"/> | <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 | Complete <input type="checkbox"/> | Incomplete <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: _____ <input type="checkbox"/> Return for revisions Signature: _____ Date _____ <input type="checkbox"/> Approved Signature: _____ Date _____ | | | | |

Please review these rubrics as you plan your activity for RISE # 3

Click on this link to access LAUSD Teaching and Learning Framework Rubrics:

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

Released 6/2016

Standard 4: Additional Professional Responsibilities

Component 4a: Maintaining Accurate Records

Maintaining accurate records inform interactions with parents, students, and administrators, inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Effective maintenance of instructional records would include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records would include attendance taking, field trip permission slips, picture money, supply orders, book orders, lunch records, discipline referrals etc. Teachers should use available technology for record keeping. Efficiency of operation in record keeping is a key to success. Well-designed and implemented systems require very little ongoing maintenance.

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| <p>4a2. Tracks Completion of Student Assignments in Support of Student Learning</p> <p><i>Teacher keeps track of student assignments in support of student learning.</i></p> <p>PC, A</p> | <p>Teacher has no system for maintaining information on student completion of assignments.</p> | <p>Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially organized.</p> | <p>Teacher's system for maintaining information on student completion of assignments is organized.</p> | <p>Teacher's system for maintaining information on student completion of assignments is highly organized and efficient. Students participate in maintaining the records.</p> |
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Released 6/2016

Standard 4: Additional Professional Responsibilities

Component 4b: Communicating with Families

Parents/guardians care deeply about the progress of their child and appreciate meaningful communication regarding their child's progress and achievement. Communication should include personal contact that will establish positive and on-going two-way communications.

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| <p>4b3. Engagement of Families in the Instructional Program</p> <p><i>The teacher communicates with families to create a partnership around student learning.</i></p> <p>PC, A</p> | <p>Teacher makes no attempt to engage families in the instructional program or teacher's attempts are insensitive to cultural norms and language differences.</p> | <p>Teacher makes limited attempts to engage families in the instructional program. Teacher's attempts inconsistently demonstrate sensitivity to cultural norms and language differences.</p> | <p>Teacher engages families in the instructional program in multiple ways including the use of technology and/or assignments that invite family input. Teacher demonstrates sensitivity to cultural norms and language differences.</p> | <p>Teacher frequently engages families in the instructional program in multiple ways including the use of technology and/or assignments that invite family input. Teacher encourages families to contribute ideas that enhance family participation in support of student learning. Teacher demonstrates sensitivity to cultural norms and language differences.</p> |
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Standard 4: Additional Professional Responsibilities

Component 4c: Demonstrating Professionalism

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure that every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

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| <p>4c1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</p> <p><i>The teacher exhibits integrity and ethical conduct in all interactions with the school and community and complies with all rules and regulations of the profession.</i></p> <p>PC, A</p> | <p>Teacher displays dishonesty in interactions with colleagues, students, parents, the school community, and the public or teacher does not comply with school and district regulations.</p> | <p>Teacher is honest in interactions with colleagues, students, parents, the school community, and the public. Teacher partially complies with school and district regulations or is inconsistent in modeling a professional demeanor.</p> | <p>Teacher displays high standards of honesty, integrity, discretion, and confidentiality in interactions with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations and models professional demeanor.</p> | <p>Teacher displays high standards of honesty, integrity, discretion, and confidentiality, and takes a leadership role with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations, models professional demeanor, and takes a leadership role in establishing and articulating such regulations.</p> |
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