

Los Angeles Unified School District

Teaching and Learning Framework

Non-Classroom Teachers Focus Elements



Human Resources Division – Educator Development and Support
Revised July 2023

PREFACE: LAUSD Teaching and Learning Framework

The LAUSD Teaching and Learning Framework (TLF) describes clear expectations for effective teaching, identifying highly effective practices with a focus on consistent implementation of high-quality instruction to improve student outcomes and to ensure all our students graduate *ready for the world* (Strategic Plan, pg. 24). LA Unified serves nearly 600,000 students from diverse cultural and linguistic backgrounds and with unique learning needs. The TLF highlights the research-based strategies that have been proven to be effective in meeting the needs of our culturally, linguistically, economically, and academically diverse learners. The TLF recognizes that students come from diverse cultural, linguistic, and ethnic backgrounds and possess a range of skills, abilities, interests, and levels of language proficiency that must be met through responsive, high-quality instruction (LAUSD BUL-6870.0).

The TLF describes teaching practices aligned with the instructional standards that will help all students achieve academic excellence. Students will demonstrate grade-level (and beyond) proficiency in order to be successful and productive 21st Century learners who *will thrive in college, career, and life*. The TLF also embeds the four LA Unified Social Emotional Learning (SEL) competencies to support the needs of the whole child. As the foundation for instructional practices in LA Unified, the TLF also acts as a guide for teachers to analyze, reflect upon and improve their practice independently, with colleagues, and/or with their administrator as part of the classroom teacher evaluation processes, Educator Development and Support: Teachers (EDST) and Non-classroom teacher (EDSNCT) evaluation. The TLF, along with the School Counseling Framework (SCF), School Leadership Framework (SLF), Principal Supervisor Leadership Framework (PSLF), School Support Administrator Framework (SSAF), and the LA Unified Coaching Competencies, serve as part of a comprehensive system to observe classroom instruction and provide reflection and feedback to improve practice through informal and formal observations. In addition, all of our various frameworks serve as guides to provide a common language for effective teaching and leadership practice for all educational leaders in LA Unified (Strategic Plan, pg. 24)

EVIDENCE COLLECTION PROCESS	
To analyze teaching practice, evidence of a teacher’s practice is assessed using the Teaching and Learning Framework. Evidence is collected using a variety of methods including classroom observation (CO), professional conversations (PC), and artifacts (A). This diversified evidence collection process helps to ensure that teachers’ feedback, growth and development, and evaluation are informed by a variety of sources including students, administrators, and teachers themselves. Administrators are trained and certified to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the TLF, is representative of the teacher’s practice, and is free of bias. The evidence collection source for each element in the TLF is indicated by an abbreviation located below the name of each element.	
Classroom Observation (CO)	COs are the cornerstone of EDST, providing an opportunity for teachers to demonstrate their instructional practice to receive feedback that will support their professional growth and development. COs include any classroom visits that take place as part of effective support practices in schools.
Professional Conversation (PC)	PCs include the Initial Planning Conference and Pre- and Post-Observation Conferences that are part of the EDST formal observation cycle and the observation of practice cycle in EDSNCT. They can also include additional meetings where the teacher and administrator discuss evidence of the teacher’s practice.
Artifacts (A)	Artifacts include samples of student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher’s practice for a given element in the TLF.

KEY TERMS
<p>Culturally and Linguistically Responsive Pedagogy https://lausdaea.net</p> <p>Cultural and linguistic responsiveness means the validation and affirmation of indigenous (home) culture and language for the purpose of building and bridging the students to success in the culture of academia and in mainstream society (Hollie (2018), <i>Culturally and Linguistically Responsive Teaching and Learning, 2nd Ed.</i>, p. 27).</p>
<p>Equitable Grading and Instruction (EGI) https://achieve.lausd.net/EGI</p> <p>Learning Targets: Standards-based, grade-level appropriate, content-specific, and student-friendly statements framed from the learner’s perspective.</p> <p>Proficiency: The achievement-level descriptor assigned to a student that has demonstrated grade-level competence or skill on a course learning target. In EGI, proficiency on a learning target is level 3 on a 0-4 or 1-4 scale.</p> <p>Mastery Learning: A set of group-based teaching and learning strategies based on the premise that all students can reach proficiency on a given target when provided with enough time and personalized supports.</p>
<p>LA Unified Social Emotional Learning (SEL) Competencies https://achieve.lausd.net/socialemotionalllearning</p> <p>Growth Mindset: Belief that one’s abilities can grow with effort</p> <p>Self-Efficacy: Belief in one’s own ability to succeed in achieving an outcome or reaching a goal</p> <p>Self-Management: Ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations</p> <p>Social Awareness: Ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources.</p>



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LAUSD TEACHING AND LEARNING FRAMEWORK Focus Elements for Non-Classroom Teachers (EDSNCT)

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p>a. Demonstrating Knowledge of Content and Pedagogy</p> <ol style="list-style-type: none"> 1. Knowledge of Content and the Structure of the Discipline 2. Knowledge of Content-Related Pedagogy <p>b. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> 1. Awareness of Students’ Skills, Knowledge, and Language Proficiency 2. Knowledge of How Children, Adolescents, and Adults Learn 3. Knowledge of Students’ Special Needs 4. Knowledge of Students’ Interests and Cultural Heritage <p>c. Establishing Instructional Outcomes</p> <ol style="list-style-type: none"> 1. Value, Sequence, Alignment, and Clarity 2. Suitability for Diverse Learners <p>d. Designing Coherent Instruction</p> <ol style="list-style-type: none"> 1. Standards-Based Learning Activities 2. Instructional Materials, Technology, and Resources 3. Purposeful Instructional Groups 4. Lesson and Unit Structure <p>e. Designing Student Assessment</p> <ol style="list-style-type: none"> 1. Aligns with Instructional Outcomes 2. Planning Assessment Criteria 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning 	<p>a. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> 1. Teacher Interaction with Students 2. Student Interactions with One Another 3. Classroom Climate <p>b. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> 1. Importance of the Content 2. Expectations for Learning and Achievement 3. Student Ownership of their Work 4. Physical Environment <p>c. Managing Classroom Procedures</p> <ol style="list-style-type: none"> 1. Management of Routines, Procedures, and Transitions 2. Management of Materials and Supplies 3. Performance of Non-Instructional Duties 4. Management of Parent Leaders, other Volunteers and Paraprofessionals <p>d. Managing Student Behavior</p> <ol style="list-style-type: none"> 1. Expectations for Behavior 2. Monitoring and Responding to Student Behavior
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p>a. Reflecting on Practice</p> <ol style="list-style-type: none"> 1. Accurate Reflection 2. Use of Reflection to Inform Future Instruction 3. Selection of Professional Development Based on Reflection and Data 4. Implementation of New Learning from Professional Development <p>b. Participating in a Professional Community</p> <ol style="list-style-type: none"> 1. Relationships with Colleagues 2. Promotes a Culture of Professional Inquiry and Collaboration 	<p>a. Communicating with Students</p> <ol style="list-style-type: none"> 1. Communicating the Purpose of the Lesson 2. Directions and Procedures 3. Delivery of Content 4. Use of Academic Language <p>b. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> 1. Quality and Purpose of Questions 2. Discussion Techniques and Student Participation <p>c. Structures to Engage Students in Learning</p> <ol style="list-style-type: none"> 1. Standards-Based Projects, Activities, and Assignments 2. Purposeful and Productive Instructional Groups 3. Selection and Use of Available Instructional Materials, Technology, and Resources 4. Structure and Pacing <p>d. Using Assessment in Instruction to Advance Student Learning</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2. Monitoring of Student Learning 3. Feedback to Students 4. Student Self-Assessment and Monitoring of Progress <p>e. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> 1. Responds and Adjusts to Meet Student Needs 2. Persistence
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<p>a. Maintaining Accurate Records</p> <ol style="list-style-type: none"> 1. Tracks Progress Towards Identified Learning Outcomes 2. Tracks Completion of Student Assignments in Support of Student Learning 3. Manages Non-Instructional Records 4. Submits Records on Time <p>b. Communicating with Families</p> <ol style="list-style-type: none"> 1. Information About the Instructional Program 2. Information About Individual Students 3. Engagement of Families in the Instructional Program <p>c. Demonstrating Professionalism</p> <ol style="list-style-type: none"> 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations 2. Advocacy for Students 3. Decision-Making 	

Highlighted elements are identified as the Focus Elements for EDSNCT
 Framed elements are the District Unified Focus Elements for EDSNCT

Standard 1: Planning and Preparation

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, including exposure to trauma, that affect their social emotional learning: family dynamics, cultural customs, and socio-economics.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><i>1b1. Awareness of Students’ Skills, Knowledge, and Language Proficiency</i></p> <p><i>Uses information about students’ academic strengths and needs, language proficiency and social emotional wellness in planning.</i></p> <p>PC, A</p> <p>EDST Focus Element EDSNCT Focus Element</p>	<p>Teacher’s plan articulates little or no awareness of learners’ skills, knowledge, language proficiency, and social emotional wellness¹, and/or does not indicate that such knowledge is valuable.</p>	<p>Teacher’s plan articulates the value of tracking learners’ skills, knowledge, language proficiency, and social emotional wellness¹, but applies this knowledge in planning only for the class/group as a whole.</p>	<p>Teacher’s plan tracks learners’ skills, knowledge, language proficiency, and social emotional wellness¹. Teacher articulates knowledge of the class/group as a whole and disaggregates data for subgroups of learners or individuals in order to determine progress and to plan instruction and intervention.</p>	<p>Teacher’s plan tracks individuals’ skills, knowledge, language proficiency and social emotional wellness¹. Teacher articulates knowledge of the class/group as a whole and disaggregates data for learner subgroups and individuals in order to determine progress for each learner and to plan instruction and intervention.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Analysis of state, district and locally-designed assessment data for student subgroups • Section of SPSA addressing subgroup data • Budget planning sheets and justifications related to serving student subgroups • Data-based rationale for sub-group goals • Use of additional data sources (e.g., surveys, needs assessments, interviews, focus groups) • Schedule of data collection and plan review to determine meeting of benchmarks, and completion of action items • Revision of SPSA or other program based on data review • Agenda of Title I meetings related to supporting subgroups 			

¹ Social Emotional Learning: <https://achieve.lausd.net/Page/10277> and Social Emotional Learning in California: (document)

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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-economics.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><i>1b2. Knowledge of How Children, Adolescents, or Adults Learn</i></p> <p><i>Plans lessons based on current, proven research regarding how students learn.</i></p> <p>PC, A</p> <p>EDSNCT Focus Element</p>	<p>Teacher’s plans articulate little or no knowledge of the developmental characteristics of the age group, the social emotional needs, or of how these students/participants learn. Teacher is unaware of the importance of productive struggle and content relevance to engage students in rigorous work.² Teacher rarely applies this knowledge in planning for the class/group as a whole.</p>	<p>Teacher’s plans articulate some knowledge of the developmental characteristics of the age group and their social emotional needs. Teacher is aware of the importance of productive struggle and content relevance to engage students in rigorous work². Teacher usually applies this knowledge in planning for the class/group as a whole.</p>	<p>Teacher’s plans articulate current and accurate knowledge of how students/participants learn, reflecting an understanding of the typical developmental characteristics of the age group, including their social emotional needs, and how 21st Century Skills apply. Teacher understands the importance of productive struggle and content relevance to engage students in rigorous work². Teacher applies this knowledge in planning for the class/group as a whole and for subgroups of learner.</p>	<p>Teacher’s plans articulate current and accurate knowledge of how students/participants learn, reflecting an understanding of the typical developmental characteristics of the age group, including their social emotional needs, and how 21st Century Skills apply. Teacher understands the importance of productive struggle and content relevance to engage students in rigorous work². Teacher consistently applies this knowledge in planning for the class/group as a whole, for subgroups of learners and individuals.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Research materials on how children, adolescents, or adults learn and utilize 21st Century Skills • Agenda and materials from relevant PD attended • Agenda and materials from relevant PD delivered to staff • Notes from coaching teachers on <i>1b2, Knowledge of How Children, Adolescents, or Adults Learn</i> • Relevant responses or requests from teachers and/or administrators • Professional Development Plan 			

² Z. Hammond, *Culturally Responsive Teaching and the Brain*, Corwin, 1st Edition, 2015

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

Standard 1: Planning and Preparation
Component 1e: Designing Student Assessment

Teachers plan and design lessons that reflect an understanding of their disciplines, including an understanding of instructional standards, concepts, and principles. Teachers value each discipline and the relationships between disciplines and design on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time. Teachers should engage in collaborate design and analysis of assessments to strengthen assessment systems and to ensure equitable assessments for students.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><i>1e4. Analysis and Use of Assessment Data for Planning</i></p> <p><i>Teacher uses assessment data to determine next steps in instruction.</i> PC, A</p> <p>EDSNCT Focus Element</p>	<p>Teacher rarely and/or ineffectively uses multiple measures of growth for learners including formative and summative data that may include learners' work to demonstrate participant learning. Teacher does not analyze or use assessment data to design future instruction.</p>	<p>Teacher inconsistently uses multiple measures of growth for learners including both formative and summative data that include learners' work to demonstrate participant learning. Teacher analyzes and uses some assessment data to plan for future instruction for the class/group as a whole.</p>	<p>Teacher consistently uses multiple measures of growth for learners including both formative and summative data that include learners' work, to demonstrate participant learning. Teacher analyzes and uses assessment data to plan future instruction for subgroups of learners including re-teaching and re-assessment if necessary.</p>	<p>Teacher consistently uses multiple measures of growth for learners including both formative and summative data including learners' work to demonstrate a high level of participant learning. Teacher disaggregates and analyzes assessment data and uses information to plan future instruction for individuals, including re-teaching and re-assessment if necessary.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Analysis of state, district and locally-designed assessment data • Lesson plans from co-planning with teachers based on data • Student progress monitoring by classroom, department/grade level, or school • Grade level/Departmental action plans based on data analysis for grade level needs. • Cycles of continuous improvement; ongoing feedback loops • Emails, agendas, team notes re: determining goals and priorities • Print-outs or screen-shots of student data • Universal Access Time—lists of students in each group • Intervention and enrichment plans • Universal Access Plan • Photo of Data Walls from meeting rooms • Protocol to analyze student data at a PD • Scheduled data chats 			

Standard 2:

The Classroom Environment

Standard 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the classroom and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year. It is also important for teachers to manage transitions efficiently. Effective teachers make efficient use of time when managing non-instructional tasks such as taking attendance, collecting or checking homework, writing passes, etc., and are familiar with and successfully execute school emergency procedures.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><i>2c4. Management of Parent Leaders, other Volunteers and Paraprofessionals</i></p> <p><i>Volunteers and/or paraprofessionals have clear roles that promote student learning.</i></p> <p>CO</p> <p>EDSNCT Focus Element</p>	<p>Parent leaders, volunteers and/or paraprofessionals have few clearly defined duties and are idle most of the time.</p>	<p>Parent leaders, volunteers and/or paraprofessionals are productively engaged during portions of class time but require frequent direction from teacher.</p>	<p>Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks to ensure they are productively and independently engaged during the entire class.</p>	<p>Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks in advance of the class; they are productively and independently engaged during the entire class and make a substantive contribution to the classroom environment.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Schedule/classroom assignments for parent leaders/volunteers/paraprofessionals • PD/Training materials • Observation notes of parent leaders/volunteers/paraprofessionals • Budget documents from paraprofessionals • Relevant sections of the SPSA concerning parent leaders/volunteers • ELAC minutes from the “Training of Officers” meeting • Feedback from teachers/administrators • Events involving parent volunteers (e.g., Read Across America, Career Day) 			

Standard 3: Delivery of Instruction

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Component 3b: Using Questioning and Discussion Techniques

Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3b2. Discussion Techniques and Student Participation</p> <p><i>Techniques are used to ensure that all students share their thinking around challenging questions including strategies that affirm students' culture and language.</i></p> <p>CO</p> <p>EDST Focus Element EDSNCT Focus Element</p>	<p>Teacher makes no attempt to use differentiated strategies to engage students in discussions. Strategies do not affirm the students' culture and language. Interactions between teacher and the students are characterized by the teacher generating the majority of questions and most answers, limiting student participation and intellectual challenge.</p>	<p>Teacher makes some attempt to use differentiated strategies to engage all students in discussion. Strategies affirm the students' culture and language with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging.</p>	<p>Teacher uses intentional, differentiated strategies to engage all students in discussions, attempting gradual release from teacher-directed to student-initiated conversation. Strategies affirm the students' culture and language. Students participate in intellectually challenging discussions.</p>	<p>Teacher uses intentional, differentiated strategies to engage all students in intellectually challenging student-to-student discussions. Strategies affirm and help to build understanding of each student's culture and language. Teacher creates conditions for students to assume considerable responsibility for the success of the discussions.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Teacher uses varied discussion techniques throughout lesson/presentation • Methods designed to involve most or all students/participants in discussing the content are implemented • Interactions among learners are structured – e.g., time limits, participant roles, configuration of groups • Conversation among learners is around challenging question(s) related to content 			

Standard 3: Delivery of Instruction
Component 3c: Structures to Engage Students in Learning

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge and skills. The ownership of learning transfers from the teacher to the students. Teacher’s effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning and mastery of grade level content standards.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3c1. Standards-Based Projects, Activities and Assignments</p> <p><i>Standards-aligned learning activities cognitively engage students in the lesson.</i></p> <p>CO</p> <p>EDST Focus Element EDSNCT Focus Element</p>	<p>Projects, activities, and assignments do not cognitively engage students, are not culturally or linguistically relevant² or are not aligned to the instructional standards. There is no differentiation to address the social emotional¹ and academic wellness of subgroups.</p>	<p>Some projects, activities and assignments are aligned to the instructional standards and may require higher levels of thinking with occasional reference to cultural and linguistic responsiveness². Some learners are cognitively engaged. Some of the learning activities are differentiated, as necessary, to address the social emotional¹ and academic wellness of some subgroups.</p>	<p>Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally and linguistically relevant² and may include real-world application. Most learners are cognitively engaged, constructing their own understanding, and exploring content. The learning activities are differentiated, as necessary, to incorporate the social emotional learning¹ of all subgroups.</p>	<p>Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally and linguistically relevant², and include real-world application. Learners are cognitively engaged, constructing their own understanding, and exploring content. Teacher encourages and supports learners in initiating or adapting activities and projects to enhance their understanding. The learning activities are differentiated, as necessary, to incorporate the social emotional learning¹ of individual students.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> ● Varied activities are observed throughout lesson/presentation ● Activities designed to support most or all students/participants in understanding the content are implemented ● Completion of projects, activities or assignments contributes to understanding of the content ● Learners of different needs are able to engage in the differentiated activities 			

Standard 3: Delivery of Instruction

Component 3d: Using Assessment in Instruction to Advance Student Learning

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal, including goals and benchmarks that both teachers and students set and use. High quality assessment practice makes students and families fully aware of criteria and performance standards, informs teachers’ instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to advance learning, build self-efficacy, and inform instruction during a lesson or series of lessons.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3d3. Feedback to Students</p> <p><i>Students receive specific, culturally sensitive and timely feedback that will move their learning forward.</i></p> <p>CO, A</p> <p>EDST Focus Element EDSNCT Focus Element</p>	<p>Teacher’s feedback to learners is non-existent, limited, infrequent, and/or inaccurate. Feedback is not aligned to the instructional outcome/objective, not sensitive to students’ culture and language, does not foster self-efficacy or a growth mindset. Students do not revise their work.</p>	<p>Teacher’s feedback to learners may be timely, frequent, and accurate, but is limited to praise or correction. Feedback may not be aligned with the instructional outcome. It is minimally sensitive to students’ culture and language. Feedback guides some students to revise work, fostering self-efficacy or a growth mindset.</p>	<p>Teacher’s feedback to learners is timely, frequent, relevant, accurate, aligned to the instructional outcome and is sensitive to students’ culture and language. Specific feedback guides learners to revise and improve their work, fostering self-efficacy and a growth mindset.</p>	<p>Teacher’s feedback to learners is timely, frequent, relevant, accurate, aligned to the instructional outcome, and is sensitive to students’ culture and language. Learners demonstrate self-efficacy and a growth mindset by making use of specific feedback to revise and improve their work. Learners work collaboratively with peers to provide each other with actionable feedback.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Non-behavioral feedback provided to learners during the lesson/observed event • Written feedback to students (on work from observed lesson) • Evidence of student-to-student feedback in the form of written comments, rubric notes, proofreading marks, etc. • Screen shots of feedback via Google Docs, Google Voice, or another form of technology • LTEL student progress – Parent/student meeting notes 			

Standard 4: Additional Professional Responsibilities

Standard 4: Additional Professional Responsibilities
Component 4a: Maintaining Accurate Records

Accurate records inform interactions with parents, students, and administrators. They inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Instructional records include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records include attendance registers, 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.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4a1. Tracks Progress Towards Identified Learning Outcomes</p> <p><i>Teacher monitors how students are progressing toward the identified learning outcomes.</i></p> <p>PC, A</p> <p>EDSNCT Focus Element</p>	<p>Teacher has no system for maintaining information on student progress in learning. Student progress cannot be tracked.</p>	<p>Teacher’s system for maintaining information on student progress in learning is rudimentary and only partially effective. Student progress is inconsistently or randomly tracked.</p>	<p>Teacher system for maintaining information on student progress is well organized and tracks student progress towards learning outcomes. System allows for tracking student growth over time.</p>	<p>Teacher system for maintaining information on student progress is well organized, efficient, and tracks student progress towards learning outcomes. System allows for tracking individual student growth over time. Students contribute information and participate in maintaining records indicating their own progress in learning.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Data analysis & evidence of system tracking of student progress (benchmarks, department/grade level created, SBAC, ELPAC, etc.) • Data chat forms used with students and teachers • PD provided to teachers to analyze data • Reclassification information • LTEL student goals 			

Standard 4: Additional Professional Responsibilities
Component 4a: Maintaining Accurate Records

Accurate records inform interactions with parents, students, and administrators. They inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Instructional records include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records include attendance registers, 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.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4a4. Submits Records on Time</p> <p><i>Teacher submits records within the expected timeliness.</i></p> <p>PC, A</p> <p>EDSNCT Focus Element</p>	<p>Teacher’s submission of documents is late, incomplete, or absent.</p>	<p>Teacher’s submission of documents is usually on time and complete, but reminders may be necessary.</p>	<p>Teacher’s submission of documents is always accurate, timely, and complete.</p>	<p>Teacher’s submission of documents is always accurate, timely, complete, and provides contextual details when appropriate.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Evidence of submission of SPSA • Fall Survey documentation • Copies of initial notification of CELDT/ELPAC results sent to parents • Copy of SPSA annual evaluations and evidence of stakeholder engagement (agenda minutes from staff, ELAC, SSC meetings) • Master Plan Instructional Program Options meeting agendas and sign-ins • School level plan for Targeted Student Population (TSP) program funds 			

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.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4b3. Engagement of Families in the Instructional Program</p> <p><i>The teacher communicates with families, respectful of their language and culture, to create a partnership around student learning and social emotional wellness.</i></p> <p>PC, A EDSNCT Focus Element *EDST CSC Element</p>	<p>Teacher makes no attempt to engage families in their student’s instructional program or social emotional wellness. Teacher’s attempts are insensitive to language and cultural norms.</p>	<p>Teacher makes limited attempts to engage families in their student’s instructional program or social emotional wellness. Teacher inconsistently demonstrates sensitivity to language and cultural norms.</p>	<p>Teacher engages families in their student’s instructional program and social emotional wellness in multiple ways, using technology and/or assignments that invite family input. Teacher demonstrates sensitivity to language and cultural norms.</p>	<p>Teacher frequently engages families in their student’s instructional program and social emotional wellness in multiple ways, using technology and/or assignments that invite family input. Teacher encourages families to contribute ideas that enhance family participation in support of student learning and wellness. Teacher demonstrates sensitivity to language cultural norms.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Fliers/Advertisement of special school events or programs created/participated in • Evidence of communications with parents via letters, website notices, fliers home • Agenda/materials from ELAC, PTSA, and other parent committee meetings • Photos/materials from parent workshops • Script for Connect-Ed/Blackboard Connect calls home • Evidence of developing annual Title I Parent Involvement Policy • School-Parent Compact with staff and parents • Evidence from meetings with parents to explain registration, Parent/Student handbook, etc. • Agenda/materials for parent elections 			

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.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<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 EDSNCT Focus Element</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>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Observation of policy discussions at site with staff, students and other stakeholders • IDEA, SPED documentation • 504s, IEPs • Procedural Rights and Safeguards • Williams compliance • CBEDS report • EL Master Plan • Agendas and sign-ins provided are submitted twice a year • Evidence of collaborative review and adjustment of school policies • Evidence of all records being kept confidential and stored in a secure location • Documentation of categorically funded equipment inventories • Evidence of involvement of all stakeholders in School Site Council and English Learner Advisory Committee members • Agenda from annual meeting for parents of Title I students • Testing records 			

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.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4c2. Advocacy for Students</p> <p><i>The teacher is aware of students' needs and advocates for all students, particularly those who may be underserved.</i></p> <p>PC, A</p> <p>EDSNCT Focus Element</p>	<p>Teacher is not alert to student needs and contributes to school practices that result in some students being ill-served by the school.</p>	<p>Teacher is partially aware of student needs and attempts to address practices that result in some students being ill-served by the school.</p>	<p>Teacher is aware of student needs and actively works to ensure that all students receive an opportunity to succeed.</p>	<p>Teacher is aware of student needs and is highly proactive in challenging negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school, seeking out resources as needed.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Budget items supporting students' needs • Data/materials from intervention programs for students (tutoring, one-on-one, Saturday school) • Memos/emails/letters to teachers, administrators, staff, and parents to support subgroups and/or individual students • Evidence of monitoring ELD instruction • Evidence of monitoring LTEL course placement • Class scheduling and placement of English Learners • Master Plan classroom organization (elementary) • ELAC Comprehensive Needs Assessment 			

Standard 5: Professional Growth

Standard 5: Professional Growth
Component 5a: Reflecting on Practice

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect, yet it can be continually improved. With practice and experience in reflection, teachers become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives include practices such as videotaping, journaling, action research, student work, etc.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5a2. Use of Reflection to Inform Future Instruction</p> <p><i>The teacher uses reflection to inform and plan culturally and linguistically responsive future lessons.</i></p> <p>PC, A</p> <p>EDST Focus Element EDSNCT Focus Element</p>	<p>Teacher does not consider evidence from the lesson delivery and has no suggestions for what could be improved for next steps in subsequent lessons.</p>	<p>Teacher uses minimal evidence from the lesson delivery and/or offers general suggestions for what could be improved to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.</p>	<p>Teacher uses evidence from the lesson delivery to identify and describe specific next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.</p>	<p>Teacher uses multiple evidence sources from the lesson delivery to identify and describe intentional teaching practices to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried. The teacher provides a rationale for instructional options, describing anticipated impact on learning.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • If a classroom lesson is observed, reflection on MyPGS or during post-observation conference • Reflective journal entries • Documentation of reflection that informs future instruction, with students or adults 			

Standard 5: Professional Growth
Component 5a: Reflecting on Practice

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect, yet it can be continually improved. With practice and experience in reflection, teachers can become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives may include practices such as videotaping, journaling, action research, student work, etc.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5a4. Implementation of New Learning from Professional Development</p> <p><i>The teacher implements new learning into the classroom setting and monitors progress towards deep implementation.</i></p> <p>PC, A</p> <p>EDSNCT Focus Element</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill or does not implement new learning in the classroom.</p>	<p>Teacher participates in professional activities to a limited extent. Teacher attempts to implement new learning from professional development, with limited success.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which student achievement is positively impacted.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which individual student achievement is positively impacted. Teacher works with peers to deepen implementation.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • PD/other materials of new learning received • PD designed and delivered to share learning with individual or groups of teachers • Feedback from teachers/staff on PD • Lesson planning for co-teaching utilizing new learning • Student data resulting from implementation of new learning 			

Standard 5: Professional Growth
Component 5b: Participating in a Professional Community

Participation in a professional community requires active involvement, the promotion of a culture of collaboration and inquiry that improves the culture of teaching and learning. Relationships with colleagues are an important aspect of creating a culture where expertise, materials, insights, and experiences are shared. The goal of the professional community is improved teaching and learning.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5b2. Promotes a Culture of Professional Inquiry and Collaboration</p> <p><i>The teacher promotes a culture of inquiry for the purpose of improving teaching and learning and collaborates with colleagues to do so.</i></p> <p>PC, A</p> <p>EDSNCT Focus Element</p> <p>*EDST CSC Element</p>	<p>Teacher resists attendance at required department, grade-level, school-wide or district-sponsored professional development meetings.</p>	<p>Teacher attends only required department, grade-level, school-wide or district-sponsored professional development meetings.</p>	<p>Teacher actively participates in department, grade-level, school-wide or district-sponsored professional development meetings. Teacher promotes a culture of professional inquiry and collaboration by actively participating in professional learning communities, peer observations, lesson study, teaming, or other inquiry models with colleagues.</p>	<p>Teacher actively participates in and contributes to the design or facilitation of department, grade-level, school-wide or district-sponsored professional development meetings. Teacher initiates or takes a leadership role in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • PD/other materials of new learning received • PD designed and delivered to share learning with individual or groups of teachers • Feedback from teachers/staff on PD • Lesson planning for co-teaching utilizing new learning • Student data resulting from implementation of new learning 			