

LOS ANGELES UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES DIVISION
PARAEDUCATOR CAREER LADDER
STEP UP and Teach

REVIEW OF INSTRUCTIONAL STANDARD 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 Review of Instructional Standard Experiences:

The Career Ladder works with and supports LAUSD Teacher Assistants and Special Education paraprofessionals in their pursuit of a teaching credential. Review of Instructional Standard Experiences (RISEs) were designed to give classroom assistants an opportunity to develop their teaching skills with the guidance of a practicing teacher. **RISEs are not evaluations of job performance.**

Instructions to the STEP UP and Teach Member:

Completing Review of Instructional Standard Experiences:

RISEs must be completed one at a time and approved sequentially. A RISE must be approved by the Career Ladder Office before the next one can be submitted. The quality of the experiences and skills acquired by the individual is important. It is the responsibility of the participant to work collaboratively with a supervising teacher/rater to determine how the assessments will be completed. See the following procedures for completing a RISE:

1. Select a rater: The rater can be any LAUSD employee who holds a valid teaching credential. This is typically a certificated staff member at your work site. However, be aware that the rater needs to be able to observe and/or review the activity developed.
2. Complete each section of the RISE in order.
 - a. Be concise, but give enough detail to answer the questions.
 - b. Have the rater review your planned activity BEFORE you complete it. Be sure the rater signs in Part B: Collaboration with Rater.
 - c. Arrange a day and time when you will conduct the activity while your rater observes, if applicable.

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3. Conduct the planned activity for the rater to observe and/or information to review. Be sure the rater completes and signs Part D “Verify Proficiency” for each RISE.
4. Write a reflection for each RISE by completing the given prompts.
5. When all sections are completed, have the school site administrator or designee sign the Signatures section to verify the Rater was an appropriate person.
6. Sign and submit completed Review of Instructional Standard Experiences by uploading all pages to <http://go.teachinla.com/ladderdocs>.
7. Please note that members are required to complete a minimum of one RISE per year until all four RISEs are complete. Requests for reimbursements and vouchers may be held until the required RISE is approved.

Approval of Review of Instructional Standard Experiences:

Completed RISEs are submitted to the Career Ladder Office. Certificated Career Ladder staff serve as the reviewers. The reviewer scores the RISE according to the rubric printed on the last page by reviewing the planned activity description, rater feedback, and Instructional Standard reflection. This is done as quickly as possible, usually within two weeks.

RISEs that meet the standards are approved. You will receive a notice in the mail along with your RISE to keep for your records. A digital copy will be scanned to your online profile at the Career Ladder.

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

Review of Instructional Standard 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

Instructions to the Rater:

A rater can be any LAUSD employee who holds a valid teaching credential and works with students. The rater offers advice, reviews the planned activity, observes the activity when

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performed or reviews the completed task. The rater determines the member's level of effectiveness on the Instructional Standard, and provides feedback on the activity to the STEP UP and Teach participant. A different rater may be used for each Instructional Standard.

To rate the RISE:

Review the planned activity as written by the STEP UP and Teach member. Provide suggestions for improvement or corrections where appropriate. Be sure to refer to the Teaching and Learning Framework to ensure that the activity described is planning for effective and highly effective levels of proficiency.

1. Observe the activity.
2. Provide feedback for the member for their own professional growth for becoming a teacher using the LAUSD Teaching and Learning Framework.
3. Write down objective descriptions of what is observed to provide evidence for rating the level of proficiency demonstrated. Remember that evidence is just a description of what occurred and should not include opinion, judgment or terms open to interpretation; for example, "wait time was 5 seconds" versus "wait time was too short".
4. Determine the STEP UP and Teach member's level of proficiency for the Focus Element using the Teaching and Learning Framework.
5. Provide feedback for the member for their own professional growth for becoming a teacher.
6. Sign the appropriate sections of the RISE.
 - a. Part B: Collaborate with Rater
 - b. Part D: Verify Proficiency

Thank you for your assistance in helping this STEP UP and Teach 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.

To submit a completed RISE, upload all pages to
<http://go.teachinla.com/ladderdocs>.

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SECTION II

RISE # 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.

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

What is the benefit of the activity to teachers?

Which resources will you use?

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B. COLLABORATE WITH RATER *To be completed by the rater*

The rater is any certificated staff member who advises the Participant with this instructional standard, observes the activity, and provides feedback to the STEP UP and Teach member using the LAUSD Teaching and Learning Framework. (See "Instructions to the Rater")

Rater Name: _____ Position: _____

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

Rater Signature: _____ Date approved: _____

C. PERFORM ACTIVITY

Scheduled date of activity: ____/____/____

D. VERIFY PROFICIENCY *To be completed by the rater* Date activity was performed: _____

Focus element: _____ Date materials were reviewed: _____

Level of Effectiveness: Ineffective Developing Effective Highly Effective

What positive insights did the Participant provide in the written analysis or activity?

Suggestions for additional practice to develop professional growth in this area (Additional Professional Responsibilities)

E. REFLECT ON ACTIVITY & INSTRUCTIONAL STANDARD *To be completed by the STEP UP 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 find most beneficial by performing this activity?

How could you apply this activity to your daily work as a paraprofessional or as a future teacher?

How did this activity change your perception of the additional professional responsibilities a teacher has?

Next time you participate in this type of activity, what will you do differently? Discuss potential next steps for professional growth in increase effectiveness.

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SECTION V: Signatures

Instructions to the Administrator or Administrative Designee:

Your signature is required on the Review of Instructional Standard 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 rater who observed the activities is a LAUSD employee who holds a valid teaching credential
- Acknowledges that this Review of Instructional Standard Experience is not a job evaluation

Thank you for your assistance in helping this STEP UP and Teach 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.**

This Review of Instructional Standard Experience was performed by the appropriate school staff.

Administrator or Designee Name: _____ Title: _____

Administrator Signature: _____ Date _____

B. STEP UP and Teach Member Signature:

I certify that I planned and performed the activities with the appropriate school staff.
I also understand that in order for my advancement of STEP UP level to apply towards my next reimbursement, **this RISE must be approved a minimum of two weeks prior to the request for reimbursement dates to qualify for payment.**

Member Name: _____ Employee #: _____

Member Signature: _____ Date _____

To submit a completed RISE, upload all pages to
<http://go.teachinla.com/ladderdocs>.

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.
<p>STEP UP and Teach Reviewer: _____</p> <p><input type="checkbox"/> Return for revisions Signature: _____ Date _____</p> <p><input type="checkbox"/> Approved Signature: _____ Date _____</p>				

To submit a completed RISE, upload all pages to
<http://go.teachinla.com/ladderdocs>.

Please review these rubrics as you plan your activity for RISE # 3
Click on this link to access LAUSD Teaching and Learning Framework Rubrics:
<http://achieve.lausd.net/cms/lib08/CA0100043/Centricity/Domain/433/2016-2017%20TLF%20Focus%20Elements%20FINAL.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.

<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.

<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.

<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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