

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

**REVIEW OF INSTRUCTIONAL STANDARD EXPERIENCE # 4:**  
*Delivery of Instruction*

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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### RISE #4: DELIVERY OF INSTRUCTION

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

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RISE #4: DELIVERY OF INSTRUCTION

**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 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>.

SECTION II

**RISE # 4: Delivery of Instruction**

The goal of this Instructional Standard is to:

- Clearly frame the purpose of the lesson in order to engage students in the lesson. Teachers must communicate appropriate expectations for learning by providing directions and describing procedures with clarity, modeling, and expecting the use of academic language. Effective teachers use multiple strategies to explain content to meet diverse student learning needs.
- Provide questions with cognitive challenges and opportunities for discussions to ensure all students participate.
- Engage students in standards-based projects, activities and assignments by creating intellectual challenges that result in new knowledge and skills.

**All of the following focus elements must be addressed in your lesson (please refer to the rubrics on the last page of this packet):**

- Focus Element 3a1: Communicating the Purpose of the Lesson:** The purpose of the lesson is communicated clearly to all students.
- Focus Element 3b1: Quality and Purpose of Questions:** Questions are designed to challenge students and elicit high level thinking.
- Focus Element 3c1: Standards-Based Projects, Activities, and Assignments:** Standards-aligned learning activities cognitively engage students in the lesson.
- Focus Element 3d3: Feedback to Students:** Students receive specific and timely feedback that will move their learning forward.

**DELIVERY OF INSTRUCTION:**

1. 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.
2. Plan your lesson using the LAUSD lesson template provided.
3. Schedule a date with your rater for delivering the lesson.
4. Deliver your lesson to students.
5. Complete the reflection on the activity and instructional standards.

CLICK [HERE](#) FOR LAUSD LESSON PLAN TEMPLATE

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RISE #4: DELIVERY OF INSTRUCTION

**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 lesson, and verify that it meets the performance area.

Rater Signature: \_\_\_\_\_ Date approved: \_\_\_\_\_

**C. DELIVER LESSON**

Scheduled date of lesson: \_\_\_\_/\_\_\_\_/\_\_\_\_

**D. VERIFY PROFICIENCY** *To be completed by the rater*

Date lesson was delivered: \_\_\_\_\_

Level of Effectiveness: Ineffective       Developing       Effective        Highly Effective

What positive insights did the Participant provide in the delivery of the lesson?

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Suggestions for additional practice to develop professional growth in the Delivery of Instruction.

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**E. REFLECT ON LESSON & INSTRUCTIONAL STANDARD** *To be completed by the STEP UP member*

Review the four focus elements in the LAUSD Teaching and Learning Framework (last page in this packet) to reflect upon this experience. What did you find most beneficial by delivering this lesson?

**3a1: Communicating the Purpose of the Lesson**

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**3b1: Quality and Purpose of Questions**

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**3c1: Standards-Based Projects, Activities, and Assignments**

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**3d3: Feedback to Students**

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

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RISE #4: DELIVERY OF INSTRUCTION

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.

Member Name: \_\_\_\_\_ Employee #: \_\_\_\_\_

Member Signature: \_\_\_\_\_ Date \_\_\_\_\_

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

STEP UP and Teach  
RISE #4: DELIVERY OF INSTRUCTION

**CAREER LADDER OFFICE USE ONLY**

Instructional Standard	Above Standards	Meets Standards	Below Standards	Reason(s):
Delivery of Instruction	<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.	
STEP UP and Teach Reviewer: _____  <input type="checkbox"/> Return for revisions    Signature: _____ Date _____ <input type="checkbox"/> Approved                      Signature: _____ Date _____				

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



## Lesson Design Template



### PART I – WHO are the students?

<b>Class Composition</b>	
Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: <a href="http://achieve.lausd.net/getdata">http://achieve.lausd.net/getdata</a>	
<b>Grade Level/Subject Area</b>	
Indicate the Grade Level and Subject Area this lesson is designed for.	
<b>General Student Data (1b1,1b3)</b>	
Indicate which student populations this lesson is designed to accommodate.	
Students with Disabilities:	GATE Students:
<b>English Learner Data (1b1)</b>	
English Learners (EL):	ELD Levels In Your Class:
English Only (EO):	Reclassified Fluent English Proficient (RFEP):
Long Term English Learners (LTEL):	Standard English Learners (SEL):
<b>Additional Student Information</b>	
What other student data may be relevant or important to this lesson? (1b1, 1b3)	
<p>Considering the data above, list the strategies you use to help every student gain access to academic content (i.e., differentiation strategies, grouping of students, IEP requirements, etc.). (1a2, 1b1)</p>	

### Part II – WHAT are they learning?



**Language Objective:** What text structures, language features, and vocabulary will students need to use to express their understanding of the content?

### Part III – HOW will they learn it?

<b>Lesson Plan</b>
<b>1a2 Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities</b>
<b>EFFECTIVE - 1a2 Knowledge of Content Related Pedagogy</b> <i>Teacher’s plan reflects 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<sup>st</sup> Century Skills. Teacher anticipates students misunderstand ings.</i>
<b>EFFECTIVE -1d1 Standards-Based Learning Activities</b> <i>All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards and represent awareness of 21<sup>st</sup> Century Skills. Learning activities are differentiated as appropriate to meet the needs of diverse student subgroups.</i>
<b>Include your instructional sequence (lesson plan) below.</b> You may use a lesson plan format of your choice. Consider how your lesson plan will help you demonstrate EFFECTIVE practice in elements in Standard 3 when you teach your lesson. It is NOT necessary to respond to the items below.  Ideas to consider when developing your lesson: <ul style="list-style-type: none"><li>• Purpose of the lesson (3a1)</li><li>• Academic language (3a4)</li><li>• Questions (3b1)</li><li>• Discussion techniques (3b2)</li><li>• Standards-based projects, activities, and assignments (3c1)</li><li>• Grouping of students (3c2)</li><li>• Feedback to Students (3d3)</li><li>• 21<sup>st</sup> Century skills (Communication, Collaboration, Critical Thinking, Creativity)</li></ul>
<b>Outline your instructional sequence (lesson plan) here:</b>



**Please review these rubrics as you plan your activity for RISE # 4**  
**Click on this link to access LAUSD Teaching and Learning Framework Rubrics:**

[https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/88/2013%202014%20TLF%20Booklet\\_FINAL.pdf](https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/88/2013%202014%20TLF%20Booklet_FINAL.pdf)

Released 5/2013

**Standard 3: Delivery of Instruction**  
**Component 3a: Communicating With Students**

The presentation of a lesson impacts its outcome. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers must communicate reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, model and expect the use of academic language, and use multiple strategies to explain content to meet diverse student learning needs.

Element	Ineffective	Developing	Effective	Highly Effective
<b>3a1. Communicating the Purpose of the Lesson</b> <i>The purpose of the lesson is communicated clearly to all students.</i> <b>CO</b>	Teacher does not explain the purpose of the lesson or the purpose is communicated as only a series of activities/directions.	Teacher's explanation of the instructional purpose is not clear or connected to big ideas and essential understandings. Most students are unable to communicate the purpose of the learning.	Teacher's explanation of the instructional purpose is clear to students, including connections to big ideas and essential understandings. Most students are able to communicate the purpose of the lesson to their peers and others.	Teacher's explanation of the instructional purpose is clear to students. Students articulate connections to big ideas, essential understandings and/or real-world application. Students are able to communicate the purpose of the lesson to their peers and others.

Released 5/2013

**Standard 3: Delivery of Instruction**  
**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	Developing	Effective	Highly Effective
<b>3b1. Quality and Purpose of Questions</b> <i>Questions are designed to challenge students and elicit high-level thinking</i> <b>CO</b>	Teacher's questions do not invite a thoughtful response or are not relevant. Questions do not reveal student understanding about the content/concept or text under discussion, or are not comprehensible to most students.	Teacher's questions are a combination of both high and low quality, or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept or text under discussion. Teacher differentiates questions to make them comprehensible for some students.	Teacher's questions require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for student subgroups.	Teacher's questions require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class.

**Please review these rubrics as you plan your activity for RISE # 4**  
**Click on this link to access LAUSD Teaching and Learning Framework Rubrics:**

[https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/88/2013%202014%20TLF%20Booklet\\_FINAL.pdf](https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/88/2013%202014%20TLF%20Booklet_FINAL.pdf)

Released 5/2013

**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	Developing	Effective	Highly Effective
<p><b>3c1. Standards-Based Projects, Activities and Assignments</b></p> <p><i>Standards-aligned learning activities cognitively engage students in the lesson.</i></p> <p><b>CO</b></p>	<p>Projects, activities and assignments do not require higher levels of thinking or are not aligned to the instructional standards. Few or no students are cognitively engaged.</p>	<p>Some projects, activities and assignments are aligned to the instructional standards and may require higher levels of thinking. Some students are cognitively engaged. The learning activities are differentiated, as necessary, to meet the needs of some students.</p>	<p>Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged, constructing their own understanding and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.</p>	<p>Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged, constructing their own understanding and exploring content. Teacher creates an environment that supports students in initiating or adapting activities and projects to enhance their understanding. The learning activities are differentiated, as necessary, to meet all student learning needs.</p>

<p><b>3d3. Feedback to Students</b></p> <p><i>Students receive specific and timely feedback that will move their learning forward.</i></p> <p><b>CO</b></p>	<p>Teacher's feedback to students is limited, infrequent, and/or inaccurate. Feedback is not aligned to the instructional outcome.</p>	<p>Teacher's feedback to students is not consistently timely, frequent, and/or accurate. Feedback may not be aligned with the instructional outcome.</p>	<p>Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.</p>	<p>Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Students make use of specific feedback to revise and improve their work. Students work collaboratively with peers to provide each other with actionable feedback.</p>
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