

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

**REVIEW OF INSTRUCTIONAL STANDARD EXPERIENCE # 1:**  
*Classroom Environment*

SECTION I. GENERAL INFORMATION

Member Information:

Check here if new address or other information

Last Name		First Name		M.I.
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 paraprofessionals in their pursuit of a teaching credential. Review of Instructional Standard Experiences (RISEs) were designed to give Special Education paraprofessionals 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.
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.
3. Conduct the planned activity for the rater to observe. 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 Performance Areas are completed, have the school site administrator or designee sign the Signatures section to verify the Rater was an appropriate person.

RISE# 1 Classroom Environment

Participant Name: \_\_\_\_\_

- 6. Sign and submit completed Review of Instructional Standard Experiences to the Career Ladder 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 one week.

RISEs that meet or are above standards are approved. You will receive a notice in the mail along with a copy of the next RISE to be completed. The original RISE is kept on file 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:

Above Standards	<ul style="list-style-type: none"> <li>• Meets Standards</li> <li>• Submits additional materials as evidence, e.g., student work, photographs, and handouts</li> <li>• Demonstrates initiative, creativity, and originality</li> <li>• Presents Review of Instructional Standard Experience in a professional manner</li> </ul>
Meets Standards	<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>
Below Standards	<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>

**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, determines if the member has shown proficiency in 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:*

1. Review the planned activity as written by the STEP UP and Teach member. Provide suggestions for improvement or corrections where appropriate.
2. Observe the activity.
3. Provide feedback for the member for their own professional growth for becoming a teacher using the LAUSD Teaching and Learning Framework.
4. Determine whether or not the STEP UP and Teach member has shown proficiency in the Instructional Standard.
5. 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 Special Education 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 # 1: Classroom Environment**

The goal of this Instructional Standard is to create an environment of respect and rapport as well as to develop routines and procedures to maximize student learning. Effective teaching involves monitoring and responding to behavior in a way that maintains student dignity and does not disrupt learning.

**Select ONE activity to perform from the options below:**

- Focus Element 2a3*: Through interactions with students, encourage student(s) to take academic risks and freely share ideas. Treat mistakes made by teacher and/or students as learning opportunities.
- Focus Element 2c1*: Develop time sequences, procedures, and transitions for a lesson to maximize instructional time (i.e. timer, hand signal, individualized schedule, etc).
- Focus Element 2d2*: Develop a behavior intervention plan for an individual student. You may use Functional Behavior Analysis (FBA) and behavior intervention plan resources provided on the STEP UP and Teach website.
- 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.

Describe the target student population:

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

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Where will the activity take place?

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What materials will you need?

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List the steps in the process.

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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: \_\_\_\_\_

Proficiency was demonstrated when this activity was performed:  Yes  No

*Feedback to the Participant:*

What did the Participant do well?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What could the Participant have changed or improved upon?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rater Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**E. REFLECT ON ACTIVITY & PERFORMANCE AREA** *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 learn by performing this activity?

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

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Did the activity go as planned? What changes did you make to the activity, if any, and why?

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

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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 Special Education 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**

Performance Area	Above Standards	Meets Standards	Below Standards	Reason(s):
Classroom Environment	<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>.

**Standard 2: The Classroom Environment**  
**Component 2a: Creating an Environment of Respect and Rapport**

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people.

Element	Ineffective	Developing	Effective	Highly Effective
<b>2a3. Classroom Climate</b> <i>The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.</i> <b>CO</b>	Students do not freely share their ideas or opinions.  Student mistakes may be ridiculed by the teacher or other students.	Some students freely share their ideas or opinions.  Risk-taking and mistakes receive unpredictable responses from the teacher or other students.	Students freely share their ideas or opinions and take risks in learning.  Student mistakes are treated as learning opportunities by the teacher.	Students freely share their ideas, opinions or academic struggles and take risks in learning.  Student and teacher mistakes are treated as learning opportunities by the teacher and students.

**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	Developing	Effective	Highly Effective
<b>2c1. Management of Routines, Procedures, and Transitions</b> <i>Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.</i> <b>CO</b>	Transitions result in much time being lost between activities or lesson segments. Students do not appear to know what is expected for specific routines or transitions.	Some transitions result in loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.	Transitions occur with little loss of instructional time. Teacher prompts students to use efficient routines with minimal direction.	Transitions occur with little to no loss of instructional time. Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure.

**Standard 2: The Classroom Environment**  
**Component 2d: Managing Student Behavior**

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping boundaries. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain and uphold the agreed-upon standards of conduct.

Element	Ineffective	Developing	Effective	Highly Effective
<b>2d2. Monitoring and Responding to Student Behavior</b> <i>The teacher monitors and responds to behaviors in a way that maintains student dignity and does not disrupt learning.</i> <b>CO</b>	Student behavior hinders learning. Teacher does not monitor student behavior, or teacher responds in a way that does not produce desirable results. Appropriate behaviors are not acknowledged. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Some student behavior may hinder learning. Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to respond to student misbehavior but with uneven results.	Student behavior generally supports learning. Teacher reinforces positive behaviors when appropriate. If misbehavior occurs, teacher has a clear and consistent system for addressing negative behavior or rule-breaking that respects the student's dignity. Teacher's response to misbehavior produces desired results.	Student behavior supports learning. Teacher reinforces positive behaviors when appropriate. Teacher's response to misbehavior is sensitive to students' individual needs. Students monitor their own and their peers' behavior.