

# Teaching and Learning Framework

*Classroom Teachers Focus Elements*



## 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 21<sup>st</sup> 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 syllabi, student work, lesson plans, unit plans, sample assessments (including rubrics and proficiency scales), department meeting agendas, communications with parents (i.e., 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><b>Culturally and Linguistically Responsive Pedagogy</b>  <a href="https://lausdaea.net">https://lausdaea.net</a></p> <p>Cultural and linguistic responsiveness means the <b>validation and affirmation</b> of indigenous (home) culture and language for the purpose of <b>building and bridging</b> the students to success in the culture of academia and in mainstream society (Hollie (2018), <i>Culturally and Linguistically Responsive Teaching and Learning, 2<sup>nd</sup> Ed.</i>, p. 27).</p>
<p><b>Equitable Grading and Instruction (EGI)</b>  <a href="https://achieve.lausd.net/EGI">https://achieve.lausd.net/EGI</a></p> <p><b>Learning Targets:</b> Standards-based, grade-level appropriate, content-specific, and student-friendly statements framed from the learner’s perspective.</p> <p><b>Proficiency:</b> The achievement-level descriptor assigned to a student that has demonstrated grade-level competence or skill on a <u>course learning</u> target. In EGI, proficiency on a learning target is level 3 on a 0-4 or 1-4 scale.</p> <p><b>Mastery Learning:</b> A set of group-based teaching and learning strategies based on the premise that all students can reach proficiency on a given target when <u>provided</u> with enough time and personalized supports.</p>
<p><b>LA Unified Social Emotional Learning (SEL) Competencies</b>  <a href="https://achieve.lausd.net/socialemotionalllearning">https://achieve.lausd.net/socialemotionalllearning</a></p> <p><b>Growth Mindset:</b> Belief that one’s abilities can grow with effort</p> <p><b>Self-Efficacy:</b> Belief in one’s own ability to succeed in achieving an outcome or reaching a goal</p> <p><b>Self-Management:</b> Ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations</p> <p><b>Social Awareness:</b> 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>



Human Resources Division – Educator Development and Support  
 333 South Beaudry Avenue, 14<sup>th</sup> Floor  
 Los Angeles, CA 90017  
 Telephone (213) 241-3444

**LAUSD TEACHING AND LEARNING FRAMEWORK Focus Elements for Classroom Teachers (EDST)**

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

Highlighted elements are identified as the Focus Elements for the EDST process.

Framed elements are the district unified Focus Elements for the EDST process.

\* Evidence of teacher practice for these elements may be collected for Contributions to School Community.

# **Standard 1: Planning and Preparation**

---

**Standard 1: Planning and Preparation**  
**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

Teachers must have sufficient command of the subject to guide student learning, and they must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going, collaborative learning to support 21<sup>st</sup> Century Skills and learners.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><b>1a2. Knowledge of Content-Related Pedagogy</b></p> <p>Uses pedagogical content knowledge to plan instruction in the particular subject area.</p> <p><b>PC, A</b></p> <p><b>EDST Focus Element</b></p>	<p>Teacher’s plan reflects little or inappropriate use of appropriate pedagogical approaches, including cultural or linguistic responsiveness<sup>1</sup> or social emotional wellness<sup>2</sup>, suitable to the essential understandings and big ideas that should be addressed in the lesson.</p>	<p>Teacher’s plan reflects limited pedagogical approaches, including cultural or linguistic responsiveness<sup>1</sup> or social emotional wellness<sup>2</sup>, that are suitable to the essential understandings and big ideas addressed in the lesson. Teacher’s plan incorporates limited connections to 21<sup>st</sup> Century Skills.</p>	<p>Teacher’s plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, including cultural or linguistic responsiveness<sup>1</sup> or social emotional wellness<sup>2</sup>, and are 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’ misunderstandings.</p>	<p>Teacher’s plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, including cultural or linguistic responsiveness<sup>1</sup> or social emotional wellness<sup>2</sup>, appropriate for the essential understanding and big ideas addressed in the lesson. Teacher plans appropriate use of technology, and 21<sup>st</sup> Century Skills. Teacher anticipates and includes plans to address students’ misunderstandings.</p>

<sup>1</sup> Culturally and Linguistically Responsive Teaching: (web page) <https://www.cde.ca.gov/pd/ee/responsiveteaching.asp> Intro to CLR DR Hollie: (video) [https://www.youtube.com/watch?v=nXRqML\\_r\\_OA](https://www.youtube.com/watch?v=nXRqML_r_OA)

<sup>2</sup> Social Emotional Learning: <https://achieve.lausd.net/Page/10277> and Social Emotional Learning in California: (document) <https://www.cde.ca.gov/eo/in/documents/selresourcesguide.pdf>

**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><b>1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency</b></p> <p><i>Uses information about students' academic strengths and needs, language proficiency and social emotional wellness in planning.</i></p> <p><b>PC, A</b></p> <p><b>EDST Focus Element</b> <b>EDSNCT Focus Element</b></p>	<p>Teacher's plan articulates little or no awareness of learners' skills, knowledge, language proficiency, and social emotional wellness<sup>3</sup>, 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 wellness<sup>3</sup>, 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 wellness<sup>3</sup>. 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 wellness<sup>3</sup>. 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>

<sup>3</sup> Social Emotional Learning: <https://achieve.lausd.net/Page/10277> and Social Emotional Learning in California: (document)

**Standard 1: Planning and Preparation**  
**Component 1d: Designing Coherent Instruction**

Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21<sup>st</sup> Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes, communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire; they persistently search for 21<sup>st</sup> Century resources that can inform their teaching. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><b>1d1. Standards-Based Learning Activities</b></p> <p><i>Activities are designed to engage students in cognitively challenging work that is aligned to the standards.</i></p> <p><b>PC, A</b></p> <p><b>EDST Focus Element</b></p>	<p>Learning activities are not designed to cognitively engage students academically, culturally, or linguistically<sup>1</sup> or they are not aligned with instructional standards. There is no differentiation to address the social emotional<sup>2</sup> wellness of diverse student subgroups.</p>	<p>Learning activities are designed to provide moderate cognitive engagement academically, culturally, and linguistically<sup>1</sup> and are aligned to the instructional standards with some attention to 21<sup>st</sup> Century Skills. There is some differentiation to address the social emotional wellness<sup>2</sup> of diverse student subgroups.</p>	<p>All learning activities are designed to cognitively engage students academically, culturally, and linguistically<sup>1</sup>, are aligned to the instructional standards and represent 21<sup>st</sup> Century Skills. Learning activities are differentiated as appropriate to incorporate the social emotional wellness<sup>2</sup> of diverse student subgroups.</p>	<p>All learning activities are designed to cognitively engage students academically, culturally, and linguistically<sup>1</sup>, are aligned to the instructional standards and represent 21<sup>st</sup> Century Skills. Learning activities are differentiated as appropriate to incorporate the social emotional wellness<sup>2</sup> of individual learners.</p>

**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, designing 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.

<b>Element</b>	<b>Ineffective Practice</b>	<b>Developing Practice</b>	<b>Effective Practice</b>	<b>Highly Effective Practice</b>
<p><b>Te2. Planning Assessment Criteria<sup>3</sup></b></p> <p><i>Criteria for the assessments are clear, responsive to students' culture and language, and reflect outcomes being taught.</i></p> <p><b>PC, A</b></p> <p><b>EDST Focus Element</b></p>	<p>Teacher has not developed criteria by which student learning will be assessed. Students' culture and language have not been considered. Students are unaware of any criteria.</p>	<p>Teacher has developed criteria by which student learning will be assessed. Students' culture and language have been considered but have minimal impact on the criteria; the teacher has not planned how the criteria will be communicated to students.</p>	<p>Teacher has developed criteria by which levels of student learning will be assessed. Students' culture and language are reflected in the criteria. Teacher has planned how criteria will be communicated to students.</p>	<p>Teacher has developed criteria by which levels of student learning will be assessed. Students' culture and language are reflected in the criteria. Teacher has planned how criteria will be communicated and how students will demonstrate their understanding of the criteria. Criteria includes student contributions.</p>



# **Standard 2: The Classroom Environment**

---

**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 and teach them to manage their thoughts and behaviors, empathize with and understand the perspectives of others.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><b>2a3. Academic Climate</b></p> <p><i>The academic environment is safe and supportive; risk-taking is encouraged, students freely share their culture, language, and ideas, and student mistakes are treated as learning opportunities, never with ridicule.</i></p> <p><b>CO</b></p> <p><b>EDST Focus Element</b></p>	<p>Students do not freely share their culture, language, ideas, or opinions or demonstrate a growth mindset. Student mistakes may be ridiculed by the teacher or other students.</p>	<p>Some students demonstrate a growth mindset and freely share their culture, language, ideas, or opinions. Risk-taking and mistakes receive unpredictable responses from the teacher or other students.</p>	<p>Students demonstrate a growth mindset and freely share their culture, language, ideas, or opinions, and take risks in learning. Student mistakes are treated as learning opportunities by the teacher.</p>	<p>Students demonstrate a growth mindset and freely share their culture, language, ideas, opinions, or academic struggles and take risks in learning. The sharing of students' culture and language enrich the learning. Student and teacher mistakes are treated as learning opportunities by the teacher and students.</p>

**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><b>2c1. Management of Routines, Procedures, and Transitions</b></p> <p><i>Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.</i></p> <p><b>CO</b></p> <p><b>EDST Focus Element</b></p>	<p>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.</p>	<p>Some transitions result in loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.</p>	<p>Transitions occur with little loss of instructional time. Teacher prompts students to use efficient routines with minimal direction.</p>	<p>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.</p>

## 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 and self-manage the agreed-upon standards of conduct.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><b>2d2. Monitoring and Responding to Student Behavior</b></p> <p><i>The teacher monitors and responds to behaviors in a way that maintains student dignity, respects the student’s culture and language, and does not disrupt learning.</i></p> <p><b>CO</b></p> <p><b>EDST Focus Element</b></p>	<p>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, culture, language or social emotional well-being<sup>4</sup>.</p>	<p>Some student behavior may hinder learning. Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to address negative behavior or rule-breaking in a way that respects the student’s dignity, culture, language, and social emotional well-being<sup>4</sup>, but with uneven results.</p>	<p>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, culture, language, and social emotional well-being<sup>4</sup>. Teacher’s response to misbehavior produces desired results.</p>	<p>Student behavior supports learning. Teacher reinforces positive behaviors when appropriate. Teacher’s response to misbehavior is sensitive to students’ individual culture, language, and social emotional well-being<sup>4</sup>. Students monitor their own and their peers’ behavior.</p>

<sup>4</sup> Culturally Responsive Management. <https://research.steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf>

# **Standard 3: Delivery of Instruction**

---

**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, 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 Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><b>3a1. Communicating the Purpose of the Lesson</b></p> <p><i>The purpose of the lesson is communicated clearly to all students respecting the students' culture and language.</i></p> <p><b>CO</b></p> <p><b>EDST Focus Element</b></p>	<p>Teacher does not explain the purpose of the lesson, make connections to prior knowledge, culture, or language. Teacher communicates the purpose as a series of activities/directions.</p>	<p>Teacher attempts to explain the purpose of the lesson; however, the instructional purpose is not clear or connected to prior knowledge, culture, or language, big ideas and essential understandings. Few students understand or are able to communicate the purpose of the learning.</p>	<p>Teacher's explanation of the instructional purpose is clear to students, including connections to prior knowledge, culture, language or big ideas and essential understandings. Most students understand and are able to communicate the purpose of the lesson to their peers and others.</p>	<p>Teacher's explanation of the instructional purpose is clear to students. Students make connections to prior knowledge, culture, language, big ideas, essential understandings and/or real-world application. Students are able to communicate the purpose of the lesson to their peers and others.</p>
<p><b>3a4. Use of Academic Language</b></p> <p><i>Academic language is used to communicate and deepen understanding of the content and is inclusive of the culture and language of students.</i></p> <p><b>CO</b></p> <p><b>EDST Focus Element</b></p>	<p>Teacher and students rarely or incorrectly use academic language<sup>5</sup>. There is no effort to connect academic language to the students' culture and language.</p>	<p>Teacher inconsistently uses academic language<sup>5</sup>. Teacher provides limited opportunities for students to comprehend and incorporate academic language in listening, speaking, reading, and writing. Teacher makes limited connections to the students' culture and language.</p>	<p>Teacher correctly uses academic language<sup>5</sup>. Teacher scaffolds student learning by providing structured opportunities for subgroups of students to comprehend and use academic language in listening, speaking, reading, and writing. Teacher connects the academic language to the students' culture and language.</p>	<p>Teacher correctly and consistently uses academic language<sup>5</sup>. Teacher scaffolds student learning, only as needed, by providing structured opportunities to ensure that all students comprehend and use academic language in listening, speaking, reading, and writing. Teacher and students connect the academic language to the students' culture and language.</p>

<sup>5</sup> Use of Academic Language. <https://www.edglossary.org/academic-language>

**CO:** Classroom Observation; **PC:** Professional Conversation; **A:** Artifacts; **CSC:** Contribution to School Community

**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 Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><b>3b1. Quality and Purpose of Questions</b></p> <p><i>Questions are designed to challenge students, elicit high-level thinking and to respect the students' culture and language.</i></p> <p><b>CO</b></p> <p><b>EDST Focus Element</b></p>	<p>Teacher's questions are low level 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. Questions do not respect the students' culture or language.</p>	<p>Teacher's questions are a combination of both high and low level 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 some questions to make them comprehensible for the class as a whole. Some questions respect the students' culture and language.</p>	<p>Teacher's questions are predominantly high level and 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. Questions respect the students' culture and language.</p>	<p>Teacher's questions are high level and 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. Questions by teacher and students respect each student's culture and language.</p>
<p><b>3b2. Discussion Techniques and Student Participation</b></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><b>CO</b></p> <p><b>EDST Focus Element</b> <b>EDSNCT Focus Element</b></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>

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts; CSC: Contribution to School Community

**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><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><b>EDST Focus Element</b> <b>EDSNCT Focus Element</b></p>	<p>Projects, activities, and assignments do not cognitively engage students, are not culturally or linguistically relevant<sup>1</sup>, or are not aligned to the instructional standards. There is no differentiation to address the social emotional<sup>2</sup> 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 responsiveness<sup>1</sup>. Some learners are cognitively engaged. Some of the learning activities are differentiated, as necessary, to address the social emotional 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 relevant<sup>1</sup>, 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 learning 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 relevant<sup>1</sup>, 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 learning of individual students.</p>
<p><b>3c2. Purposeful and Productive Instructional Groups</b></p> <p><i>Students are grouped in order to promote productive cognitive engagement in the lesson.</i></p> <p><b>CO</b></p> <p><b>EDST Focus Element</b></p>	<p>Instructional group structures do not support students in achieving the instructional outcomes of the lesson. Group structures, tasks or products are not differentiated with no awareness of students’ culture and language.</p>	<p>Instructional group structures support some students in achieving the instructional outcomes of the lesson. Some students are cognitively engaged and work purposefully and productively. Group structures, tasks or products may be differentiated when needed with little awareness of students’ culture and language.</p>	<p>Instructional group structures support most students in achieving the instructional outcomes of the lesson. Students are cognitively engaged and work purposefully and productively. Group structures, tasks or products are differentiated according to the needs of student subgroups, with some awareness of students’ culture and language.</p>	<p>Instructional group structures support all students in achieving the instructional outcomes of the lesson. Students are cognitively engaged and work purposefully and productively, sharing responsibility for achieving the outcomes of the lesson. Group structures, tasks, or products are differentiated to meet the needs of all students with awareness of students’ culture and language.</p>



**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><b>3d3. Feedback to Students</b></p> <p><i>Students receive specific, culturally sensitive and timely feedback that will move their learning forward.</i></p> <p><b>CO, A</b></p> <p><b>EDST Focus Element</b> <b>EDSNCT Focus Element</b></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>

# **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.

<b>Element</b>	<b>Ineffective Practice</b>	<b>Developing Practice</b>	<b>Effective Practice</b>	<b>Highly Effective Practice</b>
<p><b>5a2. Use of Reflection to Inform Future Instruction</b></p> <p><i>The teacher uses reflection to inform and plan culturally and linguistically responsive future lessons.</i></p> <p><b>PC, A</b></p>  <p><b>EDST Focus Element</b>  <b>EDSNCT Focus Element</b></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>