



## **Educator Development and Support: Teachers and Non-Classroom Teachers**

### **Planning and Preparation Teacher Handbook**

The District's support and evaluation processes, Educator Development and Support: Teachers (EDST) and Educator Development Support: Non-Classroom Teachers (EDSNCT), are designed to support the ongoing growth and development of new and experienced classroom teachers. To support teachers to plan and prepare for the upcoming school year, this handbook includes key EDST/EDSNCT information, resources, and guidance.


If you have any questions about how to get started with the EDST/EDSNCT process, please contact the Professional Learning and Leadership Development Branch at (213) 241-3444.

*Updated May 2019*



**Telephone:** (213) 241-3444

**Email:** [plld@lausd.net](mailto:plld@lausd.net)

 [@LAUSD\\_PLLD](https://twitter.com/LAUSD_PLLD)

## **Educator Development and Support: Teachers**

### Central Office

Jolene Chavira, *Program and Policy Development Advisor*

Nancy Concha, *Educator Development and Support Coordinator*

Martha Cortes, *Program and Policy Development Coordinator*





# TABLE OF CONTENTS

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## **Getting Started with Educator Development and Support: Teachers and Non-Classroom Teachers**

Recommended Next Steps.....	5
Accessing MyPGS.....	6

## **Overview of Educator Development and Support: Teachers and Non-Classroom Teachers**

Multiple Measure Evaluation Process for Teachers* .....	8
Completion Dates and Deadlines.....	9
Frequently Asked Questions.....	10
Focus Element Selection for Formal Observation Cycle.....	12
Types of EDST Observations.....	13
Types of EDSNCT Observations.....	14

## **Overview of the LAUSD Teaching and Learning Framework**

A Closer Look.....	16
EDST <i>Teaching and Learning Framework</i> Placemat.....	17
EDSNCT <i>Teaching and Learning Framework</i> Placemat.....	18

## **Guidance**

Selecting IPS Objectives and Focus Elements for EDST.....	20
Selecting IPS Objectives and Focus Elements for EDSNCT.....	21
Finalizing the Cooperatively-Selected Focus Element.....	22
Additional Resources.....	23

*\*New for 2019-2020*



A group of diverse educators, including a woman in a green shirt and a man in a blue shirt, are smiling and working together at a table. They are surrounded by laptops and papers, suggesting a collaborative learning or professional development environment. The image is overlaid with a blue tint.

# Getting Started with Educator Development and Support: Teachers and Non-Classroom Teachers

### Recommended Next Steps

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*To ensure all students have access to effective instruction, the District's teacher evaluation processes, Educator Development and Support: Teachers (EDST) and Educator Development and Support: Non-Classroom Teachers (EDSNCT), supports the development of increasingly high quality teaching and learning practices. See below for more information on which teachers are eligible for EDST/EDSNCT and recommended next steps for getting started.*

### Who is eligible to be evaluated using EDST/EDSNCT?

The following classroom teachers are evaluated using EDST:

- ❖ Early Childhood Special Education teachers (beginning 2019-2020)
- ❖ Early Education teachers at early education centers
- ❖ Teachers of Pre-K (State Preschool Program, TK, Expanded TK) through 12
- ❖ Special Education Resource teachers
- ❖ Special Day Program teachers
- ❖ Arts Education Itinerant teachers
- ❖ CTE/ROP teachers
- ❖ Teacher Librarians
- ❖ Adult and Career Education teachers

All school-based instructional coaches and coordinators, deans, and various non-school, non-classroom positions are eligible to participate in the EDSNCT process.

### To get started with EDST/ESNCT processes, here are some recommended next steps:



**Speak** with your administrator to discuss your evaluation status and next steps.



**Log into** the District's evaluation platform, My Professional Growth System (MyPGS), at <https://lausd.truenorthlogic.com> to access your evaluation plan.



**Review** tools and resources available in the *Resources* tab of MyPGS.



**Call** Professional Learning and Leadership Development or your Local District's Teaching and Learning Coordinator if you have any questions.

## Accessing MyPGS

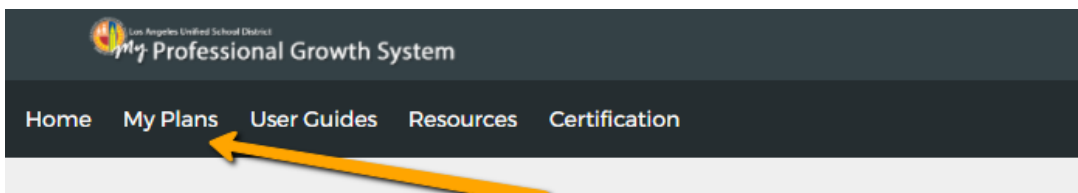
The My Professional Growth System (MyPGS) is the District’s online platform used to support the implementation of evaluation processes. MyPGS empowers teachers and administrators to collaborate throughout the evaluation process, as well as provides access to resources and tools. The following information provides a quick overview on how to log into MyPGS and access the necessary information to begin the evaluation process.

**Step 1:** Visit the MyPGS platform <https://lausd.truenorthlogic.com>.

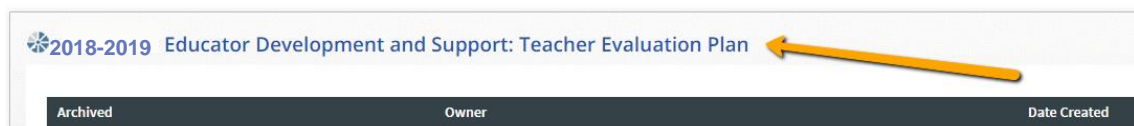
**Step 2:** Log into MyPGS using your LAUSD email address and password.



**Step 3:** Access your evaluation plan by clicking into the *My Plans* tab.



**Step 4:** View your current evaluation plan by clicking “2018-2019 Educator Development and Support Evaluation Plan”.



**Step 5:** For more information, please visit the *Resources* tab or call Professional Learning and Leadership Development at (213) 241-3444.

A photograph of a man with glasses and a light-colored shirt, standing in a classroom or meeting room. He is gesturing with his right hand as if speaking to a group of people. The background shows a whiteboard and a speaker. The entire image is overlaid with a semi-transparent blue filter.

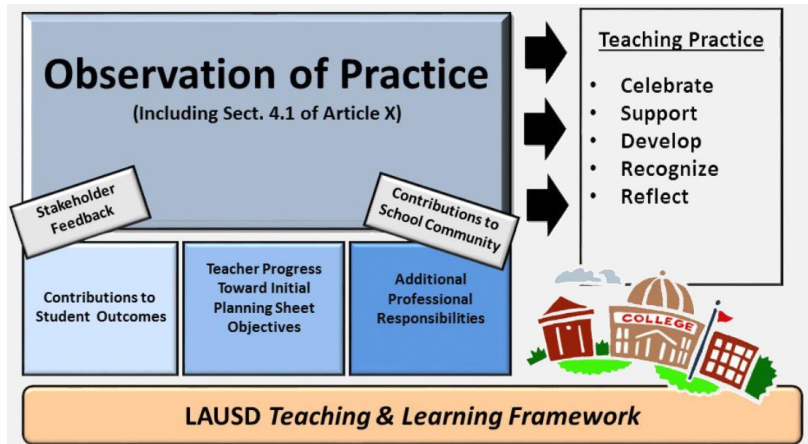
# **Overview of Educator Development and Support: Teachers and Non-Classroom Teachers**

## Multiple Measure Evaluation Process for Teachers

The EDST and EDSNCT processes are multiple measure evaluation and support systems. These processes include observations, conferencing opportunities, professional goal setting activities, and a series of reflection and evidence collection activities throughout the year. EDST and EDSNCT incorporate promising practices in coaching and feedback and encourage professional reflection and growth.

EDS processes include the following measures:

1. **Observation of Practice:** evidence collected, aligned, and rated is based on the L.A. Unified *Teaching & Learning Framework*.
2. **Contribution to Student Outcomes:** evidence of a teacher’s contribution to student progress toward district and state standards for pupil achievement.



2. **Progress Toward Initial Planning Sheet Objectives:** as part of the Initial Planning Sheet, teachers identify areas of focus and develop strategies to advance their practice.
3. **Additional Professional Responsibilities:** includes areas related to attendance, record-keeping, participation in professional development, ethical behavior, professional interactions with the school community, and collaboration with colleagues.

The following information may also be reviewed by the teachers participating in EDST to reflect on their teaching practice, but it is not included in a teacher’s final evaluation:

**Stakeholder Feedback Survey:** teachers can administer an online survey to their students (grades 3-12). Survey results will be confidential and for teacher feedback only. The results are meant to inform teacher practice and support a teacher’s growth and development.

**Artifact collection that demonstrates a teacher’s contributions to school community:** teachers and principals can upload evidence into MyPGS to represent how teachers engage families in the education of their children and how they collaborate with their peers to promote a culture of professional inquiry at their school sites.



## Completion Dates and Timelines

The timeline below indicates the contractual deadlines for certain EDST and EDSNCT steps (*designated in red*). To support the timely completion of the entire evaluation process, completion dates are also included for all other remaining EDST/EDSNCT steps.

Month(s)	EDST/EDSNCT Steps	Associated Completion Dates and Deadlines
August-September	<i>Teacher Self-Assessment</i>	9/13/19 Early Education: 7/26/19
September	Notification to Teachers Regarding Evaluation Status	<b>Contractual deadline: 9/20/19</b> (Teachers assigned to a school site after 9/20/19 and before 10/11/19 may still be rostered and should be notified. After 10/11/19, permanent teachers may not be evaluated, except if they received a BSE in the previous year.) <b>Early Education: 8/2/19</b>
September-October	Initial Planning Sheet (IPS) and Focus Elements Selection	9/27/19 Early Education: 8/9/19
October	Initial Planning Conference	<b>Contractual deadline: 10/11/19</b> <b>Early Education: 8/23/19</b>
September-March	Formal Observation Cycle (EDST only)  Observation of Practice (EDSNCT only)	<b>Contractual deadline:</b> <b>Observation: 2/21/20</b> <b>Post-Conference: 3/6/20</b> (The post-conference must be completed no more than 10 working days after the formal observation)  <b>Early Education:</b> <b>Observation: 2/7/20</b> <b>Post-Conference: 2/24/20</b>
September-March	Growth Plan Visit	3/20/20 Early Education: 4/10/20
September-March	Evidence Collection (EDSNCT only)	4/2/20
December	<i>Growth Planning: Mid-Year Reflection (EDST only)</i>	12/20/19 Early Education: 12/30/19
January	<i>Mid-Year Activities (EDSNCT only)</i>	1/24/20
February-March	<i>EDST Stakeholder Feedback Survey</i>	Administration begins 2/3/20 (Results reports released 4/20)
April	<i>Growth Planning: End-of-Year Reflection (EDST only)</i>  <i>End-of-Year Activities (EDSNCT only)</i>	4/17/20 Early Education: 5/1/20  4/24/20
May	Final Evaluation Report	<b>Contractual deadline: 5/13/20</b> <b>Early Education: 5/29/20</b>

*Light gray indicates optional steps*

## Frequently Asked Questions

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*These frequently asked questions provide information about the Educator Development and Support: Teachers (EDST) and Educator Development and Support: Non-Classroom Teachers (EDSNCT) processes.*

### Q. What are the EDST and EDSNCT processes?

A. The EDST and EDSNCT processes support the development of increasingly high quality teaching and learning practices. These processes include observations, conferencing opportunities, professional goal setting activities, and a series of reflection and evidence collection activities throughout the year. The foundation of EDST and EDSNCT is the LAUSD *Teaching and Learning Framework (TLF)*. All evaluation activities are completed in the District's online evaluation platform, [My Professional Growth System](#). For a complete list of the steps and associated contractual deadlines or completion dates, please see page 9.

### Q. How many focus elements will teachers be rated on in the upcoming school year?

A. Focus elements to be rated as part of the Formal Observation Cycle shall be limited to seven for each teacher, all of which are to be drawn from the 15 *Teaching and Learning Framework (TLF)* Focus Elements. Of the seven, three will be designated by the District, three will be selected by the teacher, and one will be cooperatively selected by the teacher and evaluator. For more information on these seven focus elements and how they are selected, please see page 12.

### Q. What are the three focus elements designated by the District?

A. For EDST, the three district unified focus elements are from Standard 3. Teachers will be evaluated on these three unified *TLF* focus elements during the Formal Observation Cycle (see page 17 for EDST *TLF* Focus Element Placemat):

- 3b2 Discussion Techniques and Student Participation
- 3c1 Standards-Based Projects, Activities, and Assignments
- 3d3 Feedback to Students

For EDSNCT, the three district unified focus elements are from Standards 4 and 5. Non-classroom teachers will be evaluated on three *TLF* focus elements by rating the Observation of Practice and Evidence Collection (see page 18 for EDSNCT *TLF* Focus Element Placemat):

- 4c1 Ethical Conduct and Compliance with School, District, State, and Federal Regulations
- 4c2 Advocacy for Students
- 5b2 Promotes a Culture of Professional Inquiry and Collaboration

### Q. What is the difference between the Initial Planning Sheet Objectives and the seven rated focus elements?

A. During the Growth Plan Visit, the administrator will provide feedback on the objectives selected in the Initial Planning Sheet. The Growth Plan Visit is not rated. During the formal observation (and evidence collection activities for EDSNCT), evidence is collected and

rated for the seven focus elements. For more information on the difference between the Initial Planning Sheet Objectives and the seven focus elements, please see page 20 (EDST) and page 21 (EDSNCT).

**Q. How do I prepare to discuss the cooperatively-selected focus element with my administrator during the Initial Planning Conference?**

**A.** Prepare to discuss and identify the cooperatively-selected focus element during the Initial Planning Conference by first reflecting on individual practice in support of school instructional priorities (i.e., school professional development plan, grade-level/department goals, local district goals). Teachers may include comments and a recommendation for the cooperatively-selected focus element in the Initial Planning Sheet in MyPGS. For more guidance, please see page 22.

**Q. Where can I go for more information?**

**A.** Please call Professional Learning and Leadership Development at (213) 241-3444. Resources are also available in the [MyPGS](#) platform. Some schools may have an EDST NBC teacher(s) supporting teachers with the EDST process. Please speak with your principal to see if this resource is available at your school.

## Focus Element Selection for Formal Observation Cycle

As part of the EDST and EDSNCT processes, teachers are evaluated and rated on seven of the 15 TLF Focus Elements during their formal observation. See below for a breakdown of how these seven TLF Focus Elements are finalized during the Initial Planning Conference. To view the TLF placemat for EDST, see page 17 and page 18 for the EDSNCT placemat.

$$3 + 3 + 1 = 7$$

### 3 District Unified Focus Elements

Teachers being evaluated using EDST will receive ratings on the following three TLF Focus Elements.

EDST

**3b2**  
*Discussion Techniques and Student Participation*

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

**3d3**  
*Feedback to Students*

EDSNCT

Teachers being evaluated using EDSNCT will receive ratings on the following three TLF Focus Elements.

**4c1**  
*Ethical Conduct and Compliance with School, District, State, and Federal Regulations*

**4c2**  
*Advocacy for Students*

**5b2**  
*Promotes a Culture of Professional Inquiry and Collaboration*

### 3 Teacher-Selected Focus Elements

An additional 3 TLF Focus Elements will be selected by the teacher. Teachers may select any three elements from the remaining twelve TLF Focus Elements.

### 1 Cooperatively-Selected Focus Element

One additional TLF Focus Element will be cooperatively selected by the teacher and administrator from the remaining TLF Focus Elements.

## Types of EDST Observations

As part of the EDST evaluation process, teachers will participate in a formal observation and growth plan visit. To provide additional opportunities for evidence collection and feedback, teachers may also participate in a supplemental observations. For an overview of the types of EDST observations, see below.

	Formal Observation	Growth Plan Visit	Supplemental Observations
Purpose	Provide feedback to teachers on 7 TLF Focus Elements	Provide feedback to teachers on the IPS Growth Objectives	Provide feedback to teachers on 7 TLF Focus Elements
Enter Evidence	Yes	Yes	Yes
Rated	Yes	No	Yes
Schedule or Unscheduled	Scheduled	Either	Either
Number per year	1	1	Administrator Discretion
Lesson Plan and Pre-Conference Required	Yes	No	Administrator Discretion

For a complete outline of the EDST steps and protocols, please view the [EDST Protocols](#).

## Types of EDSNCT Observations and Evidence Collection

*As part of the EDSNCT evaluation process, administrators are to conduct an Observation of Practice and Growth Plan Visit. Non-classroom teachers also have the opportunity to demonstrate evidence of their practice by collecting artifacts that will be reviewed throughout the year. For an overview of the types of EDSNCT observations and evidence collection, see below.*

	Observation of Practice	Growth Plan Visit	Evidence Collection
<b>Purpose</b>	Provide feedback to teachers on the observed TLF Focus Elements	Provide feedback to teachers on the IPS Growth Objectives	Provide feedback to teachers on all 7 TLF Focus Elements
<b>Enter Evidence</b>	Yes	Yes	Yes
<b>Rated*</b>	Yes (by end-of-year)	No	Yes (by end-of-year)
<b>Scheduled or Unscheduled</b>	Scheduled	Either	N/A
<b>Number Per Year</b>	1	1	Ongoing
<b>Planning and Pre-Conference Required</b>	Yes	No	N/A

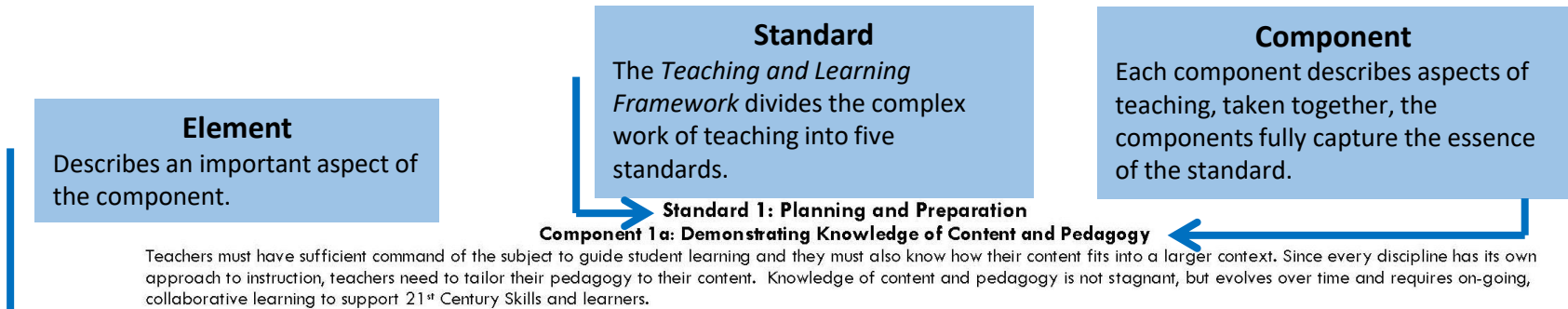
\* Ratings are generated after Observation of Practice and Evidence Collection are complete.

For a complete outline of the EDSNCT steps and protocols, please visit the MyPGS Resources tab and click on “EDSNCT Protocols”.



# Overview of *LAUSD Teaching and Learning Framework*

## A Closer Look



Elements	Ineffective	Developing	Effective	Highly Effective
<p><b>1a1. Knowledge of Content and the Structure of the Discipline</b></p> <p><i>Knows the discipline and how the subjects within the discipline relate and integrate with one another [e.g., understanding how algebra, geometry, and trigonometry are related in the discipline of mathematics].</i></p> <p><b>PC, A</b></p>	Teacher makes content errors or the teacher's plan does not articulate sufficient knowledge of the content standards.	Teacher articulates a basic knowledge of the grade level concepts in the discipline. Teacher demonstrates limited connections across grade levels.	Teacher articulates knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to the standards. Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.	Teacher articulates advanced knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to standards across disciplines. Teacher demonstrates knowledge of the progression of the content standards within and across multiple grade levels and disciplines.
<p><b>1a2. Knowledge of Content-Related Pedagogy</b></p> <p><i>Uses pedagogical content knowledge to plan instruction in the particular subject area.</i></p> <p><b>PC, A</b></p>	Teacher's plan displays little or no understanding of appropriate pedagogical approaches suitable to the essential understandings and big ideas that should be addressed in the lesson.	Teacher's plan reflects limited pedagogical approaches or some approaches that are not 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.	Teacher's plan reflects intentional selection of 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' misunderstandings.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches, 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 students' misunderstandings and plans how to address them.

### Rubric

The *Teaching and Learning Framework* provides a description of practice for each element using four levels.



## EDST Teaching and Learning Framework Focus Elements

Below is the EDST Teaching and Learning Framework placemat. To view the EDST Teaching and Learning Framework Focus Elements rubric, please visit the Resources tab in [MyPGS](#).

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<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. <b>Knowledge of Content-Related Pedagogy</b></li> </ol> <p><b>b. Demonstrating Knowledge of Students</b></p> <ol style="list-style-type: none"> <li>1. <b>Awareness of Students' Skills, Knowledge, and Language Proficiency</b></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. <b>Standards-Based Learning Activities</b></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. <b>Planning Assessment Criteria</b></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. <b>Academic Climate</b></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. <b>Management of Routines, Procedures, and Transitions</b></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. <b>Monitoring and Responding to Student Behavior</b></li> </ol>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p><b>a. Reflecting on Practice</b></p> <ol style="list-style-type: none"> <li>1. Accurate Reflection</li> <li>2. <b>Use of Reflection to Inform Future Instruction</b></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. <b>Communicating the Purpose of the Lesson</b></li> <li>2. Directions and Procedures</li> <li>3. Delivery of Content</li> <li>4. <b>Use of Academic Language</b></li> </ol> <p><b>b. Using Questioning and Discussion Techniques</b></p> <ol style="list-style-type: none"> <li>1. <b>Quality and Purpose of Questions</b></li> <li>2. <b>Discussion Techniques and Student Participation</b></li> </ol> <p><b>c. Structures to Engage Students in Learning</b></p> <ol style="list-style-type: none"> <li>1. <b>Standards-Based Projects, Activities, and Assignments</b></li> <li>2. <b>Purposeful and Productive Instructional Groups</b></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. <b>Monitoring of Student Learning</b></li> <li>3. <b>Feedback to Students</b></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>
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<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 the Focus Elements for the EDST process.

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

\* Evidence of teacher practice for this element may be collected for Contributions to School Community.

## EDSNCT Teaching and Learning Framework Focus Elements

Below is the EDSNCT Teaching and Learning Framework placemat. To view the EDSNCT Teaching and Learning Framework Focus Elements rubric, please visit the Resources tab in [MyPGS](#).

<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. Knowledge of Content-Related Pedagogy</li> </ol> <p><b>b. Demonstrating Knowledge of Students</b></p> <ol style="list-style-type: none"> <li>1. Awareness of Students' Skills, Knowledge, and Language Proficiency</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. Standards-Based Learning Activities</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. Planning Assessment Criteria</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. Classroom Climate</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. Management of Routines, Procedures, and Transitions</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. Monitoring and Responding to Student Behavior</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. Use of Reflection to Inform Future Instruction</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. Promotes a Culture of Professional Inquiry and Collaboration</li> </ol>	<p><b>a. Communicating with Students</b></p> <ol style="list-style-type: none"> <li>1. Communicating the Purpose of the Lesson</li> <li>2. Directions and Procedures</li> <li>3. Delivery of Content</li> <li>4. Use of Academic Language</li> </ol> <p><b>b. Using Questioning and Discussion Techniques</b></p> <ol style="list-style-type: none"> <li>1. Quality and Purpose of Questions</li> <li>2. Discussion Techniques and Student Participation</li> </ol> <p><b>c. Structures to Engage Students in Learning</b></p> <ol style="list-style-type: none"> <li>1. Standards-Based Projects, Activities, and Assignments</li> <li>2. Purposeful and Productive Instructional Groups</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. Feedback to Students</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. Engagement of Families in the Instructional Program</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 for Students</li> <li>3. Decision-Making</li> </ol>	

- Highlighted elements are the Focus Elements for the EDSNCT process.
- Framed elements are the *unified* Focus Elements for the EDSNCT process.



# Guidance

## Selecting IPS Objectives and Focus Elements for EDST

What is the difference between the EDST **Initial Planning Sheet Objectives** and the **focus elements** rated during the **Formal Observation**?

### Initial Planning Sheet (Growth Planning)

*The purpose of the Initial Planning Sheet (IPS) is to set growth objectives for the entire year. Teacher identifies Instructional, Professional, and Data-Based Objectives and revisits them throughout the year to support growth and development.*

### Formal Observation Cycle

*The purpose of the Formal Observation Cycle is to receive feedback and ratings on 7 Teaching and Learning Framework (TLF) Focus Elements (3 District Unified, 3 Teacher-Selected, and 1 Cooperatively-Selected).*

#### Identify IPS Objectives\*

Teacher identifies the following in their IPS:

- **Instructional Growth Objective:** One *TLF* Focus Element from Standards 1, 2, or 3
- **Professional Growth Objective:** Any *TLF* element from Standards 4 or 5
- **Data-Based Objective:** Addresses student data

#### Identify 3 Teacher-Selected Focus Elements\*

Teacher selects three *TLF* Focus Elements (note that the teacher cannot select from the 3 District-Unified Focus Elements).

The teacher may also provide input on the 1 Cooperatively-Selected Focus Element.

*\*Teacher may select the same focus elements for the IPS Objectives and the Formal Observation.\**

#### Finalizing and Feedback

The IPS Objectives are discussed and finalized by teacher and evaluator during the Initial Planning Conference. Throughout the year, the teacher may receive feedback on the selected IPS Objectives and identified strategies.

#### Finalizing and Feedback

The 3 Teacher-Selected and 1 Cooperatively-Selected *TLF* Focus Elements will be discussed during the Initial Planning Conference in preparation for scheduling the Formal Observation.

#### Growth Plan Visit

Following the Growth Plan Visit, teacher will receive feedback on the Instructional Growth Objective. The Growth Plan Visit is not rated and may be scheduled or unscheduled.

#### Formal Observation

Once the Formal Observation has been completed, the teacher will receive feedback and ratings on all 7 *TLF* Focus Elements.

## Selecting IPS Objectives and Focus Elements for EDSNCT

What is the difference between the EDSNCT **Initial Planning Sheet Objectives** and the **focus elements** rated in the **Observation of Practice and Evidence Collection**?

### Initial Planning Sheet (Growth Planning)

*The purpose of the Initial Planning Sheet (IPS) is to set growth objectives for the entire year. Teacher identifies Professional Growth and Data-Based Objectives and revisits them throughout the year to support growth and development.*

### Observation of Practice and Evidence Collection

*The purpose of the Observation of Practice Cycle is to provide feedback and, combined with the Evidence Collection, ratings on 7 Teaching and Learning Framework (TLF) Focus Elements (3 District Unified, 3 Teacher-Selected, and 1 Cooperatively-Selected).*

#### Identify IPS Objectives\*

Teacher identifies the following in their IPS:

- **Professional Growth Objective:** One *TLF* focus element from Standards 4 or 5
- **Data-Based Objective:** Addresses student data

#### Identify 3 Teacher-Selected Focus Elements\*

Teacher selects three *TLF* Focus Elements (note that the teacher cannot select from the 3 District-Unified Focus Elements).

The teacher may also provide input on the 1 Cooperatively-Selected Focus Element.

*\*Teacher may select the same focus elements for the IPS Objectives and the Observation of Practice.\**

#### Finalizing and Feedback

The IPS Objectives are discussed and finalized by teacher and evaluator during the Initial Planning Conference. Throughout the year, the teacher may receive feedback on the selected IPS Objectives and identified strategies.

#### Finalizing and Feedback

The 3 Teacher-Selected and 1 Cooperatively-Selected *TLF* Focus Elements will be discussed during the Initial Planning Conference in preparation for the Observation of Practice and Evidence Collection.

#### Growth Plan Visit

Following the Growth Plan Visit, teacher will receive feedback on the Professional Growth Objective. The Growth Plan Visit is not rated and may be scheduled or unscheduled.

#### Ratings on Focus Elements

The teacher will receive feedback at the Post-Observation of Practice conference. Ratings on all 7 *TLF* Focus Elements, including notes from the Evidence Collection, will be generated during the End-of-Year Activities.

## Finalizing the Cooperatively-Selected Focus Element

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*During the Observation Cycle, teachers will be evaluated on seven of the 15 TLF Focus Elements. As one of the seven, the cooperatively-selected focus element is an opportunity for individual reflection and collaboration between administrator and teacher. In preparation to discuss the cooperatively-selected focus element, please see below for guidance.*

### In preparation for the Initial Planning Conference...

- Consider the following information:
  - individual areas of growth and strength;
  - previous evaluation observation ratings; and
  - any other information relevant to your growth and development.
- Consider school's instructional priorities (i.e. school professional development plan, grade-level/department goals, local district goals).
- For teachers evaluated using EDSNCT, consider how evidence will be collected for the cooperatively-selected focus element in the Observation of Practice and/or throughout the year.
- Provide your comments and recommendation for the cooperatively-selected focus element in the Initial Planning Sheet in [MyPGS](#).

### During the Initial Planning Conference...

- If provided, review comments and recommendation for the cooperatively-selected focus element in the Initial Planning Sheet in [MyPGS](#).
- Finalize the cooperatively-selected focus element in partnership with your administrator.

## Additional Resources

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The tools, resources, and guidance provided in this handbook may support teachers to prepare and plan for participating in EDST/EDSNCT in the upcoming school year. [MyPGS](#) also includes additional resources that provide further detail on each of the evaluation steps. These resources may be found in the Resources tab of MyPGS.

### LAUSD Teaching and Learning Framework

- [LAUSD Teaching and Learning Framework](#) (full booklet)
- [LAUSD Teaching and Learning Framework](#) (EDST focus elements only)
- [LAUSD Teaching and Learning Framework](#) (EDSNCT focus elements only)

### Educator Development and Support: Teachers

- [Initial Planning Sheet](#) (for reference only)
  - Creating a quality Data-Based Objective:
    - [Video Tutorial](#)
    - [DBO Template](#)
    - [Sample DBO](#)
  - [Sample Initial Planning Sheet –Elementary](#)
  - [Sample Initial Planning Sheet -7<sup>th</sup> grade Math](#)
- [Lesson Design](#) (for reference only)
  - [Sample Lesson Plan -3<sup>rd</sup> grade Math](#)
  - [Sample Lesson Plan -7<sup>th</sup> grade Math](#)
  - [Sample Lesson Plan -8<sup>th</sup> grade ELA](#)
- Video Tutorials
  - [EDST Overview](#)
  - [Self Assessment](#)
  - [Initial Planning Sheet](#)
- Additional resources will be available by the beginning of the school year.

### Educator Development and Support: Non-Classroom Teachers

- Video Tutorials:
  - [Overview](#)
  - [Self Assessment](#)
  - [Initial Planning Sheet](#)
  - [Observation of Practice](#)
- Additional resources will be available by the beginning of the school year.



For more information on the EDST and EDSNCT processes, please contact Professional Learning and Leadership Development or visit [MyPGS](#) for additional resources.