

**REVIEW OF INSTRUCTIONAL STANDARD EXPERIENCE #2:**  
*Standard 2: Classroom Environment*

SECTION 1. GENERAL INFORMATION

**Member Information:**

Last Name		First Name		MI
Employee #	Email		Phone ( ) -	
Street Address				Apt/Unit #
City			State	Zip Code
School/Work Location		Principal/Supervisor		

**Purpose:**

Review of instructional Standards Experience (RISE) activities are opportunities to engage with the [Teaching and Learning Framework \(TLF\)](#). The TLF is a set of professional standards used by LAUSD to support the growth and development of classroom teachers. These standards describe clear expectations for effective teaching and learning. Career Ladder Members (Members) are required to complete one RISE activity per school year under the guidance and direction of a credentialed teacher. RISE #2 activities support the learning of effective teaching practices that exemplify *Standard 2: Classroom Environment*. **Rise activities are not evaluations of job performance.**

**Instructions:**

It is the Member’s responsibility to work collaboratively with a Teaching Coach to determine how RISE activities will be completed. The Teaching Coach must hold a valid teaching credential.

Members will complete each section of the RISE document.

- Section 1:** General Information
- Section 2:** Planning Conference & Collaboration
- Section 3:** Demonstration of Understanding
- Section 4:** Reflection
- Section 5:** Feedback & Endorsements

<p><b>Submission</b></p> <p>Upload your completed RISE with signatures to <a href="https://teachinla.co/ladderdocs">https://teachinla.co/ladderdocs</a></p>
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**SECTION II. PLANNING CONFERENCE & COLLABORATION**

**Standard 2: Classroom Environment**

Standard 2: Classroom Environment describes effective teaching practices that foster an environment of respect and rapport, establishes a culture for learning, and supports the management of classroom procedures and student behavior. Members will deepen their understanding of relationship building, setting high learning expectations, and developing classroom management skills.

<b>Teaching Coach Name:</b>	<b>School Site:</b>
<b>Subject Area:</b>	<b>Conference Date:</b>

**Review the TLF rubric (attachment A) for the following Focus Elements, then select one or more Focus Elements to engage with from the options below:**

- Focus Element 2a3: Academic Climate* 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.
- Focus Element 2c1: Management of Routines, Procedures, and Transitions* Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.
- Focus Element 2d2: Monitoring and Responding to Student Behavior* 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.

**How will you engage with the selected Focus Element(s)?**

- Lesson Observation:** Members will observe a classroom lesson and reflect on how the selected Focus Element is addressed in the lesson. Members will complete the Lesson Observation Protocol (page 3) and Reflection (page 6).
- Lesson Plan Review:** Members will work with the Teaching Coach to review a lesson plan that incorporates examples of effective teaching strategies and/or practices that address the selected Focus Element. Members will complete the Lesson Plan Review Protocol (page 4) and Reflection (page 6).
- Classroom Demonstration:** Under the supervision of the Teaching Coach, Members will use teaching strategies and/or techniques that demonstrate understanding of the selected Focus Element while engaging in a planned student activity. The Teaching Coach will provide feedback to Members. Members will complete the Classroom Demonstration Protocol (page 5) and Reflection (page 6).

SECTION III. DEMONSTRATION OF UNDERSTANDING

**LESSON OBSERVATION PROTOCOL**

<b>Class Composition: WHO are the students?</b>		
Teacher Name:	Subject:	Grade Level:
Total No. of Students:	No. of Students w/disabilities	No. of GATE Students:
<b>Instructional Goals and Objectives: WHAT are they learning?</b>		
Common Core/ELD Standards:	Goals and Objectives:	Learning Targets:
<b>Observation Notes: Select the Focus Element and Look-Fors that were observed during this lesson</b>		
<input type="checkbox"/> <u>Focus Element 2a3: Academic Climate</u> 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.	<input type="checkbox"/> <u>Focus Element 2c1: Management of Routines, Procedures, and Transitions</u> Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.	<input type="checkbox"/> <u>Focus Element 2d2: Monitoring and Responding to Student Behavior</u> 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.
<b>Focus Element Look-Fors</b>		
<input type="checkbox"/> Students freely share ideas and opinions. <input type="checkbox"/> Students are willing to take risks in learning. <input type="checkbox"/> Student mistakes are "teachable moments." <input type="checkbox"/> Student responses are validated by the teacher and peers. <input type="checkbox"/> Students use multi-modes of communication when responding to questions, prompts and engaging in discussions.	<input type="checkbox"/> Transitions occur with minimal loss of instructional time. <input type="checkbox"/> Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure. <input type="checkbox"/> Teacher efficiently manages non-instructional tasks (i.e., attendance, homework collection, writing passes, etc.).	<input type="checkbox"/> There is evidence of an agreed-upon standard of conduct and clear consequences. <input type="checkbox"/> Teacher reinforces positive behaviors when appropriate. <input type="checkbox"/> Teacher's response to misbehavior is sensitive to students' social emotional well-being. <input type="checkbox"/> Students monitor their own and their peers' behavior.

**LESSON PLAN REVIEW PROTOCOL**

<b>Class Composition: WHO are the students?</b>		
Teacher Name:	Subject:	Grade Level:
Total No. of Students:	No. of Students w/disabilities	No. of GATE Students:
<b>Instructional Goals and Objectives: WHAT are they learning?</b>		
Common Core/ELD Standards:	Goals and Objectives:	Learning Targets:
<b>Which Focus Element(s) are addressed in the Lesson Plan?</b>		
<input type="checkbox"/> <u>Focus Element 2a3: Academic Climate</u> 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.	<input type="checkbox"/> <u>Focus Element 2c1: Management of Routines, Procedures, and Transitions</u> Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.	<input type="checkbox"/> <u>Focus Element 2d2: Monitoring and Responding to Student Behavior</u> 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.
<b>Instructional Sequence: HOW are they learning?</b>		
What is the purpose of the lesson?		
What key skills will students acquire because of the lesson?		
What discussion techniques will be used in the lesson?		
What formative assessment will be used to check for understanding?		
How will the academic language be taught?		
How will students demonstrate their understanding?		

**CLASSROOM DEMONSTRATION PROTOCOL**

<b>Class Composition: WHO are the students?</b>		
Teacher Name:	Subject:	Grade Level:
Total No. of Students:	No. of Students w/disabilities	No. of GATE Students:
<b>Instructional Goals and Objectives: WHAT are they learning?</b>		
Common Core/ELD Standards:	Goals and Objectives:	Learning Targets:
<b>Which Focus Element(s) are addressed in the Lesson?</b>		
<input type="checkbox"/> <u>Focus Element 2a3: Academic Climate</u> 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.	<input type="checkbox"/> <u>Focus Element 2c1: Management of Routines, Procedures, and Transitions</u> Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.	<input type="checkbox"/> <u>Focus Element 2d2: Monitoring and Responding to Student Behavior</u> 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.
<b>Activity Plan</b>		
What is the purpose of the lesson?		
What key skills will students acquire because of the activity?		
What discussion techniques will be used during the activity?		
What materials will be used to engage students in the activity?		
How will the academic language be taught?		
What formative assessment will be used to check for understanding?		
How will students demonstrate their understanding?		

**REFLECTION**

*Reflect on your thinking and learning while engaged in Standard 2: Classroom Environment*

What did you learn by engaging in this activity?

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What questions do you have about Standard 2: Classroom Management, building relationships, and/or setting high expectations for all learners?

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What expectations and routines would you establish for student behavior in your classroom?

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How would you address the social emotional wellness of students in your classroom?

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What would you like to know more about? What type of training do you think would support you in this standard?

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**Feedback & Endorsement**  
*(to be completed by Teaching Coach)*

This Review of Instructional Standard activity was completed by \_\_\_\_\_

Demonstration of Understanding:

Ineffective                  Developing                  Effective                  High

Feedback

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Teaching Coach Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

This Review of Instructional Standard Experience was completed under the supervision of a credentialed teacher.

Principal/Designee Name: \_\_\_\_\_

Principal/Designee Title: \_\_\_\_\_

Principal/Designee Signature: \_\_\_\_\_

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