

REVIEW OF INSTRUCTIONAL STANDARD EXPERIENCE (RISE) #3:
Standard 3: Delivery of Instruction

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 #3 activities support the learning of effective teaching practices that exemplify *Standard 3: Delivery of Instruction*. **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

Submission

Upload your completed RISE with signatures to <https://teachinla.co/ladderdocs>

SECTION II. PLANNING CONFERENCE & COLLABORATION

Standard 3: Delivery of Instruction

Standard 3: Delivery of Instruction describes effective teaching practices that result in the clear communication of the purpose of a lesson, the use of questions that elicit high-level thinking, and the use of standards-aligned learning activities to cognitively engage students.

Teaching Coach Name:	School Site:
Subject Area:	Conference Date:

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 3a1: Communicating the Purpose of the Lesson The purpose of the lesson is communicated clearly to all students respecting the students’ culture and language.
- Focus Element 3b1: Quality and Purpose of Questions Questions are designed to challenge students, elicit high-level thinking and to respect the students’ culture and language.
- Focus Element 3c1: Standards-Based Projects, Activities and Assignments Standards-aligned learning activities cognitively engage students in the lesson.

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

Class Composition: WHO are the students?

Teacher Name:	Subject:	Grade Level:
Total No. of Students:	No. of Students w/disabilities	No. of GATE Students:

Instructional Goals and Objectives: WHAT are they learning?

Common Core/ELD Standards:	Goals and Objectives:	Learning Targets:
----------------------------	-----------------------	-------------------

**Observation Notes:
Select the Focus Element and Look-Fors that were observed during this lesson**

<input type="checkbox"/> <u>Focus Element 3a1:</u> <u>Communicating the Purpose of the Lesson</u> The purpose of the lesson is communicated clearly to all students respecting the students' culture and language.	<input type="checkbox"/> <u>Focus Element 3b1: Quality and Purpose of Questions</u> Questions are designed to challenge students, elicit high-level thinking and to respect the students' culture and language.	<input type="checkbox"/> <u>Focus Element 3c1:</u> <u>Standards-Based Projects, Activities and Assignments</u> Standards-aligned learning activities cognitively engage students in the lesson.
--	--	---

Focus Element Look-Fors

<input type="checkbox"/> Teacher's explanation of the instructional purpose is clear to students. <input type="checkbox"/> Students make connections to prior knowledge. <input type="checkbox"/> Students are able to communicate the purpose of the lesson to their peers and others.	<input type="checkbox"/> Teacher's questions require rigorous student thinking and invite students to demonstrate understanding through reasoning. <input type="checkbox"/> Students formulate their own questions to advance their understanding about the lesson. <input type="checkbox"/> Teacher differentiates questions to make learning comprehensible. <input type="checkbox"/> Questions respect each other's culture.	<input type="checkbox"/> Projects, activities and assignments are aligned to the instructional standards. <input type="checkbox"/> Students are engaged, construct their own understanding and explore the content. <input type="checkbox"/> Teacher supports students in adapting activities and projects to enhance their understanding. <input type="checkbox"/> Learning activities are differentiated, as necessary, to incorporate Social Emotional Learning.
---	--	--

LESSON PLAN REVIEW PROTOCOL

Class Composition: WHO are the students?		
Teacher Name:	Subject:	Grade Level:
Total No. of Students:	No. of Students w/disabilities	No. of GATE Students:
Instructional Goals and Objectives: WHAT are they learning?		
Common Core/ELD Standards:	Goals and Objectives:	Learning Targets:
Which Focus Element(s) are addressed in the Lesson Plan?		
<input type="checkbox"/> <u>Focus Element 3a1: Communicating the Purpose of the Lesson</u> The purpose of the lesson is communicated clearly to all students respecting the students' culture and language.	<input type="checkbox"/> <u>Focus Element 3b1: Quality and Purpose of Questions</u> Questions are designed to challenge students, elicit high-level thinking and to respect the students' culture and language.	<input type="checkbox"/> <u>Focus Element 3c1: Standards-Based Projects, Activities and Assignments</u> Standards-aligned learning activities cognitively engage students in the lesson.
Instructional Sequence: HOW are they learning?		
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

Class Composition: WHO are the students?

Teacher Name:	Subject:	Grade Level:
Total No. of Students:	No. of Students w/disabilities	No. of GATE Students:

Instructional Goals and Objectives: WHAT are they learning?

Common Core/ELD Standards:	Goals and Objectives:	Learning Targets:
----------------------------	-----------------------	-------------------

Which Focus Element(s) are addressed in the Lesson?

<input type="checkbox"/> <u>Focus Element 3a1: Communicating the Purpose of the Lesson</u> The purpose of the lesson is communicated clearly to all students respecting the students' culture and language.	<input type="checkbox"/> <u>Focus Element 3b1: Quality and Purpose of Questions</u> Questions are designed to challenge students, elicit high-level thinking and to respect the students' culture and language.	<input type="checkbox"/> <u>Focus Element 3c1: Standards-Based Projects, Activities and Assignments</u> Standards-aligned learning activities cognitively engage students in the lesson.
--	--	---

Activity Plan

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 3: Delivery of Instruction

What did you learn by engaging in this activity?

What questions do you have about Standard 3: Delivery of Instruction?

What grouping or discussion strategies would you use to engage all students in higher-level thinking activities?

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

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

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:

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:
