REVIEW OF INSTRUCTIONAL STANDARD EXPERIENCE #1:
Standard 1: Planning and Preparation

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 #1 activities support the learning of effective teaching practices that exemplify *Standard 1:
Planning and Preparation.* **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 activity with appropriate signatures to your online application in the
ATTACHMENTS tab

SECTION II. PLANNING CONFERENCE & COLLABORATION

Standard 1: Planning and Preparation

Standard 1: Planning and Preparation emphasize the importance of teachers' awareness of their students' academic strengths and needs, language proficiency and social emotional wellness in instructional planning. Skilled teachers translate instructional outcomes into learning experiences for students through the design of instruction. They effectively incorporate 21st Century resources in varied contexts for a variety of purposes. Effective teachers plan and design lessons that reflect an understanding of their disciplines including an understanding of instructional standards, concepts, and principles.

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 1b1: Awareness of Students' Skills, Knowledge, and Language Proficiency* Uses information about students' academic strengths and needs, language proficiency and social emotional wellness in planning.

☐ *Focus Element 1d1: Standards-Based Learning Activities* Activities are designed to engage students in cognitively challenging work that is aligned to the standards.

☐ *Focus Element 1e2: Planning Assessment Criteria* Criteria for the assessments are clear, responsive to students culture and language, and reflect outcomes being taught.

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

☐ *Focus Element 1b1: Awareness of Students' Skills, Knowledge, and Language Proficiency* Uses information about students' academic strengths and needs, language proficiency and social emotional wellness in planning.	☐ *Focus Element 1d1: Standards-Based Learning Activities* Activities are designed to engage students in cognitively challenging work that is aligned to the standards.	☐ *Focus Element 1e2: Planning Assessment Criteria* Criteria for the assessments are clear, responsive to students' culture and language, and reflect outcomes being taught.

Focus Element Look-Fors

☐ Teacher uses student data to create learner subgroups ☐ Teacher provides strategies on *how* to complete assignments. ☐ Teacher embeds the use of organizational tools and strategies into the instruction. ☐ Teacher integrates culturally and linguistically relevant pedagogy. ☐ Teacher uses awareness of students' skills, knowledge, and language proficiency to plan intervention.	☐ Learning activities are cognitively engaging for students. ☐ Learning activities are aligned to instructional standards. ☐ Learning activities represent 21st Century Skills. ☐ Learning activities are differentiated as appropriate to incorporate the social emotional wellness of individual learners.	☐ Teacher develops criteria that assess levels of student learning. ☐ Teacher has planned how assessment criteria will be communicated to students. ☐ Teacher has planned how students will demonstrate their understanding of assessment criteria. ☐ Assessment criteria includes student contributions.

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?		
☐ *Focus Element 1b1: Awareness of Students' Skills, Knowledge, and Language Proficiency* Uses information about students' academic strengths and needs, language proficiency and social emotional wellness in planning.	☐ *Focus Element 1d1: Standards-Based Learning Activities* Activities are designed to engage students in cognitively challenging work that is aligned to the standards.	☐ *Focus Element 1e2: Planning Assessment Criteria* Criteria for the assessments are clear, responsive to students' culture and language, and reflect outcomes being taught.

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?		
☐ *Focus Element 1b1: Awareness of Students' Skills, Knowledge, and Language Proficiency* Uses information about students' academic strengths and needs, language proficiency and social emotional wellness in planning.	☐ *Focus Element 1d1: Standards-Based Learning Activities* Activities are designed to engage students in cognitively challenging work that is aligned to the standards.	☐ *Focus Element 1e2: Planning Assessment Criteria* Criteria for the assessments are clear, responsive to students' culture and language, and reflect outcomes being taught.

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 1: Planning and Preparation

What did you learn by engaging in this activity?

_____

_____

_____

_____

What questions do you have about Standard 1: Planning Instruction for all learners?

_____

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_____

How would you get to know your students and what opportunities would you provide for students to get to know each other?

_____

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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?

_____

_____

_____

_____

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:

_____