

REVIEW OF INSTRUCTIONAL STANDARD EXPERIENCE #4:
Standard 4: Additional Professional Responsibilities

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 #4 activities support the learning of effective teaching practices that exemplify *Standard 4: Additional Professional Responsibilities*. **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 appropriated signatures to your online application in the
ATTACHMENTS tab

SECTION II. PLANNING CONFERENCE & COLLABORATION

Standard 4: Additional Professional Responsibilities

Standard 4: Describes effective teaching practices that inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Teachers develop systems of meaningful communication with parents/guardians regarding their child’s progress and achievement. Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code.

Teaching Coach Name:	School Site:
Subject Area:	Conference Date:
<p>Review the TLF rubric (attachment A) for the following Focus Elements, then select how you will engage with the Focus Elements from the options below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Focus Element 4a2: Tracks Completion of Student Assignments in Support of Student Learning</u> Teacher keeps track of student assignments in support of student learning. <input type="checkbox"/> <u>Focus Element 4b3: Engagement of Families in the Instructional Program</u> The teacher communicates with families, respectful of their language and culture, to create a partnership around student learning and social emotional wellness. <input type="checkbox"/> <u>Focus Element 4c1: Ethical Conduct and Compliance with School, District, State, and Federal Regulations</u> The teacher exhibits integrity and ethical conduct in all interactions with the school and community and complies with all rules and regulations of the profession. <p>How will you engage with the selected Focus Element(s)?</p> <p>Members will read one or more articles and/or publications listed below and reflect on how the Focus Elements are addressed in the readings. Members will complete both the Interview Protocol and Reflection.</p> <ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> <i>Tell Me So I Can Hear</i> <li style="width: 50%;"><input type="checkbox"/> <i>Ken O’Connor - Guidelines for grading</i> <li style="width: 50%;"><input type="checkbox"/> <i>LAUSD Code of Conduct with Students</i> <li style="width: 50%;"><input type="checkbox"/> <i>A Case for Standards-Based Grading</i> <li style="width: 50%;"><input type="checkbox"/> <i>School Goals for Parent Engagement</i> <li style="width: 50%;"><input type="checkbox"/> <i>The Case Against the Zero</i> <li style="width: 50%;"><input type="checkbox"/> <i>The Case Against Percentage Grades</i> 	

SECTION III. DEMONSTRATION OF UNDERSTANDING

INTERVIEW PROTOCOL

Please describe your current grading practices.

How do you communicate student progress to parents/guardians?

How do you maintain compliance with rules and regulations in the teaching profession while maintaining an environment of respect and rapport with students and families?

REFLECTION

Reflect on your thinking and learning while engaged in Standard 4: Additional Professional Responsibilities

What did you learn by engaging in this activity?

What questions do you have about Standard 4: Additional Professional Responsibilities?

What might be some problems with traditional grading practices?

How might traditional grading practices inhibit student growth and learning?

How can we foster a growth mindset in students through our grading and instructional practices?

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

Feedback & Endorsement

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: _____