



## LAUSD TEACHING AND LEARNING FRAMEWORK Focus Elements for EDSNCT

<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 identified as the Focus Elements for EDSNCT
- District Unified Focus Elements for EDSNCT