

LOS ANGELES UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES DIVISION
CAREER LADDER
STEP UP and Teach

REVIEW OF INSTRUCTIONAL STANDARD EXPERIENCE # 2:
Planning and Preparation

SECTION I. GENERAL INFORMATION

Member Information:

Check here if new address or other information

Last Name		First Name		Last 4 digits of SSN	
Employee #	E-mail		Message Phone () -		
Street Address				Apt/Unit #	
City			State	Zip Code	
Work site			School Phone () -		

The Purpose of Review of Instructional Standard Experiences

The Career Ladder works with and supports LAUSD Teacher Assistants and Special Education paraprofessionals in their pursuit of a teaching credential. Review of Instructional Standard Experiences (RISEs) were designed to give classroom assistants an opportunity to develop their teaching skills with the guidance of a practicing teacher. **RISEs are not evaluations of job performance.**

Instructions to the STEP UP and Teach Member

Completing Review of Instructional Standard Experiences:

RISEs must be completed one at a time and approved sequentially. A RISE must be approved by the Career Ladder Office before the next one can be submitted. The quality of the experiences and skills acquired by the individual is important. It is the responsibility of the participant to work collaboratively with a supervising teacher/rater to determine how the assessments will be completed. See the following procedures for completing a RISE:

1. Select a rater: The rater can be any LAUSD employee who holds a valid teaching credential. This is typically a certificated staff member at your work site. However, be aware that the rater needs to be able to observe and/or review the activity developed.
2. Complete each section of the RISE in order.
 - a. Be concise, but give enough detail to answer the questions.
 - b. Have the rater review your planned activity BEFORE you complete it. Be sure the rater signs in Part B: Collaboration with Rater.

- c. Arrange a day and time when you will conduct the activity while your rater observes.
3. Conduct the planned activity for the rater to observe. Be sure the rater completes and signs Part D “Verify Proficiency” for each RISE.
4. Write a reflection for each RISE by completing the given prompts.
5. When all Performance Areas are completed, have the school site administrator or designee sign the Signatures section to verify the Rater was an appropriate person.
6. Sign and submit completed Review of Instructional Standard Experiences by uploading all pages to <http://go.teachinla.com/ladderdocs>.
7. Please note that members are required to complete a minimum of one RISE per year until all four RISEs are complete. Requests for reimbursements and vouchers may be held until the required RISE is approved.

Approval of Review of Instructional Standard Experiences:

Completed RISEs are submitted to the Career Ladder Office. Certificated Career Ladder staff serve as the reviewers. The reviewer scores the RISE according to the rubric printed on the last page by reviewing the planned activity description, rater feedback, and Instructional Standard reflection. This is done as quickly as possible, usually within two weeks.

RISEs that meet the standards are approved. You will receive a notice in the mail along with your RISE to keep for your records. A digital copy will be scanned to your online profile at the Career Ladder.

When a RISE does not meet the standards or is incomplete, it will be returned for revision and correction. Please include the original and the revised RISE when resubmitting for approval.

Review of Instructional Standard Experiences Scoring Rubric

All Review of Instructional Standard Experiences will be reviewed according to the following scale:

Approved	<ul style="list-style-type: none"> • Provides detail; uses specific and concrete examples • Relates to the Instructional Standard • Relates to teaching • Written description is clear • Complete; member followed directions and filled in all sections
Not approved	<ul style="list-style-type: none"> • Lacks detail; description needs specifics or concrete examples • Not related to the Instructional Standard • Not related to teaching • Written description is unclear • Incomplete; member did not follow directions or fill in all sections

Instructions to the Rater

A rater can be any LAUSD employee who holds a valid teaching credential and works with students. The rater offers advice, reviews the planned activity, observes the activity when performed, determines if the member has shown proficiency in the Instructional Standard, and provides feedback on the activity to the STEP UP and Teach participant. A different rater may be used for each Instructional Standard.

To rate the RISE:

1. Review the planned activity as written by the STEP UP and Teach member. Provide suggestions for improvement or corrections where appropriate. Be sure to refer to the Teaching and Learning Framework to ensure that the activity describe is planning for effective and highly effective levels of proficiency.
2. Observe the activity.
3. Write down objective descriptions of what is observed to provide evidence for rating the level of proficiency demonstrated. Remember that evidence is just a description of what occurred and should not include opinion, judgment or terms open to interpretation; for example, “wait time was 5 seconds” versus “wait time was too short”.
4. Determine the STEP UP and Teach member’s level of proficiency for the Focus Element using the Teaching and Learning Framework.
5. Provide feedback for the member for their own professional growth for becoming a teacher.
6. Sign the appropriate sections of the RISE.
 - a. Part B: Collaborate with Rater
 - b. Part D: Verify Proficiency

Thank you for your assistance in helping this STEP UP and Teach member take his/her next steps to becoming a Special Education teacher.

If you have questions or concerns, please call the Career Ladder Office at (213) 241-4571.

To submit a completed RISE, upload all pages to
<http://go.teachinla.com/ladderdocs>.

SECTION II

RISE # 2: Planning and Preparation

The goal of this Instructional Standard is to use pedagogical content knowledge as well as information about students’ academic strengths and needs to plan instruction in the particular subject area. The planned activities are designed to engage all students in cognitively challenging work that is aligned to the standards.

Select ONE activity to perform from the options below:

- Focus Element 1a2*: Develop a lesson plan addressing learning objectives, academic learning standards, language, formal and informal assessments, instructional strategies, and resources/ materials for the student population you currently work with. Lesson plans are not limited to a specific format.
- Focus Element 1b1*: SPED members - Review five students’ IEPs and develop a chart to disaggregate the following data: language proficiency, annual IEP goals, present level of performance, and accommodations/ modifications. Provide a detailed explanation as to how this information could be used to plan a lesson.
- Focus Element 1b1*: M&M members - Review five students’ CELDT scores and develop a chart to disaggregate the following data: language proficiency, annual language goals, present level of performance and enrichments/interventions. Provide a detailed explanation as to how this information could be used to plan a lesson.

Other: _____

A. PLAN ACTIVITY: Please review the elements in the LAUSD Teaching and Learning Framework (last page in this packet) and use specific details to describe what you are doing. Please submit additional pages if more space is needed.

Describe the target student population:

What is the benefit of the activity to the student(s)?

Which resources will you use?

How will you differentiate your planning and preparation for the student population you currently work with?

List the steps in the planning and preparation process.

B. COLLABORATE WITH RATER *To be completed by the rater*

The rater is any certificated staff member who advises the Participant with this instructional standard, observes the activity, and provides feedback to the STEP UP and Teach member using the LAUSD Teaching and Learning Framework. (See "Instructions to the Rater")

Rater Name: _____ Position: _____

I, the above named rater, have reviewed the planned activity, and verify that it meets the performance area.

Rater Signature: _____ Date approved: _____

C. REVIEW PLANNING & PREPARATION MATERIALS Scheduled date: ____/____/____

D. VERIFY PROFICIENCY *To be completed by the rater*

Focus element: _____ Date materials were reviewed: _____

Evidence from review of planning and preparation materials:

Level of Proficiency: Ineffective Developing Effective Highly Effective

Feedback to the Participant:

What did the Participant do well?

What could the Participant have changed or improved upon?

E. REFLECT ON ACTIVITY & PERFORMANCE AREA *To be completed by the STEP UP member*

Review the focus elements in the LAUSD Teaching and Learning Framework and California Standards for the Teaching Profession (Last page in this packet) to reflect upon this experience. What did you learn by performing this activity?

As you reflect on the success of this planning and preparation activity, what do you think went well?

How did the knowledge of the students you work with inform your lesson planning?

Next time you plan or prepare for a lesson, what will you do differently? Discuss potential next steps for professional growth.

SECTION V: Signatures

Instructions to the Administrator or Administrative Designee:

Your signature is required on the Review of Instructional Standard Experience document for the following reasons:

- Indicates that you have been made aware that this activity is taking place at your school
- Assures that the rater who observed the activities is a LAUSD employee who holds a valid teaching credential
- Acknowledges that this Review of Instructional Standard Experience is not a job evaluation

Thank you for your assistance in helping this STEP UP and Teach member take his/her next steps to becoming a teacher.

If you have questions or concerns, please call the Career Ladder Office at (213) 241-4571.

A. Administrator Signature

This Review of Instructional Standard Experience was performed by the appropriate school staff.

Administrator or Designee Name: _____ Title: _____

Administrator Signature: _____ Date _____

B. STEP UP and Teach Member Signature:

I certify that I planned and performed the activities with the appropriate school staff.
 I also understand that in order for my advancement of STEP UP Level to apply towards my next reimbursement, **this RISE must be approved a minimum of two weeks prior to the request for reimbursement dates to qualify for Payment.**

Member Name: _____ Employee #: _____

Member Signature: _____ Date _____

To submit a completed RISE, upload all pages to
<http://go.teachinla.com/ladderdocs>.

CAREER LADDER OFFICE USE ONLY

Performance Area	Approved	Not Approved	Reason(s):
Planning and Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks detail. Description needs specifics or concrete examples. <input type="checkbox"/> Not related to this Performance Area. <input type="checkbox"/> Not related to teaching. <input type="checkbox"/> Written description is unclear. <input type="checkbox"/> Incomplete; follow directions or fill in all sections.
Signatures and Feedback	Complete <input type="checkbox"/>	Incomplete <input type="checkbox"/>	<input type="checkbox"/> Missing Rater's signature or feedback <input type="checkbox"/> Missing Administrator's signature <input type="checkbox"/> Missing Participant signature or information.
STEP UP and Teach Reviewer: _____			
<input type="checkbox"/> Return for revisions Signature: _____ Date _____			
<input type="checkbox"/> Approved Signature: _____ Date _____			

To submit a completed RISE, upload all pages to
<http://go.teachinla.com/ladderdocs>.

Please review these rubrics as you plan your activity for RISE # 2

Click on this link to access LAUSD Teaching and Learning Framework Rubrics (focus elements only):

<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/433/2015-2016%20TLF%20Focus%20Elements%20FINAL.pdf>

Released 5/2015

Standard 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Teachers must have sufficient command of the subject to guide student learning and they must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going, collaborative learning to support 21st Century skills and learners.

Elements	Ineffective	Developing	Effective	Highly Effective
1a2. Knowledge of Content-Related Pedagogy <i>Uses pedagogical content knowledge to plan instruction in the particular subject area.</i> PC, A	Teacher's plan displays little or no understanding of appropriate pedagogical approaches suitable to the essential understandings and big ideas that should be addressed in the lesson.	Teacher's plan reflects limited pedagogical approaches or some approaches that are not suitable to the essential understandings and big ideas addressed in the lesson. Teacher's plan incorporates limited connections to 21 st Century Skills.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, and is appropriate for the essential understandings and big ideas addressed in the lesson. Teacher plans appropriate use of technology and of 21 st Century Skills. Teacher anticipates students' misunderstandings.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches, appropriate for the essential understanding and big ideas addressed in the lesson. Teacher plans appropriate use of technology, and 21 st Century Skills. Teacher anticipates students' misunderstandings and plans how to address them.

Released 5/2015

Standard 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

It is not enough for teachers to know and understand childhood or adolescent developmental norms, teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status.

Elements	Ineffective	Developing	Effective	Highly Effective
1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency <i>Uses information about students' academic strengths and needs in planning.</i> PC, A	Teacher's plan articulates little or no awareness of students' skills, knowledge, and language proficiency, and/or does not indicate that such knowledge is valuable.	Teacher's plan articulates the value of tracking students' skills, knowledge, and language proficiency, but applies this knowledge in planning only for the class as a whole.	Teacher's plan tracks students' skills, knowledge, and language proficiency. Teacher articulates knowledge of the class as a whole and disaggregates data for student subgroups or individual students in order to determine progress and to plan instruction and intervention.	Teacher's plan tracks individual students' skills, knowledge, and language proficiency. Teacher articulates knowledge of the class as a whole and disaggregates data for student subgroups and individual students in order to determine progress for each student and to plan instruction and intervention.