Teaching and Learning Framework

Classroom Teachers Focus Elements

Human Resources Division – Educator Development and Support
Revised April 2021
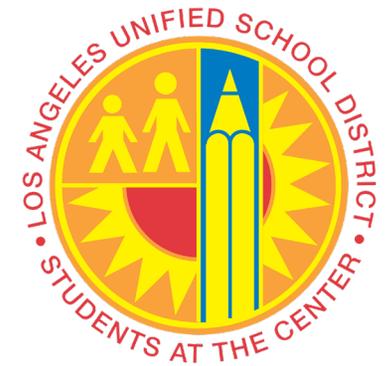
PREFACE: LAUSD Teaching and Learning Framework

PURPOSE

The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving. The LAUSD serves over 600,000 students from diverse cultural and linguistic backgrounds and with unique learning needs. The Teaching and Learning Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse learners including English Learners, Students with Special Needs and Students with Disabilities. The Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. This focus on 21st Century Skills not only directly aligns with the implementation of the Common Core State Standards but also prepares all of our students to be college prepared and career ready. The Framework also embeds the four LAUSD Social Emotional Learning (SEL) competencies: Growth Mindset; Self-Efficacy; Self-Management and Social Awareness in an effort to support the needs of the whole child. As the foundation for instructional practices in LAUSD, the Teaching and Learning Framework also acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or with their administrator as part of the classroom teacher evaluation process, Educator Development and Support: Teachers (EDST).

EVIDENCE COLLECTION PROCESS

In order to analyze teaching practice, evidence of a teacher's practice must be assessed against the Teaching and Learning Framework. This evidence is collected using a variety of strategies including classroom observation, professional conversations, and artifacts. This diversified evidence collection process helps to ensure that teachers' feedback, growth and development, and evaluation are informed by a variety of sources including students, administrators, and teachers themselves. Administrators are trained to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the Teaching and Learning Framework, is representative of the teacher's practice, and is free of bias. The evidence collection source for each element in the Teaching and Learning Framework is indicated by an abbreviation located below the name of each element.

▸ **Classroom observations (CO)** are the cornerstone of EDST, providing an opportunity for teachers to demonstrate their instructional practice in order to receive feedback that will support their professional growth and development. Classroom observations include any classroom visits that take place as part of effective support practices in schools.

▸ **Professional conversations (PC)** include the Initial Planning Conference, the Pre-Observation Conference and the Post-Observation Conference that are part of the EDST formal observation cycle; they can also include additional meetings where the teacher and administrator discuss evidence of the teacher's practice.

▸ **Artifacts (A)** can include sample student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher's practice for a given element in the Teaching and Learning Framework.

KEY TERMS

21st Century Skills refer to the following "super skills" as identified in the Common Core State Standards:
▸ **Communication:** Sharing thoughts, questions, ideas and solutions
▸ **Collaboration:** Working together to reach a goal - putting talent, expertise, and intelligence to work
▸ **Critical Thinking:** Looking at problems in a new way, linking learning across subjects and disciplines
▸ **Creativity:** Trying new approaches, innovating and inventing

LAUSD's SEL Competencies (https://achieve.lausd.net/socialemotionallearning):
▸ **Growth Mindset:** The belief that one's abilities can grow with effort
▸ **Self-Efficacy:** The belief in one's own ability to succeed in achieving an outcome or reaching a goal
▸ **Self-Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations
▸ **Social Awareness:** The ability to take the perspective of and emphasize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources.

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LAUSD TEACHING AND LEARNING FRAMEWORK Focus Elements for EDST

STANDARD 1: PLANNING AND PREPARATION
a. Demonstrating Knowledge of Content and Pedagogy
  1. Knowledge of Content and the Structure of the Discipline
  2. Knowledge of Content-Related Pedagogy
b. Demonstrating Knowledge of Students
  1. Awareness of Students' Skills, Knowledge, and Language Proficiency
  2. Knowledge of How Children, Adolescents, and Adults Learn
  3. Knowledge of Students' Special Needs
  4. Knowledge of Students' Interests and Cultural Heritage
c. Establishing Instructional Outcomes
  1. Value, Sequence, Alignment, and Clarity
  2. Suitability for Diverse Learners
d. Designing Coherent Instruction
  1. Standards-Based Learning Activities
  2. Instructional Materials, Technology, and Resources
  3. Purposeful Instructional Groups
  4. Lesson and Unit Structure
e. Designing Student Assessment
  1. Aligns with Instructional Outcomes
  2. Planning Assessment Criteria
  3. Design of Formative Assessments
  4. Analysis and Use of Assessment Data for Planning

STANDARD 5: PROFESSIONAL GROWTH
a. Reflecting on Practice
  1. Accurate Reflection
  2. Use of Reflection to Inform Future Instruction
  3. Selection of Professional Development Based on Reflection and Data
  4. Implementation of New Learning from Professional Development
b. Participating in a Professional Community
  1. Relationships with Colleagues
  2. Promotes a Culture of Professional Inquiry and Collaboration*****

STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES
a. Maintaining Accurate Records
  1. Tracks Progress Towards Identified Learning Outcomes
  2. Tracks Completion of Student Assignments in Support of Student Learning
  3. Manages Non-instructional Records
  4. Submits Records on Time
b. Communicating with Families
  1. Information About the Instructional Program
  2. Information About Individual Students
  3. Engagement of Families in the Instructional Program*****
c. Demonstrating Professionalism
  1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
  2. Advocacy for Students
  3. Decision-Making

STANDARD 2: CLASSROOM ENVIRONMENT
a. Creating an Environment of Respect and Rapport
  1. Teacher Interaction with Students
  2. Student Interactions with One Another
  3. Academic Climate
b. Establishing a Culture for Learning
  1. Importance of the Content
  2. Expectations for Learning and Achievement
  3. Student Ownership of their Work
  4. Physical Environment
c. Managing Classroom Procedures
  1. Management of Routines, Procedures, and Transitions
  2. Management of Materials and Supplies
  3. Performance of Non-Instructional Duties
  4. Management of Parent Leaders, other Volunteers and Paraprofessionals
d. Managing Student Behavior
  1. Expectations for Behavior
  2. Monitoring and Responding to Student Behavior

STANDARD 3: DELIVERY OF INSTRUCTION
a. Communicating with Students
  1. Communicating the Purpose of the Lesson
  2. Directions and Procedures
  3. Delivery of Content
  4. Use of Academic Language
b. Using Questioning and Discussion Techniques
  1. Quality and Purpose of Questions
  2. Discussion Techniques and Student Participation
c. Structures to Engage Students in Learning
  1. Standards-Based Projects, Activities, and Assignments
  2. Purposeful and Productive Instructional Groups
  3. Selection and Use of Available Instructional Materials, Technology, and Resources
  4. Structure and Pacing
d. Using Assessment in Instruction to Advance Student Learning
  1. Assessment Criteria
  2. Monitoring of Student Learning
  3. Feedback to Students
  4. Student Self-Assessment and Monitoring of Progress
e. Demonstrating Flexibility and Responsiveness
  1. Responds and Adjusts to Meet Student Needs
  2. Persistence

Highlighted elements are identified as the Focus Elements for the EDST process
Framed elements are the unified Focus Elements for the EDST process

* Evidence of teacher practice for these elements may be collected for Contributions to School Community.

Standard 1:
Planning and Preparation

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 Practice	Developing Practice	Effective Practice	Highly Effective Practice
1a2. Knowledge of Content-Related Pedagogy *Uses pedagogical content knowledge to plan instruction in the particular subject area.* **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 21st 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 21st 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 21st Century Skills. Teacher anticipates students' misunderstandings and plans how to address them.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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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, including exposure to trauma, that affect their social emotional learning: family dynamics, cultural customs, and socio-economic status.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency *Uses information about students' academic strengths and needs in planning.* **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.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Standard 1: Planning and Preparation
Component 1d: Designing Coherent Instruction

Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes, communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire; they persistently search for appropriate 21st Century resources that can inform their teaching. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1d1. Standards-Based Learning Activities *Activities are designed to engage students in cognitively challenging work that is aligned to the standards.* **PC, A**	Learning activities are not designed to cognitively engage students or they are not aligned with instructional standards.	Some of the learning activities are designed to cognitively engage students and are aligned to the instructional standards. Some represent a moderate cognitive challenge and there is some differentiation to meet the needs of diverse student subgroups.	All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards and represent awareness of 21st Century Skills. Learning activities are differentiated as appropriate to meet the needs of diverse student subgroups.	All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards, and reflect 21st Century Skills. Learning activities are differentiated, as appropriate, to meet the needs of individual learners.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Standard 1: Planning and Preparation
Component 1e: Designing Student Assessment

Teachers plan and design lessons that reflect an understanding of their disciplines including an understanding of instructional standards, concepts, and principles. Teachers value each discipline and the relationships between disciplines, designing on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time. Teachers should engage in collaborate design and analysis of assessments to strengthen assessment systems and to ensure equitable assessments for students.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
1e2. Planning Assessment Criteria *Criteria for the assessments are clear and reflect outcomes being taught.* **PC, A**	Teacher has not developed criteria by which student learning will be assessed.	Teacher has developed criteria by which student learning will be assessed.	Teacher has developed criteria by which levels of student learning will be assessed. Teacher has planned how criteria will be communicated to students.	Teacher has developed criteria by which levels of student learning will be assessed. Teacher has planned how criteria will be communicated and how students will demonstrate their understanding of the criteria. Criteria may include student contributions.

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Standard 2:
The Classroom Environment

Standard 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people, teaching them to empathize with and understand the perspectives of others while managing their own thoughts and behaviors.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2a3. Academic Climate *The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.* **CO**	Students do not freely share their ideas or opinions or demonstrate a growth mindset. Student mistakes may be ridiculed by the teacher or other students.	Some students demonstrate a growth mindset and freely share their ideas or opinions. Risk-taking and mistakes receive unpredictable responses from the teacher or other students.	Students demonstrate a growth mindset by freely sharing their ideas or opinions and taking risks in learning. Student mistakes are treated as learning opportunities by the teacher.	Students demonstrate a growth mindset by freely share their ideas, opinions or academic struggles and taking risks in learning. Student and teacher mistakes are treated as learning opportunities by the teacher and students.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Standard 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the classroom and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year.   It is also important for teachers to manage transitions efficiently. Effective teachers make efficient use of time when managing non-instructional tasks such as taking attendance, collecting or checking homework, writing passes, etc., and are familiar with and successfully execute school emergency procedures.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2c1. Management of Routines, Procedures, and Transitions *Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.* **CO**	Transitions result in much time being lost between activities or lesson segments. Students do not appear to know what is expected for specific routines or transitions.	Some transitions result in loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.	Transitions occur with little loss of instructional time. Teacher prompts students to use efficient routines with minimal direction.	Transitions occur with little to no loss of instructional time. Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure.

CO: *Classroom Observation;* **PC**: *Professional Conversation;* **A**: *Artifacts*

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Standard 2: The Classroom Environment
Component 2d: Managing Student Behavior

A key to efficient and respectful management of student behavior lies in agreed-upon standards of conduct and clear consequences for overstepping boundaries. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain, uphold, and self-manage the agreed-upon standards of conduct.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
2d2. Monitoring and Responding to Student Behavior *The teacher monitors and responds to behaviors in a way that maintains student dignity and does not disrupt learning.* **CO**	Student behavior hinders learning. Teacher does not monitor student behavior, or teacher responds in a way that does not produce desirable results. Appropriate behaviors are not acknowledged. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Some student behavior may hinder learning. Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to respond to student misbehavior but with uneven results.	Student behavior generally supports learning. Teacher reinforces positive behaviors when appropriate. If misbehavior occurs, teacher has a clear and consistent system for addressing negative behavior or rule-breaking that respects the student's dignity. Teacher's response to misbehavior produces desired results.	Student behavior supports learning. Teacher reinforces positive behaviors when appropriate. Teacher's response to misbehavior is sensitive to students' individual needs. Students monitor their own and their peers' behavior.

Standard 3:
Delivery of Instruction

Standard 3: Delivery of Instruction
Component 3a: Communicating with Students

The presentation of a lesson impacts its outcome. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers must communicate reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, model and expect the use of academic language, and use multiple strategies to explain content to meet diverse student learning needs.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3a1. Communicating the Purpose of the Lesson *The purpose of the lesson is communicated clearly to all students.* **CO**	Teacher does not explain the purpose of the lesson or the purpose is communicated as only a series of activities/directions.	Teacher attempts to explain the purpose of the lesson; however, the instructional purpose is not clear or connected to big ideas and essential understandings. Most students are unable to communicate the purpose of the learning.	Teacher's explanation of the instructional purpose is clear to students, including connections to big ideas and essential understandings. Most students are able to communicate the purpose of the lesson to their peers and others.	Teacher's explanation of the instructional purpose is clear to students. Students articulate connections to big ideas, essential understandings and/or real-world application. Students are able to communicate the purpose of the lesson to their peers and others.
3a4. Use of Academic Language *Academic language is used to communicate and deepen understanding of the content.* **CO**	Teacher and students rarely or incorrectly use academic language.	Teacher inconsistently uses academic language. Teacher provides limited opportunities for students to comprehend and incorporate academic language in listening, speaking, reading, and writing.	Teacher models the correct use of academic language. Teacher scaffolds student learning by providing structured opportunities for subgroups of students to comprehend and use academic language in listening, speaking, reading, and writing.	Teacher correctly and consistently uses academic language. Teacher scaffolds student learning, only as needed, by providing structured opportunities to ensure that all students comprehend and use academic language in listening, speaking, reading, and writing.

Standard 3: Delivery of Instruction
Component 3b: Using Questioning and Discussion Techniques

Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3b1. Quality and Purpose of Questions *Questions are designed to challenge students and elicit high-level thinking* **CO**	Teacher's questions do not invite a thoughtful response or are not relevant. Questions do not reveal student understanding about the content/concept or text under discussion, or are not comprehensible to most students.	Teacher's questions are a combination of both high and low quality, or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept or text under discussion. Teacher differentiates questions to make them comprehensible for some students.	Teacher's questions require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for student subgroups.	Teacher's questions require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class.
3b2. Discussion Techniques and Student Participation *Techniques are used to ensure that all students share their thinking around challenging questions* **CO**	Teacher makes no attempt to differentiate discussion. Interactions between the teacher and the students are characterized by the teacher generating the majority of questions and most answers.	Teacher makes some attempt to use differentiated strategies to engage all students in discussion with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging.	Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in intellectually challenging discussions.	Teacher uses intentional, differentiated strategies to engage all students in intellectually challenging student-to-student discussions. Teacher creates conditions for students to assume considerable responsibility for the success of the discussions.

Standard 3: Delivery of Instruction
Component 3c: Structures to Engage Students in Learning

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge and skills. The ownership of learning transfers from the teacher to the students. Teacher's effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning and mastery of grade level content standards.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3c1. Standards-Based Projects, Activities and Assignments *Standards-aligned learning activities cognitively engage students in the lesson.* **CO**	Projects, activities and assignments do not require higher levels of thinking or are not aligned to the instructional standards. Few or no students are cognitively engaged.	Some projects, activities and assignments are aligned to the instructional standards and may require higher levels of thinking. Some students are cognitively engaged. The learning activities are differentiated, as necessary, to meet the needs of some students.	Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged, constructing their own understanding and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.	Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged, constructing their own understanding and exploring content. Teacher encourages and supports students in initiating or adapting activities and projects to enhance their understanding. The learning activities are differentiated, as necessary, to meet all student learning needs.
3c2. Purposeful and Productive Instructional Groups *Students are grouped in order to promote productive cognitive engagement in the lesson.* **CO**	Instructional group structures do not support student learning towards the instructional outcomes of the lesson.	Instructional group structures support some students in achieving the instructional outcomes of the lesson. Some students are cognitively engaged and work purposefully and productively. Group structures, tasks or products are not differentiated when needed.	Instructional group structures support most students in achieving the instructional outcomes of the lesson. Students are cognitively engaged and work purposefully and productively. Group structures, tasks or products may be differentiated according to the needs of student subgroups.	Instructional group structures support all students in achieving the instructional outcomes of the lesson. Students are cognitively engaged and work purposefully and productively, sharing responsibility for achieving the outcomes of the lesson. Group structures, tasks, or products may be differentiated to meet the needs of all students.

Standard 3: Delivery of Instruction
Component 3d: Using Assessment in Instruction to Advance Student Learning

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal, including goals and benchmarks that both teachers and students set and use. High quality assessment practice makes students and families fully aware of criteria and performance standards, informs teachers' instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to advance learning, build self-efficacy, and inform instruction during a lesson or series of lessons.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
3d3. Feedback to Students *Students receive specific and timely feedback that will move their learning forward.* **CO, A**	Teacher's feedback to students is non-existent, limited, infrequent, and/or inaccurate. Feedback is not aligned to the instructional outcome nor does it foster self-efficacy or a growth mindset.	Teacher's feedback to students may be consistent, timely, frequent, and/or accurate, however it is limited to praise or correction. Feedback may not be aligned with the instructional outcome or serve to foster self-efficacy or a growth mindset.	Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work, fostering self-efficacy and a growth mindset.	Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Learners demonstrate self-efficacy and a growth mindset by making use of specific feedback to revise and improve their work. They work collaboratively with peers to provide each other with actionable feedback.

Standard 4:
Additional Professional Responsibilities

Standard 4: Additional Professional Responsibilities
Component 4b: Communicating with Families

Parents/guardians care deeply about the progress of their child and appreciate meaningful communication regarding their child's progress and achievement. Communication should include personal contact that will establish positive and on-going two-way communications.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
4b3. Engagement of Families in the Instructional Program *The teacher communicates with families to create a partnership around student learning.* **PC, A**	Teacher makes no attempt to engage families in the instructional program or teacher's attempts are insensitive to cultural norms and language differences.	Teacher makes limited attempts to engage families in the instructional program. Teacher's attempts inconsistently demonstrate sensitivity to cultural norms and language differences.	Teacher engages families in the instructional program in multiple ways including the use of technology and/or assignments that invite family input. Teacher demonstrates sensitivity to cultural norms and language differences.	Teacher frequently engages families in the instructional program in multiple ways including the use of technology and/or assignments that invite family input. Teacher encourages families to contribute ideas that enhance family participation in support of student learning. Teacher demonstrates sensitivity to cultural norms and language differences.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

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Standard 5:
Professional Growth

Standard 5: Professional Growth
Component 5a: Reflecting on Practice

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect, yet it can be continually improved. With practice and experience in reflection, teachers become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives include practices such as videotaping, journaling, action research, student work, etc.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
5a2. Use of Reflection to Inform Future Instruction *The teacher uses reflection to inform future lessons.* **PC, A**	Teacher has no suggestions for what could be improved for next steps in subsequent lessons.	Teacher offers general suggestions for what could be improved to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.	Teacher describes specific next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.	Teacher offers intentional teaching practices to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried. The teacher provides a rationale for instructional options, describing anticipated impact on student learning.

CO: Classroom Observation; PC: Professional Conversation; A: Artifacts

Standard 5: Professional Growth
Component 5b: Participating in a Professional Community

Participation in a professional community requires active involvement, the promotion of a culture of collaboration and inquiry that improves the culture of teaching and learning. Relationships with colleagues are an important aspect of creating a culture where expertise, materials, insights and experiences are shared. The goal of the professional community is improved teaching and learning.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
5b2. Promotes a Culture of Professional Inquiry and Collaboration *The teacher promotes a culture of inquiry for the purpose of improving teaching and learning and collaborates with colleagues to do so.* **PC, A**	Teacher resists attendance at required department, grade-level, school-wide or district-sponsored professional development meetings.	Teacher attends only required department, grade-level, school-wide or district-sponsored professional development meetings.	Teacher actively participates in department, grade-level, school-wide or district-sponsored professional development meetings. Teacher promotes a culture of professional inquiry and collaboration by actively participating in professional learning communities, peer observations, lesson study, teaming, or other inquiry models with colleagues.	Teacher actively participates in and contributes to the design or facilitation of department, grade-level, school-wide or district-sponsored professional development meetings. Teacher initiates or takes a leadership role in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.