



2016-2017 Protocols Educator Development and Support: Teachers

Overview

The purpose of this document is to outline the steps and protocols of the Educator Development and Support: Teachers (EDST) process. EDST includes a series of reflection activities, observations, conferencing opportunities, and professional goal-setting activities, all of which are aimed at helping to identify strengths and opportunities for improving teaching practice.

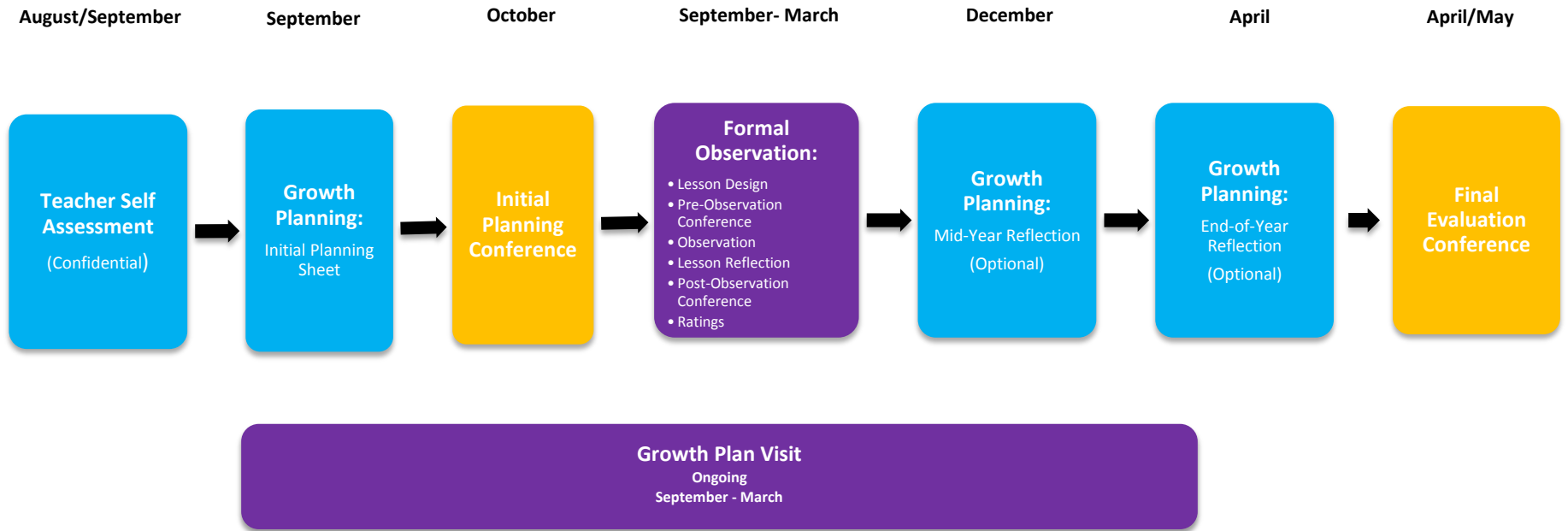
The protocols, including purpose, teacher and administrator role, timeline, and alignment to *LAUSD Teaching and Learning Framework* elements are outlined for each of the steps of this process. Please note that while these protocols may be modified to make the process more meaningful for teachers and administrators, they reflect best practices in coaching professionals and encouraging professional reflection and growth. It is also important to note that these procedures are to be used in conjunction with other ongoing classroom visits, walkthroughs, or professional conversations that take place as part of effective ongoing leadership and support practices in schools.

For any questions about the 2016-2017 EDST process, please contact your [Teaching and Learning Coordinator](#) or Professional Learning and Leadership Development at (213) 241-3444.

Table of Contents

	Page
SEQUENCE OF EDST ACTIVITIES	3
EDST MAJOR TASKS TIMELINE FOR 2016-2017	4-5
EDST PROTOCOLS	
TEACHER SELF-ASSESSMENT	6
GROWTH PLANNING	
• Initial Planning Sheet	7
INITIAL PLANNING CONFERENCE	8-9
GROWTH PLAN VISIT	10
FORMAL OBSERVATION CYCLE	11-20
• Pre-Observation Steps:	
○ Lesson Design	11
○ Pre-Observation Conference	12-13
• Observation	
○ Formal Observation	14
• Post-Observation Steps:	
○ Lesson Reflection	15
○ Post-Observation Conference	16-17
○ Ratings	18
SUPPLEMENTAL OBSERVATION(S)	19-20
GROWTH PLANNING	
• Mid-Year Reflection	21
• End-of-Year Reflection	22
FINAL EVALUATION CONFERENCE	23

SEQUENCE OF EDST ACTIVITIES



EDST MAJOR TASKS TIMELINE FOR 2016-2017

Per the 2015-2016 Reopener Agreement, the timeline below indicates the contractual deadlines for certain EDST steps (designated with an asterisk). To support the timely completion of the entire EDST process, completion dates are also included for all other remaining EDST steps.

MONTH(S)	MAJOR TASKS	ASSOCIATED COMPLETION DATES	BELL HS	EARLY ED CENTER
August/September	TEACHER SELF-ASSESSMENT	9/9/2016	<u>Track A:</u> 9/9/2016 <u>Track B,C,D:</u> 7/29/2016	7/29/2016
September	GROWTH PLANNING: Initial Planning Sheet	9/23/2016	<u>Track A:</u> 9/23/2016 <u>Track B, D:</u> 8/12/2016 <u>Track C:</u> 9/30/16	8/12/2016
October	INITIAL PLANNING CONFERENCE	Contractual Deadline: 10/07/2016*	<u>Track A, C:</u> 10/7/2016* <u>Track B, D:</u> 8/26/2016*	8/26/2016*
September-March	GROWTH PLAN VISIT	3/17/2017	<u>Track A:</u> by 4/28/2017 <u>Track B, D:</u> by 3/10/2017 <u>Track C:</u> by 4/21/2017	by 3/17/2017
September- March	FORMAL OBSERVATION CYCLE <ul style="list-style-type: none"> ○ Pre-Observation Steps: <ul style="list-style-type: none"> • Lesson Design • Pre-Observation Conference ○ Observation ○ Post-Observation Steps: <ul style="list-style-type: none"> ▪ Lesson Reflection ▪ Post-Observation Conference ▪ Ratings 	Contractual Deadlines: <i>Observation: 2/17/2017*</i> <i>Post-Observation: 3/06/2017*</i> If the Formal Observation is conducted in the Fall, the recommended due date is 11/4/2016. <i>Post Observation Conference Contractual Deadline: 10 working days after the observation</i> If the Formal Observation is conducted in the spring, the contractual deadline is 2/17/2017. <i>Post Observation Conference Contractual Deadline: 3/06/2017</i>	<u>Track A:</u> by 3/24/2017* <u>Track B,C, D:</u> by 2/10/2017* <i>If the Formal Observation is conducted in the Fall, please see the single-track due dates as a reference point.</i>	<i>by 2/10/2017*</i> <i>If the Formal Observation is conducted in the Fall, please see the single-track due dates as a reference point.</i>

MONTH(S)	MAJOR TASKS	ASSOCIATED COMPLETION DATES	BELL HS	EARLY ED CENTER
November	STAKEHOLDER FEEDBACK SURVEYS	Administration: Opens November 2016	Administration: Opens November 2016	N/A
December	GROWTH PLANNING: Mid-Year Reflection (Optional)	12/16/2016	Recommended Due Date(s): <u>Track A,B,C:</u> 12/20/16 <u>Track D:</u> 11/2/2016	12/16/2016
March	STAKEHOLDER FEEDBACK SURVEY RESULTS REPORTS	Results Reports Released: 3/2017	Results Reports Released: 3/2017	N/A
April	GROWTH PLANNING: End-of-Year Reflection (Optional)	4/19/2017	<u>Track A,C:</u> 5/9/2017 <u>Track B:</u> 3/30/2017 <u>Track D:</u> 3/24/2017	5/10/2017
May	FINAL EVALUATION REPORT	Contractual Deadline: 5/09/2017*	Track A, B, C Deadline: 5/30/2017* Track D Deadline: 4/14/2017*	Deadline: 5/31/2017*
June	MyPGS PLATFORM CLOSES	6/12/2017	6/12/2017	6/12/2017

TEACHER SELF-ASSESSMENT

TEACHER SELF-ASSESSMENT	
Purpose	<ul style="list-style-type: none"> • To assist the teacher in identifying and reflecting on strengths and opportunities for improving teaching practice • To assist the teacher in developing appropriate objectives and activities for Initial Planning Sheet • To highlight a consistent cycle of reflection as an effective professional practice
Teacher Role	
Protocol	<ul style="list-style-type: none"> • Review student achievement data and other relevant data. • Reflect on practice in regard to the data and the <i>LAUSD Teaching and Learning Framework</i>. • Enter Self-Assessment ratings and reflection via MyPGS. Ratings are confidential and not viewable by administrator.
Timeline	Suggested completion date: <u>September 9, 2016</u> . Bell HS – Track A: <u>September 9, 2016</u> ; Track B,C,D: <u>July 29, 2016</u> Early Ed Center: <u>July 29, 2016</u>
LAUSD Teaching and Learning Framework Elements included in this task:	
<p><u>Standard 1: Planning and Preparation</u></p> <p>1a. Demonstrating Knowledge of Content and Pedagogy 1a2. Knowledge of Content-Related Pedagogy</p> <p>1b. Demonstrating Knowledge of Students 1b1. Awareness of Students’ Skills, Knowledge, and Language Proficiency</p> <p>1d. Designing Coherent Instruction 1d1. Standards-Based Learning Activities</p> <p>1e. Designing Student Assessment 1e2. Planning Assessment Criteria</p> <p><u>Standard 2: Classroom Environment</u></p> <p>2a. Creating an Environment of Respect and Rapport 2a3. Academic Climate</p> <p>2c. Managing Classroom Procedures 2c1. Management of Routines, Procedures, and Transitions</p> <p>2d. Managing Student Behavior 2d2. Monitoring and Responding to Student Behavior</p>	<p><u>Standard 3: Delivery of Instruction</u></p> <p>3a. Communicating with Students 3a1. Communicating the Purpose of the Lesson 3a4. Use of Academic Language</p> <p>3b. Using Questioning and Discussion Techniques 3b1. Quality and Purpose of Questions 3b2. Discussion Techniques and Student Participation</p> <p>3c. Engaging Students in Learning 3c1. Standards-Based Projects, Activities, and Assignments 3c2. Purposeful and Productive Instructional Groups</p> <p>3d. Using Assessment in Instruction 3d3. Feedback to Students</p> <p><u>Standard 4: Additional Professional Responsibilities</u></p> <p>4b. Communicating with Families 4b3. Engagement of Families in the Instructional Program</p> <p><u>Standard 5: Professional Growth</u></p> <p>5a. Reflecting on Practice 5a2. Use of Reflection to Inform Future Instruction</p> <p>5b. Participating in a Professional Community 5b2. Promotes a Culture of Professional Inquiry and Collaboration</p>

GROWTH PLANNING: INITIAL PLANNING SHEET

INITIAL PLANNING SHEET	
Purpose	<ul style="list-style-type: none"> • To support the teacher in developing the following: <ul style="list-style-type: none"> ○ Instructional Growth Objective (Any focus element from Standards 1, 2, or 3) ○ Professional Growth Objective (Any element from Standards 4 or 5) ○ Data-Based Objective (Based on relevant student data) • To support the teacher in developing strategies to advance practice in the identified objectives
Teacher Role	
Preparation	<ul style="list-style-type: none"> • Review relevant data including: Self-Assessment, student assessment data, etc.
Administrator Role	
Preparation	<ul style="list-style-type: none"> • Coach teachers to develop relevant objectives based on: <ul style="list-style-type: none"> - Initial classroom visits - Relevant teacher/student data
Timeline	<p>Initial Planning Sheet to be submitted to administrator via MyPGS by <u>September 23, 2016</u>. Bell HS – Track A: by <u>September 23, 2016</u>; Track B,D: by <u>August 12, 2016</u>; Track C: by <u>September 30, 2016</u> Early Ed Center: by <u>August 12, 2016</u></p>
INITIAL PLANNING SHEET PROTOCOL	
	<p>Via MyPGS:</p> <ul style="list-style-type: none"> • Develop an Instructional Growth Objective and strategies targeting one focus element from Standard 1, 2, or 3 of the <i>LAUSD Teaching and Learning Framework</i>. • Develop a Professional Growth Objective and strategies targeting one element from Standard 4 or 5 of the <i>LAUSD Teaching and Learning Framework</i>. • Develop a Data-Based Objective and strategies. • Submit the completed Instructional Planning Sheet to administrator for review. • Identify three teacher-selected focus elements for the Formal Observation.
	<p>Via MyPGS:</p> <ul style="list-style-type: none"> • Review teacher's Initial Planning Sheet. • Prepare feedback on objectives and strategies for the Initial Planning Conference. • Optional: Select additional growth objective(s) from the <i>LAUSD Teaching and Learning Framework</i> for the teacher to include in their Initial Planning Sheet, as appropriate. • Review the three teacher-selected focus elements for the Formal Observation.
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED	
	<ul style="list-style-type: none"> • Instructional Growth Objective (Focus element from Standards 1, 2, or 3) • Professional Growth Objective (Any element from Standards 4 or 5) • Three teacher-selected focus elements (Select any three of twelve remaining <i>LAUSD</i> focus elements)

INITIAL PLANNING CONFERENCE

INITIAL PLANNING CONFERENCE		
Purpose	<ul style="list-style-type: none"> To discuss and finalize the following: <ul style="list-style-type: none"> Instructional Growth Objective Professional Growth Objective Data-Based Objective(s) To discuss and finalize the teacher's strategies for each growth objective To discuss the timeline and protocols leading to the overall evaluation To schedule the steps of Educator Development and Support: Teachers To review the three teacher-selected focus elements for the Formal Observation To discuss the cooperatively-selected focus element for the Formal Observation 	
	Teacher Role	Administrator Role
Preparation	<ul style="list-style-type: none"> Complete and submit the Initial Planning Sheet to the administrator via MyPGS. Prepare to discuss and identify the cooperatively-selected focus element by reflecting on individual practice in support of school instructional priorities (i.e. school professional development plan, grade-level/department goals). 	<ul style="list-style-type: none"> Review teacher's Initial Planning Sheet via MyPGS. Prepare feedback on objectives and strategies for the Initial Planning Conference. Prepare to discuss and identify the cooperatively-selected focus element by considering instructional priorities (i.e. school professional development plan, grade-level/department goals, local district goals).
Timeline	Initial Planning Conference to be held by <u>October 07, 2016</u> . Bell HS – Track A, C: by <u>October 7, 2016</u> ; Track B,D: by <u>August 26, 2016</u> Early Ed Center: by <u>August 26, 2016</u>	
INITIAL PLANNING CONFERENCE PROTOCOL		
	<ul style="list-style-type: none"> Review objectives and strategies developed in the Initial Planning Sheet with administrator. Review the teacher-selected focus elements for the Formal Observation. Discuss the cooperatively-selected focus element for the Formal Observation. 	<ul style="list-style-type: none"> Provide feedback on objectives and strategies in the Initial Planning Sheet. Optional: Identify Administrator Assigned Objective(s) and assist teacher in developing strategies related to this objective. Review the steps and timeline of the EDST. Review the teacher-selected focus elements for the Formal Observation. Discuss the cooperatively-selected focus element for the Formal Observation. Schedule Formal Observation Cycle dates (Pre-Observation Conference, Observation, and Post-Observation Conference) and input dates in MyPGS. Sign off in MyPGS to accept the Initial Planning Sheet.
SUGGESTED COACHING STEMS AND QUESTIONS		
<p>NOTE: It is not the intent that every question is asked. The questions are provided as a resource to facilitate meaningful discussion during the Initial Planning Conference.</p> <p>Paraphrasing Stems: You have stated that your goal is . . . Let's review the key points in our discussion . . .</p> <p>Clarifying/Probing Stems or Questions for IPS Objectives: What possible evidence may be collected for your _____ objective? How might you know when you have met your _____ objective?</p>		

As you examine the data, what are some of the differences and similarities that are emerging?

What might be some effective strategies that you have used before?

Could you tell me more about . . .

Could you give me an example . . .

Tell me about your next steps . . .

Clarifying/Probing Stems or Questions for Cooperatively-Selected Focus Element:

As we think about our school's instructional goals, which focus element will ...

Which focus element might support the goals of your grade level/department this year?

What should we consider in selecting the focus element?

LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED

- Instructional Growth Objective (Focus element from Standards 1, 2, or 3)
- Professional Growth Objective (Any element from Standards 4 or 5)
- Three teacher-selected focus elements (Select any three of twelve remaining LAUSD focus elements)
- Cooperatively-selected focus element (Teacher and administrator select one of the remaining LAUSD focus elements)

GROWTH PLAN VISIT

GROWTH PLAN VISIT			
Purpose	<ul style="list-style-type: none"> To provide further feedback to teachers on the Instructional Growth Objective identified in the Initial Planning Sheet (IPS) To inform next steps on Instructional Growth Objective 		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; background-color: #d3d3d3;">Teacher Role</th> <th style="width: 50%; background-color: #d3d3d3;">Administrator Role</th> </tr> </thead> </table>	Teacher Role	Administrator Role
Teacher Role	Administrator Role		
Preparation	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Identify an appropriate time for the administrator to observe a specific lesson/portion of the lesson when IPS Instructional Growth strategies are likely to be observed. </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Review the teacher's IPS, focusing on the Instructional Growth Objective and strategies. Identify an appropriate time to visit the classroom when IPS Instructional Growth Objective strategies are likely to be observed or schedule a visit with the teacher. </td> </tr> </tbody> </table>	<ul style="list-style-type: none"> Identify an appropriate time for the administrator to observe a specific lesson/portion of the lesson when IPS Instructional Growth strategies are likely to be observed. 	<ul style="list-style-type: none"> Review the teacher's IPS, focusing on the Instructional Growth Objective and strategies. Identify an appropriate time to visit the classroom when IPS Instructional Growth Objective strategies are likely to be observed or schedule a visit with the teacher.
<ul style="list-style-type: none"> Identify an appropriate time for the administrator to observe a specific lesson/portion of the lesson when IPS Instructional Growth strategies are likely to be observed. 	<ul style="list-style-type: none"> Review the teacher's IPS, focusing on the Instructional Growth Objective and strategies. Identify an appropriate time to visit the classroom when IPS Instructional Growth Objective strategies are likely to be observed or schedule a visit with the teacher. 		
Timeline	Growth Plan Visit to be completed by <u>March 17, 2017</u> . Bell HS – Track A: by <u>April 28, 2017</u> ; Track B, D: by <u>March 10, 2017</u> ; Track C: by <u>April 21, 2017</u> Early Ed Center: by <u>March 17, 2017</u>		
PROTOCOL FOR GROWTH PLAN VISIT (MINIMUM of 10 MINUTES)			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Deliver instruction that focuses on meeting student needs. Review administrator's evidence and comments. Debrief with administrator, as appropriate. </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Observe the teacher's practice and collect evidence related to the Instructional Growth Objective(s) identified in the IPS. Enter the collected evidence and provide suggested next steps and comments under the "Primary Activities" tab via MyPGS. Click "Mark Complete" via MyPGS to notify your teacher that the observation notes are viewable. Debrief with teacher, as appropriate. </td> </tr> </tbody> </table>	<ul style="list-style-type: none"> Deliver instruction that focuses on meeting student needs. Review administrator's evidence and comments. Debrief with administrator, as appropriate. 	<ul style="list-style-type: none"> Observe the teacher's practice and collect evidence related to the Instructional Growth Objective(s) identified in the IPS. Enter the collected evidence and provide suggested next steps and comments under the "Primary Activities" tab via MyPGS. Click "Mark Complete" via MyPGS to notify your teacher that the observation notes are viewable. Debrief with teacher, as appropriate.
<ul style="list-style-type: none"> Deliver instruction that focuses on meeting student needs. Review administrator's evidence and comments. Debrief with administrator, as appropriate. 	<ul style="list-style-type: none"> Observe the teacher's practice and collect evidence related to the Instructional Growth Objective(s) identified in the IPS. Enter the collected evidence and provide suggested next steps and comments under the "Primary Activities" tab via MyPGS. Click "Mark Complete" via MyPGS to notify your teacher that the observation notes are viewable. Debrief with teacher, as appropriate. 		
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED			
	Elements selected as part of the teacher's Growth Objectives in the Initial Planning Sheet and any other elements for which evidence is observed.		

PRE-OBSERVATION STEPS AND PROTOCOLS

LESSON DESIGN			
Purpose	<ul style="list-style-type: none"> To guide teachers through the lesson planning process for the Formal Observation Cycle via questions and prompts that are aligned to the <i>LAUSD Teaching and Learning Framework</i> To provide an opportunity for the teacher and administrator to identify strengths and areas for improving the instructional plan prior to the observation To provide administrators with evidence for addressing teaching practice in Standard 1: Planning and Preparation, if selected as focus elements for the Formal Observation. 		
<div style="display: flex; justify-content: space-between;"> Teacher Role Administrator Role </div>			
Protocol	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Via MyPGS: <ul style="list-style-type: none"> Review relevant student data and design a lesson using the Lesson Design Template. Input and share lesson design with administrator. If alternative lesson plan format is used, it should be uploaded to MyPGS as an attachment. </td> <td style="width: 50%; vertical-align: top;"> Via MyPGS: <ul style="list-style-type: none"> Review teacher's lesson design. Plan questions for the Pre-Observation Conference. Identify strengths and areas for improving the instructional plan to be shared with the teacher at the Pre-Observation Conference. If any of the selected focus elements are from Standard 1, align the evidence. (Note: Use "Auto Create Notes" to align automatically). </td> </tr> </table>	Via MyPGS: <ul style="list-style-type: none"> Review relevant student data and design a lesson using the Lesson Design Template. Input and share lesson design with administrator. If alternative lesson plan format is used, it should be uploaded to MyPGS as an attachment. 	Via MyPGS: <ul style="list-style-type: none"> Review teacher's lesson design. Plan questions for the Pre-Observation Conference. Identify strengths and areas for improving the instructional plan to be shared with the teacher at the Pre-Observation Conference. If any of the selected focus elements are from Standard 1, align the evidence. (Note: Use "Auto Create Notes" to align automatically).
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Timeline	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> To be completed and submitted at least <u>one day prior</u> to the Pre-Observation Conference. </td> <td style="width: 50%; vertical-align: top;"> To be reviewed <u>prior</u> to the Pre-Observation Conference. </td> </tr> </table>	To be completed and submitted at least <u>one day prior</u> to the Pre-Observation Conference.	To be reviewed <u>prior</u> to the Pre-Observation Conference.
To be completed and submitted at least <u>one day prior</u> to the Pre-Observation Conference.	To be reviewed <u>prior</u> to the Pre-Observation Conference.		
CONSIDERATIONS FOR THE LESSON DESIGN TEMPLATE			
<ul style="list-style-type: none"> Most of the student data can be found in https://getdata.lausd.net Long Term English Learners (LTELs) – English Learner students who have completed five full years in U.S. schools without being reclassified. LTEL data can be found on MyData (getdata.lausd.net) by clicking on English Learners under School Dashboards, and then clicking the EL Monitoring link from the dropdown. Standard English Learners (SELs) – The identification of SELs is for the purpose of differentiation and not program placement. See page 85 of the LAUSD Master Plan for information on the identification of SELs. 			
LAUSD TEACHING AND LEARNING FRAMEWORK ELEMENTS ADDRESSED			
<p>Standard 1: Planning and Preparation</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <p style="padding-left: 20px;">1a2. Knowledge of Content-Related Pedagogy</p> <p>1b. Demonstrating Knowledge of Students</p> <p style="padding-left: 20px;">1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency</p> <p>1d. Designing Coherent Instruction</p> <p style="padding-left: 20px;">1d1. Standards-Based Learning Activities</p> <p>1e. Designing Student Assessment</p> <p style="padding-left: 20px;">1e2. Planning Assessment Criteria</p>			

PRE-OBSERVATION CONFERENCE		
Purpose	<ul style="list-style-type: none"> To provide teacher and administrator with an opportunity to discuss the lesson design To provide an opportunity for teacher and administrator to identify strengths and areas for improving the lesson design prior to the observation To provide the administrator with evidence for assessing the teacher's practice in Standard 1: Planning and Preparation, if selected as focus elements for the Formal Observation. 	
	Teacher Role	Administrator Role
Preparation	<ul style="list-style-type: none"> Enter the lesson design into the Lesson Design Template via MyPGS. If alternative lesson plan format is used, it should be uploaded to MyPGS as an attachment. 	<ul style="list-style-type: none"> Review teacher's lesson design via MyPGS. Align the evidence from the lesson design to Standard 1 elements, if selected as focus elements for the Formal Observation. (Note: Click "Auto Create Notes" to align automatically). Plan questions for the Pre-Observation Conference. Identify strengths and areas for improving the lesson design to be shared with the teacher at the Pre-Observation Conference.
Timeline	Pre-Observation conference to be held <u>one to three</u> days prior to the observation.	
PROTOCOL FOR THE PRE-OBSERVATION CONFERENCE (30-45 minutes)		
	<ul style="list-style-type: none"> Share instructional materials and student data used in planning. Discuss the lesson design including the rationale for the instructional and assessment strategies. Engage in a collaborative conversation focusing on strengths and areas for improving the lesson design. 	<ul style="list-style-type: none"> Ask questions to clarify and gain understanding about the teacher's lesson. Engage in a collaborative conversation focusing on strengths and areas for improving the lesson design. Explain how evidence will be collected during the Observation Cycle. If any of the teacher-selected or cooperatively-selected focus elements are from Standard 1: <ul style="list-style-type: none"> Collect additional evidence (if needed) for the element(s) during the pre-observation conference. Auto-create notes and rate the evidence for the element(s) NOTE: Rate the focus elements for Standard 1 after the Pre-Conference and before the Formal Observation.
SUGGESTED COACHING STEMS AND QUESTIONS		
	<p>NOTE: It is not the intent that every question is asked. The questions are provided as a resource to facilitate meaningful discussion during the Pre-Observation Conference.</p> <p>Paraphrasing Stems: In other words... What I hear you saying...</p> <p>Clarifying and Probing Stems Would you tell me a little more about...? To what extent...? I'm intrigued by.../I'm interested in... I wonder...</p> <p>Direct Suggestion Stems One thing I've learned/noticed is...</p>	

	<p>Something to keep in mind when dealing with... What do you imagine would happen if you were to try something like that in your class? Which of these ideas might work best with your students?</p> <p>Indirect Suggestion Stems Something you might consider trying is.... Several teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you.... There are a number of approaches...</p>
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED	
	<p>Standard 1: Planning and Preparation</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy 1a2. Knowledge of Content-Related Pedagogy</p> <p>1b. Demonstrating Knowledge of Students 1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency</p> <p>1d. Designing Coherent Instruction 1d1. Standards-Based Learning Activities</p> <p>1e. Designing Student Assessment 1e2. Planning Assessment Criteria</p>

FORMAL OBSERVATION

FORMAL OBSERVATION			
Purpose	<ul style="list-style-type: none"> To provide opportunities for the teacher to demonstrate instructional practice in order to receive feedback that will support professional growth and development To provide the administrator with evidence for assessing the teacher's practice in the three district-unified focus elements, the three teacher-selected focus elements, and the one cooperatively-selected focus element 		
<div style="display: flex; justify-content: space-between;"> Teacher Role Administrator Role </div>			
Preparation	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> Participate in the Pre-Observation Conference. </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> Facilitate the Pre-Observation Conference. </td> </tr> </table>	<ul style="list-style-type: none"> Participate in the Pre-Observation Conference. 	<ul style="list-style-type: none"> Facilitate the Pre-Observation Conference.
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Timeline	<p>Contractual deadline: <u>February 17, 2017</u> <i>One Formal Observation must be completed during the school year. If the Formal Observation is conducted in the Fall semester, the recommended due date is November 4, 2016. If the Formal Observation is conducted in the Spring semester, the contractual deadline is February 17, 2017.</i></p> <p>Bell HS - Track A: by <u>March 24, 2017</u>; Track B, C, D: by <u>February 10, 2017</u>; Early Ed Center: by <u>February 10, 2017</u> <i>If the Formal Observation is conducted in the Fall, please see the single-track due dates as a reference point.</i></p>		
PROTOCOL FOR OBSERVATION (The full duration of the lesson)			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> Deliver instruction that focuses on meeting student needs. Following the observation, review student work and collect any samples that may be shared with the administrator for analysis and discussion. Following the observation, complete the Lesson Reflection within one to three days and share with the administrator via MyPGS. Entering the Lesson Reflection on MyPGS is optional. </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> Observe the teacher's practice and collect evidence from the beginning to the end of the lesson. Following the observation, edit and enter notes in MyPGS and align (tag) the evidence to the focus elements in the <i>LAUSD Teaching and Learning Framework</i>, so the teacher can view the observation evidence prior to the Post-Observation Conference. <p>NOTE: Rating of focus elements should not be finalized in MyPGS until after the Post-Observation Conference.</p> </td> </tr> </table>	<ul style="list-style-type: none"> Deliver instruction that focuses on meeting student needs. Following the observation, review student work and collect any samples that may be shared with the administrator for analysis and discussion. Following the observation, complete the Lesson Reflection within one to three days and share with the administrator via MyPGS. Entering the Lesson Reflection on MyPGS is optional. 	<ul style="list-style-type: none"> Observe the teacher's practice and collect evidence from the beginning to the end of the lesson. Following the observation, edit and enter notes in MyPGS and align (tag) the evidence to the focus elements in the <i>LAUSD Teaching and Learning Framework</i>, so the teacher can view the observation evidence prior to the Post-Observation Conference. <p>NOTE: Rating of focus elements should not be finalized in MyPGS until after the Post-Observation Conference.</p>
<ul style="list-style-type: none"> Deliver instruction that focuses on meeting student needs. Following the observation, review student work and collect any samples that may be shared with the administrator for analysis and discussion. Following the observation, complete the Lesson Reflection within one to three days and share with the administrator via MyPGS. Entering the Lesson Reflection on MyPGS is optional. 	<ul style="list-style-type: none"> Observe the teacher's practice and collect evidence from the beginning to the end of the lesson. Following the observation, edit and enter notes in MyPGS and align (tag) the evidence to the focus elements in the <i>LAUSD Teaching and Learning Framework</i>, so the teacher can view the observation evidence prior to the Post-Observation Conference. <p>NOTE: Rating of focus elements should not be finalized in MyPGS until after the Post-Observation Conference.</p>		
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED			
	<p><u>Standard 2: Classroom Environment</u></p> <p>2a. Creating an Environment of Respect and Rapport 2a3. Academic Climate</p> <p>2c. Managing Classroom Procedures 2c1. Management of Routines, Procedures, and Transitions</p> <p>2d. Managing Student Behavior 2d2. Monitoring and Responding to Student Behavior</p> <p><u>Standard 3: Delivery of Instruction</u></p> <p>3a. Communicating with Students 3a1. Communicating the Purpose of the Lesson 3a4. Use of Academic Language</p> <p>3b. Using Questioning and Discussion Techniques 3b1. Quality and Purpose of Questions 3b2. Discussion Techniques and Student Participation</p> <p>3c. Engaging Students in Learning 3c1. Standards-Based Projects, Activities, and Assignments 3c2. Purposeful and Productive Instructional Groups</p> <p>3d. Using Assessment in Instruction 3d3. Feedback to Students</p>		

POST OBSERVATION STEPS & PROTOCOLS

LESSON REFLECTION		
Purpose	<ul style="list-style-type: none"> To provide the teacher an opportunity to reflect upon the lesson, assess student progress and outline next steps To provide an opportunity for the administrator to view student performance results and sample work from the lesson To provide the administrator with evidence for assessing the teacher's practice in Standard 5: Professional Growth, if selected as a focus element for the Formal Observation. 	
Teacher Role		Administrator Role
Protocol	<ul style="list-style-type: none"> Review student work and data collected from the lesson. Complete the Lesson Reflection and share with the administrator via MyPGS within one to three days of the Formal Observation. Entering the Lesson Reflection on MyPGS is optional. Review the rubric descriptors in the <i>LAUSD Teaching and Learning Framework</i> to have a clear understanding of the expectations for this focus element (5a2). 	Follow steps below if Lesson Reflection is completed on MyPGS: <ul style="list-style-type: none"> Review teacher's reflection prior to the Post-Observation Conference. Identify questions, based on the teacher's Lesson Reflection, for the Post-Observation Conference. If any of the teacher-selected or cooperatively-selected focus elements are from Standard 5, align the evidence from the Lesson Reflection to Standard 5a2. (Note: Click "Auto Create Notes" to align automatically).
Timeline	The Lesson Reflection may be completed within one to three days of the observation, prior to the Post-Observation Conference.	If completed in MyPGS, the Lesson Reflection is to be reviewed prior to the Post-Observation Conference.
LAUSD TEACHING AND LEARNING FRAMEWORK ELEMENTS ADDRESSED		
<u>Standard 5: Professional Growth</u> 5a. Reflecting on Practice 5a2. Use of Reflection to Inform Future Instruction		

POST-OBSERVATION CONFERENCE		
Purpose	<ul style="list-style-type: none"> To provide the teacher with an opportunity to share student work and to reflect on the success of the lesson To allow the administrator and teacher an opportunity to review the evidence collected during the lesson through the lens of the rubrics of the LAUSD <i>Teaching and Learning Framework</i> To provide the teacher and administrator with an opportunity to discuss teaching practice and next steps for the teacher's professional growth To provide the administrator with evidence for assessing the teacher's practice in the three district-unified focus elements, the three teacher-selected focus elements, and the one cooperatively-selected focus element 	
	Teacher Role	Administrator Role
Preparation	<ul style="list-style-type: none"> Review the evidence from the observation via MyPGS. Review student work and identify any sample work to bring to the conference. 	<ul style="list-style-type: none"> Review aligned evidence in MyPGS. Plan questions for the Post-Observation Conference.
Timeline	The Post-Observation Conference is to be completed <u>no more than ten</u> workdays after the observation.	
PROTOCOL FOR THE POST-OBSERVATION CONFERENCE (30-60 minutes)		
	<ul style="list-style-type: none"> Discuss reflection about the lesson and share any student work with administrator. Discuss the evidence from the lesson through the lens of the <i>LAUSD Teaching and Learning Framework</i>. Discuss potential next steps for professional growth. 	<ul style="list-style-type: none"> Facilitate the conference. Discuss the evidence of the lesson observation through the lens of the <i>LAUSD Teaching and Learning Framework</i>. Ask questions that promote teacher's analysis of practice. Enter and align the evidence collected from the Post Observation Conference in MyPGS. Discuss potential next steps for the teacher's professional growth.
SUGGESTED COACHING STEMS AND QUESTIONS		
	<p>NOTE: it is not the intent that every question is addressed. The questions are provided as a resource to facilitate meaningful discussion about the evidence during the Post-Observation Conference.</p> <p>Paraphrasing Stems/ Questions: Let's review the key points in our discussion... What you are saying is...</p> <p>Clarifying and Probing Stems/Questions: What do you think went well in the lesson? Did the lesson go as expected? Were there any surprises? As you taught the lesson, what changes did you make to the lesson, if any, and why? How did you make decisions about....? What is your thinking about...? How do you know that students were cognitively engaged during the entire lesson? How does your feedback on student work support students in improving their work? How do student work samples demonstrate that students have or have not achieved the learning objectives?</p> <p>Direct Suggestion Stems: A couple of the things to keep in mind... One thing I've noticed is...</p> <p>Indirect Suggestion Stems: Sometimes it's helpful if... There are a number of approaches... Something you might consider trying is....</p>	

LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED

Standard 2: Classroom Environment

2a. Creating an Environment of Respect and Rapport

2a3. Academic Climate

2c. Managing Classroom Procedures

2c1. Management of Routines, Procedures, and Transitions

2d. Managing Student Behavior

2d2. Monitoring and Responding to Student Behavior

Standard 3: Delivery of Instruction

3a. Communicating with Students

3a1. Communicating the Purpose of the Lesson

3a4. Use of Academic Language

3b. Using Questioning and Discussion Techniques

3b1. Quality and Purpose of Questions

3b2. Discussion Techniques and Student Participation

3c. Engaging Students in Learning

3c1. Standards-Based Projects, Activities, and Assignments

3c2. Purposeful and Productive Instructional Groups

3d. Using Assessment in Instruction

3d3. Feedback to Students

Standard 5: Professional Growth

5a. Reflecting on Practice

5a2. Use of Reflection to Inform Future Instruction

FORMAL OBSERVATION RATINGS

Purpose	<ul style="list-style-type: none"> To provide quantitative feedback to the teacher regarding his/her practice To guide next steps for a teacher's Growth Planning 	
Teacher Role		Administrator Role
Preparation	N/A	Before rating: <ul style="list-style-type: none"> Review aligned evidence from the Lesson Design, Formal Observation, Lesson Reflection (if entered on MyPGS), and Post-Observation Conference.
Timeline	Ratings of the Formal Observation to be completed following the Post-Observation Conference.	
PROTOCOL FOR RATING		
	<ul style="list-style-type: none"> Review and acknowledge ratings via MyPGS. Comment on ratings if desired via MyPGS. Meet with administrator to discuss ratings (optional). 	<ul style="list-style-type: none"> Determine rating for each Focus Element. Click "Shared with Ratings" and then "Mark Complete". Meet with teacher to discuss ratings (optional).
PROTOCOL FOR DISCUSSION OF RATINGS (Optional) Note: Either the teacher or the administrator may initiate this meeting		
	<ul style="list-style-type: none"> Review ratings and evidence via MyPGS. Ask questions about the ratings. Reflect on ratings and make adjustments to the Initial Planning Sheet, as necessary. 	<ul style="list-style-type: none"> Facilitate the meeting. Use evidence to explain ratings that the teacher has questions about. Use evidence to help guide teacher's next steps in the Initial Planning Sheet.
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED		
Standard 1: Planning and Preparation	Standard 3: Delivery of Instruction	
1a. Demonstrating Knowledge of Content and Pedagogy 1a2. Knowledge of Content-Related Pedagogy 1b. Demonstrating Knowledge of Students 1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency 1d. Designing Coherent Instruction 1d1. Standards-Based Learning Activities 1e. Designing Student Assessment 1e2. Planning Assessment Criteria Standard 2: Classroom Environment 2a. Creating an Environment of Respect and Rapport 2a3. Academic Climate 2c. Managing Classroom Procedures 2c1. Management of Routines, Procedures, and Transitions 2d. Managing Student Behavior 2d2. Monitoring and Responding to Student Behavior	3a. Communicating with Students 3a1. Communicating the Purpose of the Lesson 3a4. Use of Academic Language 3b. Using Questioning and Discussion Techniques 3b1. Quality and Purpose of Questions 3b2. Discussion Techniques and Student Participation 3c. Engaging Students in Learning 3c1. Standards-Based Projects, Activities, and Assignments 3c2. Purposeful and Productive Instructional Groups 3d. Using Assessment in Instruction 3d3. Feedback to Students Standard 5: Professional Growth 5a. Reflecting on Practice 5a2. Use of Reflection to Inform Future Instruction	

SUPPLEMENTAL OBSERVATION(S)

SUPPLEMENTAL OBSERVATION(S)		
Purpose	<ul style="list-style-type: none"> To provide additional opportunities for the teacher to demonstrate instructional practice in order to receive feedback that will support professional growth and development To provide the administrator with evidence for assessing the teacher’s practice in the three district-unified focus elements, the three teacher-selected focus elements, and the one cooperatively-selected focus element <p>NOTE: Supplemental Observations may be initiated by teacher or principal and may be scheduled or unscheduled. This type of observation may be completed with or without lesson design review and pre-observation conference. If focus elements from Standard 1 were selected (teacher or cooperatively-selected), evidence of lesson planning must be submitted.</p>	
Teacher Role		Administrator Role
Preparation	Preparation may include the submission of a lesson design and pre-observation conference, depending on whether focus elements from Standard 1 were selected and/or whether the Supplemental Observation is scheduled.	Preparation may include reviewing the teacher’s lesson design and facilitating the pre-observation conference, depending on whether focus elements from Standard 1 were selected and/or whether the Supplemental Observation is scheduled.
Timeline	Supplemental Observation(s) may be held during the school year as appropriate.	
PROTOCOL FOR SUPPLEMENTAL OBSERVATION(S)		
<p>NOTE: Observation time should be established based upon the length of classes and other instructional and structural considerations.</p>		
	<ul style="list-style-type: none"> Deliver instruction that focuses on meeting student needs. Following the observation, review student work and collect any samples that may be shared with the administrator for analysis and discussion, in preparation for the Post-Observation Conference. Following the observation, complete the Lesson Reflection within one to three days and share with the administrator via MyPGS. Entering the Lesson Reflection on MyPGS is optional. Participate in the Post-Observation Conference. 	<ul style="list-style-type: none"> Observe the teacher’s practice and collect evidence from the beginning to the end of the lesson. Following the observation, edit, and enter notes in MyPGS and align (tag) the evidence to the focus elements in the <i>LAUSD Teaching and Learning Framework</i>, so the teacher can view the observation evidence prior to the Post-Observation Conference. Facilitate the Post-Observation Conference. Determine rating for each focus element. Share ratings with teacher by selecting “Shared with Ratings” and then clicking the “Mark Complete” button. <p>NOTE: Rating of focus elements should not be finalized in MyPGS until after the Post-Observation Conference.</p>
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED		
	<p>Standard 2: Classroom Environment</p> <p>2a. Creating an Environment of Respect and Rapport</p> <p>2a3. Academic Climate</p> <p>2c. Managing Classroom Procedures</p> <p>2c1. Management of Routines, Procedures, and Transitions</p> <p>2d. Managing Student Behavior</p> <p>2d2. Monitoring and Responding to Student Behavior</p> <p>Standard 3: Delivery of Instruction</p> <p>3a. Communicating with Students</p>	

3a1. Communicating the Purpose of the Lesson

3a4. Use of Academic Language

3b. Using Questioning and Discussion Techniques

3b1. Quality and Purpose of Questions

3b2. Discussion Techniques and Student Participation

3c. Engaging Students in Learning

3c1. Standards-Based Projects, Activities, and Assignments

3c2. Purposeful and Productive Instructional Groups

3d. Using Assessment in Instruction

3d3. Feedback to Students

Standard 5: Professional Growth

5a. Reflecting on Practice

5a2. Use of Reflection to Inform Future Instruction

GROWTH PLANNING

GROWTH PLANNING: MID-YEAR REFLECTION (Optional)		
Purpose	<ul style="list-style-type: none"> • To assess progress on teacher's objectives and strategies from the Initial Planning Sheet • To provide further feedback to teachers on progress in meeting objectives • To inform Growth Planning next step 	
	Teacher Role	Administrator Role
Preparation	<ul style="list-style-type: none"> • Begin to implement strategies for objectives outlined in the Initial Planning Sheet. 	<ul style="list-style-type: none"> • Review and approve the teacher's objectives and action plans from the Initial Planning Sheet.
Timeline	Recommended completion date: <u>December 16, 2016</u> . Bell HS – Track A,B,C: <u>December 20, 2016</u> ; Track D: <u>November 2, 2016</u> Early Ed Center: <u>December 16, 2016</u>	
PROTOCOL GROWTH PLANNING: MID-YEAR REFLECTION		
	<ul style="list-style-type: none"> • Complete Mid-Year Reflection and share relevant artifacts with administrator via MyPGS. • Recommend changes in strategies, if appropriate. • Request additional support, if needed. 	Follow steps below if Mid-Year Reflection is completed on MyPGS: <ul style="list-style-type: none"> • Recommend changes in strategies, if appropriate. • Provide additional support, if needed.
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED		
Teacher's identified elements in the Initial Planning Sheet.		

GROWTH PLANNING

GROWTH PLANNING: END-OF-YEAR REFLECTION (Optional)		
Purpose	<ul style="list-style-type: none"> • To assess progress on teacher’s objectives and strategies from the Initial Planning Sheet • To provide further feedback to teachers on progress in meeting objectives • To inform Growth Planning next steps 	
	Teacher Role	Administrator Role
Preparation	<ul style="list-style-type: none"> • Implement strategies for objectives outlined in the Initial Planning Sheet. • Review administrator’s evidence and comments from observations. 	<ul style="list-style-type: none"> • Complete one Informal Growth Plan Visit(s). • Complete Formal Observation(s).
Timeline	Suggested completion date: <u>April 19, 2017</u> . Bell HS – Track A,C: <u>May 9, 2017</u> ; Track B: <u>March 30, 2017</u> ; Track D: <u>March 24, 2017</u> Early Ed Center: <u>May 10, 2017</u>	
PROTOCOL GROWTH PLANNING: END-OF-YEAR REFLECTION		
	<ul style="list-style-type: none"> • Complete End-of-Year Reflection and share relevant artifacts with administrator via MyPGS. 	Follow steps below if End-of-Year Reflection is completed on MyPGS: <ul style="list-style-type: none"> • Review teacher’s End-of-Year Reflection and provide comments/feedback via MyPGS.
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED		
Teacher’s identified elements in the Initial Planning Sheet.		

FINAL EVALUATION CONFERENCE

FINAL EVALUATION CONFERENCE		
Purpose	<ul style="list-style-type: none"> To share and sign off on the EDST Final Evaluation Report To inform next steps for the teacher's professional growth 	
	Teacher Role	Administrator Role
Preparation	<ul style="list-style-type: none"> Complete and review the Growth Planning: End-of-Year Reflection. (optional) Review administrator's evidence that has been collected throughout the EDST via MyPGS. 	<ul style="list-style-type: none"> Review teacher's Growth Planning: End-of-Year Reflection and provide feedback via MyPGS, if applicable. Review evidence of teacher's practice that has been collected throughout the EDST process. Complete EDST Final Evaluation Report via MyPGS.
Timeline	<p>The Final Evaluation Report is to be issued by May 9, 2017 30 calendar days before the employee's last regularly scheduled school day (Article X, Section 6.) The Final Evaluation Conference should be held once the Report has been completed.</p> <p>Bell HS - Track A, B, C: by May 30, 2017; Track D: by April 14, 2017 Early Ed Center: by May 31, 2017</p>	

PROTOCOL FINAL EVALUATION CONFERENCE		
	<ul style="list-style-type: none"> Share reflection on the progress that has been made through EDST Identify next steps for professional growth in collaboration with the administrator. Sign off on Final Evaluation Report via MyPGS using E-signature. 	<ul style="list-style-type: none"> Share Final Evaluation Report with teacher. Identify next steps for professional growth in collaboration with the teacher. Sign off on teacher's Final Evaluation Report via MyPGS using E-signature. Click "Lock Activities" to finalize the evaluation for 2016-2017, no later than May 9, 2017.

LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED

<p>Standard 1: Planning and Preparation</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy 1a2. Knowledge of Content-Related Pedagogy</p> <p>1b. Demonstrating Knowledge of Students 1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency</p> <p>1d. Designing Coherent Instruction 1d1. Standards-Based Learning Activities</p> <p>1e. Designing Student Assessment 1e2. Planning Assessment Criteria</p> <p>Standard 2: Classroom Environment</p> <p>2a. Creating an Environment of Respect and Rapport 2a3. Academic Climate</p> <p>2c. Managing Classroom Procedures 2c1. Management of Routines, Procedures, and Transitions</p> <p>2d. Managing Student Behavior 2d2. Monitoring and Responding to Student Behavior</p>	<p>Standard 3: Delivery of Instruction</p> <p>3a. Communicating with Students 3a1. Communicating the Purpose of the Lesson 3a4. Use of Academic Language</p> <p>3b. Using Questioning and Discussion Techniques 3b1. Quality and Purpose of Questions 3b2. Discussion Techniques and Student Participation</p> <p>3c. Engaging Students in Learning 3c1. Standards-Based Projects, Activities, and Assignments 3c2. Purposeful and Productive Instructional Groups</p> <p>3d. Using Assessment in Instruction 3d3. Feedback to Students</p> <p>Standard 5: Professional Growth</p> <p>5a. Reflecting on Practice 5a2. Use of Reflection to Inform Future Instruction</p>
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