



Teacher Growth and Development Cycle Protocols 2013 - 2014

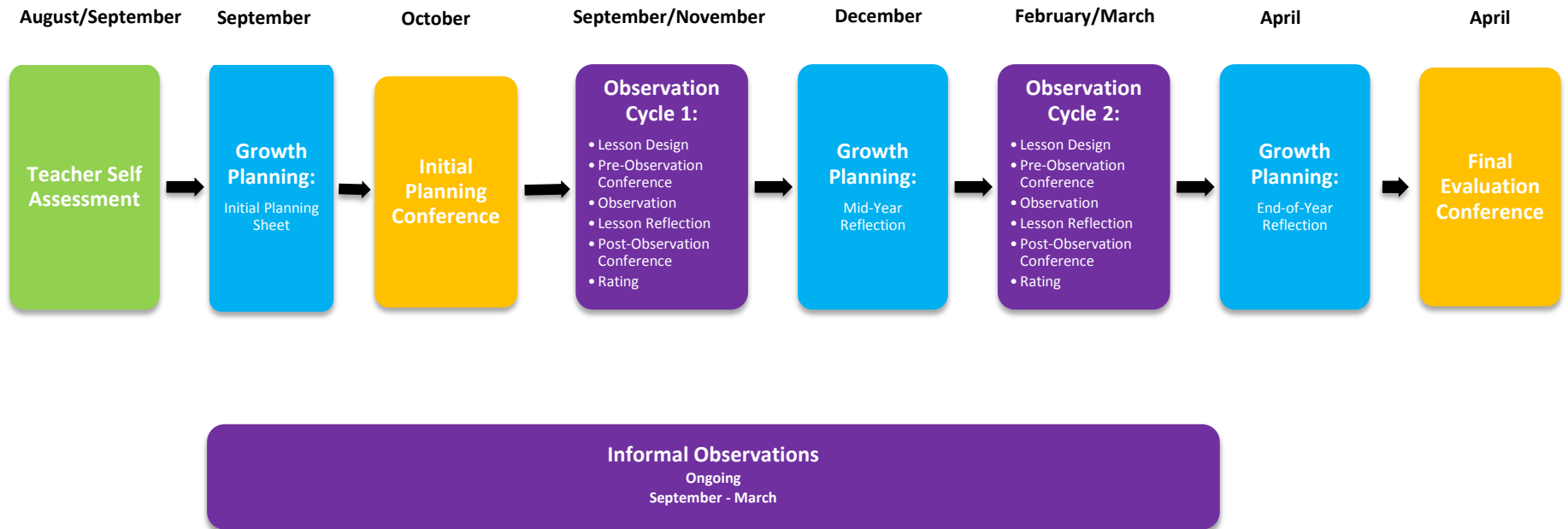
General Purpose & Background

The purpose of this document is to outline the steps and protocols involved in the Teacher Growth and Development Cycle (TGDC). The Teacher Growth and Development Cycle includes a series of reflection activities, formal and informal observations, conferencing opportunities, and professional goal setting activities, all of which are aimed at helping to identify strengths and opportunities for improving teacher practice. The general protocols for each of the steps of this process are outlined in detail in the sections that follow. Please note that while these protocols may be altered 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.

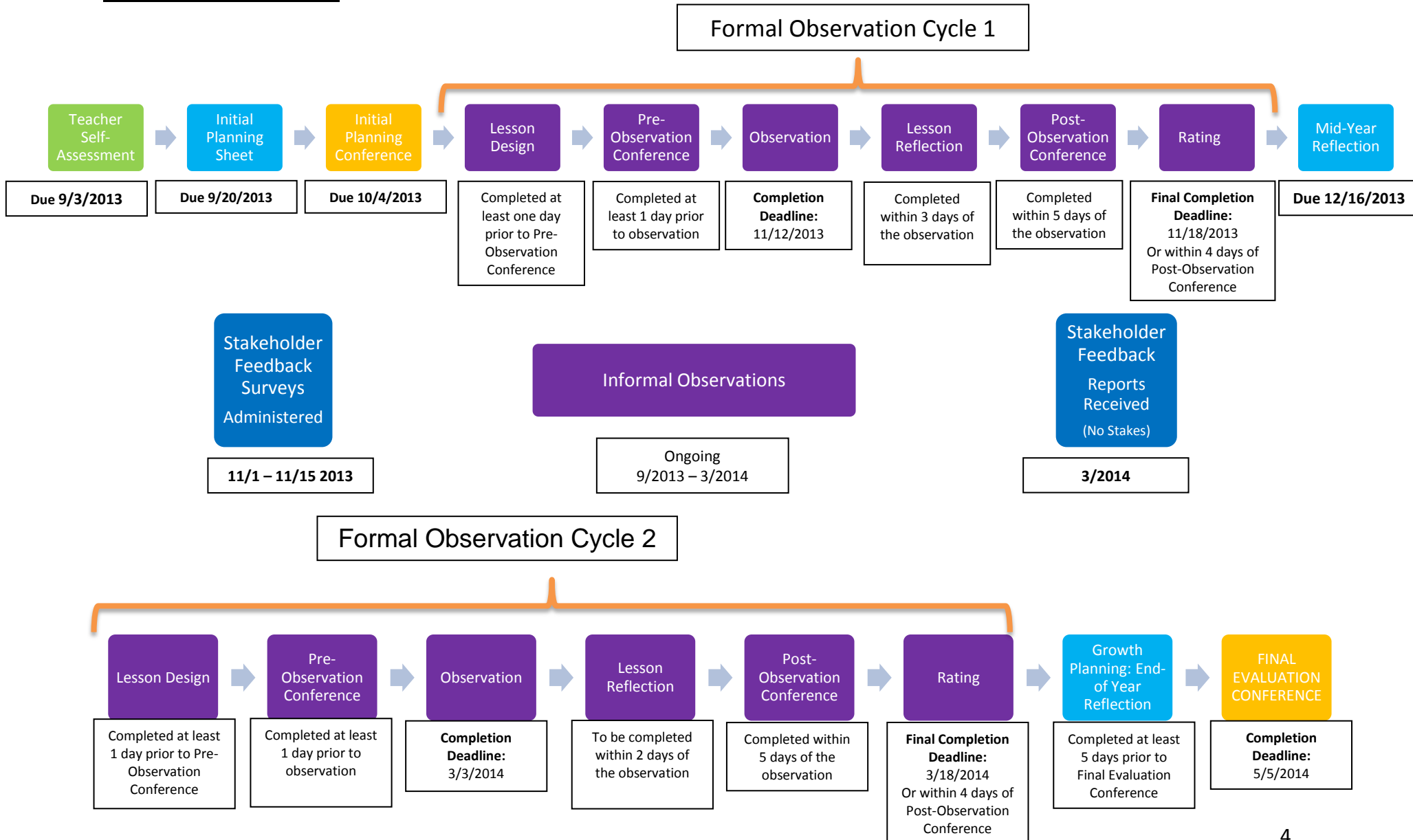
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GENERAL SEQUENCE OF EVENTS



Timeline for 2013-2014



Outline for SY 2013-2014

MONTH(S)	MAJOR TASKS	ASSOCIATED DEADLINES
August/September	TEACHER SELF-ASSESSMENT	9/3/2013
September	GROWTH PLANNING: INITIAL PLANNING SHEET	9/20/2013
October	INITIAL PLANNING CONFERENCE	10/4/2013
September-April	INFORMAL OBSERVATIONS	At least two must be completed by 4/18/2014 <ul style="list-style-type: none"> • 1st Informal - September - December • 2nd Informal - January - March
October/November	FORMAL OBSERVATION CYCLE 1 <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 ▪ Rating 	Observation Deadline: 11/12/2013 Rating Deadline: 11/18/2013
November	STAKEHOLDER FEEDBACK SURVEYS	Administered: 11/1-11/15/2013
December	GROWTH PLANNING: Mid-Year Reflection	12/16/13
February/March	FORMAL OBSERVATION CYCLE 2 <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 ▪ Rating 	Observation Deadline: 3/3/2014 Rating Deadline: 3/10/2014
March	STAKEHOLDER FEEDBACK SURVEY RESULTS REPORTS	Results Reports Released: 3/2014
April	GROWTH PLANNING: End-of-Year Reflection	Completed at least five days prior to Final Evaluation Conference
May	FINAL EVALUATION CONFERENCE	5/5/2014

TEACHER SELF-ASSESSMENT

TEACHER SELF-ASSESSMENT			
Purpose	<ul style="list-style-type: none"> To identify and reflect on strengths and opportunities for improving teacher practice To inform appropriate objectives and activities for the teacher's Initial Planning Sheet To highlight a consistent cycle of reflection as an effective professional practice 		
Teacher Role Administrator Role			
Protocol	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> Review student achievement data and other relevant data. Reflect on practice in regard to the data and the LAUSD Teaching and Learning Framework. Enter Self-Assessment ratings and reflection via MyPGS. </td> <td style="width: 50%; padding: 5px; text-align: center;">N/A</td> </tr> </table>	<ul style="list-style-type: none"> Review student achievement data and other relevant data. Reflect on practice in regard to the data and the LAUSD Teaching and Learning Framework. Enter Self-Assessment ratings and reflection via MyPGS. 	N/A
<ul style="list-style-type: none"> Review student achievement data and other relevant data. Reflect on practice in regard to the data and the LAUSD Teaching and Learning Framework. Enter Self-Assessment ratings and reflection via MyPGS. 	N/A		
Timeline	Self-Assessment to be completed by <u>September 3, 2013</u> .		
LAUSD Teaching and Learning Framework Elements included in this task:			
All Focus Elements for SY 2013-2014			
<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. Classroom Climate</p> <p>2c. Managing Classroom Procedures 2a1. 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 5: Professional Growth</u></p> <p>5a. Reflecting on Practice 5a2. Use of Reflection to Inform Future Instruction</p>		

GROWTH PLANNING

INITIAL PLANNING SHEET			
Purpose	<ul style="list-style-type: none"> • To support teachers 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 teachers in developing strategies to advance their practice in the identified objectives 		
Teacher Role Administrator Role			
Preparation	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Before completing the Initial Planning Sheet: <ul style="list-style-type: none"> • Review relevant data including: Self-Assessment, student assessment data, etc. </td> <td style="width: 50%; padding: 5px;"> Before the Initial Planning Sheet is completed: <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 </td> </tr> </table>	Before completing the Initial Planning Sheet: <ul style="list-style-type: none"> • Review relevant data including: Self-Assessment, student assessment data, etc. 	Before the Initial Planning Sheet is completed: <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
Before completing the Initial Planning Sheet: <ul style="list-style-type: none"> • Review relevant data including: Self-Assessment, student assessment data, etc. 	Before the Initial Planning Sheet is completed: <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	Initial Planning Sheet to be submitted to administrator by <u>September 20, 2013</u> .		
INITIAL PLANNING SHEET PROTOCOL			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Via MyPGS: <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 LAUSD Teaching and Learning Framework. • Develop a Professional Growth Objective and strategies targeting one element from Standard 4 or 5 of the LAUSD Teaching and Learning Framework. • Develop a Data-Based Objective and strategies. • Submit the completed Instructional Planning Sheet with the three objectives to administrator for review. <p>NOTE: The Initial Planning Sheet will be signed-off on at the Initial Planning Conference.</p> </td> <td style="width: 50%; padding: 5px;"> Via MyPGS: <ul style="list-style-type: none"> • Review teacher's Initial Planning Sheet. • Prepare feedback on objectives and strategies for the TGDC Initial Planning Conference. • Optional: Select an additional element from the LAUSD Teaching and Learning Framework for the teacher to include in their Initial Planning Sheet, as appropriate. <p>NOTE: The Initial Planning Sheet will be signed-off on at the Initial Planning Conference.</p> </td> </tr> </table>	Via MyPGS: <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 LAUSD Teaching and Learning Framework. • Develop a Professional Growth Objective and strategies targeting one element from Standard 4 or 5 of the LAUSD Teaching and Learning Framework. • Develop a Data-Based Objective and strategies. • Submit the completed Instructional Planning Sheet with the three objectives to administrator for review. <p>NOTE: The Initial Planning Sheet will be signed-off on at the Initial Planning Conference.</p>	Via MyPGS: <ul style="list-style-type: none"> • Review teacher's Initial Planning Sheet. • Prepare feedback on objectives and strategies for the TGDC Initial Planning Conference. • Optional: Select an additional element from the LAUSD Teaching and Learning Framework for the teacher to include in their Initial Planning Sheet, as appropriate. <p>NOTE: The Initial Planning Sheet will be signed-off on at the Initial Planning Conference.</p>
Via MyPGS: <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 LAUSD Teaching and Learning Framework. • Develop a Professional Growth Objective and strategies targeting one element from Standard 4 or 5 of the LAUSD Teaching and Learning Framework. • Develop a Data-Based Objective and strategies. • Submit the completed Instructional Planning Sheet with the three objectives to administrator for review. <p>NOTE: The Initial Planning Sheet will be signed-off on at the Initial Planning Conference.</p>	Via MyPGS: <ul style="list-style-type: none"> • Review teacher's Initial Planning Sheet. • Prepare feedback on objectives and strategies for the TGDC Initial Planning Conference. • Optional: Select an additional element from the LAUSD Teaching and Learning Framework for the teacher to include in their Initial Planning Sheet, as appropriate. <p>NOTE: The Initial Planning Sheet will be signed-off on at the Initial Planning Conference.</p>		
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) 		

INITIAL PLANNING CONFERENCE

INITIAL PLANNING CONFERENCE							
Purpose	<ul style="list-style-type: none"> • To discuss, finalize and sign-off on the following: <ul style="list-style-type: none"> ○ Instructional Growth Objective ○ Professional Growth Objective ○ Data-Based Objective • To discuss and finalize the teacher's strategies for each growth objective • To schedule the steps of the Teacher Growth and Development Cycle (TGDC) 						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Teacher Role</th> <th style="width: 50%;">Administrator Role</th> </tr> </thead> <tbody> <tr> <td> Preparation Prior to the Initial Planning Conference: <ul style="list-style-type: none"> • Submit the Initial Planning Sheet to administrator by selecting "Mark Complete" in MyPGS. </td> <td> Prior to the Initial Planning Conference: <ul style="list-style-type: none"> • Review teacher's Initial Planning Sheet via MyPGS. • Prepare feedback on objectives and strategies for the TGDC Initial Planning Conference. </td> </tr> <tr> <td colspan="2"> Timeline Conference to be held and Initial Planning Sheet signed by teacher and administrator by <u>October 4, 2013</u>. </td> </tr> </tbody> </table>	Teacher Role	Administrator Role	Preparation Prior to the Initial Planning Conference: <ul style="list-style-type: none"> • Submit the Initial Planning Sheet to administrator by selecting "Mark Complete" in MyPGS. 	Prior to the Initial Planning Conference: <ul style="list-style-type: none"> • Review teacher's Initial Planning Sheet via MyPGS. • Prepare feedback on objectives and strategies for the TGDC Initial Planning Conference. 	Timeline Conference to be held and Initial Planning Sheet signed by teacher and administrator by <u>October 4, 2013</u> .	
Teacher Role	Administrator Role						
Preparation Prior to the Initial Planning Conference: <ul style="list-style-type: none"> • Submit the Initial Planning Sheet to administrator by selecting "Mark Complete" in MyPGS. 	Prior to the Initial Planning Conference: <ul style="list-style-type: none"> • Review teacher's Initial Planning Sheet via MyPGS. • Prepare feedback on objectives and strategies for the TGDC Initial Planning Conference. 						
Timeline Conference to be held and Initial Planning Sheet signed by teacher and administrator by <u>October 4, 2013</u> .							
INITIAL PLANNING CONFERENCE PROTOCOL							
<ul style="list-style-type: none"> • Review objectives and strategies developed in the Initial Planning Sheet with administrator. • Sign-off on the Initial Planning Sheet via MyPGS using E-Signature. <p>NOTE: The teacher's required signature indicates only receipt and acknowledgement of the objectives to be used for evaluation purposes.</p>	<ul style="list-style-type: none"> • Provide feedback on objectives and strategies on the Initial Planning Sheet. • Optional: Identify Administrator Assigned Objective and assist teacher in developing strategies related to this objective. • Review the steps of the TGDC. • Schedule dates for the Pre-Observation Conference, Observation and Post-Observation Conference and input dates in MyPGS. • Sign-off on the Initial Planning Sheet via MyPGS using E-Signature. 						
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) 						

INFORMAL OBSERVATIONS

INFORMAL OBSERVATION		
Purpose	<ul style="list-style-type: none"> • To provide further feedback to teachers on objectives that have been identified in their Initial Planning Sheet • To inform next steps on Growth Planning • To provide an opportunity for administrators to view a teacher's practice in shorter segments of time and to gather evidence in identified growth areas 	
Teacher Role		Administrator Role
Preparation	Prior to Informal Observations: <ul style="list-style-type: none"> • Complete all steps for the Initial Planning Sheet. • Invite the administrator to observe a specific lesson/portion of the lesson or other activity. (Note: administrators may conduct informal observations that are previously arranged as well as unscheduled) 	Prior to Informal Observations: <ul style="list-style-type: none"> • Review and approve the teacher's Initial Planning Sheet. • Select an appropriate time to visit the classroom (or meeting) when observation of IPS objectives is likely.
Timeline	At least two informal observations to be completed by <u>April 18, 2014</u> .	
PROTOCOL FOR INFORMAL OBSERVATION (MINIMUM of 10 MINUTES)		
Note: Informal observation time should be established based upon the length of classes and other instructional and structural considerations.		
	<ul style="list-style-type: none"> • Invite the administrator to observe a specific lesson/portion of the lesson or other activity. • Deliver instruction. • Review administrator's evidence and comments. • Debrief with administrator, as appropriate. • Adjust IPS activities, if necessary. 	<ul style="list-style-type: none"> • Observe the teacher's practice and collect evidence. • Enter and share evidence under "Informal Observations" via MyPGS. • Align the evidence to element(s) via MyPGS. • Pose questions for reflection, as appropriate.
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED		
	Teacher's Initial Planning Sheet elements and any other element(s) 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 that are aligned to the LAUSD Teaching and Learning Framework 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 evidence of Standard 1: Planning and Preparation 	
Teacher Role		Administrator Role
Protocol	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. 	Via MyPGS: <ul style="list-style-type: none"> Review teacher's lesson design, tag evidence to Standard 1 and prepare 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.
Timeline	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 MyData: https://mydata.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 by clicking School, selecting English Learners on the dropdown menu and clicking the EL Monitoring tab. 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 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>		

PRE-OBSERVATION CONFERENCE		
Purpose	<ul style="list-style-type: none"> To provide the teacher and administrator with an opportunity to discuss the lesson design To provide an opportunity for the teacher and administrator to identify strengths and areas for improving the lesson design prior to the observation To provide evidence for Standard 1: Planning and Preparation 	
	Teacher Role	Administrator Role
Preparation	Prior to the Pre-Observation Conference: <ul style="list-style-type: none"> Enter the lesson design into the Lesson Design Template via MyPGS. 	Prior to the Pre-Observation Conference: <ul style="list-style-type: none"> Review teacher's lesson plan via MyPGS. Tag evidence for Standard 1 from the lesson plan. 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.	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 and 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. Collect additional evidence for focus elements in Standard 1: Planning and Preparation.
QUESTIONS TO CONSIDER DURING PLANNING AND PRE-OBSERVATION CONFERENCE		
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.		
	Key Questions to Consider: <ul style="list-style-type: none"> What are your goals for student learning in this lesson? What makes this lesson rigorous? What parts of your lesson are you most excited or most concerned about? Are there any instructional practices or strategies that you have been working on and would like me to look for in your lesson? Are there any classroom norms that I should know about? How has student achievement data informed the lesson design? How will instruction be differentiated to meet the needs of all students? How will students demonstrate what they have learned? How are the assessments aligned with the lesson objectives? What methods will be used to check for understanding during the lesson? How were the objectives established? What data and sources informed their selection? How will you know if students have achieved the instructional objectives? How is this lesson organized to address short and long term learning objectives? How will you know if you need to adjust your pacing? Where might students get "stuck" in this learning sequence? How might instruction be modified if students aren't demonstrating understanding during the lesson? 	

LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED	
	<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>

FORMAL OBSERVATION

FORMAL OBSERVATION		
Purpose	<ul style="list-style-type: none"> To provide an opportunity for the teacher to demonstrate instructional practice in order to receive feedback that will support professional growth and development To provide the administrator with a source of evidence for assessing Standard 2: The Classroom Environment and Standard 3: Delivery of Instruction 	
	Teacher Role	Administrator Role
Preparation	Prior to the Observation: <ul style="list-style-type: none"> Participate in the Pre-Observation Conference. 	Prior to the Observation: <ul style="list-style-type: none"> Facilitate the Pre-Observation Conference.
Timeline	Observation to be completed within <u>one to three</u> days of the Pre-Observation. For 2013-2014, it is recommended that the first Formal Observation be completed by November 12, 2013 and the second Formal Observation be completed by March 3, 2014 . Note: TGDC currently requires a minimum of two formal observations. Supplemental formal observations may be held during the school year as appropriate.	
PROTOCOL FOR OBSERVATION (The full duration of the lesson)		
Note: Observation time should be established based upon the length of classes and other instructional and structural considerations.		
	<ul style="list-style-type: none"> Deliver instruction. Following the observation, review student work and collect any samples that may be shared with the administrator for analysis and discussion. 	<ul style="list-style-type: none"> Observe the teacher's practice and collect evidence for the full duration of the lesson. Following the observation, enter notes in MyPGS and align (tag) the evidence to the Focus Elements in the LAUSD Teaching and Learning Framework. Share the evidence with the teacher, via My PGS. <p>NOTE: Rating of Focus Elements should not occur 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</p> <p>2a3. Classroom 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><u>Standard 3: Delivery of Instruction</u></p> <p>3a. Communicating with Students</p> <p>3a1. Communicating the Purpose of the Lesson</p> <p>3a4. Use of Academic Language</p> <p>3b. Using Questioning and Discussion Techniques</p> <p>3b1. Quality and Purpose of Questions</p> <p>3b2. Discussion Techniques and Student Participation</p> <p>3c. Engaging Students in Learning</p> <p>3c1. Standards-Based Projects, Activities, and Assignments</p> <p>3c2. Purposeful and Productive Instructional Groups</p> <p>3d. Using Assessment in Instruction</p> <p>3d2. 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, to assess student progress and to 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 a source of evidence for assessing Standard 5: Professional Growth 	
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. 	<ul style="list-style-type: none"> • Review teacher's reflection. • Align the evidence from the Lesson Reflection to Standard 5 elements. (Note: Use "<i>Auto Create Notes</i>" to align automatically). • Identify questions, based on the teacher's Lesson Reflection, for the Post-Observation Conference.
Timeline	The Lesson Reflection is to be completed as soon as possible after the observation, prior to the Post-Observation Conference.	The Lesson Reflection is to be reviewed prior to the Post-Observation Conference.
LAUSD Teaching and Learning Framework Elements included in this task:		
<p>Standard 5: Professional Growth</p> <p>5a. Reflecting on Practice</p> <p>5a2. Use of Reflection to Inform Future Instruction</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><u>Standard 3: Delivery of Instruction</u></p> <p>3a. Communicating with Students</p> <p>3a1. Communicating the Purpose of the Lesson</p> <p>3a4. Use of Academic Language</p> <p>3b. Using Questioning and Discussion Techniques</p> <p>3b1. Quality and Purpose of Questions</p> <p>3b2. Discussion Techniques and Student Participation</p> <p>3c. Engaging Students in Learning</p> <p>3c1. Standards-Based Projects, Activities, and Assignments</p> <p>3c2. Purposeful and Productive Instructional Groups</p> <p>3d. Using Assessment in Instruction</p> <p>3d3. Feedback to Students</p> <p><u>Standard 5: Professional Growth</u></p> <p>5a. Reflecting on Practice</p> <p>5a2. Use of Reflection to Inform Future Instruction</p>
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FORMAL OBSERVATION RATING		
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 and Lesson Reflection.
Timeline	Rating of the Formal Observation to be completed within <u>five</u> days of 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 (recommended). 	<ul style="list-style-type: none"> Determine ratings. Rate all Focus Elements. Share ratings with teacher. Meet with teacher to discuss ratings (recommended).
PROTOCOL FOR DISCUSSION OF RATINGS (recommended) 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		
All Focus Elements for SY 2013-2014		
Standard 1: Planning and Preparation 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. Classroom 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	

GROWTH PLANNING

GROWTH PLANNING: MID-YEAR REFLECTION		
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	Prior to the Mid-Year Reflection: <ul style="list-style-type: none"> • Sign-off on the Initial Planning Sheet • Begin to implement strategies for objectives outlined in the Initial Planning Sheet. • Review administrator's evidence and comments for observations. 	Prior to the Mid-Year Reflection: <ul style="list-style-type: none"> • Review and approve the teacher's objectives and action plans from the Initial Planning Sheet. • Complete the first Formal Observation. • Complete at least one informal observation.
Timeline	Mid-Year Reflection to be completed by December 16, 2013.	
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. 	<ul style="list-style-type: none"> • Review teacher's Mid-Year Reflection and provide comments/feedback via MyPGS. • Recommend changes in strategies, if appropriate.
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		
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	Prior to the End-of-Year Reflection: <ul style="list-style-type: none"> • Implement strategies for objectives outlined in the Initial Planning Sheet • Review administrator's evidence and comments from all observations. 	Prior to the End-of-Year Reflection: <ul style="list-style-type: none"> • Complete at least two informal observations. • Complete second Formal Observation.
Timeline	End-of-Year Reflection to be completed at least <u>five days</u> before the Final Evaluation Conference.	
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. 	<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 TGDC Final Evaluation Conference Form To inform next steps for the teacher's professional growth 	
	Teacher Role	Administrator Role
Preparation	Prior to the Final Evaluation Conference: <ul style="list-style-type: none"> Review administrator's evidence that has been collected throughout the Teacher Growth and Development Cycle via MyPGS. 	Prior to the Final Evaluation Conference: <ul style="list-style-type: none"> Review teacher's Growth Planning: End-of-Year Reflection and provide feedback via MyPGS. Review evidence of teacher practice that has been collected throughout the Teacher Growth and Development Cycle. Complete TGDC Final Evaluation Conference Form via MyPGS.
Timeline	Final Evaluation Conference to be held by <u>May 5, 2014</u> .	
PROTOCOL FINAL EVALUATION CONFERENCE		
	<ul style="list-style-type: none"> Share reflection on the progress that has been made through the Teacher Growth and Development Cycle. Help identify next steps for professional growth. Sign-off on Final Evaluation Conference Form via MyPGS using E-signature. 	<ul style="list-style-type: none"> Share Final Evaluation Conference Form with teacher. Help identify next steps for professional growth. Sign-off on teacher's Final Evaluation Conference Form via MyPGS using E-signature.
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED		
All Focus Elements for SY 2013-2014		
<p><u>Standard 1: Planning and Preparation</u></p> <p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <p>1a2. Knowledge of Content-Related Pedagogy</p> <p>1b. Demonstrating Knowledge of Students</p> <p>1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency</p> <p>1d. Designing Coherent Instruction</p> <p>1d1. Standards-Based Learning Activities</p> <p>1e. Designing Student Assessment</p> <p>1e2. Planning Assessment Criteria</p> <p><u>Standard 2: Classroom Environment</u></p> <p>2a. Creating an Environment of Respect and Rapport</p> <p>2a3. Classroom 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><u>Standard 3: Delivery of Instruction</u></p> <p>3a. Communicating with Students</p> <p>3a1. Communicating the Purpose of the Lesson</p> <p>3a4. Use of Academic Language</p> <p>3b. Using Questioning and Discussion Techniques</p> <p>3b1. Quality and Purpose of Questions</p> <p>3b2. Discussion Techniques and Student Participation</p> <p>3c. Engaging Students in Learning</p> <p>3c1. Standards-Based Projects, Activities, and Assignments</p> <p>3c2. Purposeful and Productive Instructional Groups</p> <p>3d. Using Assessment in Instruction</p> <p>3d3. Feedback to Students</p> <p><u>Standard 5: Professional Growth</u></p> <p>5a. Reflecting on Practice</p> <p>5a2. Use of Reflection to Inform Future Instruction</p>	