

LAUSD Stakeholder Survey – Teaching & Learning Framework January 2011

To complete this form online, go to _____.

Please take several minutes to answer the following questions. Your feedback will be used both to structure additional meetings and to make changes to the Teaching & Learning Framework.

LAUSD is developing a Teaching & Learning Framework to provide a common language about core components of instruction. An Ad Hoc Committee reviewed a preliminary draft of this framework, suggesting several areas where clarification or elaboration would be helpful.

The following questions ask for feedback on the proposed LAUSD Teaching & Learning Framework. The Framework draft has 5 Standards: Planning, Classroom Environment, Instructional Delivery, Professional Responsibilities, and Professional Growth ([link to Framework draft](#)). Each Standard is further defined by components and elements to represent the complexity of teaching and to allow for deep understanding of each standard by both teachers and observers. Each Standard informs the others and is integral to effective practice. This framework is based on the work of Charlotte Danielson (2007) and her comprehensive research regarding effective teaching, providing a research-based foundation that will ultimately become the LAUSD Teaching and Learning Framework. It is thoroughly aligned with the California Standards for the Teaching Profession (2009) ([link to Alignment doc](#)).

The questions below are focused on specific components and elements of each of the 5 standards. These questions are organized according to each standard in the Teaching and Learning Framework Draft (Planning, Classroom Environment, Instructional Delivery, Professional Responsibilities, and Professional Growth). Thank you in advance for providing us with an additional perspective on the draft framework.

Standard 1: Planning

Standard 1 focuses on how a teacher designs, plans, and prepares for instruction. Instructional planning includes an understanding of subject matter, knowledge of content pedagogy (how to teach the subject matter), knowledge of student development and backgrounds, the ability to determine instructional outcomes or goals, knowledge of available resources, the ability to design appropriate assessment, and knowledge of effective instructional strategies for teaching content and students.

For each item, please identify how important you think it is for effective teachers to exhibit the behavior in question.

Standard 1: PLANNING How important is each item during a teacher’s planning process?	Essential	Very important	Somewhat important	Not important
Knowledge of the subject matter				
Knowledge of effective techniques for teaching the subject matter				
Knowledge of child (or adult) development				

Knowledge of how students learn				
Knowledge of individual student skills and prior understanding of the subject matter				
Knowledge of students' ability to understand and communicate in English				
Knowledge of students' interests				
Knowledge of students' cultural heritage				
Knowledge of students' special needs				
Determining instructional outcomes or goals				
Knowledge of available resources				
Selection of learning activities				
Designing or selecting assessments to measure outcomes or goals				

What other aspects of PLANNING do you believe to be important to include in the framework? (*Open-ended text box for response*)

Standard 2: Classroom Environment

Standard 2 focuses on the structure of the classroom and the interactions that occur within that structure. This standard includes classroom climate issues, such as respect, emotional and physical safety, and a culture of learning. It also encompasses routines, classroom management, student behavior, and the physical environment of the room or space.

For each item, please identify how important you think it is for effective teachers to exhibit the behavior in question.

Standard 2: CLASSROOM ENVIRONMENT How important is each item during classroom interaction between teacher, students, and other classroom participants?	Essential	Very important	Somewhat important	Not important
Teacher-student interaction marked by caring and respect				
Student-student interaction marked by politeness and respect				
Communicating why the content or skill is being taught (its value or importance)				
Clear and high expectations for student learning and achievement				
Routines or procedures for group work, transitions, and handling materials				
Clear expectations for volunteers and paraprofessionals' duties				
Clear expectations for student behavior				
Systematic procedures to address student behavior				
Arrangement of physical space to maximize learning				
Adjustment of routines and space for students' special needs				

What other aspects of the CLASSROOM ENVIRONMENT do you believe to be important to include in the framework? (*Open-ended text box for response*)

Standard 3: Instructional Delivery

Standard 3 focuses on the “actual engagement of students in content” (Danielson, 2007, p. 29). This standard is at the heart of the framework, ensuring that students are learning by being engaged in complex content and the application of their learning. Therefore, this standard focuses on classroom communication, instructional strategies, student engagement in the material and learning process, assessment of student learning, and the teacher’s ability to adjust instruction to meet student needs.

For each item, please identify how important you think it is for effective teachers to exhibit the behavior in question.

Standard 3: INSTRUCTIONAL DELIVERY How important is each item during classroom instruction?	Essential	Very important	Somewhat important	Not important
Expectations for learning communicated to students				
Procedures and directions communicated to students				
Knowledge of subject matter communicated to students				
Content and skills explained or modeled in developmentally-appropriate ways				
Spoken and written language used correctly and appropriately				
Effective techniques used for teaching the subject matter				
High quality questions asked during discussion				
Opportunities provided for classroom discussion or interaction				
Ensuring that all students are engaged in classroom discussion or activities				
Content linked to students’ knowledge and experience				
Activities and assignments are appropriately challenging and engaging				
Activities and discussions are appropriately structured and paced				
Instructional materials are suitable to learning goals				
Instructional materials are engaging to students				
A clearly defined lesson structure guides instruction				
Assessment measures learning goals or outcomes				
Specific feedback given to students in a timely manner				
Student learning is monitored				
Instruction differentiated based on knowledge of student skills and prior understanding				
Instruction differentiated based on students’ proficiency in English				
Instruction differentiated based on students’ special needs or interests				
Activities and assignments adjusted in response to monitoring of student learning				
Students self-assess their learning and progress				

What other aspects of INSTRUCTIONAL DELIVERY do you believe to be important to include in the framework? *(Open-ended text box for response)*

Standard 4: Professional Responsibilities

Standard 4 encompasses the role of the teacher beyond instruction and the classroom environment. This standard includes the teacher’s role in recording student progress, communicating with families, and advocating for the needs of students, particularly those who may be underserved by the educational system. It also encompasses how a teacher demonstrates integrity and ethical behavior.

For each item, please identify how important you think it is for effective teachers to exhibit the behavior in question.

Standard 4: PROFESSIONAL RESPONSIBILITIES How important is each item as a part of the teacher’s role?	Essential	Very important	Somewhat important	Not important
Recording student completion of assignments				
Recording student progress in learning				
Communicating regularly with families about the instructional program				
Communicating regularly with families about an individual student				
Providing opportunities for families to engage in the instructional program				
Seeking help for individual students who are in need or underserved by the educational system				
Advocating on behalf of groups of students who are underserved by the educational system				
Demonstrating integrity and ethical behavior				

What other PROFESSIONAL RESPONSIBILITIES do you believe to be important to include in the framework? *(Open-ended text box for response)*

Standard 5: Professional Growth

Standard 5 focuses on a teacher’s self-reflection, professional growth to improve his/her practice, and active participation in the education profession. This standard includes teacher participation in professional growth opportunities, professional learning communities, collaborative interactions with colleagues, service to the school itself, and opportunities to reflect on his or her instructional effectiveness.

For each item, please identify how important you think it is for effective teachers to exhibit the behavior in question.

Standard 5: PROFESSIONAL GROWTH How important is each item as a part of the teacher’s role?	Essential	Very important	Somewhat important	Not important
Reflecting on whether a lesson was effective following instruction				
Reflecting on changes that could be made to a lesson in the future				

Collaborating with colleagues around instruction or assessment design				
Collaborating with colleagues to analyze student data				
Participating in professional development opportunities to enhance content knowledge or pedagogical skill				
Sharing resources or plans to assist other teachers				
Sharing instructional strategies or activities with other teachers				
Requesting feedback from colleagues regarding instruction or interaction with students				
Serving at or participating in school or district events				

What other aspects of PROFESSIONAL GROWTH do you believe to be important to include in the framework? *(Open-ended text box for response)*

What **additional comments** would you like to make regarding the Draft of the Teaching and Learning Framework? *(Open-ended text box for response)*

What **questions** do you have about the Teaching and Learning Framework and its use in LAUSD? *(Open-ended text box for response)*

References

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD