

## LAUSD Online 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. It is thoroughly aligned with the California Standards for the Teaching Profession (2009) ([link to Alignment doc](#)).

The questions below are focused on many of the areas the Ad Hoc Committee felt needed clarification or elaboration. 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). Before you complete this survey, you may wish to review the Information Brief which contains answers to Frequently Asked Questions about the Teaching and Learning Framework ([link to Info Brief-FAQ](#)). Thank you in advance for providing us with an additional perspective on the draft framework.

**Standard 1: Planning** includes the following components:

<b>Standard 1: Planning</b>
<b>a. Demonstrating Knowledge of Content and Pedagogy</b>
<b>b. Demonstrating Knowledge of Students</b>
<b>c. Selecting Instructional Outcomes</b>
<b>d. Demonstrating Knowledge of Resources</b>
<b>e. Designing Coherent Instruction</b>
<b>f. Designing Student Assessment</b>

*(Questions 1-5 relate to draft Standard 1: Planning)*

Of the components listed above (a-f), there was virtually universal agreement that a. and b. were critical and foundational components of planning. Two components of Standard 1 (**1c. Selecting Instructional Outcomes**, and **1a. Demonstrating Knowledge of Content and Pedagogy**) were regarded as needing additional explanation, primarily through clarifying language. Some participants felt that **1b.**

**Demonstrating Knowledge of Students** contained too many elements. Other committee members wondered if **Assessment** should be its own standard or domain.

1. **Demonstrating Knowledge of Students.** Which of the following elements is a priority in assessing a teacher’s ability to demonstrate his or her knowledge of students when planning? (Check all that apply.)
  - Knowledge of Child and Adolescent Development
  - Knowledge of the Learning Process
  - Knowledge of Students’ Skills, Knowledge, and Language Proficiency
  - Knowledge of Students’ Interests and Cultural Heritage
  - Knowledge of Students’ Special Needs
  - None of the above
  
2. **Designing Student Assessment.** The design of student assessments that are aligned to learning objectives and activities is an integral part of the planning process.  
(Strongly Agree, Agree, Disagree, Strongly Disagree)
  
3. **Collaboration with colleagues is an effective means of planning instruction.**  
(Strongly Agree, Agree, Disagree, Strongly Disagree)
  
4. **This standard (Planning) needs to be modified to include collaboration in the planning process.**  
(Strongly Agree, Agree, Disagree, Strongly Disagree)
  
5. **Please indicate any components that are missing for Standard 1: Planning.**  
\_\_\_\_\_ (Use Single Text Box to limit size)

**Standard 2: Classroom Environment** includes:

<b>Standard 2: Classroom Environment</b>
<b>a. Creating an Environment of Respect and Rapport</b>
<b>b. Establishing a Culture for Learning</b>
<b>c. Managing Classroom Procedures</b>
<b>d. Managing Student Behavior</b>
<b>e. Organizing Physical Space</b>

*(Questions 6-14 relate to draft Standard 2: Classroom Environment)*

Of the components listed above (a-e), there was virtually universal agreement that a., b., and e are appropriate and necessary components of this standard. There was disagreement about specific elements embedded within c. and d. (Managing Classroom Procedures and Managing Student Behavior).

**“c. Managing Classroom Procedures”** has the following elements (6-10 below) embedded within it. Please indicate the degree to which you think the following

elements **should be included** in the “Managing Classroom Procedures” component of the Classroom Environment standard.

<b>6. Management of Instructional Groups</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>7. Management of Transitions</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>8. Management of Materials And Supplies</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>9. Performance of Non-Instructional Duties</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>10. Supervision of Volunteers And Paraprofessionals</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)

“**d. Managing Student Behavior**” has the following elements (11-13 below) embedded within it. Please indicate the degree to which you think the following elements **should be included** in the “Managing Student Behavior” component of the Classroom Environment Standard.

<b>11. Expectations</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>12. Monitoring of Student Behavior</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>13. Response to Student Misbehavior</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)

**14. Please indicate any components that are missing for Standard 2: Classroom Environment.** \_\_\_\_\_ (Use Single Text Box to limit size)

**Standard 3: Instructional Delivery** includes:

<b>Standard 3: Instructional Delivery</b>
<b>a. Communicating with Students</b>
<b>b. Using Questioning and Discussion Techniques</b>
<b>c. Engaging Students in Learning</b>
<b>d. Using Assessment in Instruction</b>
<b>e. Demonstrating Flexibility and Responsiveness</b>

(Questions 15-21 relate to draft Standard 3: Instructional Delivery)

Of the components listed above (a-e), there was strong agreement that a., b., c., and d. are appropriate and necessary components of this standard. There were, however, a number of questions regarding the nature of assessments referred to in d. Using Assessment in Instruction.

“**d. Using Assessment in Instruction**” has the following elements (15-18 below) embedded within it. Please indicate the degree to which you think the following

elements **should be included** in the “Using Assessment in Instruction” component of the Instructional Delivery Standard.

<b>15. Assessment Criteria Monitoring of Student Learning</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>16. Feedback to Students</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>17. Student Self-Assessment and Monitoring of Progress</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>18. Analyzes and Reflects on Instruction</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)

**19. Differentiated instruction should be an element of the Instructional Delivery standard.** (Strongly Agree, Agree, Disagree, Strongly Disagree)

**20. The best title for this standard is:**

- a. Instructional Delivery
- b. Delivery of Instruction
- c. Instruction
- d. Classroom Instruction
- e. Engagement

**21. Please indicate any components that are missing for Standard 3— Instructional Delivery \_\_\_\_\_.** (Use Single Text Box to limit size)

**Standard 4: [Additional] Professional Responsibilities** include:

<b>Standard 4: [Additional] Professional Responsibilities</b>
<b>a. Maintaining Accurate Records</b>
<b>b. Communicating with Families</b>
<b>c. Demonstrating Professionalism</b>

*(Questions 22 & 23 relate to draft Standard 4: Professional Responsibilities)*

None of the components in Standard 4 listed above was considered strong by the majority of respondents. Component **4c. Demonstrating Professionalism** was viewed as the weakest of the 3 components.

**22. 4c. Demonstrating professionalism** currently focuses on individual activity (integrity and ethical conduct), and students (service to students, advocacy). Another aspect of professionalism that should be included in Standard 4 is related to working or collaborating with colleagues.  
(Strongly Agree, Agree, Disagree, Strongly Disagree)

23. Please indicate any components that are missing for Standard 4—  
**Professional Responsibilities:** \_\_\_\_\_. (Use Single Text Box to  
*limit size*)

**Standard 5: Professional Growth** includes:

<b>Standard 5: Professional Growth</b>	
<b>a. Reflecting on Teaching</b>	
<b>b. Participating in a Professional Community</b>	
<b>c. Growing and Developing Professionally</b>	

(Questions 24-34 relate to draft Standard 5: Professional Growth)

Of the components listed above, component **5a (Reflecting on Teaching)** was considered to have vague language. The other two components were considered stronger, but still in need of clarification.

“**b. Participating in a Professional Community**” has the following elements (24-27 below) embedded within it. Please indicate the degree to which you think the following elements **should be included** in the “Participating in a Professional Community” component of the Professional Growth Standard.

<b>24. Relationships with Colleagues</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>25. Involvement in a Culture of Professional Inquiry</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>26. Service to the School</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>27. Participation in School and District Projects</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)

“**c. Growing and Developing Professionally**” has the following elements (28-33 below) embedded within it. Please indicate the degree to which you think the following elements **should be included** in the “Growing and Developing Professionally” component of the Professional Growth Standard.

<b>28. Uses Data to Determine PD Needs</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>29. Enhancement of Content Knowledge and Pedagogical Skill</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>30. Uses Technology to Obtain PD</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>31. Implements Data Analysis and PD</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)

<b>32. Receptivity to Feedback from Colleagues</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)
<b>33. Service to the Profession</b>	(Strongly Agree, Agree, Disagree, Strongly Disagree)

**34. Please indicate any components that are missing for Standard 5— Professional Growth:** \_\_\_\_\_. *(Use Single Text Box to limit size)*

**35. As rubrics are developed for teacher observation or self-assessment, I would prefer the following set of descriptors for levels on a rubric:**

- a. Ineffective, Basic, Effective, Distinguished
- b. Ineffective, Developing, Effective, Highly Effective
- c. Does Not Meet Standard, Meets Standard: Basic, Proficient, Distinguished
- d. Unsatisfactory, Basic, Proficient, Distinguished
- e. Other – write-in \_\_\_\_\_. *(Use Single Text Box to limit size)*

**36. I am a:**

- a. \_\_\_ Early Childhood Teacher (pre-K, Head Start)
- b. \_\_\_ Elementary Teacher (K-5)
- c. \_\_\_ Middle School Teacher (6-8)
- d. \_\_\_ High school Teacher (9-12)
- e. \_\_\_ Adult education teacher
- f. \_\_\_ Instructional coach (e.g., literacy, math)
- g. \_\_\_ Guidance counselor
- h. \_\_\_ School-based Psychologist
- i. \_\_\_ School Librarian
- j. \_\_\_ School Nurse
- k. \_\_\_ Para-educator
- l. \_\_\_ Elementary Administrator
- m. \_\_\_ Secondary Administrator
- n. \_\_\_ Local district administrator
- o. \_\_\_ Central office administrator
- p. \_\_\_ LAUSD Student
- q. \_\_\_ Parent or Guardian of LAUSD student
- r. \_\_\_ University Partner
- s. \_\_\_ Other (Please describe): \_\_\_\_\_

**37. This survey may have raised some questions in your mind regarding various aspects of the framework. What additional questions do you have, or what additional comments would you like to make regarding the Teaching and Learning Framework draft?** \_\_\_\_\_. *(Use Large Box for comments)*