

# Information Brief

## LAUSD's Teaching and Learning Framework

### Background

In April 2010, the Teacher Effectiveness Task Force issued a report and set of recommendations for how LAUSD should move forward in creating a system of support and development for all educators. Embedded in these recommendations was the need to develop a consistent understanding and common language around expectations for effective teaching. As LAUSD moves to more clearly set expectations for highly effective teaching that yields improved student learning and increased student achievement, we recognize the priority need to develop this common language to discuss instructional practices and teacher actions. A common language and agreed-upon levels of demonstrated quality of practice will provide an effective starting point for teacher self-assessment, targeted support and development opportunities for educators, as well as for teacher performance reviews (evaluations).

Further, agreeing upon a common language is a necessary and important first step in developing the type of school and system-wide alignment that will support the goal of having effective teaching practices “in every classroom and in every teacher’s repertoire of professional practice” (Barry, 2010:5). **(1)** As Richard Elmore writes, “To improve student learning, you do not change the structure. You change the instructional practices of teachers. The schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and then design a structure to go with it.” **(2)**

LAUSD is partnering with Teaching & Learning Solutions (TLS) to help develop a Teaching and Learning Framework to provide common language and common understanding in order to discuss instructional practices and teacher actions. Further, TLS and LAUSD will partner to develop and implement an aligned set of tools and processes for lesson design, professional development, and support, as well as for teacher performance reviews (evaluations).

*An Ad Hoc Teaching and Learning Framework Committee* (hence referred to as the Ad Hoc Committee or the Committee) has been tasked with offering input and feedback on the draft of the *Teaching and Learning Framework*; assisting in gathering additional feedback from other interested stakeholders; and determining a final draft of the framework. This Committee met for the first time on Saturday, December 11, 2010, to review the *Teaching and Learning Framework* draft.

## **Who serves on the *Ad Hoc Committee*?**

The *Ad Hoc Teaching and Learning Framework Committee* is composed primarily of teachers and administrators, as well as parents/guardians, community partners, students, higher education representatives, district administrators, and other stakeholders throughout the district. Invitations for the December 11, 2010 meeting were sent to 152 potential Committee participants. These included:

- UTLA and AALA, who each received 21 invitations
- Each local district, who was invited to recruit 7 participants, including teachers, school-based administrators, parents and local district staff
- Central office staff (including Office of Curriculum, Instruction and School Support, Office of Special Education, Language Acquisition Branch, Adult Education, Early Childhood Division, and Certificated Human Resources), who received 15 invitations
- Community partners, such as the Alliance for a Better Community, Inner City Struggle, the Los Angeles Area Chamber of Commerce, Teach for America, MLA Partnership Schools, the Partnership for Los Angeles Schools, charter schools, and charter management organizations, Urban League, university researchers, teacher preparation programs, and other local non-profit organizations, who in total received 39 invitations

The 108 participants who attended the December 11, 2010, full day meeting of the *Ad Hoc Teaching and Learning Framework Committee* included 17 teachers, 33 Site administrators, 4 parents, 14 community partners, 15 local district staff, and 25 central office staff. The Committee reviewed and provided commentary on a preliminary draft of the Teaching and Learning Framework.

## **What is the timeline for the *Ad Hoc Committee's* work and the development of the Teaching and Learning Framework?**

Between now and early March, we will work with TLS to gather additional feedback about the draft Framework through focus groups throughout the district, school-based meetings, online feedback tools, partnerships with community based organizations, and outreach to our teacher and administrator union partners. The *Ad Hoc Committee* will meet again in March to review and consider this feedback and suggest additional adjustments to the draft Framework. District leadership will consider the recommended final version of this framework and present this to the Board in early Spring 2011.

## **What is the purpose of this Information Brief?**

The purpose of this Information Brief is to provide an overview of the draft LAUSD Teaching and Learning Framework. We hope you will review this document, especially the Draft Framework, and then provide input into the design and development of the

Framework. We thank you in advance for your careful attention and best thinking regarding the draft Framework.

The remainder of this document is focused on describing the Draft LAUSD Teaching and Learning Framework, including its structure, its underpinnings, the role of rubrics within the framework, the alignment with the California Standards for the Teaching Profession, and the planned uses for the Framework and associated processes and documents. **A link to the survey is provided at the end of this document.**

### **What is a Teaching and Learning Framework?**

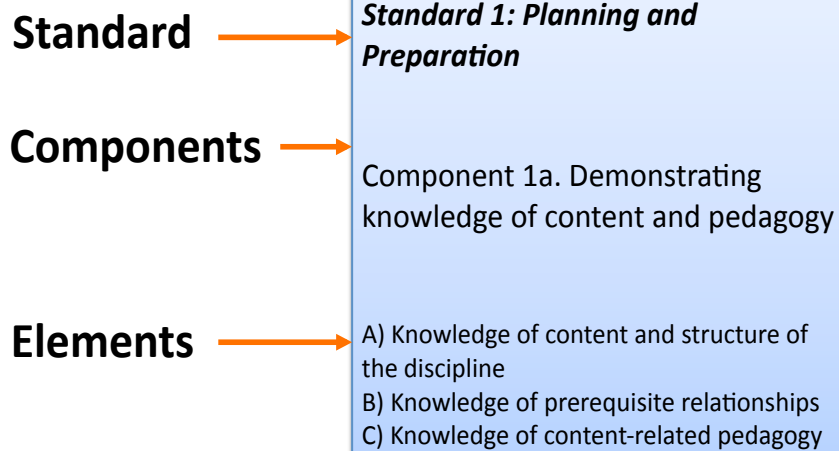
Typically consisting of three to five major standards (or domains) and then a set of specific components within those standards, a robust teaching & learning framework articulates clear expectations for effective teaching practices that, in turn, provide a common foundation for such key items as lesson design, professional development and performance reviews. As noted earlier, LAUSD's Teaching & Learning Framework will provide a common language to discuss instructional practices and teacher actions. Like other teaching and learning frameworks, LAUSD's Framework will speak not to **what** we teach, but instead to **how** we teach in LAUSD. It will highlight and describe key principles for effective instruction such as

- creating a classroom environment that is physically, intellectually and emotionally conducive to learning,
- methodically planning so that all students can access the curriculum,
- using academic and social/emotional indicators to drive instruction,
- skillfully implementing instructional techniques that yield results,
- using assessments (formal and informal, teacher-developed, grade level- or discipline-created, LAUSD-generated, and state-mandated) to guide and refine planning, instruction, and differentiation, and
- being an active and positive contributor to the school community.

### **How is the Draft LAUSD Teaching and Learning Framework organized?**

The Draft Framework is organized into three levels: standards, components, and elements. (See chart below.) Each level moves to a finer grain of detail regarding instructional priorities and practices.

## Vocabulary of the Proposed Framework



The proposed Teaching and Learning Framework consists of five standards – planning, classroom environment, instructional delivery, professional responsibilities, and professional growth.



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 evaluators. Each standard informs the other and is integral to effective practice.

Together, proposed standards, components, and elements not only rest on a solid research base demonstrating that they are effective practices, they also reflect the instructional emphases embedded in LAUSD's multi-tiered student-centered system of instruction, intervention, service, and support ([http://rti.lausd.net/about\\_rti](http://rti.lausd.net/about_rti)). Further, they are intended to provide a common language and understanding that all educators can use to design inclusive, responsive, student-centered learning experiences. Standards, components and elements also include the purposeful use of on-going, formative assessment to check for student understanding and to immediately adjust instruction to meet the needs of all students.

### **What underlying priorities guide the structure and content of the Draft Framework?**

Language reflective of three key priorities (cognitive engagement, authentic learning, and college and career readiness) is embedded within each standard. Each of these priorities focuses on engaging the students in the classroom actively in their own learning and in making connections between their current learning and their future.

- Cognitive engagement requires students to think deeply about the content and, in highly effective educational settings, to “own” their learning.
- Authentic learning requires that students build on prior knowledge to construct new learning.
- College and career readiness is cultivated through instructional practice and learning that emphasizes the application of the skills necessary for success in college and beyond.

### **What are the standards, components, and elements of the Draft LAUSD Teaching and Learning Framework?**

The standards, components, and elements of the draft LAUSD Teaching and Learning Framework are outlined on the following pages.

## ***PLANNING FOR INSTRUCTIONAL IMPACT***

### **STANDARD 1: PLANNING**

#### **a. Demonstrating Knowledge of Content and Pedagogy**

- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

#### **b. Demonstrating Knowledge of Students**

- 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

#### **c. Selecting Instructional Outcomes**

- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Learners

#### **d. Demonstrating Knowledge of Resources**

- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

#### **e. Designing Coherent Instruction**

- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

#### **f. Designing Student Assessment**

- Congruence with Instructional Outcomes
- Establishes Criteria and Standards
- Design of Formative Assessments
- Uses Assessment Data for Planning

## ***APPLICATION OF PLANNING/INSTRUCTIONAL DELIVERY***

### **STANDARD 2: CLASSROOM ENVIRONMENT**

#### **a. Creating an Environment of Respect and Rapport**

Teacher Interaction with Students  
Student Interactions with One Another

#### **b. Establishing a Culture for Learning**

Importance of the Content  
Expectations for Learning and Achievement  
Student Pride in Work

#### **c. Managing Classroom Procedures**

Management of Instructional Groups  
Management of Transitions  
Management of Materials And Supplies  
Performance of Non-Instructional Duties  
Supervision of Volunteers And Paraprofessionals

#### **d. Managing Student Behavior**

Expectations  
Monitoring of Student Behavior  
Response to Student Misbehavior

#### **e. Organizing Physical Space**

Safety and Accessibility  
Arrangement of Furniture and Use of Physical Resources.

### **STANDARD 3: INSTRUCTIONAL DELIVERY**

#### **a. Communicating with Students**

Expectations for Learning  
Directions and Procedures  
Explanations of Content  
Use of Oral and Written Language

#### **b. Using Questioning and Discussion Techniques**

Quality of Questions  
Discussion Techniques  
Student Participation

#### **c. Engaging Students in Learning**

Activities and Assignments  
Grouping of Students  
Instructional Materials and Resources  
Structure and Pacing

#### **d. Using Assessment in Instruction**

Assessment Criteria  
Monitoring of Student Learning  
Feedback to Students  
Student Self-Assessment and Monitoring of Progress  
Analyzes and Reflects on Instruction

**e. Demonstrating Flexibility and Responsiveness**

- Lesson Adjustment
- Response to Students
- Persistence

***PROFESSIONAL GROWTH AND RESPONSIBILITIES***

**STANDARD 4: PROFESSIONAL RESPONSIBILITIES**

**a. Maintaining Accurate Records**

- Student Completion of Assignments
- Student Progress in Learning
- Non-instructional Records

**b. Communicating with Families**

- Information About the Instructional Program
- Information About Individual Students
- Engagement of Families in the Instructional Program

**c. Demonstrating Professionalism**

- Integrity And Ethical Conduct
- Service To Students
- Advocacy

**STANDARD 5: PROFESSIONAL GROWTH**

**a. Reflecting on Teaching**

- Accuracy
- Use in Future Teaching
- Integrates Multiple Perspectives

**b. Participating in a Professional Community**

- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

**c. Growing and Developing Professionally**

- Uses Data to Determine PD Needs
- Enhancement of Content Knowledge and Pedagogical Skill
- Uses Technology to Obtain PD
- Implements Data Analysis and PD
- Receptivity to Feedback from Colleagues
- Service to the Profession

## What role do rubrics play within the Framework?

Rubrics provide concrete descriptions of the levels of performance for each of the elements within the Draft Framework. The rubrics in the Draft Framework include descriptions of four levels of practice:

- **Ineffective** – Teaching shows evidence of not understanding the concepts underlying the component and/or may represent practice that is harmful to students. Ineffective practice requires intervention.
- **Developing**– Teaching shows evidence of knowledge and skills related to teaching, but inconsistent performance is noted during the observation.
- **Effective**- Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning. This is successful, accomplished, professional, and effective teaching.
- **Highly Effective**– Classroom functions as a community of learners with student assumption of responsibility for learning.

**Please note that the descriptors above (ineffective, developing, effective and highly effective) are proposed descriptors for the rubric levels. One of the questions on the survey requests input about which descriptors are most appropriate for use in LAUSD.**

The rubric that follows provides examples of the types of distinctions made among the levels of practice.

**Domain 3: Instruction**  
**Component 3b: Using Questioning and Discussion Techniques**

*Elements: Quality of questions, Discussion techniques, Student participation*

Element	Ineffective	Developing	Effective	Highly Effective
<i>Uses Quality Questions</i>	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response.	Teacher's questions are a combination of open and closed questions. Only some invite a thoughtful response.	Most of teacher's questions are open in nature and engage students in further discussion.	Teacher's questions challenge students to think and invite students to demonstrate reasoning. Students formulate many questions to advance their understanding.
<i>Provides Discussion Techniques</i>	Interaction between teacher and students is characterized by the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion; initiating topics and making thoughtful, unsolicited contributions that demonstrate innovative thinking.
<i>Provides Student Participation Opportunities</i>	The teacher and/or a few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Teacher functions as facilitator. Students themselves ensure that all voices and ideas are heard in the discussion.

## **What is the research base upon which this Draft Framework rests?**

This framework is based on the work of Charlotte Danielson (2007) (<http://charlottedanielson.com/theframeteach.htm>) and her comprehensive research regarding effective teaching. It is thoroughly aligned with the California Standards for the Teaching Profession (2009). That alignment is described at **(include link to the alignment document that part of the LAUSD standards document)**.

Research, for example, Goe, et al (2008); Kane et al (2010); Rockoff (2004); Tucker and Strong (2005); Wayne (2003); and Wenglinsky, (2002), increasingly supports the finding that there are strong links between aspects of teacher quality and student achievement. **(3)** It is critical, therefore, that the criteria used to assess teacher effectiveness are known to be valid measures of teaching practices that are associated with improved student learning. The research literature on teaching and learning is ever growing, and we are working to include components and elements into the Draft Framework that are (1) supported by research, (2) linked to recent assessments of 21<sup>st</sup> Century college and work force skills, and (3) linked to the LAUSD's Response to Instruction and Intervention work.

## **To what types of uses will LAUSD put the final version of its Teaching and Learning Framework?**

This framework will provide common language and a common foundation for defining, supporting, developing, and measuring instruction. LAUSD will work to incorporate the framework into teacher recruitment, selection, preparation and induction programs; support and intervention programs; professional development including lesson design; school planning and review tools; and so forth. It will also serve as the basis for new classroom observation rubrics and protocols, as well as teacher growth planning and development mechanisms.

## **Will this Framework play a role in the evaluation of teachers?**

There is a growing consensus that effective teacher evaluation needs a strong observational component conducted by skilled observers (Danielson, 2010). In 2010, Randi Weingarten, President of the American Federation of Teachers described four key components of a constructive and robust teacher evaluation system:

- Professional standards that spell out what teachers need to know and be able to do
- Standards for assessing teacher practice
- Implementation benchmarks
- Systems of support for teachers, such as induction, on-going professional development, and career opportunities that allow for varied roles but keep great teachers in classrooms.

The LAUSD Teaching and Learning Framework will provide the first three of these key components. The development of new tools and processes, for example, for lesson planning and self-assessment, will help with the creation of the aligned systems of support referenced as the final key component. Effective evaluation of practice rests on careful and appropriately structured observation of teaching and reliable calibration of the assessment of the teaching practices observed. While observation is viewed as a necessary component of effective teacher evaluation, it may well be part of a larger look at teaching and learning, not the sole component of a teacher's evaluation.

LAUSD has committed to developing a fair and valid multiple measure evaluation system with its educators. One of these multiple measures will be classroom observation by trained professionals, based on an agreed-upon definition of quality instructional practice. Developing this common language is an essential step in this process. For more information about the District's work with stakeholders to develop a system to support and develop all its employees, please visit <http://sae.lausd.net>

### **What were some of the recommendations from the Ad Hoc Committee regarding the Draft Framework?**

An overarching recommendation regarding the Draft Framework (see pages 6-8 above) was the need for **consistency** of language throughout the document and in relation to other LAUSD documents and policies. Additionally, committee members articulated the need for **clarity** and **specificity** in the descriptors used throughout the Draft Framework.

#### **Recommended Changes for Standard 1: Planning**

Multiple respondents indicated that **collaboration** with peers, within and across grades and subjects, is a critical part of planning that was absent from the Draft Framework.

**1f. Designing Student Assessment.** Clarification would be needed regarding how to reconcile teacher-designed assessments with district- and school-wide common assessments. Much professional development and time would be needed to enable teachers to design their own assessments. A few respondents felt that Assessment should be its own domain or standard.

#### **Recommended Changes for Standard 2: Classroom Environment**

A general concern in Standard 2 was the need for parent and student accountability in partnership with the teacher's role in creating a classroom environment conducive to learning. How would elements like Student Pride in Work be measured, and were these the sole responsibility of the teacher?

**2d. Managing Student Behavior** was quite concerning to 32 respondents, particularly **2d3. Response to Student Misbehavior**. The language of "misbehavior"

was seen as negative, and several commented that the element should be reframed in the positive.

### **Recommended Changes for Standard 3: Instructional Delivery**

The most common general comment for Standard 3 was the need to rename this standard to “Instruction.” Several respondents indicated that there were too many components and elements overall and some could be collapsed.

**3e. Demonstrating Flexibility and Responsiveness.** Clarification would be needed regarding how to reconcile district pacing plans and scripted programs with the need to be flexible and responsive. Additionally, committee members recommended more specific language regarding responding to LAUSD’s diverse population of students.

### **Recommended Changes for Standard 4: Professional Responsibilities**

The most common general comment for Standard 4 was the need to rename this standard to **Additional Professional Responsibilities**.

In addition, a number of committee members recommended that this standard be combined with Standard 5: Professional Growth.

### **Recommended Changes for Standard 5: Professional Growth**

Several participants felt that more attention to articulating the kinds of professional growth that might be part of this standard would be helpful (e.g., “Life-long learner – keep up with the research in education,” “Collaboration should somehow be included,” “Facilitating of Professional Development not included – for more effective or experienced teachers,” and “Integrating professional growth into daily work hours – i.e., Lesson Study, etc.”).

## **How can I share my views about the Draft Framework?**

[TBD]

## Notes

1. Barry (2010:5) suggests that this type of alignment best includes the “practices of Teacher Hiring, Mentoring, Expanding Career Opportunities for Teachers, Professional Development and Performance Evaluation . . . a Continuum of Professional Practice that uses the principles and behaviors of Teaching Effectiveness as its foundation.”
2. Richard Elmore is quoted in Barry (2010).
3. These citations are intended to be illustrative, not exhaustive. They reflect a range of views about teacher quality and a variety of perspectives on what is appropriate evidence of student learning and achievement.

## References

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