

LOS ANGELES UNIFIED SCHOOL DISTRICT  
NOBLE AVENUE ELEMENTARY SCHOOL

**Professional Development Outcomes  
2013-2014 School Year**

**TLF Standard 1: Planning and Preparation**

<b>Component</b>	<b>Element</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>Ib. Demonstrating Knowledge of Students</b> <i>It is not enough for teachers to know and understand childhood or adolescent developmental norms, teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status.</i></p>	<p><b>Ib2. Knowledge of How Children, Adolescents, or Adults Learn</b> <i>Plans lessons based on current, proven research regarding how students learn.</i></p>	<p>Teacher's knowledge of how students learn is accurate and current, reflecting an understanding of the typical developmental characteristics of the age group. Teacher applies this knowledge to the class as a whole and to subgroups of students.</p>	<p>Teacher displays current, extensive, and subtle understanding of how students learn, including exceptions to the traditional learning styles, and how 21st Century skills apply, and then applies this knowledge to individual students.</p>
<p><b>Id. Designing Coherent Instruction</b> <i>Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire. They persistently search for appropriate 21st Century resources that can inform their teaching, including collaborating with other educators. They effectively incorporate these tools in varied contexts for a variety of purposes.</i></p>	<p><b>Id1. Standards-Based Learning Activities</b> <i>Activities are designed to engage students in cognitively challenging work that is aligned to the standards.</i></p>	<p>All of the learning activities are suitable for students and aligned to the instructional standards, and most represent significant cognitive challenge and awareness of 21st Century Skills with some differentiation to meet most diverse student learning needs.</p>	<p>Learning activities are highly suitable for all diverse learners and directly aligned to the instructional standards. They are designed to engage all students in high-level cognitive activities that reflect 21st Century Skills, and are differentiated, as appropriate, to meet the needs of individual learners.</p>

**TLF Standard 2: Classroom Environment**

<b>Component</b>	<b>Element</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>2b. Establishing a Culture for Learning</b> <i>A "culture for learning" refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general "tone" of the class. A culture for learning implies high expectations for all students, ensuring that classrooms are cognitively busy places. Both students and teacher see the content as important, and students take obvious pride in their work and are eager to share with others.</i></p>	<p><b>2b2. Expectations for Learning and Achievement</b> <i>The culture of the classroom reflects clear and high expectations about what is expected of students in order for them to learn and achieve.</i></p>	<p>The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Teacher demonstrates clear and high expectations about what is expected of students in order for them to learn and achieve, including effort. Overall learning expectations are clear to all students and consistently related to standards.</p>	<p>The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students set their own goals and monitor their own progress toward achieving mastery of standards. There is a celebration of growth and achieving personal bests for students and the teacher. Overall learning expectations are clear to all students and consistently related to standards.</p>

**TLF Standard 3: Delivery of Instruction**

<b>Component</b>	<b>Element</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>3b. Using Questioning and Discussion Techniques</b>  <i>Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.</i></p>	<p><b>3b1. Quality and Purpose of Questions</b>  <i>Questions are designed to challenge students and elicit high-level thinking.</i></p>	<p>Teacher's questions require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for subgroups of students.</p>	<p>Teacher's questions require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class.</p>
	<p><b>3b2. Discussion Techniques and Student Participation</b>  <i>Techniques are used to ensure that all students share their thinking around challenging questions.</i></p>	<p>Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher directed to student-initiated conversation. Students are expected to participate in an intellectually challenging discussion.</p>	<p>Teacher uses various, differentiated strategies to engage all students in intellectually challenging student-to-student interactions. Teacher creates conditions for students to assume considerable responsibility for the success of the discussion; initiating topics and making thoughtful, unprompted contributions that demonstrate innovative thinking.</p>
<p><b>3c. Structures to Engage Students in Learning</b>  <i>Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge and skills. The ownership of learning transfers from the teacher to the students. Teacher's effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning and mastery of grade level content standards.</i></p>	<p><b>3c2. Purposeful and Productive Student Groups</b>  <i>Students are grouped in order to promote productive, cognitive engagement in the lesson.</i></p>	<p>Instructional groups support most students in achieving the instructional outcomes of the lesson; groups are purposeful, productive and appropriate for student needs and assignment requirements. Group structures, tasks or products may be differentiated according to the needs of groups of students.</p>	<p>Instructional groups are purposefully organized to support all students in achieving the instructional outcomes of the lesson. Students assist one another in achieving the outcomes of the lesson. Groups are purposeful, flexible, productive and appropriate for student needs and assignment requirements. Group structures, tasks, products and processes may be differentiated according to language and learning needs of students.</p>
<p><b>3d. Using Assessment in Instruction to Advance Student Learning</b>  <i>Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal, including goals and benchmarks that both teachers and students set and use. High quality assessment practice makes students and families fully aware of criteria and performance standards, informs teachers' instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to advance learning and inform instruction during a lesson or series of lessons.</i></p>	<p><b>3d3. Feedback to Students</b>  <i>Students receive instructive and timely feedback that will move their learning forward.</i></p>	<p>Teacher's feedback to students is timely, frequent, relevant, accurate, and tied to the instructional outcome. Specific feedback allows students to revise and improve their work. Students provide feedback to their peers when directed by the teacher.</p>	<p>Teacher's feedback to students is timely, frequent, specific, relevant, accurate, and tied to the instructional outcome. Students make use of the feedback to revise and improve their work. Students work collaboratively with peers to provide actionable feedback.</p>

**TLF Standard 5: Professional Growth**

<b>Component</b>	<b>Element</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>5a. Reflecting on Practice</b>  <i>Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect yet it can be continually improved. With practice and experience in reflection, teachers can become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives may include practices such as videotaping, PAR, journaling, action research, student work, etc.</i></p>	<p><b>5a2. Use of Reflection to Inform Future Instruction</b>  <i>Teacher uses reflection to inform future lessons.</i></p>	<p>Teacher offers specific alternative actions to be used another time the lesson is taught.</p>	<p>Teacher continually uses information from self and peer analysis, along with data on student achievement to determine and prioritize professional development needs.</p>