



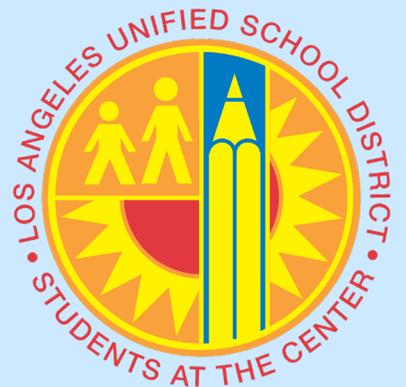
## **Educator Development and Support: Teachers, Non-Classroom Teachers, & Counselors**

# Planning and Preparation Administrator Handbook

The District's support and evaluation processes, Educator Development and Support: Teachers (EDST), Educator Development and Support: Non-Classroom Teachers (EDSNCT), and Educator Development and Support: Counselors (EDSC) acknowledge the complexity of your job and your unique familiarity with the educators at your school. To support administrators to plan and prepare for the upcoming school year, this handbook includes key EDST/EDSNCT/EDSC information, resources, and guidance.

If you have any questions about how to get started with the EDST/EDSNCT/EDSC process, please contact the Educator Development and Support Office at (213) 241-3444.

*Updated July 2020*



**Telephone:** (213) 241-3444  
**Email:** [MyPGS@lausd.net](mailto:MyPGS@lausd.net)

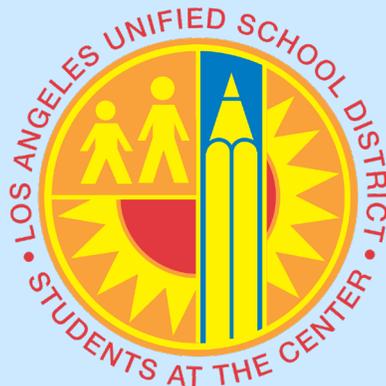
## **Educator Development and Support Staff**

### Central Office

Nancy Concha, *Educator Development and Support Coordinator*

Silvia Rubalcava, *Educator Development and Support Coordinator*

Jeff White, *Program and Policy Development Advisor*





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In the 2020-2021 school year, classroom observations may be different than in previous years. With school closures due to the COVID-19 pandemic, classroom instruction may be provided as *Fully Remote* virtual learning, *Hybrid Learning* (in-person blended with virtual), or *Traditional* in-person learning.

The *Remote* and *Hybrid* learning models will include virtual synchronous and asynchronous instruction. Observations of practice included as a part of the EDST evaluation cycle (growth plan visit, formal observation, and supplemental observations) must accommodate virtual learning as well as traditional learning.

This document has been updated to include guidance for observing virtual instruction. The guidance is shown as blue boxes like this one.

## Completion Dates and Timelines

The timeline below indicates the contractual deadlines for certain EDST, EDSNCT, and EDSC steps (*designated in red*). To support the timely completion of the entire evaluation process, completion dates are also included for all other remaining EDST/EDSNCT, and EDSC steps.

Month(s)	EDST/EDSNCT/EDSC Steps	Associated Completion Dates and Deadlines
August-September	<i>Teacher Self-Assessment</i>	9/11/20 Early Education: 7/24/20
September	Notification to Teachers Regarding Evaluation Status	<b>Contractual deadline: 9/18/20</b> (Educators assigned to a school site after 9/18/20 and before 10/09/20 may still be rostered and should be notified. After 10/09/20, permanent teachers may not be evaluated, except if they received a BSE in the previous year.) <b>Early Education: 7/31/20</b>
September-October	Initial Planning Sheet (IPS) and Focus Elements Selection	9/25/20 Early Education: 8/7/20
October	Initial Planning Conference	<b>Contractual deadline: 10/09/20</b> <b>Early Education: 8/21/20</b>
September-March	Formal Observation Cycle (EDST only)  Observation of Practice (EDSNCT, EDSC)	<b>Contractual deadline:</b> <b>Observation: 2/19/21</b> <b>Post-Conference: 3/5/21</b> (The post-conference must be completed no more than 10 working days after the formal observation) <b>Early Education:</b> <b>Observation: 2/12/21, Post-Conf.: 2/26/21</b>
September-March	Growth Plan Visit	3/19/21 Early Education: 4/9/21
September-March	Evidence Collection (EDSNCT, EDSC)	4/9/21
December	<i>Growth Planning: Mid-Year Reflection (EDST only)</i>	12/18/20 Early Education: 12/30/20
January	<i>Mid-Year Activities (EDSNCT, EDSC)</i>	1/29/21
February-March	<i>EDST Stakeholder Feedback Survey</i>	Administration begins 2/01/21 (Results reports released 4/2021)
April	<i>Growth Planning: End-of-Year Reflection (EDST only)</i>  <i>End-of-Year Activities (EDSNCT, EDSC)</i>	4/16/21 Early Education: 4/30/21  4/23/21
May	Final Evaluation Report	<b>Contractual deadline: 5/11/21</b> <b>Early Education: 5/31/21</b>

*Light gray indicates optional steps*

## Frequently Asked Questions

*These frequently asked questions provide information about the Educator Development and Support: Teachers (EDST) and Educator Development and Support: Non-Classroom Teachers (EDSNCT), Educator Development and Support: Counselors (EDSC) processes.*

**Q. Who is eligible to participate in the EDST process?**

A. The following classroom teachers are evaluated using EDST:

- ❖ Early Childhood Special Education teachers
- ❖ Early Education teachers at early education centers
- ❖ Teachers of Pre-K (State Preschool Program, TK, Expanded TK) through 12
- ❖ Special Education teachers (Resource Specialist and Special Day Program)
- ❖ Arts Education Itinerant teachers
- ❖ Itinerant PE and Adapted PE teachers
- ❖ CTE/ROP teachers
- ❖ Teacher Librarians
- ❖ Adult and Career Education teachers

**Q. Which non-classroom teacher positions are eligible for Educator Development and Support: Non-Classroom Teachers (EDSNCT)?**

A. All school-based instructional coaches, coordinators, and deans; in addition, various non-school, non-classroom positions are eligible to participate in the EDSNCT process. The eligible positions for the upcoming school year include:

- ❖ Coaches
  - Instructional Coach, Elementary or Secondary
  - Middle School-College and Career Coach
  - Standard English Learner (SEL) Instructional Coach, Elementary or Secondary
  - Title III Coach (English Learner Instructional Coach, Elementary or Secondary)
- ❖ Coordinators
 

<ul style="list-style-type: none"> <li>• Bridge Coordinator</li> <li>• English Learner Coordinator</li> <li>• Magnet Coordinator</li> <li>• Title I Coordinator</li> <li>• Problem-Solving/Data Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Categorical Program Advisor</li> <li>• GEAR UP Site Coordinator</li> <li>• International Baccalaureate (IB) Coordinator</li> <li>• Intervention/Prevention Support Coordinator</li> <li>• Targeted Support Program Advisor (TSP Advisor)</li> </ul>
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- ❖ Deans
- ❖ Non-school, non-classroom teachers: positions (e.g., advisers, experts, and facilitators) based in Local District and Central Offices.

Itinerant and school-based support services personnel (school psychologists, PSA Counselors, etc.) will **not** be evaluated using EDSNCT, but will continue to be evaluated under the former performance evaluation process.

**Q. Which positions are eligible for Educator Development and Support: Counselors (EDSC)?**

A. All secondary counselors (and teacher-counselors at Adult School sites) are eligible to participate in the EDSC process.

### Q. What are the EDST, EDSNCT, and EDSC processes?

A. The EDST, EDSNCT, and EDSC processes support the development of increasingly high-quality teaching and learning practices. These processes include observations, conferencing opportunities, professional goal-setting activities, and a series of reflection and evidence collection activities throughout the year. The foundation of EDST, EDSNCT, and EDSC is the LAUSD *Teaching and Learning Framework (TLF)* and the *School Counseling Framework (SCF)*. All evaluation activities are completed in the District's online evaluation platform, [My Professional Growth System](#). For a complete list of the steps and associated contractual deadlines or completion dates, please see page 4.

### Q. Where can I go for more information on the EDSNCT and the EDSC processes?

A. Information on the EDSNCT and EDSC processes can be found in the *Resources* tab of MyPGS.

### Q. What are the contractual deadlines for the EDST, EDSNCT, and EDSC process?

A. Per the LAUSD-UTLA Collective Bargaining Agreement, there are contractual deadlines for notification to employee of evaluation, establishment of objectives, completion of the formal observation and post-observation conference, and submission of Final Evaluation Report. For a complete list of contractual deadlines and completion dates for classroom and non-classroom teachers in the upcoming school year, please see page 4.

### Q. How many focus elements will educators be rated on in the upcoming school year?

A. Focus elements to be rated as part of the EDST Formal Observation Cycle shall be limited to seven for each teacher, all of which are to be drawn from the 15 *TLF* Focus Elements. For EDSNCT and EDSC, ratings for the seven focus elements are determined considering the Observation of Practice and Evidence Collection. Of the seven focus elements, three are designated by the District, three are selected by the teacher or counselor being evaluated, and one is cooperatively selected by the evaluatee and evaluator. For more information on these seven focus elements and how they are selected, please see page 8 and 9.

### Q. What are the three focus elements designated by the District?

A. For EDST, teachers will be evaluated on these three unified *TLF* focus elements during the Formal Observation Cycle (see page 12 for the EDST *TLF* Focus Element Placemat):

- 3b2 Discussion Techniques and Student Participation
- 3c1 Standards-Based Projects, Activities, and Assignments
- 3d3 Feedback to Students

For EDSNCT, non-classroom teachers will be rated on three unified *TLF* focus elements using evidence from the Observation of Practice and Evidence Collection (see page 13 for the EDSNCT *TLF* Focus Element Placemat):

- 4c1 Ethical Conduct and Compliance with School, District, State, and Federal Regulations
- 4c2 Advocacy for Students
- 5b2 Promotes a Culture of Professional Inquiry and Collaboration

For EDSC, counselors will be rated on three *SCF* focus elements using the Observation of Practice and Evidence Collection (see 14 for the EDSC *SCF* Focus Element Placemat):

- 1.2 Using Data to Monitor Student Progress and Evaluate Services
- 2.6 Collaborating in Teams to Develop and Maintain a Multi-Tiered System of Support (MTSS)
- 3.7 Helping Students Establish Goals through the Graduation/Culmination Planning Process

For all three processes, the three district unified elements are combined with three other focus elements selected by the educator and one focus element selected collaboratively with the administrator conducting the evaluation for a total of seven focus elements for rating.

**Q. What is the difference between the Initial Planning Sheet Objectives and the seven rated focus elements?**

**A.** During the Growth Plan Visit, the administrator will provide feedback on the objectives selected in the Initial Planning Sheet. The Growth Plan Visit is not rated. During the formal observation (and evidence collection activities for EDSNCT/EDSC), evidence is collected and rated for the seven focus elements. For more information on the difference between the Initial Planning Sheet Objectives and the seven focus elements, please see page 18 (EDST) and page 19 (EDSNCT and EDSC).

**Q. Can I ask my teacher/counselor to change their three teacher-selected focus elements?**

**A.** Per the LAUSD-UTLA Collective Bargaining Agreement, three of the seven focus elements are to be selected by the teacher (or counselor) being evaluated. Note that if the educator does not submit any of the teacher-selected (or counselor-selected) focus elements on MyPGS, you should contact Professional Learning and Leadership Development or send an email to [mypgs@lausd.net](mailto:mypgs@lausd.net) for assistance.

**Q. How do I prepare to discuss the cooperatively selected focus element during the Initial Planning Conference?**

**A.** Prepare to discuss and identify the cooperatively-selected focus element during the Initial Planning Conference by first considering instructional priorities, i.e., school professional development plan, grade-level/department goals, local district goals. The educator may prepare by reflecting on individual practice in support of school instructional priorities. For more guidance, please see page 21. If an agreement cannot be reached between you, consider adding an “Administrator Identified Objective” in the Initial Planning Sheet. Note that progress toward Initial Planning Sheet Objectives is an area of evaluation included in the Final Evaluation Report.

**Q. How do I prioritize the staff I plan to evaluate in the upcoming school year?**

**A.** As per the 2020-2021 Distance Learning Sideletter between the Los Angeles Unified School District and United Teachers Los Angeles, only non-permanent certificated staff will be evaluated this year. The following personnel must be evaluated: Non-permanent and qualifying staff (Probationary, District Intern, University Intern, Temporary Contract Personnel, Qualifying Personnel, Provisional). Teachers and academic counselors with a Limited status can be evaluated at the administrator’s discretion. All other UTLA represented staff should be extended to 2021-2022 or later. For additional guidance on prioritizing and scheduling, see page 15 and 16.

**Q. Where can my teacher go for more EDS resources, tools, templates, etc.?**

**A.** The District’s online evaluation platform, [MyPGS](#), includes resources for teachers. Teachers may visit MyPGS and click on the *Resources* tab. Some schools may have an EDST NBC teacher(s) supporting teachers with the EDST process. If you have an NBC teacher interested in providing this support, please have them email [Nancy Concha](#) or [Silvia Rubalcava](#), EDS Coordinators.

For additional professional growth and development opportunities, teachers may visit the District’s learning management system, [My Professional Learning Network](#) (MyPLN).

## Focus Element Selection for Evidence Ratings

As part of the EDST and EDSNCT processes, teachers are evaluated and rated on seven of the 15 TLF Focus Elements during their formal observation. See below for a breakdown of how these seven TLF Focus Elements are finalized during the Initial Planning Conference. To view the TLF placemat for EDST see page 12 and page 13 for the EDSNCT placemat.

$$3 + 3 + 1 = 7$$

### 3 District Unified Focus Elements

Teachers being evaluated using EDST will receive ratings on the following three TLF Focus Elements.

EDST

**3b2**  
*Discussion Techniques and Student Participation*

**3c1**  
*Standards-Based Projects, Activities, and Assignments*

**3d3**  
*Feedback to Students*

Teachers being evaluated using EDSNCT will receive ratings on the following three TLF Focus Elements.

EDSNCT

**4c1**  
*Ethical Conduct and Compliance with School, District, State, and Federal Regulations*

**4c2**  
*Advocacy for Students*

**5b2**  
*Promotes a Culture of Professional Inquiry and Collaboration*

### 3 Teacher-Selected Focus Elements

An additional 3 TLF Focus Elements will be selected by the teacher. Teachers may select any three elements from the remaining twelve TLF Focus Elements.

### 1 Cooperatively-Selected Focus Element

One additional TLF Focus Element will be cooperatively selected by the teacher and administrator from the remaining TLF Focus Elements.

**Remote Learning Guidance:** Carefully consider any elements selected for rating with virtual instruction in mind. How will the teacher demonstrate effective practice in each element? How will the administrator observe the evidence?

### Focus Element Selection for Evidence Ratings

As part of the EDSC process, counselors are evaluated and rated on seven of the 15 SCF Focus Elements with evidence from the Evidence Collection and from the Observation of Practice. See below for a breakdown of how these seven SCF Focus Elements are finalized during the Initial Planning Conference. To view the SCF placemat for EDSC, see page 14.

$$3 + 3 + 1 = 7$$

### 3 District Unified Focus Elements

Counselors being evaluated using EDSC will receive ratings on the following three SCF Focus Elements.

EDSC

1.2

*Using Data to Monitor Student Progress and Evaluate Services*

2.6

*Collaborating in Teams to Develop and Maintain a Multi-Tiered System of Support (MTSS)*

3.7

*Helping Students Establish Goals through the Graduation/ Culmination Planning Process*

### 3 Counselor-Selected Focus Elements

An additional 3 SCF Focus Elements will be selected by the counselor. Counselors may select any three elements from the remaining twelve SCF Focus Elements.

### 1 Cooperatively Selected Focus Element

One additional SCF Focus Element will be cooperatively selected by the counselor and administrator from the remaining SCF Focus Elements.

**Remote Learning Guidance:** Carefully consider any elements selected for rating with virtual instruction in mind. How will the counselor demonstrate effective practice in each element? How will the administrator observe the evidence?

## Types of EDST Observations

*As part of the EDST evaluation process, administrators are to conduct a formal observation and growth plan visit. To provide additional opportunities for evidence collection and feedback, supplemental observations may also be conducted. For an overview of the types of EDST observations, see below.*

	Formal Observation	Growth Plan Visit	Supplemental Observations
Purpose	Provide feedback to teachers on 7 TLF Focus Elements	Provide feedback to teachers on the IPS Growth Objectives	Provide feedback to teachers on 7 TLF Focus Elements
Enter Evidence	Yes	Yes	Yes
Rated	Yes	No	Yes
Scheduled or Unscheduled	Scheduled	Either	Either
Number per year	1	1	Administrator Discretion
Lesson Plan and Pre-Conference Required	Yes	No	Administrator Discretion

For a complete outline of the EDST steps and protocols, please visit the MyPGS *Resources* tab and click on “EDST Protocols”.

**Remote Learning Guidance:** For the Growth Plan Visit, consider events/activities where *any* of the teacher’s growth objectives may be evidenced. For example, evidence aligned to the teacher’s Professional Growth or Data-Based Objective may be collected during a meeting, professional development or data chat.

## EDSNCT and EDSC Observations and Evidence Collection

*As part of the EDSNCT and EDSC evaluation processes, administrators are to conduct an Observation of Practice and a Growth Plan Visit. Non-classroom teachers and counselors have the opportunity to demonstrate evidence of their practice by collecting artifacts that will be reviewed throughout the year. For an overview of the types of EDSNCT and EDSC observations and evidence collection, see below.*

	Observation of Practice	Growth Plan Visit	Evidence Collection
<b>Purpose</b>	Provide feedback to the non-classroom teacher or counselor on the observed <i>TLF</i> Focus Elements	Provide feedback to the non-classroom teacher or counselor on the IPS Growth Objectives	Provide feedback to the non-classroom teacher or counselor on all 7 <i>TLF</i> Focus Elements
<b>Enter Evidence</b>	Yes	Yes	Yes
<b>Rated*</b>	Yes (by end-of-year)	No	Yes (by end-of-year)
<b>Scheduled or Unscheduled</b>	Scheduled	Either	N/A
<b>Number per Year</b>	1	1	Ongoing
<b>Planning and Pre-Conference Required</b>	Yes	No	N/A

\* Ratings are generated after Observation of Practice and Evidence Collection are complete.

For a complete outline of the EDSNCT and EDSC steps and protocols, please visit the MyPGS Resources tab and click on “EDSNCT Protocols” or “EDSC Protocols”

**Remote Learning Guidance:** For the Growth Plan Visit, consider events/activities where *any* of the IPS growth objectives may be evidenced. For example, evidence aligned to the teacher’s or the counselor’s Professional Growth or Data-Based Objective may be collected during a meeting, professional development or data chat.

# Placemat – EDST Focus Elements



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Los Angeles, CA 90017  
Telephone: (213)241-3444

Revised May 2018

## LAUSD Teaching & Learning Framework with Focus Elements for EDST

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of Content and the Structure of the Discipline</li> <li>2. <b>Knowledge of Content-Related Pedagogy</b></li> </ol> <p><b>b. Demonstrating Knowledge of Students</b></p> <ol style="list-style-type: none"> <li>1. <b>Awareness of Students' Skills, Knowledge, and Language Proficiency</b></li> <li>2. Knowledge of How Children, Adolescents, and Adults Learn</li> <li>3. Knowledge of Students' Special Needs</li> <li>4. Knowledge of Students' Interests and Cultural Heritage</li> </ol> <p><b>c. Establishing Instructional Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Value, Sequence, Alignment, and Clarity</li> <li>2. Suitability for Diverse Learners</li> </ol> <p><b>d. Designing Coherent Instruction</b></p> <ol style="list-style-type: none"> <li>1. <b>Standards-Based Learning Activities</b></li> <li>2. Instructional Materials, Technology, and Resources</li> <li>3. Purposeful Instructional Groups</li> <li>4. Lesson and Unit Structure</li> </ol> <p><b>e. Designing Student Assessment</b></p> <ol style="list-style-type: none"> <li>1. Aligns with Instructional Outcomes</li> <li>2. <b>Planning Assessment Criteria</b></li> <li>3. Design of Formative Assessments</li> <li>4. Analysis and Use of Assessment Data for Planning</li> </ol>	<p><b>a. Creating an Environment of Respect and Rapport</b></p> <ol style="list-style-type: none"> <li>1. Teacher Interaction with Students</li> <li>2. Student Interactions with One Another</li> <li>3. <b>Academic Climate</b></li> </ol> <p><b>b. Establishing a Culture for Learning</b></p> <ol style="list-style-type: none"> <li>1. Importance of the Content</li> <li>2. Expectations for Learning and Achievement</li> <li>3. Student Ownership of their Work</li> <li>4. Physical Environment</li> </ol> <p><b>c. Managing Classroom Procedures</b></p> <ol style="list-style-type: none"> <li>1. <b>Management of Routines, Procedures, and Transitions</b></li> <li>2. Management of Materials and Supplies</li> <li>3. Performance of Non-Instructional Duties</li> <li>4. Management of Parent Leaders, other Volunteers and Paraprofessionals</li> </ol> <p><b>d. Managing Student Behavior</b></p> <ol style="list-style-type: none"> <li>1. Expectations for Behavior</li> <li>2. <b>Monitoring and Responding to Student Behavior</b></li> </ol>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p><b>a. Reflecting on Practice</b></p> <ol style="list-style-type: none"> <li>1. Accurate Reflection</li> <li>2. <b>Use of Reflection to Inform Future Instruction</b></li> <li>3. Selection of Professional Development Based on Reflection and Data</li> <li>4. Implementation of New Learning from Professional Development</li> </ol> <p><b>b. Participating in a Professional Community</b></p> <ol style="list-style-type: none"> <li>1. Relationships with Colleagues</li> <li>2. <b>Promotes a Culture of Professional Inquiry and Collaboration*</b></li> </ol>	<p><b>a. Communicating with Students</b></p> <ol style="list-style-type: none"> <li>1. <b>Communicating the Purpose of the Lesson</b></li> <li>2. Directions and Procedures</li> <li>3. Delivery of Content</li> <li>4. <b>Use of Academic Language</b></li> </ol> <p><b>b. Using Questioning and Discussion Techniques</b></p> <ol style="list-style-type: none"> <li>1. <b>Quality and Purpose of Questions</b></li> <li>2. <b>Discussion Techniques and Student Participation</b></li> </ol> <p><b>c. Structures to Engage Students in Learning</b></p> <ol style="list-style-type: none"> <li>1. <b>Standards-Based Projects, Activities, and Assignments</b></li> <li>2. <b>Purposeful and Productive Instructional Groups</b></li> <li>3. Selection and Use of Available Instructional Materials, Technology, and Resources</li> <li>4. Structure and Pacing</li> </ol> <p><b>d. Using Assessment in Instruction to Advance Student Learning</b></p> <ol style="list-style-type: none"> <li>1. Assessment Criteria</li> <li>2. Monitoring of Student Learning</li> <li>3. <b>Feedback to Students</b></li> <li>4. Student Self-Assessment and Monitoring of Progress</li> </ol> <p><b>e. Demonstrating Flexibility and Responsiveness</b></p> <ol style="list-style-type: none"> <li>1. Responds and Adjusts to Meet Student Needs</li> <li>2. Persistence</li> </ol>
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<p><b>a. Maintaining Accurate Records</b></p> <ol style="list-style-type: none"> <li>1. Tracks Progress Towards Identified Learning Outcomes</li> <li>2. Tracks Completion of Student Assignments in Support of Student Learning</li> <li>3. Manages Non-Instructional Records</li> <li>4. Submits Records on Time</li> </ol> <p><b>b. Communicating with Families</b></p> <ol style="list-style-type: none"> <li>1. Information About the Instructional Program</li> <li>2. Information About Individual Students</li> <li>3. <b>Engagement of Families in the Instructional Program*</b></li> </ol> <p><b>c. Demonstrating Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</li> <li>2. Advocacy for Students</li> <li>3. Decision-Making</li> </ol>	

Highlighted elements are the Focus Elements for the EDST process.

Highlighted elements are the unified Focus Elements for the EDST process.

\* Evidence of teacher practice for this element may be collected for Contributions to School Community.

**Remote Learning Guidance:** Carefully consider any elements selected with virtual instruction in mind. How will the teacher demonstrate effective practice or growth in each element? How will the administrator observe the evidence?

# Placemat – EDSNCT Focus Elements



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Revised May 2018

## LAUSD TEACHING AND LEARNING FRAMEWORK Focus Elements for EDSNCT

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of Content and the Structure of the Discipline</li> <li>2. Knowledge of Content-Related Pedagogy</li> </ol> <p><b>b. Demonstrating Knowledge of Students</b></p> <ol style="list-style-type: none"> <li>1. Awareness of Students' Skills, Knowledge, and Language Proficiency</li> <li>2. Knowledge of How Children, Adolescents, and Adults Learn</li> <li>3. Knowledge of Students' Special Needs</li> <li>4. Knowledge of Students' Interests and Cultural Heritage</li> </ol> <p><b>c. Establishing Instructional Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Value, Sequence, Alignment, and Clarity</li> <li>2. Suitability for Diverse Learners</li> </ol> <p><b>d. Designing Coherent Instruction</b></p> <ol style="list-style-type: none"> <li>1. Standards-Based Learning Activities</li> <li>2. Instructional Materials, Technology, and Resources</li> <li>3. Purposeful Instructional Groups</li> <li>4. Lesson and Unit Structure</li> </ol> <p><b>e. Designing Student Assessment</b></p> <ol style="list-style-type: none"> <li>1. Aligns with Instructional Outcomes</li> <li>2. Planning Assessment Criteria</li> <li>3. Design of Formative Assessments</li> <li>4. Analysis and Use of Assessment Data for Planning</li> </ol>	<p><b>a. Creating an Environment of Respect and Rapport</b></p> <ol style="list-style-type: none"> <li>1. Teacher Interaction with Students</li> <li>2. Student Interactions with One Another</li> <li>3. Classroom Climate</li> </ol> <p><b>b. Establishing a Culture for Learning</b></p> <ol style="list-style-type: none"> <li>1. Importance of the Content</li> <li>2. Expectations for Learning and Achievement</li> <li>3. Student Ownership of their Work</li> <li>4. Physical Environment</li> </ol> <p><b>c. Managing Classroom Procedures</b></p> <ol style="list-style-type: none"> <li>1. Management of Routines, Procedures, and Transitions</li> <li>2. Management of Materials and Supplies</li> <li>3. Performance of Non-Instructional Duties</li> <li>4. Management of Parent Leaders, other Volunteers and Paraprofessionals</li> </ol> <p><b>d. Managing Student Behavior</b></p> <ol style="list-style-type: none"> <li>1. Expectations for Behavior</li> <li>2. Monitoring and Responding to Student Behavior</li> </ol>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p><b>a. Reflecting on Practice</b></p> <ol style="list-style-type: none"> <li>1. Accurate Reflection</li> <li>2. Use of Reflection to Inform Future Instruction</li> <li>3. Selection of Professional Development Based on Reflection and Data</li> <li>4. Implementation of New Learning from Professional Development</li> </ol> <p><b>b. Participating in a Professional Community</b></p> <ol style="list-style-type: none"> <li>1. Relationships with Colleagues</li> <li>2. Promotes a Culture of Professional Inquiry and Collaboration</li> </ol>	<p><b>a. Communicating with Students</b></p> <ol style="list-style-type: none"> <li>1. Communicating the Purpose of the Lesson</li> <li>2. Directions and Procedures</li> <li>3. Delivery of Content</li> <li>4. Use of Academic Language</li> </ol> <p><b>b. Using Questioning and Discussion Techniques</b></p> <ol style="list-style-type: none"> <li>1. Quality and Purpose of Questions</li> <li>2. Discussion Techniques and Student Participation</li> </ol> <p><b>c. Structures to Engage Students in Learning</b></p> <ol style="list-style-type: none"> <li>1. Standards-Based Projects, Activities, and Assignments</li> <li>2. Purposeful and Productive Instructional Groups</li> <li>3. Selection and Use of Available Instructional Materials, Technology, and Resources</li> <li>4. Structure and Pacing</li> </ol> <p><b>d. Using Assessment in Instruction to Advance Student Learning</b></p> <ol style="list-style-type: none"> <li>1. Assessment Criteria</li> <li>2. Monitoring of Student Learning</li> <li>3. Feedback to Students</li> <li>4. Student Self-Assessment and Monitoring of Progress</li> </ol> <p><b>e. Demonstrating Flexibility and Responsiveness</b></p> <ol style="list-style-type: none"> <li>1. Responds and Adjusts to Meet Student Needs</li> <li>2. Persistence</li> </ol>
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<p><b>a. Maintaining Accurate Records</b></p> <ol style="list-style-type: none"> <li>1. Tracks Progress Towards Identified Learning Outcomes</li> <li>2. Tracks Completion of Student Assignments in Support of Student Learning</li> <li>3. Manages Non-Instructional Records</li> <li>4. Submits Records on Time</li> </ol> <p><b>b. Communicating with Families</b></p> <ol style="list-style-type: none"> <li>1. Information About the Instructional Program</li> <li>2. Information About Individual Students</li> <li>3. Engagement of Families in the Instructional Program</li> </ol> <p><b>c. Demonstrating Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</li> <li>2. Advocacy for Students</li> <li>3. Decision-Making</li> </ol>	

Highlighted Elements are identified as the Focus Elements for EDSNCT

District Unified Focus Elements for EDSNCT

**Remote Learning Guidance:** Carefully consider any elements selected with virtual instruction in mind. How will the teacher demonstrate effective practice or growth in each element? How will the administrator observe the evidence?

# Placemat – EDSC Focus Elements



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## LAUSD School Counseling Framework, with Focus Elements for EDSC

STANDARD 1: Data-Based Decision Making	STANDARD 2: Communication and Collaboration
<ol style="list-style-type: none"> <li>1. Analyzing Data to Inform Decision Making</li> <li>2. Using Data to Monitor Student Progress and Evaluate Services</li> <li>3. Sharing Performance and Other Assessment Data with Stakeholders</li> <li>4. Collaboratively Analyzing Data to Support Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Consulting and Collaborating to Implement Counseling Services</li> <li>2. Communicating with Students</li> <li>3. Creating an Environment of Respect and Rapport</li> <li>4. Establishing Networks with the School Community</li> <li>5. Sharing Information with Families, Staff, and Community</li> <li>6. Collaborating in Teams to Develop and Maintain a Multi-Tiered System of Support (MTSS)</li> </ol>
STANDARD 5: Leadership and Program Design	STANDARD 3: Direct Counseling Services
<ol style="list-style-type: none"> <li>1. Taking a Leadership Role</li> <li>2. Designing a Comprehensive Counseling Program</li> <li>3. Designing Program Assessment</li> <li>4. Managing Routines and Procedures</li> <li>5. Demonstrating Knowledge of Students</li> <li>6. Designing Programs for College and Career Readiness</li> </ol>	<ol style="list-style-type: none"> <li>1. Providing Crisis Intervention Services</li> <li>2. Using Appropriate Strategies to Support Career Planning</li> <li>3. Facilitating Connections between Academics, Personal Qualities, and Career Success</li> <li>4. Supporting Academic Preparation for Post-Secondary Education</li> <li>5. Supporting Students to Overcome Barriers to Learning</li> <li>6. Using Appropriate Guidance Activities to Impact Academic Achievement</li> </ol>
STANDARD 4: Professional Learning, Responsibilities and Ethical Practices	<ol style="list-style-type: none"> <li>7. Helping Students Establish Goals through the Graduation/Culmination Planning Process</li> <li>8. Implementing School-Wide Positive Behavior Supports</li> <li>9. Developing Student Awareness of Self and Others</li> </ol>
<ol style="list-style-type: none"> <li>1. Establishing and Implementing Professional Goals</li> <li>2. Reflecting on Practice</li> <li>3. Growing and Developing Professionally</li> <li>4. Adhering to Ethical Standards</li> <li>5. Maintaining Accurate Records</li> <li>6. Advocating for Students</li> </ol>	

- Highlighted elements are the Focus Elements for the EDSC process.
- Highlighted elements are the *unified* Focus Elements for the EDSC process.

**Remote Learning Guidance:** Carefully consider any elements selected with virtual instruction in mind. How will the counselor demonstrate effective practice or growth in each element? How will the administrator observe the evidence?

## Frequency of Evaluation Guidelines

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The following provides information on the district's frequency of evaluation policy.

As per the 2020-2021 Distance Learning Sideletter between the Los Angeles Unified School District and United Teachers Los Angeles, personnel who must be evaluated in the 2020-2021 school year:

*Non-permanent and qualifying personnel:*

- Probationary (B1, B2)
- District Intern (G1, G2)
- University Intern (F1, F2)
- Temporary Contract Personnel (K1)
- Qualifying Personnel (Q1, Q2)
- Provisional (V1)

Administrators should use their best judgment when deciding whether teachers and academic counselors in a Limited status should be evaluated. Regular/Permanent personnel should be extended to a later year.

## Rostering Employees for Evaluation

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Per the LAUSD-UTLA Collective Bargaining Agreement, principals must notify permanent teachers and counselors about their evaluation status by September 18, 2020. Teachers and counselors being evaluated in the upcoming school year using EDST, EDSNCT, or EDSC may be rostered by updating the Staff Roster in [MyPGS](#).

The following educators have automatically been rostered for evaluation:

- 1<sup>st</sup> year and 2<sup>nd</sup> year Probationary
- 1<sup>st</sup> year and 2<sup>nd</sup> year District and University Interns
- 1<sup>st</sup> year and 2<sup>nd</sup> year Qualifying
- Educators who received a Below Standard Evaluation (BSE) on their last evaluation
- Educators who received a Notice of Unsatisfactory Service or Act in the previous year
- Employees who were marked to be required for 2020-2021 in the 2019-2020 Final Evaluation Report
- Employees who were previously marked required for 2020-2021

To update evaluation decisions for their staff, administrators may access the *Staff Roster* tab in MyPGS. For a step-by-step staff rostering user guide, click [here](#). Additional resources to support administrators with the evaluation process will be available in MyPGS.

**Tip:** If rostering a non-classroom teacher for evaluation, select “Non-Classroom – Req for 20-21” in the Staff Roster tab in MyPGS.

## Template Letter: Notification of Evaluation

*Per the LAUSD-UTLA Collective Bargaining Agreement, administrators must notify an employee that they are scheduled for evaluation in the upcoming school year by the contractual deadline (see page 4 for a complete list of deadlines). The letter below provides sample language to include when notifying teachers about their evaluation status. To access editable versions of the EDST, EDSNCT, and EDSC template notification letters, visit the Resources tab in MyPGS.*

Dear (NAME OF TEACHER),

To continue supporting the growth and development of all my staff, I have scheduled you for evaluation this upcoming school year. Per LAUSD policy, all non-permanent and qualifying personnel (Probationary, District Intern, University Intern, Temporary Contract Personnel, Qualifying Personnel, and Provisional) must be evaluated on an annual basis. Permanent teachers may also be scheduled on an ongoing basis.

In preparation for participating in the District’s teacher evaluation process, Educator Development and Support: Teachers (EDST), please review the following teacher resources available in the *Resources* tab of the District’s evaluation platform, [My Professional Growth System](#) (MyPGS):

- [EDS Planning and Preparation Teacher Handbook](#)
- EDST Overview Videos
  - [Overview](#)
  - [Teaching and Learning Framework](#)
  - [Initial Planning Sheet](#)
  - [Formal Observation Cycle](#)

I look forward to meeting with you over the next couple of weeks to review your Initial Planning Sheet and discuss the evaluation process for the upcoming school year. If you have any questions in the meantime, please contact me at (EMAIL) or at (PHONE NUMBER).

Sincerely,

(SIGNATURE)

### Are you evaluating a non-classroom teacher?

*If so, share the following resources instead:*

- [EDS Planning and Preparation Teacher Handbook](#)
- [Teaching and Learning Framework: Non-Classroom Teachers](#)
- EDSNCT Videos
  - [Overview](#)
  - [Self-Assessment](#)
  - [Initial Planning Sheet](#)
  - [Observation of Practice](#)

### Are you evaluating a counselor?

*If so, share the following resources instead:*

- [EDS Planning and Preparation Teacher/Counselor Handbook](#)
- [School Counseling Framework](#)
- [EDSC Protocols](#)

**Remote Learning Guidance:** Carefully consider any elements selected with virtual instruction in mind. How will the teacher demonstrate effective practice or growth in each element? How will the administrator observe the evidence?

## Selecting IPS Objectives and Focus Elements for EDST

What is the difference between the EDST **Initial Planning Sheet Objectives** and the **focus elements rated during the Formal Observation**?

### Initial Planning Sheet (Growth Planning)

*The purpose of the Initial Planning Sheet (IPS) is to set growth objectives for the entire year. Teacher identifies Instructional, Professional, and Data-Based Objectives and revisits them throughout the year to support growth and development.*

### Formal Observation Cycle

*The purpose of the Formal Observation Cycle is to receive feedback and ratings on 7 Teaching and Learning Framework (TLF) Focus Elements (3 District Unified, 3 Teacher-Selected, and 1 Cooperatively-Selected).*

### Identify IPS Objectives\*

Teacher identifies the following in their IPS:

- **Instructional Growth Objective:** One *TLF* Focus Element from Standards 1, 2, or 3
- **Professional Growth Objective:** Any *TLF* element from Standards 4 or 5
- **Data-Based Objective:** Addresses student data

### Identify 3 Teacher-Selected Focus Elements\*

Teacher selects three *TLF* Focus Elements (note that the teacher cannot select from the 3 District-Unified Focus Elements).

The teacher may also provide input on the 1 Cooperatively-Selected Focus Element.

*\*Teacher may select the same focus elements for the IPS Objectives and the Formal Observation.\**

### Finalizing and Feedback

The IPS Objectives are discussed and finalized by teacher and evaluator during the Initial Planning Conference. Throughout the year, the teacher may receive feedback on the selected IPS Objectives and identified strategies.

### Finalizing and Feedback

The 3 Teacher-Selected and 1 Cooperatively-Selected *TLF* Focus Elements will be discussed during the Initial Planning Conference in preparation for scheduling the Formal Observation.

### Growth Plan Visit

Following the Growth Plan Visit, teacher will receive feedback on the Instructional Growth Objective. The Growth Plan Visit is not rated and may be scheduled or unscheduled.

### Formal Observation

Once the Formal Observation has been completed, the teacher will receive feedback and ratings on all 7 *TLF* Focus Elements.

**Remote Learning Guidance:** Carefully consider any elements selected with virtual instruction in mind. How will the employee demonstrate effective practice or growth in each element? How will the administrator observe the evidence?

## Selecting IPS Objectives and Focus Elements for EDSNCT and EDSC

What is the difference between the EDSNCT/EDSC **Initial Planning Sheet Objectives** and the **focus elements** rated in the **Observation of Practice and Evidence Collection**?

### Initial Planning Sheet (Growth Planning)

*The purpose of the Initial Planning Sheet (IPS) is to set growth objectives for the entire year. Teacher or counselor identifies Professional Growth and Data-Based Objectives and revisits them throughout the year to support growth and development.*

#### Identify IPS Objectives\*

Non-classroom teachers identify the following in their IPS:

- **Professional Growth Objective:** One focus element from Standards 4 or 5. (Counselors may choose any element from Standards 4 or 5.)
- **Data-Based Objective:** Addresses student data. Counselors also identify a
- **Counseling Growth Objective:** One focus element from Standards 1, 2 or 3 in the SCF

*\*Educator may select the same focus elements for the IPS Objectives and the Observation of Practice.\**

#### Finalizing and Feedback

The IPS Objectives are discussed and finalized by teacher/counselor and evaluator during the Initial Planning Conference. Throughout the year, the teacher/counselor may receive feedback on the selected IPS Objectives and identified strategies.

#### Growth Plan Visit

Following the Growth Plan Visit, teacher or counselor will receive feedback on the Growth Objective(s). The Growth Plan Visit is not rated and may be scheduled or unscheduled.

### Observation of Practice and Evidence Collection

*The purpose of the Observation of Practice Cycle is to provide feedback and, combined with the Evidence Collection, ratings on 7 Focus Elements (3 District Unified, 3 Teacher- or Counselor- Selected, and 1 Cooperatively Selected).*

#### Identify 3 Teacher-Selected or Counselor-Selected Focus Elements\*

Educator selects three *TLF/SCF* Focus Elements (note that the educator cannot select from the 3 District-Unified Focus Elements).

The teacher or counselor may also provide input on the 1 Cooperatively Selected Focus Element.

#### Finalizing and Feedback

The 3 Educator-Selected and 1 Cooperatively Selected *TLF/SCF* Focus Elements will be discussed during the Initial Planning Conference in preparation for the Observation of Practice and Evidence Collection.

#### Ratings on Focus Elements

The teacher or counselor will receive feedback at the Post-Observation of Practice conference. Ratings on all 7 Focus Elements, including notes from the Evidence Collection, will be generated during the End-of-Year Activities.

## Prioritizing and Scheduling Evaluation Activities

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*Non-permanent/qualifying personnel and personnel who received an overall Below Standard Evaluation in their previous evaluation must be evaluated. However, there are other groups of employees (i.e., those evaluated more than 5 years ago, new to your school) who you may choose to roster for evaluation. Consider your workload as you schedule instructional staff for evaluation. For additional guidance on how to prioritize the scheduling of your staff to complete the evaluation activities, see below.*

### Considerations for prioritizing and scheduling evaluation activities

- Schedule initial observations at the beginning of the school year for those teachers or counselors who may benefit from receiving additional feedback and opportunities for professional development. This will ensure sufficient time for collecting evidence of growth.
- Review Affirmative Decision deadlines for Probationary employees and schedule observations with plenty of time in advance.
- Consider scheduling additional voluntary observations for certain employees (i.e. non-permanent, BSEs) who may benefit from receiving additional feedback and opportunities for professional development.

### Recommended practices

- Outline all major events throughout the school year (e.g., report card submissions, testing, graduation).
- Develop a system for calendaring observations to reduce time between observations and feedback to teacher (or counselor).
- Schedule and mark in your calendar all of the evaluation activities with contractual deadlines for all staff being evaluated in the current school year.

**To view a sample EDS scheduling calendar, visit the Resources tab in MyPGS and click “EDS Sample Calendar”**

## Finalizing the Cooperatively Selected Focus Element

*During the Observation Cycle (combined with evidence from the Evidence Collection for non-classroom teachers and counselors), teachers/counselors will be evaluated on seven of the 15 TLF/SCF Focus Elements. As one of the seven, the cooperatively selected focus element is an opportunity for individual reflection and collaboration between administrator and teacher (or counselor). In preparation to discuss the cooperatively selected focus element, see below for guidance.*

### In preparation for the Initial Planning Conference...

- Consider school and local district instructional priorities (i.e. school professional development plan, grade-level/department goals, local district goals).
- Consider the following information about the teacher/counselor being evaluated:
  - Areas of growth and strength
  - Previous evaluation observation ratings
  - Any other information specific to the teacher/counselor
- For teachers evaluated using EDSNCT and counselors using EDSC, consider how evidence will be collected for the cooperatively selected focus element in the Observation of Practice and/or throughout the year.
- Review teacher's Initial Planning Sheet Objectives.
- If completed, review educator's comments and recommendation for the cooperatively-selected focus element in the Initial Planning Sheet in [MyPGS](#).

### During the Initial Planning Conference...

- Ask clarifying questions to understand the educator's reflection and recommendation:
  - *As we think about our school's instructional goals, which focus element will ...*
  - *Which focus element might support the goals of your grade level/department this year?*
  - *What should we consider in selecting the focus element?*
- Finalize the cooperatively selected focus element and sign off on the Initial Planning Sheet.

**Remote Learning Guidance:** Carefully consider any elements selected for rating with virtual instruction in mind. How will the teacher or counselor demonstrate effective practice in each element? How will the administrator observe the evidence?



For more information on the EDST, EDSNCT, and EDSC processes, contact the EDS Office or visit [MyPGS](#) for additional resources