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

Planning and Preparation
Teacher and Counselor Handbook

Updated June 2022

The District's support and evaluation processes, Educator Development and Support: Teachers (EDST), Educator Development Support: Non-Classroom Teachers (EDSNCT), and Educator Development and Support: Counselors (EDSC) are designed to support the ongoing growth and development of new and experienced employees. To support teachers and counselors to plan and prepare for the upcoming school year, this handbook includes key EDST/EDSNCT/EDSC information, resources, and guidance.

If you have further questions about how to get started with the EDST/EDSNCT/EDSC processes, please contact the EDS Team at mypgs@lausd.net.

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Educator Development and Support: Teachers

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Getting Started with Educator Development and Support: Teachers, Non-Classroom Teachers and Counselors

Recommended Next Steps

To ensure all students have access to effective instruction, the District's evaluation processes, Educator Development and Support: Teachers (EDST), Educator Development and Support: Non-Classroom Teachers (EDSNCT), and Educator Development and Support: Counselors (EDSC) supports the development of increasingly high-quality teaching and learning practices. See below for more information on which teachers are eligible for EDST/EDSNCT and recommended next steps for getting started.

Who is eligible to be evaluated using EDST/EDSNCT/EDSC?

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 (pilot teachers only)
- ❖ CTE/ROP teachers
- ❖ Teacher Librarians
- ❖ Adult and Career Education teachers

All school-based instructional coaches and coordinators, deans, and various non-school, non-classroom positions are eligible to participate in the EDSNCT process.

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

To get started with EDST/ESNCT processes, here are some recommended next steps:

Speak with your administrator to discuss your evaluation status and next steps.

Log into the District's evaluation platform, My Professional Growth System (MyPGS), at https://lausd.truenorthlogic.com to access your evaluation plan.

Review tools and resources available in the *Resources* tab of MyPGS.

Call Human Resources Division, Educator Development and Support if you have questions at (213)241-3444.

Accessing MyPGS

The My Professional Growth System (MyPGS) is the District's online platform used to support the implementation of evaluation processes. MyPGS empowers teachers, counselors and administrators to collaborate throughout the evaluation process, as well as provides access to resources and tools. The following information provides a quick overview on how to log into MyPGS and access the necessary information to begin the evaluation process.

Step 1: Visit the MyPGS platform https://lausd.truenorthlogic.com.

Step 2: Log into MyPGS using your LAUSD email address and password.

Step 3: Access your evaluation plan by clicking into the *My Plans* tab.
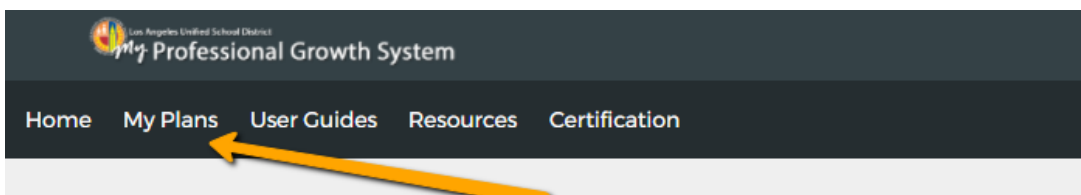
Step 4: View your current evaluation plan by clicking "2022-23 Educator Development and Support Evaluation Plan".
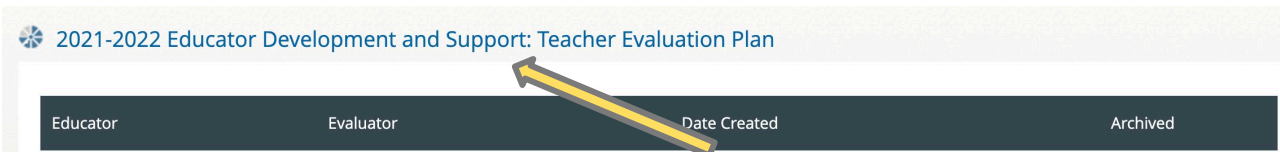
Step 5: For more information, please visit the *Resources* tab or call Human Resources Division - Educator Development and Support at (213) 241-3444 or mypgs@lausd.net.

Overview of Educator Development and Support: Teachers, Non-Classroom Teachers, and Counselors

Multiple Measure Evaluation Process for Teachers and Counselors

The EDST, EDSNCT, and EDSC processes are multiple measure evaluation and support systems. These processes include observations, conferencing opportunities, professional goal-setting activities, and a series of reflection and evidence collection activities throughout the year. EDST, EDSNCT, and EDSC incorporate promising practices in coaching and feedback and encourage professional reflection and growth.

EDS processes include the following measures:

1. *Observation of Practice:* evidence collected, aligned, and rated is based on the L.A. Unified *Teaching & Learning Framework (School Counseling Framework for EDSC).*

2. *Contribution to Student Outcomes:* evidence of an employee's contribution to student progress toward district and state standards for pupil achievement.

3. *Progress Toward Initial Planning Sheet Objectives:* as part of the Initial Planning Sheet, educators identify areas of focus and develop strategies to advance their practice.

4. *Additional Professional Responsibilities***:** includes areas related to attendance, record-keeping, participation in professional development, ethical behavior, professional interactions with the school community, and collaboration with colleagues.
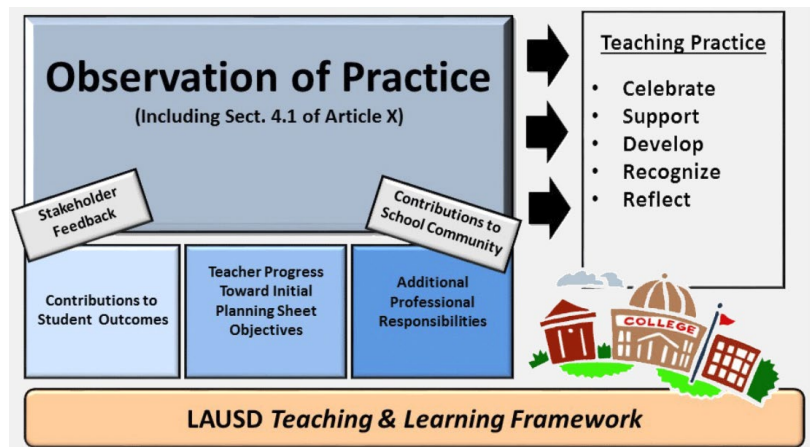
The following information may also be reviewed by classroom teachers participating in EDST to reflect on their teaching practice, but it is not included in a teacher's final evaluation:

*Stakeholder Feedback Survey***:** teachers can administer an online survey to their students (grades 3-12). Survey results will be confidential and for teacher feedback only. The results are meant to inform teacher practice and support a teacher's growth and development.

*Artifact collection that demonstrates a teacher's contributions to school community***:** teachers and principals can upload evidence into MyPGS to represent how teachers engage families in the education of their children and how they collaborate with their peers to promote a culture of professional inquiry at their school sites.

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	*Teacher Self-Assessment*	*9/9/22* *Early Education: 7/29/22*
September	Notification to Teachers Regarding Evaluation Status	Contractual deadline: 9/16/22 (Educators assigned to a school site after 9/16/22 and before 10/07/22 may still be rostered and should be notified. After 10/07/22, permanent teachers may not be evaluated, except if they received a BSE in the previous year.) Early Education: 7/29/22
September-October	Initial Planning Sheet (IPS) and Focus Elements Selection	9/23/22 Early Education: 8/5/22
October	Initial Planning Conference	Contractual deadline: 10/07/22 Early Education: 8/19/22
September-March	Formal Observation Cycle (EDST only) Observation of Practice (EDSNCT, EDSC)	Contractual deadline: Observation: 2/17/23 Post-Conference: 3/6/23 (The post-conference must be completed no more than 10 working days after the formal observation) Early Education: Observation: 2/10/23, Post-Conf.: 2/24/23
September-March	Growth Plan Visit	3/17/23 Early Education: 4/14/23
September-March	Evidence Collection (EDSNCT, EDSC)	4/14/23
December	*Growth Planning: Mid-Year Reflection (EDST only)*	*12/16/22* *Early Education: 12/28/22*
January	*Mid-Year Activities (EDSNCT, EDSC)*	*1/27/23*
February-March	*EDST Stakeholder Feedback Survey*	*Administration begins 2/01/23 (Results reports released 4/2023)*
April	*Growth Planning: End-of-Year Reflection (EDST only)* *End-of-Year Activities (EDSNCT, EDSC)*	*4/21/23* *Early Education: 4/28/23* *4/21/23*
May	Final Evaluation Report	Contractual deadline: 5/16/23 Early Education: 5/31/23

Light gray indicates optional steps

Frequently Asked Questions

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

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, <u>My Professional Growth System</u>. For a complete list of the steps and associated contractual deadlines or completion dates, please see page 9.

Q. How many focus elements will teachers and counselors be rated on in their evaluation?
A. Focus elements to be rated as an Observation of Practice measure shall be limited to seven for each teacher and counselor, all of which are to be drawn from the 15 *TLF* or *SCF* Focus Elements. Of the seven, three will be designated by the District, three will be selected by the educator, and one will be cooperatively selected by the educator and the evaluator. For more information on these seven focus elements and how they are selected, see page 12 for teachers, page 13 for counselors.

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 17 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 18 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 page 19 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 and 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 20 (EDST) and page 21 (EDSNCT and EDSC).

Q. How do I prepare to discuss the cooperatively-selected focus element with my administrator during the Initial Planning Conference?

A. Prepare to discuss and identify the cooperatively-selected focus element during the Initial Planning Conference by first reflecting on individual practice in support of school instructional priorities (i.e., school professional development plan, grade-level/department goals, local district goals). Teachers and counselors may include comments and a recommendation for the cooperatively-selected focus element in the Initial Planning Sheet in MyPGS. For more guidance, please see page 22.

Q. Where can I go for more information?

A. Please contact Human Resources Division, Educator Development and Support at (213) 241-3444 or mypgs@lausd.net with any questions. Resources are also available in the MyPGS platform. Some schools may have an EDST NBC teacher(s) supporting teachers with the EDST process. Speak with your principal to see if this resource is available at your school.

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 17 and page 18 for the EDSNCT placemat.

$$3 + 3 + 1 = 7$$

3 District Unified Focus Elements

Teachers being evaluated using EDST will receive ratings during the Formal Observation Cycle on the following three *TLF* Focus Elements.

EDST

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

Teachers being evaluated using EDSNCT will receive ratings based on the evidence in the Evidence Collection and from the Observation of Practice on the following three *TLF* Focus Elements.

EDSNCT

4c1	4c2	5b2
Ethical Conduct and Compliance with School, District, State, and Federal Regulations	*Advocacy for Students*	*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.

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 19.

$$3 + 3 + 1 = 7$$

3 District Unified Focus Elements

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

EDSC

1.2	2.6	3.7
Using Data to Monitor Student Progress and Evaluate Services	*Collaborating in Teams to Develop and Maintain a Multi-Tiered System of Support (MTSS)*	*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.

Types of EDST Observations

As part of the EDST evaluation process, teachers will participate in a formal observation and growth plan visit. To provide additional opportunities for evidence collection and feedback, teachers may also participate in a supplemental observations. 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
Schedule 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 view the **EDST Protocols**.

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
Purpose	Provide feedback to the non-classroom teacher or counselor on the observed *TLF* 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 *TLF* Focus Elements
Enter Evidence	Yes	Yes	Yes
Rated*	Yes (by end-of-year)	No	Yes (by end-of-year)
Scheduled or Unscheduled	Scheduled	Either	N/A
Number per Year	1	1	Ongoing
Planning and Pre-Conference Required	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"

Overview of *LAUSD Frameworks*

Placemat – EDST Focus Elements

LAUSD Teaching & Learning Framework with Focus Elements for EDST

STANDARD 1: PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
1. Knowledge of Content and the Structure of the Discipline
2. *Knowledge of Content-Related Pedagogy*

b. Demonstrating Knowledge of Students
1. *Awareness of Students' Skills, Knowledge, and Language Proficiency*
2. Knowledge of How Children, Adolescents, and Adults Learn
3. Knowledge of Students' Special Needs
4. Knowledge of Students' Interests and Cultural Heritage

c. Establishing Instructional Outcomes
1. Value, Sequence, Alignment, and Clarity
2. Suitability for Diverse Learners

d. Designing Coherent Instruction
1. *Standards-Based Learning Activities*
2. Instructional Materials, Technology, and Resources
3. Purposeful Instructional Groups
4. Lesson and Unit Structure

e. Designing Student Assessment
1. Aligns with Instructional Outcomes
2. *Planning Assessment Criteria*
3. Design of Formative Assessments
4. Analysis and Use of Assessment Data for Planning

STANDARD 2: CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
1. Teacher Interaction with Students
2. Student Interactions with One Another
3. *Academic Climate*

b. Establishing a Culture for Learning
1. Importance of the Content
2. Expectations for Learning and Achievement
3. Student Ownership of their Work
4. Physical Environment

c. Managing Classroom Procedures
1. *Management of Routines, Procedures, and Transitions*
2. Management of Materials and Supplies
3. Performance of Non-Instructional Duties
4. Management of Parent Leaders, other Volunteers and Paraprofessionals

d. Managing Student Behavior
1. Expectations for Behavior
2. *Monitoring and Responding to Student Behavior*

STANDARD 5: PROFESSIONAL GROWTH

a. Reflecting on Practice
1. Accurate Reflection
2. *Use of Reflection to Inform Future Instruction*
3. Selection of Professional Development Based on Reflection and Data
4. Implementation of New Learning from Professional Development

b. Participating in a Professional Community
1. Relationships with Colleagues
2. *Promotes a Culture of Professional Inquiry and Collaboration**

STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES

a. Maintaining Accurate Records
1. Tracks Progress Towards Identified Learning Outcomes
2. Tracks Completion of Student Assignments in Support of Student Learning
3. Manages Non-Instructional Records
4. Submits Records on Time

b. Communicating with Families
1. Information About the Instructional Program
2. Information About Individual Students
3. *Engagement of Families in the Instructional Program**

c. Demonstrating Professionalism
1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
2. Advocacy for Students
3. Decision-Making

STANDARD 3: DELIVERY OF INSTRUCTION

a. Communicating with Students
1. *Communicating the Purpose of the Lesson*
2. Directions and Procedures
3. Delivery of Content
4. *Use of Academic Language*

b. Using Questioning and Discussion Techniques
1. *Quality and Purpose of Questions*
2. *Discussion Techniques and Student Participation*

c. Structures to Engage Students in Learning
1. *Standards-Based Projects, Activities, and Assignments*
2. *Purposeful and Productive Instructional Groups*
3. Selection and Use of Available Instructional Materials, Technology, and Resources
4. Structure and Pacing

d. Using Assessment in Instruction to Advance Student Learning
1. Assessment Criteria
2. Monitoring of Student Learning
3. *Feedback to Students*
4. Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness
1. Responds and Adjusts to Meet Student Needs
2. Persistence

☐ 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.

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LAUSD TEACHING AND LEARNING FRAMEWORK Focus Elements for EDSNCT

STANDARD 1: PLANNING AND PREPARATION

a. **Demonstrating Knowledge of Content and Pedagogy**
   1. Knowledge of Content and the Structure of the Discipline
   2. Knowledge of Content-Related Pedagogy
b. **Demonstrating Knowledge of Students**
   1. Awareness of Students' Skills, Knowledge, and Language Proficiency
   2. Knowledge of How Children, Adolescents, and Adults Learn
   3. Knowledge of Students' Special Needs
   4. Knowledge of Students' Interests and Cultural Heritage
c. **Establishing Instructional Outcomes**
   1. Value, Sequence, Alignment, and Clarity
   2. Suitability for Diverse Learners
d. **Designing Coherent Instruction**
   1. Standards-Based Learning Activities
   2. Instructional Materials, Technology, and Resources
   3. Purposeful Instructional Groups
   4. Lesson and Unit Structure
e. **Designing Student Assessment**
   1. Aligns with Instructional Outcomes
   2. Planning Assessment Criteria
   3. Design of Formative Assessments
   4. Analysis and Use of Assessment Data for Planning

STANDARD 2: CLASSROOM ENVIRONMENT

a. **Creating an Environment of Respect and Rapport**
   1. Teacher Interaction with Students
   2. Student Interactions with One Another
   3. Classroom Climate
b. **Establishing a Culture for Learning**
   1. Importance of the Content
   2. Expectations for Learning and Achievement
   3. Student Ownership of their Work
   4. Physical Environment
c. **Managing Classroom Procedures**
   1. Management of Routines, Procedures, and Transitions
   2. Management of Materials and Supplies
   3. Performance of Non-Instructional Duties
   4. Management of Parent Leaders, other Volunteers and Paraprofessionals
d. **Managing Student Behavior**
   1. Expectations for Behavior
   2. Monitoring and Responding to Student Behavior

STANDARD 5: PROFESSIONAL GROWTH

a. **Reflecting on Practice**
   1. Accurate Reflection
   2. Use of Reflection to Inform Future Instruction
   3. Selection of Professional Development Based on Reflection and Data
   4. Implementation of New Learning from Professional Development
b. **Participating in a Professional Community**
   1. Relationships with Colleagues
   2. Promotes a Culture of Professional Inquiry and Collaboration

STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES

a. **Maintaining Accurate Records**
   1. Tracks Progress Towards Identified Learning Outcomes
   2. Tracks Completion of Student Assignments in Support of Student Learning
   3. Manages Non-Instructional Records
   4. Submits Records on Time
b. **Communicating with Families**
   1. Information About the Instructional Program
   2. Information About Individual Students
   3. Engagement of Families in the Instructional Program
c. **Demonstrating Professionalism**
   1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
   2. Advocacy for Students
   3. Decision-Making

STANDARD 3: DELIVERY OF INSTRUCTION

a. **Communicating with Students**
   1. Communicating the Purpose of the Lesson
   2. Directions and Procedures
   3. Delivery of Content
   4. Use of Academic Language
b. **Using Questioning and Discussion Techniques**
   1. Quality and Purpose of Questions
   2. Discussion Techniques and Student Participation
c. **Structures to Engage Students in Learning**
   1. Standards-Based Projects, Activities, and Assignments
   2. Purposeful and Productive Instructional Groups
   3. Selection and Use of Available Instructional Materials, Technology, and Resources
   4. Structure and Pacing
d. **Using Assessment in Instruction to Advance Student Learning**
   1. Assessment Criteria
   2. Monitoring of Student Learning
   3. Feedback to Students
   4. Student Self-Assessment and Monitoring of Progress
e. **Demonstrating Flexibility and Responsiveness**
   1. Responds and Adjusts to Meet Student Needs
   2. Persistence

☐ Highlighted Elements are identified as the Focus Elements for EDSNCT

☐ District Unified Focus Elements for EDSNCT

Placemat – EDSC Focus Elements

LAUSD School Counseling Framework, with Focus Elements for EDSC

STANDARD 1: Data-Based Decision Making	STANDARD 2: Communication and Collaboration
1. Analyzing Data to Inform Decision Making 2. Using Data to Monitor Student Progress and Evaluate Services 3. Sharing Performance and Other Assessment Data with Stakeholders 4. Collaboratively Analyzing Data to Support Students	1. Consulting and Collaborating to Implement Counseling Services 2. Communicating with Students 3. Creating an Environment of Respect and Rapport 4. Establishing Networks with the School Community 5. Sharing Information with Families, Staff, and Community 6. Collaborating in Teams to Develop and Maintain a Multi-Tiered System of Support (MTSS)

STANDARD 5: Leadership and Program Design	STANDARD 3: Direct Counseling Services
1. Taking a Leadership Role 2. Designing a Comprehensive Counseling Program 3. Designing Program Assessment 4. Managing Routines and Procedures 5. Demonstrating Knowledge of Students 6. Designing Programs for College and Career Readiness	1. Providing Crisis Intervention Services 2. Using Appropriate Strategies to Support Career Planning 3. Facilitating Connections between Academics, Personal Qualities, and Career Success 4. Supporting Academic Preparation for Post-Secondary Education 5. Supporting Students to Overcome Barriers to Learning 6. Using Appropriate Guidance Activities to Impact Academic Achievement 7. Helping Students Establish Goals through the Graduation/Culmination Planning Process 8. Implementing School-Wide Positive Behavior Supports 9. Developing Student Awareness of Self and Others
STANDARD 4: Professional Learning, Responsibilities and Ethical Practices	
1. Establishing and Implementing Professional Goals 2. Reflecting on Practice 3. Growing and Developing Professionally 4. Adhering to Ethical Standards 5. Maintaining Accurate Records 6. Advocating for Students	

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

Guidance

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.

EDST

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.

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 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

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.

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.

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.

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.

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.

EDSNCT and EDSC

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 the following information:
    - ▪ individual areas of growth and strength;
    - ▪ previous evaluation observation ratings; and
    - ▪ any other information relevant to your growth and development.
- ❑ Consider school's instructional priorities (i.e. school professional development plan, grade-level/department goals, local district goals).
- ❑ 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.
- ❑ Provide your comments and recommendation for the cooperatively selected focus element in the Initial Planning Sheet in MyPGS.

During the Initial Planning Conference…

- ❑ If provided, review comments and recommendation for the cooperatively selected focus element in the Initial Planning Sheet in MyPGS.
- ❑ Finalize the cooperatively selected focus element in partnership with your administrator.

Additional Resources

The tools, resources, and guidance provided in this handbook may support teachers and counselors to prepare and plan for participating in EDST/EDSNCT/EDSC in the upcoming school year. MyPGS also includes additional resources that provide further detail on each of the evaluation steps. The resources listed may be found in the Resources tab of MyPGS.

LAUSD Frameworks
- ❑ *LAUSD Teaching and Learning Framework* (full booklet)
- ❑ *LAUSD Teaching and Learning Framework* (EDST focus elements only)
- ❑ *LAUSD Teaching and Learning Framework* (EDSNCT focus elements only)
- ❑ *LAUSD School Counseling Framework* (EDSC focus elements only)

Educator Development and Support: Teachers
- ❑ Initial Planning Sheet (for reference only)
    - ❑ Creating a quality Data-Based Objective:
        - Video Tutorial   DBO Template   Sample DBO
    - ❑ Sample Initial Planning Sheet –Elementary
    - ❑ Sample Initial Planning Sheet -7th grade Math
- ❑ Lesson Design (for reference only)
    - ❑ Sample Lesson Plan -3rd grade Math
    - ❑ Sample Lesson Plan -7th grade Math
    - ❑ Sample Lesson Plan -8th grade ELA
- ❑ Video Tutorials
    - ❑ EDST Overview
    - ❑ Self Assessment
    - ❑ Initial Planning Sheet
- ❑ Additional resources will be available throughout the school year.

Educator Development and Support: Non-Classroom Teachers
- ❑ Video Tutorials:
    - ❑ Overview
    - ❑ Self Assessment
    - ❑ Initial Planning Sheet
    - ❑ Observation of Practice
- ❑ Additional resources will be available throughout the school year.

Educator Development and Support: Counselors
- ❑ *Protocols*
- ❑ *Focus Element Rubrics with Examples of Evidence*
- ❑ Additional resources will be available throughout the school year.

For more information on the EDST, EDSNCT, and EDSC processes, contact Human Resources Division, Educator Development and Support at mypgs@lausd.net or visit MyPGS for additional resources