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LAUSD TEACHING AND LEARNING FRAMEWORK

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. Collaboration 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/Intervention 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

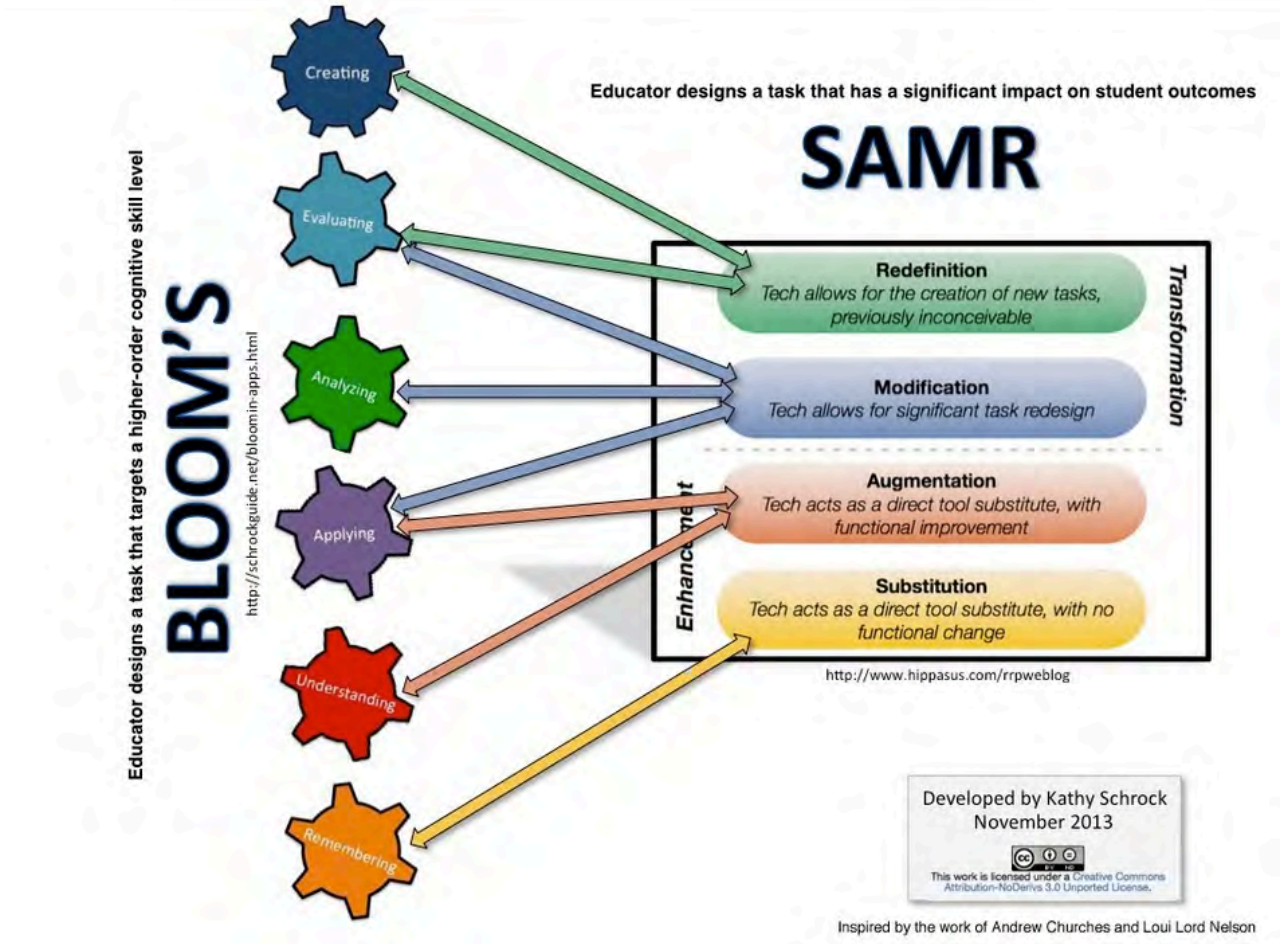
b. Using Questioning and Discussion Techniques
1. Quality and Purpose of Questions
2. Discussion Techniques and Student Participation

c. Structures to Engage Students in Learning
1. Standards-Based Projects, Activities, and Assignments
2. Purposeful and Productive Instructional Groups
3. 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 the 2013– 2014 School Year.



Selected Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

For a complete list visit: http://www.corestandards.org/ELA-Literacy/ and click "Anchor Standards" on the right

Standards for Mathematical Practice

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

CCSS.MATH.PRACTICE.MP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.

CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.

CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.