

Initial Planning Sheet for MAXWELL, TYLER E

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Identify strategies to advance your practice in the Instructional Growth, Professional Growth, and Data-Based Objectives you select. You will also select 3 elements to represent the focus of your practice in your Formal Observation cycle. After completing your Initial Planning Sheet, please sign to submit your Initial Planning Sheet.

Initial Planning Sheet Overview

1.



Growth Planning Section

The first three prompts are intended for your growth planning for the year.

You will NOT be rated on your selection of your Instructional Growth, Professional Growth, or Data-Based Objective. Your administrator should provide feedback on these areas in your Initial Planning Conference and after your Growth Plan Visit.

For more information about how these growth objectives differ from your Formal Observation elements selected, please [click here](#).

No Answer Sets

Instructional Growth Objective

After reflecting on your practice and relevant data, please identify a focus element from Standards 1, 2, or 3 from the Teaching and Learning Framework to be the focus of your Instructional Growth Objective.

1. **Instructional Growth Objective**
Based on your review of your Self-Assessment and other data, what element will be your primary focus for moving closer toward effective or highly effective practice?
1a2 | Knowledge of Content-Related Pedagogy

Improvement of Practice
Considering the [rubric](#) for the element identified above, what would you see and hear in your classroom when you improve your practice in this element?
Students confidently applying content-specific skills (e.g., using the scientific method, writing analytically, solving multi-step math problems)

Teaching Strategies
List the strategies that you will add to your classroom practice in order to achieve your objective.
Model expert thinking aloud
Design authentic tasks and problems
Differentiate based on student needs in the content

Action Steps
List the action steps you will take to implement these strategies (i.e., observe colleagues, read research articles, attend professional development, etc.)
Observe expert colleagues
Engage in professional development
Read current research and professional literature

Professional Growth Objective

After reflecting on your practice and relevant data, please identify an element from Standards 4 or 5 from the Teaching and Learning Framework to be the focus of your Professional Growth Objective.

- Professional Growth Objective**
Based on your review of your Self-Assessment and other data, what element will be your primary focus for moving closer toward effective or highly effective practice?
5a2 | Use of Reflection to Inform Future Instruction

Improvement of Practice
Considering the [rubric](#) for the element identified above, what evidence would you have when you improve your practice in this element?
Written reflections after lessons (formal or informal notes about what worked, what didn't, and why)
Adjustments to future lesson plans based on those reflections
Documentation of student misunderstandings and instructional responses
Evidence of lesson redesign
Meeting notes or action plans

Action Steps
List the action steps you will take to move towards effective or highly effective practice in this element (i.e., observe and/or collaborate with colleagues, maintain a reflective journal, create parent newsletters, maintain professional portfolio, etc.)
Collect and analyze student data
Regularly review exit tickets, quizzes, discussions, and student work samples.
Reflect not just on overall scores, but on patterns of misunderstanding.
Seek and use student feedback

Data-Based Objective

Please select student data to reflect on (e.g., benchmark assessments, teacher-made or department-made tests, portfolios, progress reports, etc.).

The following are links to some of the data referenced in the [Supplemental Agreement](#) on Employee Evaluation Procedures: [MyData](#), [mCLASS-WIRELESS GENERATION LAUSD WEBSITE](#)

After reflecting on your students' data, please respond to the following questions:

- Learning Content**
What content area and standards are you addressing?

HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.] [Assessment Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]

Strategic Plan Connection
Which instructionally-focused Strategic Plan Priority does your Data-Based Objective address? (See the LA Unified Strategic Plan)
1A | High-Quality Instruction

Add any additional information regarding your Strategic Plan Connection (Optional)

Student Population/Baseline

What are your students' incoming performance levels?

What do you know about your students' needs and abilities?

Some may perform at or above grade level, showing strong mastery of foundational skills and concepts.

Others may be approaching grade level, meaning they have partial understanding but need targeted support to meet expectations.

Some students may be below grade level, struggling with key prerequisite skills (such as reading comprehension, number sense, or writing fluency).

Data-Based Objective

What is the expected student performance outcome by the end of the instructional period?

Demonstrate mastery of the key standards and learning objectives for the course or unit.

Apply skills independently without heavy scaffolding (e.g., solve problems, write arguments, conduct experiments, interpret texts).

Teacher Growth Strategies

List the strategies that you will add to your classroom practice in order to achieve your objective.

Teach Metacognitive Strategies

Teach students to think about their own thinking (e.g., self-questioning, summarizing, making connections) to build independence.

Plan for Re-Teaching and Enrichment

Action Steps

List the action steps you will take outside your classroom to help implement these strategies (i.e., analyze student data, observe colleagues, read research articles, attend professional development, etc.).

Analyze Student Data Regularly

Observe Skilled Colleagues

Participate in Professional Development

Evidence Source

What assessment(s) or student work product(s) will be used to measure whether students met the objective?

Science Concept Map: A diagram showing the relationships between scientific concepts and principles.

Teacher Designated Focus Elements

The next two prompts are designed to support your selection of elements to be observed in the Formal Observation. These elements will be rated during the Formal Observation Cycle.

For more information about how these Formal Observation elements differ from your growth objectives selected above, please [click here](#).

1. Unified Focus Elements

District Unified Focus Elements (Pre-Selected: 3)

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

Teacher Selection of Formal Observation Elements

Selected Focus Elements (Minimum Selections: 3)

- 1a2 Knowledge of Content-Related Pedagogy
- 2a3 Academic Climate
- 3a1 Communicating the Purpose of the Lesson

Teacher Recommendations for Cooperatively Selected Focus Element

Administrator Comments

No Answer Sets

Signatures

TYLER E MAXWELL on 04/28/2025 7:16 AM Accepted