Louisiana Educator Rubric and Evaluation Teacher Handbook

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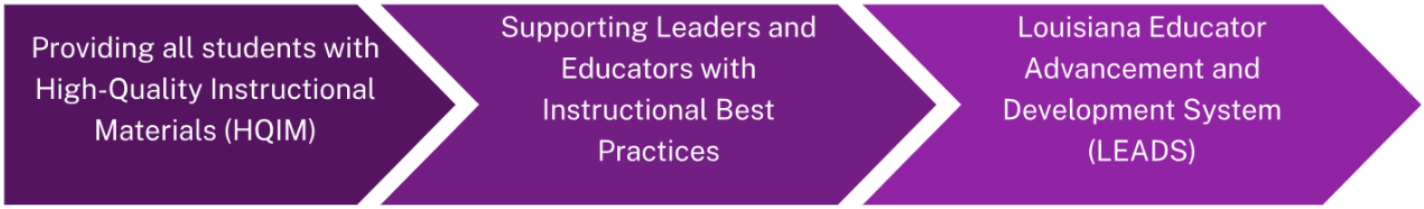
Louisiana Educator Advancement and Development System (LEADS)



Over the past decade, the Louisiana Department of Education has implemented initiatives designed to support continuous improvement of Teaching and Learning across the state.

Louisiana has prioritized the adoption and implementation of HQIM across the state. The LDOE has also supported districts and schools with implementing 3 proven strategies that enable sustained high-quality teaching and learning across the state:

- Instructional Leadership Team
- Teacher Collaboration Support
- Career Pipeline Support

Louisiana's improved Educator Evaluation System will build upon and support these education initiatives. The process and instructional practices supported by evaluation will be implemented through the structures of instructional leadership teams and teacher collaboration and will support the implementation of high-quality instructional materials that have been adopted across the state. The Louisiana Educator Advancement and Development System will

- Provide teachers and leaders with a research-based vision for instructional excellence
- Promote student outcomes-focused assessment of instruction (heightened understanding of the teaching-learning relationship)
- Provide a structure of professional learning opportunities connected to evaluation

LEADS Key Objectives:

- Use research-based teaching and leadership standards that provide clear descriptions of practice across a range of indicators.
- Provide high-quality feedback to teachers and leaders that is actionable, detailed, and timely.
- Support the continuous improvement of teaching and learning using materials teachers use every day in classrooms.
- Offer opportunities for teamwork and collaboration that help educators to develop their practice.
- Provide differentiated follow-up coaching and support based on refinement areas.
- Enable educators to reflect on their practice and share their views as part of the evaluation process.

Louisiana Educator Rubric

Released April 2024

The Louisiana Educator Rubric was designed through a partnership between the Louisiana Department of Education (LDOE) and the National Institute for Excellence in Teaching (NIET) to directly support improvements in classroom instruction. By clearly defining effective teaching and student-centered instruction, this rubric provides educators with a roadmap for strengthening their practice, facilitating high-quality coaching, and fostering collaboration around best instructional practices. The rubric is grounded in the NIET's Teaching and Learning Standards Rubric, which is based on 20 years of research and experience across 21 states, and it has been used by educators in environments ranging from urban to rural areas and in classrooms of all subjects and modalities. The rubric provides educators with a common understanding and language for designing and planning instruction and using effective instructional practices to support student learning.

The Louisiana Educator Rubric brings a comprehensive focus on four key domains: Instruction, Planning, Environment, and Professionalism. Each domain is further broken down into indicators and descriptors that clearly define effective teaching. Performance definitions are provided at levels 5, 3, and 1. Observers can score performance at levels 2 or 4 based on evidence and their professional judgment. [A rating of 2 often occurs when examination of the evidence is stronger than unsatisfactory, but there is not enough specific evidence to merit a proficient rating. A rating of 4 often occurs when many of the descriptors in the proficient level are evident and strong, but there is not enough evidence or consistency to merit an exemplary rating of 5. These ratings should always be based on close evaluation of evidence, including student work and observation analysis.]

Louisiana Educator Rubric Domains and Indicators

INSTRUCTION	PLANNING	ENVIRONMENT	PROFESSIONALISM
1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem-Solving	1. Instructional Plans 2. Student Work 3. Assessment	1. Expectations 2. Engaging Students and Managing Behavior 3. Environment 4. Respectful Conditions	1. Growing and Developing Professionally 2. Reflecting on Teaching 3. School Involvement 4. School Responsibilities

INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Standards and Objectives (SO)	• **All** learning objectives and state content standards*, and their connection to student work expectations, are explicitly communicated and understood by students. • Objectives and expectations are aligned to the depth and rigor of the state standards; lesson content is aligned to the objectives of the high-quality instructional materials. • Sub-objectives/Prerequisite skills are aligned and logically sequenced to the lesson's major objective. • Students make connections between learning objectives and (a) what they have previously learned, (b) know from life experiences, and/or (c) knowledge of other disciplines. • Expectations for each student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives. • Students are able to articulate what they are learning and why and explain those to their peers. • Learning objectives are displayed and referenced throughout the lesson with explanations. • Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s).	• Learning objectives and state content standards* are communicated. • Objectives and expectations are aligned to the depth and rigor of the state standards; lesson content is aligned to the objectives of the high-quality instructional materials. • Sub-objectives/Prerequisite skills are aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • Learning objectives are displayed. • There is evidence that students are progressing or demonstrating mastery of the objective(s).	• **Some** learning objectives and state content standards* are communicated. • Sub-objectives/Prerequisite skills are inconsistently aligned to the lesson's major objective. • Learning objectives are **rarely** connected to what students have previously learned. • Expectations for student performance are vague. • Learning objectives are displayed. • There is **little** evidence that students are progressing or demonstrating mastery of the objective(s).
	*National or local standards may be used when state standards are not available for specific courses.		

INSTRUCTION			
Motivating Students (MS)	• The teacher **consistently** organizes the content, including high-quality curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students. • The teacher **consistently** develops learning experiences where inquiry, curiosity, and exploration are valued. • Students are **consistently** engaged in their own learning, and the teacher reinforces students' initiative to learn more.	• The teacher organizes the content, including high-quality curriculum resources, so that it is personally meaningful and relevant to students. • The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher **regularly** reinforces and rewards effort.	• The teacher **sometimes** organizes the content, including high-quality curriculum resources, so that it is personally meaningful and relevant to students. • The teacher **seldom** develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher **rarely** reinforces and rewards effort.
Presenting Instructional Content (PIC)	Presentation of content **always** includes: • visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content **consistently** includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content **inconsistently** includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing (LS)	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding. • Pacing is brisk, adjusted for rigor of content and individual student learning expectations. • Students' individual needs are attended to and pacing provides many opportunities for individual students who progress at	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during	• The lesson does not start promptly. • The lesson has a structure, but may be missing key components of the content, or it may not include reflection or introductory elements. • Pacing **rarely** provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION			
	different learning rates. • Students understand and engage in classroom routines and transitions to ensure efficient use of time.	transitions.	
Activities and Materials (ACT)	Activities and materials include **all** of the following: • ***Content:*** ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; and ○ are relevant to students' lives. • ***Student-centered:*** ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; and ○ provide students with choices when appropriate and aligned to the learning objectives. • ***Multiple materials:*** ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc., when not available in the high-quality instructional materials). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction, and students are continuously self-monitoring as appropriate to enhance learning.	Activities and materials include a **majority** of the following: • ***Content:*** ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; and ○ are relevant to students' lives. • ***Student-centered:*** ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; and ○ provide students with choices when appropriate and aligned to the learning objectives. • ***Multiple materials:*** ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc., when not available in the high-quality instructional materials).	Activities and materials include a **few** of the following: • ***Content:*** ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; or ○ are relevant to students' lives. • ***Student-centered:*** ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; or ○ provide students with choices. • ***Multiple materials:*** ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc., when not available in the high-quality instructional materials).
Questioning (QU)	• Teacher questions are **varied** and high-quality, providing an appropriate mix of question types based on content: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are **consistently** purposeful and coherent.	• Teacher questions are **varied** and high-quality, providing an appropriate mix of question types based on content: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are purposeful and coherent.	• Teacher questions are **inconsistent** in quality and include few question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are random and lack coherence. • The frequency of questions **sometimes**

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	• The frequency of questions **consistently** engages students in the rigor of the content and in critical thinking. • Questions are **consistently** sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is consistently provided. • Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). • All students are actively answering questions and engaging with the teacher or each other to share their perspectives. • Students generate questions that lead to further inquiry and self-directed learning.	• The frequency of questions engages students in critical thinking. • Questions are sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is provided. • Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • The teacher calls on a variety of students to engage different students' perspectives and provide opportunities for many students to respond.	engages students in critical thinking. • Questions are **rarely** sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is inconsistently provided. • Questions **rarely** require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • The teacher mostly calls on volunteers.
Academic Feedback (FEED)	• Oral and written feedback is **consistently** academically focused, **frequent**, and high-quality. • Feedback is **frequently** given during guided practice, throughout the lesson, and during review of independent work assignments. • The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations, and provide individual feedback. • Feedback, both verbal and non-verbal, from students is **regularly** used to monitor and adjust instruction. • Students give specific and clear feedback to each other based on the teacher's expectations.	• Oral and written feedback is academically focused, **frequent**, and high-quality. • Feedback is given during guided practice, throughout the lesson, and during review of independent work assignments. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is used to monitor and adjust instruction.	• The quality and timeliness of feedback is **inconsistent**. • Feedback is **sometimes** given during guided practice. • The teacher circulates during instructional activities but monitors mostly behavior. • Feedback from students is **sometimes** used to monitor or adjust instruction.
Grouping Students (GRP)	• The instructional grouping arrangements (whole class, small groups, pairs, or individual) consistently maximize student understanding and learning efficiency. • Teacher sets clear expectations that are understood by students. • In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration. • In an instructional group, each student	• The instructional grouping arrangements (whole class, small groups, pairs, or individual) adequately enhance student understanding and learning efficiency. • Teacher sets expectations that are understood by students. • In an instructional group, students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration. • Students participating in groups are held accountable for group work and individual	• The instructional grouping arrangements (whole class, small groups, pairs, or individual) inhibit student understanding and learning efficiency. • **Few** students in groups know their roles, responsibilities, and group work expectations. • **Few** students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and

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	assumes accountability for completing group work and individual work. • Instructional group composition is varied to best accomplish the goals of the lesson. • Students set goals, reflect on, and evaluate their learning in instructional groups. • When provided the choice or independence, students make responsible decisions about how to group themselves.	work. • Instructional group composition is varied to accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	instructional goals of a lesson.
Teacher Content Knowledge (TCK)	• Teacher displays **extensive** content knowledge and understanding of both state standards and high-quality instructional materials, including their adopted or approved curriculum, for all the subjects they teach. • Teacher **consistently** implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher **consistently** highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	• Teacher displays **accurate** content knowledge and understanding of both state standards and high-quality instructional materials, including their adopted or approved curriculum, for all the subjects they teach. • Teacher implements subject-specific instructional strategies to enhance student content knowledge. • Teacher highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	• Teacher displays **underdeveloped** content knowledge and lacks understanding of state standards or high-quality instructional materials, including their adopted or approved curriculum, in several subject areas. • Teacher **rarely** implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way**.**
Teacher Knowledge of Students (TKS)	• Teacher practices display understanding of each student's anticipated learning abilities and needs. • Teacher practices **consistently** incorporate student interests and backgrounds. • Teacher **consistently** provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	• Teacher practices display understanding of students' anticipated learning abilities and needs. • Teacher practices incorporate student interests and backgrounds. • Teacher provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	• Teacher practices demonstrate some knowledge of students' anticipated learning abilities and needs. • Teacher practices **sometimes** incorporate student interests or backgrounds. • Teacher practices demonstrate **some** differentiation.
Thinking (TH)	• Students are actively engaged in **multiple** types of thinking: ○ **analytical thinking**, where students analyze, compare and contrast, and evaluate and explain information; ○ **practical thinking**, where students use, apply, and implement what they learn in real-life scenarios; ○ **creative thinking**, where students create, design, imagine, and suppose; and ○ **research-based thinking**, where students explore and review a variety of ideas, models, and solutions to problems.	• The teacher engages students in **multiple** types of thinking: ○ **analytical thinking**, where students analyze, compare and contrast, and evaluate and explain information; ○ **practical thinking**, where students use, apply, and implement what they learn in real-life scenarios; ○ **creative thinking**, where students create, design, imagine, and suppose; and ○ **research-based thinking**, where students explore and review a variety of ideas, models, and solutions to problems.	• The teacher implements **some** learning experiences that engage students in different types of thinking. • The teacher **sometimes** provides opportunities where students: ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.

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	• The teacher and/or students model metacognitive strategies.
	• Students are provided opportunities to:
	  ○ generate a variety of ideas and alternatives;
	  ○ analyze problems from multiple perspectives and viewpoints; and
	  ○ monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why.
		• The teacher and students:
		  ○ generate a variety of ideas and alternatives; and
		  ○ analyze problems from multiple perspectives and viewpoints.	

Problem Solving (PS)	Students engage in activities that reinforce **several** of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing	The teacher uses and/or engages students in some of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing	The teacher **sometimes** engages students in the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing

PLANNING			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*

Instructional Plans (IP)	Instructional plans include:
	• evidence of the internalization of the plans from the high-quality curriculum;
	• measurable and explicit objectives aligned to state standards and aligned high-quality curriculum, both in content and in rigor;
	• activities, materials, and assessments that:
		Instructional plans include:
		• **some** evidence of the internalization of the plans from the high-quality curriculum;
		• objectives aligned to state standards and aligned high-quality curriculum, both in content and in rigor;
		• activities, materials, and assessments that:
		  ○ are aligned to state standards content, including high-quality
			Instructional plans include:
			• **little** evidence of the internalization of the plans from the high-quality curriculum;
			• **some** objectives aligned to state standards and aligned high-quality curriculum;
			• activities, materials, and assessments that:
			  ○ are **sometimes** aligned to state standards;
			  ○ are **sometimes** logically sequenced;

PLANNING			
	○ are aligned to state standards, content, including high-quality curriculum, and success criteria; ○ are sequenced and scaffolded based on student need; ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and ○ provide appropriate time for student work, student reflection, and lesson closure; • evidence that the plan is appropriate for the age, knowledge, and interests of all learners; • evidence that the plan provides regular opportunities to accommodate individual student needs; and • strategies for student autonomy and ownership.	curriculum ,and success criteria; ○ are sequenced and scaffolded based on student need; ○ build on prior student knowledge; and ○ provide appropriate time for student work and lesson closure; • evidence that the plan is appropriate for the age, knowledge, and interests of learners; and • evidence that the plan provides opportunities to accommodate individual student needs.	○ **sometimes** build on prior student knowledge; and ○ **inconsistently** provide time for student work and lesson closure; • **little** evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and • **little** evidence that the plan provides opportunities to accommodate individual student needs.
Student Work (SW)	Assignments are: • **always** aligned to the rigor and depth of the standards and curriculum content. • **always** aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Students: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Assignments are: • aligned to the rigor and depth of the standards and curriculum content. • aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and life experiences.	Assignments require students to: • mostly reproduce information; • **sometimes** draw conclusions and support them through writing; and • **sometimes** connect what they are learning to prior learning or life experiences.
Assessment (AS)	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources; • are designed to provide feedback on	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources;	Assessments: • are **sometimes** aligned with state standards and content, including curriculum resources; • are not designed well to provide feedback

PLANNING			
	progress against objectives; • use a **variety** of question types and formats to gauge student learning and problem-solving; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); • require extended written tasks as appropriate; • include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate; and • include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning.	• are designed to provide feedback on progress against objectives; • use a **variety** of question types and formats to gauge student learning and problem-solving; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice); • require written responses as appropriate; and • include performance checks and student reflection on performance throughout the school year.	on progress against objectives; • use **few** question types to gauge student learning; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice); and • include performance checks, although the purpose of these checks is not clear.

ENVIRONMENT			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Description of performance level	*Consistent Evidence of Student-Centered Learning/Student Ownership of the Learning Environment – Teacher and Students Establish the Environment*	*Some Evidence of Student-Centered Learning/Student Ownership of the Learning Environment – Teacher Establishes the Environment*	*Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction*
Expectations (ES)	• Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated high-quality materials and resources to ensure access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning	• Teacher engages students in learning with clear and rigorous academic expectations and uses aligned high-quality materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not rigorous for students. • Teacher does not create learning opportunities where students can experience success. • Student work is **rarely** completed to meet teacher expectations.

ENVIRONMENT			
	goals.		
Engaging Students and Managing Behavior (ESMB)	• Students are **consistently** engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish commitments for learning and behavior. • Teacher **consistently** uses, and students reinforce, several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher **consistently** recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • Teacher addresses individual students who have caused disruptions rather than the entire class. • Teacher quickly attends to disruptions with minimal interruption to learning.	• Students are **mostly** engaged in behaviors that optimize learning and increase time on task. • Teacher establishes rules for learning and behavior. • Teacher uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher **often** recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • Teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes **few** rules for learning and behavior. • Teacher uses few techniques to maintain student engagement. • Teacher does not or inconsistently addresses behavior that interrupts learning. • Teacher over-addresses inconsequential behavior.
Environment (ENV)	The classroom: • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide opportunities for all students. • displays current student work that promotes a positive classroom environment. • is arranged to maximize individual and group learning and to reinforce a positive classroom environment.	The classroom: • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom: • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Conditions (RC)	• Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' backgrounds. • Teacher seeks out and is receptive to the interests and opinions of all students.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' backgrounds. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs.	• Teacher does not establish a safe and positive classroom for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction and communication is characterized by unhealthy conflict, sarcasm, or put-downs.

ENVIRONMENT			
	• Positive relationships and interdependence characterize the classroom.	• Teacher is receptive to the interests and opinions of students.	• Teacher is not receptive to the interests and opinions of students.

PROFESSIONALISM				
		Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Growing and Developing Professionally	The educator is prompt, prepared, and participates in professional learning and teacher collaboration meetings, bringing student artifacts (student work) when requested.	Consistently	Regularly	Sometimes
	The educator appropriately attempts to implement new learning in the classroom following professional learning and teacher collaboration meetings.	Consistently	Regularly	Sometimes
	The educator develops and works on a plan for new learning based on an analysis of school improvement plans and new goals, self-assessment, and input from the teacher and school leader observations.	Consistently	Regularly	Sometimes
	The educator participates in self-reflection and growth by selecting specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Consistently	Regularly	Sometimes
Reflecting on Teaching	The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness, as evidenced by the self-reflection after each observation and offers specific actions to improve his/her teaching.	Consistently	Regularly	Sometimes
	The educator accepts responsibilities contributing to school improvement.	Consistently	Regularly	Sometimes
	The educator utilizes student achievement data to address the strengths and weaknesses of students and guide instructional decisions.	Consistently	Regularly	Sometimes
School Involvement	The educator supports school activities and events.	Consistently	Regularly	Sometimes
School Responsibilities	The educator accepts responsibility and/or assists peers in contributing to a safe and orderly school environment.	Consistently	Regularly	Sometimes

PROFESSIONALISM				
	The educator adheres to system and school policies.	Consistently	Regularly	Sometimes
	The educator keeps timely and professional records.	Consistently	Regularly	Sometimes

DEFINITIONS

Expectations (also known as Success Criteria) - refers to a concrete learning performance: something students will say, do, or make to indicate they are moving toward the learning goal/objective.

High-quality instructional materials (HQIM) - HQIM is fully aligned to state content standards, or national or local when state standards are not provided — what students are expected to learn and be able to do at the end of each grade level or course — and builds content-specific knowledge and skills. HQIM provides support for all learners and high-quality resources for teachers to support the delivery of meaningful instruction every day, including

- effective lesson structures and strategies;
- appropriate pacing guidance;
- meaningful, connected assessments; and
- implementation guidance and resources.

LER Indicator Explanations and Examples

The following pages contain more detailed descriptions and context for each rubric indicator (e.g., Standards and Objectives, Grouping Students). The expanded explanation is provided to support educator understanding of what each indicator "looks and sounds like" in the classroom. For each indicator, the document provides:

- **Indicator Overview:** The overview provides a brief description of the indicator and its importance to effective teaching and learning. The overview is an entry point for understanding the indicator.
- **Content and Curriculum Connections:** The curriculum connections section provides examples of how the indicator can be connected to content and curriculum, acknowledging the importance of connecting what we teach to how we teach.
- **Evidence of Student-Centered Learning/Student Ownership of Learning:** This section provides sample student evidence of student-centered learning, which reflects level 5 (exemplary) instruction. At level 5, students take ownership of their learning – meaning, students share and explain what they are learning, apply and extend strategies to other contexts and ideas, and take responsibility for their progress and success. While these examples are not comprehensive, they provide the types of evidence teachers and leaders can look for.
- **Key Terms:** The rubric indicators and descriptors provide a common language for describing effective teaching and learning. The key terms list identifies words used in the rubric and handbook for which a common understanding is essential. Attention to these words by the teacher and evaluator will strengthen comprehension of the rubric indicator.
- **Descriptors:** Meaning and Actions: The greater part of each indicator section is captured in a chart that speaks to each of the indicator's Level 5 descriptors and, for each descriptor, provides an explanation of the descriptor and possible evidence of that descriptor. Educators will notice that the various descriptors for rubric indicators are connected within and across domains. These connections are often explicitly acknowledged, but educators should also look for and make other connections on their own.
- **Suggested Coaching Questions:** These reflective coaching questions serve a dual purpose. The classroom teacher can use these questions to reflect on his/her own instruction. The teacher leader or school leader can use these questions to guide coaching conversations and/or post-observation conferences. The questions can be used by teachers and observers to consider their progress and next steps for going deeper.

Educators are encouraged to use this Louisiana Educator Rubric and Evaluation Handbook as a resource to pursue the goal of teacher excellence and student achievement.

INSTRUCTION DOMAIN

Standards and Objectives

Indicator Overview
In many ways, this indicator is the foundation for all other indicators. If the teacher is not clear about the rigor of the standard and what he/she wants students to know and be able to do as a result of the aligned lesson, then the sequence of instruction cannot be appropriately developed or implemented. Both the students and the teacher should understand what is to be accomplished during each lesson.

Planning effective lessons aligned to the state content standards is dependent upon the teacher's ability to create and communicate rigorous and clearly defined learning objectives. This planning of standards-aligned lessons begins with the teacher's understanding of the standard and the expectations for mastery of the standard.

Content and Curriculum Connections
All lessons should begin with the clear identification of a learning objective aligned to state content standards and the adopted curriculum, when available. Standards and objectives should align with high-quality curriculums (and the accompanying lessons, when available), as these materials are aligned to state content standards and have a clear scope and sequence.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students turn the objective into an essential question and return to answer the question during the lesson.
- Students set personal learning goals based on the lesson objective and reflect on progress toward those goals at the end of the lesson.
- Students make connections, individually or in groups, to previous lessons and personal experiences.
- Students deconstruct the objective to determine the criteria for mastery of the objective.
- Students return to the objective of the lesson to analyze their understanding.
- Students assess their work and understanding of the criteria of mastery for the objective.
- Students articulate and explain the lesson to their peers.

Key Terms in the Rubric and/or Handbook

Communicated	Learning objectives and standards are considered communicated when the objective and standard are written so that students can understand and are understood by all students. Students should be able to articulate what they are learning.
Connected	The learning objectives should be a component on a continuum of learning aligned to the standards and accompanying curriculum resources.
Expectations	Expectations are the intentional use of learning targets and the pathway to mastery.
Mastery	Mastery is the demonstration by students that they are internalizing and meeting the lesson objective.

Student Work	All activities, assignments, and products that students work through and complete should align with the lesson objectives. Student work demonstrates each student's progress toward mastery.
Sub-Objectives	Sub-objectives are prerequisite skills that students need to learn or be able to demonstrate in order to meet the learning target.
Referenced	Learning objectives and standards are referenced when the teacher makes connections between the learning objective and the lesson activities.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• All learning objectives and state content standards*, and their connections to student work expectations, are explicitly communicated and understood by students. **National or local standards may be used when state standards are not available for specific courses.*	Before a learning objective can be clearly communicated, it must be clearly written. Clearly written objectives have three components: 1. Observable verbs and actions 2. A clear description of learning outcome 3. Measurable criteria Observable verbs are arranged in order of complexity in thinking. The teacher must be confident that students know and understand the learning objective and connect to student work expectations through explicit communication. To provide direction and focus, the teacher and students reference and discuss learning objectives and student work expectations at critical points throughout a lesson. At the end of the lesson, the students reflect on how they met the learning objective. The teacher should explicitly teach students the vocabulary used in the learning objectives and student work expectations. This is important as many state standards reflect the language of state standardized assessments. Teachers may also use visual representations, such as pictures or symbols, to support understanding the meaning of a standard for students.	During her preparation for the lesson, the teacher identified the day's learning objective based on the standard she was teaching. The standard reads **3.RI.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.** The teacher wrote a learning objective that aligns with the standard. **Learning objective: I can answer text-dependent questions and justify my answers by providing text evidence.** The teacher posted the learning objective on a white board that all students can see. She referenced the learning objective at the beginning of the lesson and provided students two options for personal goals related to the learning objective: a proficient goal which meets the lesson objective, and an exemplary goal which extends learning beyond the objective. Students chose and recorded a daily personal goal for learning, which they returned to at the end of the lesson to reflect on their progress. The teacher referenced the learning objective at several critical points during the lesson. For example, after students completed a close read of the lesson text, she referenced the learning objective and its connection to the next activity, Fan and Pick, a game that students engaged in with a small group. The Fan and Pick game included a series of text-dependent questions that students worked on together.

• Objectives and expectations are aligned to the depth and rigor of the state standards; lesson content is aligned to the objectives of the high-quality instructional materials.	Planning and implementing objectives and expectations at the standard's depth and rigor is essential to ensure access for all to content standards. Regardless of a student's achievement level, all students must be provided with academic access through rigorous and aligned content instruction. This descriptor refers not only to setting clear expectations for what students are to do to support their learning, but also setting clear expectations for procedures and student behavior during the lesson. For expectations to be clear, present students with a model that demonstrates what they are expected to do as it aligns with the standard's rigor.	The lesson learning objective, "I can answer text-dependent questions and justify my answers by providing text evidence," aligned to the level of the rigor of the standard 3.RI.1: "Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers." The lesson activities build the students' experience with text-dependent questions throughout the lesson to provide a scaffold for all students achieving mastery of the objective at the highest level of rigor, requiring students to ask and answer questions and justify their answers by explicitly citing text evidence.
• Sub-objectives/ Prerequisite skills are aligned and logically sequenced to the lesson's major objective.	Learning objectives aligned to state standards are often comprehensive and require prerequisite skills to master student work expectations. Teachers should implement instructional scaffolds through planning sub-objectives to ensure all students have a pathway to mastery of the learning objectives and student work expectations. The selection of appropriate sub-objectives depends on the students' needs, the complexity of the objective, and the content. There are three primary reasons for including sub-objectives: 1. To review prior learning; 2. To teach a new sub-skill; and 3. To teach a process that supports the learning objective	A teacher said: "Today, we will create a graph, using the pie, bar, or line format, to illustrate how classmates responded to a questionnaire about sports. I have created a rubric to assist you in completing this assignment." The needs of the students determined what sub-objectives to address. For this example, several sub-objectives were included as a part of this lesson so that all students could be successful. Students must be able to: • Analyze the data set of the questionnaire about sports; • Interpret the findings in the data; • Determine the best graph (pie, bar, or line) to synthesize the data; and • Create the graph.
• Students make connections between learning objective(s) and (a) what they have previously learned, (b) know from life experiences, and/or (c) knowledge of other disciplines.	This descriptor is about making connections in learning. Teachers need to connect new learning to prior learning so students can see learning as a continuum and make real-life connections about how this learning impacts their lives. Most curriculum resources provide teachers with guides that allow student learning to build upon previous learning. This is also supported by brain-science that indicates mastery of learning comes through repeated practice. Connections can be made in a variety of ways. This descriptor is closely related to the descriptors under Teacher Knowledge of Students, which refer to the relevancy to students' lives and incorporating their interests and cultural	During an English Language Arts lesson aligned to the standard 3.RI.1 – "Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers" – the teacher used an interesting grade-level article from the system-approved resources, Time for Kids: *A Sea of Plastic,* that connects the standard with the cross-content connection of environmental impact on ecosystems. The students were highly interested in the topic as the teacher makes explicit connections to how their community action impacts animals in the sea. The students related to pollution issues by looking at trash in and around their school and visualized the impact pollution in multiple communities has on other environments.

	heritage. A teacher may model their thought process as they connect to a specific topic and then lead students to do this through questioning. It may also be accomplished through group projects based on real-life scenarios. Teachers should plan to lead students to make connections between how what they learn in one content area connects to another content area.	The text selection provided students with a high-interest topic to ask and answer text-dependent questions.
• Expectations for each student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives.	This descriptor addresses creating learning objectives and demanding and high-quality expectations for all students. Whether the teacher has succeeded in doing so can only be determined by the student's response to the lesson. It is essential to look at assessments and other diagnostic methods for determining what to teach. For expectations and measurement criteria to be clear for all students, the teacher may need to develop different activities and assessments for different students' levels within the class. The learning objective must challenge all students. This descriptor refers not only to setting clear expectations for what students are to do to support their learning, but also setting clear expectations for procedures and student behavior during the lesson. For expectations to be clear, the teacher should present students with a model that demonstrates what they are expected to do. Models may include the use of visuals, teacher or student demonstration, anchor papers, rubrics to demonstrate how student work will be assessed, written steps the students are to follow when completing the assigned activities, and expectations for student work. If students are working in groups, expectations for each group member and the expectation for the group as a whole should be clearly explained and understood. At the Exemplary Level, group work roles and responsibilities to ensure participation and individual accountability may be well established already in this classroom environment. Evidence of student understanding of the expectations includes students being successful in meeting the learning objective and their productivity during group work.	The teacher shared that the lesson's learning objective is to write a paragraph citing evidence from the text that explains how the main character of the story was feeling during the story. The teacher presented clear measurement criteria so that students could monitor their progress toward mastery: 1. Write a paragraph that explains how the main character feels when moving to a new school. 2. Provide two text citations to support your claim. 3. Use accurate conventions to complete your paragraph. To ensure that students understand the learning objective and have access to a clear student work exemplar, the teacher modeled writing a paragraph using another character in the book. The teacher also provided an anchor chart to provide specific expectations.

• Students are able to articulate what they are learning and why and explain those to their peers.	This descriptor emphasizes the need for students to be able to articulate the lesson's learning expectations and the purpose of learning to their peers. Once a teacher has created rigorous learning experiences and communicated clear expectations for student work, the next step to exemplary instruction is to ensure all students can accurately internalize and articulate what they are learning and why and explain for their peers. Students need to clearly understand how they will be held accountable for individual work and group work. Procedures for obtaining materials for the group work, the expected noise level, where students may work, learning expectations, and explaining to peers what they are learning and why should be clearly explained.	At the beginning of the lesson, the teacher asked the students to read the lesson objective and create an essential question that would be answered as a result of the lesson objective. **I can answer text-dependent questions and justify my answers by providing text evidence**, After students worked on their essential question aligned to the lesson objective, the teacher asked the students to turn to their shoulder partner to share and compare their essential questions. The teacher continued by directing the students to explain what they thought the lesson expectations would be in order to ensure mastery of the lesson.
• Learning objectives are displayed and referenced throughout the lesson with explanations.	Displaying the learning objectives in the classroom supports the connection between student activities and learning goals. However, the benefit of posting a learning objective is limited if all students cannot see the objectives, if the objective is not referenced, or if the language used in the objective is not understood. By referencing the learning objectives, students can relate the lesson to the "big picture", prior learning, and future learning. To make the objectives accessible to students, the teacher needs to reference the objectives in language that students understand throughout the lesson to provide direction and focus. Many learning objectives reflect the language of the state end of year assessment. Therefore, it is essential to post the objectives to allow students to learn the content vocabulary they will need to know to be successful. In some cases, teachers may use pictures or symbols to expand meaning for them. The use of pictures or symbols is key to support visual learners and English language learners.	The teacher posted the objectives in print large enough so that all students can read them from their seats. The teacher also posted the objectives using some visual formatting (a map), and students referenced this visual throughout the lesson as they made connections to previous lessons and units of study. This supported students in making connections among the objectives and standards of other content areas. For example, the teacher created a web for objectives connected to what the students will be learning about World War II. The center of the web referenced World War II. The spokes or lines extending from the center referenced the sub-standards or objectives that will be part of the unit, such as significant individuals they will be studying, essential battles, and other World War II components. The teacher posted examples of exemplary student work and scoring rubrics to demonstrate how students were going to be assessed for meeting the standard(s). These exemplary work samples included work from former students and teacher-created examples.

• Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s).	Effective teachers focus on evidence of student learning aligned with lesson expectations at multiple levels and plan for students to engage in student work that serves as formative assessment throughout a lesson. Student work is used to enable teachers to check for student mastery of the objectives taught and modify their future lesson plans to meet the needs still evident in the student work.	The teacher provided time for students to discuss how they determine a character's emotions while reading a story. She prompted students to cite text evidence to support their claim about how the character felt. She also had students review the exemplar to identify the character's emotions and two pieces of text evidence. These two activities allow the students to process the learning objective and provide the teacher with an informal assessment of student progress toward mastery. The lesson ended with all students completing the aligned performance task, which was to provide individual written responses to the prompt. Upon completion of the lesson, all of the students completed the written response. 92% of students' written responses demonstrated mastery of the lesson objective(s).

Suggested Planning (Reflective) Questions:

- How do (did) you decide on the standards/objectives you (taught) will teach?
- How do (did) you ensure the rigor of the learning is (was) aligned to the rigor of the standard?
- How do (did) you identify the sub-objectives/prerequisite skills for a (this) lesson?
- How will (did) you build background knowledge for students who need it to ensure they have (had) access to the lesson's objective?
- How do (did) you decide on the method you (used) will use to communicate the standards/objectives to students?
- How will (did) you know if students understand (understood) the standards/objectives of a (the) lesson?
- How can (did) students have opportunities to set goals and monitor their progress toward the lesson objective?
- How will (did) students utilize and reference the visual of the standards/objectives during a (the) lesson?
- How will (were) the expectations for student performance be communicated to students?
- How will you know that students understand the expectations for student performance? (How do you know that students understood the expectations for student performance?)
- How will (did) students make connections between previous learning, life experiences, and the lesson 's objective?
- How will (did) you obtain evidence that most or all students have demonstrated mastery of the objective? What will (did) this evidence look like?
- How will (did) students know they have (had) mastered the lesson's objective?

Motivating Students

Indicator Overview
This indicator focuses on a teacher's ability to organize and present the content to motivate students to learn. For a teacher to develop these types of learning experiences, a teacher must have in-depth knowledge of the students he/she teaches as well as the content and high-quality curriculum being taught. Therefore, this indicator connects strongly to Teacher Knowledge of Students and Teacher Content Knowledge. When a teacher skillfully blends their knowledge of the content and high-quality curriculum with their knowledge of how their students learn, the result is a rigorous, yet motivating learning experience. Both aspects are equally necessary to produce a successful learning experience in which students grow. A motivating lesson without a rigorous challenge does not increase student learning, nor does a rigorous lesson that does not entice students to engage in the learning.

For content to be personally meaningful to students, there must be a communicated purpose for student learning. Students need to understand why the content or skill being taught in a lesson is essential for them to master and how their mastery of this will impact their lives. When students believe in the value of the content, they are more likely to actively engage with the lesson content as owners of their learning. Lessons that value inquiry, curiosity, and exploration provide opportunities for students to generate questions and conduct their research or explore to locate the answers, all of which can lead to rigorous learning that extends beyond the lesson objective. When students can generate their questions about a given topic, their motivation to learn is usually increased as the learning becomes more student-directed than teacher-directed. As students engage in this type of self-directed learning by generating questions, developing inquiry, and initiating exploration, they are demonstrating ownership of learning.

Content and Curriculum Connections
This indicator articulates a teacher's ability to bring high-quality curriculum to life for students. Curriculum resources provide a launching pad for teachers to plan motivating and engaging lessons that support intellectual development and provide access for all to rigorous instruction. Understanding how to motivate students using available high-quality curriculum resources is critical in engaging students.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students can articulate the purpose of the lesson and why it is important to them.
- Students grapple with concepts and explore the lesson materials.
- Students are motivated to accomplish the task and persevere through the assigned student work.
- Students ask questions, challenge ideas, and inquire about topics.
- Students thoughtfully consider various perspectives/alternatives/solutions, analyzing the pros and cons of each, before selecting one to support.
- Students initiate their own pursuit of answers and solutions.
- Students continue discussion about the learning outside of the designated time for the lesson.

Key Terms in the Rubric and/or Handbook

Curiosity	Curiosity is a strong desire to learn or know something.
Engaging	Engaging refers to explicit attention, curiosity, interest, or passion students demonstrate when learning.
Exploration	Exploration means providing students with active learning experiences that include engaging visuals, hands-on experiences, and intellectually captivating content.
Inquiry	Inquiry refers to instruction that triggers and activates a student's curiosity.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• The teacher consistently organizes the content, including high-quality curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students.	For content to be personally meaningful to students, there must be a communicated purpose for student learning. Students need to understand why the content or skill being taught in a lesson is essential for them to master and how their mastery of this will impact their lives. To authentically engage students in intellectually engaging lessons, a teacher must plan and implement rigorous and relevant high-quality curriculum through the use of instructional strategies that provide students with the opportunity to question, converse, and make deep learning connections.	A teacher presented a lesson on immigration during the 1860s. She brought in current newspaper articles on immigrants and refugees moving to the United States. Students also interviewed individuals who immigrated to the United States. These activities made the content studied personally meaningful and relevant to the students' lives.
• The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.	Lessons that value inquiry, curiosity, and exploration provide students opportunities to generate questions and conduct their research or explore to locate the answers. When students can generate their own questions about a given topic, their motivation to learn is usually increased as the learning becomes more student- directed than teacher-directed.	Students also developed their questions to ask during the interviews, which provided experiences that value inquiry. Students created a campaign to tell stories of the immigrants that they interviewed, modeled after StoryCorps storytelling, to learn about the rich background of the local community.
• Students are consistently engaged in their own learning, and the teacher reinforces students' initiative to learn more.	A learning environment where students are consistently engaged in their learning reflects a teacher who supports student ownership of learning. Teachers may reinforce students' initiative to learn in a variety of ways. Students may be encouraged to explore topics and questions they want to know more about. A teacher may also create opportunities for students to research and discuss self-selected topics. When a teacher effectively uses academic feedback, he/she is also reinforcing students' initiative to learn more by acknowledging students' questions and providing additional instruction and tasks to extend learning. This type of feedback supports an environment in which students feel safe taking risks and asking questions. In this	As students completed the assigned student work on the historical implications of the 1860s, the teacher provided students with an extended learning opportunity from the high-quality curriculum, where students dig deeper into how to support local efforts for new immigrants in the community. A group of students discussed how creating a local Instagram campaign to highlight the benefits of welcoming, educating, and supporting immigrants was parallel to the rich historical contributions of immigrant communities. The teacher commended the group and asked the students how she can support them in their efforts.

	way, it is reinforcing their initiative to learn more.	

Suggested Planning (Reflective) Questions:

- How do (did) you organize the content of a (the) lesson so that it is (was) personally meaningful, relevant, and intellectually engaging to students?
- How will (did) you ensure the lesson is (was) both rigorous and motivating for all students?
- How do (did) you leverage high-quality curriculum and materials to develop learning experiences that provide (provided) opportunities for students to ask questions and explore?
- Why is (was) it important for students to have opportunities to develop their own questions and explore answers for those questions?
- How will (were) students be engaged (engaged) in learning throughout the lesson and take (taking) initiative for their own learning?

Presenting Instructional Content

Indicator Overview

This indicator connects to the method(s) in which content is taught within a lesson. This indicator's descriptors address visuals and a teacher's ability to communicate performance expectations in a concise and logically sequenced manner. Visuals with examples, illustrations, analogies, and labels are essential tools to use when introducing new or rigorous concepts and can lead students to mastery of specific skills more efficiently. However, it may be that all of these are not included in one lesson. It is essential that they are used effectively and appropriately for the content and students taught.

Content and Curriculum Connections

For this indicator, a teacher must have a deep understanding of the standards and the high-quality curriculum used to teach those standards. Understanding how to implement the curriculum and standards for the students in the classroom is critical. A teacher must be informed on the skills being taught to make instructional decisions about how to best share, inform, scaffold, and present subject matter content.

Evidence of Student-Centered Learning/Student Ownership of Learning

- Students reference visuals and examples presented during the application of learning.
- Students utilize an example or exemplar to create success criteria, create products of learning, and/or assess their work.
- Students record notes on the steps taken during the teacher model to ensure transfer.
- Students have the opportunity to reflect on their learning orally or in writing.
- Students reference previous anchor charts/visuals and use previously learned strategies fluently and appropriately to support their learning.

Key Terms in the Rubric and/or Handbook

Internal Summaries	An internal summary is a periodic pause during a lesson to review the steps the teacher and students have taken toward mastery of the daily objective. This pause cues the students into the learning and thinking that has been discussed. Internal summaries are excellent ways to reinforce and clarify ideas that are essential for the students to remember.
Modeling	Modeling is an instructional strategy in which the teacher demonstrates a new concept, thinking or learning approach. Students learn by observing and hearing the teacher think through processes out loud.
Performance Expectations	Performance expectations are requirements of a student, including expected results, behavior, criteria, and actions necessary to meet the objective or learning target. (Also known as measurement/success criteria).
Essential Information	Essential information is information that is extremely important or necessary to a particular lesson, situation, activity, or mastery of the objective.
Logical Sequencing and Segmenting	An effective sequence provides the learners with a relationship pattern so that each activity has a definite purpose. Proper sequencing also helps to avoid inconsistencies in the content of the instruction.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor ***Presentation of content always includes ...***	Explanation	Possible Evidence
• Visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;	This descriptor refers to the effective use of visual materials to help the learner make connections to prior learning and clarify newly acquired concepts. Visuals that preview the lesson also provide students with a direction for where they are headed and what they will be doing. Visuals can support students in identifying and understanding the progression of the lesson. There are two main applications for graphic organizers or visuals, both of which ensure access to content for all learners: 1. Visuals that assist in the learning process, and 2. Visuals that organize information for the learner. It is important to note that internal summaries (mini reviews within a lesson of what has been taught) may be provided visually or orally by the teacher or students. When a teacher continually reviews sub-objectives to connect to the next sub-objective, students are ultimately led to move toward mastery of the lesson objective. Internal summaries provide	The classroom walls displayed various anchor charts that included cues to support student recall and reading comprehension strategies. One example of a reading comprehension anchor chart was titled "Self-Questioning." The chart included a hand-drawn visual of two students reading a book with thought bubbles above their heads. Inside the thought bubbles, each student was asking themselves a different question. Below the visual read the words, "When you read something new, think of questions you have to support what you have read. Asking yourself questions about what is coming next will support your comprehension of the text." As students read the text independently, they referenced this visual and recorded questions they had about the text.

	students opportunities to have concepts restated and reflect within a lesson on what they are learning instead of waiting for a review of all concepts at the end of the lesson. Teachers can lead students in providing these internal summaries through their questions and group discussions.	
• Examples, illustrations, analogies, and labels for new concepts and ideas;	Words, mental pictures, and other clarifying techniques simplify and organize new information for the learner. It is most effective to leverage the high-quality curriculum guidance when considering how the following elements might look and sound: 1. Examples: When presenting a new or rigorous concept, carefully selected examples help students to understand information. 2. Illustrations: Teachers use images, such as diagrams, paintings, or photographs, to support student understanding of new concepts. 3. Analogies: Teachers use analogies to support student understanding of concepts. When setting students up to compare and contrast two texts, a first step may be to solidify the idea of comparing and contrasting two known items, such as an apple and an orange. 4. Labels: Labels help clarify information. Pictures with labels may also be used to introduce vocabulary, important people, or new concepts.	Application of the methods listed in this descriptor enhances learning in the following ways: 1. Examples: During a lesson about metaphors, the teacher used a poem to identify a metaphor and think aloud about its meaning to provide an example for her students. 2. Illustrations: Before dissecting a frog, students studied an illustration depicting the internal organs. *3.* Analogies: The comparison of appropriate graphic organizers to choosing appropriate tools to hammer in nails or tighten screws. The teacher explained to students that graphic organizers are "tools" to support their material, and different organizers support different tasks. *4.* Labels: During a study of the circulatory system, the teacher modeled how to label the heart parts and identify the function for each part.
• Modeling by the teacher or student that demonstrates an accurate understanding of the content and meets performance expectations;	The ability to model new information, along with the teacher's expectations for student performance, is one of the most important descriptors for this indicator. An effective teacher must be able to model desired outcomes. In order to model effectively, the teacher must be able to do the following: 1. Know precisely what the expected outcome is. 2. Identify the critical elements of the desired outcome (success criteria for *products* of learning). 3. Create clearly defined steps so learners can achieve the desired outcome (success criteria for *processes* to achieve learning/mastery). 4. Provide examples for how the completed project/assignment/product should look (exemplars). In classrooms where students regularly observe coherent instructional models, students acquire the skills necessary to provide coherent models for their peers.	The teacher explained to the students that the learning objective was to identify the physical characteristics of two characters from a novel and compare and contrast them. She told the students they would be expected to illustrate two characters from a novel the class was reading and then complete a Venn diagram to compare their characteristics. The teacher then chose two different characters to model her expectations and the thought process she went through to draw the characters. She explained how the students could approach the project and provided clear criteria through the use of a rubric for how the finished project would be evaluated. She led the students to apply the rubric/criteria to her work as an additional way to ensure they understood her expectations for their work. She then modeled how she took the two drawings' characteristics and used a Venn diagram to organize the similarities and differences in the drawings. Students were able to clearly understand the expected

		outcome for the lesson and the expectations for their work. As the teacher modeled her work in the example above, she identified the elements or requirements for the student work. Using the rubric/product criteria for the assignments, she identified each required element of the illustration and Venn diagram on her examples. This provided students a clear understanding of what needed to be included in each assignment and how the elements would be evaluated. When modeling the assignment's expectations, the teacher clearly explained the order in which the students would need to complete the steps required for the assignment (process criteria).
• Criteria that clarifies how students can be successful;	Criteria is a concrete list of performance expectations for students to attend to throughout a lesson and to obtain mastery. In other words, *process* success criteria provides students with explicit actions that overview what success will look and sound like throughout as they progress toward mastery. Success criteria are particularly helpful for students when they are engaging in rigorous learning and bearing a heavy cognitive load. *Product* success criteria help learners to stay focused on the task at hand and have clarity about what their learning looks like.	One learning objective for the math choice board read: Students will represent and solve multiplication and division problems by using two different representations of the problem. The *process* success criteria written on the choice board read: 1. Solve the problem. 2. Explain what each number in the problem means. 3. Explain what you chose to multiply or divide. 4. Explain your representations and how they show multiplication or division.
• Concise communication; • Logical sequencing and segmenting; • All essential information; and • No irrelevant, confusing, or nonessential information.	These descriptors relate to the teacher's knowledge of the content and high-quality curriculum he/she is teaching and his/her ability to explain the content to students in a logical manner. For this to occur, the teacher must first clearly define the lesson's learning objective and then maintain the focus of the lesson on this objective, which may require a teacher to redirect students' comments. The sequencing of the lesson relates to the sub-objectives/pre-requisite skills that are taught within a lesson. Sub-objectives should be taught or reviewed in an appropriate sequence for the students' grade level and ability. The segmenting of the lesson includes appropriate lesson pacing and also relates to how a lesson is structured. It also relates to how components of learning are broken down into sections that students can understand so that checks for mastery can occur throughout the lesson. An effective teacher will provide sufficient time for introducing the lesson, the instruction within the lesson, the student	The teacher prepared a lesson agenda to stay on track with instruction for the day. 1. Review objective 2. Co-construct success criteria 3. Essential vocabulary review 4. Model performance expectations 5. Practice with table group 6. Work independently 7. Reflect on learning

	activities, and closure, as recommended in the high-quality curriculum guidance. The lesson's segmentation allows sufficient time for each element of learning to take place so that all students have opportunities to master the learning objective.	

Suggested Planning (Reflective) Questions?

- How do (did) you decide on the types of visuals you will use (used) during a (the) lesson?
- How will (did) these visuals support student learning?
- How do you expect students will use the visuals to support their learning? (How did students use the visuals to support their learning during the lesson?)
- What examples, illustrations, analogies, or labels for new concepts will be (were) used in the lesson? How will (did) these support student learning?
- How do you expect students to utilize examples, illustrations, analogies, or labels to support their learning? (How did the students' utilization of examples, illustrations, analogies, or labels support their learning? How do you know?)
- Why is it important for the teacher and student to model performance expectations? How will (were) the performance expectations be modeled in this lesson?
- How does (did) the model of performance expectations provide access to content for all learners?
- How will (did) students clearly know the criteria for their assignments and for what they are to learn (learned)?
- When planning a lesson, how do you decide on the sequencing of the instruction within the lesson?
- When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented? (How did the segments of different elements of the lesson support student learning in this lesson? How could the lesson elements have been segmented differently to support all students in mastery of the learning objective(s)?)
- How do (did) you maintain focus on the learning objectives during a (the) lesson?
- When planning content that is especially rigorous, how does strategic presentation of that content impact students' learning? (How was the presentation of the content in this lesson rigorous and strategic in order to impact the learning of all students?)

Lesson Structure and Pacing

Indicator Overview

This indicator blends time and form as it applies to instruction. It addresses the lesson's effective segmentation so that sufficient time is allocated to all parts of the lesson to best support student learning. Therefore, this indicator connects closely to the descriptor addressing "logical sequencing and segmenting" under Presenting Instructional Content. Teachers must thoughtfully structure and pace lessons so that students maintain motivation while continuously engaging with

rigorous content. This intentional planning connects to Motivating Students and Standards and Objectives.

Content and Curriculum Connections

All lessons should leverage high-quality curriculum guidance and consist of aligned, coherent structures that are organized to meet students' needs, with time for reflection to ensure student understanding. Teachers should align the coherent structure with their adopted curriculum. Anticipatory sets, direct instruction models, guiding questions, small group assignments, and checks for understanding are often mapped out within curriculum resources for daily lessons. This ensures that the progression of activities is logical and coherent.

Evidence of Student-Centered Learning/Student Ownership of Learning

- Students set goals and reflect on their learning orally or in writing.
- Students who complete lesson activities early engage in additional high-quality instructional activities.
- Students purposefully and easily move from one lesson activity to another when appropriate.
- Students are aware of time guidelines for their assignments. They monitor and adjust pacing accordingly.
- Students can explain the purpose of classroom routines and transitions.

Key Terms in the Rubric and/or Handbook

Promptly	Promptly indicates that students are engaged in a meaningful activity connected to the lesson objective at the beginning of the lesson period.
Coherent	Coherent signifies a logical connection from one segment of the lesson to the next with a clear progression through the lesson.
Brisk	Brisk is a pace that refers to the efficient and effective use of instructional time during the lesson.
Learning Rates	Learning Rates refers to the amount of time it may take a student to complete a task.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence

• The lesson starts promptly.	Students should be engaged for the entirety of a lesson. All lessons should begin promptly to maximize the time students have to master the new concepts. Teachers should plan and implement opening activities that jump start student thinking aligned to the overall lesson objective.	As students entered the classroom, they saw the following displayed on the board: Greetings Scholars! Think about words that describe feelings. List as many as you can in 2 minutes. Choose one feeling word that stands out to you the most and write two sentences that describe the actions that someone would display when experiencing the particular feeling. You will have 7 minutes for this assignment.
• The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding.	The structure of a lesson must be planned to ensure that there is coherence and alignment to the content that is being taught through the high-quality curriculum guidance. When a teacher knows his/her students' various learning needs as well as the intentions of the curriculum guidance, they arrange the beginning, middle, and end of a lesson to meet those needs and ensure there is time for reflection to gauge student understanding.	The following is the structure of a lesson aligned to the standard: ELA-LITERACY.RI.6.1, "Cite textual evidence to support analysis of what the text says explicitly, and inferences drawn from the text." The lesson's learning objective is: I can write 1-2 paragraphs of a letter in my assigned character's voice for our current text, describing their experiences before the disaster and including supporting details. Following guidance from the curriculum: • Beginning of the lesson: Review of challenging text vocabulary and whole class character profiles review. • Middle of the lesson: Students will work in groups with the same character to role-play, followed by a whole class discussion on the learning from the role-playing activity. The teacher will model writing 2-3 sentences based on her character from the text. • End of the lesson: Students will write 1-2 paragraphs from their character's point of view using supporting details. Students will reflect on the lesson using the writing rubric provided by the teacher.
• Pacing is brisk, adjusted for the rigor of content and individual student learning expectations.	"Pacing is brisk" refers to the efficient use of instructional time during the lesson (as recommended in the curriculum), not the speed of the lesson. Was appropriate time devoted to each element of the lesson to address the rigor of the content? Did the lesson continue to flow, or was there time wasted in which students were not focused or engaged in the learning? When the pacing is adjusted for the rigor of content and individual learning expectations, the teacher facilitates student movement toward increasingly challenging and engaging work. Therefore, all students remain focused and engaged in learning throughout the lesson. Students do not	The elements of this lesson are structured to be completed during a 75-minute ELA block. The teacher planned an anticipated timeframe for each segment to ensure efficient use of each minute. She determined that the bulk of the time will be spent on students writing their paragraphs and has planned all other lesson parts around that segment. The majority of students show evidence of engagement until the middle of the lesson. She notices that several students zone out during the whole class discussion on the role-playing activity. She says, "Let's change this discussion up. I will call on random scholars to answer the following question: Tell me one thing you discovered about your

	experience “down time” while waiting on other students to complete assignments or instructions that they have already mastered. This descriptor connects to the Academic Feedback indicator; specifically, a teacher’s use of student feedback to monitor and adjust instruction. This ensures that the lesson's pacing is brisk and meets the needs of all students.	character during the role-playing that you overlooked from reading the text. I will give everyone 40 seconds to think about your response.”
• Students’ individual needs are attended to, and pacing provides many opportunities for individual students who progress at different learning rates.	The challenge presented in this descriptor is the ability to attend to the individual needs of students, as well as provide enough time so that all students of varying rates of learning can complete each learning task. Therefore, it is essential that a teacher knows the various learning needs of his/her students, their anticipated learning difficulties, and has planned for them.	The teacher planned for students’ individual needs by intentionally organizing the groups. By doing this, she knew which groups might need additional supports to complete the goal of the group assignment. In addition to this, she differentiated the letter templates for students she knew might need assistance by starting their thoughts for the writing assignment. Students who typically finish at a faster rate were given a piece of paper with a prompt to resume reading the text where they had left off.
• Students understand and engage in classroom routines to ensure efficient use of time.	When students understand classroom routines, they should be able to explain them to someone else in their own words and carry them out with minimal redirection from the teacher. Checks for understanding are as critical to routines as they are to content material. This ensures that time is being used efficiently throughout the day or class period.	This was not the first-time students worked in groups. They were aware of the classroom routine. However, the teacher asked the following questions before students transitioned into groups: • Point to where your specific group will be working on this task. • How long do you have in your groups? • Where can you find the countdown clock for this activity? • What is each person responsible for sharing out when we return to our whole class discussion? Students were also aware of the class code to end their discussion and return to their assigned seats within 45 seconds. The teacher said, “Scholars unite,” and students returned to their seats within the expected time. Finally, students were aware of the independent work routine in the class. The teacher asked the following questions before students started working on their ending assignment: • Who are you working with on this assignment? • How much time do you have to complete the assignment? • What should you do if you complete the assignment before the timer goes off?

		Students were able to answer these questions and follow the routines, ensuring they understood the efficient use of time.

Suggested Planning (Reflective) Questions:

- How do (did) you decide on how you will segment (segmented) different parts of a lesson? How will (did) these segments ensure student progress toward mastery of the lesson objective(s)?
- How do (did) you plan for effective closure and reflection within a (the) lesson? How will (did) students reflect on their progress toward mastering the objective?
- How will (was) the lesson be adjusted to allow for depth and rigor of content and individual student expectations?
- How do (did) you plan to pace the lesson to provide opportunities for students who progress at different rates?
- How do (did) you ensure that instructional time is (was) used efficiently throughout a (the) lesson so that all students remain (remained) actively engaged in learning?
- How does (did) the structure of the lesson promote student ownership?
- How does (did) the structure and pacing of the lesson ensure that students maintain (maintained) motivation while continuously engaging with rigorous content?

Activities and Materials

Indicator Overview

This indicator addresses the variety and appropriateness of activities and materials that a teacher implements during a lesson. In order to fully leverage the high-quality curriculum driven activities and materials toward student ownership and learning, a teacher must first establish a classroom environment that is positive and supportive for all learners. Therefore, this indicator is closely related to the indicators in the Environment domain. When creating a classroom environment that optimizes learning for all students, a teacher must consider both physical aspects of the environment and the classroom atmosphere that will influence the success of and engagement in learning activities to be carried out in daily lessons. After establishing academic classroom expectations that are clear and rigorous, a teacher can fully leverage curriculum driven activities and materials to achieve the learning goals. When students feel welcomed and empowered to take intellectual risks in their classrooms, they can interact with the activities and materials that develop their learning.

When applying this indicator to a lesson, it is particularly critical that activities and materials support lesson objectives and are challenging for all students as outlined in the high-quality curriculum guidance. To plan appropriately rigorous activities and materials, a teacher must know the students' needs and interests and ensure that activities and materials are purposeful in supporting students in meeting the learning objective.

When planning, a teacher should first identify the desired student outcome/learning objective(s) for the lesson and the lesson success criteria and then plan the activities and materials from the curriculum that support learning for all students. These curriculum based activities and materials should align with students' needs and allow students to engage in deep thinking and problem-solving, ensuring that students have time to learn and apply what was learned.

Content and Curriculum Connections
The curriculum provides teachers with the "what" of the daily lesson. The activities and materials are part of "how" the content is delivered to maximize student ownership and learning. Once a teacher knows the standard(s) and the content to be taught, she/he can identify an objective for learning and/or utilize objectives identified in the curriculum being used. In planning for effective instruction, a teacher must plan and choose activities that align with the full depth of the rigor of the standard and then leverage the activities and materials to directly and succinctly move students toward mastery of the objective. These activities are often a component of a formative assessment a teacher will use to monitor student learning or scaffold/extend the skill for students at various levels of skill.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students share how what they are doing connects with the lesson objective.
- Students explain how the lesson's activities build their understanding and lead toward mastery of the lesson objective(s).
- Students use high-quality activities and materials to construct their understanding and learning.
- Students take initiative to complete and persevere through challenging activities.
- Students are cognitively engaged in tasks that facilitate thinking and interaction.
- Students ask questions and generate ideas for further learning during lesson activities.
- Students learn with and from one another while interacting with each other in collaborative group activities.
- Students complete work that meets the teacher's expectations and demands of the standards and objectives (mastery criteria).
- Students reflect on their progress toward mastery of the objective.

Key Terms in the Rubric and/or Handbook

Activities	Activities are actions students and teachers take that are designed and deployed by the teacher to create the conditions for learning or the implementation of learning.
Materials	Materials are supplies and resources from the high-quality curriculum that a teacher uses to implement practical activities that help students meet the learning objective.
Supplementary Resources	Supplementary resources include materials, ideas, examples, textbooks, and videos available to a teacher to enhance and differentiate their lesson to reach all or specific students when not available in the high-quality instructional materials.
Support **Standards-Based Challenge** **Elicit a Variety of Thinking**	These content-related key terms describe the relationship between a lesson's activities and materials and the lesson's objective(s). The activities and materials should provide a succinct path toward mastery with direct alignment with the standards while challenging students and eliciting various thinking. These student responses cannot occur without the teacher having a clear and thorough understanding of the standard(s) and the path toward mastery.

Relevant **Sustain** **Interaction** **Evoke** **Self-Direction**	These student-centered Key Terms describe the interaction students should have with the lesson's activities and materials. Effective activities and materials evoke curiosity and suspense and are relevant to students' lives. Activities and materials should sustain students' attention both individually and in collaborative groups while providing the opportunity for self-direction.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor **Activities and materials include all of the following …**	Explanation	Possible Evidence
Content: • support the lesson objectives; • are challenging; • elicit a variety of thinking; • provide time for reflection; and • are relevant to students' lives.	When applying this indicator to a lesson, it is critical that activities and materials support the content and high-quality curriculum being taught and create a meaningful learning experience. First, the activities and materials must thoughtfully be identified from the curriculum so that they support the lesson objective. Therefore, this descriptor connects directly to the descriptors under Standards and Objectives. A teacher may incorporate a variety of activities and materials within a lesson, but if their use is not purposeful in supporting students in meeting the learning objective, then the purpose for their use may not be clear or appropriate. In identifying high-quality curricular activities and materials that are challenging and elicit a variety of thinking, it is important that they are challenging for *all* students as opposed to just a few. Therefore, this descriptor relates closely to the Teacher Knowledge of Students and Thinking indicators.	A teacher assessed students and realized that the students were experiencing difficulty in making inferences. He established the learning objective: Students will be able to identify details in text and use their own experiences to develop an appropriate inference. He planned the lesson with several activities from the high-quality curriculum: • Students were to work in pairs to identify details from the text that connected to the inference question asked. • Students would think of an experience they had that connected to the text and then share this with a partner. • Each student would complete a graphic organizer with this information. • Each student would write the inference and include a reflection on how the process had been supportive in making an appropriate inference. After the activities were planned, the teacher used select descriptors to be certain that students were involved in the referenced activities: • Support the lesson objectives: The activities supported the objective for students to make an inference.

Student-centered: • sustain students' attention; • provide opportunities for student-to-student interaction; • evoke student curiosity and suspense; and • provide students with choices when appropriate and aligned to the learning objectives.	Effectively curated activities and materials from the curriculum will bring the content to life, creating a learning experience that sustains students' attention and evokes both curiosity and suspense. Activities and materials should also provide students with opportunities to interact with and learn alongside and from their peers as well as make meaningful choices about their learning, when appropriate.	• Elicit a variety of thinking: He determined that when students are asked to infer, they are thinking at a higher level. A question he was sure to ask was: "How did you develop your inference? Why was it appropriate?" • Provide time for reflection: There was time for reflection in the lesson when the students were told to reflect on how the process had supported them. • Relevant to students' lives: By using their own experiences and/or background knowledge, the lesson became relevant to the students since they had opportunities to make connections to the text. • Provide opportunities for student-to-student interaction: Students also had opportunities for student-to-student interaction when they paired and shared. • Evoke curiosity and suspense: Student curiosity and suspense was provided as students continued reading text or conducting research to learn if their inference was correct. • Provide students with choices: Students were provided choices for the connections they would make to the text and the supporting details they would identify that connected to the inference question. The lesson included a prepared interactive Google Classroom landing page that students could refer to during and after the lesson. The landing page included links to additional content support and extension activities that students could choose to complete when finished with the assigned student work.
Multiple materials: • incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc., when not available in the high-quality instructional materials).	The descriptor "incorporate additional standards-based resources where appropriate" relates to the use of materials and tools (when appropriate) and not available in the high-quality instructional materials and curriculum. This may also include the use of photographs, novels, picture books, personal artifacts, etc.	

• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self- direction, and students are continuously self-monitoring as appropriate to enhance learning.	This last descriptor prompts teachers to think of how to plan and implement rigorous activities (aligned to the standards and curriculum guidance) that prompt students to engage in self-directed learning that at times feels game-like to students who are authentically engaged and are able to monitor their progress toward mastery.	As a culminating project of a literature study, students were challenged to implement the design process to envision and create a board game that other students in the class could play to recall how the story structure conveyed the theme of the story. One group read, "The One and Only Ivan." They decided to design a game related to perseverance: how characters persevere through challenges and rely on one another. The title of their game was "Escape to the Zoo." The group tied the game to the enduring understanding of perseverance and character development, which was the literature study focus standard. The students brainstormed how each character developed over time, and then transferred their critical understanding to game cards that would allow a player to advance their piece when they selected a card that demonstrated perseverance. Group members created a board with multiple paths and routes each player could take to make it to the ending point at the Zoo. During the next series of literature studies, students could play the games to interact and discuss the concept of the lesson.

Suggested Planning (Reflective) Questions:

- How can (did) you be sure (ensure) the identified/planned activities and materials support (supported) the learning and guide students directly toward mastery of the lesson objective? How do (did) you leverage the high-quality curriculum and materials to plan (planned) for activities within a (the) lesson?
- How will (did) you provide challenging activities and materials for all students in your class?
- How will (did) you maintain all students' attention during the lesson?
- How will (did) you allow for meaningful student-to-student interaction so that students can learn (learned) with and from one another?
- What activities and which materials will best set the conditions to evoke student curiosity and suspense? (What activities and materials set the conditions and evoked student curiosity and suspense during the lesson?)
- How will (did) you provide students with choice that is (was) appropriate and aligned to the lesson objective?
- How will (did) students create and self-monitor their own learning?
- How will (did) you allow for authentic reflection at the close of the learning experience?

Questioning

Indicator Overview
Questioning is a skill that can deepen student understanding and ownership. The rubric descriptors provide a basic framework for the types of questions to ask within a lesson and how teachers lead students in responding to questions. Questions should be aligned to the standards and high-quality curriculum and increase rigor and student ownership. The descriptors within this indicator can, for the most part, be categorized into content- related descriptors, which focus on purposeful alignment with the content, and procedural-related descriptors, which focus on the processes of engaging students in asking and answering questions about their learning. Both categories of descriptors are necessary for optimal student learning. Posing rigorous questions without established procedures for responding does not provide an opportunity for all students to engage in critical thinking. Additionally, clearly established procedures for responding to questions cannot support learning if the posed questions are not rigorous and aligned to the content.

Content-Related Descriptors
These descriptors are related to the use of various high-quality and content-driven questions to support student learning. To develop high- quality questions, a teacher must first identify a clear lesson objective and use their depth of content knowledge and high-quality curriculum to align lesson content to the standard, so this indicator is closely related to Standards and Objectives and Teacher Content Knowledge. Content-related descriptors include:

- Teacher questions are varied and high quality, providing an appropriate mix of question types:
    - Knowledge and comprehension;
    - Application and analysis; and
    - Creation and evaluation.
- Questions are consistently purposeful and coherent.
- The frequency of questions consistently engages students in the rigor of the content and critical thinking.
- Questions are consistently sequenced with attention to the instructional goals.

Procedural-Related Descriptors
Several descriptors are focused on procedural operations that help create a classroom environment that supports and encourages critical thinking for all classroom members. The establishment of procedures such as these also helps to communicate both academic and behavioral expectations for learning. Therefore, this indicator is closely related to the Environment and Expectations indicators in the Environment domain. These procedural descriptors include:

- The frequency of questions consistently engages students in the rigor of the content and critical thinking.
- Wait time (3-5 seconds) is consistently provided.
- Students regularly respond to a variety of teacher questions (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
- All students are actively answering questions and engaging with the teacher or each other to share their perspectives.

- Students generate questions that lead to further inquiry and self-directed learning.

Content and Curriculum Connections
High-quality curricular materials include questions aligned to the written standards to help teachers ask students questions related to the lesson objective. When high-quality curriculum is available, teachers should review the questions for alignment and rigor. Aligned and rigorous questions provided in curriculum resources can serve as a launch for student discussion and inquiry. Teachers may need to identify additional questions to build background knowledge and scaffold learning for students (considering the sub-objectives/prerequisite skills for learning). Teachers should plan for how and when they will sequence the use of rigorous, curriculum derived questions throughout the lesson to create opportunities for students to engage in critical thinking about the content and their learning.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students respond to a variety of questions throughout the lesson to build an understanding of the lesson objective.
- Students actively discuss responses to questions with partners, small groups, or whole-class discussions (such as Socratic Seminars).
- Students generate individual responses to questions before sharing with other students or the class.
- Students are inquisitive and generate questions to deepen their thinking and learning (including opportunities for students to engage in productive struggle) toward mastery of the learning objective(s).
- Students use each other's questions to spark additional questions and generate further inquiry.
- Students take the initiative to ask clarifying questions as needed or to push thinking.
- Students question their own work through reflective practices in order to prompt new learning and challenge themselves.

Key Terms in the Rubric and/or Handbook

Question Types	There are different types of questions that a teacher should plan to use throughout a lesson. When possible, questions should scaffold student thinking and progress toward mastery of the standard as the high-quality curriculum guidance outlines.
Knowledge and Comprehension Questions	Knowledge and Comprehension Questions ask for student recall of basic knowledge facts aligned to the standard, when appropriate.
Application and Analysis Questions	Application and Analysis Questions require students to apply their understanding of the learning to similar concepts or scenarios.
Creation and Evaluation Questions	Creation and Evaluation Questions require students to synthesize their learning and to transfer their learning to create meaning.
These content-related Key Terms refer to the power of utilizing strategically designed questions to deepen student learning.	
Purposeful	When questions are purposeful, they intentionally build on the students' learning and understanding of the lesson objective (sub-objectives/pre-requisite skills considered).

Sequenced	Appropriately sequenced questions refer to how a teacher orders questions strategically to scaffold student understanding (sub-objectives/pre-requisite skills considered).
Rigor	When purposeful questions are sequenced appropriately in a lesson, students are continuously engaged in rigorous and critical thinking, allowing them to construct their own understanding at a deep level, allowing productive struggle toward meeting the lesson objective(s).
These procedural-related Key Terms refer to strategies teachers can leverage to ensure all students are engaged in critical thinking and responding to questions.	
Active Responses	Active responses are those that require *all* students to engage in answering questions through whole group responses, turn and talk opportunities, or writing answers on a white board, among other examples. When sharing perspectives, the learning environment must be safe for students to share their thinking and responses.
Wait Time	Providing appropriate wait time between when a question is asked, and students are expected to respond creates opportunities for all students to be engaged in thinking about the content.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation.	For support in generating questions, it is essential that a teacher understands the level of rigor of the standard(s) and lesson's objective(s) as well as how questions can prompt and scaffold student thinking. It is important to note how higher-order questions will impact the evidence for the descriptors under related indicators, including Thinking and Problem-Solving. Questions at the knowledge and comprehension levels often do not align with the *rigor* required of the standard. Teachers should strive to include a variety of scaffolded, leveled questions to ensure all students have the opportunity to learn at the highest level of rigor. This can be achieved by following the guidance provided in high-quality curriculum.	Example 1: After posing a thoughtful question, the teacher reminded the class of the expectation to not raise hands or call out during the quiet "think time" so that all students would be given the opportunity to develop ideas. She connected this to one of their scholarly behaviors of "not stealing learning from other scholars." She instructed students to use the time to think about what their response would be and how they could best communicate their thoughts cohesively. Students were then prompted to turn and discuss responses with a partner, expecting that they would share out their partner's response after the discussion. This method provided a way to hold each student accountable for formulating a response and actively listening to their partner. Each partner took a turn sharing their thoughts, and the teacher then pulled a numbered popsicle stick from a can and called out the shown number. The student whose class number was called stood and shared their partner's response. That student then chose a classmate to share next.
• Questions are consistently purposeful and coherent.	When teachers ask purposeful and coherent questions, they are creating opportunities to gain feedback from their students about their depth of learning toward mastery of the objective. Teachers can further strengthen this practice by adjusting instruction based on student responses to the questions, without lowering the rigor of thinking.	

• The frequency of questions consistently engages students in the rigor of the content and critical thinking.	Consistent engagement in critical thinking maintains rigorous academic expectations of the classroom environment and provides students continuous opportunities to deepen their learning. Students should be allowed opportunities to “struggle productively” in this work toward mastering the lesson objective.	Example 2: The first questions discussed within the Socratic Seminar circle were questions planned by the teacher from the high-quality curriculum. Students prepared responses with cited text evidence and follow-up questions before the seminar. As students' understanding of the concepts presented in the text deepened throughout the meaningful discussion, they began to generate their own questions that pushed their thinking even more. If there was a moment when the dialogue stalled, the teacher inserted another prepared question that reinvigorated a new line of thinking. Students were also given the opportunity to turn outside their fishbowl set up and privately consult their "wingman" partner, who sat behind them, generating written questions and responses ready to share with their partner as needed. Partners rotated roles throughout the process. After the seminar, all students individually responded in writing to one overarching synthesis question.
• Questions are consistently sequenced with attention to the instructional goals.	When asking questions that are consistently sequenced with attention to the instructional goals, teachers can then utilize students' responses as a formative assessment in determining which students have mastered the learning objective. This happens when questions are planned from the guidance in high-quality curriculum.	
• Wait time (3-5 seconds) is consistently provided.	When providing wait time for students, it is essential for the teacher to label this for students so that he/she may use the opportunity to teach students how they play a role in creating a positive learning environment for their peers. When they allow one another to have adequate think time, they contribute positively to the classroom's environment, which is connected to the Respectful Conditions indicator.	
• Students regularly respond to a variety of teacher questions (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).	Teachers should require active responses from *each* student to monitor understanding for *all*. Using a combination of total participation techniques and individual student responses allows the teacher to gauge the class's overall understanding and probe for deeper learning and thinking with specific students.	
• All students are actively answering questions and engaging with the teacher or each other to share their perspectives.	Utilizing methods that ensure every student has the opportunity to respond ensures that *all* students have the opportunity to engage in thinking and learning. These methods also help a teacher avoid repeatedly calling on the same students or calling only on volunteers who may have their hands raised. Additionally, multiple student perspectives can only be shared and valued when the classroom environment is safe and respectful conditions are in place.	
• Students generate questions that lead to further inquiry and self-directed learning.	An effective teacher roots questions in the guidance from the high-quality curriculum. This ensures that rigorous thinking is promoted toward mastery of the lesson objective(s). This practice includes opportunities for students to generate questions that support their own learning. In leading students to generate their own questions, it is also essential for them to know the different question types. These can be modeled	

	for them through the teacher's questions and purposeful teaching/modeling of Bloom's Taxonomy and Depth of Knowledge. By providing students opportunities to generate questions, teachers also develop learning experiences where inquiry is valued and provides students with choices to express their understanding and learning toward mastery.	

Suggested Planning (Reflective) Questions:

- Why is it essential for you to ask higher-order questions during a lesson? (How did you ensure that higher-order questions were asked during the lesson?)
- How will (did) you plan for questions that increase (increased) rigor and student ownership?
- How will (did) you decide on the types and frequency of questions asked during a (the) lesson?
- Why is it essential to plan intentional questions aligned to the lesson's standard/expected outcome/objective? How did you plan intentional questions aligned to the lesson's standard/expected outcome/objective?)
- What types of questions might you need to ask to gather evidence of students' thinking? (What types of questions did you need to ask to gather evidence of students' thinking?)
- How will (did) you provide opportunities for *all* students to respond to your questions?
- How will (did) you ensure that *all* students have opportunities to answer questions and discuss responses and perspectives with one another?
- How will (did) you ensure that students have (had) the opportunity to interact with each other about their learning?
- How will (did) you ensure wait time is (was) provided for *all* students during a (the) lesson?
- How will you model ways to generate self-directed questions aligned to the learning for students? (How did you model or ensure that students knew and were able to generate self-directed questions aligned to the learning?)
- Why is it essential for students to have opportunities to develop their own questions and search for the answers? (How did students have opportunities to develop their own questions and search for the answers in this lesson?)

Academic Feedback

Indicator Overview

This indicator focuses on how teachers respond to students' comments and questions. The descriptors in this indicator address the quality of the feedback in supporting student learning instead of feedback that only informs students of the accuracy of their responses. The deepest levels of learning are achieved when meaning is constructed by the learner rather than when knowledge is imparted from the teacher to the learner. Effective feedback prompts student thinking, which is often accomplished by asking questions. Therefore, this indicator is closely related to the Questioning indicator. For feedback to be effective, it must be within a classroom environment that supports intellectual risk-taking, curiosity, and empowerment.

The purpose of feedback is twofold: first, to gauge student learning, and second, to adjust instruction based on the current student learning. The descriptors also clarify how feedback is a reciprocal process between teachers and students as well as between students. Feedback is given and received by all involved. It does not only flow from teachers to students.

Content and Curriculum Connections
Throughout the delivery of a lesson based on high-quality curriculum, teachers should use academic vocabulary that references the language of the standards and that is accurate for the content. As a teacher responds to a student's response or attempt, similar vocabulary should be used.

Research shows that feedback has double the impact that regular teaching strategies have on student achievement. Feedback is information that a teacher gives to their students to help them close the gap between where they are now with their work and where they could be. The goal of feedback is to provide students with insight that helps them to improve their performance throughout the lesson.

Evidence of Student-Centered Learning/Student Ownership of Learning
- There is evidence that student proficiency increases as a result of feedback that is provided.
- Students seek out teacher and peer feedback.
- Students use the feedback given to them to improve their learning and work.
- Students provide their peers feedback using language from the success criteria to support student progress.
- Students engage in academic conversations with the curriculum.
- Students accept feedback, internalize the information provided, and modify their understanding of lesson content in their work (discussions and tangible work products).
- Students articulate how feedback helps them understand where they are in the learning process and where they need to improve.
- Students hold themselves and each other accountable for learning by formulating feedback and sharing their thinking.
- Students use feedback to self-monitor their learning and progression toward their goals.
- Students understand/articulate the role feedback plays in their learning.

Key Terms in the Rubric and/or Handbook

Focused, Frequent, and of High Quality	High-quality feedback ● is explicitly aligned to student learning (focused and considers the criteria for success), ● causes the student to think about their learning (toward mastery of the objective), ● is provided in a timely manner (frequent; throughout the lesson), and ● brings the student's attention to the academic language aligned to the lesson's objective and learning expectations (success criteria).

Circulation	This practice involves the teacher walking around the classroom and listening as students work individually, in pairs, or during group work. This provides the teacher with the ability to ask and answer questions, listen in to student discussions, and provide feedback to push thinking toward mastery of the objective.
Teacher-to-Student Feedback	This type of feedback is teacher-led feedback and can provide a model for students to engage in feedback to one another. Feedback is rooted in the academic language of the standard, objective, and learning expectations (success criteria).
Student-to-Student Feedback	In contrast to feedback from teacher to student, this type of feedback is student-led. Students engaging in collaborative learning by providing each other feedback about their work is characteristic of a classroom learning environment that is student-owned and values critical thinking. Feedback is rooted in the academic language of the standard, objective, and learning expectations (success criteria).
Student-to-Teacher Feedback	This type of feedback is what the teacher gains from students, both verbally and non-verbally, during the lesson that lets the teacher know what students have learned so far and informs her next steps to continue or push her students' learning toward mastery of the objective.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• Oral and written feedback is consistently academically focused, frequent, and high quality.	High-quality feedback is defined as feedback related to the lesson objective or sub-objectives and that causes students to think. High-quality feedback is also specific, timely, and is varied to meet the unique needs of the students and classroom. It is also rooted in the academic language of the standards, lesson objective, and learning expectations (success criteria). Feedback can be oral and/or written, but a teacher does *not* need to provide oral *and* written feedback to show evidence of this descriptor.	The objective of a lesson identified by a teacher was: "Students, today you will learn about one way to form a paragraph. We will formulate a topic sentence and at least three supporting sentences. Then we will end the paragraph with a summary statement." She provided a graphic organizer and the success criteria for their work products: “collectively developed topic sentences”. Then, while the students wrote their supporting details independently, she provided feedback rooted in the criteria for success. The following feedback was recorded: • "Marie, very nice sentences because they include strong details." • "Henry, your first detail is a complete sentence. That's just great. Look at your second detail. What can we add to make a complete sentence? Refer back to our chart of success criteria to evaluate your sentence". • "Louise, if you would like more inspiration, let's look at the story and criteria for paragraph details. Good. It's right there. I think you will find some great material for writing details."
• Feedback is frequently given during guided practice, throughout the lesson, and during review of independent work assignments.	High-quality feedback can be a cornerstone for student understanding and mastery. Thus, teachers must plan to provide feedback at critical points during a lesson. This is effective when a teacher considers and provides feedback on the process and product success criteria when students are discussing their learning and completing tangible work products. Teachers also need to model for students how to provide high-quality academic feedback (using provided process and product success criteria) so that students can then provide each other with high- quality academic feedback toward mastering the lesson objective(s).	

• The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations and criteria, and provides individual feedback.	When students are engaged and collaborating, a teacher must walk around the classroom and learn to listen to students' conversations. Teachers should be listening for key phrases that indicate common misconceptions or on-track learning and then provide aligned feedback that prompts student thinking (aligned to process and product success criteria to master the objective). This can only be accomplished through gaining clarity in the learning progression when planning and then actively listening and checking in with individuals and groups of students during the lesson on their conversations and tangible work products as it aligns to success criteria.	• "Jamie, you have three details that will make a great paragraph. What will make a good summary statement?" While circulating the classroom to check in on students as they worked together to refine their writing, the teacher noticed six students were struggling to write a summary statement. The teacher called the six students to a table in the back and reviewed the lesson exemplar and success criteria for developing a strong summary statement. She worked with the group to orally discuss possible summary statements for their writing. Each student shared their revised summary statement aloud and then wrote their statement to complete their writing. After the students completed their writing, the teacher paired them to conference on each other's writing. To ensure students knew her expectations for the conferences, she paired with a student and modeled the questions and type of feedback she would provide to the student. Within this model, she explained that it is essential for students to clearly explain why an area of the writing is strong and why another needs to be strengthened. She did this by providing high-quality feedback focused on the lesson objective of writing a topic sentence, supporting details, and summary statement. Along with this model, the teacher included written feedback on the student's writing focused on the objective.
• Feedback, both verbal and non-verbal, from students is regularly used to monitor and adjust instruction.	During a lesson, a teacher asks questions of students that are aligned to the objective and include a focus on the criteria for success in mastering the lesson objective(s). When students' answers are not accurate, the teacher needs to prepare to reteach or explain the content learning in another way to facilitate student understanding.	
• Students give specific and clear feedback to each other based on the teacher's expectations.	Students can effectively prompt each other's thinking through feedback when the success criteria and lesson expectations are clear and a model for giving feedback has been provided.	

Suggested Planning (Reflective) Questions:

- How can (were) you be sure the academic feedback you provide (provided) prompts (prompted) student thinking toward mastery of the objective?
- How can (did) you be sure (ensure) the academic feedback you provide (provided) helps (helped) students identify the strengths and next steps in their work?
- How will (did) you move from corrective feedback to feedback that empowers (empowered) students?
- At what points in the lesson will (did) you be gaining (gain) feedback from your students to inform the next steps of instruction?
- What will (did) you look and listen for as you circulate (circulated) the classroom?
- How will you know if your students have misconceptions about the content or if they are on-track in their learning? What will you do about it? (How did you know what misconceptions your students had about the content or if they were on track in their learning? What did you do about it in this lesson?)
- How will (did) you use student feedback to adjust your instruction?

- How can (did) you create opportunities for students to provide academic feedback to each other to deepen their learning?
- How can (did) you ensure that the student-to-student feedback is (was) aligned to the standard and learning expectations (success criteria) to master the objective?
- What will (did) you expect to hear in the student-to-student feedback as evidence of high-quality feedback and what will (did) you need to do first to ensure that it takes (took) place?
- How will (did) you structure protocols for student-to-student feedback?
- Where in the lesson are (were) opportune times for students to self-assess in relation to the lesson's success criteria and expectations?
- How will (did) students use feedback to monitor their own learning and progression toward their goals?

Grouping Students

Indicator Overview
This indicator addresses the instructional arrangements of the students during a given lesson. It focuses on how the students will be grouped for the instruction and activities of the lesson and how they will be held accountable for the work they are expected to complete.

Content and Curriculum Connections
Lessons should be structured in such a way that students have an opportunity to learn from their peers. To ensure high-quality collaboration that is aligned to the rigor of the standard and content, teachers should reference the collaborative practices planned out in their high-quality curriculum. Many curriculum resources are written to provide practices such as small group discussions, activities, and skill practice using questions, problems, and scenarios.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students can explain what their expectations look and sound like during their instructional grouping arrangements.
- Students ask questions and seek clarification when unclear of group role, task, and work expectations.
- Students clarify and commit to their individual roles within the instructional group and the consequences of seeing it through.
- Students set goals as well as reflect and evaluate their learning during group and/or individual activities.
- Students take the initiative to develop a plan to solve a task or problem in more than one way.
- Students complete work that meets the teacher's expectations individually and as a group.
- Students reflect on their progress toward mastery of the objective within their group and individually.

Key Terms in the Rubric and/or Handbook

Grouping Arrangements	Grouping arrangements refers to student grouping compositions including individual, partner, small groups (3-5), or the whole group. There should be intentionality in the grouping arrangements. This is deeply connected to the

	Teacher Knowledge of Students indicator.
Efficiency	Efficiency in learning refers to knowledge gained as a result of instruction, an activity, or discussion toward mastery of the objective.
Expectations	Expectations are the intentional use of learning targets and the pathway to mastery.
Accountability	When a student assumes accountability, they take responsibility for their role (individual or collective). They seek to clarify what is expected of them and commit to carrying out their task, understanding that they are part of a bigger picture.
Varied	When a teacher has varied instructional grouping, they consider the lesson's goal and plan for mixed compositions to ensure access to deep thinking and learning for all groups.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• The instructional grouping arrangements (whole class, small groups, pairs, or individual) consistently maximize student understanding and learning efficiency.	Instructional grouping is used to: • Ensure that *all* students learn; • Increase engagement; • Promote social and collaborative skill development; • Promote peer feedback; • Engage students in various critical thinking skills; and • Engage students to approach problem-solving from different methods. Instructional grouping arrangements should have a specific purpose and contribute to positive learning outcomes for students. Therefore, the task to be completed should determine the type of arrangement to be used. The teacher should consider and plan for the grouping arrangements that will best maximize *all* students' understanding of the content and yield positive learning results. For this to occur, the teacher must have a clear understanding of the learning intentions, the curriculum recommended grouping activity, a thorough knowledge of the intended level of student interaction, and what meaningful group roles are necessary for learning to be efficient for *all* students. A teacher's ability to group students based on this knowledge is directly connected to his/her knowledge of the students and their needs, interests, abilities, and knowledge of the	During a 7th grade science lesson, the teacher identified the day's learning objective: "I can create an analogy of cell organelles to school." It aligns with the standard MS-LS1-2: Develop and use a model to describe a cell's function as a whole and how the parts of cells contribute to the function. Students completed the task during a 20-minute small group structure. Students chose four- cell organelles, read their descriptions and discussed what person, place, or thing they compared to the organelle in their school. They were responsible for drawing an outline of the school, drawing and labeling each organelle, and writing a brief description of how the two items are similar. It was evident that the teacher identified the best grouping arrangement to maximize student understanding and learning for this task as students were able to complete the task successfully with support from their peers.

	standards and high-quality curriculum.	
• Teacher sets clear expectations that are understood by students.	This descriptor refers not only to setting clear expectations for what students are to do to support their learning, but also setting clear expectations for procedures and student behavior during the grouping arrangement. Models may include the use of visuals, student demonstration, anchor papers, rubrics/criteria to demonstrate how student work will be assessed, or written steps the students are to follow when in groups. Expectations for each group member and the expectation for the group as a whole should be clearly explained. Procedures for obtaining materials for the group work, the expected noise level, where students may work, and other steps should all be clearly explained. To ensure that expectations are understood, students could explain to someone else in the classroom.	The teacher shared with students that the goal for the instructional groups is to: • Choose four-cell organelles; • Read their descriptions and discuss what person, place, or object they would compare the organelle to in a school; • Draw an outline of the school; • Draw and label each organelle; and • Write a brief description of how the two items are similar. The teacher modeled the above activities comparing cell organelles to a city instead of a school in order to ensure that students understood the learning objective and that they had access to a clear student work exemplar, as well as success criteria. The teacher also provided an anchor chart to provide specific expectations and criteria. After modeling the grouping assignment's expectations, the teacher asked students questions to check for understanding of the assignment.
• In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration.	When students take responsibility for their role within the grouping structure, they know what is expected of them for their assigned task. They listen and can repeat their assigned title back to the teacher or other members of the group, as well as provide a summary of their job description. They gather the resources needed to carry out their role and perform the functions with little to no direction from others. Students are also open to peer feedback to ensure that the collaboration time is productive and of high quality.	The following three roles, along with their descriptions, were established for the 7th grade science class grouping activity (all members of the group were responsible for considering the success criteria for mastery and using it to complete, evaluate, and adjust their task/products as appropriate: **Artist**: As the artist, I am responsible for drawing the outline of the school, four-cell organelles, and the person, place, or object we are comparing them to in a school. I will also participate in the discussion to identify an appropriate analogy. **Researcher**: As the researcher, I am responsible for locating the cell organelles in our science text, reading their descriptions out loud, and summarizing their primary function. I will write down the organelles we select on our activity checklist. I will also participate in the discussion to identify an appropriate analogy. **Editor**: As the editor, I am responsible for labeling the organelles on the drawing. I will also write a brief description of how each organelle and school object

		functions on our activity checklist. I will also participate in the discussion to identify an appropriate analogy. After the teacher displayed the above descriptions and verbally communicated each role and its responsibility, students moved into their groups. The following dialogue took place once groups were assembled: Teacher: "Would all of the artists raise their hands. What are you responsible for during this assignment?" Student: "I have to draw the school outline and the cell parts and help come up with the analogies." Teacher: "Would all of the editors raise their hands. Where will you be writing the descriptions on how the cell part and school objects are similar?" Student: "On the activity checklist." Teacher: "Would all of the researchers raise their hands. What information will be researched while the artist is drawing the school outline?" Student: "I will find the names of cell organelles and what they do." The teacher displayed and started the 20-minute timer. Students gathered the resources needed to carry out their specific roles and began the task.
• In an instructional group, each student assumes accountability for completing group work and individual work.	When students assume accountability for completing group work, they ask clarifying questions when uncertain, and they monitor the time they have been given for the task. They show commitment to their role by being active participants who are engaged and reflective in their contribution. They understand the contribution of their task to the completion of the outcome of the assignment.	While working on the cell analogy group assignment, one of the students assigned the role of an artist has a question about his role. Student: "Do I have to draw the cell part and the school part that I am comparing it to?" Students monitored the amount of time remaining on the countdown clock and gave the artist feedback that he might not have all four parts drawn in time. He adjusted his speed of drawing to ensure the assignment gets completed. When the countdown timer ended, students initialed next to the role on the activity checklist.
• Instructional group composition is varied to best accomplish the goals of the lesson.	Instructional groups that include carefully planned compositions encourage interaction, friendship, and harmony at the classroom and school level. If appropriate, varying ability levels within groups provide examples of assisting behaviors for learners that may be struggling.	If the teacher predetermined groups, the following considerations would be made for their composition: • Does each group have a student with the ability to redirect the analogies' conversation if it is not headed in the right direction? • How can I ensure that group composition will allow and promote different viewpoints being considered while

		the lesson goal is still accomplished?
• Students set goals, reflect on, and evaluate their learning in instructional groups.	This descriptor exemplifies student ownership during instructional grouping. When students own their learning, it will be evident by their actions. In order for ownership to occur, students must engage in setting their own personal learning goals and understanding the learning expectations (criteria) to successfully master the learning objective. Then, students must be aware of the expectations while learning in groups. Only then can they set goals, provide feedback to peers, self-assess, and adjust their work to reflect those criteria to master the objective.	While working on the cell analogy group assignment, each group set a goal to extend their learning and do the following: • Pick an additional organelle to compare, label and draw; or • Explain in 2-3 sentences what might happen to the cell if one of the organelles they chose was not functioning properly. When the regular activity timer ended, students decided on which extension goal they would complete in the next 5 minutes. They also reflected on their group's overall knowledge of a cell structure to evaluate and adjust their work, according to the success criteria.
• When provided the choice or independence, students make responsible decisions about how to group themselves.	Offering students the choice in how to group themselves has many benefits, such as increased ownership and increased quality of the intended product. However, the teacher must be explicit in communicating the expectations during the group activity. The roles and responsibilities within each group as well as expected outcome within the allotted time should be communicated before students determine their groups. In addition to this, the teacher should teach students how to make responsible decisions by thinking about factors like their individual strengths, knowledge of the content and personal goals for the lesson, and areas they have identified they need to grow in. When students take ownership in this thinking they will be more likely to make responsible decisions regarding their groups.	The teacher decided to allow students choice in how to group themselves into triads for the cell analogy assignment. She displayed the following roles and responsibilities: **Artist**: As the artist, I am responsible for drawing the outline of the school, four-cell organelles and the person, place, or object we are comparing them to in a school. I will also participate in the discussion to identify an appropriate analogy. **Researcher**: As the researcher, I am responsible for locating the cell organelles in our science text, reading their descriptions out loud and summarizing their main function. I will write down the organelles we select on our activity checklist. I will also participate in the discussion to identify an appropriate analogy. **Editor:** As the editor, I am responsible for labeling the organelles on the drawing. I will also write a brief description on how each organelle and school object is similar in function on our activity checklist. I will also participate in the discussion to identify an appropriate analogy. She also explained that this is a graded assignment and at the end of class they will be responsible for picking any three cell organelles and naming their function. She stated the following, "In a few minutes, I am going to let you choose your group. You will only have 60 seconds to form groups. While you might be tempted to choose your closest friends, keep in mind the three roles and what each

		one is responsible for as well as the criteria for success. They might be nice friends, but will they stay on task? Do you trust them with your grade and to support your group to meet the success criteria? Remember, this assignment will be graded, and you are responsible for learning while working and will have an exit ticket where you have to name three cell organelles and their function. I would not advise you to work with peers where you know the conversation will be off topic. You will only have 20 minutes, so it is important that you all are focused. If you feel that you can do that with your close friend, then go for it. Make responsible decisions. Your 60 seconds starts now."

Suggested Planning (Reflective) Questions:

- How do (did) you decide on the instructional grouping of students during a (the) lesson?
- How does (did) the type of activity or segment within a (the) lesson impact the instructional grouping for that activity or segment?
- Why is it important to think about how you group students in a lesson? That being said, what are things you consider when forming groups or partners and why? (How did you intentionally group the students in this lesson? What were some of the things you considered when forming groups or partners and why?)
- How can (did) you ensure students know (knew) what is (was) expected of them so they can (could) take responsibility for their individual roles?
- How can (did) you ensure each role is (was) meaningful and students assume (assumed) accountability for completing their task(s)?
- How do (did) you model or communicate your expectations to students for their own work and that of the group? How do (did) you check for understanding of the expectations?
- How do (did) you assess the performance of groups and individuals when work is (was) completed in a group setting?
- How do (did) you teach students to make responsible decisions when given the choice to choose their own group?
- How will (did) you ensure that the instructional grouping arrangement and assigned tasks are (were) appropriately rigorous for each member of the group?
- How will (did) you leverage instructional grouping arrangements to promote student ownership in this lesson?

Teacher Content Knowledge

Indicator Overview
This indicator addresses the teacher's knowledge of the content and high-quality curriculum (if available) that she/he is teaching and her/his ability to implement appropriate strategies to support student learning. Also addressed in this indicator is the teacher's ability to connect the content being taught to other ideas and concepts.

Content and Curriculum Connections
High-quality curricular materials along with state academic standards provide teachers with a solid understanding of content. However, to thoroughly teach the content so that student learning experiences are meaningful and relevant, teachers may need to deepen their own understanding. Thoroughly reviewing all curricular materials and teaching resources such as those provided by the state department of education can help teachers develop an understanding of the conceptual underpinnings of the content; furthermore, collaborating with colleagues who teach like courses to share strategies for curricular implementation and effective instructional practices can result in more profound student learning across classrooms.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students communicate how the supports from the high-quality curriculum (e.g., graphic organizers) are used to build their understanding of the objective.
- Students label their own thinking as they apply the lesson model to their own work.
- Students are not confused, but rather, are clear about what the lesson objective is, how it is developed, and what they need to do to demonstrate mastery.
- Students make conceptual connections between concepts within the content and with concepts in other content areas.
- Students appropriately and independently use strategies that enhance and support their learning.
- Students understand the relevance of the content and recognize the information as applicable.

Key Terms in the Rubric and/or Handbook

Content Understanding	This refers to not just knowing the language of the standards, but of a deeper understanding of: ● Prerequisite skills needed to access grade-level content; ● Learning progressions within each standard; ● Relationships between and nuances within various aspects of content, curricular materials, and standards, and ● What student mastery at the highest level of rigor for the standard looks like.
Subject-Specific Instructional Strategies	Subject-specific instructional strategies refer to how content knowledge is effectively taught and learned. Demonstrating above average performance on the Teacher Content Knowledge indicator includes not just knowing what the content is but how to teach it best. This begins with having a deep understanding of the high-quality curricular materials adopted and utilizing the rigorous, conceptual strategies included in that curriculum.

Key Concepts	Key concepts and ideas within the content are critical for foundational understanding and conceptually connect with other powerful ideas within and beyond the content. In order for teachers to make these conceptual connections for students, they must have an expert understanding of standards, skills, criteria for mastery, and understandings within their own content, as well as awareness of big ideas in other content areas.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• Teacher displays extensive content knowledge and understanding of both state standards and high-quality instructional materials, including their adopted or approved curriculum, for all the subjects they teach.	A teacher's content knowledge includes their understanding of the standards they teach, what criteria looks and sounds like to master those standards, and an extensive depth of knowledge in the approved high-quality curriculum. They must use their extensive content knowledge to plan compelling learning experiences for their students. Some ways that teachers can display and use this deep knowledge include: • Using the high-quality curricular resources and activities that are aligned with the rigor of the standard(s) and objective(s); following the curricular intentions and guidance; • Connecting the purpose of the lesson to each element of the lesson; • Sharing why and how the lesson objective(s) connect to everyday lives, future learning in the near term (tomorrow/next week), and long term (for the year) learning; and • Having students preview new learning in materials.	A teacher conducted a lesson on immigration in the 1860s and related immigration from that time period to the present day. News articles about immigrants and refugees were presented during class. Students selected someone they know who has immigrated to the United States to interview. Comparisons were made between immigrants of the 1860s and immigrants of today (reasons for immigrating, countries of origin, experiences). By connecting immigration of the 1860s to immigration of the present day, having students interview immigrants, and debate the impact of immigrants in their community, the teacher highlighted key concepts and connected them to more powerful ideas.

• Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.	Teachers must know how to identify and implement specific instructional strategies that enhance student learning in a particular lesson and are aligned to the purpose of the lesson. Evidence of this descriptor can look like: • Teacher's focused presentation of content includes a model, examples, analogies, and visuals that best enhance students' content knowledge • Teacher's sequence of questions scaffold to build student content knowledge • The selection and implementation of specific activities and materials that support students' learning progression • The integration of thinking and problem-solving throughout the lesson to intentionally develop students' ownership of content • The intentional design of the student work products to illuminate student thinking	Groups of students studied the circulatory and respiratory systems. During their study of how the two systems function and support each other, they also studied diseases of the two systems. The teacher had students utilize the information they have gained to develop plans for a healthy lifestyle, which could help prevent heart attacks, lung cancer, or other diseases. Students presented their plans to other students and to the school administration. They also used the plans to develop a healthy menu for the school cafeteria. By leading students to connect to these other ideas and concepts, a teacher provided evidence of her knowledge of the content being taught and ability to utilize a variety of subject-specific instructional strategies to teach the content.
• Teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	In order for students to learn for true, authentic understanding, teachers must expertly connect big ideas in the content to other powerful, relevant ideas. Some examples of how this can be achieved are: • Teacher utilizes universal themes and generalizations to connect learning over multiple units and/or across disciplines, generating a deep, conceptual understanding for students • Teacher connects lesson ideas to key concepts within a unit to help students transfer knowledge to other related concepts/ideas • Teacher references and uses prompting questions about current events and ideas from today's culture to help students connect to learning	A sixth-grade teacher selected "change" as a universal theme for her classroom for the year. She reviewed standards across all subjects for the fall semester and determined that the generalization "change is necessary for growth" would best connect key ideas in the upcoming content and support learning for students. She added a section to her daily lesson plan template to remind herself to include a connection back to this generalization. At the beginning of the year, the teacher initiated the conversations and asked questions that connected learning to the generalization, but students began making the connection on their own and even doing so in ways the teacher hadn't anticipated. In literature lessons, students recognized that characters grew as a result of change that was both forced and chosen. In math lessons, students realized that they had to change/improve their computation strategies to become more efficient in order to handle more complicated problems. In studying ancient cultures in social studies, students found evidence to demonstrate that ancient peoples had to adjust their agricultural methods to survive various seasons. In science, students discovered that they had to be flexible when designing robots, and changing plans sometimes resulted in a better design. By connecting daily learning to the larger generalization, the teacher provided evidence of her knowledge of the content being taught and ability to

		connect learning to other powerful ideas.

Suggested Planning (Reflective) Questions:

- How do (did) you prepare yourself to teach (insert the specific topic taught)?
- How will (did) you use the high-quality curricular materials available to you and your students?
- How will (did) you know the subject-specific instructional strategies within the curriculum (that would) enhance student learning?
- How will (did) you connect key concepts in the content being taught to more powerful ideas within the content and other disciplines?
- What are some other ideas to which you could connect (have connected) during a (the) lesson?
- How will (did) you ensure the content being learned in this lesson is appropriately rigorous for all learners?
- How can (did) you leverage the content and curriculum to promote student ownership?

Teacher Knowledge of Students

Indicator Overview

This indicator focuses on how well a teacher knows his/her students and their learning styles and interests. Therefore, it is closely connected to the indicator Motivating Students. Teachers should know how individuals and groups of students are best motivated and support each student as they progress toward mastery across the curriculum. A teacher's ability to organize the content in a manner that motivates and connects with students' interests and contexts is essential to supporting students in applying their learning. For content to be personally meaningful to students, there must be a communicated purpose for student learning. Students need to understand why the content or skill being taught is essential for them to master and how it is connected to the world outside of the classroom. Once a teacher plans to make learning personally meaningful and aligned to student background and interests, they can use their knowledge of student learning requirements to scaffold the learning for all students.

Content and Curriculum Connections

High-quality curriculums often include recommendations for differentiated supports and strategies to support all students' diverse learning needs. Curriculum resources include resources to provide intervention, remediation, and acceleration on various tiers of instruction and ideas on extending and/or challenging thinking around concepts. Additionally, curriculum resources include ideas to support English learners with access to lessons to support language development. Teachers should analyze available student data and work to identify appropriate resources that can be incorporated into lessons so that all students receive appropriate supports. Planning for the use of these resources during instruction is essential. Curricular resources should also include connections to the backgrounds and interests of students in each classroom.

Evidence of Student-Centered Learning/Student Ownership of Learning

- Students engage in lesson activities with varying supports in order to ensure all students can demonstrate mastery.
- Students connect with the learning and demonstrate a desire to engage with the content.
- Students persist in their work and rigorous learning.
- Students work respectfully with one another in a variety of grouping arrangements.
- Students learn with and from one another while engaged in collaborative group activities.
- Students who complete lesson activities early engage in high-quality instructional activities to extend learning.

Key Terms in the Rubric and/or Handbook

Anticipated Learning Abilities and Needs, Mastery	Anticipated learning abilities and needs include obstacles that students might face in accessing the learning needed for lesson mastery that the teacher identifies and plans for before delivering the lesson.
Differentiated Supports and Strategies	Differentiated supports and strategies refer to the design of lessons that include intentional instructional methods to meet students' diverse academic learning needs. The teacher continually assesses student understanding to monitor progress and adjusts instruction per students' learning needs.
Interests, Backgrounds	In addition to ideas or concepts that spark curiosity and excitement, interests include what students like and care about. Backgrounds include the context of the students' home lives outside of school, how they forge familiar and friendly relationships, and what knowledge they carried before they entered courses or grade levels.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
Teacher practices display understanding of each student's anticipated learning abilities and needs.	Teachers design instruction to address students' needs. Before the lesson, teachers should consider how students might struggle to master the learning objective.	In a fourth-grade classroom, the lesson objective was for students to determine the meaning of figurative language (idioms) in a text. Each student had a written copy of the text, and some students also had an audio version available in their learning management system. In the past, students had struggled with the concept of figurative language and interpreted idioms too literally when they were assessed. The teacher used a section of the text to read aloud and model her thinking about making sense of idioms as they are used in the text. She had pre-planned scaffolded questions to ask during her model to assess whether they are building an accurate understanding continually. She completed her model and released students
Teacher practices consistently incorporate student interests and backgrounds.	Teachers connect the content being taught to the students' interests and backgrounds so that it is personally meaningful and relevant to students. This may mean connecting students' existing schemas with the content they are learning.	

Teacher consistently provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	Teachers can utilize alternative strategies to allow students to demonstrate mastery. Content is made more accessible by accommodating learning, visual, and auditory needs that allow for learning but do not remove students from the essential subject matter. Additionally, teachers should consider embedding opportunities that allow students to progress at different rates by offering extension activities or streamlined assignments. Instructional differentiation should not change the academic rigor of the learning objectives.	to work with partners or independently interpret idioms in the chapter they were reading. Before the lesson, the teacher identified two student groups who would need differentiated expectations. One group needed her to repeat the model in a small group and dissect the lesson's objective into parts (but did not change the objective). This also allowed those students to ask clarifying questions about the text. A second group worked on deepening their understanding of idioms by analyzing those same five idioms from the text and determining which other idiom could have been used instead without changing the meaning. The exit ticket for most students contained five idioms and the expectation was that students write an explanation for the idiom and how/why it was used in the chapter. The exit tickets for the students who required additional supports contained the same five idioms but with pictures added next to each one that illustrated the literal meaning. The expectation for both sets of exit tickets was the same: explain the idiom and how/why it was used in the chapter.

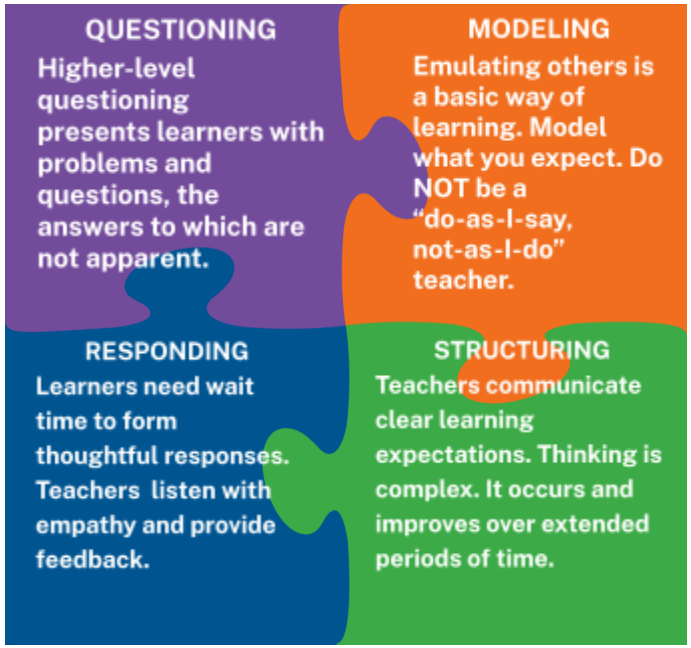
Suggested Planning (Reflective) Questions:

- What learning challenges do you anticipate for your students in this lesson? What type of support will your students need? (What learning challenges occurred for your students in this lesson? What type of support did your students need to be successful toward mastering the objective?
- How do (did) you identify your students' interests and backgrounds and incorporate these into your (the lesson) lessons?
- How do (did) you plan for and provide differentiated supports and strategies within your (this lesson) lessons?
- How will (did) you determine which students are (were) ready for today's (the lesson's) content, which need additional support, and which need additional challenge?
- How will (did) you provide differentiated instruction to ensure every student is (was) met where they are (were) and (were) taken to the next level of learning?
- How will (did) you provide opportunities for all learners to have ownership of their learning in this lesson?

Thinking

Indicator Overview
Developing multiple skills in thinking and problem-solving enriches the learner's ability to manage complex tasks and higher levels of learning. While thinking is a process, problem-solving is the product of that thinking. By providing opportunities for students to practice many different approaches to solving problems as a result of their thinking processes, the teacher empowers students with an important life skill. For students to apply the type of thinking and problem-solving referenced, the teacher must have taught the thinking and problem-solving types that students need to apply.

Research shows that there are four main ways that teachers can support students in their thinking and these are illustrated below:



[1] A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Rev. ed., Vol. 1). Alexandria, VA: ASCD.

As you think about what research says about supporting student thinking, consider what indicators and/or descriptors are on the Louisiana Educator Rubric (LER) that align with these expectations. For example: "wait time" is in the Questioning indicator and

"modeling" is in Presenting Instructional Content. By purposefully implementing the LER and reflecting upon the specific indicators that align with the research, teachers can effectively teach thinking.

Content and Curriculum Connections
High-quality curriculum resources and materials provide teachers with activities, questions, and strategies to prompt student thinking and problem-solving related to the lesson content. Curriculum resources and materials may also feature learning activities to make thinking visible such as graphic organizers or thinking maps. Teachers should plan how they will model thinking throughout a lesson and use the components of the curriculum to encourage one or more types of thinking.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students persevere through challenging tasks requiring the application of thinking models.
- Students support responses with relevant justification and reasoning.
- Students identify and discuss their individual progress toward mastery of the objective.
- Students make appropriate learning decisions that support their own thinking.
- Students are aware of multiple aspects of a topic and consider different points of view and perspectives to problems and solutions.
- Students are actively using success criteria and comparing it to their student work to check their progress toward mastery and make adjustments as appropriate.
- Students are talking with their peers and/or their teachers about the thinking strategies they are using to solve problems and why those strategies are beneficial.

Key Terms in the Rubric and/or Handbook

Thinking, Process	Thinking refers to the metacognitive, the awareness and understanding of one's own thought processes, which is necessary to process and apply content knowledge.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
Students are actively engaged in multiple types of thinking:		

• *analytical thinking*, where students analyze, compare and contrast, and evaluate and explain information;	When students are actively engaged in analytical thinking, they deeply examine specific aspects or parts of a content area topic or skill. This type of thinking demands that students analyze, evaluate, and explain phenomena. Analyzing, evaluating, and explaining information is a skill that applies to all disciplines and is critical for an informed and educated society.	Example 1: In language arts, a class read *Charlotte's Web*. The lesson began with a discussion of how readers can learn life lessons from different story characters. Through a Venn diagram, the class worked in small groups to compare and contrast Wilbur's personality traits with those of Charlotte. Next, the teacher asked the students to analyze the text and find specific words that provided evidence of the character traits the student listed. For the final part of this assignment, the teacher asked students to explain why Charlotte chose to help Wilbur and what each child would do if he or she were Charlotte. Example 2: Students studied a specific artist's work while working in pairs. They were asked to observe a painting, and each identify one thing in the painting or element of the painting that could be removed that would not alter the artist's intent. Students discussed their choices and their responses with their partner and decided the best response to share with the whole class. Students were also asked to explain what the painting revealed about the artist's attitude toward life, war, nature, or other concepts.
• *practical thinking*, where students use, apply, and implement what they learn in real-life scenarios;	When students are actively engaged in practical thinking, they are applying content area skills and knowledge to their own lives. Students need to see the connections between what they learn in school and how they can use this knowledge in the real world. Teachers who integrate practical thinking into their teaching ensure opportunities for students to engage in learning activities where they are expected to use and apply concepts and ideas that they learn.	A class engaged in a lesson on measurement. The teacher informed students that they will be building tree and plant boxes throughout the school. These planters will be various shapes and sizes and will require students to not only measure and cut different pieces of wood to build them, but also to estimate the sizes of the plants and bushes to put in them. A group of students, fed up with the cafeteria food, decided to do something about it. First, they researched what the necessary requirements are for a healthy lunch. Next, they designed a menu for two weeks. Finally, they created the shopping list and pricing list to ensure that the lunches they are requesting are affordable. After working through each of these issues, the students presented their menu, shopping list, and pricing list to the school board. Their proposal was negotiated and some items on the menu changed.

• *creative thinking*, where students create, design, imagine, and suppose; and	When students are actively engaged in creative thinking, they are working toward developing new ideas and products connected to key content and concepts. By teaching students to create, design, and imagine, teachers prepare students for the flexible and creative thinking they will need to exercise later in life.	The following are types of activities a teacher could present to her students that would showcase this descriptor: • Design a food chain with imaginary animals. Provide a rationale for where each animal fits. • Create a survey to determine the favorite food of students in your school. • Design a new playground for the school and make sure your drawing is to scale. • Rewrite the Bill of Rights. • Create a classroom constitution. • Create a three-dimensional map of their state. • Suppose George Washington was never born. Write about what America might be like today without him. • Create a song or develop new words for an existing melody. • Design a new football or basketball play for PE.
• research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.	When students are actively engaged in research-based thinking, they are examining information from multiple sources to solve a problem. In the midst of the information age, students need to know not only how to research to find information, but also how to review a variety of ideas and come to solutions that are well-supported and make sense.	The following are types of activities a teacher could present to her students that would showcase this descriptor: • Students in a social studies class research six different professions and describe the benefits and pitfalls of each. • Students in a science class research three sources of alternative energy and, based on their analysis of each, recommend the most fruitful source. • Students in a social studies class examine staple foods from countries in three different continents and describe why those foods are so pervasive. • During a study of Jim Crow laws, students also conduct a study of Civil Rights laws. They then compare and contrast the different types of laws, debate the need for present laws to ensure all citizens have rights, and create the wording for these laws.

• The teacher and/or students model metacognitive strategies.	Teachers and students make their thinking visible in the classroom when they model metacognitive strategies, opening their brains up for others to see the steps of their thinking process. Metacognitive models can support students in their own thinking processes.	Example 1: During a high school English lesson, students used a graphic organizer to analyze inferences of a poem and used the inferences to identify the theme of the poem. To support students' engagement in this analytical thinking, the teacher modeled his thinking and completed the graphic organizer with a different poem than the students were using for their work. Students had the opportunity to discuss how they completed their assignment with one another according to the success criteria that they co-constructed with the teacher at the start of the lesson. Example 2: Students in a 3rd grade math lesson worked in groups of three to solve real-world problems using multiplication. In a previous lesson, the teacher modeled different strategies to use to solve such problems. Each of the three students used a different strategy to solve the problem: array, number line, and drawing a picture model. Students discussed in their groups how they solved the problem using their assigned strategy and how each type of strategy helped them to do so.
Students are provided opportunities to:		
• generate a variety of ideas and alternatives;	Generating a variety of ideas and alternatives about a particular topic allows students to consider a topic in multiple ways, thereby leading to deeper understanding.	Example 1: Before a unit on deserts, students list all of the plants, animals, and attributes of a desert they can identify. Example 2: When solving a fraction problem, students generate different ways to solve the problem and different ways to represent their answers. Example 3: Students in a science class conduct experiments about which variables lead to maximum plant growth. One group tests different types of light, one tests different types of liquid, one tests different types of soil, and one combines what students hypothesize to be the best of each. In this example, students not only generate ideas about what variables to test but also consider many alternative explanations.

• analyze problems from multiple perspectives and viewpoints; and	Providing opportunities for students to consider multiple perspectives and viewpoints gives them the thinking they need to learn how those different from themselves may view problems and solutions.	Example 1: A social studies class studies the Civil War by reading letters written by soldiers from the North and South. Example 2: An art class studies predominant symbols in Western art and Eastern art and compares and contrasts the two art forms. Example 3: A physical education and math class work together to conduct a survey on children's favorite sports. Then, the students analyze data by grade level and self-reported level of daily physical activity. They also discuss the factors affecting the data to further develop their understanding of the similarities and differences between grades and extent of daily physical activity.
• monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	Monitoring and analyzing one's thinking supports deeper engagement and academic performance. As students are aware of the learning strategies they are using and why, they will be able to apply their learning more independently in various situations and circumstances.	In a reading lesson, the teacher and her students discussed success criteria for when and how to pause during moments when students are reading to summarize. They then discussed why each of the criteria are important to being a good reader. The teacher metacognitively modeled her thinking to show students how to summarize. As she modeled, she said, "I've read a lot here. I better stop to summarize so I can remember and use what I am learning. I'm thinking about my success criteria and know I need to identify and use the main ideas from each paragraph I've read so far to summarize the passage." She then asked students to do the same summarization with a partner. Students reflected with their partner on when, how, and why they summarize and how the success criteria helped them to do so.

Suggested Planning (Reflective) Questions:

- How can (did) you model your thinking for students so that it supports (supported) their own metacognition in their progression toward lesson mastery?
- How do (did) you plan for activities and/or assignments that provide (provided) students with the opportunity to apply their thinking?
- How can (did) you incorporate opportunities for students to apply analytical, creative, practical and research-based thinking?
- What metacognitive process will (did) the activities and student work require of students?
- Where in the lesson will (did) you release the thinking to the students? What do (did) you expect to see and hear?

Problem-solving

Indicator Overview
Developing multiple skills in problem-solving enriches the learner's ability to manage complex tasks and higher levels of learning. By providing opportunities for students to practice many different approaches to solving problems, the teacher empowers the student with an important life skill.

Content and Curriculum Connections
Curriculum resources and materials provide teachers with activities, questions, and strategies to prompt student thinking and problem-solving related to the lesson content. Teachers should utilize the student learning activities provided by the adopted curriculums and consider which require students to engage in and complete student work products that align to the various types of problem-solving.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students produce solutions to challenging tasks through engaging in a variety of thinking types.
- Students create clear representations of problems through the application of thinking.
- Students persist in deep engagement in solving problems demonstrating satisfaction when arriving at a solution.
- Students produce products that require thinking and understanding of a specific concept and objective.

Key Terms in the Rubric and/or Handbook

Problem-solving, product	Problem-solving refers to the products developed as a result of applying a thinking process to a specific content-related task.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
Students engage in activities that reinforce several of the following problem-solving types:		
• Abstraction	Abstract student thinking is the ability to understand concepts that are not tied to physical experiences. When provided with the opportunity to apply abstract thinking, students absorb information and make connections to larger general concepts. Students analyze multiple inputs to derive	In an English lesson, students read "Rumpelstiltskin", "Hansel and Gretel", and "Little Red Riding Hood". They then discussed in groups and wrote about the four qualities of the fairy tales based on the common themes, concepts, and cross fairytale understanding.

	a common theme or conjecture by considering how the non-tangible concepts connect and form parts of a whole. When thoroughly teaching abstraction, teachers would model how to identify the core essence of a concept, phenomenon, or idea.	In a world history class, the unit focused on sourcing, situation, and how key sources should be contextualized within the perspective of the author, audience, and situational context. Students examined artifacts and determined common underlying themes to determine the author and audience of key sources. Students reviewed the sources to determine common characteristics from the perspective of different authors.
• Categorization	Students analyze information, classify it, and sort it into meaningful categories. Implementing activities that prompt students to categorize allows students to analyze content and categorize new information to recall and draw upon in future experiences.	In math, students engaged in the study of polygons. They first defined the essential characteristics of polygons: closed, plane figure, straight sides, more than two sides, two-dimensional, and made of line segments. Next, they sorted different shapes into either polygon or non-polygon and explained their decision by justifying the categories using the language defined as essential characteristics of polygons.
• Drawing conclusions/justifying solutions	Students draw conclusions or inferences based on data presented to them in various forms, viewpoints, perspectives, and quality. There are three types of conclusions: • A specific answer, idea, or opinion; • A concept that can be derived from content; for example, a listing of ideas; and • An objective look at the thinking that has been used. To justify solutions, students analyze several possible options, select the best solution, and tell or prove why that solution is best and the others are less adequate.	After reading about and discussing the events leading up to the Boston Tea Party, students wrote a paragraph expressing which one event had the greatest impact on causing this insurrection. Then, students debated and came to consensus on which one event had the greatest impact. Finally, they prepared a written summary with careful notes of all major points. Afterward, students wrote a reflective paragraph as to the process they went through in making their final decision.
• Predicting outcomes	To provide students with the opportunity to predict outcomes, students are presented with information or input and asked to make a hypothesis or educated guess. This product or activity is generally followed by students making observations, experimenting, and then drawing conclusions or justifying their predictions.	Students read *A Rat's Tale*, by Tor Seidler, about two young rats from different socioeconomic levels, whose true love must endure all kinds of adventures and challenges. When Montague decides to save the wharf, students predict and record in their reading journals some possible scenes that may unfold in the story and whether Montague will be successful.

• Observing and experimenting	Students observe, record/code, and measure. They make a hypothesis and then collect and analyze data in alignment with the hypothesis.	After a study of yearly weather patterns, students kept daily weather records for one month, noting the date, type of weather, temperature, and amount of precipitation. They created their own rain gauges to measure the precipitation. At the end of the month, they determined the median and mean for temperature and precipitation. Using this data and their knowledge of yearly weather patterns, they hypothesized whether the medians and means for the next month would be the same, higher, or lower. At the end of the second month, students again analyzed their data, compared to the previous month, and either confirmed or refuted their hypotheses.
• Improving solutions	Students are given a solution to a problem and asked to suggest methods to improve it or make it better.	Students have read a series of Nate the Great mysteries. They discussed weak and strong endings. Pairs of students chose one to reread together that they felt had a weak ending. Together they rewrote the ending to give a better explanation that solved the mystery. Students studying World War II chose a specific battle and developed ways it could have been more effectively planned by the losing side to change the outcome. In a math classroom, the teacher displayed an incorrect solution to a problem that was developed by a student (without identifying them). She then asked all students to "critique" the work and determine the error made and how to correct it to achieve the correct solution.
• Identifying relevant/irrelevant information	Students are given relevant and irrelevant information needed to solve a problem. They are asked to identify the relevant information and use that information to solve the problem.	Students re-read the fairytale Goldilocks. They were asked to fill in a T-chart with information from the story that was relevant and irrelevant to whether Goldilocks is a criminal and should be arrested. Finally, they used the T- chart information to render a verdict and explain it in writing. When solving word problems in math, students identified and labeled information that was necessary and unnecessary to use when solving the problem.
• Generating ideas	Students are presented with a problem and then brainstorm lists of ideas and viable solutions to the problem.	When solving a fraction problem, a math teacher asked students to generate different ways to solve the problem and different ways to represent their answers. Some students drew pictures, some wrote sentences to explain their thinking, while others used algorithms to show their work. This provided the opportunity for students to generate alternatives.

• Creating and designing	Students develop a new and unique product that other students can solve or evaluate.	Students read the text, "*The Legend of Jimmy Spoon*", by Kristina Gregory. Since this book lacks a map, students created one showing the locations Jimmy visited with his adopted Shoshone tribe. They began with a generic map, which includes Utah, Idaho, Montana, and Wyoming, to trace Jimmy's travels throughout the book. Students created tutorials in PowerPoint to teach younger students basic information about the continents. Presentations were at their partner's reading level and included a mini quiz at the end. Students in a physical education class were given selected equipment such as a mat, a base, a rope, and a scooter. They worked in small group teams to design a method for getting all of the equipment and all of themselves from one side of the gym to the other without their bodies physically touching the gym floor.

Suggested Planning (Reflective) Questions:

- What are (were) the student work activities and products that students will engage (engaged) in during a (the) lesson?
- What types of problem-solving do (did) these student work products require? What types of thinking do (did) these student work activities and products require?
- How will (were) students be actively engaged in problem-solving to demonstrate understanding and mastery of the lesson objective?
- How can (did) your (this) lessons (lesson) provide opportunities for students to engage in a variety of types of problem-solving tasks?

The link between Thinking and Problem-Solving:

The indicators Thinking and Problem-Solving are closely connected to each other. In fact, effective problem-solving is impossible without the proper thinking skill behind it. One simple way to remember this is that ***thinking is the process*** and ***problem-solving is the product***. Analytical thinking is one of the thinking processes that is needed to effectively categorize. For example, students would need to know how to compare and contrast (one type of analytical thinking) in order to create a Venn diagram (classify and sort into categories). The strong link between these two indicators has a profound effect on teachers and students. When reflecting on a lesson, identify what a student produced throughout the lesson. These products will guide you to the types of problem-solving a student engaged in during the lesson. Then, think about what type(s) of thinking the students engaged in to create the product(s). This will help you determine the types of thinking utilized in the lesson.

PLANNING DOMAIN

Instructional Plans

Indicator Overview
Instructional plans contribute to effective and efficient learning experiences for students and, in turn, highly engaged classrooms. Instructional plans are based heavily on state standards, available, adopted, high-quality curriculum resources and materials, and analysis of formative and summative student assessments. Therefore, teachers should incorporate standards, curriculum resources, and assessments into their daily, weekly, and unit instructional planning. This indicator is tightly connected to multiple indicators across all rubric domains. Effective teachers begin planning with the end in mind and develop the lesson objective, which creates a connection to the Standards and Objectives indicator. Then, they plan for how students will demonstrate mastery of the objective, connected to Student Work and Assessment. Finally, they plan the activities and materials to lead students toward success.

Evaluating Lesson Plans
School leaders and teacher leaders should identify/develop a system or protocol that provides feedback to teachers on individual lesson plans regularly. School leaders and teacher leaders might bring examples of exemplar lesson plans to a meeting and analyze various aspects utilizing the LER (e.g., checking the alignment of activities, materials, and assessments, or evaluating the learning objectives to ensure alignment to state standards). By focusing on this indicator's specific descriptors, school leaders and teacher leaders can more narrowly focus their analysis of teachers' lesson plans. Specific feedback can then be provided to teachers.

When evaluating lesson plans, it is best practice to use the lesson plan as a guide for assessing instruction without assigning a score for the instructional plans indicator before observing the lesson in action. An exemplary written lesson plan does not always predict a proficient lesson, just as a lesson plan that leaves the observer wondering what will happen in a lesson does not always predict below proficient lesson delivery.

Instructional plans must be scored only after the lesson has been delivered and the observer categorizes evidence in all domains. In order to determine the quality of a teacher's plan, it is important to see the impact the planning has on the teacher's ability to deliver the lesson.

Content and Curriculum Connections
Effective instructional plans are the foundation of impactful teaching and learning and should align with state standards and incorporate high-quality curriculum resources adopted by the school or system. If a system or school provides scripted lessons from a core curriculum, teachers may still need to annotate to meet their students' individual and group needs. Teachers are expected to use their knowledge of students to make these adjustments when planning lessons without changing the rigor of thinking and learning to meet the standards and lesson objectives. These minor modifications can be made by annotating the scripted lessons to:

- Highlight/emphasize key ideas.
- Use specific provided examples as a model to address a common student need.
- Add scaffolded questions to build background knowledge and connect to prior learning experiences.
- Include or skip supplemental activities based on student data and student need.
- Connect to other curricular materials.
- Denote student groupings specific for the lesson content.
- List students who may need additional supports, including acceleration and/or intervention.

Evidence of Student-Centered Learning/Student Ownership of Learning

- Students demonstrate an understanding of the lesson objectives and the connection to the state standards.
- Students authentically engage in the lesson's activities.
- Students make connections between their background knowledge and the lesson's activities and materials.
- Students understand how the new learning builds on prior student knowledge and is integrated with other disciplines.
- Students demonstrate autonomy and ownership by making meaningful and relevant choices regarding their learning.
- Students reflect on their progress toward mastery, the learning objective(s), and success criteria.
- Students complete assigned activities and assessments.

Key Terms in the Rubric and Handbook

Curriculum	Refers to a set of lessons that teachers deliver to meet identified learning targets and the texts, materials, content, and other resources that support the learning experience. A high-quality curriculum includes high expectations for students, demonstrates alignment with state standards, and is highly rigorous.
Relevant	Relevant means that instructional plans include activities and materials that students can identify or recognize as familiar ideas.
Integrate	Integrate means to planning for meaningful and connected learning experiences across content areas.
Student Work	Student work refers to measurable products that are the result of standards-based learning activities and make student thinking and learning visible.
Reflection	Reflection allows students to think about the learning that they accomplish in any given lesson or day of instruction and their progress toward meeting lesson objectives against identified success criteria.
Closure	Closure refers to time at the end of a segment of learning to review what has been learned within the instruction segment.
Annotated	Annotated means taking notes to enhance or draw attention to critical components of the curriculum during instructional planning.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence *(Evidence should be collected from the lesson plan and from the lesson observation. Please note: Evidence for this indicator will vary based on the standards and requirements from the state/school system.)*
Instructional Plans include:		
• Evidence of the internalization of the plans from the high-quality curriculum;	Teachers must have a deep understanding of the standards and curriculum to internalize its intentions of the curriculum materials. This internalization is often displayed in the annotations made by the teacher in the lesson plans. Annotations in lesson plans can include anticipated misconceptions that students may have about the content and the teacher working out (math) problems to "think through" the process of solving to anticipate learning needs.	Sample evidence from the lesson plan: 3rd grade ELA lesson plan: • Plan includes the learning expectations articulated in a set of success criteria – provided to students using an exemplar or encouraging the students to co-construct the success criteria with the teacher. • Plan includes annotation of a connection between this lesson or text and another lesson or text. • Paired grouping opportunities - chart with guiding questions connected to success criteria is added.
• Measurable and explicit objectives aligned to state standards and high-quality curriculum, both in content and in rigor;	Teachers use the standards-aligned scope and sequence provided in the curriculum to develop monthly, weekly, and daily lesson plans. When lesson plans are provided as part of the curriculum or instructional materials adopted by the school or school system, teachers may annotate a curriculum guide to identify success criteria, cue specific actions, plan questions, and enhance the instruction. Daily lesson plans should contain an explicit objective that clearly states what students should know, understand, or be able to do by the end of the lesson. This clarity provides teachers a destination for the lesson, allowing them to design a road map of activities that directly leads to achieving that objective.	Sample evidence from the lesson plan: 3rd grade ELA lesson plan: The teacher clearly labels the state standard(s), lesson learning objective(s), and learning expectations (success criteria) in the instructional plan: • Standard RL. 3: Ask and answer questions to demonstrate understanding of the text. • Objective: I can answer questions about informational text, justify my answer by referencing the text, and provide textual evidence and create my own biographical question. • Success criteria: correct/valid response to the question; at least two citations of text that support the response, fully developed biographical question that can be answered from the text Review evidence captured and categorized from the lesson observation that applies to finalize ratings.

• Activities, materials, and assessments that:
  ○ are aligned to state standards; content, including high-quality curriculum; and success criteria;
  ○ are sequenced and scaffolded based on student need;
  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and
  ○ provide appropriate time for student work, student reflection, and lesson closure;
	Instructional plans should be/include:
	• aligned to the standard(s)
	• address how the teacher plans the lesson, according to curriculum intentions
	• modeling performance expectations, when appropriate
	• time for students to practice and explore the new learning concept through rigorous, scaffolded activities to build on student strengths and needs
	• written with attention to how students can connect their background knowledge and the lesson's content
	
	To ensure that students are at the center of the daily instructional plan, teachers should plan for aligned student work that includes time for students to reflect on their learning.
		Sample evidence from the lesson plan:
		• Plan includes success criteria – provided to students using an exemplar.
		• Lesson plan includes a hook: student-led model "Stump Me" demonstrates how to select a question and answer using text features and evidence.
		• Paired grouping opportunities - anchor charts (with guiding questions connected to success criteria) are included.
		• Students will work in pairs to allow them to practice these skills and for the teacher to provide formative assessment.
		• The worksheet provides independent assessment for the teacher.
		• Star/Stair: Reflection activity at the end of the lesson is included.
		
		Review evidence captured and categorized from the lesson observation that applies to finalize ratings.

• Evidence that the plan is appropriate for the age, knowledge, and interests of all learners;	Instructional plans should address how the teacher will motivate students to engage in the content; this is accomplished by knowing one's students and planning to make connections between the content and student interests.	Sample evidence from the lesson plan (as appropriate to the lesson and students): • Game-like activities included • Paired groupings • Annotations that include connections to concepts related to the students' interests Review evidence captured and categorized from the lesson observation that applies to finalize ratings.
• Evidence that the plan provides regular opportunities to accommodate individual student needs; and	Instructional plans should explicitly outline how a teacher will provide intentional differentiated instruction to meet student's diverse needs and ensure access to grade-level standards for all students. This can be observed through rich and engaging activities that include meaningful opportunities to apply new learning.	Sample evidence from the lesson plan: • Knowledge organizer, anchor charts, and other tools that are necessary for students to be successful Review evidence captured and categorized from the lesson observation that applies to finalize ratings.

• Strategies for student autonomy and ownership.	Instructional plans should clearly label how a teacher will provide intentional and purposeful structures that facilitate student autonomy and ownership throughout a lesson.	Sample evidence from the lesson plan: • Success criteria and questions included to guide student thinking • Bounce cards used in paired groupings (sentence stems) • Dry erase boards and markers • Tablets, iPads, laptops Review evidence captured and categorized from the lesson observation that applies to finalize ratings.

Suggested Planning (Reflective) Questions:

- What annotations do (did) you need to make in your curriculum guides and lesson plans to support mastery for your students?
- What do (did) you want your students to be able to do as a result of your teaching?
- How will (did) students show/demonstrate what they have (had) learned (in this lesson)?
- How will (did) you set student-centered goals that are (were) aligned to the state standards?
- What student engagement strategies will work (worked) best with the lesson you are planning (planned)? (How do you know?)
- How will (did) you ensure that all activities, materials, and assessments are (were) aligned to the lesson learning objective, are (were) age appropriate, and pique (piqued) the interests of all learners?
- How will (did) you intentionally plan to incorporate opportunities to accommodate individual student learning needs? (What was the impact of these intentional accommodations on student learning?)
- How will (did) students have autonomy and ownership of their learning (in this lesson)?
- How will (did) you provide appropriate time for student work, student reflection, and lesson closure (in this lesson)?

Student Work

Indicator Overview

Effective planning for instruction requires consideration of the content-specific work and assignments students will complete during the lesson. To ensure challenge and rigor, student work assignments should be aligned to state standards, utilize high-quality curriculum materials, and have clearly identified success criteria. The work that teachers plan for students to produce in a lesson should provide opportunities to engage in multiple types of problem-solving and, therefore, multiple types of thinking as a result. Teachers also identify and plan for ways that they will analyze the work students produce against identified success criteria and then use what they learn from their analysis to make future instructional decisions.

Content and Curriculum Connections

Designing and planning for strong student work requires ensuring that assignments are aligned to content-area standards, utilize high-quality curriculum materials, and have clearly identified success criteria. Teachers can identify student work assignments in adopted

curriculum materials that require multiple types of thinking and problem-solving and provide opportunities to connect their learning to other aspects of their lives.

Evidence of Student-Centered Learning/Student Ownership of Learning

- Students engage in producing work assignments that are challenging and require a variety of thinking types.
- Student work assignments prompt deep thinking beyond simple recall or reproduction.
- Students write about their content-area thinking.
- Student work assignments provide opportunities for students to make connections to their own lives.

Key Terms in the Rubric and/or Handbook

Student Work	Student work refers to measurable products that are the result of standards-based learning activities and make student thinking and learning visible.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• Assignments are always aligned to the rigor and depth of the standards and curriculum content.	Student work that is aligned to the rigor and depth of the standards and curriculum content provides a clear understanding of student learning. Impactful student work is intentionally planned for and implemented with students at the center of the work. When analyzing the products students are engaged in producing, there is evidence of a clear link to the content area and grade-level standards. Student work products require challenging and rigorous thinking about content-area topics.	In a 6th grade ELA classroom, the focus standard posted is RL. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone. To ensure students are provided learning experiences at the depth and rigor of the standard, the teacher plans for a unit of study that builds on student understanding from basic to complex. Some of the activities that the teacher planned for students include defining and applying the concepts of figurative and connotative meanings. Students found words and phrases in known texts and determined whether the selected words and phrases were figurative or connotative language and justified their thinking to a partner.

• Assignments are always aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction.	Student work is aligned to lesson objectives and should support the analysis by the teacher to determine whether students met mastery of the objective at the level of the rigor for the standard. Assignments should be a part of a logical continuum of learning and provide both student and teacher with clear direction and how subsequent lessons will build upon an individual day's lesson.	In a subsequent lesson tied to the same unit of study, the students continued to use their selected words and phrases to analyze the impact of word choice and tone. Students worked through the analysis of the impact of word choice and tone and were able to clearly identify and label the difference between figurative and connotative meaning; however, they were unable to determine the impact of word choice and tone. The teacher planned a new lesson to provide clarity around how to analyze figurative and connotative language and the impact of word choice and tone. To ensure that students were engaged and could internalize the concept of word choice and tone, the teacher used two previously read texts: a contemporary novel and a mystery novel. Students were familiar with both texts and had read them during previous units of study. The teacher used the known texts to reiterate the concept of how word choice and tone impact the message of the literature.
• Students organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.	Student work assignments prompt students toward responses that require deeper thinking versus just copying, guessing, or reproducing information that has been given to them. Students are provided opportunities to persevere through assignments that are scaffolded and connected to build deep content learning.	
• Students draw conclusions, make generalizations, and produce arguments that are supported through extended writing.	Student work assignments prompt students to consider multiple pieces of information as they think deeply about content area topics. Their work results in content and grade-level specific writing that makes their thinking visible.	Students were asked to use figurative language to explain and summarize five of their most memorable experiences in life. Students were provided inspiration by first brainstorming their memorable experiences and then by brainstorming the most unique figurative language they had identified and discussed during their unit of study. Students wrote and animated their most memorable moments essays with the use of figurative language. In a subsequent lesson, students shared their essays with a peer who was to identify the figurative language used, generalize the connotative meaning, and justify why their peers had chosen the language to include in their most memorable moments essay.
• Students connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Student work assignments provide opportunities for students to consider ways content-area topics connect to their own personal experiences, thereby adding deeper meaning and engagement to their learning experiences.	

Suggested Planning (Reflective) Questions:

- How will (did) you design opportunities for students to produce work that is (was) aligned to the rigor and depth of the standards?
- How can (did) you use available high-quality curriculum materials to ensure student work assignments are (were) aligned to the rigor and depth of the standards?
- How will (did) you plan to engage student thinking in organizing, interpreting, analyzing, synthesizing, and evaluating

information rather than reproducing work? (How did this impact student learning in this lesson?)
- How will (did) you encourage students to engage in high-quality problem-solving so that they can (could) draw conclusions, generalize, and produce arguments through extended writing assignments?
- How will (did) you create opportunities for students to connect what they are (were) learning to experiences, observations, feelings, or situations in their daily lives?
- How will (did) you design student work assignments that encourage (encouraged) students to think beyond learning in the classroom (in this lesson)?

Assessment

Indicator Overview
Effective assessment is a fundamental part of instruction and learning. The goal of this section is to provide examples of high-quality assessments and how they should be utilized. An effective assessment plan answers the questions:
- What do I want my students to be able to do as a result of my teaching?
- How do I know the students learned what I taught?

When these questions are asked and answered regularly, the teacher can effectively plan, diagnose, and intervene on a continual basis to raise student achievement.

Content and Curriculum Connections
Assessments should align to or be taken directly from the adopted high-quality curriculum. If high-quality curriculum is not available, teachers must pay attention to the scope and sequence of the content and the rigor of the standard in order to assess student learning effectively. Both classroom-level and school-level assessment data help teachers select the subsequent standard and supporting curriculum and materials to use in daily lessons, interventions, and tutoring. Formative assessment data is generated during the lesson.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students know what they are learning and how they will be assessed.
- Students self-monitor and engage in learning through metacognitive processes.
- Students take ownership of their learning and self-assess based on clear measurement criteria.
- Students reference clear measurement criteria throughout the lesson.
- Students ask themselves questions to process their learning and check for their understanding.

Key Terms in the Rubric and/or Handbook

Alignment	The assessments, the objective, the content, and state standards are building and measuring the same skill.

State Standards	State standards reflect the knowledge and skills students are expected to learn in a given content area in that state. These standards set clear benchmarks for learning and provide guidance to teachers as they develop learning experiences and lessons.
Instructional Decisions	A systematic approach of using student achievement and other data to make decisions regarding instruction during planning and lesson delivery.
Measurement Criteria	Measurement criteria define what success looks and sounds like and how it should be assessed; it defines student mastery.
Methods of Measuring Student Progress	Practices that help teachers use student performance data and student work to evaluate the effectiveness of their teaching, make informed instructional decisions, and identify which students need additional supports.
Formative Assessment	Formative assessment refers to tools, activities, and assessments that identify misconceptions, struggles, and learning gaps during the lesson and are used to determine how to address any identified needs. Some examples of formative assessment are classroom polls, exit tickets, the use of whiteboards to view student understanding, a draft version of a project or paper, or turn and talk with peers.
Summative Assessment	Summative assessments evaluate how much a student has learned after a lesson, unit, or benchmarking period. Some examples of summative assessments are formal exams, end-of-unit or chapter questions, a final project or paper, or statewide tests.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• Assessments are aligned with the depth and rigor of the state standards and content, including curriculum resources.	Assessments should be directly connected to the activity and new learning by students. Therefore, assessments need to be aligned to the state standards, taken from adopted high-quality curriculums (when available), and aligned to the lesson objective as evidenced in the instructional plan.	The teacher identified assessment items from the curriculum that students engaged in periodically throughout the lesson. The first question was asked of students 15 minutes into the lesson and assessed a sub-objective necessary for continued learning. This process was repeated two more times in the lesson. The last assessment of the lesson, taken from the provided curriculum, assessed the learning at the highest level of the standard and the lesson objective to determine student mastery of the lesson learning.
• Assessments are designed to provide feedback on progress against objectives.	Assessment plans must address how the teacher will collect data and information before, during, and after the lesson to monitor student progress toward the lesson objective. This can be accomplished through formal checks for understanding, which includes pre-planned moments during	During a lesson on proper nouns, the teacher listened to students sort through word cards to find the proper nouns to measure student progress. The teacher provided academic feedback and questions to students who were sorting incorrectly. He reminded the entire class to use the anchor chart and success criteria to guide their thinking. As the

	key points of each lesson.	students transitioned to writing sentences with proper nouns, the teacher modeled writing sentences and checking the work using the anchor chart. He then had the students write their sentences on sentence strips and hang them on the wall for peer review against the success criteria. He approved each sentence before it was hung as an additional check for student progress.
• Assessments use a variety of question types and formats to gauge student learning and problem-solving.	Assessment plans must include planning for the types of prompting questions teachers will use to gauge student learning and problem-solving. Planning for a variety of questions could support periodic checks for understanding throughout the lesson. Student understanding may be observable through teacher questions or feedback the teacher provides to students during instruction.	
• Assessments measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test).	The inclusion of formative and summative assessments in instructional plans provides teachers with the ability to track progress both during and after the lesson. These student performance measures should be written in the instructional plans and include a variety of types of assessment to measure the impact of the lesson on student learning.	Within a fifth-grade math lesson, students are expected to compare and evaluate expressions with parentheses. Throughout the lesson, the teacher planned for various checks that assess students' progress toward meeting lesson expectations. Students had the opportunity to demonstrate progress in multiple ways. For example, students worked with partners to write and evaluate an expression from word form. Students were given the opportunity to individually evaluate an expression and demonstrate their reasoning through a written paragraph or a visual model. Students then worked in pairs to analyze their partner's work and provide feedback. Lastly, the teacher assessed students' ability to evaluate expressions through purposeful questions like, "What relationships did you notice between the two tape diagrams?"
• Assessments require extended written tasks as appropriate.	Extended written tasks prompt students to extend their thinking and put it in writing.	
• Assessments include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate.	A clear illustration of student progress may look like student samples that depict performance levels aligned to the lesson success criteria.	
• Assessments include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning.	If available, the assessment design should be informed by the student pre-assessment data or baseline data depending on the content area and level. This data will inform next instructional steps for the students and the teacher.	The teacher gave the art class a chart as a warm-up activity that served as student baseline data. In the first two columns, she asked students to identify what they know and want to know about shadowing an object to show perspective. The teacher then used this information to group students, placing those who knew more about shadowing together and grouping students together who wrote very little or incorrect information for additional review and modeling with the teacher. She knew that this skill is a cornerstone for upcoming lessons and that students need to be proficient before she moves on with the unit.

Suggested Planning (Reflective) Questions:

- How will (did) you know the students learned what you taught?
- How will (did) you develop clear measurement criteria aligned to the state standards?
- How will (did) students demonstrate mastery through multiple measures (e.g., project, experiment, presentation, essay, short answer, or multiple-choice test) in this lesson?
- How will (did) you use assessment to support the needs of individual students?
- How will (did) you check for understanding during the lesson? At the conclusion of the lesson?
- How will (did) you ensure that students understand (understood) how they are (were) progressing and provide opportunities to support students' self-awareness?

ENVIRONMENT DOMAIN

Expectations

Indicator Overview

The descriptors under this indicator directly connect to descriptors in the Instruction domain. In order to fully exceed expectations for the descriptors under Expectations, teachers should have a deep knowledge of the students they are teaching, as well as deep knowledge of standards and high-quality curriculum, in order to ensure that clear and rigorous academic expectations are established. Additionally, students should be taking a visible and active role in leveraging both expectations established by the teacher and by themselves as they are learning. Differentiated instructional methods that are rigorous, appropriate for every student, and create opportunities for all students to experience success can only be implemented when a teacher's knowledge of students is developed and utilized during instruction.

In order for a teacher to fully exceed expectations for this indicator, students must feel safe enough to describe not only what they learned or did not learn, but also their metacognition or thinking. When a teacher regularly reinforces and rewards student's efforts in self-monitoring their own learning, students can reflect on their own learning and/or provide academic feedback to one another, thereby motivating the students to learn from their mistakes. Additionally, a teacher should ensure that lesson structure and pacing is optimized for all students to progress at different learning rates so that each student meets their learning goals based on the established criteria.

Content and Curriculum Connections

When a teacher sets clear and rigorous academic expectations that are aligned to grade-appropriate standards and objectives for every student, she/he is also able to fully understand how activities and materials found in high-quality curriculums ensure access to learning. Additionally, a teacher must establish specific student-friendly criteria, which outlines what mastery for learning looks and sounds like and utilize that criteria as a foundation to establish clear expectations for learning. For a teacher to fully exceed expectations, not only is the teacher utilizing the criteria, but students are also utilizing the criteria and taking an active role in guiding expectations for

themselves. When students understand the success criteria for the expected learning, they are more likely to engage in the curriculum and master the content.

Evidence of Student-Centered Learning/Student Ownership of Learning

- Students are encouraged to self-monitor their learning based on clearly established success criteria for the lesson.
- Students can articulate where they are in the progress of learning and know what is needed to experience success.
- Students are not afraid to make mistakes and see the mistakes as learning opportunities.
- Students know that they were successful during the lesson when they accomplish the lesson's objective.
- Students experience success because the lesson was differentiated for specific needs.
- Students persevere and strive to complete their work.
- Students do not feel rushed in the lesson and have opportunities to develop their understanding.

Key Terms in the Rubric and/or Handbook

Rigorous Academic Expectations	Teacher communicates success/measurement criteria to set academic expectations for the lesson. Rigor of the objective and criteria is aligned to curriculum as well as the grade-level standard(s). Students can refer to these expectations to self-assess and monitor mastery of the intended objective.
Describe Thinking	Students are able to refer to success criteria and provide the metacognition needed to complete the intended task. Students can communicate their strengths and weaknesses as well as strategies needed to be successful.
Initiative	Teacher establishes and teaches/models processes that students can follow with little to no teacher direction throughout the lesson. Students refer to success criteria to self-monitor learning as the lesson progresses.
Optimizes	Teacher supports and strategies are differentiated and allow for students to progress at different learning rates, as appropriate. Pacing is efficient and effective for all learners. This planning and implementation allows access for all learners.
Learning Goals	Students know daily goals and can articulate progression of these goals using success criteria.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated high-quality materials and resources to	Teacher and/or student-generated success criteria is developed for lessons, and the teacher utilizes materials such as the diverse learners' guides and intervention lessons from standards- aligned curriculum.	During the math block in a 3rd grade classroom, the teacher set up math stations aligned to the daily objective. Academic expectations were visible on the success criteria anchor chart. Teacher modeled new learning while tagging expectations on the anchor chart. All students completed the problem of the day, which was

ensure access to learning.		a word problem based on equal parts. The teacher provided numbers that were slightly easier for students who were struggling and numbers that were challenging for students who were ready for a challenge. All students solved the problem and justified their solutions in writing. The teacher circulated as students worked through their problem using their own strategy. One student was struggling with the concept of equal parts, and the teacher asked probing questions to support the use of the strategy and to inspire success. The teacher thanked the student for persevering and asked the student how the new approach to applying the strategy was different from the first attempt and how they would use it in the future. Teacher asked the student if they would be comfortable sharing their second attempt in front of the class and to share what they learned through the process. Example student-to-student conversation: "It's ok if you don't get it right the first time … The process you will use is … I'll share how I came up with that answer." The learning and behavioral expectations were clear in the classroom, and there were anchor charts that depicted what students should do when they finished their work. Upon completion of the problem of the day, the students had a menu of aligned activities to choose from as they worked independently. The teacher called three separate small groups for specific mini-lessons at the teacher-led table. All students worked independently and followed the anchor chart when they were unsure what to do next. The teacher began the lesson with whole group instruction and cognitively guided math inquiry through the problem of the day. Students had a clear differentiated menu of aligned activities to work on individually, with a partner or in a group while the teacher addressed student needs through small group instruction.
• Students regularly learn from their mistakes and can describe their thinking on what they learned.	Students self-assess work using success criteria, identify mistakes, self-correct, explain change in thinking, and identify miscues.	
• Teacher creates learning opportunities where all students consistently experience success.	The teacher's pacing is brisk and provides varied opportunities for students to engage in the gradual release of responsibility based on their identified needs. Students who need models receive explicit models; students who are able to start at the we do/I do stage engage in that component of the gradual release model. Based on students' self-assessment during the activities, students have access to materials that further extend or clarify learning in order to fully understand if their own learning is progressing.	
• Students lead opportunities that support learning.	Students are using success criteria aligned to the lesson's objective as they engage in a variety of high-quality materials. Students are able to support their own learning through goal setting aligned to success criteria.	
• Students take initiative to meet or exceed teacher expectations.	The teacher encourages students to track progress and set goals for individual mastery of the lesson's objectives. Students are able to persevere through the learning process by referring to success criteria and aligned strategies given.	
• Teacher optimizes instructional time to ensure each student meets their learning goals.	The teacher sets up experiences where students have opportunities to engage in enrichment (e.g., centers are in place with materials that align to the curriculum that support and extend student learning) or acceleration activities (small group instruction, one-on-one, intervention) that support identified student needs and/or student level of understanding of assigned goals and expectations.	

		Students utilized the success criteria to self-assess their progress in learning and make corrections or ask themselves reflective questions such as, "How can I make this work better? What questions should I be asking myself as I'm engaged in this activity in order to learn?" Reflection questions and journals are used by students to assess their success in the lesson and progression toward learning goals.

Suggested Planning (Reflective) Questions:

- How do (did) you ensure that academic expectations for students are (were) clear and rigorous? How are (were) the academic expectations aligned to the grade-level standards?
- What is (was) the success criteria for learning (in this lesson)? How are (were) both the teacher and the students utilizing the criteria to monitor learning throughout the lesson? What adjustments are being (were) made to ensure students have (had) the opportunity to reach success? What feedback are (were) students providing to one another? How are (were) students making their thinking process(es) visible?
- Why is it important for students to have opportunities to learn from their mistakes? How are (were) students working through their own mistakes and adjusting their learning?
- How will (did) you ensure that *all* students experience(d) success with the lesson?
- In the lesson, how will (did) students take initiative and persevere with their own work?
- In this lesson, how will (did) students engage in goal setting?
- How will (did) you plan for activities that will optimize(d) time for progression toward goals?

Engaging Students and Managing Behavior

Indicator Overview

Timely and effective management of both student behavior and student engagement is critical for effective instruction and student learning to take place within a classroom. The descriptors under this indicator also directly connect to indicators and descriptors in the Instruction domain. In order for a teacher to fully exceed expectations for the descriptors under this indicator, it should be evident that the teacher has established an environment where students understand how their own actions in the classroom help or hinder learning. Students are self-aware of the connection between their behaviors and their learning, spend time successfully completing assignments, and are engaged either independently or collaboratively with other students. For a teacher to manage student behavior effectively, he/she must establish clear expectations for learning as well as the behaviors associated with success. The teacher should model both academic expectations and behavioral expectations by providing examples and non-examples when presenting instructional content.

Content and Curriculum Connections

Managing student behavior is critical to keeping the focus in the classroom during lessons on the instruction. Many curriculums include routines and structures embedded in multiple lessons to help build common structures for learning, but it is critical that teachers establish expectations for appropriate behavior and reinforce those expectations to minimize the loss of important instructional time for students.

Evidence of Student-Centered Learning/Student Ownership of Learning

- Students, in partnership with the teacher, determine the class expectations/rules for appropriate learning behavior.
- Students self-monitor their own behavior based upon clear class learning expectations/rules.
- Students have several coping strategies to use when frustrated and feel comfortable using these in the classroom.
- Students are actively displaying norms through their actions.
- Students provide positive feedback to one another.
- Students remind one another when off task and quickly return to the task at hand.
- Students support one another's learning by reminding each other of the expectations.

Key Terms in the Rubric and/or Handbook

Optimize	When students are engaged in optimized learning, they are engaged in the most effective learning strategies possible. While there may be many other strategies that are applicable, the most efficient and effective strategy for student learning must be planned for.
Contingent Activities	Contingent activities are high interest, engagement activities that are meant to encourage students, reinforce expected behaviors, and contribute to a positive classroom environment.
Positive Reinforcement	Positive reinforcement includes praising students for positive behaviors to encourage and reinforce ideal classroom behavior and interaction.
Inconsequential Behavior	Inconsequential behaviors are those that may be bothersome to a teacher but do not disrupt the classroom environment.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence

• Students are consistently engaged in behaviors that optimize learning and increase time on task.	Students should always be cognitively and behaviorally engaged in learning. There should be no down time. By planning for consistent engagement and increased time on task, students have minimal time to engage in off task behaviors. The teacher must model explicit expectations for students and have highly engaging, rigorous, and relevant learning opportunities. This indicator is closely related to Presenting Instructional Content and Activities and Materials.	Student conversations are consistently focused on the lesson's objective, reference materials, and refrain from sidebar or off task behaviors. Students are self-paced in learning, utilizing a checklist or choice board to complete tasks. The students meet with the teacher to get feedback when needed. The students and the teacher utilize criteria to self-assess learning and guide feedback sessions. Students utilize the norms that have been established. The students and the teacher provide positive feedback to one another.
• Teacher and students establish commitments for learning and behavior.	When the teacher includes the students in the process of establishing the commitments for learning and behavior, it communicates to students that their thoughts and voices are valued. Ownership of the agreed upon learning commitments increases students' follow through with the expected behaviors. Student involvement also creates a more detailed understanding of the expectations, increasing comprehension and leaving less room for confusion. They become active participants, brainstorming and using critical thinking skills in the process.	Rules, norms, and behavioral expectations are created and agreed on by both students and teachers. Students support each other's learning by reminding each other of the agreed-upon rules. Evidence that routines, procedures, and/or success criteria are developed by students with the assistance of the teacher. The teacher often provides exemplars, examples, and non-examples to students for them to identify and co-construct lesson criteria as well as appropriate classroom behaviors.
• Teacher consistently uses, and students reinforce, several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment.	Exemplary teachers understand that they must do more than just engage students every once and a while. Creating opportunities where students stay engaged can be challenging. This is why using a variety of techniques and allowing student ownership in those techniques is vital to the success of classroom environments. Rewards must be thoughtfully planned out and teachers must follow through with the plans they communicate to students. Students must be active participants and have some level of choice in setting up reward systems or contingent activities. The outcome must be meaningful to students so they commit to changing or increasing the expected behavior. Not only must the behaviors be explicitly communicated, the positive and negative consequences must also be communicated so students are fully aware of what is at stake. This practice also	Students and the teacher provide positive feedback to one another. Teacher has a reward system or incentive in place (eagle bucks, dove dots, etc.). When providing incentives, the teacher connects the incentive with the appropriate behavior.

	allows the teacher the opportunity to increase the use of praise with his/her students.	
• Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson.	Teachers make hundreds of decisions a day and deciding which behaviors to address and which behaviors to overlook is a choice. Personal preference should not be the deciding factor. Teachers should consider the overall impact on the class by addressing a behavior. If the behavior is bothersome to the teacher but is not having a direct impact on the lesson or students, it should be addressed individually later on.	Teacher has a reward system or incentive in place (eagle bucks, dove dots, etc.). When providing incentives, the teacher connects the incentive with the appropriate behavior. Teacher places names of students who are exhibiting model behavior that builds the self-esteem of classmates on a celebration chart.
• The teacher addresses individual students who have caused disruptions rather than the entire class.	When inappropriate behavior that is damaging to the learning environment occurs, it is important that it is addressed. Rather than addressing the student in front of the entire class, which some students may perceive as embarrassing and further act out, the teacher should address the student in private.	When students are working on assigned tasks and *constructive* noise ensues, the teacher does not stop the class or interrupt the work of the student to address the behavior.
• The teacher quickly attends to disruptions with minimal interruption to learning.	When a disruption occurs that requires attention, the teacher must be able to address it without causing a major impact on the learning that was taking place. This includes addressing it effectively with minimal time being taken from the instructional needs of students.	Students who are off task are reminded by the teacher or other students, and they quickly return to the task at hand.

Suggested Planning (Reflective) Questions:

- What strategies do (did) you implement to encourage students to behave appropriately and stay on task during the lesson? How do (did) you involve your students in this process?
- How do (did) you and your students establish class expectations, such as norms, contracts, and rules, to ensure learning is (was) valued?
- What are (were) some techniques you and your students use(d) to maintain appropriate individual and group behavior?
- What types of behaviors do (did) you deem inconsequential and often overlook?
- How do (did) you address specific students while not punishing the entire class?
- Why is it important to attend to interruptions swiftly and firmly while teaching a lesson? How can (did) this impact the learning of others?

Environment

Indicator Overview

Classroom environment is a key factor that affects student learning. Therefore, the descriptors for this indicator are very connected to Instruction. Additionally, this indicator is closely connected to the other indicators in the Environment domain such as Expectations, Engaging Students and Managing Behavior, and Respectful Conditions.

In order for a teacher to fully exceed expectations for the descriptors under this indicator, it would be evident that the teacher has established a classroom environment that optimizes learning and includes students in creating the physical environment in order to increase the feeling of classroom community, inclusivity, and empowerment. Overall, the classroom environment should be positive and supportive for students in order to optimize learning. A positive classroom environment is one in which all students feel that they belong, are welcome, trust others, and feel encouraged to take on challenges. The classroom environment should promote intellectual risk taking and asking questions of themselves, one another, and the teacher. Such an environment provides relevant content (connected to Presenting Instructional Content), clear learning goals (connected to Standards and Objectives) feedback, opportunities to build social skills, and strategies to help students succeed.

Content and Curriculum Connections
All students must have access to grade-level content in order for there to be accessible learning in the classroom. Expectations should be set for all students to master the standards at the rigor in which they are written. While content should be presented at grade level for all students, the resources provided in high-quality curriculum should be utilized to provide scaffolds and interventions as needed to provide students with gaps in understanding the opportunity to reach grade-level mastery. Instruction should be planned through the lens of individual students without taking away from the integrity of the curriculum.

Evidence of Student-Centered Learning/Student Ownership of Learning
- Students are working in collaborative groups, providing and receiving feedback.
- Students are choosing how to utilize the resources and technology they need to master content, as needed.
- Students are producing work that evidence mastery of content.
- Students are reflecting on their progress individually and with other students, as well as asking questions of their teacher and their peers, to clarify gaps in understanding.
- Students are curious about what they are learning, conduct additional research, and question content without being prompted to do so.
- Students are attempting to complete tasks outside their comfort level without fear of failure.
- Students are engaged in trial and error problem-solving in collaboration with their classmates.

Key Terms in the Rubric and/or Handbook

Welcomes	A classroom that welcomes everyone is one in which all students feel like they belong and are a part of the community that makes up the class. Non-members feel comfortable visiting the classroom because there is an open-door policy, and they feel their presence is acknowledged and that the members of the class are glad they are there. No matter the academic, social, behavioral, or communication needs, *all* are welcomed and supported in their learning and growth.

Safe	When students feel safe, they are free to express their opinions, complete tasks, answer questions, and provide their peers feedback without fear of experiencing humiliation or harm. *All* students feel that their input is valued.
Accessible	When learning and resources that enhance learning are accessible, the classroom is organized in a way that all students know where to find the resources they need. Additionally, the learning is differentiated so that *all* students have access to the content based on their learning style and level. Students are able to maximize their learning. *All* students should have the same ease of access to materials and content. Students must also have the same opportunities to participate in and showcase their learning in a way that allows them to make both qualitative and quantitative gains at the same pace as their peers.
Opportunities	When students are given opportunities, they are provided with tasks, support, and collaborative structures that allow them to show evidence of mastery. They are also able to own their learning and can push themselves beyond mastery.
Student Work	Student work includes any product that a student says, does, makes, or writes that allows them to show evidence of mastery or progress toward mastery. This includes any verbal contribution a student makes to their own learning.
Positive	A positive classroom environment is one in which mistakes are seen as opportunities for growth and where each person feels valued and engaged at a level that encourages them to perform their best. Each person is uplifted by the success of every other person in the class. There is an expectation that *all* students will succeed, and their success will be celebrated.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
• The classroom welcomes all students and guests and provides a safe space for all students to take risks and interact with peers.	Students need to feel like they are valued for their individuality within the classroom. They need to feel comfortable expressing their opinions and attempting work they may not be successful with on the first try without fear of being humiliated. A classroom characterized by an environment of collaboration where everyone is an important part of the same community in the classroom is welcoming. Students should encourage each other and debate respectively utilizing academic conversation norms when there is a difference of opinion. These norms could include actions such as maintaining eye contact, validating what others have said, and listening without responding until the speaker is finished. Feedback is freely given and received with a positive tone.	The teacher stood in the doorway and greeted each student. Students were observed greeting each other as class began. The seats were arranged in pods of four desks that could easily be moved if needed to change groupings. Norms for the class environment were posted on an anchor chart and were written in a positive tone. Positive affirmations and words of encouragement were also displayed throughout the room depicting different backgrounds of students. The students were provided three opportunities throughout the lesson to collaborate with their pod members to complete a task and were observed throughout the lesson questioning each other and providing feedback when working independently, as appropriate. All desks were facing the front of the room, and the teacher was able to move around the room and reach all students easily. There was a kidney-shaped table at the front of the room that the teacher used for small group instruction as needed. Student journals were kept in baskets along the counter, and there was a space to turn in completed work. There was a labeled area on the
• The classroom is clearly organized and designed for and with students to promote learning for all.	The room is arranged in a way that allows all students access to the teacher and to collaborate with other students easily. Special considerations are made for students who have difficulties seeing or hearing the	

	instruction. Everyone feels like they are in the center of the learning environment.	board where objectives and success criteria were posted. Anchor charts that connect to learning objectives were posted where all students could see them. During a science lesson where students worked collaboratively to construct a bridge, students discussed which materials would be the strongest to construct their bridge as well as design options. The teacher placed all materials needed to construct the bridges in individual group containers. Students got up and gathered additional resources as needed. Two students retrieved calculators from their pockets on the wall and one student was observed going to the docking station and getting a laptop to look up various bridge designs. All students who gathered additional supplies and/or resources were observed putting them back in the same place they got them. No disruptions of others were evidenced while students retrieved supplies and all were free to move about as needed. During independent reading time in an ELA class, two students retrieved reading guides to assist them in following along in the text. Also, one student went to the computer and utilized assistive technology to read the text to her partner. There were two bulletin boards in a math classroom observed that contained student work related to the unit of study they were currently working on. There were a variety of levels of mastery posted, but all work had positive feedback attached that identified strengths of the work. One bulletin board had student reflections on the successes from their work. During the last 15 minutes of class, the teacher had students choose one piece of work they would like to showcase for the end of the unit. They compiled all their work for the unit in a portfolio along with the success criteria for each piece of work. In a social studies classroom, students were seated in pairs at each table. The tables were in rows. At one point during the lesson, students were asked to construct a claim with their table partner. After the partner claims were developed, students were asked to share their claims with their "pod." Students at each table in front simply turned to the table behind them to create a group of four (pod). The teacher rotated to each pod/group of four students and provided feedback as needed. One group of students was heard referencing the anchor chart that explains how to write a claim. One student said, "Let's check our success criteria and make sure we have included all the parts." Another
• The classroom has supplies, equipment and resources easily and readily accessible to provide opportunities for all students.	All students have access to any of the supplies, equipment, and resources they need to master content and are encouraged to utilize them as needed. There are norms for accessing and returning resources that allow for timely ease of use with little disruption to others.	
• The classroom displays current student work that promotes a positive classroom environment.	Student work that evidences mastery of content as well as growth toward mastery is displayed and changed often so that *all* students have their work displayed throughout the year. Students have a voice in which work they would like showcased and how they would like it displayed. Work that is displayed has positive feedback that provides insight as to why it is evidence of strong work and/or growth.	
• The classroom is arranged to maximize individual and group learning and to reinforce a positive classroom environment.	The room is arranged so that students can easily work in groups or individually without disturbing others. There is space for the teacher to easily rotate among the students, and students have access to the teacher when needed. Supplies, resources, and technology are housed and arranged in a way that allows students to access them easily. There are positive messages posted along with anchor charts connected to learning objectives for students to utilize as resources. Goals are posted and referenced. Learning targets and success criteria are visible, communicated, and easily referenced by all students.	

		student said, “Oh, we need to go back into the text and make sure we can pull evidence to support this claim.”

Suggested Planning (Reflective) Questions:

- How do (did) you ensure that all students in your classroom feel (felt) welcomed and that they are (were) in a safe environment for learning and academic risk taking?
- How do (did) you organize your classroom so that all students have (had) access to the supplies, technology, and other resources they need(ed) to master content?
- Why is (was) it important for *all* students to have their work showcased and displayed in the classroom? How do (did) you determine which work to display?
- How does (did) your room arrangement help to create a positive classroom environment and maximize student collaboration and learning?
- Why is (was) it important for students to be able to take risks and how do (did) you facilitate this in your classroom?
- How do (did) you ensure that a positive classroom environment is (was) maintained?

Respectful Conditions

Indicator Overview
A respectful environment in the classroom facilitates learning and is connected to Instruction. Additionally, a sustainable, positive classroom environment begins with respectful conditions.

In order for a teacher to fully exceed expectations for the descriptors under this indicator, it would be visible that there is an atmosphere that has moved beyond simply focusing on the interaction between students and the teacher. Instead, the classroom should reflect an atmosphere of mutual respect where students are also treating each other with respect. The result is a classroom where more learning takes place as students feel safe, motivated, and respected.

Achieving this atmosphere takes effort on the part of the teacher as well as the students. Teachers most often set this in motion when they develop a set of expectations for how everyone might treat one another in the classroom. Engaging the students in developing these expectations promotes additional ownership for students in their learning environment. Then it is key that the teacher consistently models these expectations for the students and provides praise when other students model these expectations. The teacher-to-student and student-to-student interactions demonstrate overall care, kindness, and respect for one another and celebrate *all* student backgrounds. Positive relationships and interdependence characterize the classroom by students working in groups and providing praise and positive feedback to each other to celebrate successes.

Additionally, students are making positive personal connections with one another and are comfortable in challenging one

another's ideas. These interdependent characteristics tremendously impact learning and facilitate a strong environment that further facilitates positive student motivation as well as thinking and problem-solving.

Content and Curriculum Connections

In order to build a strong environment and respectful conditions for learning, it is critical that teachers use high-quality curriculum and content that is inclusive of a variety of different backgrounds. Teachers must also know their students' needs, abilities, and interests in order to plan appropriate and engaging activities aligned to the curriculum. This will foster respectful conditions in the classroom environment, and it also creates a safe place that promotes learning for *all* students.

Evidence of Student-Centered Learning/Student Ownership of Learning

- Students actively display the expected norms such as acknowledging other viewpoints or ideas.
- Students make personal and positive connections with one another throughout lessons.
- Students respond, without teacher prompting, to each other with affirmative comments and cheer for each other when correct responses are provided.
- Students are comfortable respectfully challenging content and/or their peers' ideas around the content.
- Students feel safe to express their opinions and interests in the classroom.
- Students are patient and respectful with each other.

Key Terms in the Rubric and/or Handbook

Interests and Opinions of All Students	In planning for lessons, teachers should take into consideration how *all* students will best relate to the content they are learning.
Foster Positive Interactions	Fostering positive interactions refers to the teacher encouraging and promoting the development of effective communication skills among his/her students.
Receptive	Teachers must be willing to consider or accept new suggestions or ideas from students.
Interdependence	Interdependence refers to students understanding or recognizing that their individual success is linked to the success of others. Students support and challenge each other throughout tasks to ensure collective success.

Descriptors: Meaning and Actions

Exemplary Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence

• Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' backgrounds.	The teacher should work with students to create a classroom environment that is positive and supportive for students in order to optimize learning for *all*. A positive classroom environment is one in which *all* students feel that they belong, are welcome, can trust others, and feel encouraged to take on challenges. The teacher should provide opportunities to build students' social skills and strategies to help students succeed. Students encourage each other and debate respectively utilizing academic conversation norms when there is a difference of opinion. These norms could include maintaining eye contact, validating what others have said, and listening without responding until the speaker is finished. Feedback is freely given and received with a positive tone. The teacher should facilitate a learning environment that includes and celebrates *all* students, even those represented in their classroom community. Students need to understand why it is important to communicate with other students in a respectful manner even when they disagree with their thoughts, ideas, or beliefs.	Students working in groups can be heard providing praise/positive feedback to each other to celebrate quick wins and success. Sentence stems that are agreed upon by the teacher and students are used to actively support any discourse. The teacher reinforces these behaviors by providing praise and recognition of students working together (highlighting specific actions) using sentence stems as well as classroom and/or school-based reward systems. Students are actively displaying the established norms such as waiting for others to finish speaking and acknowledging other viewpoints or ideas. Students are commenting about shared ideas, such as "I can understand why you are saying that." The teacher responds, "I like how you are acknowledging his viewpoint in your discussion. Who else wants to comment on that?" Students respond appropriately and respectfully.
• Teacher seeks out and is receptive to the interests and opinions of *all* students.	The first step to differentiate for interests is to find out what students care about and like to do. In lessons, teachers should provide opportunities for students to make connections to their interests. When a topic connects to what students like to do, engagement deepens as they willingly spend time thinking, having conversations, and creating ideas in meaningful ways. Connecting learning to real-world experiences is a key learning technique with differentiating for student interests.	At the beginning of the school year, the teacher has the students complete surveys/student profile cards to collect data on their likes and interests. With this data, the teacher can make connections between the content and the student's interests. For example, if students are working on an ELA lesson about making inferences, the teacher may choose a song from one of her/his students' favorite singers and have the students make inferences about the lyrics. The teacher may also have the students complete a learning preferences assessment. This assessment will give the teacher more insight on how all of the students in her/his class prefer to learn. The teacher then knows what learning techniques to incorporate into her/his lessons.

• Positive relationships and interdependence characterize the classroom.	Students need to feel valued for their individuality. The classroom should function as a community where everyone feels valuable and important to promote success in the group.	Students have been working on 2-digit by 1-digit multiplication in their math class. In a lesson, they have the opportunity to practice working some problems with a partner using a collaborative grouping structure. During this structure, one student works the problem as the other student coaches them as needed (Kagan: Rally Coach student strategy). Students can be heard saying things such as "You were on the right track, but you forgot to decompose your 1." "You're almost there, but what's 3 x 9?" Students continue alternating problems until they have completed them all.

Suggested Planning (Reflective) Questions:

- How do (did) students respectfully challenge each other when they have (had) differing views?
- Why is (was) it important to foster positive student-to-student interactions to promote care, kindness, and respect in the classroom?
- Are (were) students empowered to make decisions? How do (did) you know?
- Why is (was) it important to know what students are (were) interested in?
- How does (did) showing respect facilitate student interdependence?
- In this lesson, how are (were) students going to work (working) together to extend each other's thinking?

Appendix A: LER: Other Personnel Guidance

Alternative School Educators

PURPOSE

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the Louisiana evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups with educators working in these areas to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which evaluators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the Louisiana Educator Rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

GUIDANCE

The accompanying documents for each educator group are broken down into two types of guidance.

1. The *Observation Guidance* document provides:
   - A quick glance at some guiding questions and overarching concerns for each educator group; and
   - Examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
     - NOTE: Key areas for evidence are not intended to replace the indicators in the LER (Louisiana Educator Rubric), but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.
2. The *Observation Support* document provides:
   - Additional context for the evaluator when considering the responsibilities of each educator;
   - Detailed examples to illuminate some of the key indicators and areas for evidence; and
   - A platform for meaningful discussion between educators and evaluators around best practices.
     - NOTE: This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

LOUISIANA EDUCATOR RUBRIC

- Alternative School Educators
- Special Education Educators of Students with Disabilities (SWD)
- Interventionists
- Librarian/Media Specialists (LMS)
- Master/Lead Teachers/Instructional Coaches (without classroom assignments)

LER Observation Guidance: Alternative School Educators

PRE-CONFERENCE COACHING QUESTIONS

1. How do you plan for effective lessons in the alternative setting?
2. How do you ensure that your instruction addresses the individualized behavior and curricular goals/objectives of students?
3. How do you actively engage students in learning?
4. What are the engagement strategies (individual, small, and whole group) that you use?
5. How do you communicate expectations for student behavior and learning?
6. What do you do to reinforce and reward student effort toward meeting the learning goals/objectives?
7. How do you reinforce respectful conditions? What techniques do you use to encourage students to treat one another with respect?
8. How do you manage student behavior so that learning is successful?
9. Are there any special circumstances in your classroom that I should know about?
10. How do you assure a safe environment in your classroom for medically fragile students? How do you follow safety plans for at-risk youth?

KEY INDICATORS

1. Planning – Instructional Plans

- Alternative educators can clearly articulate how lesson plans are developed for the alternative setting (long range "unit" plans, short range clusters of plans) that provide an opportunity to positively impact students no matter the timeframe of attendance in their classroom.
- There is evidence of individual instructional goals for students and instructional lesson plans are rooted in high-quality instructional materials (as adopted by the school system) to guarantee alignment to state standards and assessments.

**Connection to Standards and Objectives (SO); Motivating Students (MOT); Presenting Instructional Content (PIC); Lesson Structure and Pacing (LSP); Activities and Materials (ACT); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Assessment (AS); Expectations (ES)*

2. Instruction — Standards and Objectives

- Alternative educators can clearly and explicitly state objectives or content standard goals for students and the demands of rigor to meet the standards and the expectations/criteria for success to meet the objective(s); although, the individualized nature of student work means that whole class objectives are not consistent and generally not posted.
- There is clear evidence that most students are progressing toward mastery of objectives through the use of HQIM assessments; although the evaluator may need to speak with individual students to determine progression toward mastery.
- Students are behaviorally and cognitively engaged in the process of mastering objectives.

**Connection to Motivating Students (MOT); Presenting Instructional Content (PIC); Lesson Structure and Pacing (LSP); Activities and Materials (ACT); Questioning (QU); Academic Feedback (FEED); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Expectations (ES)*

3. Instruction — Lesson Structure and Pacing

- Alternative educators clearly and deliberately use individualized strategies to deliver instruction to students (NOTE: Students in alternative classrooms vary greatly in age, grade level, subject matter focus, etc. and as such, group work or partnering may be very minimal given the lack of overlap in instructional needs).
- Alternative educators pace individual learning activities to align with the needs of students and scaffold instruction to meet individual needs while maintaining focus on the demands of the standards.
- Routines are evident and can be articulated by students.

**Connection to Standards and Objectives (SO); Motivating Students (MOT); Presenting Instructional Content (PIC); Activities and Materials (ACT); Questioning (QU); Academic Feedback (FEED); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Expectations (ES)*

4. Instruction — Grouping

- The instructional grouping arrangement may vary based on student behavior plans and/or individual goals but will consistently maximize student understanding and learning efficiency.
- Instructional group composition may be varied based on the individualized needs/plans of the student instead of on factors such as race, gender, ability, and age, and are composed in the best interest of the student in order to accomplish the goals of the lesson.
- There is evidence of student individual responsibility and accountability (student work).

**Connection to Standards and Objectives (SO); Motivating Students (MOT); Presenting Instructional Content (PIC); Lesson Structure and Pacing (LSP); Activities and Materials (ACT); Questioning (QU); Academic Feedback (FEED); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Expectations (ES)*

EXAMPLES OF EVIDENCE/ARTIFACTS

- IEPs, as appropriate
- Conversations with students
- Student assessments/exit tickets, journals
- Student goal sheets and behavior tracking documentation
- Progress/data monitoring charts
- Behavior plans/contracts
- Student projects
- Safety sweep documents/checklist
- Medical assistance plan
- Contraband document

LER Observation Support: Scenarios for Alternative Educators

The evaluator may need to look more broadly at the alternative educator, as the alternative educator often delivers lessons in a "non-traditional" manner given individual student needs and timelines of attendance. Similarly, instructional plans are not limited to "traditional" teacher weekly plans, and as such, evaluators may find it necessary to speak or interact with students to determine if learning and thinking are taking place. Finally, student work is individualized, so standards and objectives for the whole class are not consistent and generally not posted.

I. PLANNING

EXAMPLE — INSTRUCTIONAL PLANS

Planning — Instructional Plans:

Instructional plans (individual and whole group lessons) are based heavily on state standards, available local HQIM curriculum resources and materials, and analysis of formative and summative student assessments. Therefore, it should be evident in daily, weekly, and unit instructional plans that the following are incorporated: standards, curriculum resources, and assessments. There is evidence of communication between the Alternative Educator and teachers from the student's home school regarding learning and behavioral needs. There is evidence of planning with the end in mind to develop lesson objectives, assessments, student work, and activities and materials that connect to the standards and lead students toward success. However, in order to determine the quality of a teacher's plan, it is important to see the impact the planning has on the teacher's ability to deliver the lesson and the resulting impact in the student work produced.

II. INSTRUCTION

EXAMPLE — STANDARDS AND OBJECTIVES

Instruction — Standards and Objectives:

In the classroom, standards/objectives of focus are explicitly communicated by teacher and students as well as behavioral expectations. The evaluator circulates around the room and stops to speak with individual students. The students are able to articulate which standards and objectives they are working on mastering and how their current activity helps them to meet those goals. There is also evidence of prior student work that demonstrates significant

progress toward meeting their individual goals. Similarly, the alternative educator can clearly state the learning goals for individual students and differentiate instruction to meet various learning needs, styles, and strengths. Although students may be in a variety of configurations, such as students standing, lying down, working in isolation, etc., they are actively focused on their instructional tasks. Evidence gathered from student work products (aligned to the standards) indicate student mastery or progress toward mastery of the objectives. Additionally, student behaviors reflect the explicitly communicated expectations.

EXAMPLE — LESSON STRUCTURE AND PACING

Instruction — Lesson Structure and Pacing:

In order to meet various learning needs, the alternative educator may divide students into several small groups and assign specific tasks, as appropriate to their learning and behavioral needs. Students transition with minimal loss of instructional time. Throughout the instructional time, the alternative educator maintains a flexible schedule that allows him/her to address learning in the moment and adjust the learning based on academic performance and behavior. This may not look like a typical classroom with blocks of time devoted to solely one subject/topic, as students have multiple learning goals in a range of different subjects. Simultaneous instruction is rare due to the level of differentiation needed by this particular group of students.

EXAMPLE — GROUPING

Instruction — Grouping:

The alternative educator creates groups based on what is appropriate for the individual students and what will maximize student understanding and learning efficiency to meet the standards/objectives of lessons. The grouping arrangement considers student behavior plans, individual student goals, and developmental appropriateness. Some groups may be composed of either individual students or an individual student paired with the alternative educator, will be focused on what is in the best interest of the student, and is aligned to the student's instructional plan. Throughout the instructional time, the alternative educator continuously measures the classroom climate and makes grouping adjustments as necessary. All students know their roles, responsibilities, and work expectations, and are working toward accomplishing the goals of the lesson as seen in their individual work products.

Special Education Educators of Students with Disabilities (SWD) Louisiana Educator Rubric Observation Guidance

PURPOSE

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the Louisiana evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups with educators working in these areas to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which evaluators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the Louisiana Educator Rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

GUIDANCE

The accompanying documents for each educator group are broken down into two types of guidance.

1. The *Observation Guidance* document provides:
   - A quick glance at some guiding questions and overarching concerns for each educator group; and
   - Examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
     - NOTE: Key areas for evidence are not intended to replace the indicators in the LER (Louisiana Educator Rubric), but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.
2. The *Observation Support* document provides:
   - Additional context for the evaluator when considering the responsibilities of each educator;
   - Detailed examples to illuminate some of the key indicators and areas for evidence; and
   - A platform for meaningful discussion between educators and evaluators around best practices.
     - NOTE: This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

LOUISIANA EDUCATOR RUBRIC

- Alternative Educators
- Special Education Educators of Students with Disabilities (SWD)
- Interventionists
- Librarian/Media Specialists
- Master/Lead Teachers/Instructional Coaches (without classroom assignments)

LER Observation Guidance: Special Education Educators of Students with Disabilities

PRE-CONFERENCE COACHING QUESTIONS

1. What are the unique circumstances in the classroom setting where you will be observed (e.g., inclusion vs. resource vs. life skills)?
2. In what ways do you plan with the regular educator(s)? How do you plan using student data?
3. How do you ensure that your instruction addresses the identified and individualized behavior and curricular goals/objectives of students?
4. What strategies and modifications do you bring to the classroom that are different from the regular classroom instructional strategies and modifications?
5. What is the direct link between what is on individual students' IEPs and what will be observed in today's lesson?
6. How do you plan lessons in a way that fulfills the goals and objectives of multiple IEPs? How did you plan for each student?
7. How do you actively engage students in learning? What are the engagement strategies (individual, small, and whole group) that you use? Differentiation strategies?
8. How will you communicate the purpose and learning expectations of the intervention lesson?
9. How do you measure student success/progress toward meeting the areas of intervention?
10. How do you communicate expectations for student behavior and learning?
11. What evidence will indicate mastery?
12. What data are you collecting? How are you collecting this data? How will you use this data to drive your instruction?
13. Are there any special circumstances in your classroom that I should know about?

KEY INDICATORS

1. Planning – Instructional Plans

- Goals are measurable and explicit, aligned to state standards or student IEPs, and designed to clearly identify the gap between present level of performance and grade level performance.
- Goals and objectives, as appropriate, are selected in a manner to address deficits, accelerate progress, and close the gap.
- The Special Education Educator of SWD can clearly articulate how lesson plans and objectives are developed for the students assigned to them and how they are planning to meet the individual needs of the students identified in their IEPs.
- There is clear evidence that the plan provides regular opportunities to accommodate individual student needs (inclusion or pull-out) to build mastery; and clear purpose for the lesson should be evidenced in the lesson plan.
- Instructional plans are written in a concise, efficient manner that maximizes the amount of time spent with the student (utilizing HQIM resources).
- There is evidence of mastery/progress toward mastery of skills for students in the identified objectives.
- Plans may not integrate other disciplines, depending on the skill focus.

**Connection to Standards and Objectives (SO); Teacher Content Knowledge (TCK); Teacher knowledge of Students (TKS); Lesson Structure and Pacing (LSP); Presenting Instructional Content (PIC); Activities and Materials (ACT); Academic Feedback (FEED); Thinking (TH); Problem Solving (PS); Student Work (SW); Assessment (AS); Expectations (ES)*

2. Planning — Student Work

- Engagement and conversation should be encouraged, but assignments may not lead to higher-order thinking, as repetition and focus on skill mastery are essential.
- Student work product requirements will vary based on the identified needs of the students within their IEPs.

**Connection to Standards and Objectives (SO); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Activities and Materials (ACT); Thinking (TH); Problem Solving (PS); Academic Feedback (FEED); Instructional Plans (IP); Assessment (AS); Expectations (ES)*

3. Planning – Assessment

- Assessments will be aligned to short-term goals in areas of deficit, rather than state content standards, which are required for mastery at the end of the school year.
- Extended written tasks and portfolio-based assessments may not be appropriate.

**Connection to Standards and Objectives (SO); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Activities and Materials (ACT); Academic Feedback (FEED); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Assessment (AS); Expectations (ES)*

4. Instruction — Standards and Objectives

- Learning objectives (short-term) will be tied to areas of deficit that lead toward mastering state content standards by the end of the year. A clear connection between the state standard(s) or the IEP goals/objectives is evident. The IEP goals are designed in a way to accelerate progress (close the gap).
- The Special Education Educator of SWD can clearly and explicitly state objectives and the expectations/criteria for success to meet the objective(s)/sub-objectives/skills.
- Students are clear/can identify what their learning objectives are and their purpose. Students with IEPs are made aware of the goals/objectives on their particular IEP.
- There is clear evidence that most students are progressing toward mastery of objectives/sub-objectives through the use of scaffolded HQIM assessments**;** although the evaluator may need to speak with individual students to determine progression toward mastery**.** The Special Education Educator of SWD is collecting and monitoring/tracking student learning toward meeting objectives and standards.
- Students are behaviorally and cognitively engaged in the process of mastering objectives**.**

**Connection to Lesson Structure and Pacing (LSP); Presenting Instructional Content (PIC); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Activities and Materials (ACT); Academic Feedback (FEED); Instructional Plans (IP); Student Work (SW); Assessment (AS); Expectations (ES)*

5. Instruction — Questioning

- Students are pushed to generate developmentally appropriate questions that lead to further inquiry and self-directed learning as aligned to the learning objectives identified.
- Questions are designed/scaffolded in a manner adapted to the students' particular learning styles as identified in their IEPs to meet the learning deficits.
- Questions glean information from students that could deepen their thinking toward meeting learning objectives and further identify additional needs to support learning.

**Connection to Standards and Objectives (SO); Presenting Instructional Content (PIC); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Activities and Materials (ACT); Academic Feedback (FEED); Thinking (TH); Problem Solving (PS); Student Work (SW); Assessment (AS); Expectations (ES)*

6. Instruction — Grouping

- The instructional group arrangement may vary based on student IEPs, but will maximize the impact of specific activities during the lesson and intentionally take into account diverse learning needs to consistently maximize student understanding and learning efficiency.
- Instructional group composition may be varied and is flexible in order to be the most beneficial for the individual needs of diverse learners and maximize learning.
- There is evidence of student individual responsibility and accountability (student work).
- The grouping of students is directly connected to ongoing data collection, progress monitoring, and the needs of the students.

**Connection to Standards and Objectives (SO); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Activities and Materials (ACT); Academic Feedback (FEED); Assessment (AS); Expectations (ES); Environment (ENV); Respectful Conditions (RC)*

7. Environment – Engaging Students and Managing Behavior

- Based on student IEPs (especially students with behavior plans), learning and teaching techniques and methods may seem non-traditional, but student work products from the lesson indicate progress toward mastery of the identified learning targets with the supports provided by the educator and any support staff present during the lesson observation.

**Connection to Standards and Objectives (SO); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Activities and Materials (ACT); Academic Feedback (FEED); Expectations (ES); Environment (ENV); Respectful Conditions (RC)*

EXAMPLES OF EVIDENCE/ARTIFACTS	
• IEPs; list of accommodations and modifications • Instructional Plans • Behavioral Plans • "I can" statements	• List of objectives and sub-objectives • Logs/documentation of IEP implementation • Progress/data monitoring charts • Student assessments/exit tickets, journals, portfolios

LER Observation Support: Special Education Educators of SWD (Students with Disabilities)

First, it is important to identify the specific parameters of each Special Education Educator of SWD's role: Self-Contained teaching or Inclusion teaching. For a Special Education Educator of SWD, it is critical to first have a deep understanding of the standards that are expected to be mastered by the end of the school year for each student he/she serves. That deep understanding must include TCK that includes what "success" looks and sounds like to master the standards and then follows the identified IEP goals for each student (which should outline the skills that lead toward mastery of that standard, the learning gaps for the student, and the steps the Special Education Educator of SWD will take to lead the student toward mastery by scaffolding learning that supports the identified success criteria). The standards and objectives for Special Education Educators of SWD must be reframed and adapted within the framework of individual student IEPs. Educators of SWD may use alternate standards for students with significant cognitive disabilities. Questioning must also be reframed according to the diverse needs of the specific populations served. Student grouping strategies do not always apply, depending on the nature of the service or instruction (e.g., grouping may be different in pull-out vs. inclusion). Given this unique setting, lesson plans should be based on and aligned with IEPs and the demands of the grade level standards. When appropriate, plans should be lesson-specific as well as student specific.

I. PLANNING

EXAMPLE — INSTRUCTIONAL PLANS
Planning — Instructional Plans: Instructional plans (individual and whole group lessons) are based heavily on state standards, available local HQIM curriculum resources and materials, and analysis of formative and summative student assessments. Therefore, it should be evident in daily, weekly, and unit instructional plans that the following are incorporated: student IEP goals, standards, curriculum resources, and assessments. There is evidence of planning with the end in mind to develop lesson objectives, assessments, student work, and activities and materials that connect to the Standards and lead students toward success with intentional differentiation for each student to meet those standards. However, in order to determine the quality of a Special Education Educator of SWD lesson/instructional plan, it is important to see the impact the intentional student-specific planning has on the educator's ability to deliver the lesson and the resulting impact in the student work produced.

EXAMPLE — STUDENT WORK

Planning — Student Work:

Instructional plans (individual and whole group lessons) are based heavily on state standards, available local HQIM curriculum resources and materials, and analysis of formative and summative student assessments. Therefore, it should be evident in daily, weekly, and unit instructional plans that the following are incorporated: student IEP goals, standards, curriculum resources, and assessments. There is evidence of planning with the end in mind to develop lesson objectives, assessments, student work, and activities and materials that connect to the standards and lead students toward success with intentional differentiation for each student to meet those standards. However, in order to determine the quality of a Special Education Educator of SWD lesson/instructional plan, it is important to see the impact the intentional student-specific planning has on the educator's ability to deliver the lesson and the resulting impact in the student work produced. For example, students who were struggling with fluency in reading, were identified to have gaps in syllabicating words and understanding the meaning of the root word in order to make the text meaningful. These students who struggled to read words with multiple syllables were provided a model/think aloud of how to segment a word by separating known prefixes in order to isolate the root word. Then, exploring the root word to identify meaning before adding a prefix or suffix (word train). Students were given new words with prefixes and suffixes to syllabicate and discuss. Then, when reading a piece of text, the student was expected to isolate unknown words and syllabicate them to determine meaning. Student work expectations were for the students to identify the root word, prefix, and/or suffix with a short phrase of meaning. This work was continued over time with increasing rigor and a tracking method to ensure student progress.

EXAMPLE — ASSESSMENT

Planning — Assessment:

Assessments will be aligned to areas of deficit (sub-objectives/skills), rather than state content standards. Extended written tasks and portfolio-based assessments may not be appropriate.
The IEPs of a group of 2nd Grade SWD indicates a deficit in meeting the following standards: 2.NBT.B.5 "Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction." After the Special Education Educator of SWD provides scaffolded lessons on pre-requisite skills (such as the following), formative assessments of these pre-requisite skills are utilized to determine growth in the area of deficit:

- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
- Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation.
- Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

II. INSTRUCTION

EXAMPLE — STANDARDS AND OBJECTIVES

Instruction — Standards and Objectives:
INCLUSION scenario:
After pre-planning has occurred with the regular education classroom educator, the Special Education Educator of SWD/Inclusion educator takes part in the lesson instruction along with providing support to the inclusion students and regular education students, as necessary. While supporting students classified as SWD, the SWD Educator pulls the group of SWD students aside for a "huddle" to clarify the expectations for the lesson objective. Then, he/she (considering each student's academic and behavioral challenges) provides intentional academic approval (feedback) rooted in the criteria/expectations of the learning as well as any behavioral expectations that would be critical to student success.

DIRECT INSTRUCTION scenario:
The educator of SWD instructs students based on their present IEP goals and identified deficits in the pre-requisite skills that lead to the goals. The lesson was developed from supporting guidance within HQIM. Students are clearly informed of which standards they are working on mastering and how they have been progressing toward those goals; however, it may be difficult for them to articulate these goals without guidance. At the beginning of each lesson, the educator communicates the learning target for each student, how this target will be assessed, and the criteria for success. There is evidence of prior and current work that demonstrates that students are progressing toward meeting their IEP goals.

EXAMPLE — QUESTIONING

Instruction — Questioning:

INCLUSION scenario:
After pre-planning has occurred with the regular education classroom teacher, the Special Education Educator/Inclusion educator takes part in the lesson instruction along with providing support to the inclusion students and regular education students, as necessary. The inclusion educator follows up with individual students or small groups of students to ask additional clarifying questions and scaffold student thinking. He/she structures questions for individuals and groups to engage in appropriate levels of rigorous problem-solving. The educator of SWD knows his/her students' learning needs and the content (depth of standards) so well that there is an intuitive exchange that pushes student learning to a greater degree. Students are frequently surprised by how much they do know. Students are able to generate questions that lead to further inquiry and self-directed learning.

DIRECT INSTRUCTION scenario:
Questioning is within the parameters of the curriculum and all questions (forms and frequency) depend on the objective of the lessons. The educator of SWD actively works to develop higher-order thinking skills in students. In order to foster and monitor this development, he/she establishes and maintains communication with students by asking questions that are varied and high quality, providing a balanced mix of question types such as:

- What's another way you might…?
- What would it look like if…?
- What do you think would happen if…?
- How was…different from…?
- When have you done/experienced something like this before?

Students may also ask specific questions aligned to their learning such as:

- Is this problem correct?
- Could you show me the correct way to answer this?
- Could you repeat the directions?
- Should I complete the entire worksheet?
- Can I go on to the next part?
- What does this result mean?

EXAMPLE — GROUPING

Instruction — Grouping:

INCLUSION scenario:
After pre-planning has occurred with the regular education classroom teacher, the Special Education Educator of SWD/Inclusion educator takes part in the lesson instruction along with providing support to the inclusion students and regular education students, as necessary while they are working with other students in various grouping situations. The Inclusion educator may have a specific group of students with whom to work and ensure they know their roles, responsibilities, and work expectations. Additionally, the Inclusion educator may also be supporting assigned students with ensuring they have equal participation in group discussions (following identified classroom collaboration structures) and are held accountable for their own work and thinking.

DIRECT INSTRUCTION scenario:
The educator of SWD plans and implements instructional grouping arrangements that are focused on what is in the best interest of each student, and are aligned to the student's IEP goals (whole class, small group, pairs, individuals, learning style, etc.) to consistently maximize student understanding and learning. The students exhibit evidence of this learning in multiple ways such as: group projects, visual presentations, demonstrations, the use of technology, and verbal, gestural, or written communication of their understanding. All students know their roles, responsibilities, and work expectations, and are working toward accomplishing the goals of the lesson as seen in their individual work products**.** The educator then collects data on the effectiveness of these grouping strategies through formative assessment tools. This data is used thoughtfully and effectively to drive future instruction and facilitate meaningful communication with relevant stakeholders.

III. ENVIRONMENT

EXAMPLE — ENGAGING STUDENTS AND MANAGING BEHAVIOR

ENVIRONMENT — Engaging Students and Managing Behavior:

INCLUSION scenario:
After pre-planning has occurred with the regular education classroom teacher, the Special Education Educator of SWD/Inclusion educator takes part in the lesson instruction along with providing support to the inclusion students and regular education students, as necessary. While supporting students classified as SWD, the SWD educator pulls the group of SWD students aside for a "huddle" to clarify the expectations for the lesson objective. Then, he/she (considering each student's academic and behavioral challenges) provides intentional academic approval (feedback) rooted in the criteria/expectations of the learning as well as any behavioral expectations that would be critical to student success (i.e., "Tyler is following the steps to solve the addition equation by writing a number sentence that has the addends of the problem, an equal sign, and the sum of the addends. This is great work because we need to show a number sentence with addends, an equal sign, and the correct sum of the addends."

DIRECT INSTRUCTION scenario:
During classroom lessons, students and the educator of SWD provide positive feedback to one another.
The educator has a reward system or incentive in place (eagle bucks, dove dots, etc.). When providing incentives, the educator connects the incentive with the appropriate behavior. Rules, norms, and behavior expectations are created and agreed on by both students and teachers, posted, and referenced if necessary during the lesson. Students support each other's learning by reminding each other of the agreed-upon rules. Students are utilizing identified routines, procedures, and/or success criteria with the assistance of the educator and each other, if appropriate.

Interventionist

PURPOSE

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the Louisiana evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which evaluators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the Louisiana Educator Rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

GUIDANCE

The accompanying documents for each educator group are broken down into two types of guidance.

1. The *Observation Guidance* document provides:
   - A quick glance at some guiding questions and overarching concerns for each educator group; and
   - Examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
     - NOTE: Key areas for evidence are not intended to replace the indicators in the LER (Louisiana Educator Rubric), but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.
2. The *Observation Support* document provides:
   - Additional context for the evaluator when considering the responsibilities of each educator;
   - Detailed examples to illuminate some of the key indicators and areas for evidence; and
   - A platform for meaningful discussion between educators and evaluators around best practices.
     - NOTE: This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

LOUISIANA EDUCATOR RUBRIC

- Alternative Educators
- Special Education Educators of Students with Disabilities (SWD)
- Interventionists
- Librarian/Media Specialists
- Master/Lead Teachers/Instructional Coaches (without classroom assignments)

LER Observation Guidance: Interventionists

PRE-CONFERENCE COACHING QUESTIONS

1. In what area are you providing intervention? How do you identify area(s) of need? What data did you use to determine area(s) of need?
2. What is the length of the intervention?
3. How do you plan for effective intervention lessons for student groups? What strategies and materials are you using to provide intervention?
4. How did you use data to make decisions about your instructional choices (e.g., meeting with teachers, data teams, reviewing data, etc.)?
5. How have you collaborated with peers (e.g., classroom teacher, data teams, other interventionists, etc.) to prepare for instruction based on student need?
6. How long have you been working with this group of students? Is this a static or fluid group?
7. Are there any students who need specific differentiated supports in your intervention class? If so, what are the supports and which student behaviors or needs are you responding to?
8. How will you communicate the purpose and learning expectations of the intervention lesson?
9. How do you measure student success/progress toward meeting the areas of intervention?

KEY INDICATORS

1. Planning – Instructional Plans

- Interventionist can clearly articulate how the intervention "group" of students has been identified as aligned to areas of deficit, rather than state content standards.
- Interventionist can clearly articulate how lesson plans are developed for the identified intervention group.
- There is evidence of differentiation strategies, detailed sequencing to build mastery, and clear purpose for the lesson in the lesson plan.
- There is evidence of mastery/progress toward mastery of skills for students in the identified objectives.
- Intervention plans are rooted in high-quality instructional materials (as adopted by the school system) to guarantee alignment to state standards and assessments.
- Plans may not integrate other disciplines, depending on the skill focus.

**Connection to Standards and Objectives (SO); Lesson Structure and Pacing (LSP); Activities and Materials (ACT); Grouping (GRP); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Instructional Plans (IP); Student Work (SW); Assessment (AS); Expectations (ES)*

2. Planning – Student Work

- Engagement and conversation/collaboration should be encouraged, but assignments may not lead to higher-order thinking, as repetition and focus on skill mastery are essential.
- There is evidence of student learning/progress toward learning to meet end of year standards.
- Evidence of student thinking is present in student work (this includes evidence that students had clear expectations/criteria for thinking and problem solving (learning) aligned to appropriate levels of rigor to meet standards and objectives).
- There is evidence of immediate academic feedback on assessments provided to students so they can make adjustments to their work before being assessed.

**Connection to Standards and Objectives (SO); Lesson Structure and Pacing (LSP); Presenting Instructional Content (PIC); Activities and Materials (ACT); Questioning (QU); Academic Feedback (FEED); Grouping (GRP); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Assessment (AS); Expectations (ES)*

3. Planning – Assessment

- Assessments will be aligned to areas of deficit, rather than state content standards.
- Extended written tasks and portfolio-based assessments are used, as appropriate.
- Assessments will be rooted in high-quality, approved curriculum guidance.
- Immediate academic feedback is provided to students and to their regular classroom teachers.

**Connection to Standards and Objectives (SO); Lesson Structure and Pacing (LSP); Presenting Instructional Content (PIC); Activities and Materials (ACT); Questioning (QU); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Assessment (AS); Expectations (ES)*

4. Instruction — Standards and Objectives

- Learning objectives will be tied to an area of deficit instead of a state content standard.
- Interventionist can clearly articulate the sub-skills of focus that are needed to support student learning toward meeting the objectives as well as the expectations/criteria for success to meet the objective(s).
- Sub-objectives identify the specific area of focus within a skill deficit (e.g., consonant blending).
- Students know the purpose of the intervention and are behaviorally and cognitively engaged in the process of mastering the identified skills, rather than mastery of a standard.

**Connection to Motivating Students (MOT); Presenting Instructional Content (PIC); Activities and Materials (ACT); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Instructional Plans (IP); Student Work (SW); Assessment (AS); Expectations (ES)*

5. Instruction — Activities and Materials

- Student-to-student interaction may be limited, based on appropriateness.
- Adult-to-student interaction must be apparent.
- Multimedia and technology may not always be appropriate. If utilized, it should support an intervention provided by the interventionist.
- Time for reflection may not be appropriate or observed.
- Student choices may be limited due to the focused nature of the lesson.
- Additional resources utilized must maintain integrity to the demands of the standard the student is working toward mastering.

**Connection to Standards and Objectives (SO); Motivating Students (MOT); Presenting Instructional Content (PIC); Questioning (QU); Academic Feedback (FEED); Grouping (GRP); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Expectations (ES)*

6. Instruction — Questioning

- Higher-order questioning may not always be appropriate, but students should be engaged in learning and responding to scaffolded questions.
- Adult-to-student interaction must be apparent.
- Opportunities for student-student interaction are provided, as appropriate.

**Connection to Standards and Objectives (SO); Motivating Students (MOT); Presenting Instructional Content (PIC); Academic Feedback (FEED); Grouping (GRP); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Expectations (ES)*

7. Instruction – Grouping

- Interventionist should maximize student understanding and learning efficiency by placing students in pairs or small groups, as appropriate; however, the intervention composition or program may limit the ability of grouping.
- Students working in groups have clear and concise expectations (and criteria) for learning, roles, and responsibilities, and are all held accountable for their learning.
- Instructional groups may not set goals, reflect on, and evaluate their learning based on appropriateness. However, if possible, this is a strong practice.

**Connection to Standards and Objectives (SO); Motivating Students (MOT); Presenting Instructional Content (PIC); Lesson Structure and Pacing (LSP); Activities and Materials (ACT); Questioning (QU); Academic Feedback (FEED); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Expectations (ES)*

8. Environment – Environment

- Interventionist may not have a dedicated classroom, and thus displaying student work may not be expected (from previous lessons). However, student work from a lesson observed is displayed on student desks during the lesson and potentially utilized by the teacher as a teachable moment for other students.
- The classroom is arranged to support identified skill-based activities, rather than standard-based activities.

**Connection to Standards and Objectives (SO); Motivating Students (MOT); Presenting Instructional Content (PIC); Activities and Materials (ACT); Academic Feedback (FEED); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Thinking (TH); Problem Solving (PS); Instructional Plans (IP); Student Work (SW); Expectations (ES)*

EXAMPLES OF EVIDENCE/ARTIFACTS

- Progress monitoring data
- Notes from classroom teachers, data team or collaborative meetings
- Intervention plans
- Other sources of data
- Instructional/Lesson plans; Lesson objectives
- Student data folders; portfolios of progressing student work
- Anecdotal documentation of monitoring/tracking student progress

LER Observation Support: Scenarios for Interventionists

The evaluator may need to look more broadly at the interventionist than other educators delivering instruction, as the interventionist is tasked with supporting student learning outside the core instructional setting, but still utilizing the resources within HQIM. Other resources for interventions should be approved by the school system. Interventionist routines may vary at each school, and as such, the pace and structure of instruction may differ among school sites.

I. PLANNING

EXAMPLE — INSTRUCTIONAL PLANS

Planning — Instructional Plans:

The interventionist creates an instructional plan that is aligned to the student's area of deficit. There is a clear objective (may be sub-objectives/pre-requisite skills) stated, and the lesson is sequenced to build mastery. The interventionist has clearly outlined the essential vocabulary and skills needed to work toward mastery of the lesson (success criteria is identified). There is clear evidence of how the interventionist will differentiate support for each student.

EXAMPLE — STUDENT WORK

Planning — Student Work:

Students who were struggling with fluency in reading were identified to have gaps in syllabicating words and understanding the meaning of the root word in order to make the text meaningful. These intervention students who struggled to read words with multiple syllables were provided a model/think aloud of how to segment a word by separating known prefixes in order to isolate the root word. Then, they explored the root word to identify meaning before adding a prefix or suffix (word train). Students were given new words with prefixes and suffixes to syllabicate and discuss. Then, when reading a piece of text, the student was expected to isolate unknown words and syllabicate them to determine meaning. Student work expectations were for the students to identify the root word, prefix, and/or suffix with a short phrase of meaning.

EXAMPLE — ASSESSMENT

Planning — Assessment:

The assessment requires a student to manipulate syllables or word parts. The interventionist has a rubric/checklist to mark off as the student works through the assessment. Prior to this assessment, the interventionist uses white boards to quickly assess understanding. The interventionist has a clear method of organizing anecdotal notes based on student responses. This method helps guide instructional decisions, but it also serves as evidence of the effectiveness of the intervention.

II. INSTRUCTION

EXAMPLE — STANDARDS AND OBJECTIVES

Instruction — Standards and Objectives:

The interventionist starts with the objective of the lesson, leading students to understand what their goal is while working through the sequence of the lesson (e.g., "Today we will be focusing on ____, we must have this skill to be able to ____."). The interventionist then demonstrates what is expected (including success criteria). Students move into the lesson. Activities are modeled (highlighting success criteria) before moving in depth into the lesson, and visuals are available. Students are expected to produce work that can be assessed against the success criteria. There is evidence of student mastery/progress toward mastery of the skill.

EXAMPLE — ACTIVITIES and MATERIALS

Instruction — Activities and Materials:

The interventionist presents the focus of the lesson, which is on word patterns, specifically words with 'at' (e.g., cat, bat, hat, etc.). The interventionist presents the text that will be used for the lesson. Students are asked to hold up the text and point to the words as they read "The Bat in a Hat". The interventionist engages in the lesson with the students, focusing on the overall objective of the lesson. Students read and practice with a peer. The interventionist also has manipulatives, such as word tiles, available for students who need additional support.

EXAMPLE — QUESTIONING

Instruction — Questioning:

The focus of the lesson is on decoding CVC words. The interventionist asks the students to locate the vowel in the word "dog". He/she then follows up with questions such as, "Is this a short or long sound? Let's look at the surrounding consonants. What is the beginning/initial sound? What is the ending/final sound?" Throughout this questioning, the interventionist provides ample wait time, and uses tiles for visuals and actual manipulation. The questions and manipulations of sounds continue based on the level of need of each student.

EXAMPLE — GROUPING

Instruction — Grouping:

As appropriate: Small group instruction with the interventionist is focused on any identified skill need and should maximize student understanding and learning efficiency. However, the intervention composition or program may limit the ability of grouping. For example, a group of 3 students come together with the interventionist to strengthen short vowel sounds. Once the lesson model has been provided, 2 of the students could be paired in order to practice identifying the short vowels and sounds in words while the interventionist could be partnered with the remaining student who still has a greater need to scaffold learning with ensuring they know the difference between vowels and consonants as well as the sounds each vowel can make.

III. ENVIRONMENT

EXAMPLE — ENVIRONMENT

Environment — Environment:

Since the interventionist may not have a dedicated classroom, displaying student work (from previous lessons) may not be expected. But, the classroom should be arranged to support the skill-based activities and student work products should be visible (displayed) during the lesson for review. For example, station activities might be set up in advance of the lesson for students to engage after a small group lesson. Students who need particular manipulatives and tools are aware of where they can find them to support their learning.

Librarian/Media Specialist (LMS)

PURPOSE

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the Louisiana evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which evaluators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the Louisiana Educator Rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

GUIDANCE

The accompanying documents for each educator group are broken down into two types of guidance.

1. The *Observation Guidance* document provides:
   - A quick glance at some guiding questions and overarching concerns for each educator group; and
   - Examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
     - NOTE: Key areas for evidence are not intended to replace the indicators in the LER (Louisiana Educator Rubric), but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.
2. The *Observation Support* document provides:
   - Additional context for the evaluator when considering the responsibilities of each educator;
   - Detailed examples to illuminate some of the key indicators and areas for evidence; and
   - A platform for meaningful discussion between educators and evaluators around best practices.
     - NOTE: This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

LOUISIANA EDUCATOR RUBRIC

- Alternative Educators
- Special Education Educators of Students with Disabilities (SWD)
- Interventionists
- Librarian/Media Specialists
- Master/Lead Teachers/Instructional Coaches (without classroom assignments)

LER Observation Guidance: Librarian/Media Specialist (LMS)

PRE-CONFERENCE COACHING QUESTIONS

Planning:

1. In what ways do you plan with the regular educators/teachers on the campus to provide resources and services that meet student needs? What student data is utilized to determine these needs?
2. What procedures have been established and communicated to students (and teachers) about the purpose and use of library/media resources?

Environment:

3. How do you ensure that the library/media center is organized and understandable to teachers and students?
4. How do you ensure that the library/media center is arranged to promote learning?
5. How do you ensure that your expectations in the library setting address the identified and demanding academic expectations for every student?
6. How do you ensure that students know and follow identified and communicated learning expectations in the library setting?

Instruction:

7. How are you building/strengthening your own Teacher Content Knowledge in various content standards for student mastery and how can the library/media center support the standards?
8. When appropriate/applicable, how do you actively engage students in ensuring that the library/media center is positively impacting their learning goals? What are the engagement strategies (individual, small, and whole group) that you use?
9. How do you measure student success/progress toward meeting student learning goals by utilizing resources from the library/media center?

KEY INDICATORS

1. Planning- Instructional Plans

- There is evidence of the LMS meeting regularly with classroom teachers to determine learning goals and the resources that will best support student progress and learning toward meeting content standards.
- The LMS can explicitly state the learning focus/needs of students in each grade band or classroom as well as the best library/media resources to support their learning needs.
- There is evidence observed and/or visible in the library/media center that indicates clear expectations of utilization of resources to support their learning needs.

**Connection to Standards and Objectives (SO); Presenting Instructional Content (PIC); Activities and Materials (ACT); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Expectations (ES); Environment (ENV)*

2. Environment- Expectations

- There is clear evidence of organization of the library/media center resources and equipment available to teachers and students. Likewise, there is evidence/documentation of use of library/media center resources and equipment to support student learning.
- If applicable, the library/media center arrangement provides space for student learning to occur individually or in any group setting.
- There is evidence of the LMS meeting regularly with classroom teachers to determine learning goals and the resources that will best support student progress and learning.
- There is evidence of established and communicated expectations for success in the library/media center setting.

**Connection to Standards and Objectives (SO); Presenting Instructional Content (PIC); Activities and Materials (ACT); Grouping (GRP); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Expectations (ES); Environment (ENV)*

3. Instruction — Standards and Objectives

- The LMS can explicitly communicate the ALA (American Library Association) standards and their place in the school library/media center.
- Goals and objectives are consistent with the school goals and take into account other related curriculum areas as appropriate.
- The LMS can communicate the learning focus/needs of students in each grade band or classroom as well as the best library/media resources to support their learning needs.
- There is evidence of student utilization of library/media center resources.
- If appropriate/applicable, there is evidence of active student engagement in learning in the library/media center that positively impacts student learning goals.

**Connection to Motivating Students (MOT); Presenting Instructional Content (PIC); Activities and Materials (ACT); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Instructional Plans (IP); Expectations (ES); Engaging Students and Managing Behavior (ESMB); Grouping (GRP)*

4. Instruction – Teacher Content Knowledge

- The LMS is knowledgeable of subject specific content standards for the grade levels he/she services and can articulate areas of student need in each content area.
- There is evidence of the LMS meeting regularly with classroom teachers to determine learning goals and the resources that will best support student progress and learning toward meeting content standards.
- There is evidence of specific content standard aligned resources accessible to teachers and students for use and support.

**Connection to Standards and Objectives (SO); Activities and Materials (ACT); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Instructional Plans (IP); Expectations (ES)*

5. Instruction – Assessment

- The LMS has set goals and an action plan for the school year that are aligned to the school's overall goals and various student learning goals.
- There is evidence of regular/timely reflection and data generated that indicates impact of the LMS's action plan on their goals.
- Some evidence of impact of LMS and library/media center use on student learning may include circulation data, student and teacher surveys, and student performance data on quarterly/benchmark assessments, if appropriate, and can be linked to usage of library/media center resources and equipment.

**Connection to Standards and Objectives (SO); Activities and Materials (ACT); Academic Feedback (FEED); Teacher Content Knowledge (TCK); Teacher Knowledge of Students (TKS); Instructional Plans (IP); Student Work (SW); Expectations (ES)*

EXAMPLES OF EVIDENCE/ARTIFACTS

- Agendas/meeting notes from collaborations with instructional teachers
- Lesson Plans/Instructional Plans
- List of objectives and sub-objectives aligned to the rigor of Content Standards and skills of need identified for students in the school
- Student work products that result from learning experiences *in an instructional setting* (Progress/data monitoring charts, if applicable and appropriate)
- Documentation/pictures of expectations and processes to follow in the library/media center
- Pictures of the organization of the library/media center's resources that support content standards
- Student and teacher feedback/survey results of their use of the library/media center in supporting their learning goals
- Logs/documentation/reports of teacher and student utilization of library/media center resources

LER Observation Support: Librarian/Media Specialist (LMS)

School administrators/evaluators should work with the LMS to identify appropriate times and settings for observation and evidence collection opportunities. The announced observation/evidence collection process will set the stage for unannounced observations/evidence collection later in the year.

I. PLANNING

EXAMPLE — INSTRUCTIONAL PLANS

Planning — Instructional Plans:

Instructional Setting Scenario/Example:
After meeting with the 6-8 Social Studies teachers, the LMS identified specific Social Studies content standards of need for students. Additionally, the SS teachers communicated the need for students to strengthen their writing skills in relation to developing written responses to tasks that require multiple texts/sources. The SS teachers shared the CER writing strategy process they were utilizing with students to support this identified need. The LMS located other informational sources that were aligned to the identified content standards and writing needs for students. The LMS developed and taught a three-part lesson that could be done with small groups of students during daily scheduled acceleration time that included aligned activities and materials that supported the identified content standards and writing needs of students. Student written responses produced during these mini-lessons were analyzed by the SS teachers and librarian against identified success criteria to determine progress and growth.

Non-Instructional Setting Scenario/Example:
After collaborating with content specific teachers on the campus to identify standards of need to support student learning, the LMS researched and assembled resources available in the library/media center for use in classroom instruction and student research. These collections of resources were made available to teachers and students on the campus. Although the school library/media center may not have an exhaustive collection of resources to offer teachers and students, the LMS also provided information on resources that could be located outside the school such as public libraries or organizations in the community.

II. ENVIRONMENT

EXAMPLE — EXPECTATIONS

Environment - Expectations:

Instructional Setting Scenario/Example:
When delivering the developed three-part SS lesson to groups of 6-8 students in the library/media center during acceleration time, activities and materials used during the lessons required students to collaborate and talk about their thinking and learning before writing responses to provided tasks. The library furniture was set up to accommodate 4 pairs of students to engage in discussions with planning and feedback using the CER strategy as the structure/strategy for their written responses to tasks.

Non-Instructional Setting Scenario/Example:
The LMS planned, organized, and promoted “open house”/sharing presentations for teachers and students in the fall and spring to become familiar with the resources available for use in the library/media center and how they support state content standards. The presentation included communicating and displaying the expectations for proper use of library/media center resources. After these sessions, the LMS kept documentation of the utilization of resources by teachers and students in the school.

III. INSTRUCTION

EXAMPLE — STANDARDS AND OBJECTIVES

Instruction — Standards and Objectives:

Instructional Setting Scenario/Example:
The three-part SS lesson plan that was planned and delivered by the LMS with groups of 6-8 SS students was aligned to the rigor and expectations of the content standards and writing standards/skills identified by the 6-8 SS teachers. During the lesson, the LMS had the students develop individual learning goals for this series of lessons. Success criteria and exemplary writing was provided and modeled during the lesson so that students had a clear understanding of the expectations for performance in meeting the identified standards. At the end of each lesson part, students self-reflected and self-evaluated their work against provided criteria in order to make adjustments to their work.

Non-Instructional Setting Scenario/Example:
A high school LMS leads a project for teachers in the school to create a video to introduce them to the unit/module of study they will be engaging in during the first nine weeks. First, the LMS meets with groups of teachers by content to identify the upcoming learning for the nine weeks (standards, units, texts, etc…). Then, the LMS models for teacher groups how to locate resources that are aligned to the standards and content they will be teaching. Next, the LMS introduces the teachers to the video technology/resources to create short videos that introduce their units/modules of study and how to utilize the school library to support their work/learning during the units/modules.

EXAMPLE — TEACHER CONTENT KNOWLEDGE

Instruction — Teacher Content Knowledge:

Instructional Setting Scenario/Example:
The three-part SS lesson plan that was planned and delivered by the LMS with groups of 6-8 SS students was aligned to the rigor and expectations of the content standards and writing standards/skills identified by the 6-8 SS teachers. During the lesson, the LMS had the students develop individual learning goals for this series of lessons. Success criteria and exemplary writing was provided and modeled during the lesson so that students had a clear understanding of the expectations for performance in meeting the identified standards. While working, students were provided feedback on their progress toward meeting the learning goal/objective that is rooted in identified success criteria.

Non-Instructional Setting Scenario/Example:
A high school LMS leads a project for teachers in the school to create a video to introduce them to the unit/module of study they will be engaging in during the first nine weeks. First, the LMS meets with groups of teachers by content to identify the upcoming learning for the nine weeks (standards, units, texts, etc…). Then, the LMS builds “toolboxes” of strategies and resources that will promote and apply different types of thinking and problem solving that are aligned to the teacher-identified topics and standards of focus. Then, the LMS models for teacher groups how to locate resources that are aligned to the standards and content they will be teaching. Next, the LMS introduces the teachers to the video technology/resources to create short videos that introduce their units/modules of study and how to utilize the school library to support their work/learning during the units/modules.

EXAMPLE — ASSESSMENT

Instruction — Assessment

Instructional Setting Scenario/Example:
The three-part SS lesson plan that was planned and delivered by the LMS with groups of 6-8 SS students was aligned to the rigor and expectations of the content standards and writing standards/skills identified by the 6-8 SS teachers. During the lesson, the LMS had the students develop individual learning goals for this series of lessons. Success criteria and exemplar writing was provided and modeled during the lesson so that students had a clear understanding of the expectations for performance in meeting the identified standards. While working, students were provided feedback on their progress toward meeting the learning goal/objective that is rooted in identified success criteria. Students self-evaluated and adjusted their learning/work against the established/identified success criteria for the writing project.

Non-Instructional Setting Scenario/Example:
At the beginning of the school year, the LMS sets a goal for circulation/use of library resources and equipment for each quarter. The LMS develops and asks core content teachers to administer a brief survey on their utilization of library resources during each nine weeks/quarter. The survey includes open-response questions for students to specifically identify how they utilized library resources and how they supported their learning. Additionally, the LMS generates quarterly circulation reports that detail use of library resources/equipment each nine weeks.

Master Teacher/Instructional Coach

PURPOSE

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the Louisiana evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which evaluators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the Louisiana Educator Rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

GUIDANCE

The accompanying documents for each educator group are broken down into two types of guidance.

1. The *Observation Guidance* document provides:
   - A quick glance at some guiding questions and overarching concerns for each educator group; and
   - Examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
     - NOTE: Key areas for evidence are not intended to replace the indicators in the LER (Louisiana Educator Rubric), but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.
2. The *Observation Support* document provides:
   - Additional context for the evaluator when considering the responsibilities of each educator;
   - Detailed examples to illuminate some of the key indicators and areas for evidence; and
   - A platform for meaningful discussion between educators and evaluators around best practices.
     - NOTE: This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

LOUISIANA EDUCATOR RUBRIC

- Alternative Educators
- Special Education Educators of Students with Disabilities (SWD)
- Interventionists
- Librarian/Media Specialists
- Master/Lead Teachers/Instructional Coaches

LER Observation Guidance: Master Teachers/Instructional Coaches

School administrators/evaluators should work with their district/school system to identify the roles and responsibilities of Master Teachers, instructional coaches, and other instructional leaders/coordinators whose duties include improving teacher instruction. Evaluation type may be identified on a person-by-person basis. Therefore, the guidance for these individuals looks different than guidance for other school support personnel.

Here are the steps to follow when determining how to best evaluate Master Teachers, instructional coaches, and other instructional leaders/coordinators' professional practice:

1. Determine if the individual is serving on a teacher or leader certificate.
    a. Those serving at the school-level on a teacher or leader certificate will be evaluated via the Educator or Leader Evaluation.
    b. Those serving at the district level on a teacher certificate will be evaluated via the Educator or Leader Evaluation.
    c. Those serving at the district level on a leader certificate could be evaluated via a local personnel evaluation.
2. Refer to the local job description to determine the role and responsibilities for the educator.
3. Determine if the role and responsibilities align more with the Louisiana Educator or Leader Evaluation System.
4. Use this guidance document to develop an understanding of how the Louisiana Educator Rubric or the Louisiana Leader Rubric is applied to these roles.

ROLE ALIGNED TO THE LOUISIANA EDUCATOR EVALUATION SYSTEM

In this role, there is typically an expectation for the Master Teachers, instructional coaches, and other instructional leaders/coordinators to provide instruction at the student level by modeling lessons, co-teaching, etc. Therefore, *all indicators* in the Louisiana Educator Rubric apply to lessons with students and should be utilized for formal observations.

When duties align more toward providing professional learning with the goal of improving instruction, observations may occur during teacher collaboration, planning, or during other opportunities to provide adult learning. This role supports the learning and growth of teachers on the campus as these individuals are the "teacher of teachers." *All indicators* in the Louisiana Educator Rubric apply to professional learning for adult learners and should be utilized for formal observations.

ROLE ALIGNED TO THE LOUISIANA LEADER EVALUATION SYSTEM

Master Teachers, instructional coaches, and other instructional leaders/coordinators may be evaluated using the Louisiana Leader Rubric if the job description allows for it. Those serving on a leader certificate at the school level should be evaluated using the leader rubric in order to renew leader certification.

LOUISIANA LEADER RUBRIC: KEY INDICATORS OF FOCUS THAT ARE CRITICAL

DOMAIN: SCHOOL MISSION, VISION AND STRATEGIC GOAL SETTING

All indicators:
Purpose: Master Teachers, instructional coaches, and other instructional leaders/coordinators in the Leader Evaluation System must be a strong leader on campus that is a part of the setting, monitoring, and implementation of specific goals for students and staff that reflect high academic expectations for all. Although the school administrator is the lead in the goal-setting and monitoring process, individuals serving in the leader evaluation system must collaborate with key stakeholders to set and prioritize goals to help close the achievement gap in all

populations, develop strategies aimed at accomplishing the goals, effectively communicate goals and strengthen efforts to meet these goals. These leaders must also ensure that staff understand and engage in consistent processes to analyze student data and work in order to reflect on teaching and learning practices. These regular and consistent analysis opportunities provide guidance to teachers to make instructional decisions that positively impact student learning further. Therefore, it is critical to indicate that Master Teachers, instructional coaches, and other instructional leaders/coordinators whose roles align to the Leader Evaluation System play an integral role in ensuring that the school goals are impacted by teaching and learning on a regular basis.

Evidence/Artifacts: school plan (includes all school goals (quantitative and qualitative); goals by content; goals by grade level; short-term goals and long-term goals as well as action plans developed by the ILT and classroom teachers to impact the identified goals in the plan; frequent reflections by the leader on the progress toward meeting identified goals; weekly ILT meeting agendas; weekly teacher collaboration agendas; student performance data; teacher performance data

DOMAIN: INSTRUCTIONAL LEADERSHIP

All indicators:
Purpose: Master Teachers, instructional coaches, and other instructional leaders/coordinators in the Leader Evaluation System must ensure that all instruction in the building is aligned to the rigorous demands of the state standards and are rooted in high-quality instructional materials. Therefore, this individual is knowledgeable of the scope of standards in assigned content and grade level areas. They also have a deep understanding of the adopted HQIM. Additionally, their role includes planning and delivering high quality, weekly professional learning for all teachers on the campus that is focused on curriculum, assessment, and instructional practices. Their focus for weekly professional learning must be rooted in current and high-quality student and teacher data that is planned and delivered along a continuum of learning to meet identified student and teacher needs, utilizing HQIM. These actions should also include methods of measuring student growth and teacher effectiveness.

Evidence/Artifacts: documentation of weekly professional learning opportunities for teachers is supported by current and relevant quantitative and qualitative student and teacher data; documentation also ensures professional learning opportunities include measurable outcomes aligned to school goals; documentation for these opportunities also demonstrates evidence teachers are supported in developing a deep understanding of standards and effectively implementing curriculum and HQIM to positively impact student learning.

DOMAIN: CAPACITY BUILDING

All indicators:
Purpose: Master Teachers, instructional coaches, and other instructional leaders/coordinators in the Leader Evaluation System are also tasked with ensuring that all teachers (including themselves) engage in frequent reflective practices regarding the impact their teaching has on student learning and success based on identified areas of growth. Weekly teacher collaboration meetings are planned/structured and delivered within The Five Steps for Effective Learning and ensure transfer of new learning with students (with support) and a means to measure success. These weekly professional development meetings with teachers must first be based on identified areas of student learning need (rooted in current quantitative and qualitative data). Next, these professional learning opportunities should consider data gathered from teaching practices and weave those practices into the new learning, development, and application.

Evidence/Artifacts: documentation of weekly professional learning opportunities for teachers is supported by current and relevant quantitative and qualitative student and teacher data; documentation also ensures professional learning opportunities include measurable outcomes aligned to school goals; documentation for these opportunities also demonstrates evidence teachers are supported in developing a deep understanding of standards and effectively implementing curriculum and HQIM to positively impact student learning; professional learning opportunities should be research-based and field-tested, or piloted with students on the campus prior to large-scale implementation.; documentation should be collected that captures how all new professional learning and application with students (from weekly meetings) is frequently monitored; documentation should also demonstrate how instructional decision-making is responsive and agile and continues to move student learning forward.

DOMAIN: SCHOOL and COMMUNITY ENVIRONMENT

All indicators:

Purpose: Master Teachers, instructional coaches, and other instructional leaders/coordinators in the Leader Evaluation System are expected to promote and support a professional environment, community engagement, positive behaviors, access for all learners and cultural responsiveness in conjunction with ensuring high quality teaching and learning.

Evidence/Artifacts: documentation of participation and presentation at weekly ILT meetings; serves on committees and regularly assigned "duty" actions that reinforce and communicate the investment these leaders have in the school's day to day processes; documentation of support and engagement in school events that promote community engagement; serves and supports the discipline or ILT in developing and implementing a campuswide discipline system; documentation of one-on-one support visits with identified students and teachers to support behavioral challenges that lead to academic success; documentation of support and promotion of events and structures at the school that empower families from all communities.

DOMAIN: PROFESSIONALISM AND INTEGRITY

Indicators - Professional Norms, and Professional Behavior:

Purpose: Master Teachers, instructional coaches, and other instructional leaders/coordinators in the Leader Evaluation System serve as leaders to ensure that professional norms are understood and followed by themselves and fellow colleagues. They are the models of professional norms as well as professional behavior. This domain promotes a safe and productive work environment for everyone to ensure that students are successful. There must be a high level of trust between teachers and assigned Master Teachers, instructional coaches, and other instructional leaders/coordinators.

Evidence/Artifacts: documentation of support sessions that promote practices that exuberate a positive and effective system of trust and learning among students, teachers and students, and teachers and leaders. There is evidence/documentation of coaching between teachers and their assigned Master Teacher, instructional coach, or other instructional leader/coordinator (following a developed coaching plan). Other potential evidence/artifacts may include documentation of feedback gained from a student advisory committee to elicit student opinions about their academic progress and instructional practices on the campus. Additional evidence may include documentation of the meetings/conversations with teachers on the campus about their decisions to incorporate activities that are NOT part of the HQIM. Then, decisions and next steps about adhering to the HQIM is documented to be monitored and reflected upon later between the Master Teacher, instructional coach, and other instructional leader/coordinator and teacher.

LOUISIANA LEADER RUBRIC: KEY INDICATORS THAT MAY NOT APPLY IN THIS ROLE

DOMAIN: PROFESSIONALISM AND INTEGRITY

Indicator: Policy

Purpose: depending on the identified roles and responsibilities of Master Teachers, instructional coaches, and other instructional leaders/coordinators in the district/school system or school, it may or may not be appropriate or applicable for these leaders to ensure that school personnel follow district policy expectations (that may include and adhere to federal, state, and local laws).

DOMAIN: SCHOOL OPERATIONS/MANAGEMENT

All indicators:

Purpose: Although some Master Teachers, instructional coaches, and other instructional leaders/coordinators have roles and responsibilities more closely aligned to those of school leaders, the indicators of Administrative Operations and Fiscal and Physical Management may not apply. However, it is highly recommended that Master Teachers, Lead Teachers, and Instructional Coaches be included in school administrative discussions focused on recruiting, hiring, and retaining professional staff.

Evidence/Artifacts: potential evidence/artifacts might include interviewing schedules/agendas for new hires/professional staff; documentation of meetings with administrators to make decisions about financial allocation of resources in the school to meet the goals and needs of students and teachers.

Appendix B: Research Supporting the Louisiana Educator Rubric (LER)

Indicator	Exemplary Descriptors	Research
Standards and Objectives	• All learning objectives and state content standards, and their connection to student work expectations, are explicitly communicated and understood by students. • Objectives and expectations are aligned to the depth and rigor of the state standards; lesson content is aligned to the objectives of the high-quality instructional materials. • Sub-objectives/Pre-requisite skills are aligned and logically sequenced to the lesson's major objective. • Students make connections between learning objectives and (a) what they have previously learned, (b) what they know from life experiences, and (c) knowledge of other disciplines. • Expectations for each student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives. • Students are able to articulate expectations and explain those to their peers. • Learning objectives are displayed and referenced throughout the lesson with explanations. • Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s).	Applebee, A. N., Adler, M., and Flihan, S. (2007). Chan, P. E., Graham-Day, K. J., Ressa, V. A., Peters, M. T., and Konrad, M. (2014). Jussim, L., Robustelli, S. L., and Cain, T. R. (2009). Meece, J. L., Anderman, E. M., and Anderman, L. H. (2006). Penuel, W., Fishman, B. J., Gallagher, L. P., Korbak, C., and Lopez-Prado, B. (2009). Rivet, A. E., and Krajcik, J. S. (2008). Schmidt, W. H., Wang, H. C., and McKnight, C. C. (2005). Seidel, T., Rimmele, R., and Prenzel, M. (2005). Shwartz, Y., Weizman, A., Fortus, D., Krajcik, J., and Reiser, B. (2008). Traynor, A. (2017).
Motivating Students	• The teacher consistently organizes the content, including high-quality curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • Students are consistently engaged in their own learning, and the teacher reinforces students' initiative to learn more.	Anderson, R. C., Graham, M., Kennedy, P., Nelson, N., Stoolmiller, M., Baker, S. K., and Fien, H. (2019). Brooks, C. F., and Young, S. L. (2011). Conley, D. T., and French, E. M. (2014). Deci, E. L., Koestner, R., and Ryan, R. M. (1999). Eccles, J. S., and Wigfield, A. (2002). Evans, M., and Boucher, A. R. (2015). Givens Rolland, R. (2012). Hidi, S., and Harackiewicz, J. M. (2000). James, M. C., and Scharmann, L. C. (2007). Knoster, K. C., and Goodboy, A. K., (2020). Orhan Özen, S. (2017). Schiefele, U. (2017). Stipek, D. (2002). Tze, V. M. C., Daniels, L. M., and Klassen, R. M., (2016).

Presenting Instructional Content	Presentation of content always includes: • visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Butler, D. L., Schnellert, L., and Cartier, S. C. (2013). Cheng, L., Ritzhaupt, A. D., and Anonenko, P. (2019) Cook, M. P. (2006). Dalton, B., and Smith, B.E. (2012) Glen, N. J., and Dotger, S. (2009). Harp, S. F., and Maslich, A. A. (2005). Herman, J. L., Klein, D. C. D., and Abedi, J. (2000). Low, G. (2008). Nesbit, J. C., and Adesope, O. O. (2006). O'Neill, T. B. (2010). Öztürk, M., and Çakıroğlu, Ü. (2021). Richland, L.E., Zur, O., and Holyoak, K.J. (2007). Shwartz, Y., Weizman, A., Fortus, D., Krajcik, J., and Reiser, B. (2008). Stockard, J., Wood, T. W., Coughlin, C., and Rasplica Khoury, C. (2018) Sung, Y., Chang, K., and Liu, T. (2016) Webb, N. M., and Mastergeorge, A. (2003).
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding. • Pacing is brisk, adjusted for rigor of content and individual student learning expectations. • Students' individual needs are attended to and pacing provides many opportunities for individual students who progress at different learning rates. • Students understand and engage in classroom routines and transitions to ensure efficient use of time.	Corno, L. (2008). Davis, E. A. (2003). Konrad, M., Helf, S., and Joseph, L. M. (2011). Russo, J., and Hopkins, S. (2017) Shwartz, Y., Weizman, A., Fortus, D., Krajcik, J., and Reiser, B. (2008).
Activities and Materials	Activities and materials include all of the following: *Content:* • support the lesson objectives; • are challenging; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; *Student-centered:* • sustain students' attention; • provide opportunities for student-to-student interaction; • evoke student curiosity and suspense; • provide students with choices when appropriate and aligned to the learning objectives; *Multiple materials:* • incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc., when not available in the high-quality instructional materials). In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction, and students are continuously self-monitoring as appropriate to enhance learning.	Brophy, J. (2008). Cornelius-White, J. (2007). Davis, E. A. (2003). de Freitas, S. I. (2006). Dignath, C., and Buttner, G. (2008). Engelmann, K., Bannert, M., and Melzner, N. (2021). Fredricks, J. A., Blumenfeld, P. C., and Paris, A. H. (2004). Harp, S. F., and Maslich, A. A. (2005). Hmelo-Silver, C. E. (2004). Kul, U., Celik, S., and Aksu, Z. (2018). Matsumura, L. C., Garnier, H., Pascal, J., and Valdes, R. (2002). McNeil, N., and Jarvin, L. (2007). Mishra, P., and Koehler, M. J. (2006). Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., and Collazo, T. (2004). Mouratidis, A., and Michou, A. (2011). O'Neill, T. B. (2010). Pahl, K., and Rowsell, J. (2010). Porter, A. C. (2002). Webb, N. M., Franke, M. L., Ing, M., Chan, A., De, T., Freund, D., and Battey, D. (2008). Zimmerman, B. J. (2008).

Questioning	• Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content:
	  ◦ knowledge and comprehension;
	  ◦ application and analysis; and
	  ◦ creation and evaluation.
	• Questions are consistently purposeful and coherent.
	• The frequency of questions consistently engages students in the rigor of the content and in critical thinking.
	• Questions are consistently sequenced with attention to the instructional goals.
	• Wait time (3-5 seconds) is consistently provided.
	• Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers).
	• All students are actively answering questions and engaging with the teacher or each other to share their perspectives.
	• Students generate questions that lead to further inquiry and self-directed learning.
		Altermatt, E. R., Jovanovic, J., and Perry, M. (1998).
		Armendariz, F., and Umbreit, J. (1999).
		Benedict-Chambers, A., Kademian, S. M., Davis, E. A., and Palincsar, A. S. (2017).
		Boyd, M. and Rubin, D. (2006).
		Chin, C. (2007).
		Erdogan, I., and Campbell, T. (2008).
		Gillies, R. M. (2011).
		Hill, J. B. (2016).
		Jacques, L. A., Cian, H., Herro, D. C., and Quigley, C. (2020).
		Kazemi, E., and Stipek, D. (2001).
		Kelly, S. (2007).
		Lambert, M. C., Cartledge, G., Heward, W. L., and Lo, Y. (2006).
		Lustick, D. (2010).
		Nystrand, M., Wu, L. L., Gamoran, A., Zeiser, S., and Long, D. A. (2003). McCarthy, Pe., Sithole, A., McCarthy, Pa., Cho, J., and Gyan, E. (2016) Ponce, H. R., Mayer, R. E., Loyola, M. S., and López, M. J. (2020). Sperling, R. A. and Reeves, P. M. (2013).
		Staples, M. (2007).
		Stichter, J. P., Lewis, T. J., Whittaker, T. A., Richter, M., Johnson, N. W., and Trussell, R. P. (2009).
		Turner, J. C., and Patrick, H. (2004).

Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice, throughout the lesson, and during review of independent work assignments. • The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations, and provide individual feedback. • Feedback, both verbal and non-verbal, from students is regularly used to monitor and adjust instruction. • Students give specific and clear feedback to each other based on the teacher's expectations.	Baliram, N. S., and Youde, J. J. (2018). Brookhart, S., Moss, C., and Long, B. (2009). Chan, P. E., Graham-Day, K. J., Ressa, V. A., Peters, M. T., and Konrad, M. (2014). Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., and Molloy, E. (2019). Forsythe, A., and Johnson, S. (2017). Hattie, J., and Gan, M. (2010). Matsumura, L. C., Patthey-Chavez, G. G., Valdes, R., and Garnier, H. (2002). Shute, V. J. (2008). Topping, K. J. (2009). Swart, E. K., Nielen, T. M. J., Sikkema - de Jong, M. T. (2019). Zimbardi, K., Colthorpe, K., Dekker, A., Engstrom, C., Bugarcic, A., Worthy, P., Victor, R., Chunduri, P., Lluka, L., Long, P. (2017).

Grouping Students	• The instructional grouping arrangements (whole class, small groups, pairs, or individual) consistently maximize student understanding and learning efficiency. • Teacher sets clear expectations that are understood by students. • In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration. In an instructional group, each student assumes accountability for completing group work and individual work. • Instructional group composition is varied to best accomplish the goals of the lesson. • Students set goals, reflect on, and evaluate their learning in instructional groups. • When provided the choice or independence, students make responsible decisions about how to group themselves.	Gillies, R. M., and Haynes, M. (2010). Johnson, D. W., Johnson, R. T., and Roseth, C. (2010). Li, T., Han, L., Zhang, L., and Rozelle, S. (2014). Steenbergen-Hu, S., Makel, M.C., and Olszewski-Kubilius, P. (2016). Tan, C. Y., and Dimmock, C. (2020). Webb, N. M. (2008). Webb, N. M., Franke, M. L., De, T. Chan, A. G., Freund, D., Shein, P., and Melkonian, D. K. (2009). Van Dijk, A. M., Eysink, T. H., and de Jong, T. (2020).
Teacher Content Knowledge	• Teacher displays extensive content knowledge and understanding of both state standards and high-quality instructional materials, including their approved curriculum, for all the subjects they teach. • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher consistently highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	Ball, D. L., Thames, M. H., and Phelps, G. (2008). Hill, H. C., Rowan, B., and Ball, D. L. (2005). Gess-Newsome, J., Taylor, J. A., Carlson, J., Gardner, A. L., Wilson, C. D., and Stuhlsatz, M. A. M. (2019). Keller, M. M., Neumann, K., and Fischer, H. E. (2017). Murdock, J. (2008). Taber, K. S. (2008).
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning abilities and needs. • Teacher practices consistently incorporate student interests and backgrounds. • Teacher consistently provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	Chen, C., Sonnert, G., Sadler, P. M., and Sunbury, S. (2020). Hill, H. C., Ball, D. L., and Schilling, S. G. (2008). Hill, H. C., and Chin, M. (2018). McTighe, J., and Brown, J. L. (2005). Pacheco, M., and Gutierrez, K. (2009). Tomlinson, C. A, Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., ... Reynolds, T. (2003). Seah, L. H., and Chan, K. K. H. (2020)
Thinking	Students are actively engaged in multiple types of thinking: . analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; . practical thinking, where students use, apply, and implement what they learn in real-life scenarios; . creative thinking, where students create, design, imagine, and suppose; and . research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher and/or students model metacognitive strategies. • Students are provided opportunities to: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why.	Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. L., Wade, C. A., and Persson, T. (2015). Beghetto, R. A. (2006). Beyer, B. K. (2008). Carroll, M. (2008). Clark, A., Anderson, R. C., Kuo, L., Kim, I., Archodidou, A., and NguyenJahiel, K. (2003). Fuchs, L. S., Fuchs, D., Prentice, K., Burch, M., Hamlett, C. L., Owen, R., ... Jancek, D. (2003). Kaufman, J. C., and Beghetto, R. A. (2009). Marshall, J.C., and Horton, R. M. (2011). Mawtus, B., Rodriguez-Cuadrado, S., Ludke, K. M., and Nicolson, R. L. (2019). Merrill, M. D. (2002).

Problem-solving	• Students engage in activities that reinforce several of the following problem-solving types:
	  • Abstraction
	  • Categorization
	  • Drawing conclusions/justifying solutions
	  • Predicting outcomes
	  • Observing and experimenting
	  • Improving solutions
	  • Identifying relevant/irrelevant information
	  • Generating ideas
	  • Creating and designing
		Cheng, S., She, J. and Huang, L. (2017).
		Cho, K., and Jonassen, D. H. (2002).
		Jonassen, D. H. (2000).
		Julien, H., and Barker, S. (2009).
		King, A. (2008).
		Kuhn, D., and Pease, M. (2008).
		Levering, K., and Kurtz, K. J. (2010).
		Moreno, R., Ozogul, G., and Reisslein, M. (2011).
		Nicolaidou, I., Kyza, E. A., Terzian, F., Hadjichambis, A., Kafouris, D.
		(2011).
		Sandoval, W. A., and Cam, A. (2011).
		Schwarz, C. V., Reiser, B. J., Davis, E. A., Kenyon, L., Acher, A., Fortus, D., ... Krajcik, J. (2009).
		Zimmerman, C. (2007).

Instructional Plans	Instructional plans include:
	• Evidence of the internalization of the plans from the high-quality curriculum;
	• measurable and explicit objectives aligned to state standards and aligned high-quality curriculum, both in content and in rigor;
	• activities, materials, and assessments that:
	  • are aligned to state standards; content, including high-quality curriculum; and success criteria;
	  • are sequenced and scaffolded based on student need;
	  • build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and
	  • provide appropriate time for student work, student reflection, and lesson closure;
	• evidence that the plan is appropriate for the age, knowledge, and interests of all learners;
	• evidence that the plan provides regular opportunities to accommodate individual student needs and;
	• strategies for student autonomy and ownership.
		Anghileri, J. (2006).
		Applebee, A. N., Adler, M., and Flihan, S. (2007).
		Aronson and Laughter (2016)
		Ayala, C. C., Shavelson, R. J., Ruiz-Primo, M. A., Brandon, P. R., Yin, Y., Furtak, E. M., ... Tomita, M. K. (2008). Cizek, G. J. (2009).
		Ginsberg, M. B. (2005).
		Hosp, J. L., and Ardoin, S. P. (2008).
		Martone, A., and Sireci, S. G. (2009).
		McNeill, K. L. Lizotte, D. J., Krajcik, J., and Marx, R. W. (2006). Ok, Rao, Bryant, and McDougall, (2017) Timperley, H. S., and Parr, J. M. (2009).
		Tsai, Y., Kunter, M., Ludtke, O., Trautwein, U., and Ryan, R. M. (2008). Webb, N. L. (2007).
		Zohar, A. (2012).

Student Work	Assignments are: • always aligned to the rigor and depth of the standards and curriculum content. • always aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Students: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Belland, B. R., Glazewski, K. D., and Richardson, J. C. (2008). Kim, Belland, and Axelrod (2018) Lei, Cui, and Zhou (2018) Marks, H. M. (2000). Marshall, J.C., and Horton, R. M. (2011). McDermott, M. A., and Hand, B. (2010). Purcell-Gates, V., Duke, N. K., and Martineau, J. A. (2007).

Assessment	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources; are designed to provide feedback on progress against objectives; • use a variety of question types and formats to gauge student learning and problem-solving; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); • require extended written tasks as appropriate; • include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate; and • include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning.	Black and Wiliam (2018) Brookhart, S., Moss, C., and Long, B. (2009). Furtak, M. E., and Ruiz-Primo, M. A. (2008). Gearhart, M., and Osmundson, E. (2009). Hiebert, J., Morris, A. K., Berk, D., and Jansen, A. (2007). Kim, Belland, and Axelrod (2018) Li, H., Xiong, Y., Hunter, C. V., Guo, X., and Tywoniw, R. (2020). Shepard, L. A. (2001). Tillema, H., and Smith, K. (2007). Yang, Y., van Aalst, J., and Chan, C. K. (2020).
Expectations	• Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated high-quality materials and resources to ensure access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	Canning et al. (2019). Costa, A. L. and Kallick, B. (2008). Ding and Rubie-Davies (2019). Gentrup et al. (2020). Henningsen, M., and Stein, M. K. (1997) Kuklinski, M. R., and Weinstein, R. S. (2000). Matsumura, L. C., Slater, S. C., and Crosson, A. (2008). McCombs, B. (2010). Patrick, H. Anderman, L. H., Ryan, A. M., Edelin, K. C., and Midgley, C. (2001). Ponitz, C. C., Rimm- Kaufman, S. E., and Brock, L. L. (2009). Rosenthal and Jacobsen (1968) Stepanek, J. (2000). Zimmerman, B. J. (1998).
Engaging Students and Managing Behavior	• Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish commitments for learning and behavior. • Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The teacher addresses individual students who have caused disruptions rather than the entire class. • The teacher quickly attends to disruptions with minimal interruption to learning.	Bear, G. G. (1998). Center on PBIS (2020). Darling-Hammond, L. and Cook-Harvey, C. (2018). Gage et al. (2018). Hoy, A. W., and Weinstein, C. S. (2006). Kern, L., and Clemens, N. H. (2007). Korpershoek et al. (2016). Koth, C. W., Bradshaw, C. P., and Leaf, P. J. (2008). Larson et al. (2020). Matjasko, J. L. (2011). McCombs, B. (2010). Osher, D., Bear, G. G., Sprague, J. R., and Doyle, W. (2010). Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., and Sugai, G. (2008). Solomon, D., Battistich, V., Kim, D., and Watson, M. (1997). Stage, S. A., and Quiroz, D. R. (1997). Sutherland, K. S., Lewis-Palmer, T., Stitcher, J.,and Morgan, P. L. (2008).

Environment	The classroom: • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide opportunities for all students. • displays current student work that promotes a positive classroom environment. • is arranged to maximize individual and group learning and to reinforce a positive classroom environment.	Barowy, W., and Smith, J. E. (2008). Bucholz and Sheffler (2009). Cheryan, Ziegler, and Plaut (2014). Cohen, E. G. (1994). Dorman, Aldridge, and Fraser (2006). Evans, G. W., Yoo, M. J., and Sipple, J. (2010). Killeen, J. P., Evans, G. W., and Danko, S. (2003). Kumar, R., O'Malley, P.M., and Johnston, L. D. (2008). Martin, S. H. (2002). Maxwell, L. E., and Chmeilewski, E. (2008). Milkie, M. A., and Warner, C. H. (2011). Read, M. A. (2010). Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G.(2008). Teaching Tolerance (2018). Weimer (2009).
Respectful Conditions	• Teacher-student and student-student interactions consistently demonstrate caring and respect for one another and celebrate and acknowledge all students' backgrounds. • Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	Bertucci et al. (2016). Center on PBIS (2020). Crosnoe, R. Johnson, M. K., and Elder, G. H. (2004). Hallinan, M. T. (2008). Hamm, J. V., Farmer, T. W., Dadisman, K., Gravelle, M., and Murray, A. R. (2011). Larson et al. (2018). McCombs, B. (2010). O'Connor, E.E., Dearing, E.,and Collins, B. A. (2011). Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K. C., and Midgley, C. (2001). Muller, C. (2001). Roth, G., Kanat-Maymon, Y., and Bibi, U. (2011). Sandilos, Rimm-Kaufman, and Cohen (2017). Shann, M. H. (1999). Teaching Tolerance (2018). Vandenbroucke et al. (2017).

Appendix C: Educator Self-Assessment Guidance

Lesson reflection is a powerful strategy that effective teachers engage in as a way to analyze and evaluate their own teaching practices so they can focus on what works best for their students. The purpose of this guidance is to assist teachers in the self-assessment portion of the observation process in order to effectively reflect and self-rate teaching and learning of an observed lesson.

The following steps and guiding questions can support the self-assessment process for any teacher and any lesson:

Step 1: Analyze the student work:

- Gather the student work that was produced during the lesson and the lesson plan that identifies the learning objective. Consider the following questions:
    - Based on the learning objective, how many students exceeded mastery, met mastery, are approaching mastery, or need support to reach mastery?
    - What trends do you notice in the student work for students who are approaching mastery or need support to reach mastery of the lesson objective?
    - What instructional decisions did you make that positively impacted student mastery of the lesson objective?
    - If you could teach this lesson again, what might you do differently to ensure **all** students master the learning objective? (What might the students at "approaching mastery" or "needs support to reach mastery" have needed to support their learning?)
    - Based on the lesson results (student work), what are your next steps?

Step 2: Consider teacher and student evidence from the lesson and assign self-ratings for the Planning, Instruction, and Environment domains:

- Using the lesson plan, student work, and the Louisiana Educator Rubric:
    - Think about each indicator on the Louisiana Educator Rubric and the instructional decisions aligned to the indicator that you made during the lesson (teacher evidence). Reflect on the impact those decisions had on student learning (student evidence).
    - Assign a self-rating (1, 2, 3, 4, or 5) for each indicator in the Planning, Instruction, and Environment domains.

Step 4: Identify a reinforcement and refinement area for the lesson:

- Based on the student work and reflection of the indicators in the Planning, Instruction, and Environment domains of the Louisiana Educator Rubric:
    - What was a strength in the lesson lesson? Identify an indicator and descriptor that you consider a strength in supporting student learning during the lesson (reinforcement area).
    - What was an area for growth in the lesson? Think about the next steps you identified after analyzing the student work. Identify an indicator and descriptor that you consider as an area for growth that would further advance student learning in your classroom (refinement area).

Step 4: Consider teacher evidence and assign self-ratings for the indicators and descriptors in the Professionalism Domain:

- Think about each indicator and descriptor in the Professionalism Domain and what evidence you have to support each, at this point in the school year. Assign a self-rating (Consistently, Regularly, or Sometimes) for each descriptor in the Professionalism domain.

Step 5: Submit self-ratings to your observer.

Appendix D: Announced Observation Guidance and Template

The POP Cycle for the Announced Observation

The Pre-Conference

Purpose

- It provides an opportunity for the observer to ask questions and begin collecting preliminary evidence for the upcoming lesson.
- It allows the observer to begin coaching and address any issues that may negatively impact the lesson.

Scheduling

- For announced observations, the observer schedule the pre-conference with the teacher 2-3 days prior to the lesson observation.
- The pre-conference usually lasts 10-20 minutes.

Planning

- The observer analyzes the lesson plan and any supporting documents (e.g., handouts, assessments, visuals).
- The observer completes the Pre-Conference Planning Template.

Pre-Conference Planning for the Teacher

The purpose of the pre-conference is to ensure that the teacher and the observer are able to connect prior to an announced observation. Observers conduct a pre-conference meeting to obtain pertinent background information about the lesson plan, students involved, and to address any potential areas of concern before the lesson. During the pre-conference, the teacher being observed engages in a coaching conversation with the observer. As part of this conversation, the observer asks questions about the lesson plan, grouping structures, classroom configuration, specific students, and any other topics that will help them with context for the observation. The teacher provides background information, including: the makeup of the students in the class; the context of this lesson in the larger unit plan; assessment information; extenuating circumstances; and evidence of planning with the rubric.

General Tips for a Teacher When Preparing for and Engaging in the Pre-Conference:

- Submit your lesson plan to the observer at least 24 hours in advance of the scheduled pre-conference.
- Be open to engage in a conversation about your classroom and the individual students in your classroom.
- Be prepared to talk through the lesson with your observer.
- Be prepared to answer clarifying questions the observer may ask.
- Be an active listener, including writing down any suggestions that the observer provides.
- Ask questions of the observer to ensure your understanding.
- Use the pre-conference as an opportunity to learn about effective instruction, as it is a time to reflect on your own personal growth.

Sample Questions for the Teacher to Consider When Preparing for the Pre-Conference:

- What is the objective of the lesson? Is the objective aligned with state standards?
- What do I expect the students to know and be able to do by the end of the lesson?
- Where is this lesson in the context of the unit plan and the high-quality curriculum?
- What are the prerequisite skills (sub-objectives) that the students have to know in order to be successful?
- How will I know that students have mastered the objectives in this lesson?
- What is the criteria for mastery of the objective?
- How have I planned for opportunities for all students to engage in activities and materials aligned with the lesson objectives?
- How will I differentiate instruction in order to meet individual student needs?
- How will I group students to enhance their learning?
- What is my individual instructional focus at this time? What about my instructional practice am I seeking to improve and how am I intentionally planning to develop and improve in that area?
- What are my plans for assessment, lesson closure, and student reflection?

Pre-Conference Template

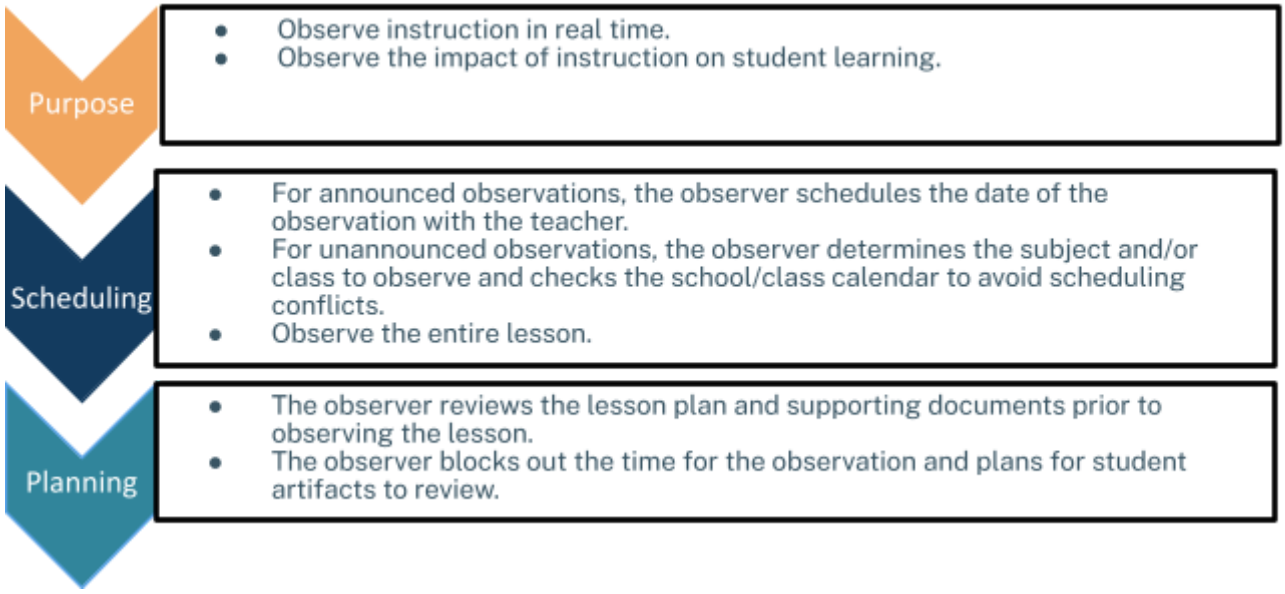
The pre-conference questions provided below are suggested questions observers may use. The observer may identify and use other questions during a pre-conference.

Observer:	Teacher:	Date:
Conference Introduction/Greeting		
Greeting/Set the tone:		
Thanks for taking the time to meet with me. I'm really looking forward to observing the lesson in your classroom on _____.		
Establish the length of the conference:		
This conference should take us about____.		
Review conference process and purpose:		
...and the purpose of this pre-conference is for you to have the opportunity to walk through your lesson plan, connect to any relevant student data or student work, and to provide a general idea of what to expect to happen during your lesson.		
Ask a general impression question: **Examples:** How has recent student data (or student work) impacted planning for this lesson? Are there any specific indicators from the rubric you focused on as you planned for this lesson, perhaps a strength you are going to leverage or an area you are working to improve?		
Please walk through the lesson.		
Possible general questions to ask during the pre-conference:		
How is this lesson connected to students' previous learning?		
Where in the lesson will you employ differentiated supports and strategies to address the students' varying learning needs?		
How did you decide on the instructional grouping arrangement for this lesson?		
How will you and your students know they have mastered the objective by the end of the lesson? What will be evidence of this mastery?		
We will use the student work from the lesson to guide the post-conference. What will be the criteria you will use to sort student work according to degree of mastery (exceeds/meets/approaching mastery)? How will you communicate/share these criteria with your students?		
Wrap up/Closure: Example: Thank you! I'm looking forward to the lesson.		

Appendix E: Announced and Unannounced Observation Guidance and Templates

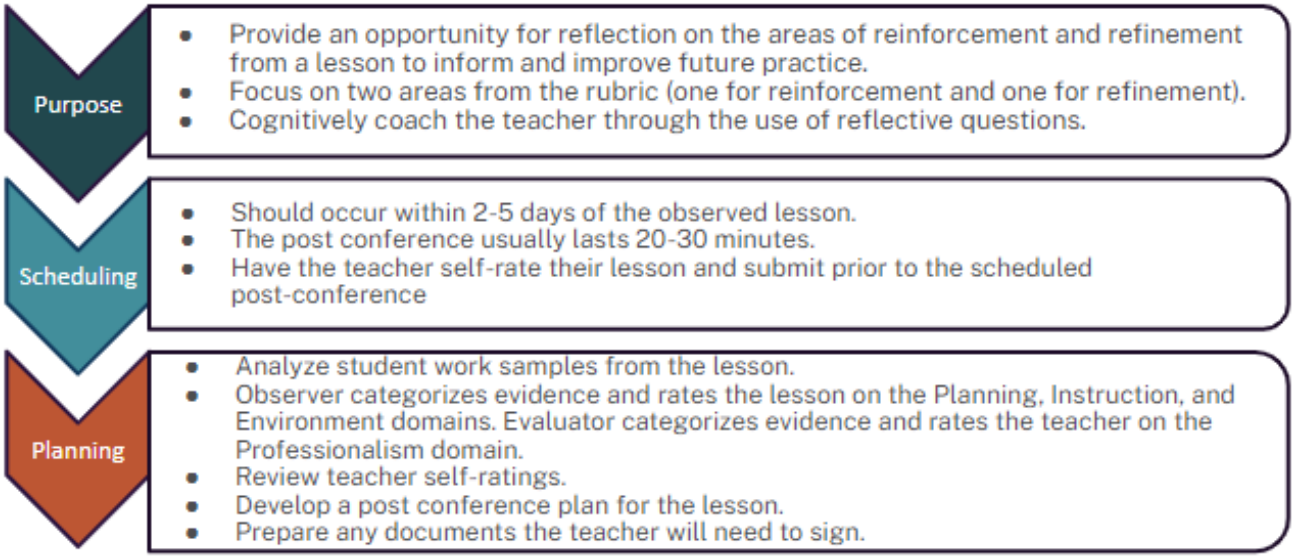
The POP Cycle

The Lesson Observation



The POP Cycle

The Post-Conference



Post-Conference Planning for the Teacher

The purpose of the post-conference is to provide a teacher with the opportunity to self-reflect on their lesson with guidance and support from the observer. The observer will ask questions to guide this reflection. During the post-conference, a teacher and observer will discuss an area of reinforcement (relative strength of the lesson) and an area of refinement (relative area for growth and improvement). These areas will be identified by the observer based on the lesson evidence, analysis of student work, and rubric indicators. The primary focus of the post-conference is on two indicators and descriptors from the rubric: one area of relative strength and the one area for growth, as opposed to detailed feedback on multiple indicators.

General Tips for a Teacher When Preparing for the Post-Conference:

- Reflect on all parts of the lesson through the lens of instructional delivery and student outcomes.
- Analyze all student work to determine if students were successful in meeting the lesson objective.
- Following this reflection, review each of the indicators and descriptors for the Planning, Instruction, Environment, and Professionalism domains and assign self-ratings.
- Provide your self-ratings to the observer prior to the post-conference.
- Come to the post-conference prepared to discuss your reflections with your observer.
- Be open to the feedback and evidence the observer provides during the post-conference. Think of the post-conference as an individualized professional learning opportunity.

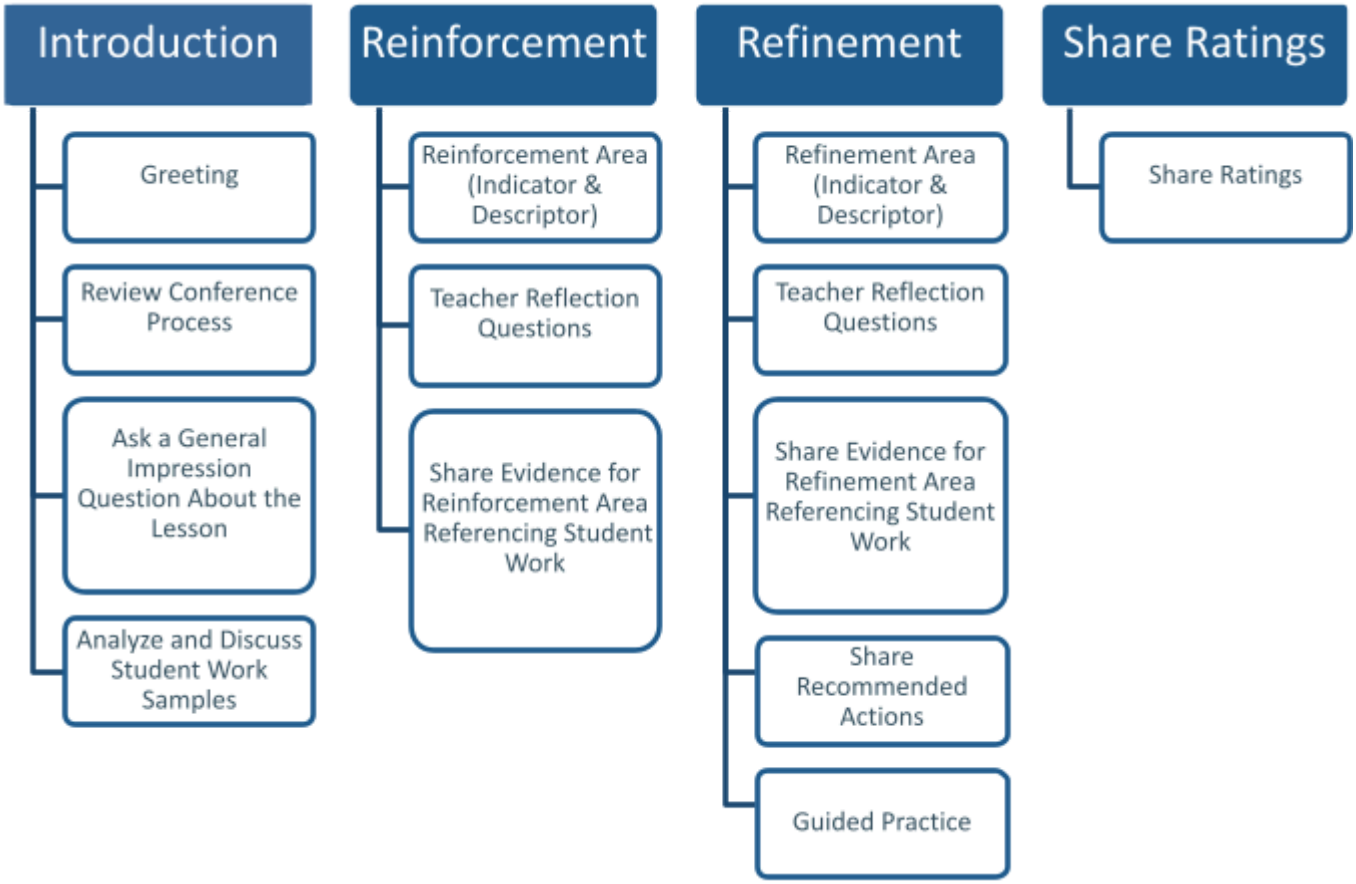
Sample Questions for the Teacher to Consider When Preparing for the Post Conference:

- Based on my analysis of the lesson and student work, what were the strengths of the lesson?
- If I were to teach the lesson again, what might I do differently?
- How did the lesson meet the needs of all students?
- What trends did I identify in my analysis of student work?
- Were my students successful in meeting the lesson objective? How do I know?

The Post-Conference Structure

Below is the format for developing an effective post-conference plan. It is important to note that **a post conference does not begin with a presentation of the scores**, but with reflection questions that lead to discussion and identification of the areas of reinforcement and refinement. The post-conference consists of four key elements: Introduction, Reinforcement, Refinement, and Share Ratings.

The 4 Elements of the Post-Conference



Post-Conference Template

Name:	Subject:	Date:

CONFERENCE INTRODUCTION/GREETING

- Greeting/set the tone.
- Establish the length of the conference.
- Review the process.
- Explain the purpose of the post-conference.
- Ask a general question.
- Analyze student work samples with the teacher.

REINFORCEMENT PLAN:

Objective:

By the end of the conference...

Questions for Teacher Reflection:	Evidence from Lesson: Student Evidence: Teacher Evidence:

Transition to Refinement Question:

REFINEMENT PLAN:

Objective:

By the next observation...

Questions for Teacher Reflection:	Evidence from Lesson: Student Evidence: Teacher Evidence:

Recommended Action:

In the next lesson, consider...

Guided Practice: Think about an upcoming lesson. Describe how this recommended action might apply?

CLOSING

- Restate area of refinement and reinforcement.
- Prompt teacher to reflect on the lesson's positive impact on student learning.
- Share ratings.
- Sign documentation.
- Provide next steps for coaching plan and a closing statement.

Teacher Observation Summary Report Sample Template

Observer _____ ☐Announced ☐Unannounced
Teacher Observed _____ Date _____Time _____
School Name _____ Observation Number _____

Planning	Observer Score	Self-Score
Instructional Plans (IP)		
Student Work (SW)		
Assessment (AS)		
Environment	Observer Score	Self-Score
Expectations (ES)		
Engaging Students & Managing Student Behavior (ESMB)		
Environment (ENV)		
Respectful Conditions (RC)		
Instruction	Observer Score	Self-Score
Standards and Objectives (SO)		
Motivating Students (MOT)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing (LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Grouping Students (GRP)		
Teacher Content Knowledge (TCK)		
Teacher Knowledge of Students (TKS)		
Thinking (TH)		
Problem Solving (PS)		
Professionalism	Observer Score	Self-Score
Prompt, Prepared, Participates		
Implements New Learning		
Develops Plan for New Learning		
Enhances/Improves Proficiency		
Reflects on Lesson Effectiveness		
Contributes to School Improvement		
Uses Student Data		
Supports School Activities & Events		
Accepts Responsibility & Assists Peers		
Adheres to System & School Policies		
Keeps Timely & Professional Records		

Reinforcement

Refinement

Appendix F: Follow-up Coaching and Support Cycle Guidance

The Follow-Up Coaching and Support Cycle

The Follow-up Coaching and Support Cycle is a coaching model that focuses on collaboration with educators to support their professional growth. This cycle consists of six steps that occur between observations for a teacher. The cycle is grounded in a coaching plan.

- **Steps 1 and 2:** Following the post-conference, the teacher meets with the observer or another assigned coach to identify a **student need** that is connected to the teacher's **refinement area/goal**.
- **Step 3:** The coach and teacher collaborate to develop a coaching plan based on the refinement area and recommended action. The coaching plan outlines the action steps (**activities**) the teacher will take to improve in the refinement area.
- **Steps 4 and 5:** The coaching plan will drive the support, coaching, and **reflection** on **impact** that occur over the next 2 to 6 weeks during the cycle. Also during the cycle, the coach will conduct at least 1 informal observation and provide feedback to the teacher. Ratings are **not** assigned for informal observations.
- **Step 6:** After the next formal observation (announced or unannounced) and post-conference, the coach and teacher **revisit** the coaching plan and **adjust** as needed, based on the new refinement area.

The PGP/Coaching Plan

Coaching plans are individualized based on refinement area and teacher need. As outlined in Bulletin 130, the coaching plan will become the teacher's Professional Growth Plan (PGP). Data from the PGP/coaching plan will be entered into the state's evaluation system as the coaching plan is created, informal observations are conducted, and the plan is adjusted. Teachers will link their PGP/Coaching Plans in the new state evaluation system.

Teacher:	Observer:	Beginning Date:	End Date:
Students Need(s):			
Teacher Need: *(Post-Conference Plan Refinement objective)*			
Recommended Action *(Post-Conference Plan – Refinement)*			

Activities and Resources	Evidence of Teacher Learning "Look-Fors"	Evidence of Student Learning "Look-Fors"	Reflect/Adjust/Next steps	Observer Initials

PGP/Coaching Plan Criteria

- Aligned to the teacher's post-conference refinement goal/objective
- Includes a student need that connects the refinement goal/instructional practice to student impact
- Scaffolds or extends the teacher's post-conference recommended action
- Includes differentiated activities based on teacher knowledge and skill level
- Includes teacher and student look-fors to measure progress/impact
- Includes opportunities for the teacher to reflect and identify next steps
- Includes an informal observation (e.g., learning walk or walkthrough)

PGP/Coaching Plan Template

Coaching Plan			
Teacher:	**Observer:**	**Beginning Date:**	**End Date:**
Students Need(s):			
Teacher Need: *(Post-Conference Plan Refinement objective)*			
Recommended Action *(Post-Conference Plan Refinement)*			

Activities and Resources	Evidence of Teacher Learning "Look-Fors"	Evidence of Student Learning "Look-Fors"	Reflect/Adjust/Next steps	Observer Initials

Appendix G: Educator Evaluation Calculations

Bulletin 130 Effectiveness Rating:

The effectiveness rating shall be determined according to the composite score ranges as follows:

5 Point Scale	
4.50-5.0	Exemplary
3.50-4.49	Highly Effective
2.50-3.49	Proficient
1.50-2.49	Emerging
1.0-1.49	Ineffective

Bulletin 130 Observation Requirements for Teachers:

LEADS will provide for differentiated support for teachers depending on years of experience and individual needs.

- For teachers with 0-2 years of experience, three observations shall be conducted. One **announced** and two **unannounced** observations shall be conducted.
- For teachers with three years of experience and beyond, one **unannounced** observation shall be conducted.
    - If the first observation score is below 3.5, a second observation shall be conducted and shall be **announced.**
    - If the average of the first two observations is less than 2.5, a third observation shall be conducted and shall be **unannounced**.

Bulletin 130 Designated Observers:

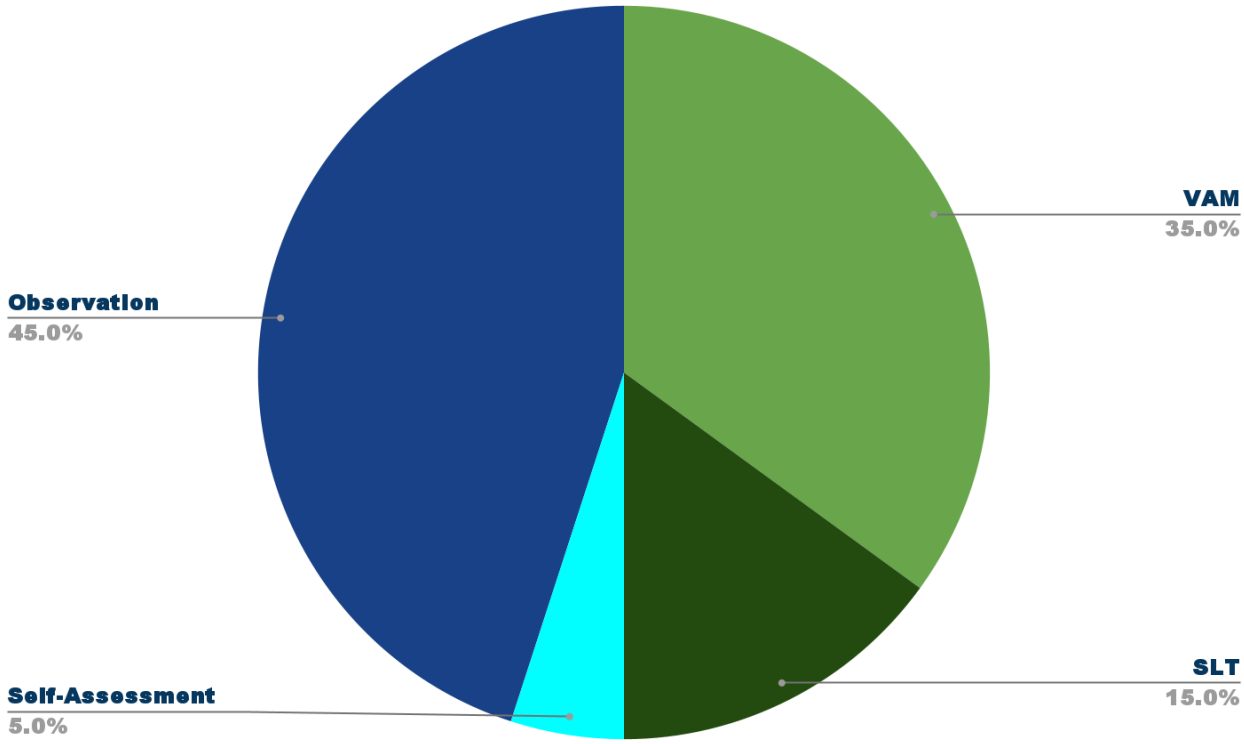
Local systems may designate additional **observers** to help inform the evaluator of teacher performance.

- Instructional coaches
- Content leaders
- Master teachers
- Mentor teachers

Designated observers must attend training and pass the certification assessment prior to observing.
All ratings must be entered into the data system by **evaluators**.

Educator Evaluation Component Weights:

Qualitative Assessment Score (50% of final)	Weighting
Observation Ratings	90%
Self-Assessment	10%
Student Growth Measure (50% of final)	**Weighting**
Student Learning Targets (SLTs)	30%, 100% non-VAM educators
Value-added Model (VAM)	70%

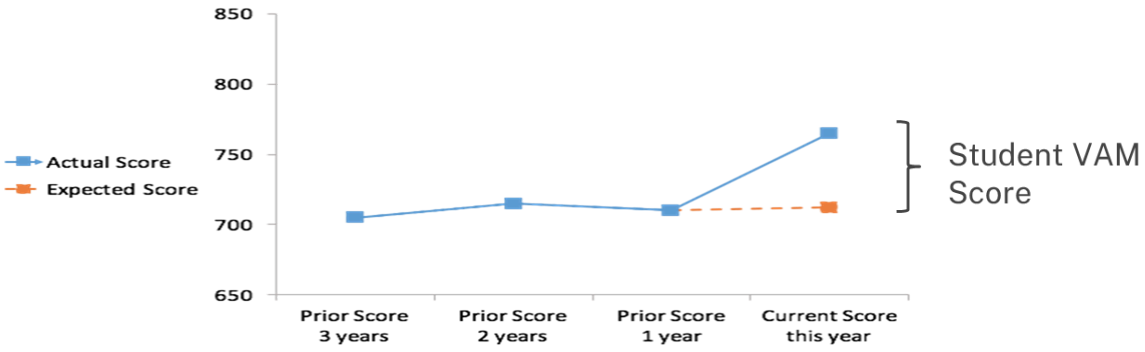


Student Growth/Quantitative Components

How VAM is Measured:

A student's VAM score is representative of the difference between a student's actual achievement and his or her expected achievement. It measures students' success compared to similar peers. Unlike growth to Mastery, VAM is not determined until after students take the state assessment. Once students take state assessments, the model shows the extent to which the achievement was on target with what was expected (student expected score). The difference between a student's actual achievement and his or her expected achievement is known as "value added".

- The score can be a positive or negative number. If a student did exactly as expected, the student's VAM score would be zero.
- In this example, the student's VAM score is +65, the difference between the expected score (710) and the actual score (775).



Data Included in Model	Definitions for Data Included in Model
Prior Year Scores	Scale score from state assessments for all subjects from up to three prior years
Student Attendance	Total number of days student is absent
Student Suspension	Total number of times a student is suspended from school
Student Mobility	Yes or No (based on if student is enrolled in more than one school in an academic year)
Gifted Classification	Yes or No
Section 504 Classification	Yes or No
Special Education Classification	Emotional Disturbance, Specific Learning Disability, Mild Intellectual Disability, Speech or Language Impairment, Other Health Impairment
Economically Disadvantaged	SNAP, TANF, Medicaid, Free Lunch, Reduced-price Lunch, and Economically Disadvantaged - Other
English Language Learner	Yes or No

Louisiana Educator Rubric

Each of the four domains on the rubric carry a different weight.

INSTRUCTION 75%	**PLANNING 15%**
ENVIRONMENT 5%	**PROFESSIONALISM 5%**

Bulletin 130 Post-Conference Plan Requirements

Each observation shall include a prescriptive post-observation conference not more than **five** school days following the date of the observation.

The evaluator/observer will share feedback. Recommendations will be used to develop the professional growth plan/coaching plan.

- Reinforcement
- Refinement

Bulletin 130 Professional Growth Plan (PGP)/Coaching Plan Requirements

Each teacher shall develop a professional growth plan collaboratively with the evaluator/observer or another coach based on an area of refinement identified through the first observation.

- An **informal observation** targeted to the specific refinement area shall be conducted at least two, not more than six, weeks following the post-conference.
    - Written feedback regarding progress toward the area of refinement must be given within one school day of the informal observation.