



Louisiana Teacher
Performance Evaluation Rubric
with West Feliciana Components
2019-2020

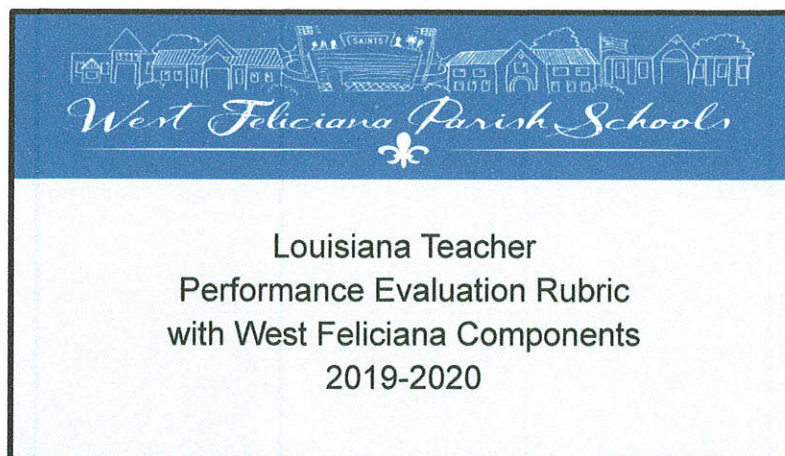


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Student Success: Learning Today, Leading Tomorrow!

Domain 1: Planning and Preparation

| Component | 1c: Setting Instructional Outcomes (with West Feliciana components) |
|--------------------------------|--|
| Setting Instructional Outcomes | <p>Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. From 1e: Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. From 1f: Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.</p> |
| | <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity, Balance, and Suitability for diverse students • From 1e: Lessons that support instructional outcomes and reflect important concepts, activities that represent high-level thinking, opportunities for student choice, use of varied resources • From 1f: Congruence with instructional outcomes, design of formative assessments, use for planning <p>Indicators include:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines, permitting assessment of student attainment, and differentiated for students of varied ability • From 1e: Lessons that support instructional outcomes and reflect important concepts, instructional maps that indicate relationship to prior learning, activities that represent high-level thinking, opportunities for student choice, use of varied resources, structured lesson plans. • From 1f: Lesson plans indicating correspondence between assessments and instructional outcomes, formative assessments designed to inform minute-by-minute decision making by the teacher during instruction. |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|---|--|---|--|--|
| 1c: Setting Learning Outcomes (with West Feliciana components) | Outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. |
| | From 1e: Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. | From 1e: Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | From 1e: Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge. | From 1e: The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners, with some opportunity for student choice. |
| | From 1f: Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. | From 1f: Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | From 1f: All the instructional outcomes may be assessed by the proposed assessment plan. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | From 1f: All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|---|--|--|---|---|
| 1c: Critical Attributes (with West Feliciana components) | Outcomes lack rigor; do not represent important learning in the discipline; are not clear or are stated as activities; are not suitable for many students in the class. | Outcomes represent a mixture of low expectations and rigor; some outcomes reflect important learning in the disciplines; outcomes are suitable for most of the class. | Outcomes represent high expectations and rigor, are related to "big ideas" of the discipline, are written in terms of what students will learn rather than do; Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication; outcomes, differentiated where necessary, are suitable to groups of students in the class. | The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing; the teacher connects outcomes to previous and future learning; outcomes are differentiated to encourage individual students to take educational risks. |
| | From 1e: Learning activities are boring and/or not well aligned to the instructional goals; materials are not engaging or do not meet instructional outcomes; lesson plans are not structured or sequenced and are unrealistic in their expectations. | From 1e: Learning activities are moderately challenging; learning resources are suitable, but there is limited variety; lesson structure is uneven or may be unrealistic about time expectations. | From 1e: Learning activities are matched to instructional outcomes, provide opportunity for higher-level thinking; the teacher provides a variety of appropriately challenging materials and resources; the plan for the lesson or unit is well structured, with reasonable time allocations. | From 1e: Activities permit student choice; Learning experiences connect to other disciplines; the teacher provides a variety of appropriately challenging resources that are differentiated for students in the class; lesson plans differentiate for individual student needs. |
| | From 1f: Assessments do not match instructional outcomes, lack criteria; no formative assessments have been designed; assessments results do not affect future plans. | From 1f: Only some of the instructional outcomes are addressed in the planned assessments; assessment criteria are vague; plans refer to the use of formative assessments, but they are not fully developed; assessment results are used to design lesson plans for the whole class, not individual students. | From 1f: All the learning outcomes have a method for assessment; assessment types match learning expectations; assessment criteria are clearly written; plans include formative assessments to use during instruction; lesson plans indicate possible adjustments based on formative assessment data. | From 1f: Assessments provide opportunities for student choice; teacher-designed assessments are authentic, with real-world application as appropriate; students develop rubrics according to teacher-specified learning objectives; students are actively involved in collecting information from formative assessments and provide input. |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| 1c | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
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| Possible Examples | A learning outcome for a fourth-grade class is to make a poster illustrating a poem. | Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. | One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." | The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them. |
| | All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. | The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling. | The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. | Students will develop a concept map that links previous learning goals to those they are currently working on. |
| | The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. | Most of the English Language Arts outcomes are based on narrative. | The learning outcomes include students defending their interpretation of the story with citations from the text. | Some students identify additional learning. |
| | Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. | From 1e: After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. | From 1e: The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. | The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. |
| | None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. | The teacher finds an atlas to use as a supplemental resource during the geography unit. | The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. | One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. |
| | From 1e: After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. | The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. | The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. | From 1e: The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. |
| | The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. | | The fourth-grade math unit plan focuses on the key concepts for that level. | While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the <u>best selections</u> . The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum. |
| | And others... | And others... | And others... | And others... |

| 1c | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|----------------------------|---|---|---|---|
| Possible Examples (page 2) | From 1e: The teacher designs and implements lessons that are not aligned to the Student Standards (and their inherent rigor) for the grade level, subject area, and associated curriculum. | From 1e: The teacher designs and implements lessons that are inconsistently aligned to the Student Standards (and their inherent rigor) for the grade level, subject area and associated curriculum. | From 1e: The teacher designs and implements lessons that are closely aligned to the Student Standards (and their inherent rigor) for the grade level, subject area and associated curriculum. | From 1e: The teacher designs and implements lessons that strictly adhere to the Student Standards (and their inherent rigor) for the grade level, subject area and associated curriculum. |
| | The teacher does not follow the pacing and sequence of the curriculum. | The teacher is inconsistent in following the pacing and sequence of the curriculum. | The teacher closely follows the pacing and sequence of the curriculum. | The teacher strictly follows the pacing and sequence of the curriculum. |
| | The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along | The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. | From 1f: The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. | From 1f: To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class. |
| | From 1f: The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. | From 1f: The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. | The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. | The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. |
| | The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" | The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal. | The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities. | After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. |
| | The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." | A student asks, "If half the class passed the test, why are we all reviewing the material again?" | Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. | The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time. |
| | And others... | And others... | And others... | And others... |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson, additional examples in 1e, August 2018

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”

Elements Include:

- **Management of Instructional Groups:** Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher
- **Management of Transitions:** Many lessons engage students in different types of activities—large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly
- **Management of Materials and Supplies:** Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction
- **Performance of Non-Instructional Duties:** Overall, little instructional time is lost in activities such as taking attendance (e.g., recording the lunch count, or the return of permission slips for a class trip.)

Indicators Include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 2: The Classroom Environment | | | |
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| Component 2c: Managing Classroom Procedures | | | |
| Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| <ul style="list-style-type: none"> • Much instructional time is lost due to inefficient classroom routines and procedures. • There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. | <ul style="list-style-type: none"> • Some instructional time is lost due to only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. • With regular guidance and prompting, students follow established routines | <ul style="list-style-type: none"> • There is little loss of instructional time due to effective classroom routines and procedures. • The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. • With minimal guidance and prompting, students follow established classroom routines. | <ul style="list-style-type: none"> • Instructional time is maximized due to efficient classroom routines and procedures. • Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. • Routines are well understood and may be initiated by students. |

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 2: The Classroom Environment | | | | |
|---|--|---|---|--|
| Component 2c: Managing Classroom Procedures | | | | |
| Critical Attributes | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| | <ul style="list-style-type: none"> Students not working with the teacher are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic. | <ul style="list-style-type: none"> Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. Classroom routines function unevenly. | <ul style="list-style-type: none"> The students are productively engaged during small group work. Transitions between large and small group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. | <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently. |

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 2: The Classroom Environment | | | | |
|---|---|--|---|---|
| Component 2c: Managing Classroom Procedures | | | | |
| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| Possible Examples | <ul style="list-style-type: none"> When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies or distributing supplies is time consuming. Students bump into one another lining up or sharpening pencils. Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. Most students ask what they are to do or look around for clues from others. | <ul style="list-style-type: none"> Some students not working with the teacher are not productively engaged in learning. Transitions between large and small group activities are rough but they are accomplished. Students are not sure what to do when materials are being distributed or collected. Students ask some clarifying questions about procedures. The attendance or lunch count consumes more time than it would need if the procedure were more routinized. | <ul style="list-style-type: none"> Students get started on an activity while the teacher takes attendance. Students move smoothly between large and small group activities. The teacher has an established timing device, such as counting down, to signal students to return to their desks. The teacher has an established attention signal, such as raising a hand, or dimming the lights. One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored. In small group work, students have established roles, they listen to one another, summarizing different views, etc. Clean-up at the end of a lesson is fast and efficient. | <ul style="list-style-type: none"> Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the roles that they are to play within the group. A student redirects a classmate to the table she should be at following a transition. Students propose an improved attention signal. Students independently check themselves into class on the attendance board. |

| Component | 2d: Managing Student Behavior |
|----------------------------------|---|
| Managing Student Behavior | <p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>The elements of component 2d are:</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>Indicators include:</p> <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventive action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|--------------------------------------|--|---|---|---|
| 2d: Managing Student Behavior | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. |
| Critical Attributes | The classroom environment is chaotic, with no standards of conduct evident. | The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. | Standards of conduct appear to have been established and implemented successfully. | Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. |
| | The teacher does not monitor student behavior. | The teacher attempts to keep track of student behavior, but with no apparent system. | Overall, student behavior is generally appropriate. | The teacher silently and subtly monitors student behavior. |
| | Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. | The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective. | Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| 2d | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|--------------------------|---|---|---|---|
| Possible Examples | Students are talking among themselves, with no attempt by the teacher to silence them. | Classroom rules are posted, but neither the teacher nor the students refer to them | Upon a nonverbal signal from the teacher, students correct their behavior | A student suggests a revision to one of the classroom rules. |
| | An object flies through the air, apparently without the teacher's notice. | The teacher repeatedly asks students to take their seats; some ignore her. | The teacher moves to every section of the classroom, keeping a close eye on student behavior. | The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops. |
| | Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. | To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." | The teacher gives a student a "hard look," and the student stops talking to his neighbor. | The teacher speaks privately to a student about misbehavior. |
| | Students are running around the room, resulting in chaos. | | | A student reminds her classmates of the class rule about chewing gum. |
| | And others... | And others... | And others... | And others... |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material.

Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Elements Include:

- **Quality of Questions/Prompts:** Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.
- **Discussion Techniques:** Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.
- **Student Participation:** In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators Include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | |
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| Component 3b: Using Questioning and Discussion Techniques | | | |
| Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| <ul style="list-style-type: none"> Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. | <ul style="list-style-type: none"> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results. | <ul style="list-style-type: none"> While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | <ul style="list-style-type: none"> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | | |
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| Component 3b: Using Questioning and Discussion Techniques | | | | |
| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| Critical Attributes | <ul style="list-style-type: none"> Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion. | <ul style="list-style-type: none"> Teacher frames some questions designed to promote student thinking, but only a few students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a small number actually participate in the discussion. | <ul style="list-style-type: none"> Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. The teacher makes effective use of wait time. The teacher builds on student responses to question effectively. Discussion enables students to talk to one another, without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion |

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | | |
|---|--|---|--|--|
| Component 3b: Using Questioning and Discussion Techniques | | | | |
| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| Possible Examples | <ul style="list-style-type: none"> All questions are of the “recitation” type, such as “What is 3 x 4?” The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher only calls on students who have their hands up. | <ul style="list-style-type: none"> Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” The teacher asks: “Who has an idea about this?” but the same three students offer comments. The teacher asks: “Michael, Can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher. | <ul style="list-style-type: none"> The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?” The teacher uses the plural form in asking questions, such as: “What are some things you think might contribute to...?” The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary. The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class. | <ul style="list-style-type: none"> A student asks “How many ways are there to get this answer?” A student says to a classmate: “I don’t think I agree with you on this, because....” A student asks other students: “Does anyone have another idea as to how we might figure this out?” A student asks “What if...?” |

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Elements Include:

- **Activities and Assignments:** The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.
- **Grouping of Students:** How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- **Instructional Materials and Resources:** The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.
- **Structure and Pacing:** No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators Include:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works."
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | |
|--|---|---|--|
| Component 3c: Engaging Student in Learning | | | |
| Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| <ul style="list-style-type: none"> The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. | <ul style="list-style-type: none"> The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. | <ul style="list-style-type: none"> The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | <ul style="list-style-type: none"> Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another. |

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | | |
|--|--|---|---|---|
| Component 3c: Engaging Student in Learning | | | | |
| Critical Attributes | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| | <ul style="list-style-type: none"> Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students only to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when a variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags, or is rushed. | <ul style="list-style-type: none"> Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Student engagement with the content is largely passive, learning primarily facts or procedures. Student have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. | <ul style="list-style-type: none"> Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher order thinking. The students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Virtually all students are highly engaged in the lesson. Students take the initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choices in how they complete tasks. Student suggest modifications or additions to the materials being used. Student have an opportunity for reflection and closure on the lesson to consolidate their understanding. |

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | | |
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| Component 3c: Engaging Student in Learning | | | | |
| Possible Examples | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| | <ul style="list-style-type: none"> Students are able to fill out the lesson worksheet without understanding what it's asking them to do. The lesson drags, or feels rushed. Students complete "busy work" activities. | <ul style="list-style-type: none"> Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle, and end to the lesson. Parts of the lesson have a suitable pace; other parts drag or feel rushed. | <ul style="list-style-type: none"> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. There is a clear beginning, middle, and end to the lesson. The lesson is neither rushed nor drags. | <ul style="list-style-type: none"> Students are asked to write an essay "in the style of Hemingway." A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson. |

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. As important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Elements Include:

- **Assessment Criteria:** It is essential that students know the criteria for assessment. At its highest level, students have had a hand in articulating the criteria for, for example, a clear oral presentation.
- **Monitoring of Student Learning:** A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is carefully planned in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.
- **Feedback to Students:** Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.
- **Student Self-Assessment and Monitoring of Progress:** The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators Include:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically-created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | |
|--|---|---|---|
| Component 3d: Using Assessment in Instruction | | | |
| Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| <ul style="list-style-type: none"> There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. | <ul style="list-style-type: none"> Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning. | <ul style="list-style-type: none"> Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning. | <ul style="list-style-type: none"> Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students. |

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | | |
|---|--|---|---|--|
| Component 3d: Using Assessment in Instruction | | | | |
| Critical Attributes | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| | <ul style="list-style-type: none"> The teacher gives no indication of what high quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own classmates' work. | <ul style="list-style-type: none"> There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self- or peer-assessment. The teacher's attempts to adjust the lesson are partially successful. | <ul style="list-style-type: none"> Students indicate that they clearly understand the characteristics of high quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance for at least some groups of students The teacher attempts to engage students in self or peer-assessment. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. The teacher's adjustments to the lesson are designed to assist individual students. |

LOUISIANA TEACHER Performance Evaluation Rubric

| Domain 3: Instruction | | | | |
|---|--|--|--|--|
| Component 3d: Using Assessment in Instruction | | | | |
| Possible Examples | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| | <ul style="list-style-type: none"> A student asks: "How is this assignment going to be graded?" A student asks "Does this quiz count towards my grade?" The teacher forges ahead with a presentation without checking for understanding. The teacher says: "good job, everyone." | <ul style="list-style-type: none"> Teacher asks: "Does anyone have a question?" When a student completes a problem on the board, the teacher corrects the student's work without explaining why. The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. | <ul style="list-style-type: none"> The teacher circulates during small group or independent work, offering suggestions to groups of students. The teacher uses a specifically formulated question to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors. | <ul style="list-style-type: none"> The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. While students are working, the teacher circulates providing substantive feedback to individual students. The teacher uses popsicle-sticks or exit tickets to elicit evidence of individual student understanding. Students offer feedback to their classmates on their work. Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. |

| Component | 4b: Maintaining Accurate Records |
|----------------------------------|---|
| 4b: Maintaining Accurate Records | <p>An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>The elements of component 4b are:</p> <ul style="list-style-type: none"> • Student completion of assignments • Student Progress in learning • Noninstructional records <p>Indicators include:</p> <ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintain accurate noninstructional records |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|---|---|--|--|---|
| 4b: Maintaining Accurate Records | The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion. | The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. |
| Critical Attributes | There is no system for either instructional or noninstructional records | The teacher has a process for recording student work completion. However, it may be out-of-date or may not permit students to access the information. | The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. | Students contribute to and maintain records indicating completed and outstanding work assignments. |
| | Record-keeping systems are in disarray and provide incorrect or confusing information. | The teacher's process for tracking student progress is cumbersome to use. | The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. | Students contribute to and maintain data files indicating their own progress in learning. |
| | | The teacher has a process for tracking some, but not all noninstructional information, and it may contain some errors. | The teacher's process for recording noninstructional information is both efficient and effective. | Students contribute to maintaining noninstructional records for the class. |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| 4b | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|--------------------------|---|--|--|--|
| Possible Examples | A student says, "I'm sure I turned in that assignment, but the teacher lost it!" | A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" | On the class website, the teacher creates a link that students can access to check on any missing assignments. | A student from each team maintains the database of current and missing assignments for the team. |
| | The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." | The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time." | The teacher's gradebook records student progress toward learning goals | When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. |
| | On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. | On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. | The teacher creates a spreadsheet for tracking which students have paid for their school pictures. | When they bring in their permission slips for a field trip, students add their own information to the database. |
| | And others... | And others... | And others... | And others... |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| Component | 4c: Communicating with Families |
|------------------------------------|---|
| Communicating with Families | <p>Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.</p> <p>The elements of component 4c are:</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|--|--|--|--|---|
| 4c: Communicating with Families | The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. | The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. |
| Critical Attributes | Little or no information regarding the instructional program is available to parents. | School- or district-created materials about the instructional program are sent home. | The teacher regularly makes information about the instructional program available. | Students regularly develop materials to inform their families about the instructional program. |
| | Families are unaware of their children's progress. | The teacher sends home infrequent or incomplete information about the instructional program. | The teacher regularly sends home information about student progress. | Students maintain accurate records about their individual learning progress and frequently share this information with families. |
| | Family engagement activities are lacking. | The teacher maintains a school-required gradebook but does little else to inform families about student progress. | The teacher develops activities designed to engage families successfully and appropriately in their children's learning. | Students contribute to regular and ongoing projects designed to engage families in the learning process. |
| | There is some culturally inappropriate communication. | Some of the teacher's communications are inappropriate to families' cultural norms. | Most of the teacher's communications are appropriate to families' cultural norms. | All of the teacher's communications are highly sensitive to families' cultural norms. |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| 4c | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|--------------------------|--|---|---|---|
| Possible Examples | A parent says, "I'd like to know what my kid is working on at school." | A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." | The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc. | Students create materials for Back-to-School Night that outline the approach for learning science. |
| | A parent says, "I wish I could know something about my child's progress before the report card comes out." | A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." | The teacher creates a monthly progress report, which is sent home for each student. | Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. |
| | A parent says, "I wonder why we never see any schoolwork come home." | The teacher sends home weekly quizzes for parent or guardian signature. | The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. | Students design a project on charting their family's use of plastics. |
| | And others... | And others... | And others... | And others... |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| Component | 4d: Participating in the Professional Community |
|---|--|
| Participating in the Professional Community | <p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>The elements of component 4d are:</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>Indicators include:</p> <ul style="list-style-type: none"> • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation in and support of community initiatives |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|--|---|---|---|---|
| 4d: Participating in the Professional Community | The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. | The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. |
| Critical Attributes | The teacher's relationships with colleagues are characterized by negativity or combativeness. | The teacher has cordial relationships with colleagues. | The teacher has supportive and collaborative relationships with colleagues. | The teacher takes a leadership role in promoting activities related to professional inquiry. |
| | The teacher purposefully avoids contributing to activities promoting professional inquiry. | When invited, the teacher participates in activities related to professional inquiry. | The teacher regularly participates in activities related to professional inquiry. | he teacher regularly contributes to and leads events that positively impact school life. |
| | The teacher avoids involvement in school activities and district and community projects. | When asked, the teacher participates in school activities, as well as district and community projects. | The teacher frequently volunteers to participate in school events and school district and community projects. | The teacher regularly contributes to and leads significant district and community projects. |

West Feliciana Components, July 2017 - based on *The Framework for Teaching* by Charlotte Danielson

| 4d | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|--------------------------|--|---|---|---|
| Possible Examples | The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good | The teacher is polite but seldom shares any instructional materials with his grade partners. | The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. | The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. |
| | The teacher does not attend PLC meetings. | The teacher attends PLC meetings only when reminded by her supervisor or does not actively participate. | The teacher has decided to take some free MIT courses online and to share his learning with colleagues. | The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. |
| | The teacher does not attend any school functions after the dismissal bell. | The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." | The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there. | The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events. |
| | The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class." | The teacher contributes to the district literacy committee only when requested to do so by the principal. | The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team. | The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community. |
| | And others... | And others... | And others... | And others... |

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| Component | 4f: Showing Professionalism |
|-------------------------|---|
| Showing Professionalism | <p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p> <p>The elements of component 4f are:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Decision making • Compliance with school and district regulations <p>Indicators include:</p> <ul style="list-style-type: none"> • The teacher having a reputation as being trustworthy and often sought as a sounding board • The teacher frequently reminding participants during committee or planning work that students are the highest priority • The teacher challenging existing practice in order to put students first • The teacher consistently fulfilling district mandates regarding policies and procedures |

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| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|------------------------------------|---|--|--|--|
| 4f: Showing Professionalism | The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. | The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. | The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. |
| Critical Attributes | The teacher is dishonest. | The teacher is honest. | The teacher is honest and known for having high standards of integrity. | The teacher is considered a leader in terms of honesty, integrity, and confidentiality. |
| | The teacher does not notice the needs of students. | The teacher notices the needs of students but is inconsistent in addressing them. | The teacher actively addresses student needs. | The teacher is highly proactive in serving students. |
| | The teacher engages in practices that are self-serving. | The teacher does not notice that some school practices result in poor conditions for students. | The teacher actively works to provide opportunities for student success. | The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. |
| | The teacher willfully rejects district regulations. | The teacher makes decisions professionally but on a limited basis. | The teacher willingly participates in team and departmental decision making. | The teacher takes a leadership role in team and departmental decision making. |
| | | | The teacher complies completely with district regulations. | The teacher takes a leadership role regarding district regulations. |

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| 4f | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|-------------------|--|---|---|--|
| Possible Examples | The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues. | The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." | The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. | After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions. |
| | The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare. | The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it. | Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons. | The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. |
| | The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. | The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. | The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. | The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss. |
| | When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities. | When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance. | The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion." | When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation. |
| | The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break. | The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. | The teacher learns the district's new online curriculum mapping system and writes in all of her courses. | |
| | The teacher does not report for her assigned duty assignment(s). | The teacher reports to duty but does not actively monitor students. | | |
| | The teacher is not on time for work or leaves early. | | | |
| | And others... | And others... | And others... | And others... |

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