

LEADS

Louisiana's Educator Advancement and Development System



Dear Colleagues,

Clear, detailed, actionable feedback is essential to helping teachers refine their practice over time. Across the state, teachers have shared how much they value feedback that provides a broad yet interconnected understanding of great teaching—from planning and instruction to the learning environment and professionalism.

That's why the Louisiana Educator Rubric (LER) is designed to capture the essential elements of great teaching while offering the depth needed to guide meaningful growth. In this newsletter, we explore how the LER describes teaching as a cohesive

system, demonstrating how improvements in one area naturally strengthen others.

As an educator shares with us in this issue, *"The LER takes the guesswork out of what is needed to be a successful teacher."*

More than just a tool, the LER fosters a shared vision and language for effective instruction. Its real impact is realized when it's woven into professional learning, classroom coaching, and self-reflection. By deepening our collective understanding of this roadmap for growth, we can work together to ensure every student has the opportunity to excel.

As always, the LDOE team is here to support you in this transition. Please don't hesitate to [contact us](#) with any questions.

Arthur M. Joffrion, Jr., Ed.D.
Deputy Assistant Superintendent
Educator Talent and Workforce Development

Success Stories

"The Louisiana Educator Rubric takes the guesswork out of what is needed to be a successful teacher. It is a comprehensive tool that clearly lays out the success criteria for teachers in all areas of teaching and



student learning. When I am lesson planning and get stuck, I can easily pull out the rubric and use it to generate ideas for how to strengthen my lesson. Looking at specific instructional practices helps me anticipate and plan for meeting my students' needs."

Katie Vinzant
English I Teacher
Tioga High School
Rapides Parish



"Being a physical education teacher, I want to encourage all traditional and non-traditional teachers to use the LER. A physical education class has a variety of students with different levels of skill, and the LER helps me connect with all students around aspects of the unit, from teaching rules to teaching the skills and teaching them how to officiate a game.

For example, I had a student who loved to participate and could explain all the rules and had great success with each skill component. When he broke his arm, he wanted to officiate to feel part of the lesson and have an important role. He did an outstanding job in this officiating role. With

this, the student was confident in his knowledge of the game and was still interacting with his peers. The demonstration of his knowledge and his ability to officiate the game correctly and effectively supported student knowledge mastery, reinforcing the rubric and its effectiveness. Through the years, my mindset has changed to learn what each student is capable of doing in the classroom to have success."

Erin Melton
Health/P.E. Teacher
Health Science/First Aid/CPR/AED Instructor
Montgomery High School
Grant Parish



The Louisiana Educator Rubric: A Roadmap for Professional Growth

The Louisiana Educator Rubric (LER) is not just a tool for teacher observations. It is a framework for effective teaching and a professional growth tool for teachers. The LER represents what we aim for in everyday teaching and learning in classrooms across the state.

Why is it important for the rubric to reflect a cohesive or holistic view of teaching? The four key domains of the LER – Instruction, Planning, Environment, and Professionalism – consist of interconnected indicators that foster a holistic view of effective teaching and learning. The rubric views teaching not as isolated components but as a cohesive system where each element influences the others. In order to deeply understand and use the LER effectively, each piece needs to be seen through the context of the whole picture. This also helps teachers to see how improvements in one domain or indicator of instructional practice connect to improvements in other domains and indicators.

- **Instruction:** This domain encompasses how teachers deliver content, engage students, and facilitate learning.
- **Planning:** This domain emphasizes the importance of aligning instruction with high-quality materials, standards, learning objectives, and student needs.
- **Environment:** This domain focuses on creating a positive and supportive classroom atmosphere where all students feel safe to learn and take risks.
- **Professionalism:** This domain covers ongoing professional engagement and development responsibilities, collaboration with fellow educators, and school involvement.

Interconnectedness of the rubric

The four domains of the LER reflect the core elements of effective teaching. Each indicator within a domain represents a specific aspect of effective teaching, and when combined, these indicators create a comprehensive picture of high-quality instruction and student ownership of learning. When teachers are equipped with an in-depth understanding of the interconnectedness of the rubric domains and indicators, the rubric truly becomes a professional growth tool.

Let's take a look at a process you can engage in to deepen your understanding of the rubric's interconnectedness. The steps in a "rubric walk":

- Identify an indicator or instructional practice from the Instruction Domain that you want to focus on. For example, you might focus on the indicator: **Motivating Students** in the Instruction domain, and consider how a teacher makes the lesson content “personally meaningful and relevant” for students.
- Find another indicator from the Instruction domain where you see references to making learning personally meaningful and relevant for students. For example, the indicator **Teacher Knowledge of Students** in the Instruction domain describes teacher practices that “incorporate student interests and backgrounds.”
- Find an indicator in another domain, for example, in the Planning domain, the indicator **Student Work** describes how students connect what they are learning to “experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.”
- Reflect on the connections you made. How can you apply this new learning to your practice?

Action Items

Looking at the example above for guidance, take your own “rubric walk” to see how strengthening one instructional practice or “indicator” in the Instructional domain can connect to strengthening other instructional practices across the rubric.

1. Identify an indicator or instructional practice from the Instruction domain that you want to focus on.
2. Find another indicator in the Instruction domain where you see references to the instructional practice you are focused on.
3. Find an indicator in the Planning, Environment, or Professionalism domain where you also see references to the instructional practice you are focused on.
4. Reflect on the connections you made. How can you apply this new learning to your practice?

Quick Links

[LEADS Public Collection](#)

[LEADS Library](#)

[Post-Conference Template](#)

[Formal Observation Cycle of Support](#)

[Louisiana Educator Rubric](#)

[Teacher Handbook](#)

[Evaluation Learning Year FAQ](#)

[SLT Reflection Tool](#)

[LES 2024-2025 Timeline](#)

[Bulletin 130](#)

[LEADS Newsletter Sign-Up](#)

[LEADS Newsletter Archive](#)

Louisiana State Department of Education
1201 North Third Street
Baton Rouge, LA 70802 US



[Unsubscribe](#) | [Update Profile](#) | [Constant Contact Data Notice](#)



Try email marketing for free today!