LEADS

Louisiana's Educator Advancement and Development System

Dear Colleagues,

In this month's newsletter, we are focusing on how the Louisiana Educator Rubric clearly defines effective teaching and student-centered instruction. The rubric anchors the observation process and provides educators a shared understanding of best practice.

Through the LEADS process, observations are conducted with care to foster a collaborative environment for feedback and professional growth. As we are hearing from teachers themselves, the rubric and the observation process are helping them to identify impactful instructional practices such as how they communicate the lesson objective and use success criteria with students. Furthermore, observations are now being used more strategically within LEADS. Previously, all teachers were observed twice regardless of experience or previous performance. Going forward, highly effective educators will have fewer observations, allowing more time and support for teachers who need additional guidance and coaching to grow and enhance their skills.

Below, you will find more details about this important aspect of LEADS. As always, please don't hesitate to reach out to us at the LDOE with any questions or thoughts as you begin your journey with LEADS.

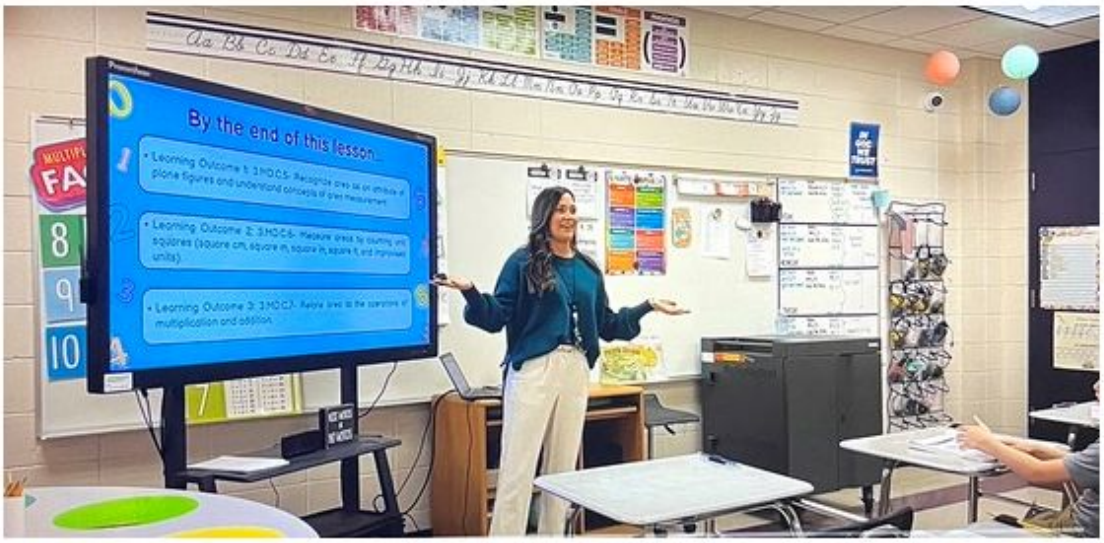
Arthur M. Joffrion, Jr., Ed.D.

Success Stories

Teachers reflect on how the rubric helps them to strengthen instructional practice in creating and communicating learning expectations.

"In my math classroom, success criteria have helped students grasp specific steps required to solve problems, making their learning more structured and focused. For example, when teaching multi-step equations, I provided clear success criteria for isolating variables, which led to a noticeable improvement in accuracy and student confidence."

Michaela Conway, 7th Grade Math Teacher at Lowery Middle School in Ascension Parish



"By using success criteria, students have a clearer understanding of what they need to do to meet learning objectives and avoid uncertainty. Teachers are able to break down challenges into less intimidating steps, aligning teaching and assessments.

My planning process is centered around success criteria, allowing me to be more intentional when teaching each lesson. Having success criteria posted has been a great way for me to visually connect different parts of the lesson to the overall objective. Success criteria has given me a deeper understanding of the content I teach, resulting in more specific feedback and differentiation for students."

Brooke Southern, 3rd Grade Math/Social Studies Teacher at Baskin School in Franklin Parish

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Taylor White, former ELA teacher and current Literacy Coach at Thomas Jefferson Upper Elementary in Monroe City Schools, shares how using success criteria to set clear expectations has impacted student learning in her classroom.

Watch the video.

Teacher Toolkit

Using the rubric to effectively plan for instruction: Setting learning expectations using success criteria

Louisiana Educator Rubric and Evaluation Teacher Handbook

The Louisiana Educator Rubric (LER) clearly defines effective student-centered instruction – providing a roadmap for teachers to strengthen their practice and shift toward student ownership of learning. A recurring theme across all domains of the rubric is that an effective lesson sets **clear learning expectations**.

Teachers who deeply understand and clearly articulate learning expectations are better able to plan and deliver lessons with the end in mind.

- **What is the lesson objective?**
- **What will be the student work product where students demonstrate mastery of the lesson objective?**
- **What are the learning expectations or "success criteria" for mastery of the lesson objective?**

> Education researcher and author Dr. John Hattie defines "success criteria" in his book, *Visible Learning for Teachers*:
>
> "Success criteria are simply a breakdown of the learning intention (learning target, objective) and provide a benchmark for the quality of the learning."

As teachers prepare for a formal observation, they might use these questions as guidance.

What is the lesson objective? In addition to understanding the lesson objective itself, teachers should understand the context – how the lesson objective aligns to standards, what students need to know and be able to do, what prerequisite skills they need to be successful, and how the lesson objective fits within the sequence of learning for the broader unit of study. Equipped with this knowledge and depth of understanding, teachers can communicate the learning objective and connections to state standards in a way that is understood by students.

What will be the student work product? Student work is anything students say, do, make, or write. Teachers use student work to formatively assess student progress throughout the lesson. However, it's critical for teachers to identify the culminating student work product for each lesson to assess student mastery of the lesson objective. They also utilize this work product to identify student strengths and needs and to inform future instruction.

What are the success criteria or learning expectations? Teachers use their knowledge of the lesson objective and the student work product to determine the success criteria for the lesson. Success criteria are key elements or steps in the learning process toward student mastery of the lesson objective.

To reach the highest learning destination, teachers ***and*** students need a clear, shared understanding of the ultimate learning goal behind each lesson. Dr. Hattie indicates teachers and students have clarity if they are able to answer the following questions:

- **What am I learning?**
- **Why am I learning this?**
- **How will I know I have learned it?**

Effective use of success criteria strengthens teacher practice across multiple indicators on the rubric, and teachers may find it a useful area of focus in preparing for a formal observation. Here are some connections to indicators in the rubric:

- **Standards and Objectives:**
    - Expectations for student performance are clear.
    - Students are able to articulate what they are learning and why and explain those to their peers.
    - There is evidence that students are progressing or demonstrating mastery of the lesson objective(s).
- **Presenting Instructional Content:**
    - Presentation of content consistently includes:
        - modeling by the teacher to demonstrate his or her performance expectations and
        - criteria that clarify how students can be successful.

Teacher Handbook

Did You Know?

Section 309 of Bulletin 130 outlines the flexibility in observation requirements based on years of experience and performance, stating:

- During the first three years of teaching, three observations shall be conducted, one of which must be announced.
- For teachers with three years of experience and beyond, one unannounced observation shall be conducted.
    - If the observation score is below 3.50 or if the evaluatee requests it, a second observation shall be conducted and shall be announced.
    - If the average score of the first two observations is less than 2.50, a third observation shall be conducted and shall be unannounced.

This flexibility ensures that teachers in need receive additional support and feedback to support growth.

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Action Item

Practice planning for an upcoming lesson with the lesson objective, student work product, and success criteria in mind. During the lesson, facilitate student connections between the lesson objective and the success criteria. Clearly articulate the success criteria for students and use it as a basis for questioning and academic feedback.

Shortcuts to Success: LEADS Quick Links

LEADS Library

Formal Observation Cycle of Support Flowchart

Louisiana Educator Rubric

Teacher Handbook

Evaluation Learning Year FAQ List

LEADS Newsletter Sign Up

LEADS Webinar - Teachers

LEADS Webinar - Teachers Companion Deck

Student Learning Target (SLT) Reflection Tool

LES 2024-2025 Timeline

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