

Louisiana Components of Effective Teaching

Louisiana's Teaching Standards for both new and experienced teachers—the Louisiana Components of Effective Teaching—have been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. An advisory panel reviewed the professional knowledge base on teaching by examining research-based teacher assessment and evaluation documents from eight states. In addition, other experts on personnel evaluation were consulted, and recommendations were received from out-of-state and in-state review teams. The advisory panel also used the position paper of the Teacher Evaluation Advisory Commission to develop the criteria. The State Board of Elementary and Secondary Education (SBESE) approved the Louisiana Components of Effective Teaching in September 1992. Revisions to the Components are approved by SBESE as needed.

The following section contains the Louisiana Components of Effective Teaching. These are listed first by the major Domain—planning, management, instruction, professional development, and school improvement. A descriptive paragraph is included for each Domain, and then the Components and Attributes are listed.

DOMAIN I. PLANNING

Planning is an important aspect of the teaching/learning process and is primarily a mental activity. An important part of the Assessment is the new teacher portfolio. Planning is assessed as part of Entry A – The Teacher Work Sample.

Component A. The teacher plans effectively for instruction.

Attributes:

1. Specifies learner outcomes in clear, concise objectives
It is not necessary to specify different objectives for each child or groups of children.
2. Includes activity/activities that develop objectives
A required number of activities is not specified because this decision must be made by the teacher.
3. Identifies and plans for individual differences
It is not necessary to specifically describe ways individual differences are to be met in written plans. This will be discussed in the informal interview.
4. Identified materials, other than standard classroom materials, as needed for lesson
Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.

5. State method(s) of evaluation to measure learner outcomes
Evaluation may be formal or informal.
6. Develops an Individualized Education Program (IEP) and/or Individualized Family Service Plan (IFSP) as needed for the lesson*
The Individualized Education Program (IEP) and/or Individualized Family Service Plan (IFSP) will meet state guidelines.
** For special education teachers only.*

DOMAIN II. MANAGEMENT

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior. Focus should be placed on teacher behavior. Management is assessed in the Classroom Observation.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

Component B. The teacher maximizes amount of time available for instruction.

Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities planned

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

This may include reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.

DOMAIN III. INSTRUCTION

The teacher, as the knowledgeable professional, is the person best-suited to determine effective instruction for his/her classroom. Domain III is measured in both the new teacher portfolio and the Classroom Observation.

Component A. The teacher delivers instruction effectively.

Attributes:

1. Uses technique(s) which develop(s) lesson objective(s)
Technique(s) may include teacher-directed activity/activities or student-centered activity/activities.
2. Sequences lesson to promote learning
Sequencing means that the teacher initiates, develops, and closes the lesson with continuity.
3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson when appropriate
5. The teacher integrates technology into instruction

Component B. The teacher presents appropriate content.

Attributes:

1. Presents content at a developmentally appropriate level
The teacher is knowledgeable of the content and relates it to the abilities and interests of the students.
2. Presents accurate subject matter
3. Relates relevant examples, unexpected situations, or current events to the content

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. Accommodates individual differences
The teacher recognizes that students perform at different levels and provides opportunities for them to become involved. There are many ways of accommodating individual differences among children. Some of these are not always evidenced in observations, but in the planning. It may be necessary for the observer to ask the teacher for clarification of this in the Informal Conference.
2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages higher-order thinking at the appropriate developmental levels
4. Encourages student participation

Component D. The teacher demonstrates ability to assess and facilitate student academic growth

Attributes:

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective assessment techniques.

Assessing student performance may include formal and/or informal assessment procedures as well as formative and summative.

3. Provides timely feedback to students
Feedback may be verbal or non-verbal.
4. Produces evidence of student academic growth under his/her instruction

DOMAIN IV. PROFESSIONAL DEVELOPMENT

Professional development is assessed as entry B in the New Teacher Portfolio. The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

Component A. The experienced teacher plans for professional self-development.

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

Note: *Component A specifications apply only to experienced teachers (those who have met certification requirements).*

Component B. The new teacher plans for professional self-development.

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V as agreed upon with his/her mentor and principal (during first semester of assistance period) and the members of the assessment team (during the assessment semester).

Attributes:

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

Note: *Component B specifications, apply only to new teachers (those who are in their first two years of teaching in the public school system of Louisiana, and have not yet met all requirements for full certification).*

DOMAIN V. SCHOOL IMPROVEMENT

Domain V is included in the new teacher portfolio.

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. Participates in grade level and subject area curriculum planning and evaluation
2. Serves on task force(s) and/or committees
3. Implements school improvement plan at the classroom level

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in instructional program

Louisiana Components of Effective Teaching for Special Education – II

Field and Pilot tests of the Louisiana Teacher Assessment Program revealed that some of the Components, Attributes, and performance specifications developed by Panel I needed to be rewritten to fit the instruction of certain groups of special education students. (i.e., students classified as severe and profound.) While the conceptualizations of teacher knowledge and skills embodied in the original Components list capture the essence of effective instruction, their description and the conditions under which they occur are quite different in certain special education settings.

DOMAIN I. PLANNING

Planning is an important aspect of the teaching/learning process and is primarily a mental activity. As a result, a pre-conference is essential to discuss plans and the learning environment. An important part of the Assessment is the new teacher portfolio. Planning is assessed as part of Entry – The Teacher Work Sample.

Component A. The teacher plans effectively for instruction.

Attributes:

1. Specifies learner outcomes in clear, concise objectives
It is necessary to specify different objectives and/or performance levels for each child or groups of children.
2. Includes activity/environments that develop objectives
3. Identifies and plans for individual differences
4. Identified materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity
5. State method(s) of evaluation to measure learner outcomes
6. Develops/implements an Individualized Education Program (IEP) and/or Individualized Family Service Plan (IFSP), when appropriate

DOMAIN II. MANAGEMENT

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior. Management is assessed in the Classroom Observation.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate
3. Promotes a healthy, safe environment

Component B. The teacher maximizes amount of time available for instruction.

Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities and provision of auxiliary services

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

DOMAIN III. INSTRUCTION

The teacher, as the knowledgeable professional, is the person best-suited to determine effective instruction for his/her classroom. Domain III is measured in both the new teacher portfolio and the Classroom Observation.

Component A. The teacher delivers instruction effectively.

Attributes:

1. Uses technique(s) which develop(s) lesson/activities objective(s)
2. Sequences lesson/activity to promote student learning/development
3. Uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s)
4. Adjusts lesson/activity when appropriate
5. The teacher integrates technology into instruction

Component B. The teacher presents appropriate content.

Attributes:

1. Presents functional content appropriate to the learners' capacities
2. Presents relevant subject matter/curriculum content in appropriate settings
3. Illustrates applications of content through examples, unexpected situations, and other means

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. Accommodates individual differences
The teacher recognizes that students perform at different levels, and the teacher requires active student involvement.
2. Demonstrates ability to communicate effectively with students
Communication may be verbal or nonverbal.
3. Stimulates and encourages independent performance and optimal levels of thinking
4. Promotes student participation
The teacher uses a variety of techniques to elicit student participation.

Component D. The teacher demonstrates ability to assess and facilitate

student academic growth

Attributes:

1. Consistently monitors ongoing performance of students
2. Uses assessment techniques effectively.
The teacher develops and implements a systematic plan for assessing student performance that incorporates a range of formal and informal techniques.
3. Provides timely feedback to students, caregivers, parents, and appropriate professional personnel regarding student progress
Feedback is both written and verbal.
4. Produces evidence of student academic growth under his/her instruction

DOMAIN IV. PROFESSIONAL DEVELOPMENT

Professional development is assessed as entry B in the New Teacher Portfolio. The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

Component A. The experienced teacher plans for professional self-development.

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

Note: *Component A specifications apply only to experienced teachers (those who have met certification requirements).*

Component B. The new teacher plans for professional self-development.

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V as agreed upon with his/her mentor and principal (during first semester of assistance period) and the members of the assessment team (during the assessment semester).

Attributes:

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

Note: *Component B specifications, apply only to new teachers (those who are*

in their first two years of teaching in the public school system of Louisiana, and have not yet met all requirements for full certification).

DOMAIN V. SCHOOL IMPROVEMENT

Domain V is included in the new teacher portfolio.

Component A. The teacher takes an active role in building-level decision making

Attributes:

1. Participates in grade level and subject area curriculum planning and evaluation
2. Serves on task force(s) and/or committees
3. Implements school improvement plan at the classroom level

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in instructional program