

## **The Louisiana Components of Effective Teaching, *Revised 2010***

Developed in 1992, the Louisiana Components of Effective Teaching (LCET) were “cutting edge” at the time, in that they were performance-based and they created a shared definition of effective teaching. The original LCET were created by an advisory panel that 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 from out-of-state and in-state review teams were incorporated.

Current reforms in education demand that the LCET be revised to reflect what teachers should know and be able to do in today’s learning context. Recently signed into law, Act 54 provides for the revision of the LCET to ensure that each student is taught by an effective teacher. The LCET, *Revised 2010* was developed by reviewing teacher standards and student assessment data from other states and the *2010 Model Core Teaching Standards* that were developed by the Council of Chief State School Officer’s Interstate Teacher Assessment and Support Consortium (InTASC). Other experts on personnel evaluation were consulted, and recommendations from out-of-state experts and in-state teams will be incorporated.

The following sections contain a draft of the LCET, *Revised 2010*. The revised LCET differ from the original standards in the following ways:

- While the organization remains the same, (Domain, Component, Attribute) the language has been updated to reflect the current teaching and learning context.
- “Essential Knowledge” or prerequisite learning is included for each Domain, and the modified Components and Attributes (teaching behaviors or performance indicators) are listed.
- The need for teachers to have greater knowledge and skill around the use of assessment data to improve instruction and support learner success is reflected.
- Educational technology and tools that drive instructional practice demand that technology be treated not as an end in itself, but as a tool for learning and communication.
- The need to give learners a more active role in determining what they learn, how they learn it, and how they can demonstrate their learning has been strengthened and integrated within the revisions.
- The need for pro-active, ongoing professional development and reflective practices to emphasize the importance of not only a teachers’ growth, but also continual evaluation of student progress.
- The need for the teacher to reach out to not only students, families, colleagues and other professionals, but also community members to share responsibility for student growth and development.
- Special needs of individual learners are addressed within the LCET, *Revised 2010*, rather than within a modified version for “identified students.”

## Louisiana Components of Effective Teaching, Revised 2010

### Domain I. Planning

#### Essential Knowledge

- a) The teacher understands content area(s) and how content standards are organized in the curriculum.
- b) The teacher understands learning theory and individual differences and how these impact ongoing planning.
- c) The teacher understands the significance of developing and sharing achievement goals with students that address the purpose and importance of all class work.
- d) The teacher understands the strengths and needs of individual students and how to plan instruction that is responsive to these strengths and needs.
- e) The teacher understands the elements of a lesson and knows how to sequence the elements to maximize learning.
- f) The teacher understands how to design and execute rigorous long-term and unit plans based on local, state, and national expectations for student learning.
- g) The teacher knows about range of evidence-based instructional strategies, resources, and technology and how to use them effectively to plan instruction that meets diverse learning needs.
- h) The teacher knows how to keep abreast of new concepts and research in content area(s) and how to effectively incorporate these into instructional plans.
- i) The teacher knows when and how to adjust plans based on student responses.
- j) The teacher knows when and how to integrate resources to support student learning, (e.g., field and educational experts, exceptional education specialists, etc.)

#### Component A. The teacher plans effectively for instruction.

##### Attributes:

1. Develops an ambitious and measurable annual student achievement goal for his/her class that is aligned with standards
2. Creates standards-based unit plans
3. Specifies learner outcomes in clear, concise, measureable objectives that are aligned with short- and long-term goals
4. Includes activity/activities that are appropriately sequenced to develop students' mastery of lesson objective(s)
5. Identifies and plans regular opportunities to accommodate individual differences
6. Identifies materials and media that will facilitate student mastery of lesson objective(s)
7. Plans appropriate time for student work, reflection, and closure
8. Selects or develops appropriate methods of evaluation to measure learner progress/mastery
9. Develops and implements Individualized Education Programs (IEP), in collaboration with appropriate support staff, as needed\*

## Domain II. Management

### Essential Knowledge

- a) The teacher understands the principles and strategies of effective classroom management that promote positive relationships, cooperation, and purposeful learning in the classroom.
- b) The teacher understands the role of the learner in maintaining a safe and respectful learning environment that encourages active engagement and self-motivation.
- c) The teacher understands behavior management and a wide range of techniques that may be applied to individual as well as large and small group instruction.
- d) The teacher understands how to engage students in making appropriate adjustments in the learning environment.
- e) The teacher understands the difference between procedures for learning and management for behavior.
- f) The teacher understands how to identify what motivates individual students and how to adjust management strategies accordingly.
- g) The teacher understands a range of motivational strategies that may be applied to individual as well as large and small group instruction.
- h) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.

### Component A. The teacher establishes and maintains an environment that supports learning.

#### Attributes:

1. Organizes available space, materials, and/or equipment to facilitate individual and group learning
2. Creates a positive climate that is socially, emotionally, and physically safe, to promote students' active engagement in learning

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

#### Attributes:

1. Establishes and reinforces high expectations for student learning and behavior
2. Monitors and manages student behavior to facilitate learning
3. Manages disruptions consistently, quickly, and firmly without detracting from student learning

### Component C. The teacher maximizes the amount of time available for instruction.

#### Attributes:

1. Establishes and facilitates routines and transitions that maintain student engagement
2. Manages and/or adjusts allotted time for activities planned, based on student responses and needs
3. Monitors student engagement and makes adjustments, as needed, to maximize time on task

## Domain III. Instruction

### Essential Knowledge

- a) The teacher understands how to execute a range of instructional approaches that allows students to explore concepts and develop an in depth understanding of content.
- b) The teacher understands that students perform at different readiness levels and how development in any one area may affect performance in others.
- c) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, invention, memorization and recall) and how to implement instructional strategies that develop these processes.
- d) The teacher knows how to use a wide variety of resources and technology to engage students in learning.
- e) The teacher understands how content and skill development can be supported by multiple media and technology and knows how to evaluate these resources for accuracy and effectiveness.
- f) The teacher understands that literacy skills and processes are applicable in all content areas and helps students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing.
- g) The teacher knows and understands numeracy concepts that enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.
- h) The teacher recognizes and is familiar with the various ways to assess student performance, including formal and/or informal assessment procedures as well as formative and summative.
- i) The teacher understands that meaningful feedback must be given and may be verbal or non-verbal.
- j) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to evaluate how students learn and what kinds of experiences will support further growth and development.
- k) The teacher knows how to analyze and interpret various kinds of student data to guide instruction, and to provide meaningful feedback to each learner.
- l) The teacher knows how to prepare students for assessments and how to modify assessments and testing conditions for students with exceptionalities and English language learner needs.

### Component A. The teacher delivers instruction effectively.

#### Attributes:

1. Communicates learning objectives clearly to students
2. Uses appropriate strategies that lead to students' mastery of lesson objective(s)
3. Logically sequences and segments lesson to promote learning
4. Uses appropriate teaching material(s) to support student mastery of lesson objective(s)
5. Delivers accurate subject matter, aligned to student learning objectives, and adjusts lesson content to address students' needs, when appropriate

6. Connects content to previous student learning and relates it to relevant real-life examples or current events
7. Demonstrates an appreciation for and sensitivity to diversity among students
8. Accommodates individual differences to ensure all students have the opportunity to master learning objective(s)
9. Integrates content area literacy/numeracy skills and technology into instruction
10. Models and encourages higher-order thinking through questioning techniques and problem solving activities
11. Encourages students in providing specific and high-quality feedback to one another, as appropriate

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

Attributes:

1. Conducts regular and meaningful checks for understanding to ensure students are making progress toward lesson objectives
2. Uses appropriate and effective assessment techniques to evaluate progress and inform future instruction, including diagnostic, formative, and summative assessments
3. Provides specific and timely feedback, varied to meet the unique needs of students
4. Consistently monitors ongoing performance of students and uses assessment data to inform instructional decisions
5. Produces evidence of student academic growth under his/her instruction

## Domain IV. Reflection and Continuous Professional Development

### Essential Knowledge

- a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to reflect on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- b) The teacher understands the significance of seeing him/herself as a learner, continuously seeking opportunities for professional growth.
- c) The teacher understands the ethical expectations of the profession, including codes of ethics, professional standards of practice, and relevant law or policy.
- d) The teacher understands how to use student outcomes data as the basis for meaningful reflection resulting in changes in practice and understands how to prioritize professional development accordingly.

### Component A. The teacher plans for and engages in professional self-development.

#### Attributes:

1. Uses multiple sources of data (e.g. systematic observations, student achievement, research, etc.) to analyze student performance and to modify future plans and instructional techniques, as needed, to promote desired student learning outcomes
2. Collaborates with colleagues and/or principal to identify areas of instruction that need strengthening and to improve instructional practice
3. Reflects upon his/her skills, seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning, and employs them
4. Investigates and considers new ideas that improve teaching and learning, re-evaluates widely accepted ideas, and draws on current education policy and research as sources of reflection
5. Implements a professional growth plan, reflects upon its effectiveness, and adjusts the plan, as necessary

## Domain V. Commitment to School Community

### Essential Knowledge

- a) The teacher understands schools as organizations within a cultural and social context and knows how to work with others to support learners.
- b) The teacher understands the importance of the alignment of family, school, and community to enhance student learning.
- c) The teacher understands the role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development.
- d) The teacher remains current in school data, knows the school and district performance score, and works with colleagues, families, and other professionals to develop strategies for improvement.
- e) The teacher understands the importance of respect for families' norms and expectations and seeks to work collaboratively with students and families in setting/meeting challenging goals.
- f) The teacher understands the historical, cultural, and social context of the community in which he/she works and knows how to collaborate with others to support student learning.

### Component A. The teacher actively supports school improvement efforts.

#### Attributes:

1. Collaborates with grade level and/or subject area team on curriculum planning and evaluation
2. Implements school improvement plan at the classroom level
3. Serves on task force(s) and/or committees, as appropriate

### Component B. The teacher creates partnerships with families, colleagues, and community members.

#### Attributes:

1. Provides clear, timely, and relevant information to families and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Establishes productive relationships and develops cooperative partnerships with families to support meaningful communication, enriched student learning, and volunteer and/or decision-making opportunities at school
3. Employs a variety of strategies to engage the community in support of student learning and well-being
4. Works with appropriate support staff and parents of students with special needs to ensure student success by providing identified accommodations, as needed