Louisiana Teacher Competencies & Performance Standards

Competency: Planning	Highly Effective: Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	Effective: Accomplished *In addition to demonstrating the Proficient descriptors, the teacher...*	Effective: Proficient *In addition to demonstrating the Emerging descriptors, the teacher...*	Effective: Emerging *The teacher...*	Ineffective *The teacher...*
STANDARD 1: The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.	› Creates goals that are rigorous and challenging › Creates lesson plans that encourage further exploration of new concepts › Creates objectives that encourage critical and creative thinking	› Creates goals that are suitable to individual students › Creates lesson plans that reflect an understanding of students' diversity and their individual needs › Aligns objectives to meet the specific needs of individual subgroups	› Creates appropriate annual achievement goals that are measurable and aligned with the established curriculum › Creates lesson plans that are coherent, sequenced, and aligned to long-term instructional plans › Creates measurable objectives that are aligned with the established curriculum	› Creates goals that are difficult to measure or are not directly aligned with the established curriculum › Creates coherent lesson plans that are aligned to long-term instructional plans, but are out of sequence › Creates objectives that are inconsistently aligned with the established curriculum	› Fails to identify annual achievement goals › Creates lesson plans that are discrete activities lacking coherence, sequencing, and alignment to long-term instructional plans › Creates objectives that are not aligned with the established curriculum
STANDARD 2: The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.	› Considers opportunities for enrichment and remediation › Plans for resources that are relevant to students' lives and interests › Plans for critical and creative thinking at the appropriate level of challenge	› Tailors lessons to meet individual student needs › Plans for a wide variety of materials and multimedia resources › Anticipates common content misconceptions or potential sources of confusion and plans accordingly	› Plans lessons with a logical sequence of learning activities that support mastery of the lesson objective › Plans use of materials and resources that support mastery of the lesson objective › Identifies and prioritizes content within a lesson that results in student mastery of lesson objectives	› Plans activities that are improperly sequenced › Plans for resources that partially support mastery of the lesson objective › Inconsistently identifies and prioritizes content	› Plans activities that are disjointed and do not promote learning › Plans for resources that do not support mastery of the lesson objective › Fails to identify and prioritize content
STANDARD 3: The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.	› Collaborates with coworkers to develop assessment options › Plans ways to guide students to identify their own progress and gaps in learning › Identifies metacognitive strategies students can use to self-assess › Looks beyond the classroom for resources to challenge individual students	› Provides multiple ways of measuring mastery › Develops acceleration and remediation plans › Uses results to determine modifications required for individual students to meet long-term learning goals › Incorporates a wide variety of instructional and grouping strategies	› Selects or designs formative and summative assessments that are developmentally appropriate, aligned with learning objectives, and differentiated according to student needs › Records and regularly reviews student achievement data at the objective level; identifies progress and gaps in student learning and reflects on practice › Plans pre- and post-tests and uses student achievement results to modify and adjust instructional plans to meet long-term learning goals › Analyzes student data and plans modifications of content, activities, and resources to meet individual student needs	› Inconsistently plans for use of formative and summative assessments › Inconsistently records and reviews student achievement data at the objective level › Inconsistently uses student achievement results to modify and adjust instructional plans › Inconsistently analyzes and uses student data to inform modifications	› Fails to plan for use of formative and summative assessments › Fails to record and regularly review student achievement data at the objective level › Fails to use student achievement results to modify and adjust instructional plans › Does not analyze student data

Competency: Instruction	Highly Effective: Exemplary	Effective: Accomplished	Effective: Proficient	Effective: Emerging	Ineffective
	In addition to demonstrating the Accomplished descriptors, the teacher...	*In addition to demonstrating the Proficient descriptors, the teacher...*	*In addition to demonstrating the Emerging descriptors, the teacher...*	*The teacher...*	*The teacher...*
STANDARD 1: The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.	› Demonstrates a high awareness of students' developmental needs when presenting content › Integrates content into interdisciplinary units › Engages students in authentic problem-based or project-based learning	› Demonstrates advanced knowledge of content › Teaches students to make meaningful connections that deepens their understanding › Exposes students to career opportunities related to content	› Presents content that is clear and accurate with an appropriate level of depth › Connects content to students' prior knowledge and other disciplines › Creates relevance by connecting content to student interests or real-life and previous experiences	› Presents content that is lacking in depth › Inconsistently connects content to students' prior knowledge and other disciplines › Inconsistent in creating relevance for students	› Presents content that is unclear or inaccurate › Fails to connect content to students' prior knowledge and other disciplines › Fails to create relevance for students
STANDARD 2: The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.	› Fosters critical and creative thinking at the appropriate level of challenge › Uses materials that are optimal for the achievement of lesson objectives › Questions lead students to further inquiry › Provides opportunities for students to give academic feedback to one another to increase learning › Allows students to formulate groups to reflect on and evaluate their learning › Teaches students how to self-assess and use metacognitive strategies	› Differentiates strategies to meet the needs of all students › Uses a wide variety of materials and multimedia resources › Questions are at various levels and are appropriately sequenced › Helps students to assess their own understanding during a lesson › Uses groups that are flexible in composition and strategically determined › Provides constructive and frequent feedback to student on their progress toward their learning goals	› Uses a variety of appropriate and engaging instructional strategies › Uses a variety of appropriate and engaging activities › Consistently uses a variety of questioning techniques that are purposeful, provide for sufficient wait time, and require responses from a variety of students › Assesses student responses and provides clear, timely, academic feedback › Uses grouping strategies that are varied and appropriate for the objective › Uses formal and informal assessments for diagnostic, formative, and summative purposes and shares results with students	› Uses a limited variety of instructional strategies › Uses limited activities and materials › Uses a limited variety of questioning techniques › Inconsistently assesses student responses › Uses limited grouping strategies › Results are not consistently analyzed or consistently shared with students	› Does not vary instructional strategies › Uses inappropriate activities and materials › Asks only lower-level questions › Fails to assess student responses › Fails to use grouping strategies › Results are not analyzed or shared with students
STANDARD 3: The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.	› Makes lesson objectives relevant to real life and other disciplines › Addresses content in a way that demonstrates a deep knowledge of the subject matter › Provides appropriate scaffolding for differentiated lessons › Provides remediation, enrichment, and acceleration to further student understanding of material	› Discusses how the lesson objective relates to prior and future learning › Presents content at a pace that is appropriate for students › Monitors and adjusts instruction as lesson proceeds › Demonstrates high learning expectations for all students commensurate with their development needs	› Communicates lesson objectives to all students and references objectives throughout the lesson › Accurately presents content that is current, age appropriate, and aligned with lesson objectives › Structures lesson to include introduction of new concepts, modeling, guided and independent practice, reflection, and closure › Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs	› Writes lesson objective on the board, but only indirectly connects to it during the lesson › Addresses content in a shallow manner › Structures lesson without including one or more key elements › Adjusts and differentiates instruction for identified special needs students only	› Fails to relate learning to the lesson objective › Delivers content inaccurately › Delivers lesson without coherent structure › Plans whole class activities that ignore individual learning needs

Competency: Environment	Highly Effective: Exemplary	Effective: Accomplished	Effective: Proficient	Effective: Emerging	Ineffective
	In addition to demonstrating the Accomplished descriptors, the teacher...	*In addition to demonstrating the Proficient descriptors, the teacher...*	*In addition to demonstrating the Emerging descriptors, the teacher...*	*The teacher...*	*The teacher...*
STANDARD 1: The teacher implements routines, procedures, and structures that promote learning and individual responsibility.	› Implements classroom management plan with student input that promotes trust and teamwork › Creates classroom environment where misbehavior and disruptions are rare › Creates an environment where students encourage others to follow routines and procedures › Creates an environment where students transition independently	› Implements classroom management plan which students understand and embrace › Anticipates unacceptable behavior and minimizes disruptions › Creates an environment where students follow routines and procedures without prompting › Creates an environment where students require little direction for transitions	› Implements classroom rules, consequences, and expectations that foster learning and appropriate behavior › Handles unacceptable behavior and disruptions efficiently and effectively › Creates a classroom environment where students know and follow all necessary routines and procedures › Creates an environment where students transition from one activity to the next, resulting in minimal loss of instructional time	› Inconsistently enforces classroom rules › Handles unacceptable behavior and disruptions inconsistently › Creates a classroom environment where students require regular teacher prompting › Provides confusing directions or lack of structure which results in lengthy transition times	› Fails to enforce classroom rules › Does not redirect misbehavior › Does not establish clear routines or procedures › Does not plan for transitions
STANDARD 2: The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.	› Configures classroom to support multiple types of activities simultaneously › Promotes respect for, and understanding of, students' diversity › Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals	› Configures classroom to support individual, small, and large group learning › Actively listens and pays attention to students' needs and responses › Encourages students to explore new ideas and take academic risks	› Arranges the classroom, materials, and resources in a way that is accessible to students and supports learning › Creates a classroom environment where interactions between teacher and students are caring and respectful › Communicates high academic expectations for all students	› Arranges the classroom in a way that partially supports learning › Interacts in a way that shows favoritism › Communicates high academic expectations for only some students	› Arranges the classroom in a way that does not support learning › Interacts in an uncaring or disrespectful manner › Fails to communicate high academic expectations for students
The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.	› Makes parents aware of opportunities and services for student enrichment and remediation outside the classroom › Encourages students to monitor and adjust learning strategies to meet objectives and learning goals	› Provides constructive and frequent feedback on student progress toward learning goals › Encourages students to self-reflect on progress toward objectives and learning goals	› Shares relevant and timely student results with parents, caregivers, and key personnel › Creates opportunities for students to review results on progress toward objectives and learning goals	› Shares student results inconsistently › Inconsistently reviews results with students	› Does not share student results › Does not review results with students

Competency: Professionalism	Highly Effective: Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	Effective: Accomplished *In addition to demonstrating the Proficient descriptors, the teacher...*	Effective: Proficient *In addition to demonstrating the Emerging descriptors, the teacher...*	Effective: Emerging *The teacher...*	Ineffective *The teacher...*
STANDARD 1: The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.	› Follows through with goal achievement by seeking out professional growth opportunities › Leads professional development and mentors coworkers on ways to improve practice	› Creates goals to help strengthen weaker areas › Shares new understandings with coworkers	› Reflects on individual performance, including identifying areas of strength and areas for improvement › Engages in professional development based on identified areas for improvement and uses learning to change practice	› Inconsistently reflects on individual performance › Sporadically engages in professional development based on identified areas for improvement and is inconsistent in using learning to change practice	› Fails to reflect on individual performance › Does not engage in professional development based on identified areas for improvement
STANDARD 2: The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.	› Leads efforts outside the school to promote student academic achievement › Mentors others in collaboration › Provides parental workshops focusing on areas of need to equip them with the tools to help their students achieve	› Leads school projects to promote student academic achievement › Organizes and leads collaborative work efforts across grade levels › Targets hard-to-reach families to build an alliance of support for student achievement	› Participates in activities that promote students' academic achievement and contribute to the school's mission › Collaborates with other school professionals to support student achievement › Creates an environment that encourages families and community members to visit, participate, and support classroom and school activities	› Participates infrequently in activities that promote students' academic achievement › Collaborates inconsistently with other school professionals › Does not make an effort to involve hard-to-reach families	› Does not participate in activities that promote students' academic achievement › Does not collaborate with other school professionals › Does not encourage families and community members to visit, participate, or support classroom and school activities