



The Big 5

Five high-leverage practices for brief walkthroughs and coaching, aligned to the Louisiana Educator Rubric.

1 Unsatisfactory 2 Developing 3 Proficient 4 Strong 5 Exemplary

INDICATOR	1 Unsatisfactory	2 Developing	3 Proficient	4 Strong	5 Exemplary
PA Purpose and Alignment LER: Instruction: Standards and Objectives; Activities and Materials; Teacher Content Knowledge - Planning: Instructional Plans; Student Work; Assessment	The learning purpose is absent, unclear, or substantially misaligned to the standard. • Activities appear disconnected from an identifiable learning outcome. • Students cannot explain what they are learning or what successful work requires. • There is little evidence that the lesson is moving students toward mastery.	A learning objective is present but may be vague, inconsistently communicated, or rarely referenced. • Some activities support the objective, while others are loosely connected or insufficiently rigorous. • Success expectations are unclear to some students. • Evidence of progress is limited or uneven.	A clear learning objective is communicated. • Lesson activities and student work are generally aligned to the objective and appropriate standard. • Expectations for student performance are clear. • Students show some evidence of progress toward the objective.	The learning goal and success expectations are clear, rigorous, and referenced during instruction. • Tasks and materials are strongly aligned to the intended learning. • Most students understand the purpose of their work and can describe what success requires. • Minor gaps in alignment or student understanding may be present.	Students can explain what they are learning, why it matters, and what successful work requires. • The objective, success criteria, tasks, materials, and student work are tightly aligned to the intended standard and level of rigor. • Students make meaningful connections to prior learning, other concepts, or authentic contexts. • Student work demonstrates that nearly all students are progressing toward or demonstrating mastery.
CI Clear Instruction and Scaffolding LER: Instruction: Presenting Instructional Content; Lesson Structure and Pacing; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students - Planning: Instructional Plans	Instruction is unclear, inaccurate, disorganized, or confusing. • Students are expected to perform without sufficient explanation, modeling, or guided practice. • Supports are absent or reduce the rigor of the learning. • Pacing prevents substantial numbers of students from accessing the lesson.	Explanations or models are incomplete, overly lengthy, or inconsistently clear. • Too much content may be presented at once. • Guided practice is limited, rushed, or disconnected from independent expectations. • Scaffolds are generic, inconsistently used, or poorly matched to student need. • Pacing does not adequately respond to student understanding.	Instruction is accurate and generally clear. • The teacher provides an appropriate model, explanation, or example. • Content is presented in a logical sequence. • Students receive guided practice and reasonable support before independent work. • Pacing is appropriate for most students.	Instruction is accurate, clear, logically sequenced, and supported by effective modeling. • Students receive adequate guided practice and appropriately challenging scaffolds. • The teacher responds to most student needs and adjusts pacing when necessary. • Minor opportunities remain for greater differentiation or student independence.	Explanations, models, examples, and representations make complex content accessible without reducing rigor. • Content is deliberately segmented and connected to prior knowledge. • Students receive purposeful guided practice and can explain the processes or strategies they are using. • Supports are adjusted in response to individual evidence and gradually removed as students gain independence. • Pacing maximizes learning for students progressing at different rates.
CE Cognitive Engagement and Rigor LER: Instruction: Motivating Students; Activities and Materials; Questioning; Grouping Students; Thinking; Problem-Solving - Environment: Engaging Students and Managing Behavior	Students are primarily passive, disengaged, or completing work with little identifiable cognitive demand. • The teacher performs nearly all of the reasoning and explanation. • Questions rarely require active student responses. • Tasks are substantially below the intended rigor or disconnected from the learning objective.	A limited group of students performs most of the thinking or responding. • Tasks rely heavily on recall, imitation, worksheet completion, or procedural compliance. • Questions are dominated by volunteers, brief responses, or teacher self-answering. • Students have few opportunities to explain, discuss, or apply their learning. • Group work lacks clear accountability or academic purpose.	Most students participate in the lesson. • Tasks and questions include appropriate opportunities for application, reasoning, or explanation. • Students are occasionally asked to show or explain their thinking. • The teacher uses questioning or discussion to engage a range of students. • Cognitive engagement is evident, though participation or ownership may be uneven.	Most students engage consistently in appropriately rigorous thinking. • Questions and tasks require explanation, application, analysis, or problem-solving. • Multiple response structures provide broad participation and accountability. • Students have meaningful opportunities to discuss or defend their reasoning. • Some elements remain primarily teacher-directed.	Nearly all students are actively reasoning, explaining, writing, discussing, solving, evaluating, or creating. • Tasks consistently reflect the intended rigor and require students to make connections or apply learning. • Students justify their thinking, challenge ideas respectfully, and build on one another's reasoning. • Students generate meaningful questions and demonstrate curiosity or intellectual initiative. • Productive struggle is evident, with students using strategies and available resources before relying on the teacher.
EL Evidence of Learning and Responsive Feedback LER: Instruction: Questioning; Academic Feedback; Teacher Knowledge of Students - Planning: Student Work; Assessment	The teacher assumes understanding without gathering meaningful evidence. • Few students are asked to demonstrate what they know. • Feedback is absent, inaccurate, delayed, or unrelated to the learning goal. • Instruction continues despite clear misunderstanding. • Students do not know whether they are successful or what they should do next.	Checks for understanding are infrequent, superficial, or dependent on volunteers. • The teacher monitors completion or behavior more than the quality of learning. • Feedback is primarily praise, correction, or answer-giving rather than guidance for improvement. • Misunderstandings are noticed but do not consistently change instruction. • Students have limited opportunities to revise or respond to feedback.	The teacher checks understanding at appropriate points. • Student responses or work are monitored for accuracy. • Feedback is academically focused and generally useful. • The teacher makes some instructional adjustments based on student evidence. • Students receive an opportunity to correct or improve understanding.	Checks for understanding are frequent, purposeful, and include most students. • The teacher responds to patterns in student understanding. • Feedback is specific and actionable, and students have opportunities to apply it. • Most students can identify their current progress and next step. • Minor gaps may remain in immediacy, student ownership, or coverage of every learner.	The teacher frequently gathers meaningful evidence from nearly every student. • Evidence is used immediately to reteach, extend, regroup, change pacing, or adjust support. • Feedback identifies what is successful, what needs improvement, and what the student should do next. • Students use feedback to revise or improve their work during the lesson. • Students monitor their own learning, use success criteria, and provide useful feedback to peers. • Clear evidence shows that misunderstandings are being resolved and learning is advancing.
LC Learning Culture and Student Ownership LER: Environment: Expectations; Engaging Students and Managing Behavior; Environment; Respectful Conditions - Instruction: Motivating Students; Grouping Students	The classroom is disorderly, disrespectful, emotionally unsafe, or characterized by low expectations. • Significant instructional time is lost. • Disruptions are ignored, escalated, or addressed in ways that interfere with learning. • Students avoid participation, demonstrate limited persistence, or fear making mistakes. • Students have little meaningful responsibility for their behavior or learning.	Expectations, routines, or responses to behavior are inconsistently applied. • Learning is periodically interrupted by inefficient transitions or preventable disruptions. • Respectful participation is uneven. • Some students appear reluctant to take risks, ask for help, or share ideas. • Students remain heavily dependent on teacher direction.	Interactions are generally respectful and supportive. • Behavioral and academic expectations are clear. • Routines and transitions are functional. • The teacher manages disruptions effectively. • Students participate appropriately and assume some responsibility for their learning.	The classroom is consistently respectful, orderly, inclusive, and academically focused. • Expectations and routines are well established. • Most students demonstrate persistence, collaboration, and responsibility without repeated prompting. • The teacher handles disruptions quickly and preserves learning time. • Student ownership is strong but not yet consistent across the classroom.	Students and the teacher consistently demonstrate respect, trust, and high expectations. • Students confidently take academic risks, ask questions, acknowledge errors, and persist through difficulty. • Students manage routines, materials, transitions, and collaboration with substantial independence. • Students set or monitor goals, seek useful feedback, and take responsibility for the quality of their work. • Positive learning behaviors and relationships allow nearly all available time to be used productively.