



INDICATOR	1 Not Evident	2 Emerging	3 Effective	4 Strong	5 Highly Effective
C1 Learning Target & Alignment LER: Standards & Objectives; Instructional Plans	Objective is unclear, missing, or loosely connected to the lesson. Students cannot explain what they are learning.	Objective is posted or mentioned, but connection to the task or standard is weak.	Objective is clear, aligned to the standard/curriculum, and connected to the task.	Teacher references the objective during instruction and uses it to focus student work.	Students can explain what they are learning, why it matters, and how their work shows progress.
C2 Content Clarity & Modeling LER: Presenting Instructional Content; Teacher Content Knowledge	Explanation is confusing, incomplete, inaccurate, or missing key information.	Teacher explains content, but modeling/examples are limited or unclear.	Teacher presents content clearly with examples, modeling, and success criteria.	Content is clearly sequenced, modeled well, and adjusted when students show confusion.	Students use models, examples, vocabulary, and criteria to explain or demonstrate understanding.
C3 Lesson Flow & Pacing LER: Lesson Structure and Pacing	Lesson lacks clear structure; transitions or routines waste significant instructional time.	Lesson has some structure, but pacing drags, rushes, or misses key lesson parts.	Lesson has a clear beginning, middle, and end; pacing is generally appropriate.	Pacing is brisk but manageable; transitions and materials are handled efficiently.	Time is maximized, students know routines, and pacing flexes based on student needs.
C4 Task Quality & Student Work LER: Activities and Materials; Student Work; Thinking	Task is mostly low-level, disconnected from the objective, or focused on completion over learning.	Task is partially aligned but may rely heavily on recall or procedural work.	Student work is aligned to the lesson objective and requires meaningful thinking.	Task is appropriately rigorous and pushes students to explain, justify, apply, or connect ideas.	Student work shows ownership, depth, and evidence of progress toward mastery.
C5 Questioning & Discussion LER: Questioning; Thinking; Problem-Solving	Questions are mostly recall-based, random, or answered by only a few students.	Some purposeful questions are used, but participation or thinking is uneven.	Questions are aligned, purposeful, and require students to think and respond.	Teacher uses sequencing, wait time, and varied response methods to engage many students.	Students explain, challenge, build on ideas, and/or generate their own meaningful questions.



The Core 10

Stroll's 10-indicator walkthrough rubric, aligned to the Louisiana Educator Rubric. *(continued)***1** Not Evident **2** Emerging **3** Effective **4** Strong **5** Highly Effective

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C6 Checks for Understanding LER: Assessment; Academic Feedback; Standards and Objectives	Teacher moves forward without checking whether students understand.	Teacher checks understanding occasionally, but evidence is limited or informal.	Teacher uses clear checks to monitor progress toward the objective.	Teacher uses student responses/work to adjust instruction during the lesson.	Students monitor their own progress and can explain what they understand or still need.
C7 Academic Feedback LER: Academic Feedback; Assessment	Feedback is mostly absent, vague, behavioral, or limited to right/wrong.	Feedback is given, but it is inconsistent or not specific enough to improve learning.	Feedback is timely, academic, and connected to the task or objective.	Teacher circulates, prompts thinking, and gives specific feedback that improves work.	Feedback loops are strong; students use feedback to revise, explain, or improve performance.
C8 Support & Access for All Learners LER: Grouping Students; Teacher Knowledge of Students; Instructional Plans; Activities and Materials	Instruction appears one-size-fits-all; struggling or advanced students are not meaningfully supported.	Some supports are present, but they are generic or inconsistently used.	Teacher provides appropriate support so most students can access the lesson.	Teacher adjusts support, grouping, materials, or questioning based on student needs.	Students receive targeted support while maintaining rigor, ownership, and access to grade-level learning.
C9 Student Engagement & Ownership LER: Motivating Students; Engaging Students and Managing Behavior; Expectations; Activities and Materials	Many students are passive, off-task, or compliant without real engagement.	Some students are engaged, but participation is uneven or mostly teacher-driven.	Most students are engaged in the learning task and complete expected work.	Students are actively participating, thinking, discussing, writing, or solving.	Students take initiative, sustain effort, and show ownership of the learning process.
C10 Classroom Culture & Conditions LER: Expectations; Engaging Students and Managing Behavior; Environment; Respectful Conditions	Classroom climate, behavior, or organization interferes with learning.	Basic expectations exist, but routines, respect, or organization are inconsistent.	Classroom is respectful, organized, and generally supports learning.	Teacher uses positive routines and relationships to maintain a productive environment.	Students contribute to a respectful, safe, organized learning environment.