

Teaching and Learning

Guide for School Leaders: Planning for Implementation of LEADS

Released February 2025

Overview

The Louisiana Educator Advancement and Development System (LEADS) is designed to drive professional growth and student achievement across Louisiana systems and schools. Intentional preparation will help you and your evaluators/designated observers prepare for transitioning to LEADS.

This document is intended to help school leaders prepare for implementation and ongoing professional learning in relation to LEADS.

Planning Evaluation Learning Year Implementation for 2025-2026:

Month	Action - Leader/Counselor Evaluation	Action - Educator Evaluation
Spring - Summer 2025	<ul style="list-style-type: none"> Identify who will serve as school leaders for the 2025-2026 school year. School-level leaders include principals, assistant principals, deans, associate principals, and others whose local job description is classified as a school leader. Identify new 2025-2026 school leader and school counselor evaluators. Communicate training dates to new evaluators at the school and system levels. <i>The Louisiana Leader and Counselor Rubric and Evaluation Training is mandatory for school leaders and those serving as evaluators of school-level leaders and counselors.</i> 	<ul style="list-style-type: none"> Identify 2025-2026 educator observers and evaluators. Communicate training dates to new observers and evaluators at the school and system levels. <i>The Louisiana Educator Rubric and Evaluation Training is mandatory for individuals who will be serving as evaluators or designated observers of school-level educators who will be evaluated on the LER.</i> Determine and communicate to previously trained and certified evaluators and observers the date by which the recertification assessment should be taken.

	<ul style="list-style-type: none"> Determine and communicate to previously trained and certified evaluators the date by which the recertification assessment should be taken. 	
	<ul style="list-style-type: none"> Disseminate evaluation training registration information to your new school-level designated observers, evaluators, and school leaders. Provide system-level leaders documentation that all new 2025-2026 designated observers and evaluators and school leaders at your school have registered for training. Provide documentation that all designated observers and evaluators have taken the certification/recertification assessment(s). Provide an overview of evaluation processes to all stakeholders in your school, and describe how the new process supports growth and development. Meet with system-level and school-level leaders to determine action steps to prepare for effective implementation of LEADS. 	
March - September 2025	<ul style="list-style-type: none"> All new school leader/counselor evaluators and new school leaders in the school system complete the two-day Louisiana Leader and Counselor Evaluation Training. After completing full, consecutive days of training, evaluators pass the online school leader/counselor evaluation certification test. Previously certified evaluators pass the recertification assessment. School leader/counselor evaluators develop an implementation timeline for school leader/counselor evaluation (orientation, Beginning-of-Year (BOY) Conferences and goal-setting, campus visits/evidence collection, Middle-of-Year (MOY) Conferences, MOY data entry, campus visits/evidence collection, administering school 	<ul style="list-style-type: none"> All new educator observers and evaluators in the school system complete the three-day Louisiana Educator Evaluation Training (<i>**NIET certified observers/evaluators in good standing will be eligible to attend a one-day training. Approval from a system-level leader must be obtained before registering for a one-day training.</i>) After completing full, consecutive days of training, observers/evaluators pass the online school leader/counselor evaluation certification test. Previously certified observers/evaluators pass the recertification assessment. School leaders engage in a system-wide orientation which will outline expectations for implementation of LEADS. School leaders develop a long-range plan for evaluators to build in-depth knowledge of the LER, inter-rater

	leader surveys, End-of-Year (EOY) Conferences, EOY data entry.)	reliability, and coaching and feedback skills.
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*For additional information, please see the [Evaluation FAQ](#)

During Evaluation Implementation for 2025-2026:

Month	Action - Leader Evaluation	Action - Educator Evaluation
Quarter 1 (July - September 2025)	<p>First:</p> <ul style="list-style-type: none"> School leader/counselor evaluators conduct BOY Conferences with school leaders/counselors (set goal(s), develop an action plan, and identify possible evidence to collect). <p>Ongoing:</p> <ul style="list-style-type: none"> School leader/counselor evaluators conduct visits to collect evidence and artifacts and support leaders/counselors with goals. 	<p>First:</p> <ul style="list-style-type: none"> Designated observers and evaluators of educators develop an implementation timeline for educator evaluation (orientation for educators, master observation schedule including one to three observation cycles (depending on the teacher's experience and prior ratings) that account for the length of the cycle, a pre-conference (announced observation only), observation, observer of record, post-conference, data entry, and follow-up coaching cycle). Each school shares its master observation schedule with system-level leaders. <p>Next:</p> <ul style="list-style-type: none"> Schools orient educators to the components and processes. School leaders develop a long-range plan for the instructional leadership team (ILT) to build LER depth of knowledge, inter-rater reliability, and coaching and feedback skills. School leaders develop a long-range plan for teacher collaboration and professional learning opportunities, where educators/teachers build LER depth of knowledge and self-assessment skills. <p>Ongoing:</p>

		<ul style="list-style-type: none"> • Designated observers/evaluators of educators at each school conduct the first cycle of observations and the subsequent follow-up coaching and support cycle. • In school instructional leadership teams (ILTs), evaluators engage in professional learning to build in-depth knowledge of the LER and to strengthen inter-rater reliability. • In teacher collaboration, educators/teachers follow a long-range plan designed to build in-depth knowledge of the LER. This plan should align with the ILT's learning.
Quarter 2 (October - December 2025)	Ongoing: <ul style="list-style-type: none"> • School leader/counselor evaluators conduct campus visits to collect evidence and artifacts and support leaders/counselors with goals. 	First: <ul style="list-style-type: none"> • School instructional leadership teams conduct trend analysis with observation data from the first cycle of educator observations, identify strengths and growth opportunities, and determine next steps for the team's professional learning (i.e., extended LER indicator deep dives, connections to high-quality instructional material (HQIM) implementation, connections to student work). Ongoing: <ul style="list-style-type: none"> • For new teachers (0-2 years), and qualifying experienced teachers, educator observers/evaluators conduct the second cycle of observations and the subsequent follow-up coaching and support cycle. • In teacher collaboration, educators/teachers follow a long-range plan designed to build in-depth knowledge of the LER. This plan should align with the ILT's learning (extended LER indicator deep dives, connections to HQIM

		implementation, connections to student work).
Quarter 3 (January - March 2026)	<p>First:</p> <ul style="list-style-type: none"> School leader/counselor evaluators conduct MOY Conferences with school leaders/counselors (discuss evidence and artifacts, self-assessment ratings, progress toward goal(s), and revise action plan and/or goals as necessary). School leader/counselor evaluators share MOY evaluation ratings with the school leader/counselor. <p>Ongoing:</p> <ul style="list-style-type: none"> School leader/counselor evaluators conduct campus visits to continue collecting evidence and artifacts and supporting leaders/counselors with goals. 	<p>First:</p> <ul style="list-style-type: none"> School ILTs conduct trend analysis with observation data from the first and second cycles of educator observations, identify strengths and growth opportunities, and determine next steps for the team's professional learning (i.e., extended LER indicator deep dives, connections to HQIM implementation, connections to student work). <p>Ongoing:</p> <ul style="list-style-type: none"> For new teachers (0-2 years), and qualifying experienced teachers, educator observers/evaluators conduct the third cycle of observations and the subsequent follow-up coaching and support cycle (or conversation looking ahead to the coaching plan for the beginning of the next school year). <i>**Can extend past Quarter 3</i> In teacher collaboration, educators/teachers follow a long-range plan designed to build in-depth knowledge of the LER. This plan should align with the ILT's learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).
Quarter 4 (April - June 2026)	<p>First:</p> <ul style="list-style-type: none"> School leader/counselor evaluators conduct campus visits to continue collecting evidence and artifacts and supporting leaders/counselors with goals. <p>Next:</p> <ul style="list-style-type: none"> School leader/counselor evaluators conduct EOY 	<p>First:</p> <ul style="list-style-type: none"> For qualifying teachers, educator observers/evaluators conduct the third cycle of observations and the subsequent follow-up coaching and support cycle (or conversation looking ahead to the coaching plan for the beginning of the next school year). <i>** If not completed in Quarter 3</i>

	<p>Conferences with school leaders/counselors (discuss goal attainment and supporting evidence, strengths and growth opportunities, and self-assessment ratings).</p> <ul style="list-style-type: none"> School leader/counselor evaluators share EOY evaluation ratings with the school leader/counselor. 	<ul style="list-style-type: none"> School ILTs conduct trend analysis with observation data from all three cycles of educator observations, identify strengths and growth opportunities, and determine next steps for the team's professional learning (i.e., extended LER indicator deep dives, connections to HQIM implementation, connections to student work). In teacher collaboration, educators/teachers follow a long-range plan designed to build in-depth knowledge of the LER. This plan should align with the ILT's learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).
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After Evaluation Implementation for 2025-2026:

Month	Action - Leader Evaluation	Action - Educator Evaluation
Quarter 4 (April - June 2026)	<p>Ongoing</p> <ul style="list-style-type: none"> Identify new school leader/counselor evaluators for the 2026-2027 school year. Communicate the summer 2026 training dates to new evaluators at your school. 	<p>Ongoing</p> <ul style="list-style-type: none"> Identify new educator observers/evaluators for the 2026-2027 school year. Communicate the summer 2026 training dates to new designated observers and evaluators of educators at your school.
	<ul style="list-style-type: none"> School leaders and educators participate in system-wide summer professional learning relevant to their growth opportunities, as identified via 2025 - 2026 educator and school leader/counselor observations and evaluation. School leaders meet with system-level leaders to determine action steps to prepare for continued implementation. <p>Ongoing:</p> <ul style="list-style-type: none"> Disseminate evaluation training registration information to new school leaders and new designated observers and evaluators of educators at your school. 	

	<ul style="list-style-type: none"> • Provide system-level leaders documentation that all new school leaders and designated observers/evaluators of educators at your school have registered for evaluation training. 	
June - July 2026	<p>First:</p> <ul style="list-style-type: none"> • School leader/counselor evaluators develop a timeline for evaluation implementation. <p>Ongoing:</p> <ul style="list-style-type: none"> • New school leader/counselor evaluators and new school leaders in the school system complete training. • New school leader/counselor evaluators pass the online school leader evaluation certification test. • Existing school leader/counselor evaluators pass the online school leader recertification test. 	<p>First:</p> <ul style="list-style-type: none"> • School leaders engage in a system-wide orientation that outlines expectations. <p>Ongoing:</p> <ul style="list-style-type: none"> • New educator observers and evaluators in the school system complete training. • New educator observers and evaluators pass the online educator evaluation certification test. • Existing educator observers and evaluators pass the online educator evaluation recertification test. • School leaders collaborate with the ILT to set instructional goals and to identify an aligned area of need to drive the work of the ILT (LER indicator deep dives, leveraging the teacher collaboration structure to support sustained practice, coaching and feedback skills, shifting from student engagement to student ownership of learning, connections to HQIM implementation, connections to student work, etc.).
	<ul style="list-style-type: none"> • School leaders and educators participate in system-wide summer professional learning relevant to their growth opportunities, as identified via 2025-2026 educator and school leader/counselor observations and evaluation data. 	

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