

Teaching and Learning

Evaluation Implementation Guidance for School Leaders

Updated April 2026

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 implement LEADS evaluations effectively to promote growth.

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

Planning for Implementation in the Upcoming Year

March - June

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
<ul style="list-style-type: none"> Identify who will serve as school leaders for the upcoming 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 school leader and school counselor evaluators and backup evaluators. Communicate training dates to new evaluators at the school. <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> 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"> Identify new educator observers, evaluators, and backup observers. Communicate training dates to new observers and evaluators at the school. <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.

- Disseminate evaluation training registration information to your new school-level designated observers, evaluators, backups, and school leaders.

- Provide system-level leaders with documentation that all new designated observers, evaluators, backups, and school leaders at your school have registered for training.
- Provide documentation that all trained participants have taken the certification/recertification assessment(s).
- Provide an overview of evaluation processes to all stakeholders in your school, and describe how the process supports growth and development.
- Meet with system-level and school-level leaders to determine action steps to prepare for effective implementation of LEADS.
 - Plan for continuing the evaluation process when assigned evaluators are not able to complete evaluations (resigned, leave, etc.)
 - Plan for ensuring all staff, including late hires, are evaluated; incomplete evaluations can prevent certification renewal.

June - September

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
<ul style="list-style-type: none"> ● All new school leader/counselor evaluators, backup 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, participants pass the online school leader/counselor evaluation certification test. ● Previously certified evaluators pass the recertification assessment. ● School leader/counselor evaluators develop an implementation timeline and process for school leader/counselor evaluation, including Beginning-of-Year (BOY) Conferences and goal-setting, campus visits/evidence collection, Middle-of-Year (MOY) Conferences and data entry, coaching, administering school leader surveys, and End-of-Year (EOY) Conferences and data entry.) 	<ul style="list-style-type: none"> ● All new educator observers, evaluators, and backups in the school system complete the three-day Louisiana Educator Evaluation Training. ● After completing full, consecutive days of training, participants 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 reliability, and coaching and feedback skills. ● 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).

For additional information, please see the [Evaluation FAQ](#).

During the Evaluation Year

Quarter 1 (July - September)

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
<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>Next:</p> <ul style="list-style-type: none"> School leaders develop a long-range plan for the school ILT to build LLR and LCR depth of knowledge, inter-rater reliability, and coaching and feedback skills. <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. School ILTs engage in professional learning to build in-depth knowledge of the LLR and LCR and to strengthen inter-rater reliability. In principal collaboration, leaders follow a long-range plan designed to build in-depth knowledge of the LLR, LCR, and LER. This plan should align with the system goals for learning. 	<p>First:</p> <ul style="list-style-type: none"> Each school shares its master observation schedule with system and school 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 school 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. School ILTs 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)

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
<p>Ongoing:</p> <ul style="list-style-type: none"> School leader/counselor evaluators conduct campus visits to collect evidence and artifacts and support leaders/counselors with goals. School ILTs engage in professional learning to build in-depth knowledge of the LLR and LCR and to strengthen inter-rater reliability. In principal collaboration, leaders follow a long-range plan designed to build in-depth knowledge of the LLR, LCR, and LER. This 	<p>First:</p> <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). <p>Ongoing:</p>

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
<p>plan should align with the system goals for learning.</p>	<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)

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
<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. In principal collaboration, leaders follow a long-range plan designed to build in-depth knowledge of the LLR, LCR, and LER. This plan should align with the system goals for learning. 	<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)

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
<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 Conferences with school leaders/counselors (discuss goal attainment and supporting evidence, strengths and growth opportunities, and self-assessment ratings). School leader/counselor evaluators share EOY evaluation ratings with the school leader/counselor. 	<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> 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).

*For additional information, please see the [Evaluation FAQ](#).

Ending the Evaluation Year

June-July

- School leaders and educators participate in system-wide summer professional learning relevant to their growth opportunities, as identified based on current year trend analysis of educator and school leader/counselor observations and evaluation.
- School leaders meet with system-level leaders to determine action steps to prepare for continued implementation.
- School ILT develops a long-range plan to support specific and challenging areas of the Louisiana Educator Evaluation System (LER indicator deep dives, leveraging ILT and teacher collaboration structures 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.).

*For additional information, please see the [Evaluation FAQ](#).