

Teaching and Learning

Guide for System Leaders: Planning for Implementation of LEADS

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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 system leaders prepare for implementation and ongoing professional learning in relation to LEADS.

Planning Evaluation 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 new system and school-level observers, evaluators, and school leaders. Have a system in place to ensure and document that all 2025-2026 new observers and evaluators have registered for training. Have a system in place to ensure all observers and evaluators take the certification/recertification assessment. Meet with system-level leaders to develop a communication plan that will provide all stakeholders an overview and emphasize the reimagination of the evaluation process to focus on educator and leader growth and development to support student achievement. 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 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. System leaders orient school leaders to systemwide expectations for the implementation of LEADS.

	leader surveys, End-of-Year (EOY) Conferences, EOY data entry.)	
	<ul style="list-style-type: none"> System-level leaders develop a long-range plan for the system-level leadership team to build depth of knowledge of LER, LLR, and LCR, inter-rater reliability, and coaching and feedback skills. 	

*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"> System leaders support school leaders in developing an implementation timeline for educator evaluation (orientation for educators, master observation schedule including three observation cycles 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"> • Educator observers/evaluators 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 an LER depth-of-knowledge long-range plan similar to and proceeding the ILT's learning.
	<p>Ongoing:</p> <ul style="list-style-type: none"> • The system-level leadership team engages in professional learning to build in-depth knowledge of the LER, LLR, and LCR to strengthen inter-rater reliability for all tools. 	
<p>Quarter 2 (October - December 2025)</p>	<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. 	<p>First:</p> <ul style="list-style-type: none"> • The system-level leadership team conducts trend analysis with schools' observation data from the first cycle of educator observations, identifies systemwide strengths and growth opportunities, and determines next steps for the system-level professional learning and support for educators and school leaders (System-level leaders and school ILTs should also be looking for inter-rater reliability in this data and address any issues they see with individual evaluators as needed). • School ILTs 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

		<p>(HQIM) implementation, connections to student work).</p> <p>Ongoing:</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 engage in a long-range plan for professional learning similar to and proceeding the ILT’s learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).
	<p>Ongoing:</p> <ul style="list-style-type: none"> The system-level leadership team engages in professional learning to build in-depth knowledge of the LER, LLR, and LCR and to strengthen inter-rater reliability for all tools. 	
<p>Quarter 3 (January - March 2026)</p>	<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 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

		<p>the next school year). **Can extend past Quarter 3</p> <ul style="list-style-type: none"> In teacher collaboration, educators/teachers engage in a long-range plan for professional learning similar to and proceeding the ILT’s learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).
	<p>First:</p> <ul style="list-style-type: none"> The system-level leadership team conducts trend analysis with schools’ observation data from the first and second cycles of educator observations and school leader/counselor MOY conferences. The team identifies system-wide strengths and growth opportunities for educators and leaders and determines next steps for the system-level professional learning and support for educators, school leaders, and counselors. <p>Ongoing:</p> <ul style="list-style-type: none"> The system-level leadership team engages in professional learning to build in-depth knowledge of the LER, LLR, and LCR and to strengthen inter-rater reliability for all tools. 	
<p>Quarter 4 (April - June 2026)</p>	<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. 	<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). ** If not completed in Quarter 3 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 engage in a

		<p>long-range plan for professional learning similar to and proceeding the ILT’s learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).</p>
	<p>First:</p> <ul style="list-style-type: none"> The system-level leadership team conducts trend analysis with schools’ observation data from all three cycles of educator observations and school leader/counselor end-of-year conferences. The team identifies systemwide strengths and growth opportunities for educators, leaders, and counselors and determines next steps for the system-level professional learning and support for educators, school leaders, and counselors. <p>Ongoing:</p> <ul style="list-style-type: none"> The system-level leadership team engages in professional learning to build in-depth knowledge of the LER, LLR, and LCR and to strengthen inter-rater reliability for all tools. 	

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

After Evaluation Implementation for 2025-2026:

Month	Action - Leader Evaluation	Action - Educator Evaluation
<p>Quarter 4 (April - June 2026)</p>	<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 Louisiana Leader and Counselor Evaluation Training dates to evaluators at the school and system levels. 	<p>Ongoing</p> <ul style="list-style-type: none"> Identify new educator observers/evaluators for the 2026-2027 school year. Communicate the summer 2026 Louisiana Educator Evaluation Training dates to observers and evaluators at the school and system levels.
	<ul style="list-style-type: none"> Offer system-wide summer professional learning to educators, school leaders, and counselors that is aligned to growth opportunities identified via 2026-2027 educator and school leader observation data. Meet with system-level and school-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 system and school-level observers, evaluators, and school leaders. 	

	<ul style="list-style-type: none"> • Have a system in place to ensure and document that all new 2026-2027 observers and evaluators have registered for training. • Have a system in place to ensure all observers and evaluators take the certification/recertification assessment. 	
<p>June - July 2026</p>	<p>First:</p> <ul style="list-style-type: none"> • School leader 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"> • System leaders orient school leaders to system-wide expectations of the LEADS. <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.
<ul style="list-style-type: none"> • Offer system-wide summer professional learning for educators and school leaders that is aligned to growth opportunities identified via 2026-2027 educator and school leader observation data. • System-level leaders develop a long-range plan for the system-level leadership team to support specific and challenging areas of the Louisiana Educator and Leader/Counselor Evaluation Systems (LER, LLR, or LCR 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](#)