

Office of Teaching & Learning: Educator Talent & Workforce Development

Evaluation Implementation Guidance for System Leaders

Updated August 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
- 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 descriptions are classified as school leaders. - Identify new school leader and school counselor evaluators, as well as backup 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 being evaluated on the Louisiana Leader Rubric (LLR) or the Louisiana Counselor Rubric (LCR).</i> - Determine and communicate to previously trained and certified evaluators the date by which the recertification assessment should be taken. <i>This annual assessment is mandatory to remain in “good standing.” Those who do not pass annually are required to repeat training.</i>	- Identify new educator observers, evaluators, and backup observers. - 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 serve as evaluators or designated observers of school-level educators being evaluated on the Louisiana Educator Rubric (LER).</i> - Determine and communicate to previously trained and certified evaluators and observers the date by which the recertification assessment should be taken. <i>This annual assessment is mandatory to remain in “good standing.” Those who do not pass annually are required to repeat training.</i> - System-level leaders schedule and plan for, at a minimum, quarterly teacher evaluator/observer reliability activities. Example activities include: - Paired observations can be conducted within one observation cycle, across the year, or with specific

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	evaluators/observers and teachers as needed. ○ Instructional Leadership team (ILT) members can conduct learning walks and debriefs, focusing on specific indicators to build a deeper collective understanding. ○ ILT members can engage in collective observation of a teacher by conducting a group observation or watching a video recording in which evidence is collected, ratings are calibrated, and a post-conference is developed. ○ ILT members can conduct deep dives for specific rubric indicators to develop a shared understanding of what these best practices look and sound like at each performance level. The team uses the handbook, video clips, and other research and examples to deepen understanding and strengthen feedback practices. ○ ILT members develop exemplar models for best practices on the rubric that are more challenging, or identify teachers at the school who exemplify those best practices and collaborate with them to articulate and demonstrate their planning and delivery.

- Disseminate evaluation training registration information (found in the [LEADS Library](#)) to new system and school-level observers, evaluators, backups, and school leaders.
- Have a system in place to ensure and document that all new observers, evaluators, and backups have registered and attended training.
- Have a system in place to ensure all trained individuals take the certification/recertification assessment.
- Meet with system-level leaders to develop a communication plan that provides all stakeholders with an overview of local evaluation processes, focusing 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.
 - Set system-wide observation and conference cycles and disseminate to leaders.
 - Communicate the date by which leaders should complete and submit observation and conference schedules.
 - Plan for continuing the evaluation process when assigned evaluators are unable to complete their evaluations (e.g., due to resignation, leave, etc.).
 - Plan for ensuring all staff, including late hires, are evaluated; incomplete evaluations can prevent certification renewal.

- Plan to orient new teachers to the LEADS evaluation components and processes during professional development (PD) days or teacher collaboration (TC).
 - [LEADS Training Materials](#)
 - [Louisiana Educator Evaluation Training for Teachers](#)

June - September

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
• 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.	• 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 educator evaluation certification test. • Previously certified observers/evaluators pass the recertification assessment. • System leaders orient school leaders to systemwide expectations for implementing LEADS. • School leaders develop a long-range plan for observers and evaluators to build in-depth knowledge of the LER, inter-rater reliability, and coaching and feedback skills. • School leaders provide an overview of evaluation processes to all school stakeholders.
• 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. • Principal evaluators develop a long-range plan for principal collaboration and professional learning opportunities in which leaders build depth of knowledge in LLR, LCR, and LER, as well as self-assessment skills. • System-level leaders collect school leader implementation timelines, schedules, and processes for all evaluation types. • System-level leaders communicate to school leaders a plan for teacher evaluator/observer reliability activities.	

During the Evaluation Year

Quarter 1 (July - September)

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
First: • School leader/counselor evaluators conduct BOY Conferences with school leaders/counselors (set goal(s), develop an action plan, and identify possible evidence	First: • System leaders support school leaders in developing an implementation timeline for educator evaluation (orientation for educators, master observation schedule

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
to collect). Student Learning Targets (SLTs) are developed. Next: - Leaders and counselors enter SLTs into the Louisiana Evaluation System (LES). Evaluators accept SLTs in LES. Ongoing: - School leader/counselor evaluators conduct visits to collect evidence and artifacts and to support leaders/counselors in achieving goals. - School ILTs engage in professional learning to build in-depth knowledge of the LLR and LCR and to strengthen inter-rater reliability.	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. Next: - Schools orient educators to the components and processes. - School leaders develop a long-range plan for the 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. - Teachers enter SLTs into the Louisiana Evaluation System (LES). Evaluators accept SLTs in LES. Ongoing: - Educator observers/evaluators conduct the first cycle of observations and the subsequent follow-up coaching and support cycle. The first observation for teachers with less than three years of experience should be within the first 45 days of school. - Progress toward SLT goals is monitored. - 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. - School leaders schedule and plan for, at a minimum, quarterly teacher evaluator/observer reliability activities.
- 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. - 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.	

Quarter 2 (October - December)

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
Ongoing: • School leader/counselor evaluators conduct campus visits to collect evidence and artifacts and to support leaders/counselors in achieving their goals. • School ILTs engage in professional learning to build in-depth knowledge of the LLR and LCR and to strengthen inter-rater reliability.	First: • 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 using observation data from the first cycle of educator observations, identify strengths and growth opportunities, and determine next steps for the team's professional learning (e.g., extended LER indicator deep dives, connections to high-quality instructional material (HQIM) implementation, and connections to student work). Ongoing: • 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. • Progress toward SLT goals is monitored. • In teacher collaboration, educators/teachers engage in a long-range plan for professional learning that parallels and precedes the ILT's learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work). • School leaders schedule and plan for, at a minimum, quarterly teacher evaluator/observer reliability activities.
• 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. • 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.	

Quarter 3 (January - March)

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
First: - 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. Ongoing: - School leader/counselor evaluators conduct campus visits to continue collecting evidence and artifacts and to support leaders/counselors in achieving their goals.	First: - 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 (e.g., extended LER indicator deep dives, connections to HQIM implementation, connections to student work). Ongoing: - 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> - Progress toward SLT goals is monitored. - In teacher collaboration, educators/teachers engage in a long-range plan for professional learning that parallels and precedes the ILT's learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work). - School leaders schedule and plan for, at a minimum, quarterly teacher evaluator/observer reliability activities.

- 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.
- 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.
- 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.

Quarter 4 (April - November)

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
First: School leader/counselor evaluators conduct campus visits to continue collecting evidence and artifacts and to	First: For qualifying teachers, educator observers/evaluators conduct the third cycle of observations and the subsequent

Action - Leader/Counselor Evaluation	Action - Educator Evaluation
support leaders/counselors in achieving their goals. Next: - 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. - School leader and counselor SLT data is reported following SPS release, and data is entered and rated.	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> - VAM roster verification is completed by teachers and principals. Verification ensures that student-teacher links are accurate. - SLT goals are assessed, and data is entered and rated. - 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 (e.g., extended LER indicator deep dives, connections to HQIM implementation, connections to student work). - In teacher collaboration, educators/teachers engage in a long-range plan for professional learning that parallels and precedes the ILT's learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).

- 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 system-level professional learning and support.
- 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.
- 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.

Ending the Evaluation Year

June-July

- Offer system-wide summer professional learning to educators, school leaders, and counselors that is aligned to growth opportunities identified based on current year trend analysis of educator and school leader/counselor observations and evaluation.
- Meet with system-level and school-level leaders to determine action steps to prepare for continued implementation.
- 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.).

Additional Resources

[LEADS Library](#)

[LEADS Evaluation FAQ](#)

[Other Personnel Guidance](#)

[LA Educator Rubric & Evaluation Handbook](#)

[LA Leader Evaluation Handbook](#)

[LA Counselor Evaluation Handbook](#)