



## The Office of Teaching and Learning

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# LEADS Evaluation Frequently Asked Questions

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# Overview

LEADS is the evaluation process for all public and charter schools outlined in [Bulletin 130](#). All components of LEADS evaluations apply, even when an alternate observation rubric has been approved for use in place of LER, LLR, or LCR. Below are answers to frequently asked questions about LEADS evaluations.

## Frequently Asked Questions

### Rationale and Overview

#### Why was the Louisiana evaluation system redesigned?

Louisiana's educator evaluation system has been redesigned to provide more useful, timely, and actionable feedback for improvement. Teachers and leaders stated they wanted better feedback, and they wanted opportunities for professional learning and development to support that improvement.

The redesign responds to the state's Teacher Recruitment, Recovery, and Retention Task Force recommendations for improvements in the state evaluation systems for educators. The task force, established by the state legislature, was formed to address current and potential teacher shortages in Louisiana and secure a stronger educator workforce.

Based on analysis of best practices, research on evaluation, and feedback from educators, the LDOE identified several improvements in the evaluation systems for teachers and school leaders.

These changes are designed to make individual feedback and coaching an integral part of the evaluation process while, at the same time, strengthening the connection between evaluation and professional learning.

#### How does the new evaluation system benefit teachers and school leaders?

Based on the feedback received from educators across the state, the new evaluation system is designed to provide stronger feedback and support for improvement. By offering opportunities for professional growth and improvement, the system supports broader efforts to recruit and retain effective educators.

The system:

- Is grounded in evidence-based strategies that enhance teaching and leadership practices.
- Provides a fair and transparent process that includes multiple measures of effectiveness, supports self-reflection, and gives educators a voice.
- Leads to better feedback for improvement and resources to support individual growth.
- Makes stronger connections between evaluation and opportunities for professional learning.

#### How did LDOE design the new educator and leader evaluation systems?

As a result of a Request for Proposals (RFP) process, LDOE partnered with the nonprofit National Institute for Excellence in Teaching (NIET) to design the research-based, comprehensive Louisiana Educator Advancement and Development System (LEADS).

During the 2023-2024 school year, 16 school systems across the state partnered with LDOE and NIET in a year-long pilot of the two evaluation systems. The systems and schools chosen to participate in the pilot are representative of the diversity of school systems across the state in terms of region/location, size,

rural and urban settings, student demographics, and the type of public school. Throughout the pilot year, these systems provide quantitative and qualitative data on the implementation of the evaluation systems for educators and leaders.

Evaluators from all participating systems were trained and certified to use the Louisiana Educator Rubric (LER) (adapted from the NIET Teaching and Learning Standards Rubric) and the Louisiana Leader Rubric (LLR) (adapted from the NIET Principal Standards Rubric). Based on their participation in the pilot, educators shared their experiences and recommendations through focus groups and surveys. Data and feedback from the pilot year have informed adjustments to the evaluation system. The pilot was followed by a Learning Year in 2024-2025, in which many systems began the transition to LEADS.

### What are the key shifts with the new evaluation system?

The Louisiana Educator Advancement and Development System (LEADS) includes the Louisiana Educator Evaluation System, the Louisiana Leader Evaluation System, and the Louisiana Counselor Evaluation System. These systems:

- Provide high-quality feedback to teachers and leaders that is actionable, detailed, and timely;
- Use research-based teaching and leadership standards that provide clear descriptions of practice across a range of indicators;
- Support the continuous improvement of teaching and learning using materials teachers use every day in classrooms;
- Offer opportunities for teamwork and collaboration that help educators to develop their practice;
- Use multiple, trained evaluators to build more accurate assessments of a teacher’s instructional performance and leaders’ leadership practices (multiple evaluators are optional but encouraged);
- Provide differentiated follow-up coaching and support based on refinement areas; and
- Enable educators to reflect on their practice and share their views as part of the evaluation process.

## Details and Requirements

### What are the main components and processes of the LEADS?

LEADS includes the following components and processes.

Louisiana Educator Evaluation System	Louisiana Leader Evaluation System
<ul style="list-style-type: none"> <li>• <b>Louisiana Educator Rubric (LER):</b> A research-based, 5-point scale rubric that helps build a common language and is correlated with student achievement and learning growth</li> <li>• <b>Training and Certification:</b> A process that leads to more fair and reliable educator evaluations by certified observers</li> <li>• <b>Formal Observations:</b> Each observation is followed by a post-conference, where teachers are supported in reflecting on the lesson</li> <li>• <b>Professionalism Domain:</b> This domain allows for the assessment and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Louisiana Leader Rubric (LLR):</b> A research-based, 5-point scale rubric that provides school leaders with a common language for effective leadership practices</li> <li>• <b>Training and Certification:</b> A process that leads to more fair and reliable leader evaluations by certified observers</li> <li>• <b>Beginning-of-Year (BOY) Conference:</b> School leaders receive support with goal-setting, action-planning, and establishing a climate of continuous growth</li> <li>• <b>Middle-of-Year (MOY) Conference:</b> School leaders are supported in reflecting on successes and evidence of progress toward</li> </ul>

<p>acknowledgment of teacher growth and reflection, community involvement, and school responsibilities</p> <ul style="list-style-type: none"> <li>● <b>Self-assessment:</b> A reflection opportunity that leads to greater teacher voice in the evaluation process</li> <li>● <b>Follow-up coaching and support cycles:</b> High-quality post-observation feedback, with an aligned coaching and support cycle, to enhance teacher growth</li> </ul>	<p>goals, revisions to their action plan, and indicator ratings</p> <ul style="list-style-type: none"> <li>● <b>End-of-Year (EOY) Conference:</b> School leaders are supported in a summative reflection on evidence of goal attainment, strengths, and growth areas, and indicator ratings</li> <li>● <b>Self-assessment:</b> A reflection opportunity that leads to greater leader voice in the evaluation process</li> <li>● <b>School Principal Survey:</b> Affords teachers the opportunity to give feedback on principal impact (only school principals)</li> </ul>
<p>School Counselors will follow the same framework as school leaders and utilize the new 5-point scale <a href="#">Louisiana Counselor Rubric</a>.</p>	

**Who will be observed using each rubric, and who will conduct the observation?**

- **Louisiana Educator Rubric (LER)** - The Louisiana Educator Rubric is used to coach and evaluate school-level educators. School-level educators include **all** teachers, including those serving in non-traditional teaching roles such as a master teacher, instructional coach, interventionist, special education teacher, ROTC instructor, homebound teacher, alternative school teacher, etc. The [LER: Other Personnel Guidance](#) may be used as a guide for using the LER to observe teachers in non-traditional instructional positions. Evaluators of these individuals are system or school-level leaders. **Additional staff may be appointed as observers. These designated observers may assist evaluators by observing instruction and scoring according to the Louisiana Educator Rubric.** Additional observers are typically master or mentor teachers, instructional coaches, or content leaders.
- **Louisiana Leader Rubric (LLR)** - The Louisiana Leader Rubric is used to coach and evaluate school leaders. School-level leaders include principals, assistant principals, deans, associate principals, and others serving in a school-level leader role. Local job descriptions will determine whether the Louisiana Leader Evaluation or the Louisiana Educator Evaluation is used for school-level employees serving in a non-traditional leadership role, such as master teacher or curriculum coach. Evaluators of these individuals are supervisory personnel. Typically, system-level leaders evaluate principals, and principals evaluate other school-level personnel, such as teachers, counselors, other school leaders, etc.
- **Louisiana Counselor Rubric (LCR)** - The Louisiana Counselor Rubric is used to coach and evaluate school counselors. Typically, school-level leaders evaluate counselors.

**Are there any exceptions to evaluating a teacher or school leader who serves in a non-traditional role?**

Systems should use job descriptions to determine the type of evaluation an individual should receive. There are some cases where a local evaluation may be approved for use by the certification team. Alternate evaluations should not be used for teachers or school leaders without permission, as this could cause delay or denial of certification renewal or advancement. Please see the [Operational Role Guidance](#) for more information. Please reach out to [certification@la.gov](mailto:certification@la.gov) with any questions regarding operational role.

## Are school systems required to participate in LEADS evaluations?

Per [Bulletin 130](#), all systems and charters are required to conduct LEADS evaluations.

## Can alternate rubrics be used in place of the LER, LLR, and LCR?

Systems may annually submit an [Alternate Rubric Waiver Request](#) for approval to use in place of the Louisiana Educator, Leader, or Counselor Rubrics. All other components and processes still apply, including self-assessment, PGP/coaching plans, SLTs, and VAM. All data is entered directly into the data system by both evaluators and evaluatees. This process ensures that submitted scores are viewed by both parties throughout the year, thus providing transparency and avoiding errors in data submission.

## Will the new Louisiana Educator Training and Certification take the place of the National Institute for Excellence (NIET) Certification that allows for the mentor credential?

The Louisiana Educator Evaluation Certification and the NIET Certification will both be accepted for the mentor credential; however, new evaluators/designated observers are required to participate in the Louisiana Educator Rubric and Evaluation Training in order to certify to conduct observations using the Louisiana Educator Rubric.

## What are the effectiveness ranges for LEADS?

Scores on rubrics, student learning targets, and VAM are provided on a five-point scale. The five-point scale allows for greater differentiation for teachers who are effective. For certification renewal requirements, effective teachers are those scoring emerging, proficient, highly effective, or exemplary. The inclusion of an exemplary rating allows educators to receive feedback for continued growth and development, which benefits students. Final scores are rounded as a decimal to the hundredths place.

5 Point Scale	
4.50-5.0	Exemplary
3.50-4.49	Highly Effective
2.50-3.49	Proficient
1.50-2.49	Emerging
1.0-1.49	Ineffective

## How many formal observations/conferences are required?

Educators

- Within a teacher's first three years of teaching, three observations are required per year, one of which must be announced.
  - Best practice is to conduct the **announced observation** first for new teachers to begin coaching with the pre-conference, followed by two unannounced observations.
  - The first observation for new teachers should be conducted early in the year (preferably within the first 45 days of the school year or of hire) to allow coaching and support to begin.
- For teachers with three years of experience and beyond, **one unannounced** observation is conducted.
  - If the unannounced observation score for an experienced teacher is below 3.5, then an **announced** observation is conducted.
  - If the average score of the first two observations is less than 2.5, then an additional **unannounced** observation is conducted.

## Principals

- Evidence and artifacts are collected throughout the year.
- A beginning-of-year conference is conducted to set goals and develop plans for the year.
- A middle-of-year conference and an end-of-year conference are conducted to review performance.
- A **principal** with more than three years of experience in the role and a rating above 3.5 in the previous school year may be exempted from the middle-of-year conference.
  - This waiver may only be applied to principals.

## Non-Principal Leaders and Counselors

- Evidence and artifacts are collected throughout the year.
- A beginning-of-year conference is conducted to set goals and develop plans for the year.
- A middle-of-year conference and an end-of-year conference are conducted to review performance.

### **Are late hires required to complete the same number of observations?**

A full evaluation is required for all educators, regardless of the hire date. Effective evaluations can be used towards certification renewal; incomplete evaluations can hinder or prevent certification renewal or advancement.

### **Does experience out-of-state, in private schools, or while uncertified count towards years of experience?**

Local systems may decide if previous evaluations conducted out-of-state, in private schools, or while uncertified will be used towards years of experience when determining the number of required observations.

### **Does experience as an assistant principal count towards the three years of experience for principals with a 3.5 rating the previous year?**

Only previous experience as a principal shall count towards the three years of experience.

### **Who is considered a non-principal leader?**

Anyone serving in a leadership role who is evaluated with the leader evaluation, but is not serving as a principal, is a non-principal leader. Examples include assistant principals, vice-principals, deans, and instructional coaches.

### **What support will be provided to school leaders and system leaders?**

- Face-to-face training for new observers and evaluators will be offered each summer, fall, and winter.
- Training for teachers and counselors is available in the [Louisiana Professional Learning \(PL\) Platform: LEAD Public Collections](#).
- A video library and full-length lesson sets are available in the LEADS Public Collections to norm the Louisiana Educator Rubric and evaluation process.
- Additional training resources are available in the LEADS Public Collections.
- On-site support sessions will be held across the state in school systems to deepen the understanding of the Louisiana educator evaluation processes, including categorizing evidence, selecting reinforcement and refinement areas, planning and conducting post-conferences, and coaching. References will be made to the Louisiana Leader Rubric.
- Weekly office hours are available for technical support.

## Early Childhood

### **Can systems use the CLASS® Tool for Early Childhood/PreK teachers? Can we use the Louisiana Educator Rubric to observe PreK teachers?**

The Louisiana Educator Rubric is not required for Early Childhood teachers. The CLASS® tool will be used for observations in place of the Louisiana Educator Rubric. Per [Bulletin 140](#), early childhood is required to use the CLASS® tool to conduct observations for accountability. Two observations are required each academic year for accountability; however, for evaluation purposes, observation requirements for early childhood teachers will follow [Bulletin 130](#). All other components of evaluation do apply to early childhood teachers.

### **Will observation scores need to be entered into the Louisiana Evaluation System (LES) for evaluation and in the Early Childhood portal for accountability?**

At this time, observation scores will need to be entered into both systems. Following each formal observation completed for teacher evaluation, the evaluator will enter the overall observation score into LES. The LDOE is looking into a simpler solution following the 2025-2026 school year.

### **Will a conversion be created for CLASS® to be entered into the data management system?**

LEADS is on a five-point scale; therefore, CLASS® must be manually [converted](#) to the five-point effectiveness scale. Once the data system is enhanced to allow scores to be entered directly, the data system will convert scores.

### **Will Early Childhood Teachers enter self-assessment scores and provide PGP/coaching plan links in LES?**

Beginning in the 2025-2026 school year, following each observation, the evaluator will enter the overall converted observation score, and the teacher will enter the overall converted self-assessment score into LES. The evaluator will then enter the post-conference date to complete the observation. Once the evaluator adds the observation to the PGP screen, the teacher will link the PGP/Coaching plan.

The data system will be enhanced to allow for a connection between the observations used for accountability and evaluation following the 2025-2026 school year.

### **Can CLASS® be used for K-2 as an alternate rubric?**

Per [Bulletin 130](#), systems may [apply](#) annually to use an alternate rubric for the observation component of evaluation.

### **If I only evaluate *early childhood teachers*, do I have to attend the Louisiana Educator Evaluation Training?**

We recommend that all evaluators of teachers attend the Louisiana Educator Evaluation Training. The training will provide information on evidence collection as well as other processes of evaluation, including post-conferencing and coaching plans. The training will also provide an overview of evaluation calculations, which include student learning targets (SLTs). In addition, all evaluators must pass a certification assessment prior to evaluating teachers. If the face-to-face training is not an option, an alternate training is available in Canopy for those who only evaluate early childhood teachers. Information on this training will be communicated to LES contacts. Systems may reach out to [leads@la.gov](mailto:leads@la.gov) for additional information.

## Evaluation Training

### Who is required to attend the face-to-face Louisiana Educator Evaluation Training and the face-to-face Louisiana Leader and Counselor Evaluation Training?

LEADS LA Educator Evaluation Training	LEADS LA Leader/Counselor Evaluation Training
<p><b>Required for evaluators or designated observers of teachers:</b> All individuals who will serve as evaluators or designated observers of school-level educators (teachers and those serving in non-traditional teaching roles such as master teacher, interventionist, alternative school teacher, special education teacher, librarian, etc.) in systems using the Louisiana Educator Rubric are required to attend the Louisiana Educator Evaluation Training. Following training, evaluators and observers must pass an online certification test prior to evaluating personnel and annually thereafter.</p> <p>School-level educators (teachers, interventionists, etc.) who are not serving as observers do not attend this training. <a href="#">LEADS Training Materials</a> are available to assist leaders in training staff on professional development days or during teacher collaboration. Teachers may also complete the asynchronous module: <a href="#">Louisiana Educator Evaluation Training for Teachers</a>.</p>	<p><b>Required for school-level leaders and their evaluators and evaluators of counselors:</b> All individuals who will serve as evaluators of school-level leaders and counselors in systems using the Louisiana Leader Rubric are required to attend the Louisiana Leader Evaluation Training. School-level leaders are also required to attend this training. For example, an assistant principal may not evaluate other leaders; however, those who will be evaluated via the Louisiana Leader Evaluation System are still required to attend this training. Following training, evaluators must pass an online certification test prior to evaluating personnel and annually thereafter. Assistant principals who do not evaluate leaders or counselors are still encouraged to take the assessment, as they may be asked to evaluate in the event of an emergency or change in role.</p> <p>Counselors may complete the asynchronous module: <a href="#">Louisiana Counselor Evaluation Training for Counselors</a>.</p>

### When will evaluation training for evaluators and designated observers occur?

Training will be offered each summer, fall, and winter for new hires or new job appointments. [Registration](#) is available on Eventbrite. The Louisiana Educator Rubric (LER) and Evaluation Training will be three days, and the Louisiana Leader and Counselor Rubric (LLCR) and Evaluation Training will be two days.

### Who should evaluate school counselors?

It is recommended that school principals evaluate counselors on their campus.

### What is included in the Louisiana Educator Evaluation Training?

The three-day educator evaluation training will:

- Include opportunities to develop a deep understanding of the Louisiana Educator Rubric (LER) and a process for using the LER as a coaching, support, and evaluation tool;
- Provide a deep dive into two lessons from Louisiana classrooms, with one lesson featuring an educator utilizing high-quality instructional materials;
- Provide opportunities to practice collecting evidence and scoring, plan a post-conference, and learn how to build a differentiated PGP/coaching plan.
- Feature multiple opportunities to engage with materials and network with fellow participants to develop a deeper understanding of each component of the evaluation process and how to leverage the process to support growth; and

- Prepare participants to complete the initial LER evaluator certification assessment.

### **What is included in the Louisiana Leader and Counselor Evaluation Training?**

The two-day leader and counselor evaluation training will:

- Include opportunities to develop a conceptual understanding of the Louisiana Leader Rubric (LLR) and a process for using the LLR as a tool for coaching, support, and evaluation;
- Feature an authentic example of a school leader’s year-long evaluation and professional growth experience;
- Provide opportunities to practice identifying effective school leadership practices that support school success;
- Be required for school leaders and their evaluators using the LLR;
- Provide an introduction to the Louisiana Counselor Rubric and evaluation process, which mirrors the leader evaluation process; and
- Prepare participants to complete the initial LLCR certification assessment.

### **What type of training is available for systems that are approved for an alternate rubric for the observation and/or conference portion of LEADS evaluations?**

All main components of LEADS evaluations (self-assessment, PGP/coaching plans, principal survey, etc.) are required, even in systems utilizing approved alternate rubrics for observation and/or conferences. Evaluators and designated observers who will conduct observations and/or conferences are required to complete evaluator training in the Louisiana Professional Learning (PL) Platform and pass a certification assessment. Upon approval of an alternate rubric, LES contacts in these systems will be contacted to ensure that evaluators and designated observers are added to the course and accompanying assessment.

### **What actions should a system take if a site does not have a certified evaluator?**

Systems are encouraged to ensure that there are multiple trained evaluators who remain in “good standing” (pass the annual assessment). Those serving in teacher leader roles may be trained as designated observers to assist in these situations. Certified evaluators at alternate sites and at the system level may assist until the local leaders are trained and certified.

## **LER and LLCR Evaluator Training Registration**

### **How do individuals register for training?**

[Registration](#) for the training is available on Eventbrite. Registration is on a first-come, first-served basis. Individuals will be responsible for registering on their own.

### **What happens when an individual is unable to register for training because it is full?**

Evaluation training will require a minimum of 20 participants and will accept up to 80 participants. If a session you wish to register for is full, one option is to identify an alternative training session to register for and attend. Individuals will also have the option to join a waitlist. Individuals on a waitlist are notified of an open registration slot in the order in which they joined the waitlist. Once an individual receives an email notification of an open registration slot, they will have 24 hours to register before the next person on the waitlist is notified of the opening. Joining a waitlist does not guarantee an individual will be able to register for and attend training.

### **What happens if a training is canceled because the minimum number of participants is not met?**

If you sign up for a training session that has fewer than 20 participants registered to attend, you will be notified prior to the training date and will need to identify an alternative session to attend.

### **Will I be able to change my registration to an alternative date if something comes up that prevents me from attending the training date I originally registered for?**

If you need to change your registration to an alternative date, you will need to cancel your existing registration and register for another training. To cancel your existing registration, retrieve your original registration confirmation email, and click "manage your registration."

### **What should I do if I am unable to attend all full, consecutive days of training?**

Participants must attend all full, **consecutive** days of training in order to qualify for the certification assessment. We suggest registering for an alternate training session if you are unable to attend all full days of the desired training, as make-up days are not allowed. If an emergency arises during the training, please reach out to [leads@la.gov](mailto:leads@la.gov) for next steps.

### **What reasonable accommodations (auxiliary aids and services) will be provided at the training?**

Accommodation requests can be made by emailing [leads@la.gov](mailto:leads@la.gov).

### **Will expenses incurred from training be covered by the state?**

School systems are responsible for all travel expenses associated with attending evaluation training. The LDOE will not reimburse participants or their school systems for the cost of mileage, rental cars, hotels, or food. Food will not be provided at any evaluation training.

## **Evaluator/Observer Certification**

### **What must an individual do to be eligible to take the evaluation certification test for the LER, LLR, or LCR?**

All evaluators and designated observers must complete the full, required LER or LLCR training. Within two weeks after completing training, participants are added to the assessment in the Professional Learning (PL) Platform, and detailed instructions will be emailed for accessing the assessment.

### **How do individuals certify to evaluate if using a pre-approved alternate rubric?**

Evaluators and designated observers utilizing a pre-approved alternate rubric for observations and/or conferences are required to complete evaluator training in the Louisiana Professional Learning (PL) Platform and pass a certification assessment. Upon approval of an alternate rubric, LES contacts in these systems will be contacted to ensure that evaluators and designated observers are added to the course and accompanying assessment.

### **What does the *educator* evaluator certification test entail?**

The Louisiana Educator Evaluator Certification Assessment will consist of two parts:

- Assessment Part 1: Lesson Observation & Ratings:
  - 75% or 9 out of your assigned 12 Instructional Domain indicator ratings should be within +/-1 of National Raters.
  - Your summative rating average for all 12 instructional indicators must be within +/-1 of National Raters (if the National rater average is 2.6, then your overall summative average needs to fall within 1.6-3.6).
- Assessment Part 2: Multiple-Choice Questions on the Evaluation System
  - You must achieve a passing rate of 75% or higher on a multiple-choice test, with questions focused on the pre-conference process, post-conference process, coaching process,

knowledge of rubric indicators and descriptors, SLTs and VAM, as well as knowledge of the evaluation calculations.

The Louisiana Educator Evaluator Certification Assessment for those who evaluate or observe educators on an approved alternate rubric consists of one part:

- Assessment: Multiple-Choice Questions on the Evaluation System
  - You must achieve a passing rate of 75% or higher on a multiple-choice test, with questions focused on the pre-conference process, post-conference process, coaching process, SLTs and VAM, as well as knowledge of the evaluation calculations.

### **What does the *leader and counselor evaluator certification test* entail?**

Individuals who will support and evaluate school leaders and counselors using the LLR or LCR are required to pass the Louisiana Leader and Counselor Evaluator Certification Assessment successfully. This assessment measures knowledge and understanding of the rubric and evaluation process, including calculations, through a multiple-choice test (some items include an artifact or video review).

Individuals supporting and evaluating school leaders or counselors, using approved alternate rubrics, will be assessed on their knowledge and understanding of the evaluation processes and calculations.

### **How often is an evaluator/designated observer required to take the certification test?**

A passing score qualifies an individual to observe or evaluate for the current school year. Evaluators and designated observers are required to take and pass the certification test once per year to remain in “good standing.” Each spring, all evaluators and designated observers who were certified on the assessment for the current year will be enrolled in the assessment for the upcoming school year. Those who lapse in certification (have no score or do not pass during a school year) must attend training to qualify for the assessment.

### **What happens if an evaluator/observer does not pass the certification exam?**

Evaluators and designated observers will have three attempts to pass the online certification exam. In order to prepare for retaking the exam, we recommend individuals study the material in their evaluator handbook and review additional training materials. There is a one-week waiting period between failed attempts.

If an educator does not pass the certification exam within three attempts, the evaluator will need to contact their system administrator. The system administrator will contact [leads@la.gov](mailto:leads@la.gov) to determine the next steps.

### **What is the window of time when observers need to take the certification test? When is the deadline?**

The system should establish the timeline for the completion of the certification assessment. Those who are hired later in the year may take the certification assessment after successful completion of evaluator training. Certification is valid for the school year in which the assessment is taken.

## **Evaluation Calculations**

### **What are the weights of the four domains of the Louisiana Educator Rubric?**

The teacher observation rating, which makes up 90% of a teacher’s qualitative assessment score, is composed of four domains:

Domain	Weights
Planning	15%
Environment	5%
Instruction	75%
Professionalism	5%

**How are an educator’s self-assessments factored into an educator’s evaluation rating?**

The self-assessment includes the weighted domains and must be completed in its entirety. The teacher self-assessment rating makes up 10% of an educator's qualitative assessment score, while the remaining 90% is determined by the teacher observation rating. An educator’s qualitative score is worth 50% of the overall evaluation score, and the Student Growth Measure is worth 50% of the overall score.

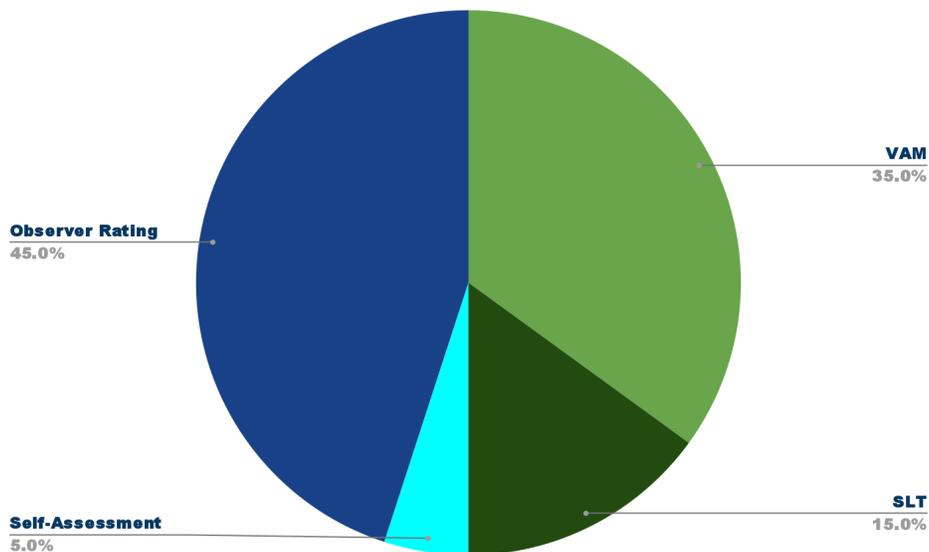
**How is student growth measured in the Louisiana Educator Evaluation System?**

The Student Growth Measure is worth 50% of the overall evaluation score, and the Professional Practice Score is worth 50% of the overall score. The Student Growth Measure consists of two components:

- Value-added Model (VAM)
- Student Learning Targets (SLTs)

Note: Student Learning Targets (SLTs) account for the full 50% of the Student Growth Measure for non-VAM educators.

**How is an educator’s final effectiveness rating calculated?**



The final evaluation score for educators contains a Qualitative Assessment Score, which accounts for 50% of an educator’s rating, and a Student Growth Measure (Quantitative), which accounts for the remaining 50%. The two scores are averaged to calculate the final evaluation score.

Qualitative Assessment Score (50% of final)	Weighting
Observation Ratings	90%
Self-Assessment	10%
Student Growth Measure (50% of final)	Weighting
Student Learning Targets (SLTs)	30%, 100% non-VAM educators
Value-added Model (VAM)	70%

### How is a school principal's final effectiveness rating calculated?

The final evaluation score for principals contains a Qualitative Assessment Score, which accounts for 50% of an educator's rating, and a Student Growth Measure (Quantitative), which accounts for the remaining 50%. The two scores are averaged to calculate the final evaluation score.

Qualitative Assessment Score (50% of final)	Weighting
Leader Rubric <ul style="list-style-type: none"> <li>• Middle-of-Year (MOY) Conference 1 = 25%</li> <li>• End-of-Year (EOY) Conference 2 = 50%</li> </ul> Note: If the principal qualifies for a waiver of the MOY conference, the EOY conference is 75%	75%
Principal Survey <i>(completed by teachers at the end of the year)</i>	15%
Self-Assessment	10%
Student Growth Component (50% of final)	Weighting
Student Learning Targets (SLTs)	100%

### What are the weights of the six domains of the Louisiana Leader Rubric?

Domain	Weights
School Mission, Vision, and Strategic Goal Setting	20%
Instructional Leadership	20%
Capacity Building	20%
School & Community Environment	15%
Professionalism & Integrity	15%
School Operations/Management	10%

### How is a Counselor's or Non-Principal School Leader's final effectiveness rating calculated?

The final evaluation score for counselors and non-principal leaders contains a Qualitative Assessment Score, which accounts for 50% of an educator's rating, and a Student Growth Measure (Quantitative), which accounts for the remaining 50%. The two scores are averaged to calculate the final evaluation score.

Qualitative Assessment Score (50% of final)	Weighting
Counselor or Leader Rubric <ul style="list-style-type: none"> <li>Middle-of-Year (MOY) Conference 1 = 30%</li> <li>End-of-Year (EOY) Conference 2 = 60%</li> </ul>	90%
Self-Assessment	10%
Student Growth Component (50% of final)	Weighting
Student Learning Targets (SLTs)	100%

### What are the five domains and weights included on the Louisiana Counselor Rubric?

Domain	Weights
Counseling Program Vision, Strategic Goal Setting, and Action Planning	25%
Student Services	25%
Leadership, Advocacy, and Reflection	20%
Professionalism & Integrity	15%
School & Community Engagement	15%

### Do school leaders or counselors ever receive a VAM score?

There are unique instances where a leader or counselor may serve dual roles. In these cases, if the leader or counselor teaches a grade/course that requires a state assessment, the individual may qualify for a VAM score.

## Professional Learning (PL) Platform

### What is the intent of the Professional Learning (PL) Platform?

The [Professional Learning \(PL\) Platform](#), also known as Canopy, houses professional learning materials and resources for educators. This platform supports the implementation of LEADS by housing training and resource materials in the [LEADS Public Collections](#). The evaluator certification assessment is also located in the Louisiana Professional Learning (PL) Platform.

### How do educators create an account to access the Professional Learning (PL) Platform?

There are three Canopy permission types: Learner, Instructor, and Admin. It is recommended that all system and school leaders request the access levels of Learner, Instructor, and Admin. Educators will need Learner access to the platform.

To access Canopy, new users must create a [MyLa](#) account. Existing eSER and EdLink 360 users will use their current EdLink Security credentials for access. Step-by-step instructions can be found in the [Creating Your EdLink Security Account](#) guide. Users will receive a confirmation email that must be confirmed to finalize activating the account.

Individuals may contact local data managers for assistance with this process. Data managers may reach out to [SystemSupport@la.gov](mailto:SystemSupport@la.gov) if further assistance is needed with MyLa or EdLink.

## Data Management Platform

### **What is the intent of the data management platform?**

The data management platform, Louisiana Evaluation System (LES), serves to assist with evaluation implementation and recording by keeping a record of all components of the full evaluation system, both scored and unscored. Data is entered directly into the data system throughout the year by both the evaluatee and the evaluator. This allows for monitoring of data entry and completion throughout the year. Evaluatees have access to historical data as well as current data. Reports will be available to assist with planning for professional learning.

### **Will data from previous years be available in the Louisiana Evaluation System?**

All previous evaluation data will be transferred to the Louisiana Evaluation System (LES) and will be visible to evaluatees. System-Level Administrators will be able to view any evaluation data previously entered by the system.

### **Are instructions available for new users?**

Quick step user guides and a technical guide will be available in the [LEADS Library](#). Office Hours will also be available for technical support.

### **Can systems currently using EE PASS continue to enter data in this NIET platform?**

Systems may continue to enter data in EE PASS; however, this will require data entry in two systems, as the data will not transfer. Timely data entry throughout the year is required in the Louisiana Evaluation System (LES). Spreadsheet uploads will not be available. LES will provide reports and will calculate scores. It will not be necessary to enter data into EE PASS.

### **Can systems continue to upload evaluation data via a spreadsheet at the end of the year?**

Evaluators and evaluatees will be required to enter data throughout the year directly into LES. The evaluation system will require the entry of additional data, such as self-assessment scores, professional growth plans, and principal surveys. Spreadsheet uploads will no longer be available. Charter systems may contact [leads@la.gov](mailto:leads@la.gov) for additional information.

### **If our system is using an alternate approved rubric, do we have to enter data into LES?**

Even those systems utilizing approved alternate rubrics must enter all data into LES. Evaluators will enter overall observation scores, and evaluatees will enter overall self-assessment ratings. Reinforcement and refinement areas and evidence are entered for observations. Student Learning Targets must also be entered and rated.

### **How does the evaluation scale affect TAP or performance-based payouts?**

All performance-based payouts are and shall be a local decision. Systems should revisit their policies prior to the start of the school year to ensure they are aligned with the new evaluation system. It is important to consider the shift to a 5-point scale, where a score of three is considered proficient.