

Louisiana Educator Evaluation Process

Sequence and Timeline

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The following suggested sequence and timeline ensures that all educator evaluation processes are implemented. Please use this guide to assist with planning, implementation, and data entry.

Planning

Suggested Timeframe	Task
March-July	Identify evaluators and designated observers of teachers (e.g., K-12 traditional teachers and non-traditional teachers such as those identified in the Other Personnel Guidance document) at both the system and school levels.
May/June	Develop a system-level communication plan regarding the teacher evaluation process and evaluator/observer expectations, which includes system protocols and procedures for the following: <ul style="list-style-type: none"> role and responsibilities for system-level leaders supporting teacher evaluation role and responsibilities for evaluators/observers of teachers information on the evaluation training that new evaluators/observers are required to complete (e.g., training dates/options, completion of all full days of training) time frame for evaluators/observers to complete and successfully pass the (re)certification assessment via the LDOE Professional Learning Platform/Canopy (new and existing evaluators) expected date by when school leaders develop a school teacher evaluation schedule
March-September	New system-level and school-level evaluators/observers of teachers complete evaluation training and successfully pass the certification assessment via the LDOE Professional Learning Platform. <ul style="list-style-type: none"> Users login to EdLink to access Canopy/Professional Learning Platform
June-August	Existing evaluators/observers successfully complete the recertification assessment via the LDOE Professional Learning Platform/Canopy.
July/August	Based on the school's yearly calendar, school leaders create a teacher observation schedule that follows the minimum requirements outlined in Bulletin 130 : <ul style="list-style-type: none"> 1st observation cycle to include one lesson observation for each teacher at the school (unannounced for teachers with 3 years experience and beyond, announced for teachers in years 0, 1, or 2) 2nd observation cycle to include: <ul style="list-style-type: none"> second observation for teachers at the school who are in year 0, 1, or 2 (unannounced) additional observation slots available for teachers with 3 years experience and beyond whose first observation is below a 3.5 rating (announced) 3rd observation cycle to include: <ul style="list-style-type: none"> third observation for teachers at the school who are in years 0, 1, or 2

Suggested Timeframe	Task
	<p style="text-align: center;">(unannounced)</p> <ul style="list-style-type: none"> o additional observation slots available for teachers with 3 years experience and beyond whose first and second observations combined are below a 2.5 rating <p style="text-align: center;">(unannounced)</p> <p>It is recommended the school teacher observation schedule also include</p> <ul style="list-style-type: none"> ● labels for announced and unannounced observation cycles; ● pre-conference dates for announced observations; ● post-conferences dates; ● time for coaching cycles and plans to be completed, as well as informal follow-ups; and ● multiple observers, as available. <p>Sample Observation Schedule A Sample Observation Schedule B</p>
July/August	<p>School leaders schedule and plan for, at minimum, quarterly teacher evaluator/observer reliability activities. Example activities include:</p> <ul style="list-style-type: none"> ● School leaders plan for paired observations. These can be conducted within one observation cycle, across the school year, or with specific evaluators/observers and/or teachers as needed. ● Leadership team members conduct a series of learning walks and debriefs, focusing on 1-2 rubric indicators in order to build a deeper understanding of what the instructional practice(s) looks and sounds like at various performance levels. ● Leadership team members engage in a collective observation of a teacher by either: <ul style="list-style-type: none"> o conducting a group observation of a teacher at the school and, following the observation, collecting evidence, calibrating ratings, and developing the post-conference plan together; or, o conducting as a group a teacher observation using a video lesson. ● Leadership team members engage in deep dives for specific rubric indicators to develop a shared understanding of what these best practices look and sound like at the different performance levels. The team uses the LER Handbook, video clips, and other relevant research and examples to deepen their understanding and observation/feedback practices. ● Leadership team members develop exemplar models for best practices on the rubric that are new or 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. Exemplar models are demonstrated for other teachers via teacher collaboration meetings.
July/August	<p>System-level leaders and school-level leaders conduct a one-day LER Teacher Training and Orientation with teachers. Messaging should be consistent from the system-level to the school level. System-wide trainings for like-educator groups may be conducted or school-based trainings for educators may be held in each school.</p> <p>Training Resources:</p> <ul style="list-style-type: none"> ● LER One-Day Teacher Training ● Asynchronous Teacher Training located in the Professional Learning Platform

Implementation

Suggested Timeframe	Task
August/September	<ul style="list-style-type: none"> ● The LES Updater (a system-level leader) assigns evaluators in LES. ● Teachers meet with a school-level evaluator to develop Student Learning Targets (SLTs). Teachers enter SLTs into the Louisiana Evaluation System (LES). Evaluators accept teachers' SLTs in LES.
August-October	<p>Evaluators/observers conduct the first of three cycles of teacher observations.</p> <ul style="list-style-type: none"> ● For announced observations, evaluators/observers conduct a pre-conference with the teacher before the observation. ● Teachers enter self-assessment ratings, reinforcement and refinement areas, and evidence into LES after the observation. ● For announced and unannounced observations: <ul style="list-style-type: none"> ○ Evaluators/observers assign ratings for the Instruction, Planning, and Environment domain indicators. ○ Evaluators/observers develop a post-conference plan and conduct a post-conference with the teacher 2-5 days following the observation. ○ Only evaluators may assign ratings for the Professionalism domain and enter all observation ratings, reinforcement and refinement areas, and evidence, pre- and post-conference dates for teacher observations into LES.
August-October	<p>For announced and unannounced observations, a coach is identified to engage with the observed teacher in a follow-up coaching and support cycle, where:</p> <ul style="list-style-type: none"> ● a PGP/coaching plan is created based on the teacher's post-conference refinement area and recommended action, and the teacher links the plan in LES; ● the teacher engages in activities to improve in the refinement area; and ● the coach, observer, or evaluator conducts at least one informal observation within 2-6 weeks, provides feedback to the teacher, and the informal observation date is entered into LES.
October-January	<p>Evaluators/observers conduct the second of three cycles of teacher observations.</p> <ul style="list-style-type: none"> ● For announced observations, evaluators/observers conduct a pre-conference with the teacher before the observation. ● Teachers enter self-assessment ratings, reinforcement and refinement areas, and evidence into LES after the observation. ● For announced and unannounced observations: <ul style="list-style-type: none"> ○ Evaluators/observers assign ratings for the Instruction, Planning, and Environment domain indicators. ○ Evaluators/observers develop a post-conference plan and conduct a post-conference with the teacher 2-5 days following the observation. ○ Only evaluators may assign ratings for the Professionalism domain and enter all observation ratings, reinforcement and refinement areas, and evidence, pre- and post-conference dates for teacher observations into LES.

Suggested Timeframe	Task
October-January	<p>For the second cycle of announced and unannounced observations:</p> <ul style="list-style-type: none"> ● the teacher’s PGP/coaching plan is updated and linked in LES; ● the teacher engages in activities to improve in the refinement area identified in the PGP/coaching plan; and ● the coach, observer, or evaluator conducts at least one informal observation within 2-6 weeks, provides feedback to the teacher, and the informal observation date is entered into LES. <p>Teachers who qualify for one or two observations must still maintain a PGP/coaching plan that is updated and linked in LES.</p>
January-April	<p>Evaluators/observers conduct the third of three cycles of teacher observations.</p> <ul style="list-style-type: none"> ● For announced observations, evaluators/observers conduct a pre-conference with the teacher before the observation. ● Teachers enter self-assessment ratings and reinforcement and refinement areas and evidence into LES after the observation. ● For announced and unannounced observations: <ul style="list-style-type: none"> ○ Evaluators/observers assign ratings for the Instruction, Planning, and Environment domain indicators. ○ Evaluators/observers develop a post-conference plan and conduct a post-conference with the teacher 2-5 days following the observation. ○ Only evaluators may assign ratings for the Professionalism domain and enter all observation ratings, reinforcement and refinement areas and evidence, pre- and post-conference dates for teacher observations into LES.
January-April	<p>For the third cycle of announced and unannounced observations:</p> <ul style="list-style-type: none"> ● the teacher’s PGP/coaching plan is updated and linked in LES; ● the teacher engages in activities to improve in the refinement area identified in the PGP/coaching plan; and ● the coach, observer, or evaluator conducts at least one informal observation within 2-6 weeks, provides feedback to the teacher, and the informal observation date is entered into LES. <p>Teachers who qualify for one or two observations must still maintain a PGP/coaching plan that is updated and linked in LES.</p>
March/April	<p>Teachers and school leaders view, correct, and approve their class rosters. Class verification ensures that teacher-student links are accurate as this data is used to calculate VAM scores.</p>
May-October	<p>Evaluators submit observations and SLTs in LES. LES generates each teacher’s final evaluation score, which includes:</p> <ul style="list-style-type: none"> ○ Qualitative Assessment- all observation ratings and self-assessment ratings for a teacher for the school year; 50% of the final rating. ○ Student Growth Measure- a teacher’s final SLT rating and Value-Added Model (VAM), as available; 50% of the final rating. ○ These two scores are averaged to calculate the final evaluation score. The score in LES is not final until VAM has been released.

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	System leaders and school leaders should conduct a random sampling and anonymous analysis of final evaluation scores across the system and school for reliability and calibration purposes. LDOE will be
May-October	<p>Principal holds Teacher Effectiveness Rating Conversations with each teacher to review qualitative assessment score, student growth score, and final evaluation rating as well as PGP/coaching plan goal attainment.</p> <ul style="list-style-type: none"> Analyze EOY results and goal attainment. Identify strengths and opportunities for growth (needs) to consider for PGP goal-setting for the new school year. <p>Meetings may be held to discuss qualitative assessment scores and the SLT portion of the student growth score prior to VAM release. The score in LES is not final until VAM has been released.</p> <ul style="list-style-type: none"> Per Bulletin 130, LDOE shall annually analyze the relationship between student results and educator observation scores for use in risk-based auditing. Risk-based auditing may include inter-rater reliability checks, and plans to address audit findings will be required for LEAs, schools, or observers noted as high risk based on this analysis.
October	VAM is released into the state data system, LES.