

# Louisiana School Leader and Counselor Evaluation Process

## Sequence and Timeline

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

### Planning

Suggested Timeframe	Task
March-July	<p>Identify evaluators of school leaders and counselors at both the system and school levels.</p> <ul style="list-style-type: none"> <li>School-level leaders include principals, assistant principals, deans, associate principals, and others serving in a school-level leader role.</li> <li>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.</li> <li>Typically, system-level leaders evaluate principals, and principals evaluate other school-level personnel, such as teachers, counselors, other school leaders, etc.</li> </ul>
May-June	<p>Develop a system-level communication plan regarding the leader and counselor evaluation process and evaluator expectations, which includes system protocols and procedures for the following:</p> <ul style="list-style-type: none"> <li>Role and responsibilities for system-level leaders supporting leader and counselor evaluation</li> <li>Role and responsibilities for evaluators of leaders and counselors</li> <li>Information on the evaluation training that new evaluators and new school leaders are required to complete (e.g., training dates/options, completion of all full days of training)</li> <li>Time frame for evaluators to complete and successfully pass the (re)certification assessment via the LDOE Professional Learning Platform/Canopy (new and existing evaluators)</li> <li>Expected date by which system leaders and school principals develop leader and counselor evaluation schedules</li> </ul>
March-September	<p>New system-level and school-level evaluators of school leaders and new school leaders complete evaluation training and successfully pass the certification assessment via the LDOE Professional Learning Platform.</p> <ul style="list-style-type: none"> <li>Users log in to <a href="#">EdLink</a> to access Canopy/Professional Learning Platform</li> </ul>
June-August	<p>Existing evaluators successfully complete the recertification assessment via the LDOE Professional Learning Platform/Canopy.</p>
July-August	<p>Based on the school system's yearly calendar and each school's yearly calendar, system-level leaders and principals create leader and counselor evaluation schedules that follow the minimum requirements outlined in <a href="#">Bulletin 130</a>:</p> <ul style="list-style-type: none"> <li><b>Beginning-of-Year (BOY) Conference:</b> School leaders and counselors receive support with goal-setting, action-planning, and establishing a climate of continuous growth</li> <li><b>Fall Semester School Visits/Observations and Evidence Collection:</b> Evaluators watch leader-led meetings and meetings where the counselor leads or participates. Evaluators</li> </ul>

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	<p>observe leader and counselor interactions with various stakeholders. Artifacts and evidence may be collected during visits/observations and via document sharing and check-in meetings.</p> <ul style="list-style-type: none"> <li>● <b>Middle-of-Year (MOY) Conference:</b> School leaders and counselors are supported in reflecting on successes and evidence of progress toward goals, revisions to their action plan, and indicator ratings</li> <li>● <b>Spring Semester School Visits/Observations and Evidence Collection:</b> Evaluators watch leader-led meetings and meetings where the counselor leads or participates. Evaluators observe leader and counselor interactions with various stakeholders. Artifacts and evidence may be collected during visits/observations and via document sharing and check-in meetings.</li> <li>● <b>School Principal Survey:</b> Affords teachers the opportunity to give feedback on principal impact (only school principals)</li> <li>● <b>End-of-Year (EOY) Conference:</b> School leaders and counselors are supported in a summative reflection on evidence of goal attainment, strengths, growth areas, and indicator ratings</li> </ul> <p>It is recommended the leader/counselor evaluation schedule also include 30-minute face-to-face or virtual meetings within 48 hours following the MOY and EOY conferences, where the evaluator shares final ratings with the school leader or counselor.</p>
July-August	<p>System-level leaders schedule and plan for, at minimum, quarterly school leader and counselor evaluator reliability activities. Example activities include:</p> <ul style="list-style-type: none"> <li>● System-level leaders who support and/or evaluate school leaders plan for paired school visits/observations. These can be conducted across the school year with specific evaluators and/or school leaders as needed.</li> <li>● System-level leadership team members conduct a series of learning walks and debriefs, focusing on 1-2 rubric indicators of the Louisiana Leader Rubric (LLR) in order to build a deeper understanding of what leader best practice(s) look and sound like at various performance levels.</li> <li>● System-level leadership team members shadow one another in school leader BOY, MOY, and EOY conferences to: <ul style="list-style-type: none"> <li>○ provide feedback to the leader evaluator observed that builds a common understanding of leadership best practices as outlined in the LLR and sharpens artifact and evidence collection skills.</li> <li>○ provide exemplar models for best practice in evaluation conferencing for new leader evaluators.</li> </ul> </li> <li>● System-level leadership team members engage in deep dives for specific LLR indicators to develop a shared understanding of what these best practices look and sound like at the different performance levels. The team uses the LLR Handbook and other relevant research and examples to deepen their understanding and observation/feedback practices.</li> <li>● System-level leadership team members develop exemplar models for best practices on the rubric that are new or more challenging or identify school principals who exemplify those best practices and collaborate with them to articulate their planning process. Exemplar models are presented to other principals via principal/school leader monthly meetings.</li> <li>● System-level leaders who support school counselors may plan with school principals for paired counselor observations or check-in meetings. They may also shadow a school principal leading a counselor BOY, MOY, or EOY conference and provide feedback.</li> <li>● System-level leaders who support school counselors may engage school principals and counselors in professional learning opportunities throughout the year that build a common language for the Louisiana Counselor Rubric (LCR) and identify example</li> </ul>

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	<p>artifacts and evidence for rubric indicators. The opportunities may also feature school counselors who exemplify new or more challenging best practices on the rubric by allowing them to articulate their planning process.</p>
July-August	<p>System-level leaders conduct a Leader and Counselor Evaluation Orientation with school leaders. The orientation may include all school leaders across the system or orientations planned for like-groups of school leaders, such as elementary, middle, and high school leaders. Orientation will:</p> <ul style="list-style-type: none"> <li>● communicate the system’s vision for leader and counselor evaluation.</li> <li>● articulate the system-level communication plan for the leader and counselor evaluation process and evaluator expectations.</li> <li>● provide guidance and an expected date for the creation of leader and counselor evaluation schedules.</li> <li>● explain the purpose of school leader and counselor evaluator reliability activities and provide the system-level plan for activities.</li> </ul> <p>System-level leaders and school-level leaders conduct a Counselor Orientation with school counselors. Messaging should be consistent from the system-level to the school level. System-wide orientation for like-counselor groups may be conducted or school-based orientation may be held in each school. Orientation will:</p> <ul style="list-style-type: none"> <li>● communicate the system’s vision for counselor evaluation.</li> <li>● articulate the system-level communication plan for the counselor evaluation process and evaluator expectations.</li> <li>● explain the purpose of counselor evaluator reliability activities and provide the system-level plan for activities.</li> <li>● provide guidance and expectations for completing the <a href="#">Asynchronous Counselor Training</a> located in the <a href="#">Professional Learning Platform</a>.</li> </ul>

## Implementation

Suggested Timeframe	Task
August-September	<ul style="list-style-type: none"> <li>● The LES Updater (a system-level leader) assigns evaluators in LES.</li> <li>● Principals, other school-level leaders, and counselors meet with their evaluator to develop Student Learning Targets (SLTs). School leaders and counselors enter SLTs into the Louisiana Evaluation System (LES). Evaluators accept school leaders’ and counselors’ SLTs in LES.</li> </ul>
August-September	<p>Evaluators conduct BOY Conferences with school leaders and counselors.</p> <ul style="list-style-type: none"> <li>● Before the conference: <ul style="list-style-type: none"> <li>○ the evaluator prepares by reviewing relevant data and previous evaluations for the leader/counselor and developing self-analysis questions to guide the conference.</li> <li>○ the leader/counselor prepares by reflecting on school/student data and reviewing their respective rubric from a personal vantage point to identify areas of strength, areas for growth, and possible steps to take to address the areas for growth.</li> </ul> </li> <li>● During the conference: <ul style="list-style-type: none"> <li>○ the evaluator and leader/counselor collaborate to set leader/counselor goals</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ and develop an action plan to meet goals.</li> <li>○ the evaluator and leader/counselor identify dates for visits/observations and support in the first semester.</li> </ul>
August-September	School principals introduce teachers to the components of the <a href="#">Louisiana Principal Survey</a> to ensure expectations for principal leadership are clearly communicated at the beginning of the school year.
October-December	<ul style="list-style-type: none"> <li>● Evaluators conduct school visits/observations and check-ins to support leaders/counselors in implementing their action plan and meeting their goals.</li> <li>● Observations and artifacts collected and shared are used to extract evidence to support ratings and reinforcement and refinement areas for the MOY Conference.</li> </ul>
December-January	<p>Prior to the MOY Conference:</p> <ul style="list-style-type: none"> <li>● evaluators review the leader’s/counselor’s self-assessment.</li> <li>● evaluators consider evidence collected to date for each leader/counselor and assign preliminary ratings for all rubric indicators and reinforcement and refinement areas and prepare coaching questions and recommendations.</li> <li>● evaluators enter preliminary MOY ratings, reinforcement and refinement areas and evidence, and the MOY conference date into LES and hit save.</li> <li>● school leaders and counselors complete the self-assessment, including ratings for all rubric indicators, reinforcement and refinement areas, and evidence in LES.</li> </ul>
December-January	<p>Evaluators conduct MOY Conferences with school leaders and counselors.</p> <ul style="list-style-type: none"> <li>● During the conference: <ul style="list-style-type: none"> <li>○ the evaluator and leader/counselor reflect on evidence of progress toward goals and other evidence for rubric indicators, reinforcement and refinement areas, recommendations, and revisions to the action plan.</li> <li>○ the evaluator engages the leader/counselor in a review of their self-assessment.</li> <li>○ the evaluator and leader/counselor identify dates for visits/observations and support in the second semester.</li> </ul> </li> <li>● The evaluator submits final MOY ratings, reinforcement and refinement areas and evidence, and the MOY conference date into LES.</li> <li>● Within 48 hours following the conference, the evaluator holds a 30-minute face-to-face or virtual meeting to share final ratings with the leader/counselor.</li> </ul>
February-April	<ul style="list-style-type: none"> <li>● Evaluators conduct school visits/observations and check-ins to support leaders/counselors in implementing their action plan and meeting their goals.</li> <li>● Observations and artifacts collected and shared are used to extract evidence to support ratings and reinforcement and refinement areas for the EOY Conference.</li> </ul>
March- May	Teachers in each school complete the School Principal Survey via LES.
April-May	<p>Prior to the EOY Conference:</p> <ul style="list-style-type: none"> <li>● evaluators review the leader’s/counselor’s self-assessment.</li> <li>● evaluators analyze evidence collected to date for each leader/counselor and assign preliminary ratings and reinforcement and refinement areas and prepare coaching questions and recommendations.</li> <li>● evaluators enter preliminary EOY ratings, reinforcement and refinement areas and evidence, and the EOY conference date into LES and hit save.</li> </ul>

Suggested Timeframe	Task
	<ul style="list-style-type: none"> <li>school leaders and counselors complete the self-assessment, including ratings for all rubric indicators, reinforcement and refinement areas, and evidence in LES.</li> </ul>
May-August	<p>Evaluators conduct EOY Conferences with school leaders and counselors.</p> <ul style="list-style-type: none"> <li>During the conference: <ul style="list-style-type: none"> <li>the evaluator and leader/counselor reflect on evidence of goal attainment and other evidence for rubric indicators, overall reinforcement and refinement areas, and recommendations.</li> <li>the evaluator engages the leader/counselor in a review of their self-assessment.</li> </ul> </li> <li>The evaluator submits final EOY ratings, reinforcement and refinement areas and evidence, and the EOY conference date into LES once complete.</li> <li>Within 48 hours following the conference, the evaluator holds a 30-minute face-to-face or virtual meeting to share final ratings with the leader/counselor.</li> </ul>
November	SPS is released into the state data system, LES.
May- December	<p>Evaluators submit MOY and EOY conference ratings and SLTs in LES. LES generates each leader’s/counselor’s final evaluation score, which includes:</p> <ul style="list-style-type: none"> <li>Qualitative Assessment- all evaluator ratings and self-assessment ratings for a leader/counselor for the school year and average survey rating for principals; 50% of the final rating.</li> <li>Student Growth Measure- a leader’s/counselor’s final SLT rating; 50% of the final rating. (One principal SLT is based on the overall SPS and one is based on a component of SPS. SPS is released in November. SLTs based on SPS can’t be closed out until SPS is released.)</li> <li>These two scores are averaged to calculate the final evaluation score.</li> </ul> <p>System leaders should conduct a random sampling and anonymous analysis of final evaluation scores across the system for reliability and calibration purposes.</p>
May-December	<p>Evaluators hold Leader/Counselor Effectiveness Rating Conversations with each leader/counselor 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"> <li>Analyze EOY results and goal attainment.</li> <li>Identify strengths and opportunities for growth (needs) to consider for PGP goal-setting for the new school year.</li> </ul> <p>Meetings may be held to discuss qualitative assessment scores and the SLT portion of the student growth score.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>