Louisiana LEADS the Way in Teacher and Leader Support

The Louisiana Educator Advancement and Development System (LEADS)

April 17, 2024

Welcome

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LDOE & NIET Partnership

As a result of the RFP process, the Louisiana Department of Education (LDOE) contracted with the National Institute for Excellence in Teaching (NIET) to assist with reimagining the Louisiana evaluation system.

Key improvements developed through this partnership include:

- **Evidence-based practices** that enhance teaching and leadership;
- A more **fair and transparent** process that includes multiple measures, supports self reflection, and gives teachers a voice;
- **Better feedback** for improvement and resources to support individual growth; and
- Stronger connections between evaluation and **professional learning**.

LDOE Initiatives Support Continuous Improvement in Teaching and Learning

Over the past decade, LDOE has implemented initiatives designed to support continuous improvement.

Providing all students with High-Quality Instructional Materials (HQIM)

Supporting Leaders and Educators with Instructional Best Practices

Taking the Next Step: The Louisiana Educator Advancement and Development System (LEADS)

The Louisiana Educator Advancement and Development System will build on these initiatives through instructional leadership structures to support the implementation of HQIM.

Providing all students with High-Quality Instructional Materials (HQIM) → Supporting Leaders and Educators with Instructional Best Practices → Louisiana Educator Advancement and Development System (LEADS)

LEADS Key Objectives

- Use research-based teaching and leadership standards that provide clear descriptions of practice across a range of indicators
- Provide high-quality feedback to teachers and leaders that is actionable, detailed, and timely
- 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
- Provide differentiated follow-up coaching and support based on refinement areas
- Enable educators to reflect on their practice and share their views as part of the evaluation process

What is the Difference between a Fixed Mindset and a Growth Mindset?

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to look smart and therefore a tendency to: ● Avoid challenges ● Give up easily due to obstacles ● See effort as fruitless ● Ignore useful feedback ● Be threatened by others' success	Leads to a desire to learn and therefore a tendency to: ● Embrace challenges ● Persist despite obstacles ● See effort as path to mastery ● Learn from feedback ● Be inspired by others' success

"The more reflective we are, the more effective we are."

Pete Hall & Alisa Simeral, *Creating a Culture of Reflective Practice*

LEADS Overview

Bulletin 130

[Bulletin 130](#), *Regulations for the Evaluation and Assessment of School Personnel*, provides the framework and policy for evaluating school employees.

Evaluations shall include, at minimum, the following elements.
- Job Description
- Professional Growth Planning Process
- Observation, Data Collection, and Conferencing Process
- Professional Learning and Support
- Student Learning Targets
- Grievance Process

Comprehensive Training for Evaluators

First-time evaluators must attend a face-to-face training.
- Louisiana Leader Evaluation training is a two-day training.
- Louisiana Educator Evaluation training is a three-day training.

The evaluator certification process includes a passing score on an assessment to ensure inter-rater reliability and accuracy of ratings.
- Evaluators must renew certification annually, per Bulletin 130.

Ensuring Fair and Accurate Evaluations

The state will support calibration as we transition to a new evaluation system.
- Focused Monthly Calls for evaluators
- Rater-reliability practices
- On-site support

Bulletin 130 - Evaluation Monitoring

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.

Bulletin 130 Effectiveness Rating

The effectiveness rating shall be determined according to the composite score ranges as follows:

5 Point Scale		4 Point Scale	
4.50-5.0	Exemplary	3.5 or higher	Highly Effective
3.50-4.49	Highly Effective	2.5 to 3.49	Effective: Proficient
2.50-3.49	Proficient	1.5 to 2.49	Emerging
1.50-2.49	Emerging	Less than 1.5	Ineffective
1.0-1.49	Ineffective		

Evaluation Component Overview

	Qualitative Score 50%	Quantitative Score* 50%
Educators	• Observation • Self-Assessment	• VAM • SLTs
Principals	• Conference • Self-Assessment • Principal Survey	• SLTs
Counselors and Non-Principal School Leaders	• Conference • Self-Assessment	• SLTs

*Quantitative Score = Student Growth Score

Note: There may be instances where a leader or counselor teaches a course and receives a VAM score.

Reflection

What stands out to you most about LEADS as an improved evaluation system focused on growth and development of educators to grow students?

Louisiana Educator Evaluation System

Louisiana Educator Evaluation System

- **Louisiana Educator Rubric (LER):** A research-based rubric that helps build a common language, and is correlated with student achievement and growth
- **Training and Certification:** A process that leads to more fair and reliable educator evaluations by certified observers
- **Formal Observations:** Each observation is followed by a post-conference where teachers are supported in reflecting on the lesson
- **Professionalism Domain:** This domain on the Louisiana Educator Rubric allows for the assessment and acknowledgement of teacher growth and reflection, community involvement, and school responsibilities
- **Self-assessment:** A reflection opportunity that leads to greater teacher voice in the evaluation process
- **Follow-up coaching and support cycles:** High-quality post-observation feedback, with an aligned coaching and support cycle, will enhance teacher growth

Educator Evaluation Component Weights

VAM
35.0%

Observation
45.0%

SLT
15.0%

Self-Assessment
5.0%
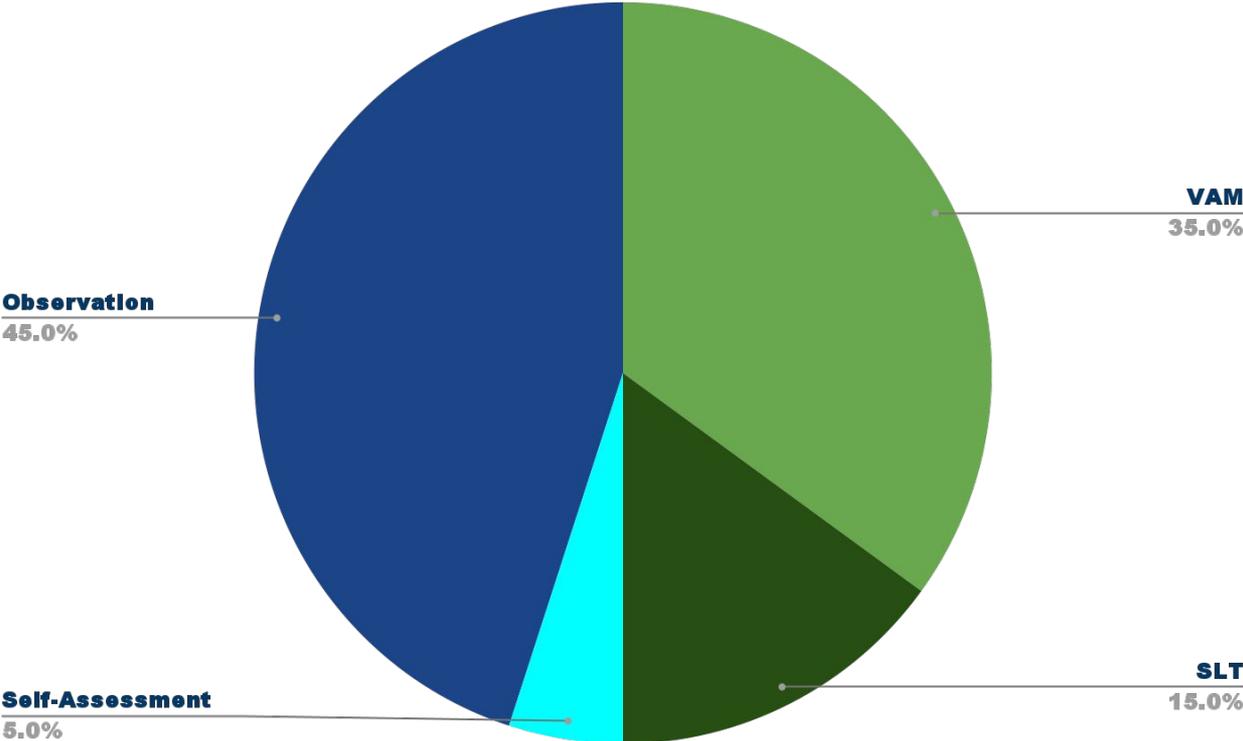
Bulletin 130 Observation Requirements for Teachers

LEADS will provide for differentiated support for teachers depending on years of experience and individual needs.
- During the first three years of teaching, three observations shall be conducted.
- For teachers with three years of experience and beyond, one unannounced observation shall be conducted.
  - If the first observation score is below 3.5 or if the evaluatee requests it, a second observation shall be conducted and shall be announced.
  - If the average of the first two observations is less than 2.5, a third observation shall be conducted and shall be unannounced.

Designated Observers

Local systems may designate additional **observers** to help inform the evaluator of teacher performance.
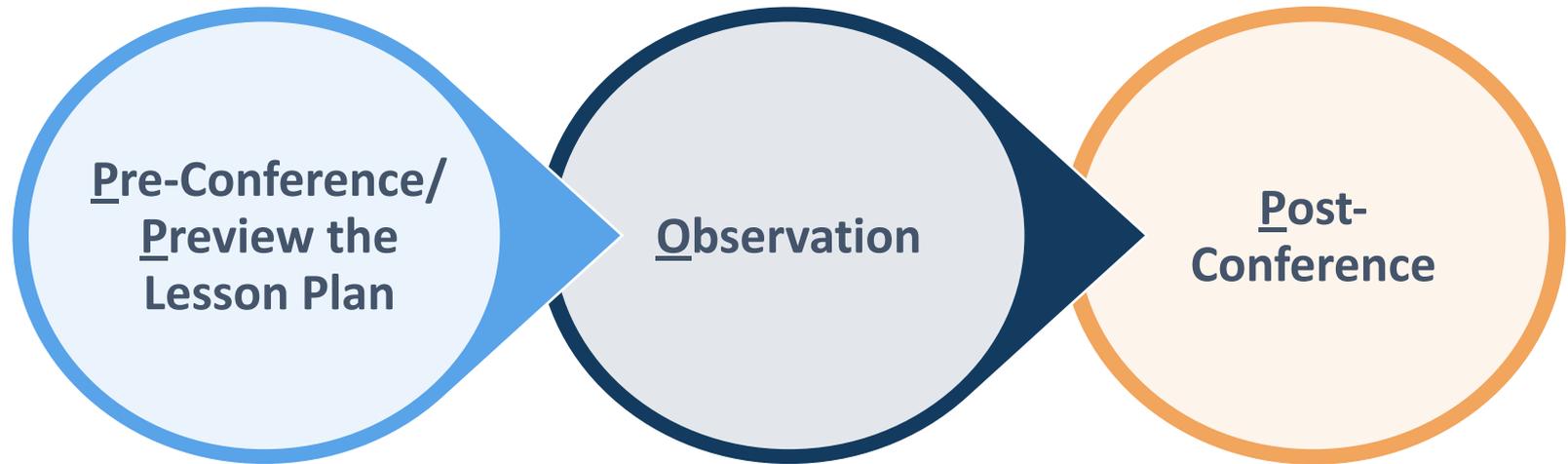- Instructional coaches
- Content leaders
- Master teachers
- Mentor teachers

Designated observers must attend training and pass the certification assessment prior to observing.

All ratings must be entered into the data system by **evaluators**.

The POP Cycle

Pre-Conference/ Preview the Lesson Plan

Observation

Post- Conference

Louisiana Educator Rubric

The Louisiana Educator Rubric consists of 4 domains and 23 indicators.

INSTRUCTION	PLANNING	ENVIRONMENT	PROFESSIONALISM
1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem-Solving	1. Instructional Plans 2. Student Work 3. Assessment	1. Expectations 2. Engaging Students and Managing Behavior 3. Environment 4. Respectful Conditions	1. Growing and Developing Professionally 2. Reflecting on Teaching 3. School Involvement 4. School Responsibilities

Rubric Format

INSTRUCTION			
Domain			
	Significantly Above Expectations (5) **Exemplary**	**At Expectations (3)** **Proficient**	**Significantly Below Expectations (1)** **Unsatisfactory**
Description of Performance Level	*Consistent Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning - Heavy Emphasis on Teacher Direction*
Standards and Objectives (SO)	**All** learning objectives and state content standards*, and their connection to student work expectations, are explicitly communicated and understood by students.	● Learning objectives and state content standards* are communicated.	● **Some** learning objectives and state content standards* are communicated.

Indicator

LOUISIANA DEPARTMENT OF EDUCATION

Rubric Format

INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Description of Performance Level	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher and Students Facilitate the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning	Minimal Evidence of Student Ownership of Learning - Heavy Emphasis on Teacher Direction
Standards and Objectives (SO)	● **All** learning objectives and state content standards*, and their connection to student work expectations, are explicitly communicated and understood by students.	● Learning objectives and state content standards* are communicated.	● **Some** learning objectives and state content standards* are communicated.

Description of Performance

Performance Level

Descriptor

Louisiana Educator Rubric

Each of the four domains on the rubric carry a different weight.

INSTRUCTION **75%**	**PLANNING** **15%**
ENVIRONMENT **5%**	**PROFESSIONALISM** **5%**

The Follow-Up Coaching and Support Cycle

Bulletin 130 Post-Conference Plan Requirements

Each observation shall include a prescriptive post-observation conference not more than **five** school days following the date of the observation.

The evaluator will share feedback. Recommendations will be used to develop the professional growth plan.

- Reinforcement
- Refinement

Bulletin 130 Professional Growth Plan (PGP)/ Coaching Plan Requirements

Each teacher shall develop a professional growth plan collaboratively with the evaluator(s) based on an area of refinement identified through the first observation.

- An **informal observation** targeted to the specific refinement area shall be conducted at least two, not more than six, weeks following the post-conference.
  - Written feedback regarding progress toward the area of refinement must be given within one school day of the informal observation.

Early Childhood Teacher Requirements

Early Childhood teachers will be observed with the CLASS® tool in place of the Louisiana Educator Rubric.
- The scoring will be converted to a 5-point scale.

All other components/processes outlined in Bulletin 130 do apply.

For the 2024-2025 school year, the overall observation score on CLASS® will be added to the data system following conversion as is the current process.
- During a later phase of development, the data system will allow entry of all indicator scores and will conduct the conversion. The ability to self-assess will be added at that time as well.

How Does the Louisiana Educator Evaluation System Support a Growth Mindset?

Growth Mindset
Intelligence can be developed.
Leads to a desire to learn and therefore a tendency to: ● Embrace challenges ● Persist despite obstacles ● See effort as path to mastery ● Learn from feedback ● Be inspired by others' success

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Pete Hall & Alisa Simeral, *Creating a Culture of Reflective Practice*

Louisiana Counselor Evaluation System

Louisiana Counselor Evaluation System

- **Louisiana Counselor Rubric (LCR):** A research-based rubric that provides counselors with a common language for developing and maintaining an effective school counseling program
- **Training and Certification:** A process that leads to more fair and reliable counselor evaluations by certified observers
- **Beginning-of-Year (BOY) Conference:** Counselors receive support with goal-setting, action-planning to establish a counseling program that addresses academic achievement, career planning, and personal/social development
- **Middle-of-Year (MOY) Conference:** Counselors are supported in reflection on successes and evidence of progress toward goals, revisions to the action plan, and reflection on indicator ratings
- **End-of-Year (EOY) Conference:** Counselors are supported in a summative reflection on evidence of goal attainment, strengths and growth areas, and indicator ratings
- **Self-assessment:** A reflection opportunity that leads to greater educator voice in the evaluation process

Counselor Evaluation Component Weights
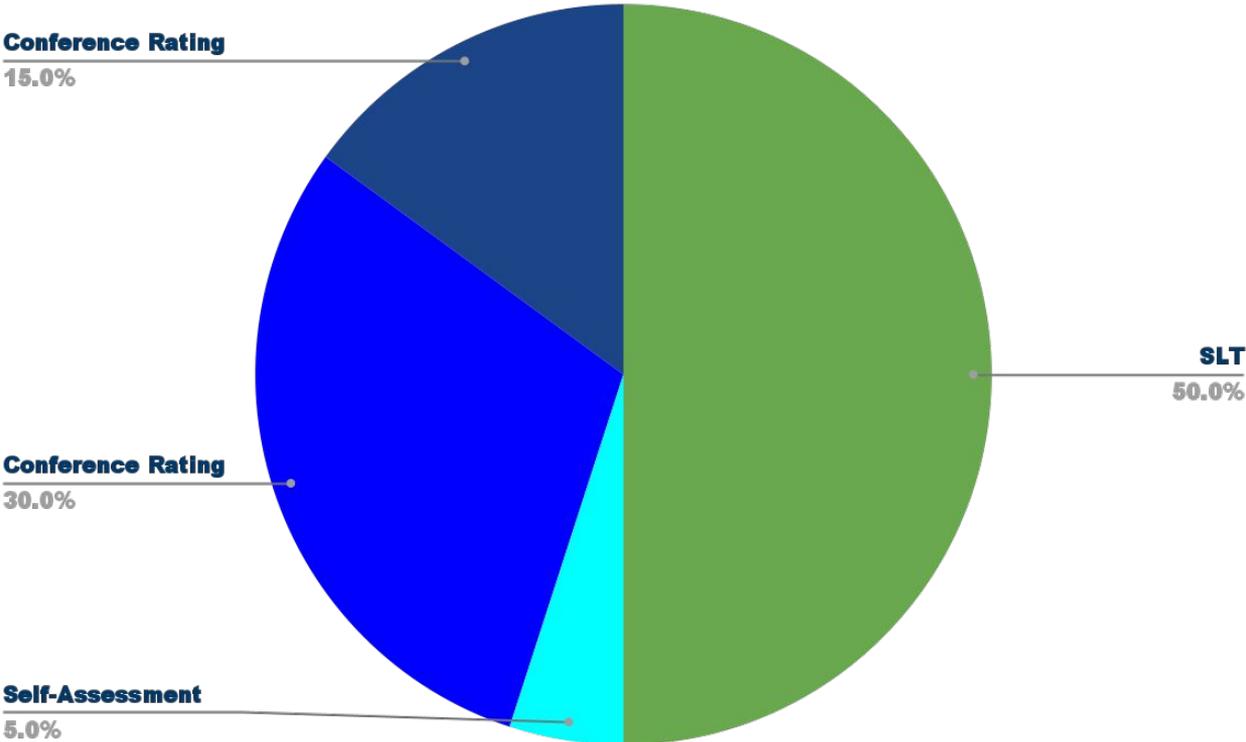
Conference Rating
15.0%

SLT
50.0%

Conference Rating
30.0%

Self-Assessment
5.0%

Counselor Evaluation Process

Middle-of-Year formative conference to review goals, the counselor's self-assessment, ask questions, provide coaching, and discuss next steps.

BOY Initial Conference

MOY Formative Conference

EOY Summative Conference
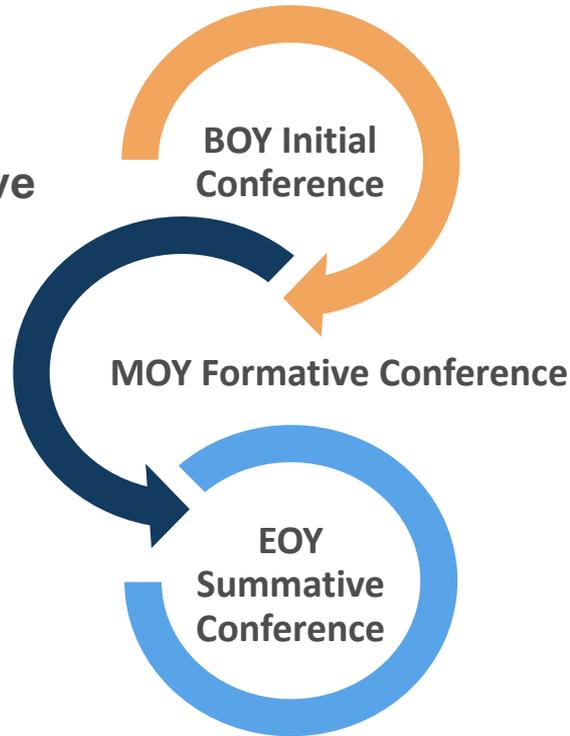
Beginning-of-Year initial conference with the counselor where rubric is reviewed, and the counselor shares his/her goals for the year in order to create an action plan.

End-of-Year summative conference with the counselor to review goals, the counselor's self-assessment, ask coaching questions, and discuss next steps.

Bulletin 130 Counselor Conference (Observation) Requirements

Artifacts and data are collected during the evaluation cycle.
- Middle-of-Year (MOY) Conference (performance review) weighted 30% of qualitative score
- End-of-Year (EOY) Conference (performance review) weighted 60% of qualitative score
- Self-Assessment rating weighted 10% of qualitative score

Louisiana Counselor Rubric

The Louisiana Leader Rubric consists of 5 domains and 13 indicators.

COUNSELING PROGRAM VISION, STRATEGIC GOAL SETTING, & ACTION PLANNING	STUDENT SERVICES	LEADERSHIP, ADVOCACY, AND REFLECTION
1. Development and communication of Vision 2. Goal-Setting, Action Planning, and Monitoring 3. Expectations	1. Student Support and Data Collection 2. Meeting Student Needs 3. Organization and Management of Time and Student Records	1. Leadership and Advocacy 2. Reflective Practices
PROFESSIONALISM & INTEGRITY	**SCHOOL AND COMMUNITY ENGAGEMENT**	
1. Professional Behavior 2. Integrity 3. Confidentiality	1. Collaboration with School Personnel 2. Collaboration with All Stakeholders	

Louisiana Counselor Rubric

**COUNSELING PROGRAM VISION, STRATEGIC GOAL SETTING, & ACTION PLANNING
25%**

**STUDENT SERVICES
25%**

**LEADERSHIP, ADVOCACY, AND REFLECTION
20%**

**PROFESSIONALISM & INTEGRITY
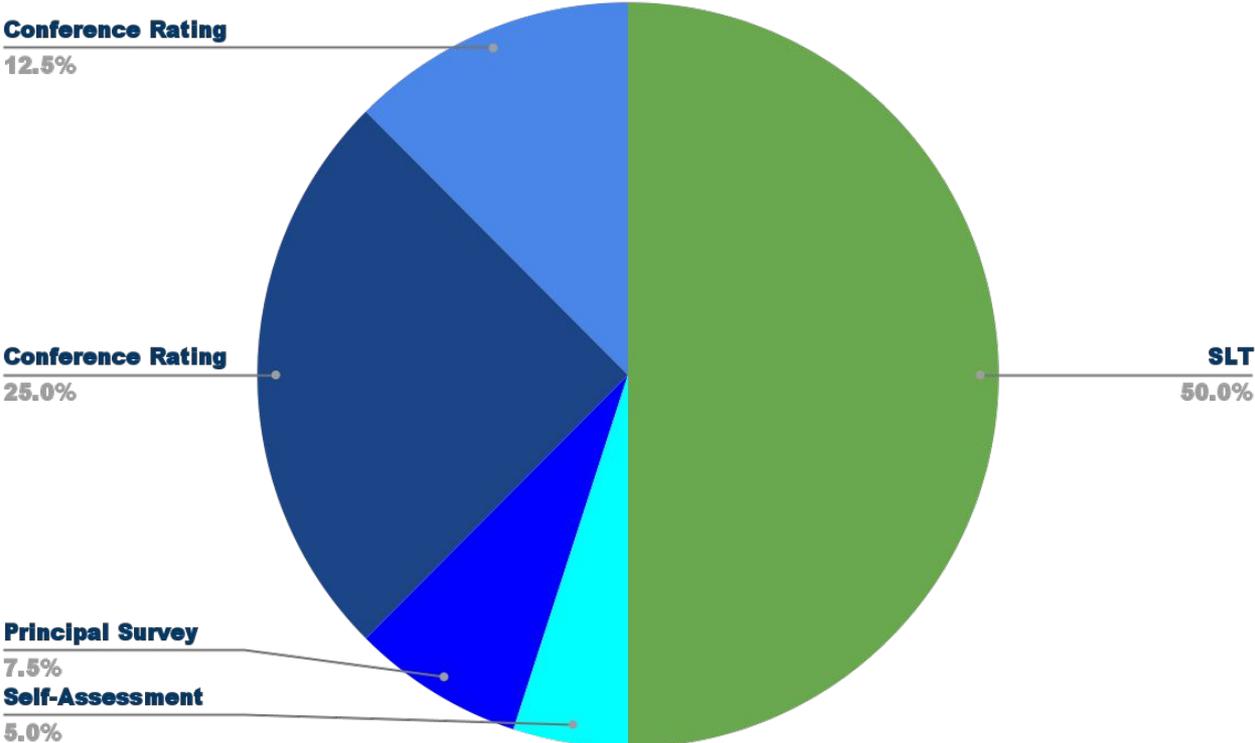15%**

**SCHOOL AND COMMUNITY ENGAGEMENT
15%**
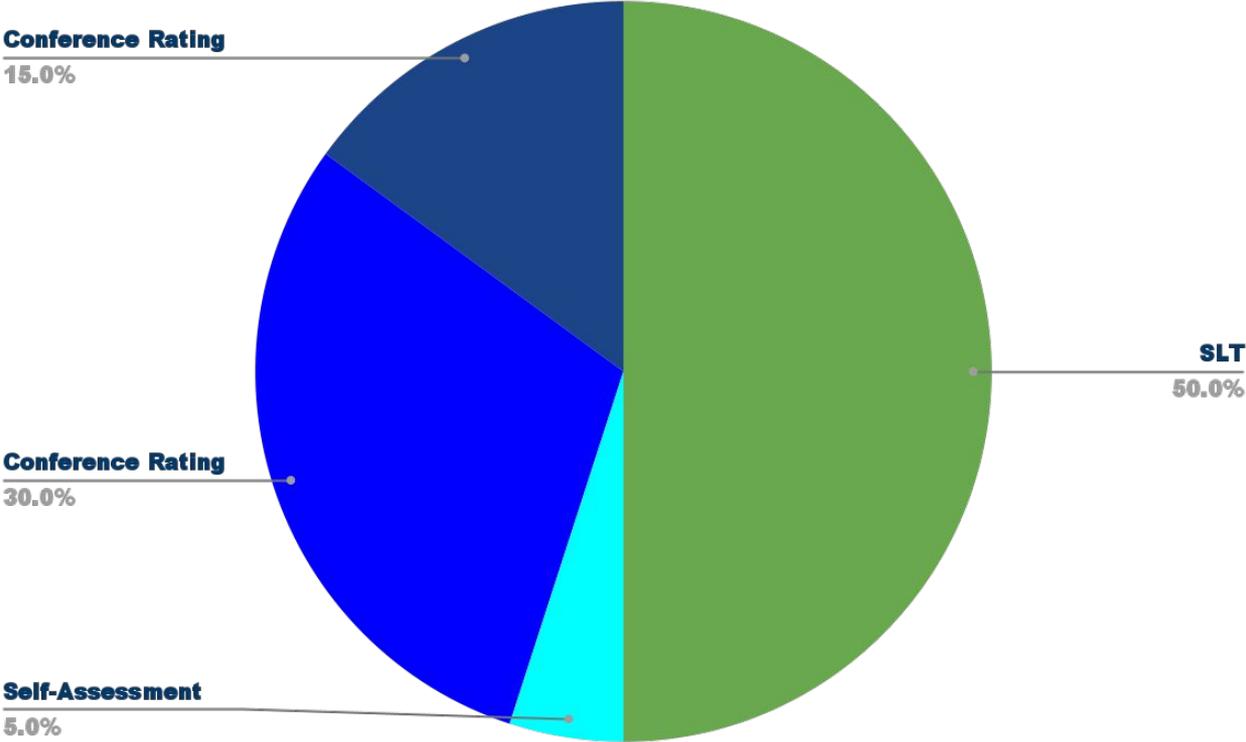
Louisiana Leader Evaluation System

Louisiana Leader Evaluation System

- **Louisiana Leader Rubric (LLR):** A research-based rubric that provides school leaders with a common language for effective leadership practices
- **Training and Certification:** A process that leads to more fair and reliable leader evaluations by certified observers
- **Beginning-of-Year (BOY) Conference:** School leaders receive support with goal-setting, action-planning, and establishing a climate of continuous growth
- **Middle-of-Year (MOY) Conference:** School leaders are supported in reflection on successes and evidence of progress toward goals, revisions to the action plan, and reflection on indicator ratings
- **End-of-Year (EOY) Conference:** School leaders are supported in a summative reflection on evidence of goal attainment, strengths and growth areas, and indicator ratings
- **Self-assessment:** A reflection opportunity that leads to greater leader voice in the evaluation process
- **School Principal Survey:** Affords teachers the opportunity to give feedback on principal impact (only school principals)

Principal Evaluation Component Weights

Conference Rating
12.5%

Conference Rating
25.0%

Principal Survey
7.5%

Self-Assessment
5.0%

SLT
50.0%

Non-Principal Evaluation Component Weights

Conference Rating
15.0%

SLT
50.0%

Conference Rating
30.0%

Self-Assessment
5.0%

Bulletin 130 Principal Conference (Observation) Requirements

Artifacts and data are collected during the evaluation cycle.
- Middle-of-Year (MOY) Conference (performance review) weighted 25% of qualitative score
- End-of-Year (EOY) Conference (performance review) weighted 50% of qualitative score
- Principal Survey weighted 15% of qualitative score
- Self-Assessment rating weighted 10% of qualitative score

For principals with more than three years of experience and a 3.5 in the previous year, the second conference/performance review may be waived.

Bulletin 130 Non-Principal School Leader Conference (Observation) Requirements

Artifacts and data are collected during the evaluation cycle.
- Middle-of-Year (MOY) Conference (performance review) weighted 30% of qualitative score
- End-of-Year (EOY) Conference (performance review) weighted 60% of qualitative score
- Self-Assessment rating weighted 10% of qualitative score

Leader Evaluation Process

Middle-of-Year formative conference to review goals, the leader's self-assessment, ask questions, provide coaching, and discuss next steps.

BOY Initial Conference

MOY Formative Conference

EOY Summative Conference
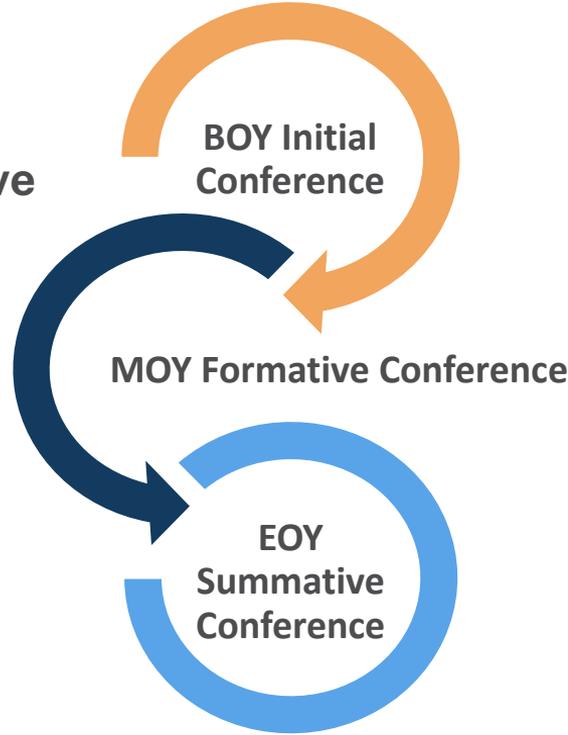
Beginning-of-Year initial conference with the leader where rubric is reviewed, and the leader shares his/her goals for the year in order to create an action plan.

End-of-Year summative conference with the leader to review goals, the leader's self-assessment, ask coaching questions, and discuss next steps.

Louisiana Leader Rubric

The Louisiana Leader Rubric consists of 6 domains and 21 indicators.

SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING	INSTRUCTIONAL LEADERSHIP	CAPACITY BUILDING
1. Goal-Setting and Monitoring 2. Communication of Mission, Vision, and Goals 3. Expectations	1. Curriculum and Assessment 2. Teacher Effectiveness 3. Meeting Student Needs 4. Instructional Focus	1. Reflective Practices 2. Leadership Development 3. Collaborative Practices 4. Continuous Improvement
SCHOOL & COMMUNITY ENVIRONMENT	**PROFESSIONALISM & INTEGRITY**	**SCHOOL OPERATIONS/MANAGEMENT**
1. School Atmosphere 2. Community Engagement 3. Discipline 4. Access to High-Quality Education 5. Responsiveness to Stakeholders	1. Professional Norms 2. Professional Behavior 3. Policy	1. Administrative Operations 2. Fiscal and Physical Management

Louisiana Leader Rubric

SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING
20%

INSTRUCTIONAL LEADERSHIP
20%

CAPACITY BUILDING
20%

SCHOOL & COMMUNITY ENVIRONMENT
15%

PROFESSIONALISM & INTEGRITY
15%

SCHOOL OPERATIONS/ MANAGEMENT
10%

Additional Features

- Evaluation Handbooks containing examples that display proficiency of the indicators will be available for evaluators in the Professional Learning (PL) Platform.
- Guidance documents on using the Educator Rubric with educators in non-traditional teaching roles will be provided.
- Teacher training and handbook will be available in the Professional Learning (PL) Platform.
- Videos and additional resources to support professional growth will be available in the Professional Learning (PL) Platform.

How Does the Louisiana Leader Evaluation System Support a Growth Mindset?

Growth Mindset
Intelligence can be developed.
Leads to a desire to learn and therefore a tendency to: ● Embrace challenges ● Persist despite obstacles ● See effort as path to mastery ● Learn from feedback ● Be inspired by others' success

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Preparing to Transition to LEADS

Actions to Consider

- Selecting evaluators/designated observers
- Attending training
- Communicating with stakeholders
- Scheduling observations
- Norming on the rubrics
- Determining local policy decisions

Selecting Evaluators/Designated Observers

Factors to consider when selecting educator (teacher) evaluators/designated observers	Factors to consider when selecting leader evaluators
● Number of teachers on campus ● Number of new teachers on campus ● Number of school leaders ● Available teacher leaders	● Number of principals ● Number of new leaders ● System leader roles/responsibilities

All evaluators/designated observers are required to attend training.
● Anyone attending the Louisiana Educator Evaluation Training and passing the certification assessment may apply for the mentor credential.

Communication with Stakeholders

- System-level leaders
- School leaders
- Teachers and Counselors

Critical Attributes of an Effective Observation Schedule

- Three observation cycles
- Labeled observations as announced or unannounced
- Assigned observers
- Defined window for pre-conference
- Defined window for entering observation data into state platform
- Defined window for post-conference & coaching plan
- Defined window for follow-up informal observation

Additional Items to Consider on Observation Schedules

- Linking to master schedule
- Listing subjects/times
- Linking resources such as curriculum and post-conference forms
- Adding names of shadow observers
- Local policies

Defining Professionalism

		Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
School Responsibilities	The educator accepts responsibility and/or assists peers in contributing to a safe and orderly school environment.	Consistently	Regularly	Sometimes
	The educator adheres to system and school policies.	Consistently	Regularly	Sometimes
	The educator keeps timely and professional records.	Consistently	Regularly	Sometimes

Practices to Improve Rater-Reliability

Systems should consider the following when planning for the upcoming year and setting professional learning calendars and evaluation schedules:
- Norming on indicators
- Learning walks
- Shadow scoring
- Review of evidence selection and categorization

Evidence Collection

Educators	Counselors and Leaders
Evaluators script the lesson during observation.	Evidence collection is ongoing through on-site visits and document sharing.
High-Quality Evidence Types: ● **Student** evidence: What students say, do, and produce ● **Teacher** evidence: What the teacher says and does ● **Visual** evidence: Wording from visuals used during the lesson ● **Task** evidence: Wording from tasks or assignments in which students engage ● **Impact** evidence: What impacted student mastery of the lesson objective	Examples include: ● Teacher-led meetings ● Newsletters ● Communication to parents ● Meeting logs and agendas ● Student data

Policy Considerations

Bulletin 130 states that local personnel evaluation plans defined by the board shall include, at a minimum, the following elements:
- Job Description;
- Professional Growth Planning Process;
- Observation, Data Collection, and Conferencing Process;
- Professional Learning and Support;
- Student Learning Targets; and
- Grievance Process.

Evaluation payout is a local policy decision.

Next Steps

Take the next two minutes to capture your next steps to prepare for the transition to LEADS.

Louisiana Evaluation System (LES) Data Platform

Louisiana Evaluation System (LES)

The LES data system is a part of the larger data system called Louisiana Educator Portal (LEP).

LES is a comprehensive data system that will hold all evaluation data for an individual.

- Rosters pre-populate from EdLink
- System-level contacts will have administrator access
- Evaluators and evaluatees will enter data
- Data will be entered throughout the school year

Webinars to provide an overview and demonstration for various audiences will be announced this spring in newsletters.

Closing

Learning Year Support for Systems

- Monthly Calls with specific learning focus
- Office Hours for technical support
- On-site visits to support implementation

Continued Refinement

Resources will continue to be developed and refined throughout the 2024-2025 school year.

- Student Learning Target Guidance will be enhanced and additional samples will be developed.
- Additional Louisiana-specific classroom examples will be added to the Evaluation Handbook.
- Examples for proficient counselor performance will be compiled for a Counselor Handbook.

Evaluation data and feedback from participating systems will be collected throughout the 2024-2025 school year and will be used to make final adjustments to LEADS prior to the 2025-2026 Full Implementation Year.

Launch

https://drive.google.com/file/d/1chwuLS14jl7GlyClHiN-0PjF_xdTm0fm/view?ts=6619a21a

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Thank You

Please see the [Evaluation Learning Year Frequently Asked Questions List](#) for additional information.

Please email leads@la.gov with questions.