

# Louisiana LEADS the Way in Teacher and Leader Support

The Louisiana Educator Advancement and Development System (LEADS)



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# 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:

- **Practices** grounded in **evidence** 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



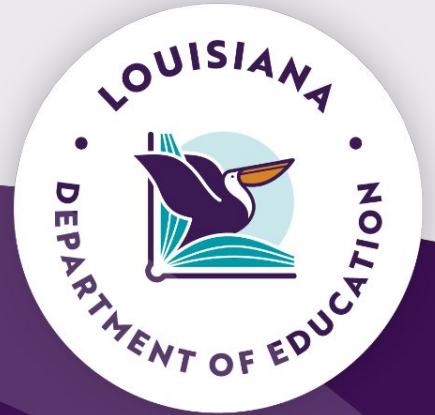
# What is the Difference between a Fixed Mindset and a Growth Mindset?

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to look smart and therefore a tendency to: <ul style="list-style-type: none"><li>● Avoid challenges</li><li>● Give up easily due to obstacles</li><li>● See effort as fruitless</li><li>● Ignore useful feedback</li><li>● Be threatened by others' success</li></ul>	Leads to a desire to learn and therefore a tendency to: <ul style="list-style-type: none"><li>● Embrace challenges</li><li>● Persist despite obstacles</li><li>● See effort as path to mastery</li><li>● Learn from feedback</li><li>● Be inspired by others' success</li></ul>

“The more reflective we are, the more effective we are.”

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

# LEADS Overview





# 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	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● VAM</li> <li>● SLTs</li> </ul>
Principals	<ul style="list-style-type: none"> <li>● Conference</li> <li>● Self-Assessment</li> <li>● Principal Survey</li> </ul>	<ul style="list-style-type: none"> <li>● SLTs</li> </ul>
Counselors and Non-Principal School Leaders	<ul style="list-style-type: none"> <li>● Conference</li> <li>● Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● SLTs</li> </ul>

\*Quantitative Score = Student Growth Score

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



# 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



# Research Shows a Strong Positive Correlation

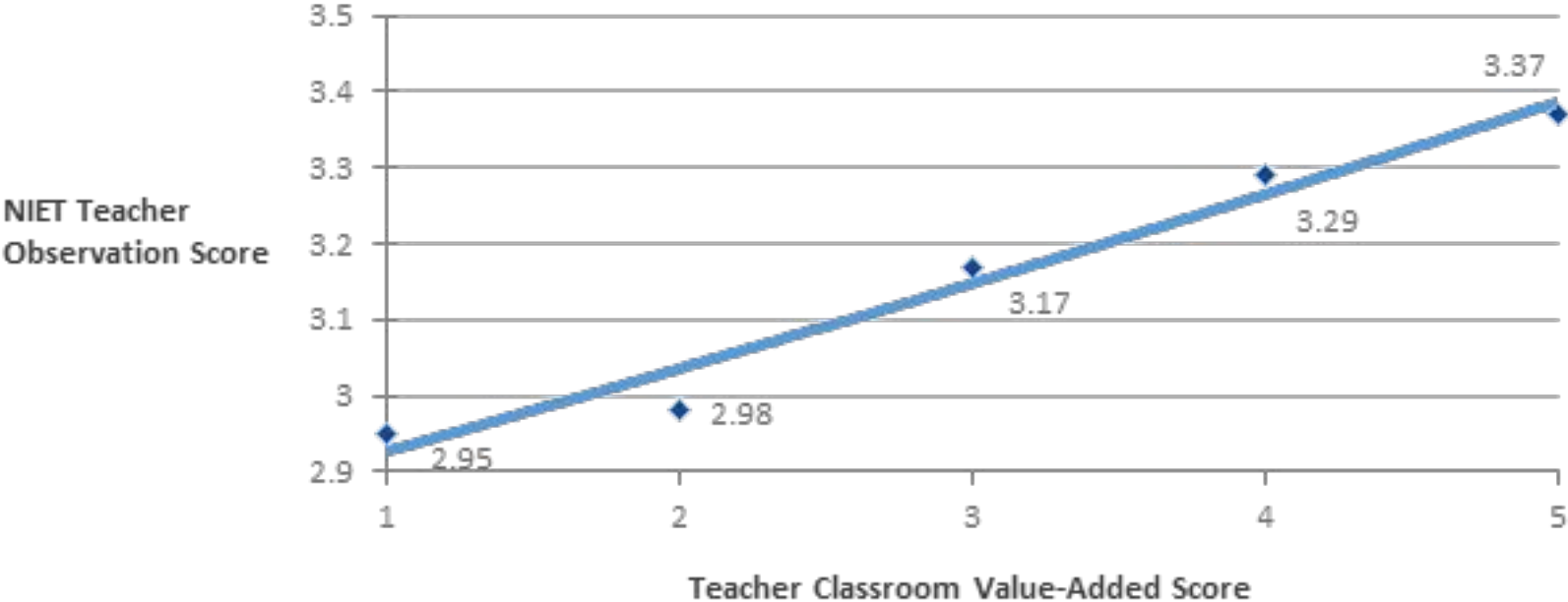


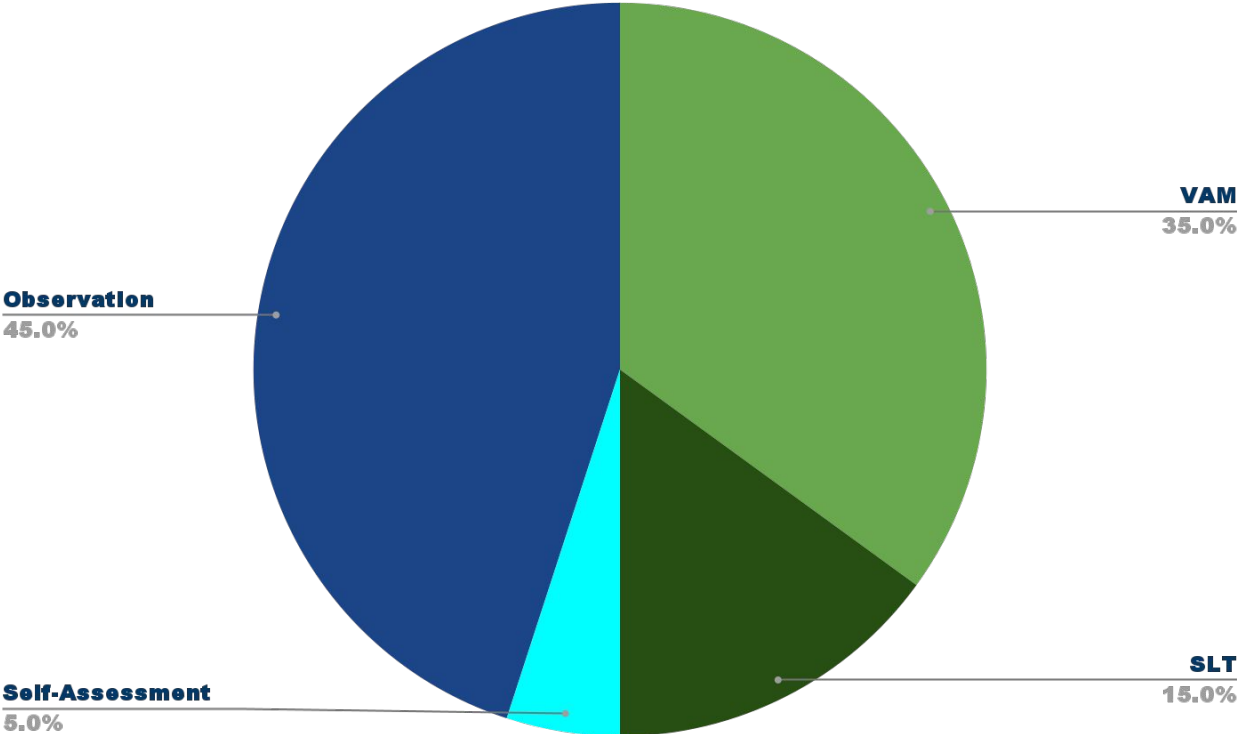
Figure 2. Strong Relationship between NIET Teacher Observation Scores and Classroom Value-Added Scores

Hudgens, T. M., Logis, H. A., Leutscher, T., & Barnett, J. H. (2020).





# Educator Evaluation Component Weights



# 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.



# Louisiana Educator Rubric

The [Louisiana Educator Rubric](#) consists of 4 domains and 23 indicators.

INSTRUCTION	PLANNING	ENVIRONMENT	PROFESSIONALISM
<ol style="list-style-type: none"> <li>1. Standards and Objectives</li> <li>2. Motivating Students</li> <li>3. Presenting Instructional Content</li> <li>4. Lesson Structure and Pacing</li> <li>5. Activities and Materials</li> <li>6. Questioning</li> <li>7. Academic Feedback</li> <li>8. Grouping Students</li> <li>9. Teacher Content Knowledge</li> <li>10. Teacher Knowledge of Students</li> <li>11. Thinking</li> <li>12. Problem-Solving</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructional Plans</li> <li>2. Student Work</li> <li>3. Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Expectations</li> <li>2. Engaging Students and Managing Behavior</li> <li>3. Environment</li> <li>4. Respectful Conditions</li> </ol>	<ol style="list-style-type: none"> <li>1. Growing and Developing Professionally</li> <li>2. Reflecting on Teaching</li> <li>3. School Involvement</li> <li>4. School Responsibilities</li> </ol>



# Rubric Format

INSTRUCTION		Domain		
		Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
<i>Description of Performance Level</i>	Indicator	<i>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning</i>	<i>Minimal Evidence of Student Ownership of Learning - Heavy Emphasis on Teacher Direction</i>
<b>Standards and Objectives (SO)</b>		All learning objectives and state content standards*, and their connection to student work expectations, are explicitly communicated and understood by students.	<ul style="list-style-type: none"> <li>Learning objectives and state content standards* are communicated.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> learning objectives and state content standards* are communicated.</li> </ul>

# Rubric Format

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Description of Performance

Performance Level

Descriptor



# Louisiana Educator Rubric

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

**INSTRUCTION**  
75%

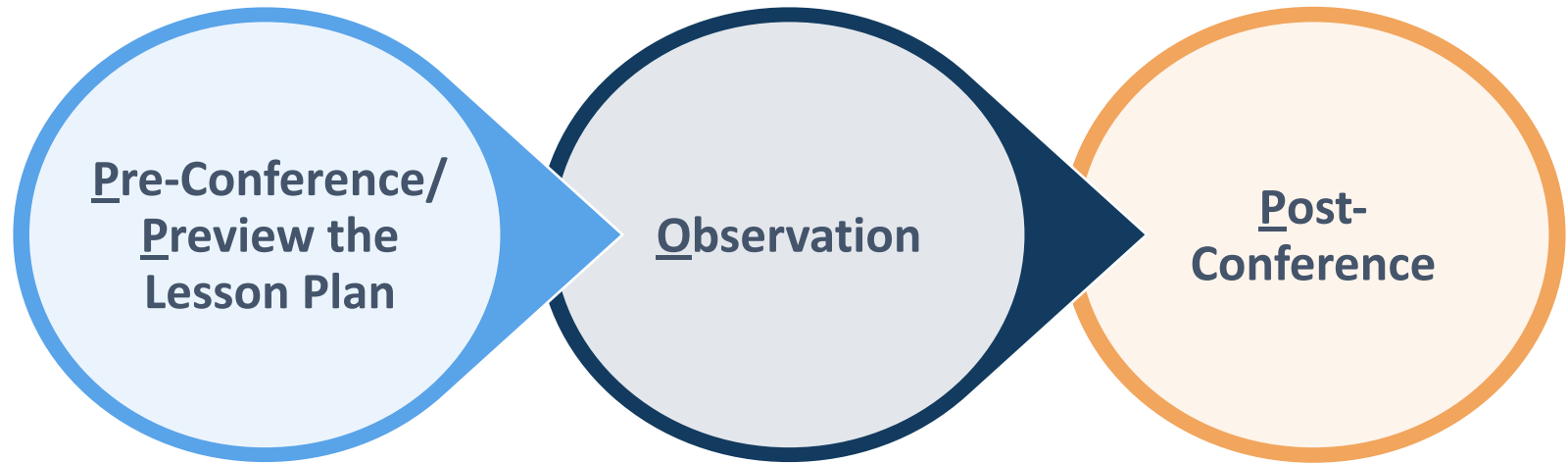
**PLANNING**  
15%

**ENVIRONMENT**  
5%

**PROFESSIONALISM**  
5%



# The POP Cycle



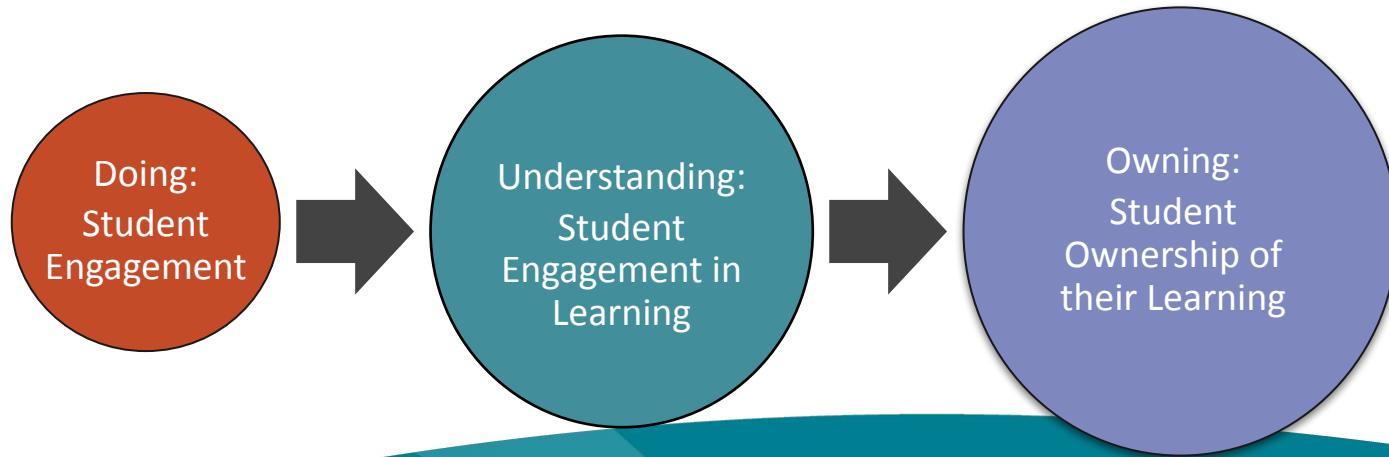


# High-Quality Observation Evidence

1. **Student** evidence: What students say, do, and produce
2. **Teacher** evidence: What the teacher says and does
3. **Visual** evidence: Wording from visuals used during the lesson
4. **Task** evidence: Wording from tasks or assignments in which students engage
5. **Impact** evidence: What impacted student mastery of the lesson objective

# The Student Progression of Learning

- The Louisiana Educator Rubric (LER) is about **highly effective instruction** that results in **deep student learning**.
- Highly impactful instruction moves beyond foundational student engagement to student ownership of their own learning.



# Focusing on Students Supports Deeper Learning

The Louisiana Educator Rubric **heightens the focus on students**

- Language points to what students are doing
- Student work is highlighted
- Level 5 shows students *leading* the learning

## Doing

Proficient (Level 3)

Teacher: The teacher directs learning for the majority of the lesson

Students: Evidence of student engagement

## Understanding

Above Proficient (Level 4)

Teacher: The teacher shifts to facilitating learning  
Students: Students begin to shift from student engagement to student ownership of learning

## Owning

Exemplary (Level 5)

Teacher: Teacher and students co-facilitate learning with an exchange of ideas and collaboration  
Students: Students take ownership of their learning



# The Follow-Up Coaching and Support Cycle



# Supporting Teachers in Refinement Area Growth

The Follow-Up Coaching and Support Cycle:

- Is an extension of the refinement area and recommended action from a teacher's post-conference plan;
- Is grounded in a Coaching Plan that outlines the post-conference recommended action in a series of steps;
- Provides an opportunity for observers to support teachers in applying post-conference feedback; and
- Ensures that the evaluation process is not just a one-time event, but part of an ongoing cycle of continuous improvement.

# 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<sup>®</sup> 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<sup>®</sup> 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

“The more reflective we are, the more effective we are.”

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

# 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.

# Preparing to Transition to LEADS



# Actions to Consider

- Reviewing the Louisiana Educator Rubric once published
- Maximizing reflection/self-assessment
- Review the shifts in student ownership across the rubric

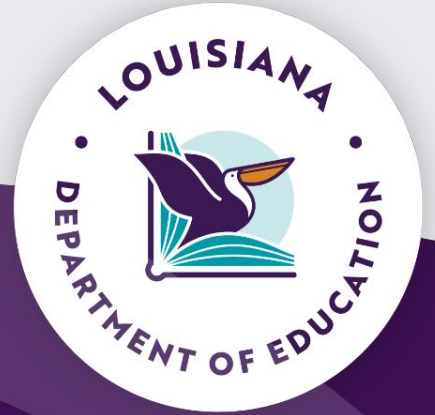


# Next Steps

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.

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.



# Closing





# Learning Year Support

- Training for teachers in the Professional Learning Platform
- 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.

# Louisiana Educator Evaluation System Supports Development

*“Transitioning from classroom teacher to master teacher leader, the Louisiana Educator Rubric has been an eye-opener. I understand the rubric and how it **promotes teaching and learning to reach ALL students**. Using the educator rubric with fidelity will continue to **promote student success**.”*

- Felica Harris, Master Teacher-Math/Science, Claiborne Parish



# Thank You

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

Please email [leads@la.gov](mailto:leads@la.gov) with questions.

