



Teaching and Learning

Guide for School Leaders: Planning for Implementation of LEADS

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Overview

The Louisiana Educator Advancement and Development System (LEADS) is the new state educator and leader evaluation system. LEADS is designed to drive professional growth and student achievement across Louisiana systems and schools. This document is intended to help school leaders prepare for implementation and ongoing professional learning in relation to LEADS.

Before Evaluation Learning Year Implementation:

Month	Action - Leader Evaluation	Action - Educator Evaluation
Spring/ Summer 2024	<ul style="list-style-type: none"> Identify who will serve as school leaders at your school for the 2024-2025 school year. School-level leaders include principals, assistant principals, deans, associate principals, and others whose local job description is classified as a school leader. Communicate training dates to school leaders at your school. <i>The Louisiana Leader Rubric and Evaluation Training is mandatory for both school leaders and those who will be evaluating school leaders using the LLR.</i> 	<ul style="list-style-type: none"> Identify who will serve as designated observers/evaluators of educators at your school for the 2024-2025 school year. Communicate training dates to designated observers and evaluators at your school. <i>The Louisiana Educator Rubric and Evaluation Training is mandatory for individuals who will be serving as evaluators or designated observers of educators.</i>
	<ul style="list-style-type: none"> Disseminate evaluation training registration information to your school-level designated observers, evaluators, and school leaders. Provide system-level leaders documentation that all 2024-2025 designated observers and evaluators and school leaders at your school have registered for training. Provide an overview of the Evaluation Learning Year to all stakeholders in your school, and describe how the new evaluation process supports growth and development. Meet with system-level and school-level leaders to determine action steps to prepare for effective implementation of the Evaluation Learning Year. 	
June/July/ August/ September 2024	<ul style="list-style-type: none"> All school leaders and their evaluators complete the two-day Louisiana Leader Evaluation Training. Training participants will receive a deep dive of the Louisiana Counselor Rubric and an overview of the counselor evaluation process, which mirrors the school leader process. After completing the two-day Louisiana Leader Evaluation 	<ul style="list-style-type: none"> All designated observers and evaluators of educators from your school complete the three-day (or one-day if eligible) Louisiana Educator Evaluation Training. After completing the one-day or three-day Louisiana Educator Evaluation Training, designated observers and evaluators must pass the online educator evaluation certification test.

	<p>Training, evaluators must pass the online school leader evaluation certification test. School leader evaluators develop a timeline for school leader evaluation (orientation, Beginning-of-Year (BOY) conferences and goal-setting, campus visits/evidence collection, Middle-of-year (MOY) conferences, MOY data entry, campus visits/evidence collection, administering school leader surveys, End-of-Year (EOY) conferences, EOY data entry)</p>	<ul style="list-style-type: none"> • School leaders engage in a system-wide orientation which will outline expectations for implementation of the Louisiana Educator Evaluation System for the Learning Year. • School leaders develop a long-range plan for evaluators to build in-depth knowledge of the LER, inter-rater reliability, and coaching and feedback skills.
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During Evaluation Learning Year Implementation:

Month	Action - Leader Evaluation	Action - Educator Evaluation
<p>Quarter 1 (July - September 2024)</p>	<p>August/September:</p> <ul style="list-style-type: none"> • School leaders engage in BOY Conferences with their evaluator (set leader goal(s), develop an action plan, and identify possible evidence to collect). <p>Ongoing:</p> <ul style="list-style-type: none"> • School leader evaluators conduct campus visits to collect evidence and artifacts and support school leaders with goals. 	<p>August:</p> <ul style="list-style-type: none"> • Designated observers and evaluators of educators develop an implementation timeline for educator evaluation (orientation for educators, master observation schedule including one to three observation cycles (depending on the teacher’s experience and prior ratings) that account for the length of the cycle, a pre-conference (announced observation only), observation, observer of record, post conference, data entry, and follow-up coaching cycle). • Each school shares their master observation schedule with system-level leaders.

		<p>September:</p> <ul style="list-style-type: none"> • Schools orient educators to the Evaluation Learning Year components and processes. • School leaders develop a long-range plan for the instructional leadership team to build LER depth-of-knowledge, inter-rater reliability, and coaching and feedback skills. • School leaders develop a long-range plan for teacher collaboration professional learning opportunities, where educators/teachers build LER depth-of-knowledge and self-assessment skills. <p>Ongoing:</p> <ul style="list-style-type: none"> • Designated observers/evaluators of educators at each school conduct the first cycle of observations and the subsequent follow-up coaching and support cycle. • In school instructional leadership teams (ILTs), evaluators engage in professional learning to build in-depth knowledge of the LER and to strengthen inter-rater reliability. • In teacher collaboration, educators/teachers follow a long-range plan designed to build in-depth knowledge of the LER. This plan should align with the ILT’s learning.
<p>Quarter 2 (October- December 2024)</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> • Evaluators of school leaders conduct campus visits to collect evidence and artifacts and support school leaders with goals. 	<p>November:</p> <ul style="list-style-type: none"> • School instructional leadership teams conduct trend analysis with observation data from the first cycle of educator observations, identify strengths and growth opportunities, and determine next steps for the team’s professional learning (i.e. extended LER indicator deep dives, connections to high-quality

		<p>instructional material (HQIM) implementation, connections to student work).</p> <p>Ongoing:</p> <ul style="list-style-type: none"> For eligible educators, designated observers/evaluators of educators at each school conduct the second cycle of observations and the subsequent follow-up coaching and support cycle. In teacher collaboration, educators/teachers follow a long-range plan designed to build in-depth knowledge of the LER. This plan should align with the ILT’s learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).
<p>Quarter 3 (January-March 2025)</p>	<p>January:</p> <ul style="list-style-type: none"> School leaders complete self-assessment ratings for all Louisiana Leader Rubric indicators prior to the MOY Conference. School leaders engage in MOY Conferences with their evaluator (discuss evidence/artifacts, leader’s self-assessment ratings, progress toward leader goal(s) and revise action plan and/or goals as necessary). After the MOY Conference, evaluators share MOY ratings with the school leader. <p>Ongoing:</p> <ul style="list-style-type: none"> School leader evaluators conduct campus visits to continue collecting evidence and artifacts and supporting leaders with goals. 	<p>January/February:</p> <ul style="list-style-type: none"> School instructional leadership teams conduct trend analysis with observation data from the first and second cycles of educator observations, identify strengths and growth opportunities, and determine next steps for the team’s professional learning (i.e. extended LER indicator deep dives, connections to HQIM implementation, connections to student work). <p>Ongoing:</p> <ul style="list-style-type: none"> For eligible educators, designated observers/evaluators at each school conduct the third cycle of observations and the subsequent follow-up coaching and support cycle (or conversation looking ahead to the coaching plan for the beginning of the next school year). <i>**Can extend into April</i> In teacher collaboration, educators/teachers follow a long-range plan designed to build

		<p>in-depth knowledge of the LER. This plan should align with the ILT’s learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).</p>
<p>Quarter 4 (April-June 2025)</p>	<p>April/May:</p> <ul style="list-style-type: none"> • School leader evaluators conduct campus visits to continue collecting evidence and artifacts and supporting leaders with goals. <p>May/June:</p> <ul style="list-style-type: none"> • School leaders complete self-assessment ratings for all Louisiana Leader Rubric indicators prior to the EOY Conference. • School leaders engage in EOY Conferences with their evaluator (discuss goal attainment and supporting evidence, strengths and growth opportunities, leader’s self-assessment ratings). • After the EOY Conference, school leader evaluators share EOY evaluator ratings with the school leader. 	<p>April/May:</p> <ul style="list-style-type: none"> • For eligible educators, designated observers/evaluators in each school conduct the third cycle of observations and the subsequent follow-up coaching and support cycle (or conversation looking ahead to the coaching plan for the beginning of the next school year). <i>** If not completed in Quarter 3</i> <p>May/June:</p> <ul style="list-style-type: none"> • School instructional leadership teams conduct trend analysis with observation data from all three cycles of educator observations, identify strengths and growth opportunities, and determine next steps for the team’s professional learning (i.e. extended LER indicator deep dives, connections to HQIM implementation, connections to student work) • In teacher collaboration, educators/teachers follow a long-range plan designed to build in-depth knowledge of the LER. This plan should align with the ILT’s learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).

After Evaluation Learning Year Implementation:

Month	Action - Leader Evaluation	Action - Educator Evaluation
Quarter 4 (April-June 2025)	Ongoing <ul style="list-style-type: none"> Identify new school leaders who will serve at your school for the 2025-2026 school year. New school leaders and new evaluators must complete the 2-day Louisiana Leader Evaluation Training. Communicate the summer 2025 training dates to new school leaders at your school. 	Ongoing <ul style="list-style-type: none"> Identify who will serve as new designated observers/evaluators of educators at your school for the 2025-2026 school year. New designated observers/evaluators must complete the Louisiana Educator Evaluation Training in Baton Rouge. Communicate the summer 2025 training dates to new designated observers and evaluators of educators at your school.
	June: <ul style="list-style-type: none"> School leaders and educators participate in system-wide summer professional learning relevant to their growth opportunities, as identified via 2024-2025 educator and school leader observations and evaluation. School leaders meet with system-level leaders to determine action steps to prepare for the Evaluation Full Implementation Year. Ongoing: <ul style="list-style-type: none"> Disseminate evaluation training registration information to new school leaders and new designated observers and evaluators of educators at your school. Provide system-level leaders documentation that all new school leaders and designated observers/evaluators of educators at your school have registered for evaluation training. 	
June/July 2025	July: <ul style="list-style-type: none"> School leader evaluators develop a timeline for implementation of the Louisiana Leader Evaluation System for the Full Implementation Year. Ongoing: <ul style="list-style-type: none"> New school leaders from your school complete the two-day Louisiana Leader Evaluation Training. 	July: <ul style="list-style-type: none"> School leaders engage in a system-wide orientation which will outline expectations for the Louisiana Educator Evaluation System Full Implementation Year. Ongoing: <ul style="list-style-type: none"> New designated observers/evaluators of educators from your school complete the three-day Louisiana Educator Evaluation Training.

	<ul style="list-style-type: none"> • If you are new to the school principal/school leader evaluator position, you must pass the online school leader evaluation certification test. • Existing school principals/school leader evaluators must pass the online school leader recertification test each year. 	<ul style="list-style-type: none"> • New educator observers and evaluators from your school must pass the online educator evaluation certification test. • Existing designated observers/evaluators of educators at your school must pass the online educator evaluation recertification test each year. • School leaders collaborate with the ILT to set instructional goals and to identify an aligned area of need to drive the work of the ILT (LER indicator deep dives, leveraging the teacher collaboration structure to support sustained practice, coaching and feedback skills, shifting from student engagement to student ownership of learning, connections to HQIM implementation, connections to student work, etc.).
	<ul style="list-style-type: none"> • School leaders and educators participate in system-wide summer professional learning relevant to their growth opportunities, as identified via 2024-2025 educator and school leader observations and evaluation. 	