



Teaching and Learning

# *Guide for System Leaders:* Planning for Implementation of LEADS

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## Overview

The Louisiana Educator Advancement and Development System (LEADS) is designed to drive professional growth and student achievement across Louisiana systems and schools. Intentional preparation will help you and your evaluators/designated observers prepare for transitioning to LEADS. This document is intended to help system leaders prepare for implementation and ongoing professional learning in relation to LEADS.

## Before Evaluation Learning Year Implementation:

Month	Action - Leader Evaluation	Action - Educator Evaluation
<p><b>Spring/ Summer 2024</b></p>	<ul style="list-style-type: none"> <li>Identify who will serve as school leaders 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.</li> <li>Identify 2024-2025 school leader evaluators.</li> <li>Communicate training dates to evaluators at the school and system levels. <i>The Louisiana Leader Rubric and Evaluation Training is mandatory for both individuals who will be serving as evaluators of school-level leaders and school-level leaders who will be evaluated on the LLR.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify 2024-2025 educator observers/evaluators.</li> <li>Communicate training dates to observers and evaluators at the school and system levels. <i>The Louisiana Educator Rubric and Evaluation Training is mandatory for individuals who will be serving as evaluators or designated observers of school-level educators who will be evaluated on the LER.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Disseminate evaluation training <a href="#">registration</a> information to system and school-level observers, evaluators and school leaders.</li> <li>Have a system in place to ensure and document that all 2024-2025 observers and evaluators have registered for training.</li> <li>Meet with system-level leaders to develop an Evaluation Learning Year communication plan that will provide all stakeholders an overview and emphasize the reimagining of the evaluation process to focus on educator and leader growth and development to support student achievement.</li> <li>Meet with system-level and school-level leaders to determine action steps to prepare for effective implementation of the Evaluation Learning Year.</li> </ul>	
<p><b>June/ July/ August/ September 2024</b></p>	<ul style="list-style-type: none"> <li>All school leader evaluators and school leaders in the school system complete the two-day Louisiana Leader Evaluation Training (Training participants will receive a deep dive of the counselor rubric and an overview of the counselor evaluation</li> </ul>	<ul style="list-style-type: none"> <li>All educator observers and evaluators in the school system complete the three-day Louisiana Educator Evaluation Training (<i>**NIET certified observers/evaluators in good standing will be eligible to attend a one-day training. Approval from a system-level</i></li> </ul>

	<p>process, which mirrors the school leader evaluation process.</p> <ul style="list-style-type: none"> <li>• After completing the full two-day Louisiana Leader Evaluation Training, evaluators pass the online school leader evaluation certification test.</li> <li>• School leader evaluators develop an implementation 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.)</li> </ul>	<p><i>leader must be obtained before registering for a one-day training.</i></p> <ul style="list-style-type: none"> <li>• After completing the full three-day or one-day Louisiana Educator Evaluation Training, observers and evaluators pass the online educator evaluation certification test.</li> <li>• System leaders orient school leaders to systemwide expectations for implementation of the Louisiana Educator Evaluation System for the Learning Year.</li> </ul>
	<ul style="list-style-type: none"> <li>• System level leaders develop a long-range plan for the system-level leadership team to build both LER and LLR depth of knowledge, inter-rater reliability, and coaching and feedback skills.</li> </ul>	

## During Evaluation Learning Year Implementation:

Month	Action - Leader Evaluation	Action - Educator Evaluation
<p><b>Quarter 1 (July - September 2024)</b></p>	<p><b>August/September:</b></p> <ul style="list-style-type: none"> <li>School leader evaluators conduct BOY Conferences with school leaders (set leader goal(s), develop an action plan, and identify possible evidence to collect).</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>School leader evaluators conduct campus visits to collect evidence and artifacts and support leaders with goals.</li> </ul>	<p><b>August:</b></p> <ul style="list-style-type: none"> <li>System leaders support school leaders in developing an implementation timeline for educator evaluation (orientation for educators, master observation schedule including three observation cycles 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).</li> <li>Each school shares with system-level leaders their master observation schedule.</li> </ul> <p><b>September:</b></p> <ul style="list-style-type: none"> <li>Schools orient educators to the Evaluation Learning Year components and processes.</li> <li>School leaders develop a long-range plan for the instructional leadership team (ILT) to build LER depth of knowledge, inter-rater reliability, and coaching and feedback skills.</li> <li>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.</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>Educator observers/evaluators conduct the first cycle of observations and the subsequent follow-up coaching and support cycle.</li> <li>School ILTs engage in professional learning to build in-depth knowledge</li> </ul>

		<p>of the LER and to strengthen inter-rater reliability.</p> <ul style="list-style-type: none"> <li>In teacher collaboration, educators/teachers follow an LER depth-of-knowledge long-range plan similar to and proceeding the ILT's learning.</li> </ul>
	<p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>The system-level leadership team engages in professional learning to build in-depth knowledge of the LER and LLR and to strengthen inter-rater reliability for both tools.</li> </ul>	
<p><b>Quarter 2 (October-December 2024)</b></p>	<p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>School leader evaluators conduct campus visits to collect evidence and artifacts and support leaders with goals.</li> </ul>	<p><b>November:</b></p> <ul style="list-style-type: none"> <li>The system-level leadership team conducts trend analysis with schools' observation data from the first cycle of educator observations, identifies systemwide strengths and growth opportunities, and determines next steps for the system-level professional learning and support for educators and school leaders (System level leaders and school ILTs should also be looking for inter-rater reliability in this data and address any issues they see with individual evaluators as needed).</li> <li>School ILTs 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 instructional material (HQIM) implementation, connections to student work).</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>For new teachers, (0-2 years) and qualifying experienced teachers, educator observers/evaluators conduct the second cycle of</li> </ul>

		<p>observations and the subsequent follow-up coaching and support cycle.</p> <ul style="list-style-type: none"> <li>• In teacher collaboration, educators/teachers engage in a long-range plan for professional learning similar to and proceeding the ILT’s learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).</li> </ul>
	<p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• The system-level leadership team engages in professional learning to build in-depth knowledge of the LER and LLR and to strengthen inter-rater reliability for both tools.</li> </ul>	
<p><b>Quarter 3 (January-March 2025)</b></p>	<p><b>January:</b></p> <ul style="list-style-type: none"> <li>• School leader evaluators conduct MOY Conferences with school leaders (discuss evidence/artifacts, leader’s self-assessment ratings, progress toward leader goal(s) and revise action plan and/or goals as necessary).</li> <li>• School leader evaluators share MOY evaluation ratings with the school leader.</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• School leader evaluators conduct campus visits to continue collecting evidence and artifacts and supporting leaders with goals.</li> </ul>	<p><b>January/February:</b></p> <ul style="list-style-type: none"> <li>• School ILTs 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).</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• For new teachers, (0-2 years) and qualifying experienced teachers, educator observers/evaluators 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></li> <li>• In teacher collaboration, educators/teachers engage in a long-range plan for professional learning similar to and proceeding the ILT’s learning (extended LER indicator deep dives, connections to HQIM</li> </ul>

		implementation, connections to student work).
	<p><b>January/February:</b></p> <ul style="list-style-type: none"> <li>The system-level leadership team conducts trend analysis with schools' observation data from the first and second cycles of educator observations and school leader MOY conferences. The team identifies system-wide strengths and growth opportunities for educators and for leaders, and determines next steps for the system-level professional learning and support for educators and school leaders.</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>The system-level leadership team engages in professional learning to build in-depth knowledge of the LER and LLR and to strengthen inter-rater reliability for both tools.</li> </ul>	
<p><b>Quarter 4 (April-June 2025)</b></p>	<p><b>April/May:</b></p> <ul style="list-style-type: none"> <li>School leader evaluators conduct campus visits to continue collecting evidence and artifacts and supporting leaders with goals.</li> </ul> <p><b>May/June:</b></p> <ul style="list-style-type: none"> <li>School leader evaluators conduct EOY Conferences with school leaders (discuss goal attainment and supporting evidence, strengths and growth opportunities, and leader's self-assessment ratings).</li> <li>School leader evaluators share EOY evaluation ratings with the school leader.</li> </ul>	<p><b>April/May:</b></p> <ul style="list-style-type: none"> <li>For qualifying teachers, educator observers/evaluators 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). <b>** If not completed in Quarter 3</b></li> <li>School ILTs 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).</li> <li>In teacher collaboration, educators/teachers engage in a long-range plan for professional learning similar to and proceeding the ILT's learning (extended LER indicator deep dives, connections to HQIM implementation, connections to student work).</li> </ul>
	<p><b>May/June:</b></p>	

	<ul style="list-style-type: none"><li>• The system-level leadership team conducts trend analysis with schools' observation data from all three cycles of educator observations and school leader end-of-year conferences. The team identifies systemwide strengths and growth opportunities for educators and for leaders, and determines next steps for the system-level professional learning and support for educators and school leaders.</li></ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"><li>• The system-level leadership team engages in professional learning to build in-depth knowledge of the LER and LLR and to strengthen inter-rater reliability for both tools.</li></ul>
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## After Evaluation Learning Year Implementation:

Month	Action - Leader Evaluation	Action - Educator Evaluation
<b>Quarter 4 (April-June 2025)</b>	<b>Ongoing</b> <ul style="list-style-type: none"> <li>Identify new school leader evaluators for the 2025-2026 school year.</li> <li>Communicate the summer 2025 Louisiana Leader Evaluation Training dates to evaluators at the school and system levels.</li> </ul>	<b>Ongoing</b> <ul style="list-style-type: none"> <li>Identify new educator observers/evaluators for the 2025-2026 school year.</li> <li>Communicate the summer 2025 Louisiana Educator Evaluation Training dates to observers and evaluators at the school and system levels.</li> </ul>
	<b>June:</b> <ul style="list-style-type: none"> <li>Offer system-wide summer professional learning to educators and school leaders that is aligned to growth opportunities identified via 2024-2025 educator and school leader observation data.</li> <li>Meet with system level and school-level leaders to determine action steps to prepare for the Evaluation Full Implementation Year.</li> </ul> <b>Ongoing:</b> <ul style="list-style-type: none"> <li>Disseminate evaluation training registration information to system and school-level observers and evaluators and school leaders.</li> <li>Have a system in place to ensure and document that all 2025-2026 observers and evaluators have registered for training.</li> </ul>	
<b>June/July 2025</b>	<b>July:</b> <ul style="list-style-type: none"> <li>School leader evaluators develop a timeline for implementation of the Louisiana Leader Evaluation System for the Full Implementation Year.</li> </ul> <b>Ongoing:</b> <ul style="list-style-type: none"> <li>New school leader evaluators and new school leaders in the school system complete the two-day Louisiana Leader Evaluation Training.</li> <li>New school leader evaluators pass the online school leader evaluation certification test.</li> </ul>	<b>July:</b> <ul style="list-style-type: none"> <li>System leaders orient school leaders to system-wide expectations of the Louisiana Educator Evaluation System Full Implementation Year.</li> </ul> <b>Ongoing:</b> <ul style="list-style-type: none"> <li>New educator observers and evaluators in the school system complete the three-day Louisiana Educator Evaluation Training.</li> <li>New educator observers and evaluators pass the online educator evaluation certification test.</li> <li>Existing educator observers and evaluators pass the online educator evaluation recertification test.</li> </ul>

	<ul style="list-style-type: none"> <li>Existing school leader evaluators pass the online school leader recertification test.</li> </ul>	
	<ul style="list-style-type: none"> <li>Offer system-wide summer professional learning for educators and school leaders that is aligned to growth opportunities identified via 2024-2025 educator and school leader observation data.</li> <li>System-level leaders develop a long-range plan for the system-level leadership team to support specific and challenging areas of the Louisiana Educator and Leader Evaluation Systems (LER or LLR indicator deep dives, leveraging ILT and teacher collaboration structures 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.).</li> </ul>	