

## Office of Teaching & Learning: Educator Talent & Workforce Development

# The Instructional Leadership Team (ILT) and LEADS: Bridging Leadership and Instruction

Published August 2026

---

## The Purpose of the ILT

The School Instructional Leadership Team (ILT) is the structure through which school leaders enact the expectations of the Louisiana Leader Rubric (LLR) while directly supporting educator growth aligned to the Louisiana Educator Rubric (LER).

While the LLR defines the leadership actions that create the conditions for instructional excellence, the LER defines the instructional practices that students should experience in every classroom. The ILT serves as the bridge between these two frameworks. Through strategic planning, professional learning, coaching, observation, and continuous improvement, the ILT ensures that leadership actions result in stronger instructional practice and improved student outcomes.

In a coherent system, leaders create the conditions that enable educators to continuously strengthen their practice in line with the expectations outlined in the LER.

## The ILT's Role in Enacting the LLR

The actions outlined in the LLR emphasize that leaders:

- Establish a shared vision for learning;
- Build educator capacity;
- Ensure high-quality instruction;
- Use evidence to drive improvement; and
- Create systems of support and accountability.

The ILT is how these expectations are implemented collectively and consistently.

## Vision for Learning

Effective leaders develop and sustain a shared vision for teaching and learning.

The ILT supports this work by:

- Translating district priorities into clear school-level instructional goals.
- Defining school-wide expectations for instructional practice.
- Aligning professional learning, coaching, and teacher collaboration to a common instructional focus.
- Establishing a shared understanding of what effective instruction looks like in classrooms.

This creates consistency in the instructional experiences students receive across classrooms and grade levels.

## Building Educator Capacity

The ILT builds staff capacity by functioning as the structure for learning, practice, and support, ensuring that learning is systematic rather than dependent on individual effort. In a coherent system, capacity building is not an add-on; it is the core work of the ILT.

The ILT makes expectations visible and consistent and builds capacity by:

- Using a shared language to define what effective instruction looks like in practice;
- Calibrating staff around common instructional expectations;
- Removing ambiguity so teachers know what proficient looks like;
- Identifying teacher learning needs through classroom observations, student work, and student achievement data;
- Designing professional learning aligned to both school priorities and LER expectations;
- Supporting coaching cycles that strengthen instructional planning, lesson delivery, questioning, student engagement, and assessment practices; and
- Building teacher leadership and collaborative expertise throughout the school.

Over time, this results in teachers who are more consistent, skillful, and responsive to student learning needs because the system around them is intentionally designed to support that growth.

## Using Data to Drive Continuous Improvement

Proficient leaders use evidence to inform decisions and improve outcomes.

The ILT fulfills this expectation by:

- Reviewing student achievement data, student work, and observation evidence;
- Examining trends in both student learning and instructional practice;
- Identifying which LER-aligned instructional practices are producing strong outcomes and which require additional support; and
- Determining instructional responses and monitoring the effectiveness of those actions over time.

This process ensures that instructional improvement efforts remain focused on student impact rather than compliance.

## Creating Systems of Accountability and Support

Leaders establish systems that support growth while ensuring accountability.

The ILT creates these conditions by:

- Establishing clear expectations for high-quality instruction aligned to the LER.
- Monitoring implementation through walkthroughs, observations, coaching cycles, and teacher collaboration.
- Aligning professional learning, coaching, and feedback to instructional priorities.
- Using evidence to celebrate successes, identify challenges, and provide targeted support.

These systems create a culture in which continuous improvement is expected and supported.

## The HQPL Cycle: How the ILT Connects the LLR and the LER

The HQPL Learning Cycle serves as the mechanism through which leaders enact the LLR and support growth in LER-aligned instructional practices. Through this cycle, leadership actions and instructional practices become tightly connected and mutually reinforcing.

| HQPL Phase                      | LLR Leadership Actions                                  | LER Instructional Impact                               |
|---------------------------------|---------------------------------------------------------|--------------------------------------------------------|
| <b>Define the Purpose</b>       | Establish priorities and success criteria               | Clarifies expectations for effective instruction       |
| <b>Receive New Learning</b>     | Build leadership and instructional knowledge            | Deepens educators' understanding of effective practice |
| <b>Internalize and Practice</b> | Calibrate observations, feedback, and support           | Strengthens educators' skills and confidence           |
| <b>Implement Learning</b>       | Lead coaching, professional learning, and collaboration | Improves classroom instruction                         |
| <b>Assess Impact</b>            | Analyze implementation and student outcomes             | Refines instructional practice based on evidence       |

## The Measure of Success

The effectiveness of an ILT is not measured by the quality of its meetings, but by its impact on teaching and learning. When the ILT functions effectively:

- Leadership actions align with the LLR's expectations.
- Teacher growth is supported by the expectations outlined in the LER.
- Professional learning is connected directly to classroom practice.
- High-quality instructional materials are implemented with fidelity.
- Teacher collaboration is purposeful and focused on student learning.
- Students experience rigorous, coherent, and responsive instruction every day.

In this way, the ILT serves as the critical link between leadership practice, instructional practice, and student success, ensuring that the expectations of both the LLR and the LER become visible in every classroom.