

LEADS

Louisiana's Educator Advancement and Development System



Dear Colleagues,

In our last newsletter, we delved into the importance of the post-conference session, a critical step in the LEADS process. We explored how to prepare for this phase with an open mind, ensuring you could make the most of the insights and opportunities it offers.

This month, we're taking the next step forward in this journey—focusing on the coaching cycle and what comes next. This phase is all about turning the reflections from the post-conference into actionable steps, giving you clear direction and renewed inspiration. It's designed to empower you in your professional growth and build the confidence that your approach aligns

with your needs and supports closing the achievement gap for your students.

Below, you'll hear from colleagues who have experienced the coaching cycle firsthand. They'll share what the process felt like, along with the tangible benefits it brought to their practice and their students' success.

As always, the LDOE team is here to support you in this transition. Please don't hesitate to [contact us](#) with any questions.

Arthur M. Joffrion, Jr., Ed.D.

Success Stories

“Coaching and support after observation are crucial. This support provides targeted feedback, helping teachers understand expectations, self-assess, and receive guidance for improvement, boosting their confidence and overall effectiveness.

My key refinement area identified in the Louisiana Educator Rubric was

'Presenting Instructional Content and modeling to demonstrate performance expectations.' My evaluator observed that I could enhance student engagement by more effectively leveraging the high-quality instructional materials provided (Stemscopes and Gallopade) to increase student-to-student interaction and foster greater student ownership of learning. Through differentiation, inquiry, and collaborative activities, I have witnessed a significant increase in student participation and a deeper level of understanding among my learners."



Lalithkumari Ponrangam
3rd Grade Science/Social Studies Teacher
Tom Benson Elementary
Jefferson Parish

"Coaching and support have had an immense impact on my understanding of effective teaching. It has allowed me to adopt strategies that better engage students and improve outcomes. I have become a more independent and proactive teacher through the reflection process, and it has led to continuous improvements and confidence in my teaching. Coaching has provided me with the tools to be a better mentor to colleagues, as I now have a clearer understanding of how to support others in their growth."



Jennifer Williams
3rd Grade ELA and Mentor Teacher
Marie B. Riviere Elementary
Jefferson Parish

"A coaching plan helps turn evaluation and post-conference feedback into actionable steps. These steps help minimize the stress of the evaluation process for a teacher and help build confidence and efficacy. An alignment between feedback, coaching, and observations promotes best practices that become habits."

Domonica Fresch



Teacher Toolkit

The LEADS coaching cycle lets teachers take ownership of their professional growth.

The LEADS coaching cycle follows a 6-step process and begins after the teacher's first formal observation and post-conference for the school year. The coaching cycle is customized for individual teachers based on their post-conference refinement area goal for improvement. Each teacher's professional growth plan (PGP) or "coaching plan" is designed to create actionable steps for improvement. Your coach may have conducted your formal observation, or another instructional leader at the school may serve as your coach.

The Coaching Cycle:



What do teachers need to know about the 6-Step Coaching Cycle?

Step 1 Student Need: Following the observation and post-conference, the teacher and coach identify a student need that is connected to the teacher's refinement area goal.

Step 2 Teacher Need/Refinement Area: The teacher and coach revisit the teacher's refinement area goal to ensure they both understand which instructional practice from the rubric (indicator and descriptor) will be the focus of this coaching cycle.

Step 3 Development of PGP/Coaching Plan: The teacher and coach collaborate to develop a PGP/coaching plan. The coaching plan includes a series of action steps (activities) the teacher will take to improve in the refinement area. Since coaching plans are individualized, the number of activities will vary from one plan to another.

Steps 4 Follow-Up Support and Coaching: Over the next 2 to 6 weeks, the teacher will engage in activities outlined in the coaching plan and receive coaching and support. During the cycle, the coach will conduct at least 1 informal observation and provide feedback to the teacher. Ratings are not assigned for informal observations.

Step 5 Impact of Coaching Plan: Throughout the coaching cycle, the teacher and coach reflect on the impact the teacher's improvement actions are having on student learning and the identified student need.

Step 6 Adjustment of Coaching Plan: After the teacher's next formal observation (announced or unannounced) and post-conference, the teacher and coach revisit the coaching plan and adjust as needed, based on the new refinement area.

How might teachers prepare for a successful coaching cycle?

Your coaching plan is unique to you, and tailored to you. Use the prompts below to reflect and prepare for a successful coaching cycle.

Revisit your post-conference plan refinement area:

- Which indicator and specific descriptor from the rubric was identified as your refinement area (area of improvement)?
- Thinking about the connection to student outcomes for the lesson observed, why do you think this refinement area was selected?
- Review the Indicator Explanation and Examples section in the Teacher Handbook aligned to your refinement area.
- Brainstorm what you could have done differently that would have strengthened outcomes for students.

Revisit your post-conference plan recommended action:

- How do the suggestions your observer provided align with or complement your own ideas for next steps?
- Looking forward, if you continue to improve in this refinement area what would student improvement look and sound like?

To better support the coaching cycle, Professional Growth Plans (PGPs)/Coaching Plans are now aligned with the refinement areas identified during the observation process. As outlined in [Bulletin 130](#), these differentiated coaching plans must include both learning objectives and strategies to attain each objective.

An informal observation targeted to the refinement area is also conducted to ensure additional feedback is communicated regarding progress toward objectives. The coaching plan may be adjusted based on informal observations and data collected during the coaching process.

Action Item

Engage with your coach, principal, or observer to develop a coaching plan and specific action steps for improvement in your refinement area.

LEADS Resources

[LEADS Library](#)

[Post-Conference Template](#)

[Formal Observation Cycle of Support](#)

[Louisiana Educator Rubric](#)

[Teacher Handbook](#)

[Evaluation Learning Year FAQ](#)

[SLT Reflection Tool](#)

[LES 2024-2025 Timeline](#)

[Bulletin 130](#)

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