

Louisiana LEADS the Way in Educator Support

The Louisiana Educator Advancement and Development System (LEADS)



April 22, 2024

Welcome

Lori Pennison

- Evaluation Specialist

Rebecca Stephenson

- Director of Preparation and Accountability

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

- Deputy Assistant Superintendent of Educator Talent and Workforce Development



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, counselors, 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?

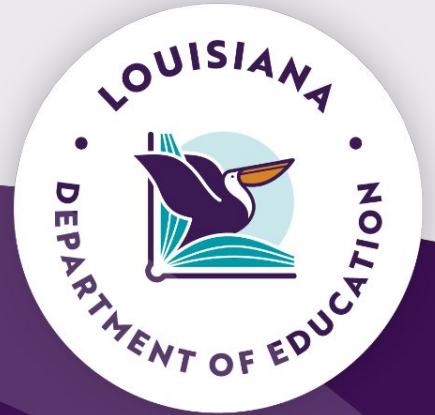
Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to look smart and therefore a tendency to: <ul style="list-style-type: none">● Avoid challenges● Give up easily due to obstacles● See effort as fruitless● Ignore useful feedback● Be threatened by others'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

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

Pete Hall & Alisa Simeral



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.
 - This training includes an overview of the Louisiana Counselor Evaluation System.
- 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">● Observation● Self-Assessment	<ul style="list-style-type: none">● VAM● SLTs
Principals	<ul style="list-style-type: none">● Conference● Self-Assessment● Principal Survey	<ul style="list-style-type: none">● SLTs
Counselors and Non-Principal School Leaders	<ul style="list-style-type: none">● Conference● Self-Assessment	<ul style="list-style-type: none">● SLTs

*Quantitative Score = Student Growth Score

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



Louisiana Counselor Evaluation System

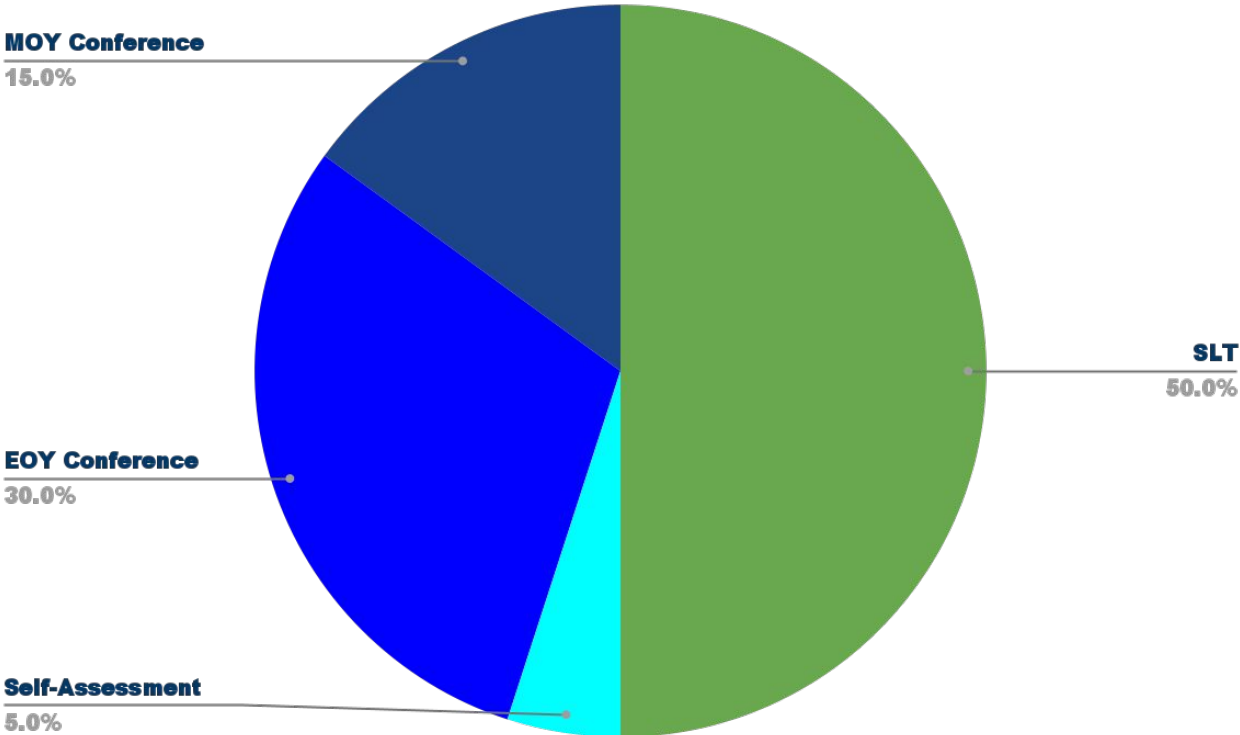


Louisiana Counselor Evaluation System

- **Louisiana Counselor Rubric (LCR):** A research-based rubric that provides counselors with a common language for effective counseling practices
- **Training and Certification:** A process that leads to more fair and reliable leader evaluations by certified observers
- **Beginning-of-Year (BOY) Conference:** Counselors receive support with goal-setting, action-planning to establish a counseling program that addresses academic achievement, college and career readiness, and personal/social development
- **Middle-of-Year (MOY) Conference:** Counselors are supported in reflection on successes and evidence of progress toward goals, revisions to the action plan, and reflection on indicator ratings
- **End-of-Year (EOY) Conference:** Counselors are supported in a summative reflection on evidence of goal attainment, strengths and growth areas, and indicator ratings
- **Self-assessment:** A reflection opportunity that leads to greater counselor voice in the evaluation process

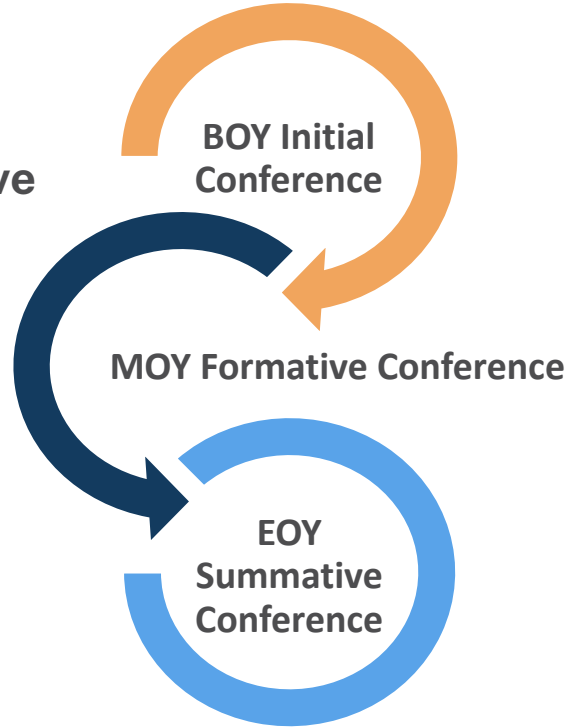


Counselor Evaluation Component Weights



Counselor Evaluation Process

Middle-of-Year formative conference to review goals, the counselor's self-assessment, ask questions, provide coaching, and discuss next steps.



Beginning-of-Year initial conference with the counselor where rubric is reviewed, and the leader shares his/her goals for the year in order to create an action plan.

End-of-Year summative conference with the counselor to review goals, the counselor's self-assessment, ask coaching questions, and discuss next steps.

Bulletin 130 Counselor Conference (Observation) Requirements

Artifacts and data are collected during the evaluation cycle.

- Middle-of-Year (MOY) Conference (performance review) weighted 30% of qualitative score
- End-of-Year (EOY) Conference (performance review) weighted 60% of qualitative score
- Self-Assessment rating weighted 10% of qualitative score



Louisiana Counselor Rubric

The Louisiana Counselor Rubric consists of 5 domains and 13 indicators.

COUNSELING PROGRAM VISION, STRATEGIC GOAL SETTING, & ACTION PLANNING	STUDENT SERVICES	LEADERSHIP, ADVOCACY, AND REFLECTION
<ol style="list-style-type: none"> 1. Development and Communication of Vision 2. Goal-Setting, Action Planning, and Monitoring 3. Expectations 	<ol style="list-style-type: none"> 1. Student Support and Data Collection 2. Meeting Student Needs 3. Organization and Management of Time and Student Records 	<ol style="list-style-type: none"> 1. Leadership and Advocacy 2. Reflective Practices
PROFESSIONALISM & INTEGRITY	SCHOOL AND COMMUNITY ENGAGEMENT	
<ol style="list-style-type: none"> 1. Professional Behavior 2. Integrity 3. Confidentiality 	<ol style="list-style-type: none"> 1. Collaboration with School Personnel 2. Collaboration with All Stakeholders 	



Louisiana Counselor Rubric

**COUNSELING PROGRAM
VISION, STRATEGIC GOAL
SETTING, & ACTION
PLANNING
25%**

**STUDENT SERVICES
25%**

**LEADERSHIP, ADVOCACY,
AND REFLECTION
20%**

**PROFESSIONALISM &
INTEGRITY
15%**

**SCHOOL AND COMMUNITY
ENGAGEMENT
15%**



Evidence and Artifacts for Counselors

Evidence collection is ongoing and can be collected during site visits and through document sharing and communications.

Examples include:

- Plans for counseling lessons or sessions
- Student support plans
- Counseling activity records
- Communication to families
- Meeting agendas
- Student data



How Does the Louisiana Counselor 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 you are, the more effective you are.”

Pete Hall & Alisa Simeral

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.

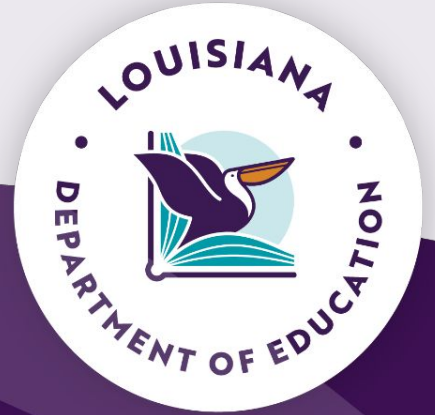
LES is a comprehensive data system that will hold all evaluation data for an individual.

- 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 in the Professional Learning Platform for Counselors
- 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.

Thank You

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

Please email leads@la.gov with questions.

