Application Review: All applicants
Does the application fulfill policy requirements outlined in Bulletin 996§747?

The application does not meet all indicators (Bulletin 996§747)
The application partially meets indicators (Bulletin 996§747)
The application meets all indicators (Bulletin 996§747)

	Yes	No	Evidence the program meets statutory and policy requirements	Evidence the program does not meet statutory and policy requirements
Section I: All applicants The program submitted evidence of regional accreditation (e.g., Southern Association of Colleges and Schools) status (for university partners only) The program submitted resources institution will commit to supporting the educational leadership pathway's implementation, including a narrative of the budget to implement the program, cost to administer the program, and cost for potential candidates to complete the program. The program uploaded evidence of program completers' teaching and leadership effectiveness, including but not limited to: value-added results, principal survey results, state accountability system and evaluation results, local assessment or evaluation results, or other measures of effectiveness. (current or previous operators only) The program submitted evidence the educational leadership program will meet Louisiana's educator workforce needs, including specific and data-based				

information about the school systems' needs to be served. The program submitted evidence of an articulation agreement to transfer credit hours and describe how potential candidates will receive financial compensation if the program cannot continue to offer required courses and support. The program submitted evidence of a formal agreement with partner school system(s) in the form of Memorandums of Agreement (MOA) and Memorandums of Understanding (MOU). The formal agreements includes the following: ● Provider-school system governance structure ● Process for exchanging and reviewing program data and evaluating program effectiveness collaboratively ● Protocols for administering assessments of candidate's leadership skills at mid-year and end-of-program (alternate pathway 3-practitioner leader residency) ● Protocols for determining the extent to which the aspiring leader has demonstrated educational leadership proficiency and readiness for level 1 certification The program submitted evidence that program faculty possess sufficient knowledge, skills, training, and expertise, including a two-page resume or curriculum vitae for each faculty member who will teach courses				

or provide direct coaching to the educational leader candidates.			
Section II: All applicants The program submitted a plan that includes how school system leaders, school leaders, and mentor teachers were involved in designing the proposed educational leadership program, and the plan includes how the program will partner with school systems to offer the program. The program submitted a plan for measuring the quality of the educational leadership program, including the effectiveness of clinical faculty, quality of practice experiences, program completers' preparedness to succeed in the profession, and program evaluation data to improve the program. The program submitted a plan that includes how school system partners will be involved in evaluating the effectiveness of the educational leadership program. The program submitted a residency support plan that includes how the program will support candidates in their clinical experiences and residency. The plan includes the following:			

candidate residency support, schedule of observations and feedback experiences, program faculty that will complete each observation and feedback session, and observation tool(s) to be used
 	
The program submitted an intervention plan for candidates who do not successfully progress through the educational leadership program or meet performance assessments and expectations. The plans include
  ● measures for determining candidates' need for intervention plans and strategies to meet individual candidates' needs, and
  ● describe how school system partners will support the implementation of candidates' intervention plans				

Section III: All applicants The program's coursework and materials are designed to address the Standards for Educational Leaders in Louisiana.				

Section IV: Alternate Pathway 3 Applicants Only

Is this program application for an Alternate Pathway 3

The program submitted coursework and a plan for an initial institute training that will

- build skills in the areas of instructional, organizational, and personal leadership;
- include curriculum and resources that address the *Standards for Educational Leaders in Louisiana*;
- provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research;
- address, at minimum, the following topics: leading with a vision, using data to lead school improvement, creating and leading effective school teams, building a high-performance learning culture and professional learning communities, and leading and learning with technology;
- embed acquired knowledge and skills from the institute in the planning of residency experiences with a residency supervisor, who the program provider assigns;
- provide support and time to develop a portfolio and educational leadership development plan; and
- include a minimum of 135 contact hours or nine credit hours.

The program includes a principal residency during the school year that will allow candidates to:

- assume positions as administrative interns with responsibilities equivalent to that of an assistant principal;
- serve in at least two different schools, and experience a full range of activities associated with all phases of school administration for a minimum of 125 days in the school;
- participate in weekly sessions and four seminars (two during the semester and two during the second semester) provided by the program provider that address the immediate needs of the practitioner leader for a minimum of 60 contact hours or four credit hours
- receive one on one supervision provided by the program provider
- receive support from a school-based principal mentor identified by the hiring authority and the program provider, and a principal coach provided by the program provider

The program submitted coursework and a plan for a follow-up institute training that will
- continue to build skills in the areas of instructional and organizational leadership;
- include curriculum and resources that address the *Standards for Educational Leaders in Louisiana;*
- provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research;
- address, at minimum, the following topics: leading a focused drive toward student

achievement, organizing the learning environment, and ethical leadership; ● provide support and time to finalize their portfolio and educational leadership development plan; ● include a minimum of 135 contact hours or 9 credit hours.			