



Educational Leader Program Approval Rubric

Application Review: Educational Leadership, Pathway 3 Applicants only

Does the application fulfill policy requirements outlined in Bulletin 996 §303 and 747

- The application does not meet all indicators (Bulletin 996 §303 and 747)
- The application partially meets indicators (Bulletin 996 §303 and 747)
- The application meets all indicators (Bulletin 996 §303 and 747)

	Yes	No	Evidence the program meets statutory and policy requirements	Evidence the program does not meet statutory and policy requirements
<p>Section I: (B996, 303.B2-7; 747.5)</p> <p>The program submitted evidence of regional accreditation (e.g., Southern Association of Colleges and Schools) status (for university partners only) (303.B2)</p> <p>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.</p> <p>The program uploaded evidence of program completers’ teaching and leadership effectiveness, including but not limited to: principal survey results, state accountability system and evaluation results, local assessment or evaluation results. (303.B7)</p>				

<p>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.</p> <p>The program submitted evidence of an articulation agreement to transfer credit hours and described how potential candidates will receive financial compensation if the program cannot continue to offer required courses and support. (303.B5)</p> <p>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:</p> <ul style="list-style-type: none"> ● Provider-school system governance structure with full budget report for the implementation of programs, including internal and external funding, and both hard and soft monies (303.B4) ● Provider’s system for monitoring and evaluating its candidates, programs, operations, and the performance of its graduates. This description must reflect how the education unit or education program assesses programs, effectiveness, and candidates as well as how the provider provides follow-up data on its graduates (303.B6) ● Protocols for administering assessments of candidate's leadership skills at mid-year and 				
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<p>end-of-program (alternate pathway 3-practitioner leader residency). (747.5)</p> <p>The program submitted evidence that program faculty possess sufficient knowledge, skills, training, and Expertise. (303.B3)</p>				
<p>Section II:</p> <p>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.</p> <p>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.</p> <p>The program submitted a plan that includes how school system partners will be involved in evaluating the effectiveness of the educational leadership program.</p> <p>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</p>				

<p>and feedback session, and observation tool(s) to be used.</p> <p>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</p> <ul style="list-style-type: none"> ● 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 				
<p>Section II: (B996,747.2-4)</p> <p>Is this program application for an Alternate Pathway 3</p> <p>Does the residency program include an initial institute training that will: B996, 747.2</p> <ul style="list-style-type: none"> ● build skills in the areas of instructional, organizational, and personal leadership; ● use the <i>Standards for Educational Leaders in Louisiana</i> as the basis of the curriculum; ● provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research; ● address topics that include but are not limited to the following: leading with a vision, using data to lead school improvement, creating and leading effective school teams, building a high-performance learning culture and 				

<p>professional learning communities, and leading and learning with technology;</p> <ul style="list-style-type: none"> • embed acquired knowledge and skills in the planning of residency experiences with a residency supervisor, who the program provider assigns; • provide support and time for participants to develop a portfolio and educational leadership development plan; and • include a minimum of 135 contact hours or nine credit hours. <p>During the school year, the principal residency will allow practitioner leaders to: B996, 747.3</p> <p>Assume positions as administrative interns with responsibilities equivalent to that of an assistant principal;</p> <ul style="list-style-type: none"> • 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 through a residency supervisor provided by the program provider • receive support from a school-based principal mentor identified by the hiring authority and 				
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<p>the program provider, and a principal coach provided by the program provider</p> <p>All practitioner leader candidates will participate in a follow-up institute training that will: B996, 747.4</p> <ul style="list-style-type: none"> ● continue to build skills in the areas of instructional and organizational leadership; ● use the <i>Standards for Educational Leaders in Louisiana</i> as the basis of the curriculum; ● provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research; ● address topics that include but are not limited to the following: 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. 				
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