

**Application Review Part I: Initial and Innovative Applicants**

Does the application fulfill policy requirements outlined in Bulletin 996§303.B?

The application does not meet all policy requirements outlined in Bulletin 996§303.B.

The application partially meets policy requirements outlined in Bulletin 996§303.B.

The application meets all requirements outlined in Bulletin 996§303.B.

	Yes	No	Evidence the program meets or does not meets statutory and policy requirements	Program recommendations to meet statutory and policy requirements
The program submitted evidence of its regional accreditation status. <i>This requirement is for university providers only.</i>				
The program submitted evidence that the faculty who teach courses or provide direct coaching to teacher or educational leader candidates possess sufficient knowledge, skills, training, and expertise.				
The program submitted evidence to show that the institution's governing structure or organization endorses and financially supports a teacher or educational leader preparation unit and programs. <i>Examples of evidence: full budget report for the implementation of programs, internal and external sources of funding, hard and soft monies.</i>				
The university provider submitted evidence of an articulation agreement to transfer credit hours with another Louisiana-approved teacher or educational leader preparation institution that agrees to recommend the institution's candidates for certification, continuous progress, and program completion as needed. The non-university provider submitted a plan to make students financially whole in the event of the institution or program closure.				

<p>The program submitted a description of its system for monitoring and evaluating its candidates, programs, operations, and graduates' performance.</p> <p>The education unit or education program assesses programs, effectiveness, and candidates, and provides follow-up data on its graduates effectively.</p>				
<p>If the provider is currently operating or has operated in Louisiana or any other state, evidence of program completers' teaching and/or leading effectiveness is included with the application. <i>Examples of possible evidence: principal survey results, state accountability system and evaluation results, and local assessment or evaluation results</i></p>				
<p>The program includes the minimum number of credit hours or equivalent contact hours in the teaching of reading and literacy.</p> <p><b>Policy excerpt 743.A: Traditional Teacher Preparation Programs Only:</b> <i>A traditional teacher preparation program is a baccalaureate degree program that includes a minimum of 120 credit hours of coursework and required practice experiences. The program includes the minimum number of credit hours in the teaching of reading and literacy as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>for certification in Birth-K, PK-3 and 1-5, general-special education mild/moderate 1-5_9 credit hours;</i></li> <li>• <i>for certification in middle grades 4-8 or general-special education mild/moderate 4-8_6 credit hours;</i></li> <li>• <i>for certification in secondary 6-12, all-level K-12, or general-special education mild/moderate 6-12 programs_3 credit hours; and</i></li> </ul>				

<ul style="list-style-type: none"> <li>• <i>for special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired)_9 credit hours.</i></li> </ul> <p><b>Policy excerpt 743.B: Alternate Teacher Preparation Programs Only:</b> <i>An alternate teacher preparation program is a program that includes a minimum number of credit or contact hours of coursework or training and required practice experiences. For all alternate teacher preparation programs, a portion of the total hours must include the minimum number of credit hours or equivalent contact hours in the teaching of reading and literacy as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>for certification in PK-3 and 1-5, general-special education mild/moderate 1-5_9 credit hours or 135 contact hours;</i></li> <li>• <i>for certification in middle grades 4-8 or general-special education mild/moderate 4-8_6 credit hours or 90 contact hours;</i></li> <li>• <i>for certification in secondary 6-12, all-level K-12, or general-special education mild/moderate 6-12 programs_3 credit hours or 45 contact hours; and</i></li> <li>• <i>for special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired)_9 credit hours or 135 contact hours</i></li> </ul>				
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**Application Review Part II: Initial and Innovative Applicants**

Does the application fulfill policy requirements outlined in Bulletin 996§303.C.3?

The application does not meet all policy requirements outlined in Bulletin 996§303.C.3.

The application partially meets policy requirements outlined in Bulletin 996§303.C.3.

The application meets *all* requirements outlined in Bulletin 996§303.C.3.

	Yes	No	Evidence the program meets or does not meets statutory and policy requirements	Program recommendations to meet statutory and policy requirements
<p>The program includes required practice experiences for teacher preparation, including, at minimum, a one-year supervised residency in a school setting.</p> <p>The program indicated that elementary candidates will engage in residency activities at a minimum of 80 percent of the residency school site’s instructional time each week in the first semester. (Birth through grade 5 only)</p> <p>The program indicated that secondary candidates will engage in residency activities at a minimum of 60 percent of the residency school site’s instructional time each week in the first semester. (Grade 6 through grade 12 only)</p> <p>The program requires candidates to have practice experiences in classroom settings within schools with varied socioeconomic characteristics.</p> <p>The program ensures alignment of program faculty, residency school site administrator, and residency school site mentor teacher expectations for candidates' development and performance.</p> <p>The program recruits, develops, and evaluates clinical faculty who model effective practical teaching knowledge and skills.</p>				

**Application Review Part III: Initial and Innovative Applicants**

Does the application fulfill policy requirements outlined in Bulletin 996§303.C.4?

The application does not meet all policy requirements outlined in Bulletin 996§303.C.4?

The application partially meets policy requirements outlined in Bulletin 996§303.C.4?

The application meets *all* requirements outlined in Bulletin 996§303.C.4?

	Yes	No	Evidence the program meets or does not meet statutory and policy requirements	Program recommendations to meet statutory and policy requirements
<p><b>Partner School Systems: MOUs and MOAs, Candidate Intervention Plan, Residency Support, Observation &amp; Feedback Experiences, Program Design</b></p> <p>The program submitted evidence that it is jointly developed and administered in partnership with one or more local educational agencies in which candidates complete the one-year residency. <i>Examples of Possible Evidence: a formal agreement, such as a memorandum of understanding or memorandum of agreement</i></p> <p>The agreement includes the roles of and responsibilities of program faculty, LEA leaders, residency school site administrators, and residency school site mentor teachers.</p> <p>The agreement includes criteria and a process for residency school site selection, development, and evaluation of effectiveness, to occur in concert with LEA leadership.</p> <p>The agreement includes targets, criteria, and a process for mentor teacher recruitment, development, and evaluation, to occur in concert with LEA leadership.</p> <p>The agreement includes protocols for administering assessments of candidates' teaching skill in cooperation with the residency school site administrator or his/her designee during the one-year</p>				

<p>residency and in general alignment with the partner LEA's teacher evaluation system pursuant to the requirements in teacher preparation /certification/evaluation, <i>Bulletin 130_Regulations for the Evaluation and Assessment of School Personnel</i>.</p> <p>The agreement includes protocols for the secure exchange of data relative to program improvement and evaluation.</p>				
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**Application Review Part IV: Initial and Innovative Applicants**

Does the application fulfill policy requirements outlined in Bulletin 996§303.C.1?

The application does not meet all policy requirements outlined in Bulletin 996§303.C.1?

The application partially meets policy requirements outlined in Bulletin 996§303.C.1?

The application meets *all* requirements outlined in Bulletin 996§303.C.1?

	Yes	No	Evidence the program meets or does not meets statutory and policy requirements	Program recommendations to meet statutory and policy requirements
<p>The program is designed to develop and ensure candidates' mastery of the <a href="#">Louisiana Teacher Preparation Competencies</a> or Educational Leader Competencies.</p> <p>The program's design centers on courses and practice experiences that integrate content, theory, and practice.</p> <p>The program's design expressly treats current Louisiana student standards and instructional resources.</p> <p>The program requires candidates to demonstrate mastery of required competencies through a series of performance assessments and tasks.</p>				

<p>In undergraduate programs offered by university providers, descriptions of coursework include evidence of ample opportunity to develop content area mastery, instruments for effectively assessing candidates' content knowledge, and procedures for remediation, if necessary. <i>For the purposes of initial approval, an academic major in the content area for secondary certification areas may be considered evidence of ample opportunity</i></p> <p>In post-baccalaureate programs offered by university and non-university providers, descriptions of coursework or contact hours include instruments for effectively assessing candidates' content knowledge for teaching and/or leading, and procedures for remediation, if necessary.</p>				
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**Application Review Part V: Initial and Innovative Applicants**

Does the application fulfill policy requirements outlined in 996§303.C.2 and 743.A or 745.B?

The application does not meet all policy requirements outlined in Bulletin 996§303.C.2 and 743.A or 745.B

The application partially meets all policy requirements outlined in Bulletin 996§303.C.2 and 743.A or 745.B

The application demonstrates *all* requirements outlined in 996§303.C.2 and 743.A or 745.B

	Yes	No	Evidence the program meets or does not meet statutory and policy requirements	Program recommendations to meet statutory and policy requirements
The required courses or training develop and assess candidates' mastery of applicable literacy competencies.				



**Application Review Part VI: Innovative Applicants Only**

Teacher preparation providers may seek approval to offer an innovative residency model that does not meet the minimum instructional time requirements but meets a specific workforce need and includes high-quality clinical experiences throughout the program and intensive clinical experiences throughout the residency year.

Does the application fulfill policy requirements outlined in 996§743.C.3d or 745.6.b?

The application does not meet all policy requirements outlined in Bulletin 996§743.C.3d or 745.6.b?

The application partially meets all policy requirements outlined in Bulletin 996§743.C.3d or 745.6.b?

The application demonstrates *all* requirements outlined in 996§743.C.3d or 745.6.b?

	Yes	No	Evidence the program meets or does not meet statutory and policy requirements	Program recommendations to meet statutory and policy requirements
<p>The proposed innovative program identify's at least one workforce need that will be addressed by the program.</p> <p>The program materials, coursework, and practice experiences adequately prepares candidates to meet the identified workforce need.</p>				
<p>The proposed innovative program includes an overview of residency requirements, including residency start dates, minimum percentage of time candidates will engage in residency activities at the school site. <i>Examples of residency requirements may include school or teacher-based collaborations, classroom teaching experiences, instructional planning, etc.</i></p>				

<p>The proposed innovative model includes high-quality clinical experiences throughout the program.</p> <p>The proposed innovative model includes intensive clinical experiences throughout the residency year.</p> <p>The proposed innovative model includes feedback and observation cycles that will adequately prepare candidates to enter the profession. The plan addresses how candidates will be observed, who will observe them, and the tool that will be used to complete observations.</p>				
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