Louisiana Educational Leader Practitioner Program
An Alternate Certification Option

PROGRAM STANDARDS AND APPROVAL PROCESS FOR PRIVATE PROVIDERS

Paul Pastorek
State Superintendent of Education

February 1, 2007
State Board of Elementary and Secondary Education

Ms. Linda Johnson
President
8th BESE District

Ms. Leslie Jacobs
Vice President
Member-at-Large

Mr. Dale Bayard
Secretary-Treasurer
7th BESE District

Ms. Penny Dastugue
1st BESE District

Ms. Louella Givens
2nd BESE District

Ms. Glenny Lee Buquet
3rd BESE District

Mr. Walter Lee
4th BESE District

Dr. James Stafford
5th BESE District

Ms. Polly Broussard
6th BESE District

Mr. Edgar Chase
Member-at-Large

Ms. Mary Washington
Member-at-Large

Ms. Weegie Peabody
Executive Director

For further information, contact:
Andrew Vaughan, Director
Division of Certification and Preparation
Office of Educator Support
Andrew.vaughan@la.gov
Telephone 225-342-3562

The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDE's Title IX Coord. is Patrick Weaver, Deputy Undersecretary, LDE, Exec. Office of the Supt.; PO Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. All inquiries pertaining to LDE's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick Weaver or to the USDE, Asst. Sec. for Civil Rights.

Electronic copy only.
INTRODUCTION

Awareness exists of the critical role that educational leaders play in improving the achievement of PK-12 students within schools. It is now known that it is not enough for educational leaders to possess an understanding of school law, school finances, and organizational management. A recent report from the Southern Regional Education Board indicates that educational leaders must be prepared to “understand school and classroom practices that raise student achievement and work with faculty to implement continuous school improvement.” The report clearly articulates that leader preparation must change if candidates are to be provided real life problem-based learning experiences that directly impact improvement in schools and districts.

At its December 2006 meeting, the Board of Elementary and Secondary Education (BESE) approved as Notice of Intent a policy that would allow for educational leaders to become certified through an Educational Leader Practitioner Program, an alternate certification path for individuals seeking initial Educational Leader Level 1 certification. A copy of the proposed policy is contained in Appendix A. The policy will be published in the January 2007 edition of the Louisiana Register and will remain out for public review for a period of ninety days. It is anticipated that the policy will come back to BESE in April or May 2007 for formal adoption.

In order to facilitate the timely implementation of the proposed policy once it is adopted, the Louisiana Department of Education has prepared the Educational Leader Practitioner Program: Standards and Approval Process for Private Providers document. This document, along with the official policy, will guide the development of Louisiana Educational Leader Practitioner programs proposed by private providers and will direct the approval process. Universities seeking to implement such a program will do so through the established program approval process for universities.

Since it is projected that the official adoption will not occur prior to April/May 2007, private providers seeking to implement an Educational Leader Practitioner Program will not be authorized to do so until that time. However, providers may submit proposals prior to that time. Programs will be reviewed and approval granted contingent upon formal adoption of the policy.

PROPOSAL COMPONENTS

The following should be included in the Educational Leader Practitioner Program proposal:

I. **Cover Page** (Appendix C)
   All information on the Cover Page must be complete. The appropriate signature(s) must be included.

II. **Table of Contents**
   A table of contents should be provided that identifies the different sections of the proposal and the corresponding page numbers.
III. **Program Description**

All programs should be designed to address the certification structure for Educational Leader Practitioner Program (Appendix A) approved by the Louisiana Board of Elementary and Secondary Education. The program curriculum should directly address the Standards for Educational Leaders in Louisiana (Appendix B) and the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

A. **Overview of Program** (1 page limit)

Provide a brief overview of the total educational leader practitioner program. The overview should contain a brief description of the program, including goals of the program and the design to accomplish those goals. The overview should provide sufficient information to enable the evaluators to understand who will be participating in the program and how they will progress through the program.

B. **Provider Commitment and Collaboration to Promote Leader Development and Certification** (1 page limit)

Discuss the provider’s previous experience in the preparation of educational leaders, including evidence of success and long-term commitment to leader development. Describe stakeholder involvement in the development and implementation of the program. Discuss collaborative agreements that are in place with school districts and/or charter schools to allow candidates to engage in problem-based learning experiences and be mentored by highly effective educational leaders within partner schools/districts. Discuss the process that will allow for district and school collaboration to occur to improve the program once it is implemented.

C. **Recruitment and Selection**

Address each of the following areas to describe efforts to recruit and select candidates for the Educational Leader Practitioner Program.

1. **Recruitment** (1 page limit)

Describe the collaborative process that will be used for the provider and partner districts to work together to recruit outstanding individuals for the program. Explain how recruitment efforts will be significantly expanded to reach a broad pool of candidates.

2. **Screening and Selection** (1 page limit)

Describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the program. Indicate if candidates will self-select to participate or if a selection process will be used to admit candidates. Provide a description of the criteria for admission that will be disseminated to recruits and applied consistently to all candidates. Requirements for admission must be consistent with those outlined in the Educational Leader Practitioner Program policy (Appendix A).
D. *Preparation for School Leaders Licensure Assessment (SLLA)* (1 page limit)
   Identify efforts that will be made to ensure that candidates are being provided appropriate knowledge and skills to successfully pass the SLLA for state certification as an educational leader.

E. *Support of Program Completers* (1 page limit)
   Describe efforts that will occur to support program completers as they enter educational leadership roles in schools/districts. Describe the type of support that will be provided in the first year of the program as well as in years two and three. In particular, describe how the provider will collaborate with districts to support new educational leaders as they participate in the mandatory, state-administered Louisiana Educational Leaders Induction Program.

IV. **Curriculum** (6 page limit)
   Leader proficiencies and standards, as adopted by BESE and prescribed in the Standards for Educational Leaders in Louisiana (Appendix B), provide the curricular basis for the leader preparation program. Curriculum design and content must be consistent with the curriculum content outlined in the Educational Leader Practitioner Program policy (Appendix A). The curriculum will be delivered in three segments: Summer One (prior to residency), School Year One (during residency), and Summer Two (following the school year residency). For each of the three segments, provide a narrative description of the curriculum for the particular segment that includes the items listed below:

   A. **Title** of the Segment (i.e. Summer One, School Year One, Summer Two)

   B. **Form and Number of Contact Hours** of the Segment (e.g. lecture, seminar, web-based, field-based, etc)

   C. List of 6-8 *measurable objectives* that clearly identify the *most critical competencies* the candidates will demonstrate in the particular segment and a *description of the instruments and/or processes* that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the segment learnings and activities.

   D. Proposed *resources and materials* for the segment.

   E. *Name(s) and credentials of staff* to teach the segment.

V. **Field Experiences and Performance Activities** (2 page limit)
   A. Describe the *work sites and experiences* that will be used in the preparation of the individuals participating in the leader practitioner program. This information should be aligned with the requirements of the Educational Leader Practitioner Program policy (Appendix A). Describe how the field experience will provide relevant leadership experiences in multiple settings with diverse student and faculty
populations. Field experiences should be listed sequentially and quantified as to number of clock hours in each experience.

B. Describe the criteria that will be used to select sites for the residency.

C. Describe the screening process and criteria that will be used to select a mentor and a residency supervisor who will work with the candidate at the sites.

D. Describe the preparation that will be provided for mentors who support and evaluate the candidates.

VI. Assessment Experiences and Program Evaluation

A. Assessment of Candidates (2 page limit)

1. Mid-Year Performance Review
   Describe the process that will be used for the mid-year performance review to determine the extent to which the practitioner leader has demonstrated educational leader proficiency. Describe additional types of support that will be available to address areas of need identified by the review team.

2. End of Program Performance Review
   Describe the process that will be used for the end of program performance review to determine the extent to which the aspiring leader has demonstrated educational leadership proficiency and readiness for the Educational Leader Level 1 certification.

3. Portfolio Assessment
   Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and that state standards for educational leaders were addressed. Describe how the portfolio will be evaluated to determine a candidate’s acquisition of skills and to monitor the candidate’s progress in ongoing support activities (e.g., in years 2 and 3).

B. Program Evaluation (2 page limit)

1. Program Outcomes
   Identify how program outcomes will be assessed. This could include:
   a. Candidates’ acquisition of skills (e.g. self-evaluations, evaluations by instructors/supervisors, written work, live performances, exit examinations, etc.)
   b. Impact of candidates on school improvement and PK-12 student achievement.
   c. Perceptions of PK-12 stakeholders relative to the practitioner’s skills (e.g., parents, teachers, students, district administrators)
2. **Follow-up Assessment**  
Describe follow-up assessment to assure the quality of the field-based preparation (e.g., mentors, sites, actual experiences, etc.) and ongoing support activities.

3. **Curriculum Review**  
Describe the curriculum review process that will used to assure the ongoing quality of the program curriculum, including methods, timelines, involvement of district/school partners.

VII. **Program Charts**

   A. **State Certification Matrix for Educational Leaders**  
   Use the form in Appendix D to identify specific areas of the proposed program in which the Standards for Educational Leaders in Louisiana are addressed. There should be measurable objectives and assessments within the curriculum narrative that clearly demonstrate that the standards are addressed.

   B. **Progression of Site-Based Experiences for Educational Leaders**  
   Use the form in Appendix E to identify performance activities within site-based settings that candidates will be expected to complete. List in order in which it will be recommended that the experiences occur.

VIII. **Curriculum Vitae**

Include vitae of key personnel involved in the proposed program (two-page maximum per individual). Vitae should emphasize qualifications relevant to the proposed project.

IX. **Financial Information**

Include program provider financial and corporation information. An audited financial statement should be included with the proposal. If one is not currently available, then the applicant should submit a written assurance that one will be provided within the first year of the program. Additionally, the proposal should delineate any costs to individual program participants and procedures for handling of all fees.

X. **Appendices and Attachments** (optional)

Appendices and attachments should be minimal and should include only information that enhances the proposal.
GENERAL PROPOSAL GUIDELINES

Organization of Proposal

All documents should be organized in the following order:

1. Cover Page
2. Table of Contents
3. Program Description
4. Curriculum
5. Field Experiences and Performance Experiences
6. Assessment Experiences and Program Evaluation
7. Program Charts
8. Curriculum Vitae
9. Financial Information
10. Appendices and Attachments (optional)

Format of Proposal

All sections of the document should observe these formatting and other rules:

• 12-point type;
• Single-spacing, with double-spacing between paragraphs;
• One-inch top, bottom, and side margins;
• Duplicated on plain 8 ½” x 11” white paper;
• Printed on one side of the paper only;
• Proposal must be stapled;
• All pages, both in main body and appendices, must be numbered consecutively.

Page Limitations

Page limits specified in this document for specific sections of the proposal must be followed. The page limit identifies a MAXIMUM number of pages; applicant may submit fewer pages. Appendices and attachments should be minimal and include only information that enhances the proposal. Total number of pages and the proposal must not exceed forty (40) pages.

Submission of Proposal

Five (5) copies of all documents being submitted for review, one of which has ORIGINAL signatures, should be submitted to:

Educational Leader Practitioner Program
Division of Certification and Preparation
Office of Educator Support
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
Review Process and Projected Timelines

Proposals may be submitted by the first of the month in January, March, May, July, September, and November. Proposals received by the first of any month will be reviewed during the month submitted.

A team of external and internal reviewers will assess written proposals. If proposal team interviews are recommended by the review panel, they will be held no later than the first week of the month following the month in which the proposal was submitted.

If the review panel identifies stipulations that must be addressed by the applicant, then:

- A written copy of those stipulations will be sent to the applicant.
- The applicant must submit written responses to the stipulations.
- The recommendation to BESE will be delayed until the applicant adequately addresses the stipulations of the reviewers.

If the review panel recommends approval of the proposed program, then the provider will be notified of the recommendation and the recommendation will be brought to BESE for approval.

The BESE will make final approval decisions based on the recommendations of the review panel and LDE staff.

<table>
<thead>
<tr>
<th>Date proposal received for review</th>
<th>Review of proposal</th>
<th>Interviews (if requested by review team)</th>
<th>Stipulations identified and sent to applicant</th>
<th>Rejoinders received and reviewed</th>
<th>Recommendations to BESE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 1</strong></td>
<td>Jan 15-19</td>
<td>Jan 26-30</td>
<td>No stipulations</td>
<td>February meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 15-19</td>
<td>Jan 26-30</td>
<td>Feb 2-13</td>
<td>Next available BESE meeting after reviewing rejoinders</td>
<td></td>
</tr>
<tr>
<td><strong>March 1</strong></td>
<td>March 6-20</td>
<td>Mar 30-Apr 3</td>
<td>No stipulations</td>
<td>April meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 6-20</td>
<td>Mar 30-Apr 3</td>
<td>April 10-17</td>
<td>Next available BESE meeting after reviewing rejoinders</td>
<td></td>
</tr>
<tr>
<td><strong>May 1</strong></td>
<td>May 8-22</td>
<td>June 1-5</td>
<td>No stipulations</td>
<td>June meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 8-22</td>
<td>June 1-5</td>
<td>June 12-19</td>
<td>Next available BESE meeting after reviewing rejoinders</td>
<td></td>
</tr>
<tr>
<td><strong>July 1</strong></td>
<td>July 6-24</td>
<td>Aug 3-7</td>
<td>No stipulations</td>
<td>August meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 6-24</td>
<td>Aug 3-7</td>
<td>Aug 14-21</td>
<td>Next available BESE meeting after reviewing rejoinders</td>
<td></td>
</tr>
<tr>
<td><strong>September 1</strong></td>
<td>Sept 7-21</td>
<td>Oct 1-8</td>
<td>No stipulations</td>
<td>October meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 7-21</td>
<td>Oct 1-8</td>
<td>Oct 15-22</td>
<td>Next available BESE meeting after reviewing rejoinders</td>
<td></td>
</tr>
<tr>
<td><strong>November 1</strong></td>
<td>Nov 6-20</td>
<td>Dec 1-8</td>
<td>No stipulations</td>
<td>January meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov 6-20</td>
<td>Dec 1-8</td>
<td>Dec 14-21</td>
<td>Next available BESE meeting after reviewing rejoinders</td>
<td></td>
</tr>
</tbody>
</table>
Additional Information

For additional information, please contact Andrew Vaughan, Andrew.vaughan@la.gov, Director, Division of Certification and Preparation, Office of Educator Support, Louisiana Department of Education.
APPENDIX A

EDUCATIONAL LEADER PRACTITIONER (RESIDENCY) PROGRAM

Bulletin 746, Section 240
Approved as Notice of Intent by BESE, December 2006

State-approved private providers and Louisiana colleges or universities may choose to offer an Educational Leader Practitioner (Residency) Program for purposes of certifying successful candidates for Educational Leader Level 1 certification. Educational Leader Practitioner Program providers must submit a program proposal to the Louisiana Department of Education, Division of Certification and Preparation. Programs will be reviewed for adherence to program guidelines, and those meeting guidelines will be recommended to the Board of Elementary and Secondary Education for approval status. The Educational Leader Practitioner Program is a streamlined certification path that combines intensive coursework and practical, on-the-job experience.

A. ADMISSION TO THE PROGRAM

Program providers work with local educational agency or state/district-approved charter school personnel to identify Educational Leader Practitioner Program candidates who will be employed by the local educational agency or approved charter school (hereinafter referred to as hiring authority). For admission, candidates must:

1. Possess a baccalaureate degree from an accredited university;
2. Have three years of K-12 teaching experience and demonstrate strong knowledge of instruction through a rigorous screening process by an approved program provider in partnership with one or more hiring authorities;
3. Hold or be eligible to hold a valid Louisiana Type B or Level 2 teaching certificate or have a comparable level out-of-state teaching certificate;
4. Meet other non-course requirements established by the approved leader practitioner program.

Candidates will be chosen using a rigorous selection process designed to determine the potential of candidates as school leaders. The screening process for each cohort will involve a multi-phase process that includes, as a minimum, a written application, recommendations, and interviews.

B. LEADER PREPARATION (First Summer)

1. All leader practitioner candidates will participate in an initial summer institute training that will build skills in the areas of instructional, organizational, and personal leadership. The Standards for Educational Leaders in Louisiana will serve as the basis of the curriculum. The summer institute will provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research. Topics to be addressed 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 Professional Learning Communities, and Leading and Learning with Technology. Acquired knowledge and skills will be utilized in the planning of residency experiences with a residency supervisor, who is assigned by the program provider. In addition, participants will begin developing their portfolio and Educational Leadership Development plan.
2. The summer session will include a minimum of 135 contact hours (or 9 credit hours).

C. PRINCIPAL RESIDENCY AND SUPPORT (School Year)

1. Candidates assume positions as administrative interns (with responsibilities equivalent to that of an Assistant Principal). The hiring authority pays the candidate’s salary.
2. Interns will serve in at least two different schools, and will experience a full range of activities associated with all phases of school administration. In-school experiences should provide for a minimum of 125 days in the school.
3. During the school year, candidates will participate in weekly sessions provided by the program provider and in four (4) seminars (two during the first semester and two during the second semester) that address immediate needs of the practitioner leader. Weekly sessions and seminars should provide for a minimum of 60 contact hours (or 4 credit hours).
4. Practitioner leaders receive one-on-one supervision through a residency supervisor provided by the program providers.
5. Practitioner leaders will 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. Hiring authorities and providers will collaborate to identify appropriate site for placement of an intern at a school and with a strong principal who serves as the school-based mentor. Additionally, the provider identifies and trains principal coaches (e.g., former principals, retired principals) who support one or more candidates.

D. LEADER PREPARATION (Second Summer)

1. All leader practitioner candidates will participate in a follow-up summer institute training that will continue to build skills in the areas of instructional and organizational leadership. The Standards for Educational Leaders in Louisiana will serve as the basis of the curriculum. The summer institute will provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research. Topics to be addressed include but are not limited to the following: Leading a Focused Drive toward Student Achievement, Organizing the Learning Environment, and Ethical Leadership. In addition, program participants will finalize the portfolio and Educational Leadership Development plan.
2. The summer session will include 135 contact hours (or 9 credit hours).
   a. An approved program provider may choose to provide a portion of the second summer curriculum and contact hours during the first summer or academic school year.
   b. A minimum of 45 contact hours (or 3 credit hours) must be provided during the second summer.
   c. The provider must supply evidence that curriculum topics have all been addressed and that the required contact hours/credit hours have been met by the end of the second summer.
E. **PRACTITIONER LEADER PERFORMANCE REVIEW** (Mid-Year and End of Program)

1. Program providers, mentor principals, and principal coaches form teams to review mid-year performance of practitioner leaders and determine the extent to which the practitioner leader has demonstrated educational leadership proficiency. If weaknesses are cited, teams will identify additional types of support to address areas of needs.

2. Program providers, mentor principals, and principal coaches form teams to review end-of-program performance of practitioner leaders and determine the extent to which the aspiring leader has demonstrated educational leadership proficiency and readiness for the Educational Leader Level 1 certification.

F. **TOTAL HOURS REQUIRED**

Minimum of 330 contact hours of coursework (22 credit hours) and minimum of 125 days serving as practitioner leader (administrative intern).

G. **PASSAGE OF SCHOOL LICENSURE EXAM**

Have a passing score on the School Leaders Licensure Assessment (SLLA) in accordance with state requirements.

H. **PROGRAM REQUIREMENTS**

Program requirements must be met by the end of the second summer session. For certification purposes, approved providers will submit signed statements to the Department of Education indicating that the student completing the Educational Leader Practitioner Program performance-based certification path met the following requirements:

1. Passed the School Leaders Licensure Assessment;
2. Completed all program coursework (summers and school year) and the residency;
3. Completed prescriptive plans (if weaknesses were demonstrated);
4. Demonstrated readiness as an educational leader based on performance against the *Standards for Educational Leaders in Louisiana* and approved program provider indicators of skills needed for educational leader success;
5. Completed an Educational Leadership Development plan (an individualized learning plan that outlines areas of development in each of the *Standards for Educational Leaders in Louisiana*);
6. Completed a portfolio demonstrating skills needed to collaborate with teachers and use data to increase student achievement; successfully observe, evaluate, and provide feedback to teachers to improve student achievement; and lead the school or a portion of the school through a change process that helps to build a positive school community.

I. **ON-GOING SUPPORT** (Second and Third Year)

Program providers will give support services to educational leaders who have completed the practitioner leader program and are serving as school leaders during their second and third years in the program. Support services are coordinated with the state-administered Louisiana
Education Leaders Induction Program and include regular visits to their schools by a successful, veteran principal who provides feedback and coaching and leads regular cohort meetings.

J. PROFESSIONAL LICENSE

Upon completion of all requirements of the program, the candidate will receive an Educational Leader Level 1 license.
APPENDIX B

STANDARDS FOR EDUCATIONAL LEADERS IN LOUISIANA

Preface

A critical component to ensuring that the goals of the state’s School and District Accountability System are achieved is the placement of effective administrators at every school. In order for this to be attained, attention must be focused on building leadership capacity at both the school and district levels.

In 1997, Louisiana convened a task force of principals, superintendents, and other educators to develop state standards focusing on the role of the principal as the transformational leader of the school. Motivated by two factors – a recommendation of the Local Personnel Evaluation Committee (April 1997), and the legislative mandate of House Bill No. 1379 (Regular Session, 1997) – the state Standards for School Principals in Louisiana emerged and identified areas of knowledge and skills, performances, and dispositions essential to a competent principal.

Recent research has focused on the relationship between effective leadership and increased student achievement. In addition, the need for effective leadership at the school and district level has become increasingly important. Also, it has been proven that effective district leaders are just as important as school leaders in paving the way for ongoing school improvement and an increase in student achievement (WestEd 2006).

In spring 2006, the state Department of Education appointed a state Leadership Task Force to study current research on those leadership attributes that contribute most significantly to improved student achievement. Using research of national organizations like the Wallace Foundation, the Mid-continent Research for Education and Learning (McREL), and the Southern Regional Education Board (SREB), Louisiana revised its state Standards for School Principals (now referred to as State Standards for Educational Leaders) to serve as a guide and to identify the knowledge, skills, performances, and dispositions essential to all educational leaders (aspiring leaders, school principals, and district leaders). The task force’s initial draft was shared with educational leaders and representatives of business and industry throughout the state. The attached document reflects the final compilation of the Standards for Educational Leaders in Louisiana. Utilizing the Standards for Educational Leaders, educational leaders are strongly encouraged to examine organizational structures, their enacted roles, and day-to-day operations to ensure they are leading the way for school success by keeping the focus on enhanced student achievement.
Standards for Educational Leaders in Louisiana

Standard #1 - Vision

The educational leader engages the district/school community in developing and maintaining a student-centered vision for education that forms the basis for district/school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Standard #2 - Teaching and Learning

The educational leader uses knowledge of teaching and learning in working collaboratively with the district/school faculty and staff to implement effective and innovative teaching practices that engage students in meaningful and challenging learning experiences.

Standard #3 - School Management

The educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Standard #4 - School Improvement

The educational leader works with the district/school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Standard #5 - Professional Development

The educational leader works collaboratively with the district/school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Standard #6 - School-Community Relations

The educational leader uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Standard #7 - Professional Ethics

The educational leader demonstrates honesty, integrity, and fairness to guide district/school programs in an ethical manner.
Elaborated Standard #1: Vision

Vision: The educational leader engages the district/school community in developing and maintaining a student-centered vision for education that forms the basis for district/school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Knowledge and Skills

The educational leader has knowledge, skills, and understanding of a “preferred” future\textsuperscript{1} regarding the success of all students:

- Group process strategies for melding the diverse values and expectations of the district/school community into a shared understanding of desired student outcomes;
- Theories of child and human development, the teaching-learning, and models of and best practices for on-going district/school improvement; and
- Relevant research findings and strategies for using data to develop and maintain the district/school vision.

Dispositions

The educational leader believes in, values, and commits to:

- A focused mission/vision to improve student achievement and a vision of the elements of school, curriculum, and instructional practices that make higher achievement possible;
- The centrality of students to the district/school vision and goals;
- Involving the community in establishing the district/school vision and goals;
- Respecting the existing community cultures while working for changes that improve outcomes for all students;
- Stewardship of the district/school vision, and sponsorship of district/school goals; and
- Enabling students to think critically about complex issues.

\textsuperscript{1}Preferred future - an understanding and conviction conveyed to teachers and students that opportunities available to students are not limited.
Performances

The educational leader demonstrates the ability to:

- Work collaboratively with the school community to establish clear goals and to keep those goals in the forefront of the school’s attention;

- Bring the district/school vision to life by using it to guide decision making about students and the instructional programs;

- Maintain focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults;

- Maintain open communication with the community, and effectively convey high expectations for student learning to the community;

- Inspire and lead new and challenging innovations by providing opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing district/school improvement;

- Monitor, assess, and revise the district/school vision and goals as needed; and

- Foster the integration of students into mainstream society while valuing diversity.
Elaborated Standard #2: Teaching and Learning

Teaching and Learning: The educational leader uses knowledge of teaching and learning in working collaboratively with the district/school faculty and staff to implement effective and innovative teaching practices that engage students in meaningful and challenging learning experiences.

Knowledge and Skills

The educational leader has knowledge, skills, and understanding of:

- Research and theories related to teaching, learning, curriculum development and integration, and motivation;
- Methods for effectively communicating high expectations for all students to learn high-level content;
- Effective instructional practices that motivate and increase student achievement;
- Supervisory and observational techniques that promote effective teaching and learning in a growth-oriented environment;
- Authentic, psychometrically sound\(^2\) methods for assessing student learning; and
- Emerging technologies and their use in enhancing student learning.

Dispositions

The educational leader believes in, values, and commits to:

- All children’s learning at high levels,
- Excellence and life-long learning,
- Collaborative development of teaching strategies and curricular modifications that ground student learning in real-world situations and promote critical thinking, and
- Developing a caring environment that nurtures teaching and learning.

---

\(^2\)psychometrically sound - data that are valid and reliable; refers to data from tests and other forms of assessment.
Performances

The educational leader demonstrates the ability to:

- Design, model, and implement effective curriculum, instruction, and assessment practices.

- Encourage and support the use of both innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students;

- Conduct frequent classroom/school visits and periodic observations, provide constructive feedback to faculty and staff, and suggest models of effective teaching techniques when needed;

- Foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized; and

- Promote collaboration and team building among faculty.
Elaborated Standard #3: School Management

School Management: The educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Knowledge and Skills

The educational leader has knowledge, skills, and understanding of:

- Organizational theory and principles of organizational development;
- Human resources management and development, including related/support/ancillary services;
- Local, state, and federal laws, policies, regulations, and procedures;
- Sound fiscal procedures and practices;
- Time management to maximize the effectiveness of the organization; and
- Current technologies that support management functions.

Dispositions

The educational leader believes in, values, and commits to:

- Creating a learning community that believes every student counts and has the support of a caring adult;
- Building a safe, orderly environment;
- Upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services;
- Upholding high standards in the day-to-day operations of the school and using current technology;
- Making management decisions to enhance teaching and learning; and
- Involving members of the school community in shared decision-making processes.
Performances

The educational leader demonstrates the ability to:

- Establish and implement a set of standard operating procedures and routines;

- Understand the change process and have the leadership and facilitation skills to manage it effectively;

- Organize and use time in innovative ways to meet the goals and objectives of school improvement;

- Maintain safe, secure, clean, and aesthetically pleasing physical school plants;

- Maintain a positive learning environment where proper student discipline is the norm;

- Manage fiscal resources responsibly, efficiently, and effectively and monitor whether others do so as well;

- Manage human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective faculty/staff;

- Monitor support services such as transportation, food, health, and extended care responsibly;

- Provide and coordinate appropriate co-curricular and extra-curricular activities;

- Use shared decision making effectively in the management of district/school operations;

- Manage time and delegate appropriate administrative tasks to maximize attainment of the district/school goals;

- Use available technology effectively to manage operations; and

- Monitor and evaluate operations and use feedback appropriately to enhance effectiveness.
Elaborated Standard #4: School Improvement

School Improvement: The educational leader works with the district/school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Knowledge and Skills

The educational leader has knowledge, skills, and understanding of:

- Methods by which information from various data sources can be used to establish challenging standards for self, faculty, students, and the district/school community;
- Strategies for monitoring progress toward reaching the standards established;
- Research-based literature related to teaching, learning, curriculum, organizational and staff development, and change processes;
- The district/school culture, community expectations, and the strengths and weaknesses of self, faculty, students, and community; and
- Methods of data collection, analysis, interpretation, and program evaluation.

Dispositions

The educational leader believes in, values, and commits to:

- Empowering others by engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging divergent perspectives from the district/school community;
- Working toward consensus and compromise among members of the district/school community, guided by the district/school vision and goals;
- Examining one’s own assumptions, practices, and beliefs in the light of new knowledge;
- Accepting limitations and mistakes from self and others while maintaining commitment to the standards established;
- Encouraging faculty experimentation in order to maximize opportunities for all students to learn;
- Promoting a district/school culture that values and promotes individual and collaborative reflection and learning; and
- Recognizing and celebrating school accomplishments and acknowledging failures.
Performances

The educational leader demonstrates the ability to:

- Keep everyone informed and focused on student achievement;
- Use data to initiate and continue improvement in student achievement;
- Provide ongoing opportunities for staff to reflect on their roles and practices in light of student standards and district/school goals;
- Grow professionally by engaging in professional development activities and making such activities available to others;
- Use research findings to plan district/school improvement initiatives, monitor the implementation of these changes, and evaluate their effectiveness on teaching and learning;
- Foster the genuine continuous involvement and commitment of the district/school community in promoting the progress of all students toward attaining high standards; and
- Enhance school effectiveness through the coordination of teacher selection, induction, evaluation, and professional development.
Elaborated Standard #5: Professional Development

**Professional Development:** The educational leader works collaboratively with the district/school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

**Knowledge and Skills**

The educational leader has knowledge, skills, and understanding of:

- Theories related to motivation, adult learning, and staff development;
- Sound pedagogical practices and emerging technologies;
- Current trends in terms of social, political, and cultural influences on education;
- Research, measurement, and assessment strategies;
- Organizational learning for district/school cultures, goal setting, change processes, and group dynamics; and
- Resource management.

**Dispositions**

The educational leader believes in, values, and commits to:

- Lifelong learning for self and others;
- Ongoing change processes;
- Faculty expertise and collaborative work strategies; and
- Fostering creativity and establishing high expectations in self and others.

**Performances**

The educational leader demonstrates the ability to:

- Communicate a focused vision for both district/school and individual professional growth;
- Use research and data from multiple sources to design and implement professional development activities;
• Secure the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies;

• Ensure that faculty and staff are aware of the most current theories and practices, and make the discussion of these a regular aspect of the district’s/school’s culture;

• Provide opportunities for individual and collaborative professional development;

• Provide incentives for learning and growth and encourage participation in professional development activities at the national, state, and parish levels; and

• Assess the overall impact of professional development activities on the improvement of teaching and student learning.
Elaborated Standard #6: School-Community Relations

School-Community Relations: The educational leader uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Knowledge and Skills

The educational leader has knowledge, skills, and understanding of:

- The composition of the district/school community including relevant demographic statistics and trends, competing issues and values, and available resources;
- Successful strategies for establishing positive district/school community relations and fostering parental and community participation;
- Techniques for promoting the positive aspects of the district/school and communicating with the media effectively; and
- Effective interpersonal communication skills.

Dispositions

The educational leader believes in, values, and commits to:

- Establishing a partnership with the community for mutually supportive relationships;
- Promoting the school/school system as an integral part of the community;
- Diversity as a strength; and
- Promoting the positive aspects of the district/school, celebrating successes, acknowledging the district’s/school’s shortcomings, and involving the community in overcoming problems within the district/school.

Performances

The educational leader demonstrates the ability to:

- Foster shared beliefs and a sense of community and cooperation;
- Be visible and involved in the community, and treat members of the district/school community equitably;
- Involve the school(s) in the community while keeping all stakeholders informed;
• Use district-/school-community resources to enhance the quality of instructional programs, including those resources available through business and industry;

• Recognize and celebrate educational successes publicly; and

• Communicate effectively, both interpersonally and through the media.
Elaborated Standard #7: Professional Ethics

Professional Ethics: The educational leader demonstrates honesty, integrity, and fairness to guide district/school programs in an ethical manner.

Knowledge and Skills

The educational leader has knowledge, skills, and understanding of:

- Various perspectives on ethics;
- His/her own principled convictions about what is best for students and the ethical implications of those convictions;
- Relevant laws, policies, regulations, procedures and the relationship of these to protecting the rights of individuals; and
- Ethical means for improving district/school programs.

Dispositions

The educational leader believes in, values, and commits to:

- Being accurate in providing information while respecting the rights of others;
- Caring for the feelings of others;
- Principled action in upholding the substance of laws, policies, regulations, and procedures; and
- Using the influence of his/her leadership constructively and productively in the service of all students.

Performances

The educational leader demonstrates the ability to:

- Model ethical behavior at both the school and community levels;
- Communicate to others expectations of ethical behavior;
- Respect the rights and dignity of others;
- Provide accurate information without distortion and without violating the rights of others;
• Develop a caring school environment in collaboration with the faculty and staff;

• Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately;

• Minimize bias in self and others, and accept responsibility for his/her own decisions and actions; and

• Address unethical behavior in self and others.
APPENDIX C
Educational Leader Practitioner Program
COVER SHEET

1. Name of Legal Applicant (organization, institution, or entity that will develop and implement practitioner program)

2. Mailing Address of Organization/Institution

3. Program Director
   Name:
   Title:
   Address:
   Telephone:
   Fax:
   Email:

4. Number of Program Participants (projected):

5. Names of Targeted Schools Systems/Schools (if additional space needed, include on back)

<table>
<thead>
<tr>
<th>Name of System/School</th>
<th>Name of System/School Contact Person</th>
<th>Email Address for Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assurances
I confirm that:
- The entity/program provider serving as legal applicant will be accountable for tracking and evaluating all activities outlined in this application.
- The entity/program provider serving as legal applicant will implement and monitor the required entrance requirements, curriculum requirements, and program completion requirements as specified by the Louisiana Department of Education.
- The entity/program provider serving as legal applicant will provide the Louisiana Department of Education all requested data, including but not limited to names and contact information for all leader practitioners; documentation relative to administrative assignments for all leader practitioners; documentation relative to entrance and completion requirements of all leader practitioners; and notification relative to candidates who withdraw or are dropped from the program.

I am authorized to sign and submit this application on behalf of this submitting entity.

_____________________________________                                 ____________________
Signature of Applicant                                                                       Date

_____________________________________                                  _____________________________________
Name of Applicant (Typed)                                                                Title of Applicant in Organization
# APPENDIX D

## STATE CERTIFICATION MATRIX FOR EDUCATIONAL LEADERS

Directions: Identify where in the proposed curriculum/program the following standards are addressed. Information on this chart should align with narrative provided in Section IV Curriculum.

<table>
<thead>
<tr>
<th>STANDARDS FOR EDUCATIONAL LEADERS IN LOUISIANA</th>
<th>ALIGNMENT OF PROPOSED CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD 1: Vision</strong></td>
<td>Engages the school community in developing and maintaining a student-centered vision for education that forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.</td>
</tr>
<tr>
<td><strong>STANDARD 2: Teaching and Learning</strong></td>
<td>Uses knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices that engage students in meaningful and challenging learning experiences.</td>
</tr>
<tr>
<td><strong>STANDARD 3: School Management</strong></td>
<td>Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.</td>
</tr>
<tr>
<td><strong>STANDARD 4: School Improvement</strong></td>
<td>Works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.</td>
</tr>
<tr>
<td><strong>STANDARD 5: Professional Development</strong></td>
<td>Works collaboratively with the school faculty and staff to plan and implement professional development that promotes both individual and organizational growth and leads to improved teaching and learning.</td>
</tr>
<tr>
<td><strong>STANDARD 6: School-Community Relations</strong></td>
<td>Uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.</td>
</tr>
<tr>
<td><strong>STANDARD 7: Professional Ethics</strong></td>
<td>Demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.</td>
</tr>
</tbody>
</table>
APPENDIX E
PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES

<table>
<thead>
<tr>
<th>Segment of Program Curriculum in which Site-Based Experience Occurs</th>
<th>Brief Description of Site-Based Performance Activity</th>
<th>Number of Clock Hours for Particular Site-Based Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## REVIEW OF PROGRAM PROVIDERS PROPOSAL

<table>
<thead>
<tr>
<th>Required Proposal Components</th>
<th>Page</th>
<th>Met</th>
<th>Not Met</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cover Page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All information on the Cover Page is completed. The appropriate signature(s) are included. Five copies of all documents submitted, one of which has an original signature.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Table of Contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A table of content is provided that identifies the different sections of the proposal and the corresponding page numbers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Used 12-point type; white paper, single-spacing, with double-spacing between paragraphs; one-inch margins; printed on one side of the paper only; stapled; with no more than 40 pages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Program Description

#### 3. Program Overview (1 page limit)
- Briefly described the program, including goals of the program and the design to accomplish the goals.
- Provided sufficient information of who will participate in the program and their progression throughout the program.

#### 4. Provider Commitment and Collaboration to Promote Leader Development and Certification (1 page limit)
- Provided evidence of the provider’s success and long-term commitment to leader development.
- Described stakeholder involvement in the development and implementation of the program.
- Presented a clear discussion of collaborative agreements with school districts and/or charter schools that will engage candidates in problem-based learning and mentoring by highly effective educational leaders.
- Described process that allows for collaboration in improving the program once it is implemented.

#### 5. Recruitment (1 page limit)
- Described the collaborative process in recruiting outstanding individuals for the program.
- Explained recruitment efforts to reach a broad pool of candidates.

#### 6. Screening and Selection (1 page limit)
- Described the process for screening and selection of individuals for the program.
- Identified screening tools and criteria to place participants in the program.
- Provided a description of the criteria for admission to be disseminated to recruits.
- Requirements for admission aligned to the Educational Leader Practitioner Program policy in Bulletin 746, Section 240 (e.g., baccalaureate degree from regionally accredited university, three years of K-12 teaching experience, valid Type B or Level 2 or comparable).

#### 7. Preparation for School Leaders Licensure Assessment (SLLA) (1 page limit)
- Candidates are provided appropriate knowledge and skills to successfully pass the SLLA for state certification as an educational leader.
<table>
<thead>
<tr>
<th>Required Proposal Components</th>
<th>Page</th>
<th>Met</th>
<th>Not Met</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. <strong>Support of Program Completers</strong> <em>(1 page limit)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the efforts to support program completers as they enter educational leadership roles in schools/districts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the support provided in first year of the program as well as years two and three.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described collaboration with districts to support new educational leaders as they participate in the LA Leaders Induction Program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Curriculum</strong> <em>(6 page limit)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. <strong>Title of the Segment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provided the narrative description of the curriculum for the three segments entitled: Summer One, School Year One, and Summer Two.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Aligned curriculum design and content with the curriculum outlined in the Educational Leader Practitioner Program policy in Bulletin 746, Section 240.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Form and Number of Contact Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Indicated Course Form and Contact Hours of each segment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. <strong>Measurable Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listed 6-8 measurable objectives that clearly identified the most critical competencies the candidates will demonstrate in the particular segment and a description of <em>instruments and/or processes</em> that will be used to assess performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. <strong>Resources and Materials</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Proposed resources and materials are listed for each segment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. <strong>Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identified name(s) and credentials of staff to teach each segment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Field Experiences and Performance Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. <strong>Site-Based Experiences</strong> <em>(2 page limit)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the work sites and experiences to be used in the preparation of candidates. Information is aligned to policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provided relevant leadership experiences in multiple settings with diverse student and faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listed field experiences sequentially and quantified as to number of clock hours in each experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the criteria used to select sites for the residency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the screening process and criteria used to select a mentor and a residency supervisor to work with candidates at the site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the preparation to be provided for mentors who will support and evaluate candidates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment Experiences and Program Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. <strong>Assessment of Candidates</strong> <em>(2 page limit)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the process to be used for the <em>mid-year performance review</em>, in addition to types of support to address area of need identified by review team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the process used for <em>end of program performance review</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provided description of process used for candidates to develop portfolios and how it will be evaluated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Proposal Components</td>
<td>Page</td>
<td>Met</td>
<td>Not Met</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td>-----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>16. Program Evaluation</strong> (2 page limit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identified how program outcomes will be assessed (e.g., candidates’ acquisition of skills, impact of candidates on school improvement)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described follow-up assessments to assure the quality of the field-based preparation and ongoing support activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Described the curriculum review process that will be used to assure the ongoing quality of the program curriculum, including methods, timelines, and involvement of district/school partners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17. Program Charts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identified specific areas of the proposed program where the Louisiana Standards for Educational Leaders are addressed (Appendix D - State Certification Matrix).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identified progression of performance activities within site-based settings (Appendix E).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18. Curriculum Vitae</strong> (2 page max. per individual)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Included vitae of key personnel involved relevant to the proposed program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>19. Financial Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provided financial and corporation information which included audited financial statement. Delineated any costs to individual program participants and procedures for handling all fees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Certification Requirements for Practitioner Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Admission - Candidates must:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Possess a baccalaureate degree from an accredited university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have three years of K-12 teaching experience and demonstrate strong knowledge of instruction through a rigorous screening process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hold or be eligible to hold a valid Louisiana Type B or Level 2 teaching certificate or have a comparable level out-of-state teaching certificate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Meet other non-course requirements established by the approved leader practitioner program. Candidates will be chosen using a rigorous screening process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Leader Preparation (First Summer)</strong> 135 contact hours or 9 credit hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidate must participate in a summer institute training that will build skills in the areas of instructional, organizational, and personal leadership. The curriculum will align to the <em>Louisiana Standards for Educational Leaders</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topics to be addressed 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 Professional Learning Communities, and Leading and Learning with Technology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidates will be assigned a residency supervisor by the program provider.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidate must develop a Portfolio and Educational Leadership Development Plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certification Requirements for Practitioner Program</td>
<td>Page</td>
<td>Met</td>
<td>Not Met</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------</td>
<td>-----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>3. Principal Residency and Support (School Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidate is hired as an administrative intern and will serve in at least two different schools to experience a full range of activities associated with all phases of school administration. In-school experiences should provide for a minimum of 125 days in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidates participate in weekly sessions provided by the program provider and in four seminars that address immediate needs of the practitioner leader (minimum of 60 contact hours or 4 credit hours).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidates receive one-on-one supervision through the residency supervisor. In addition, support is provided from a school-based principal mentor identified by hiring authority and program provider and a principal coach provided by the program provider.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Leader Preparation (Second Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>135 contact hours or 9 credit hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidates participate in follow-up summer training institute that will continue to build skills in the area of instruction and organizational leadership. The curriculum will align to the Louisiana Standards for Educational Leaders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topics to be addressed include but are not limited to the following: Leading a Focused Drive toward Student Achievement, Organizing the Learning Environment, and Ethical Leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Finalize portfolio and Educational Leadership Development plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Practitioner Leader Performance Review (Mid-Year and End of Program)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Program providers, mentor principals, and principal coaches form teams to review mid-year performance and end of program to determine the extent to which the practitioner leader has demonstrated educational leadership proficiency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If weakness cited, teams will identify additional types of support to address areas of needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours Required in Program: Minimum of 330 contact hours of coursework (22 credit hours) and minimum of 125 days serving as a practitioner leader (administrative intern)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Praxis Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidates must have a passing score of 168 on the School Leaders Licensure Assessment (SLLA).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certification Requirements for Practitioner Program</td>
<td>Page</td>
<td>Met</td>
<td>Not Met</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>------</td>
<td>-----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>7. Licensure – Educational Leader Level 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved provider submits signed statements to the Department of Education indicating that the candidate completed the Educational Leader Practitioner Program performance-based certification path meeting the following requirements:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Passed the SLLA exam;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completed all program coursework and the residency;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completed prescriptive plan (if weaknesses were demonstrated);</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrated readiness based on performance against the <em>Louisiana Standards for Educational Leaders</em>;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completed an Educational Leadership Development Plan;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completed a portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8. On-Going Support (Second and Third Year)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Program providers will give support to educational leaders who have completed the practitioner leader program and are serving as school leaders during their second and third years in the program. Support services are coordinated with the Louisiana Education Leaders Induction Program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>