



LOUISIANA DEPARTMENT OF EDUCATION

Preparation Program Provider _____ Reviewer _____

Rubric for Educator Preparation Provider Program Approval: **Alignment-Innovative**

The application must include all information below in order to be moved to the review phase. Applications missing any of the below components are considered incomplete and will be returned to the preparation program.

	The application identifies at least one workforce need.
	The application includes an explanation regarding how the proposed model will diverge from the yearlong residency requirements outlined in Bulletin 746. Included are the proposed start/end dates of the residency and the minimum percentage of time each week that the resident will spend each week at the residency site.
	The application includes information regarding observation and feedback loops; including how candidates will be observed, who will observe them, and the tool used to observe them.
	The application includes an explanation of how clinical experiences are provided throughout the program and how intensive clinical experiences are provided throughout the residency.



LOUISIANA DEPARTMENT OF EDUCATION

Rubric for Educator Preparation Provider Program Approval: Alignment-Innovative			
CRITERIA	(1) Does Not Meet Expectations	(2) Partially Meets Expectations	(3) Meets Expectations
What specific workforce needs does this program meet? Include evidence of those needs and projected impact on those needs.	The application identifies a workforce need, but the need is not specific, the application does not provide evidence of the need, or the application does not include evidence of how the program uniquely addresses this need.	The application identifies a specific workforce need in partner school system(s), but does not identify how the program is uniquely addressing this need.	The application identifies a specific workforce need in partner school system(s), clearly shows how the program is addressing this need, and includes workforce data as evidence.
Explain how and why the proposed model will diverge from requirements for residency experiences as established in Bulletin 746. Include the start/end dates of the residency and the minimum percentage of time spent at the residency site.	The application fails to explain how and why the provider will diverge from requirements for residency experiences as established in Bulletin 746.	The application is unclear when explaining how and why the provider will diverge from the requirements for residency experiences as established in Bulletin 746. The start/end dates of the residency and/or the minimum percentage of time spent at the residency site is not specified.	The application clearly explains how and why the provider will diverge from the requirements for residency experiences as established in Bulletin 746. The application includes the start/end dates of the residency and the percentage of time spent at the residency site.
The plan provides a schedule of observations and feedback experiences provided to candidates. The provider identifies the program and/or district faculty responsible for each observation and feedback session and the observation tools to be used.	Candidates are only observed once or twice and do not receive feedback regarding their performance.	Candidates are not observed incrementally throughout their residency, and/or the observation tool does not facilitate high-quality feedback, and/or the provider has not identified the program and/or district faculty responsible for each observation and feedback session and/or the observation tools to be used.	The application clearly identifies a schedule of incremental observations and feedback experiences that will be provided to candidates throughout their residency. The provider identifies the program and/or district faculty responsible for each observation and feedback session and the observation tools to be used. [High-quality observation tools could include, for example, the Compass rubric.]
Explain how high-quality clinical experiences are provided throughout the program and how intensive clinical experiences are provided throughout the residency year [including but not limited to: instructional goal-setting and planning, IEP an IAP review and implementation; classroom teaching; analysis of student assessment results, formative and summative assessment data, student work samples; parent-teacher conferences and communication; interactions and collaboration with other teachers.]	Limited clinical experiences are included during the early phase of the program and during the final year of the program.	Clinical experiences are included in the early phase of the program and during the final year of the program, however there is limited evidence that a range of experiences will take place.	The application clearly outlines how early high-quality clinical experiences will be provided throughout the program and how intensive clinical experiences are provided throughout the residency year. The application details how a range of experiences will take place.