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NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 33

PROGRAMS FOR THE PREPARATION OF SUPERINTENDENTS IN ILLINOIS

Section

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AUTHORITY: Implementing Section 21B-25 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/21B-25 and 2-3.6].

SOURCE: Adopted at 38 Ill. Reg. 18948, effective September 8, 2014; amended at 39 Ill. Reg. 6668, effective April 27, 2015; amended at 40 Ill. Reg. 13667, effective September 15, 2016; amended at 42 Ill. Reg. 9563, effective May 29, 2018; amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 33.10 Definitions**

As used in this Part:

"Educational unit" means the college, school, department or division of an institution or not-for-profit entity that is primarily responsible for the initial and continuing preparation of educators.

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"Field-based experiences" means multiple experiences that occur within a school setting that relate directly to core subject matter of the course and enable candidates to apply theory to practice.

"Internship" means a sustained, continuous, structured and supervised experience lasting a minimum of 12 months, with defined objectives and activities designed to enable candidates to acquire the skills and knowledge necessary to demonstrate mastery of certain competencies expected of superintendents. (Also see Appendix A.)

"Internship Supervisor" means a superintendent of the school district (or the chief executive officer of a school district authorized under Article 34 of the School Code [105 ILCS 5/Art. 34]) where a candidate's internship is conducted and who supervises candidates during the internship period.

"Institution" means a regionally accredited institution of higher learning as specified in Section 21B-105 of the School Code [105 ILCS 5/21B-105]. (Also see 23 Ill. Adm. Code 25.10 (Accredited Institution).)

"Not-for-profit entity" means an entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5] and that is recognized to provide an educator preparation program in the State of Illinois pursuant to 23 Ill. Adm. Code 25.Subpart C (Approving Programs that Prepare Professional Educators in the State of Illinois).

"Partner" means one or more institutions, not-for-profit entities or school districts that jointly design, implement and administer the superintendent preparation program. For the purposes of this Part, "partners" do not include school districts and their schools that serve only as sites for candidates to complete internship requirements or field experiences.

"Program completers" means persons who have met all the requirements of a State-approved superintendent preparation program established pursuant to this Part and who have fulfilled the requirements for receipt of a superintendent endorsement set forth in Section 21B-25 of the School Code [105 ILCS 5/21B-25] and 23 Ill. Adm. Code 25.355 (Endorsement for Superintendent (2019)).

["School Code" or "Code" means 105 ILCS 5.](#)

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(Source: Amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 33.20 Purpose and Applicability**

- a) This Part sets forth the requirements for the approval of programs to provide individuals with the knowledge, skills, and experiences necessary to implement a systems-orientation approach to educational leadership, financial oversight, school management, and parental and community involvement.
- b) Requirements of this Part are in addition to the requirements for the approval of new educator preparation programs set forth in 23 Ill. Adm. Code 25.Subpart C.
- c) Candidates successfully completing a superintendent preparation program shall obtain a superintendent endorsement on a professional educator license and are eligible to work as superintendents or assistant superintendents.
- d) ~~Beginning No later than~~ September 1, 2019, all programs for the preparation of superintendents shall meet the requirements set forth in this Part.
- e) Beginning October 1, 2025, no new candidates shall be admitted into a superintendent program until the program's alignment to the National Educational Leadership Preparation (NELP) Program Recognition Standards-District Level, published by National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483, and available at <http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>, is approved by the State Superintendent.~~Beginning September 1, 2016, institutions or not-for-profit entities may admit new candidates only to superintendent preparation programs that have been approved under this Part.~~

(Source: Amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 33.30 General Program Requirements**

- a) The program shall be jointly established by one or more institutions or not-for-profit entities in partnership with one or more public school districts and in consultation with one or more professional organizations that represent school administrators, school boards, chief school business officials, or regional superintendents of education.

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- b) The responsibility and roles of each partner in the design, implementation, and administration of the program shall be set forth in a written agreement signed by each partner. The written agreement shall address at least the following:
- 1) the process and responsibilities of each partner for the selection and assessment of candidates;
  - 2) the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;
  - 3) the development and implementation of a training program for internship supervisors and faculty supervisors that supports candidates' progress during their internships in participating in and demonstrating leadership;
  - 4) names and locations of non-partnering school districts where the internship and any field experiences may occur, including the roles and responsibilities of the participating districts and the provider; and
  - 5) the process to evaluate the program at least annually, including the partnership, and the role of each partner in making improvements based on the results of the evaluation.
- c) Each program shall meet the National Educational Leadership Program Standards: 2018 NELP~~2011 ELCC~~ District Level Standards published by the National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483 and posted at <https://www.npbea.org/nelp/http://npbea.org/wp-content/uploads/2012/06/ELCC-District-Level-Standards-2011.pdf>. No later amendments to or editions of these standards are incorporated by this Part.
- d) Each program shall offer curricula that address student learning, school improvement, and system management and focus on:
- 1) support of rigorous standards for all students (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs) and high-quality accountability systems that promote increasing student achievement and improving results;

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- 2) the efficient use of district or school resources (e.g., human, fiscal, technological) and the importance of maintaining a safe, healthy, and productive environment;
- 3) understanding the knowledge, skills and responsibilities of high-quality professional staff, ~~as articulated in standards governing the receipt of educator licensure listed at 23 Ill. Code 25.115(e)(1) (Recognition of Institutions and Educational Units, and Approval of Programs)~~; and
- 4) collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils, or other governing councils, community partners).

(Source: Amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 33.40 Internship Requirements**

- a) The internship portion of the program shall be conducted at one or more public school districts so as to enable the candidate to be exposed to and to participate in a variety of educational leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).
  - 1) The internship shall consist of the following components:
    - A) Engagement in leadership activities at all grade levels (i.e., preschool through grade 12), that focus on creating, evaluating, selecting, supervising, and monitoring high-quality and rigorous curricular, instructional, assessment, and financial resources designed to:
      - i) increase achievement of students in general education, special education, bilingual education, and gifted education settings; and
      - ii) contribute to school improvement;
    - B) Active participation in the hiring, supervision, and evaluation of administrators, teachers, other licensed staff and nonlicensed staff,

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as applicable, and development of professional development plans aligned to the goals of the district improvement plan;

- C) Active participation in management and operational activities (e.g., strategic or long-range planning, policies and procedures, budgeting and financial management, facilities maintenance) that promote efficiency and a safe and healthy environment; and
- D) Active collaboration with administrators, faculty, families, and communities that results in decision-making that has legal and ethical bases.

- 2) The internship shall require the candidate to work directly with administrators and others in the school district's primary office and to participate and take the lead in specific tasks related to meeting the competencies referenced in Appendix A.

#### b) Internship Site

- 1) A public school district may serve as an internship site if the superintendent:
  - A) holds a valid and current professional educator license endorsed for superintendent issued pursuant to 23 Ill. Adm. Code 25.355-~~or~~ 25.360; or
  - B) if the internship site is located in another state, holds a valid and current license that is comparable to the required Illinois professional educator license endorsed for superintendent issued by the state in which the internship site is located.
- 2) The provisions of subsection (b)(1) do not apply to a school district authorized under Article 34 of the School Code.
- 3) In all cases, the superintendent shall have two years of successful experience in that position as evidenced by relevant data and formal evaluations or letters of recommendation from former supervisors that reflect achievement of the competencies set forth in Appendix A.

- c) The school district superintendent shall serve as the internship supervisor for that portion of the program.

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- 1) Each internship supervisor shall meet the following qualifications:
  - A) hold a valid and current professional educator license endorsed for superintendent or a valid and current license that is comparable to the required Illinois professional educator license endorsed for superintendent issued by the state in which the internship site is located; and
  - B) have served at least two years on a full-time basis as a superintendent, except that a first-year superintendent may serve as the internship supervisor if that individual was hired after the candidate started the internship in the respective school district.
- 2) Each internship supervisor shall:
  - A) assign the candidate to the administrative staff whose duties and responsibilities are most closely aligned to the particular leadership skills and experiences being assessed; however, the internship supervisor shall retain supervisory authority and oversight for the candidate's progress;
  - B) observe, evaluate, and provide feedback to each candidate about the candidate's performance; and
  - C) work in collaboration with other personnel with whom the candidate has been assigned to complete the assessment of the candidate's performance during the internship as required pursuant to Section 33.45.
- d) Programs shall ensure that each candidate:
  - 1) successfully completes the training and passes the assessment required under Section 24A-3 of the School Code ~~[105 ILCS 5/24A-3]~~ prior to licensure, or before the candidate evaluates staff, should evaluations be included as a component of the preparation program, whichever occurs first; and
  - 2) passes the applicable content-area test (see 23 Ill. Adm. Code 25.710 ~~(Definitions)~~) prior to receipt of endorsement.

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- e) Programs may charge fees of candidates, in addition to tuition, to be used to reimburse school districts for the costs of employing substitute administrators for candidates who are full-time administrators and must be absent from their school districts in order to complete internship activities.
- f) Programs may provide monetary stipends for candidates while they are participating in their internship.
- g) A program may extend the length of an internship beyond the expected date of completion for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency, provided that the program adopts procedures for requesting the exemption, the specific reasons under which the exemption would be granted, and the length of time within which a candidate must resume the internship. -A copy of the policy shall be provided to each candidate who enrolls in the program.

(Source: Amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

#### Section 33.45 Assessment of the Internship

- a) The superintendent preparation program shall rate each candidate's level of knowledge and abilities gained as a result of the candidate's participation in the internship required under Section 33.40 by implementing a process to assess both the candidate's understanding of school practices that foster student achievement and a positive learning environment and of the candidate's ~~his or her~~ ability to provide effective leadership. -The assessment process and any rubrics to be used shall be submitted as part of the program's application for approval under Section 33.70.
- ~~b) Except for ELCC Standard 2 (Curriculum and Instruction), the candidate shall demonstrate the competencies listed in Appendix A by completing during the course of the internship the tasks specific to each of the competencies identified in the assessment rubric developed pursuant to subsection (a).~~
- b)e) Each superintendent preparation program shall use the assessments evaluation rubrics identified in Appendix AB to determine a candidate's level of knowledge and abilities gained. ~~relative to competencies defined for ELCC Standard 2 (Curriculum and Instruction). The program shall rate a candidate's demonstration of having achieved competencies listed in Appendix A as "meets the standards" or "does not meet the standards" in accordance with the rubric set forth in Appendix C.~~



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~~1) A candidate must achieve a "meets the standards" on each competency in order to successfully complete the internship.~~

~~2) A candidate who fails to achieve a "meets the standards" on any of the competencies may repeat the tasks associated with the failed competency at the discretion of the superintendent preparation program.~~

(Source: Amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

#### **Section 33.50 Coursework Requirements**

a) The coursework required by the preparation program of its candidates must cover each of the following areas:

- 1) State and federal laws, regulations, and case law affecting Illinois public schools;
- 2) State and federal laws, regulations, and case law regarding programs for students with disabilities and English language learners;
- 3) use of technology for effective teaching and learning and administrative needs;
- 4) use of a process that determines how a child responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure, monitor the effectiveness of instruction proposed for students identified as at risk, and modify instruction as needed to meet the needs of each student;
- 5) identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting, and rewarding a peaceful and productive school climate; and
- 6) the process to be used to evaluate licensed staff in accordance with the provisions of Section 24A-3 of the School Code.

b) The superintendent preparation program shall determine the courses for which completion of field experiences will be required and the time allotted to field experiences across all courses in the curriculum.

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- c) A superintendent preparation program may allow candidates to "proficiency out" of certain coursework, provided that the candidate presents acceptable evidence of having mastered the competencies gained from the coursework and the program has adopted a policy regarding proficiency procedures.
- 1) The policy adopted under this subsection (c) shall require that candidates provide evidence of specific experiences that exemplify competency rather than providing only the results from written examinations or evidence of participation in an activity.
  - 2) The policy adopted under this subsection (c) shall list those courses that are mandatory for program completion, regardless of a candidate's previously acquired competencies.
- ~~d) In addition to meeting the requirements in subsections (a) and (b), programs providing 50 percent or more of coursework via distance learning or video-conferencing technology shall be approved only if they meet the following conditions:~~
- ~~1) Candidates must be observed by a full-time tenure track faculty member who provides instruction in the superintendent preparation program. The observations, which must take place in person, shall be for a minimum of two full days each semester, and for a minimum of 20 days throughout the length of the program. The observations must include time spent interacting and working with the candidate in a variety of settings (e.g., attending meetings with the candidate, observing the candidate during the internship portion of the program, working with school board members or other school administrators, participating in budget setting sessions).~~
  - ~~2) Each candidate shall be required to spend a minimum of one day per semester, exclusive of internship periods, at the program's Illinois facility in order to meet with the program's full-time faculty, to present and reflect on projects and research for coursework recently completed, and to discuss the candidate's progress in the program.~~

(Source: Amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 33.60 Candidate Selection**

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Candidates admitted to a program for superintendent preparation shall be selected through an ~~in-~~  
~~person~~ interview process. Each candidate must meet the following minimum requirements:

- a) Hold a valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official, or director of special education.
- b) Have experience in a public school district or nonpublic school recognized in accordance with 23 Ill. Adm. Code 425 ~~(Voluntary Registration and Recognition of Nonpublic Schools)~~ on one of the following endorsements to the professional educator license or, for out-of-state candidates, the requisite experience while holding a certificate or license that is comparable to the respective Illinois credential:
  - 1) General Administrative;
  - 2) Principal;
  - 3) Director of Special Education; or
  - 4) Chief School Business Official.
- ~~c) — Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois professional educator license or previously issued administrative certificate (see 23 Ill. Adm. Code 25.720(b) (Applicability of Testing Requirements and Scores)).~~
- ~~c) d)~~ Submission of a portfolio that presents evidence of a candidate's achievements during the candidate's ~~this or her~~ administrative experience in each of the following categories:
  - 1) Support of all students in the classroom to achieve high standards of learning;
  - 2) Significant leadership roles in the school (e.g., curriculum, assessment or instructional development, school management or budgeting, evaluation of staff, mentoring);
  - 3) Strong oral and written communication skills;

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- 4) Analytic abilities needed to collect and analyze data for school and district improvement;
- 5) Demonstrated respect for family and community;
- 6) Strong interpersonal skills; and
- 7) Strong demonstrated leadership skills and abilities.

d)e) For purposes of subsection (c)(d), "evidence" includes, but is not limited to:

- 1) Evaluations of the candidate's administrative abilities from supervisors that attest to school and district improvement;
- 2) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
- 3) An analysis of school or district data (e.g., student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the academic achievement or school improvement outcomes, and steps taken when expected outcomes did not occur;
- 4) Information about the candidate's work with families and/or community groups and a description of how this work affected school or district operations, policies, and procedures;
- 5) Examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and
- 6) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement with school committees.

f) Each applicant shall interview face-to-face with no fewer than two of the program's full-time faculty members and shall, at a minimum, discuss the contents of his or her portfolio and complete on-site a written response to a scenario presented by the interviewers.

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(Source: Amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 33.70 Program Approval and Review**

- a) A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.120 ~~(Approval of Educator Preparation Programs by the State Board of Education)~~.
- b) In addition to meeting the requirements of 23 Ill. Adm. Code 25.120, the program proposal required to be submitted as part of the request for approval shall specify how the program will meet the requirements set forth in this Part, as well as address each of the following:
  - 1) The guidance to be developed to ensure that internship supervisors effectively assist candidates to optimize their experiences during the internship;
  - 2) The roles and responsibilities of candidates and internship supervisors;
  - 3) The process the institution or not-for-profit entity will use to communicate with the internship supervisor and candidate;
  - 4) Any additional requirements for admission to the program that the institution or not-for-profit entity will impose;
  - 5) A description of the rubric the program will use to assess and evaluate the quality of a candidate's portfolio required under Section 33.60;
  - 6) The competencies, to include those specified in Appendix A, expected of candidates who complete the program and how those expectations will be communicated to the candidate upon ~~the candidate's~~ ~~his or her~~ admittance to the program;
  - 7) The activities to meet the expectations embedded in the competencies specified in Appendix A that will be required of candidates for completion of the program and how these activities and expectations will be communicated to the candidate upon ~~the candidate's~~ ~~his or her~~ admittance to the program;
  - 8) A copy of the partnership agreement or agreements and a description of the partners' involvement in the development of the program, a description

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of the roles each partner will have, and information about how the partnership will continue to operate and how it will be evaluated;

- 9) A copy of any agreements with school districts (other than those participating in the partnership) that will serve as sites for the internship or field experiences;
  - 10) A description of each course proposed and the internship, to include:
    - A) a course syllabus;
    - B) how progress will be measured and successful completion will be determined;
    - C) a data table that demonstrates each course's, and the internship's, alignment to the ~~NELP~~~~ELCC~~ standards (see Section 33.30(c)); and
    - D) for individual courses, a detailed description of any field experiences required for course completion;
  - 11) Copies of assessments and rubrics to be used in the program, including, but not limited to, samples of scenarios to which a candidate must provide a written response and interview questions for selection in the program and any additional assessments to be used for the internship beyond what is required under Section 33.45;
  - 12) A description of the coursework for candidates and training to be provided for faculty members relative to the evaluation of licensed staff under Article 24A of the School Code ~~[105 ILCS 5/Art. 24A]~~; and
  - 13) A complete description of how data about the program will be collected, analyzed, and used for program improvement, and how these data will be shared with the educational unit or not-for-profit entity and the partnering school district.
- c) A request for program approval shall be submitted to the State Superintendent for consideration (see 23 Ill. Adm. Code 25.120(a)). ~~The State Superintendent shall provide a complete request to the Superintendent Preparation Review Panel for its review and recommendation as to whether the program should be approved. The panel, to be appointed by the State Superintendent, shall consist of:~~

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- 1) ~~two individuals holding current and valid Illinois professional educator licenses endorsed in a teaching field and currently employed in Illinois public schools;~~
  - 2) ~~four individuals holding current and valid professional educator licenses endorsed for superintendent, and currently employed as superintendents in Illinois public schools;~~
  - 3) ~~two individuals holding current and valid professional educator licenses endorsed for principal or general administrative and currently employed as principals in Illinois public schools;~~
  - 4) ~~two individuals from institutions of higher education in Illinois that have a recognized educational unit approved for the provision of educator preparation programs pursuant to 23 Ill. Adm. Code 25. Subpart C, one of whom shall be from a public institution and one of whom shall be from a nonpublic institution; and~~
  - 5) ~~one licensed administrative staff member currently employed in a school district in any city in Illinois having a population exceeding 500,000.~~
- d) The State Educator Preparation and Licensure Board (SEPLB) shall provide a recommendation for program approval or denial to the State Superintendent. ~~Superintendent Preparation Review Panel shall acknowledge receipt of the request for approval within 30 days after receipt. Based upon its review, the Panel may:~~
- 1) ~~issue a recommendation to the State Educator Preparation and Licensure Board (SEPLB) that the superintendent preparation program be approved; a copy of that recommendation and notification of the SEPLB's meeting to consider the Panel's recommendation shall be provided to the applicant; or~~
  - 2) ~~issue a recommendation to the SEPLB that the superintendent preparation program be denied, including the reasons for the recommended denial; a copy of that recommendation and notification of the SEPLB's meeting to consider the Panel's recommendation shall be provided to the applicant.~~
- e) ~~An institution or not for profit entity may withdraw its request for approval by notifying the State Superintendent of Education of its intent to withdraw no later~~

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~~than 15 days after it receives notification of the Superintendent Preparation Review Panel's recommendation.~~

~~e)f)~~ Actions following upon the final recommendation of the SEPLB shall be as described in 23 Ill. Adm. Code 25.160 ~~(Notification of Recommendations; Decisions by State Board of Education).~~

~~f)g)~~ An approved superintendent preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.Subpart C.

(Source: Amended at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)



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**Section 33. Appendix A Standards for Assessment and Evaluation Competencies for Superintendents**

By October 1, 2025, all standards shall be assessed using the candidate assessments and evaluation rubrics set forth in Appendix 1 of the National Educational Leadership Preparation (NELP) Program Recognition Standards-District Level, published by National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483 and available at <http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>. (No later amendments to or editions of these guidelines are incorporated.) Preparation program providers may utilize additional assessments and rubrics at their discretion.

This Appendix sets forth the competencies that a candidate must acquire, aligned to each of the Standard Elements of the Educational Leadership Program Standards: 2011 ELCC District Level, as a result of successfully completing a superintendent preparation program.

<u>Standard Category and Standard Elements</u>	<u>Competencies Aligned to the Standard Elements</u>
<u>Standard 1: Vision</u>	<u>The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:</u>
<u>Standard Element 1.1</u> <u>Understand and collaboratively develop, articulate, implement and steward a shared vision of learning for a school district.</u>	<u>Design, lead and support a collaborative process for developing and implementing a shared district vision and mission for learning that is characterized by a respect for students and their families, and community partnerships and includes a focus on the future.</u>
<u>Standard Element 1.2</u> <u>Understand and collect and use data to identify district goals, assess organizational effectiveness and implement district goals.</u>	<u>Identify district-based tactical and strategic goals, and collaboratively develop implementation plans to achieve those goals and promote organizational learning and effectiveness.</u>
<u>Standard Element 1.3</u>	<u>Lead the process to develop a comprehensive plan for communicating and stewarding the district's vision, using evidence-centered continuous and sustainable</u>

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Understand and promote continuous and sustainable district improvement.	improvement strategies, data reporting and strategic planning processes.
Standard 1.4  Understand and evaluate district progress and revise district plans supported by stakeholders.	Lead the process to evaluate district improvement processes to identify strategies or practices to be used to build the organizational capacity necessary to support continual and sustainable district improvement supported by district stakeholders.
Standard 2: Curriculum, Instruction and Assessment	
Standard Element 2.1  Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.	Promote the district's plan for all students to achieve academic and social-emotional success.
Standard Element 2.2  Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.	<p>a) Lead the district in the process to create and evaluate comprehensive, rigorous, and coherent programs to maximize high-quality teaching and learning practices within the district;</p> <p>b) Lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, instruction and assessment that:</p> <ol style="list-style-type: none"> <li>1) Incorporates cultural competence in development of these programs;</li> <li>2) Meets the unique learning needs and interests of diverse student populations; and</li> <li>3) Personalizes the learning environment with high expectations for all students.</li> </ol>
Standard Element 2.3  Understand and develop and supervise the instructional and leadership capacity across the district.	<p>a) Systematically direct the monitoring of teaching and learning practices across the district and provide assistance to school administrators;</p> <p>b) Facilitate the direction of the alignment of curriculum, instruction and assessments;</p>

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	<p><del>e) Direct the use of evidence-based research in making curricular, instructional and assessment decisions;</del></p> <p><del>d) Provide district resources to support high quality curriculum, instruction and assessments;</del></p> <p><del>e) Link the evaluation process to student progress, utilizing data from principals and teachers, and other related data sources;</del></p> <p><del>f) Develop assessment and accountability systems that utilize multiple data sources to monitor student success;</del></p> <p><del>g) Lead the process to design performance evaluation systems for staff based on multiple measures of professional performance and student outcomes, and provide feedback based on evidence;</del></p> <p><del>h) Provide leadership for districtwide and school level professional development plans that result in continuous growth and increased capacity of school staff and leaders for improved teaching and student learning; and</del></p> <p><del>i) Set the expectation that the faculty and staff maximize time spent on curriculum, instruction and assessment.</del></p>
<p>Standard Element 2.4</p> <p>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</p>	<p><del>a) Lead the use of district technology and performance management systems to support teaching and learning; and</del></p> <p><del>b) Monitor, evaluate and report on the effectiveness of curriculum, instruction and assessment practices across the district, and make appropriate recommendations.</del></p>
<p><del>Standard 3: Management</del></p>	
<p>Standard Element 3.1</p> <p>Understand and monitor and evaluate district management and operational systems.</p>	<p><del>a) Develop and oversee district systems for effective and efficient management of policies, procedures and practices;</del></p> <p><del>b) Review and utilize the district's strategic and long-range plans to guide the district's daily practices;</del></p> <p><del>c) Analyze district processes and operations to identify and place in priority order strategic and tactical challenges for the district; and</del></p>

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	<del>d) Identify and demonstrate the ability to lead the process to implement best practices in personnel management, facilities operation, financial and student procedures, data management, technology management and transportation systems.</del>
<p><del>Standard Element 3.2</del></p> <p><del>Understand and efficiently use human, fiscal and technological resources within the district.</del></p>	<p><del>a) Develop multi-year fiscal plans and annual budgets aligned to the district's strategic plan (vision, mission, values and goals);</del></p> <p><del>b) Analyze and develop a district's budget and financial status and project the district's long-term resource needs and expenditures;</del></p> <p><del>c) Lead the process to develop and implement facility and space utilization plans for the district;</del></p> <p><del>d) Lead the process to develop plans that reflect the district's vision for the use of technology to manage district operational systems;</del></p> <p><del>e) Identify, recommend, secure, allocate and evaluate appropriate human resources to support the educational program and operations;</del></p> <p><del>f) Demonstrate the ability to implement effective internal controls for the receipt and distribution of funds at the district and school levels; and</del></p> <p><del>g) Lead and implement an effective process for asset management.</del></p>
<p><del>Standard Element 3.3</del></p> <p><del>Understand and promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</del></p>	<p><del>a) Lead the process to review, revise and implement district policies and procedures that result in a safe and secure environment for students and staff; and</del></p> <p><del>b) Develop, review, analyze and implement crisis plans in collaboration with district personnel and public safety officials.</del></p>
<p><del>Standard Element 3.4</del></p> <p><del>Understand and develop district capacity for distributed leadership.</del></p>	<p><del>a) Work with district and building-level leaders to identify collaborative leadership potential within the school district; and</del></p> <p><del>b) Identify strategies for developing district's leadership capacity and sustainability.</del></p>
<p><del>Standard Element 3.5</del></p> <p><del>Understand and ensure that district time focuses on</del></p>	<p><del>a) Identify, research and recommend district standards that protect instructional time and schedules;</del></p> <p><del>b) Develop, evaluate and implement districtwide plans and procedures that focus on high-quality instruction and student learning (including but not</del></p>

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supporting high-quality school instruction and student learning.	<del>limited to discipline, district calendars and daily schedules); and</del> <del>e) Work collaboratively through the collective bargaining process to formalize district standards relative to instructional time and schedules.</del>
<del>Standard 4: Relationships</del>	
<del>Standard Element 4.1</del>  <del>Understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.</del>	<del>a) Lead the process to collect, analyze, interpret and communicate information pertinent to the district's environment and collaboratively discuss strategies to determine improvement strategies; and</del> <del>b) Collaborate with families, staff, faculty, and board of education and community members to respond to diverse community interests and needs and to mobilize community resources.</del>
<del>Standard Element 4.2</del>  <del>Understand and mobilize community resources by promoting understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district.</del>	<del>a) Promote trust, equity, fairness and respect among school board members, school administrators, faculty, parents, students and the district community;</del> <del>b) Lead the process to identify and use diverse community resources to improve district programs; and</del> <del>c) Develop a process to assess needs of families and develop collaborative strategies for effective district relationships with families and caregivers.</del>
<del>Standard Element 4.3</del>  <del>Understand and respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</del>	<del>a) Lead the process to develop and maintain relationships with families and caregivers and involve them in district decision-making processes; and</del> <del>b) Lead the process to develop and implement an all-inclusive district community engagement plan.</del>
<del>Standard Element 4.4</del>  <del>Understand and respond to community interests and needs by building and sustaining productive district relationships with community partners.</del>	<del>a) Identify appropriate opportunities for partnerships; and</del> <del>b) Promote and implement research-based practices that promote constructive partnerships with families, caregivers, local services and clubs, and other appropriate community members in the district.</del>

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<del>Standard 5: Ethical Leadership</del>	
<del>Standard Element 5.1</del>  <del>Understand and act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.</del>	<del>a) Promote the success of every student, both academically and socially, by understanding and applying knowledge of laws, regulations and professional ethics related to schools and children; and</del> <del>b) Lead the process to create a system that monitors, analyzes and evaluates every student's academic and social success to ensure equitable district decisions and practices that are in alignment with the district's vision and mission.</del>
<del>Standard Element 5.2</del>  <del>Understand and model principles of self-awareness, reflective practice, transparency and ethical behavior as related to the superintendent's roles in the district.</del>	<del>a) Model and articulate the expectation of principles of self-awareness, reflective practice, transparency and ethical behavior to ensure all employees and the board of education act with integrity and fairness in supporting district policies and practices;</del> <del>b) Model and expect a district level leadership culture grounded in ethical standards and practices; and</del> <del>c) Develop and model appropriate verbal and non-verbal communication skills (including speaking, writing and listening).</del>
<del>Standard Element 5.3</del>  <del>Understand and safeguard the values of democracy, equity and diversity within the district.</del>	<del>a) Model the emotional intelligence, maturity and resiliency to uphold core values and persist in the face of adversity;</del> <del>b) Model, implement and evaluate district policies and procedures that support and advocate for democratic values, equity and diversity;</del> <del>c) Practice the principles of democracy, equity and diversity of thought; and</del> <del>d) Practice and advocate respect for diversity of all classes of people.</del>
<del>Standard Element 5.4</del>  <del>Understand and evaluate the potential moral and legal consequences of decision-making in the district.</del>	<del>Identify, analyze, evaluate and articulate the potential moral and legal consequences of a particular decision.</del>
<del>Standard Element 5.5</del>	<del>a) Ensure that student characteristics and needs inform all aspects of schooling; and</del>

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<del>Understand and promote social justice within the district to ensure individual student needs inform all aspects of schooling.</del>	<del>b) Promote district policies, programs and practices that ensure social justice, equity, confidentiality, acceptance and respect between and among students and staff within a district.</del>
<del>Standard 6: Advocacy and Influence</del>	
<del>Standard Element 6.1</del> <del>Understand and advocate for the district's students, families and caregivers.</del>	<del>a) Advocate for every child and his or her families and caregivers;</del> <del>b) Engage, communicate and collaborate with stakeholders so that they understand the rationale behind federal, State and district policy development and the implications of federal, State and district policies for every child.</del>
<del>Standard Element 6.2</del> <del>Understand and act to influence local, district, State and national decisions affecting student learning in a district environment.</del>	<del>a) Identify and analyze emerging district, local, national and global issues in order to adapt district leadership strategies and practices;</del> <del>b) Advocate for federal, State and district policies and programs that promote equitable learning outcomes for every child; and</del> <del>c) Communicate policies, laws and regulations, and procedures to appropriate district stakeholders.</del>
<del>Standard Element 6.3</del> <del>Understand and anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.</del>	<del>a) Keep the board of education and stakeholders informed of emerging trends and initiatives in providing proactive leadership for the district;</del> <del>b) Analyze how law and policy are applied consistently, fairly and ethically; and</del> <del>c) Anticipate and assess emerging trends and initiatives in order to guide personal and professional leadership strategies.</del>

(Source: Repealed at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

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**Section 33. Appendix B Standard 2: Required Assessments (Repealed)**

~~The superintendent preparation program shall use each of the assessments listed in this Appendix B to determine the candidate's achievement of the competencies outlined in Appendix A for each standard element of Standard 2: Curriculum, Instruction and Assessment.~~

<del>Standard Category and Standard Elements</del>	<del>Assessment</del>
<del>Standard 2: Curriculum, Instruction and Assessment</del>	
<del>Standard Element 2.1  Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</del>	<del>The candidate will utilize existing district data (e.g., school climate surveys) to make observations for improving the district's culture for collaboration, trust, learning and expectations.</del>
<del>Standard Element 2.2  Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</del>	<del>Working with district leadership (including some principals), the candidate will review the district's curricular and instructional program, and map the program and its intended outcomes for the students. Afterwards, the candidate will determine what data are needed from the curricular and instructional program to analyze whether the student's intended outcomes are being met. Finally, the candidate will develop a continuous improvement process for the curricular and instructional program based on evidence-based research and data from the district.  The candidate will develop a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement. The candidate will: 1) ——— Analyze the district's curriculum map or sequence, using data from the district's curriculum evaluation processes to determine what is working and what is not working for student success, reporting any recommendations for change as a result of the analysis;</del>



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	<p><del>2) — Analyze the district's instructional processes and formats using data from staff evaluations that demonstrate adherence to the instructional formats to determine which formats are working and which are not working for student success, reporting any recommendations for change resulting from that analysis; and</del></p> <p><del>3) — Analyze the district's assessment data as they relate to the district's curriculum and instruction and, based on the data, determine what curriculum areas are in need of change and what instructional formats need adjustments, reporting any recommendations for change resulting from that analysis.</del></p> <p><del>The candidate shall provide a final report to the internship supervisor that includes direct references to changes and improvement in the following areas: cultural competence, achievement of diverse students and personalizing the learning environment with high expectations for all students.</del></p>
<p><del>Standard Element 2.3</del></p> <p><del>Understand and develop and supervise the instructional and leadership capacity across the district.</del></p>	<p><del>Working with a school district, the candidate will complete the following activities associated with "supervision of instruction":</del></p> <p><del>1) — Meet with principals and district leaders to assess the teaching and learning issues of the district. Based on the findings, develop a plan of action to improve teaching and learning practices. Using evidence-based research, develop a plan that clearly stipulates what practices are to be changed; how the change process will take place; who will be involved; timeline for action; resources needed (human, time and financial) for the plan to be implemented; and the evaluation or assessment activities to be used to determine if the changes are effective.</del></p> <p><del>2) — Meet with a building principal to analyze the building's achievement data and map the alignment of the building's curriculum, instruction and assessments. Based on the findings of the data analysis and mapping, the candidate will make recommendations for alignment changes using evidence-based research to support the recommendations.</del></p>

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~~3) — Using the recommendations from items 1 and 2, the candidate will develop a budget in consultation with the superintendent and/or chief school business official sufficient for full implementation of the recommendations. The budget should include the following resources: human, time, material and additional outside resources.~~

~~The candidate will work with district leadership to review and map the assessment and accountability system the district uses to monitor student growth. At a minimum, the candidate will include in the map of the district's system the following information: the multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and a description of how that process or system works; and a description of how the assessments and data are used in the performance evaluations of teachers and administrators.~~

~~The candidate will review the district's professional development plan. If none is available, the candidate will develop a plan that reflects the goals, practices and needs of the district. In collaboration with several district administrators, the candidate will determine what data informed the development of the plan. The candidate will review and analyze that data, or if none is available, determine and document what data should be gathered and analyzed. Based upon the data analysis, the candidate will review the professional development plan again and make recommendations for improvement based on research and the results of that analysis. The candidate will include the recommendations in a reporting format that could be given to the district's board of education. This report will be presented to the candidate's internship supervisor.~~

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	<p>The candidate will determine the district's goals about the use of instructional time by consulting local board policy, administrative regulations and/or district leadership. Once the goals specific to instructional time have been determined, the candidate will conduct an "instructional time study" of each school in the district, review the data from this audit and provide a report for improvement with recommendations to the internship supervisor. The candidate will include research that supports the recommendations being made in the report.</p>
<p>Standard Element 2.4</p> <p>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</p>	<p>The candidate will conduct a technology study of the district that focuses on the integration of technology into content areas. The candidate will review the data from the study and provide a report that includes recommendations for improvement to the districtwide leadership team. The candidate will include research that supports the recommendations being made in the report.</p> <p>The candidate will create a protocol to use for interviewing the following people in a school district: the superintendent and a sample of district stakeholders (e.g., local board members, principals, parents). The purpose of the interviews is to determine the district's culture of collaboration, trust, learning and expectations for students, staff, administrators and board members.</p>
<p>Comprehensive Instructional Renewal Project</p>	<p>Upon completion of each of the assessments set forth in this Appendix B, the candidate will develop a comprehensive Instructional Renewal Project that integrates the major components and theories of school change and improvement, and the results and information learned from other assessment projects conducted relative to curriculum, instruction and assessments. The candidate will do the following:</p> <p>1) — Conduct a comprehensive analysis of the district improvement plan; professional development plan; cultural assessment; curricular and instructional program improvement process; curriculum, instruction</p>

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	<p><del>and assessment procedures; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study.</del></p> <p><del>2) — Develop an Instructional Renewal Plan that uses these analyses to determine:</del></p> <p><del>a) — Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment;</del></p> <p><del>b) — Comprehensive recommendations for improvement in teaching and learning;</del></p> <p><del>c) — Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and</del></p> <p><del>d) — Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students.</del></p>
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(Source: Repealed at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

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**Section 33. Appendix C Standard 2: Assessment Rubric (Repealed)**

~~The superintendent preparation program shall rate the candidate's completion of the assessments listed in Appendix B for each standard element of Standard 2: Curriculum, Instruction and Assessment as "meets standard" or "does not meet standard" according to the criteria set forth in the assessment rubric contained in this Appendix C.~~

<del>Standard 2: Curriculum, Instruction and Assessment</del>		
<del>Standard Category and Standard Elements</del>	<del>Meets Standard</del>	<del>Does Not Meet Standard</del>
<del>Standard Element 2.1  Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</del>	<del>The candidate's observation report includes the following: 1) at least three existing data sources of the district; 2) an overview of the district's "culture"; 3) recommendations for improving the district's collaboration and trust efforts; and 4) recommendations for improving the district's expectations and learning efforts.</del>	<del>The candidate's observation report fails to include one or more of the following: 1) at least three existing data sources of the district; 2) an overview of the district's "culture"; 3) recommendations for improving the district's collaboration and trust efforts; or 4) recommendations for improving the district's expectations and learning efforts.</del>
<del>Standard Element 2.2  Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</del>	<del>The candidate successfully provided evidence of the following: 1) having worked with multiple district leaders and reviewing the district's curricular and instructional program in one content area; 2) a successful mapping of the program and its intended outcomes for students; 3) identification of what data to analyze to determine if</del>	<del>The candidate was not successful in providing evidence of one or more of the following: 1) having worked with multiple district leaders and reviewing the district's curricular and instructional program in one content area; 2) a successful mapping of the program and its intended outcomes for students;</del>

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	<p>student outcomes are being met;</p> <p>4) a continuous improvement plan for the curricular and instructional content area based on evidence from research and data available from the district.</p>	<p>3) identification of what data to analyze to determine if student outcomes are being met;</p> <p>4) a continuous improvement plan for the curricular and instructional content area based on evidence from research and data available from the district.</p>
<p>Standard Element 2.3</p> <p>Understand and develop and supervise the instructional and leadership capacity across the district.</p>	<p>The candidate developed a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement and included all of the following:</p> <p>1) An analysis of the district's curriculum map/sequence utilizing data from the district's curriculum evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis;</p> <p>2) An analysis of the district's instructional processes and formats from data of the district's staff evaluations that demonstrates adherence to the district's instructional formats, identifying which instructional formats are working and which are not working for student</p>	<p>The candidate failed to develop a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement and failed to include one or more of the following:</p> <p>1) An analysis of the district's curriculum map/sequence utilizing data from the district's curriculum evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis;</p> <p>2) An analysis of the district's instructional processes and formats from data of the district's staff evaluations that demonstrates adherence to the district's instructional formats, identifying which</p>

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	<p>success, with recommendations for change;</p> <p>3) <del>An analysis of the district's assessment data as they relate to the district's curriculum and instruction; based on the data, the report provides a determination of which curriculum areas are in need of change and which instructional formats need adjustments.</del></p> <p>The final report given to the candidate's mentor or superintendent provided direct references to changes to and improvements in the following areas: <del>cultural competence; achievement of diverse students; and personalizing the learning environment with high expectations for all students.</del></p>	<p>instructional formats are working and which are not working for student success, with recommendations for change;</p> <p>3) <del>An analysis of the district's assessment data as they relate to the district's curriculum and instruction; based on the data, the report provides a determination of which curriculum areas are in need of change and which instructional formats need adjustments.</del></p> <p>The final report given to the candidate's mentor or superintendent failed to provide direct references to changes to and improvements in one or more of the following areas: <del>cultural competence; achievement of diverse students; and personalizing the learning environment with high expectations for all students.</del></p>
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<p><del>Standard Element 2.4</del></p> <p><del>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</del></p>	<p><del>The candidate successfully completed the following "supervision of instruction" activities:</del></p> <p><del>1) Met with principals and district leaders to assess the teaching and learning issues facing the district. Based upon the findings, developed a plan of action to improve teaching and learning practices. Using evidence-based research, the candidate developed a plan that clearly stipulates the practices to be changed; how the change process would take place; who would be involved; the time that it would take; what resources (human and financial) would be necessary for the plan to take effect; and what evaluation or assessment activities would be utilized to determine if the changes would be effective.</del></p> <p><del>2) Met with a building principal and analyzed the building's achievement data and mapped the alignment of the building's curriculum, instruction and assessments. Based upon the findings of data analysis and mapping, the candidate made recommendations for alignment changes using evidence-based research to</del></p>	<p><del>The candidate was unsuccessful in completing one or more of the following "supervision of instruction" activities:</del></p> <p><del>1) Meeting with principals and district leaders to assess the teaching and learning issues facing the district. Based upon the findings, did not fully develop a plan of action to improve teaching and learning practices. The candidate was unable to develop a plan that clearly stipulated what practices were to be changed; how the change process was to take place; who was to be involved; the time that it would take; what resources (human and financial) would be necessary for the plan to take effect; and what evaluation or assessment activities would be utilized to determine if the changes would be effective.</del></p> <p><del>2) Met with a building principal and failed to or did not fully analyze the building's achievement data and failed to or did not fully map the alignment of the building's curriculum, instruction and assessments. Based upon</del></p>
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	<p>support the recommendations.</p> <p>3) Utilizing the recommendations from #1 and #2 above, the candidate developed a budget (in consultation with the superintendent or chief school business official) that would allow the building principals of the district to fully and completely initiate the recommendations. Identified in the budget were the following resources: human, time, material and additional outside resources.</p>	<p>the findings of data analysis and mapping, as applicable, the candidate was neither able to make recommendations for alignment changes nor was evidence-based research used to support any of the recommendations made.</p> <p>3) Utilizing the recommendations from #1 and #2 above, as applicable, the candidate was unable to develop a budget (in consultation with the superintendent or chief school business official) that would allow the building principals of the district to fully and completely initiate any recommendations. The candidate failed to identify one or more of the following resources in the budget: human, time, material or additional outside resources.</p>
Comprehensive Instructional Renewal Project	<p>The candidate worked with district leadership to review and map the district's assessment and accountability system used to monitor student growth. The candidate included in the map of the district's system the following: multiple and varied assessments; the persons responsible for administering the</p>	<p>The candidate worked with district leadership to review and map the district's assessment and accountability system used to monitor student growth. The candidate failed to successfully include in the map of the district's system one or more of the following: the multiple and varied assessments; the persons</p>

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	<p>assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and who know how that process or system works and how the assessments and data are used in the professional performance evaluations of teachers and administrators.</p>	<p>responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and who know how that process or system works and how the assessments and data are used in the professional performance evaluations of teachers and administrators.</p>
	<p>1) The candidate reviewed the district's professional development plan. If none was available, the candidate developed a plan that reflected what the district was doing and the needs of the district.</p> <p>2) In collaboration with several district administrators, the candidate determined what data informed the development of the plan. The candidate reviewed that data (if none was available, the candidate determined and documented what data should have been gathered) and made an analysis.</p> <p>3) Based upon the data analysis, the candidate reviewed the professional development plan again and made</p>	<p>1) The candidate reviewed the district's professional development plan. If none was available, the candidate failed to develop a plan that reflected what the district is doing and the needs of the district.</p> <p>2) In collaboration with several district administrators, the candidate was unable to determine what data informed the development of the plan. The candidate was unable to review that data and make an analysis.</p> <p>3) The candidate reviewed the professional development plan again but was unable to make recommendations for improvement based on research and data.</p>

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	<p>recommendations for improvement based on research and data.</p> <p>4) The candidate prepared the recommendations into a report that models one that could be given to the district's board of education and that would be presented to the candidate's mentor or superintendent.</p>	<p>4) The candidate failed to prepare recommendations into a report that models one that could be given to the district's board of education and that would be presented to the candidate's mentor or superintendent.</p>
	<p>After consulting local board policy, administrative regulations, and/or district leadership, the candidate was able to determine the district's goals for the use of instructional time. Based on the goals for the use of instructional time, the candidate conducted an instructional time study of each school in the district. The candidate reviewed the data from the audit and, based on the data and relevant research, made a report with recommendations for improvement and reported those recommendations to the superintendent or mentor.</p>	<p>After consulting local board policy, administrative regulations, and/or district leadership, the candidate was unable to determine the district's goals for the use of instructional time. The candidate conducted an instructional time study of each school in the district. The candidate reviewed the data from the audit and made a report with inadequate recommendations for improvement and reported those recommendations to the superintendent or mentor.</p>
	<p>The candidate conducted a technology study of the district, which focused on the integration of technology into content areas. The candidate:</p> <p>1) reviewed the data from the study;</p> <p>2) presented a report with recommendations for</p>	<p>The candidate attempted to conduct a technology study of the district, which focused on the integration of technology into content areas. The candidate:</p> <p>1) reviewed the limited data from the study;</p>

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	<p>improvement to the districtwide leadership team; and</p> <p>3) included research that supported the recommendations in the report.</p> <p>The candidate successfully created a protocol to use for interviewing the following people in the same school district: the superintendent and a sample of district stakeholders (e.g., board members, principals and parents). The purpose of the protocol was to determine the district's culture of collaboration, trust, learning and expectations (for students, staff, administrators and board members).</p>	<p>2) presented a report with few recommendations for improvement to the districtwide leadership team; and</p> <p>3) failed to include research that supported the recommendations in the report.</p> <p>The candidate did not successfully create a protocol to use for interviewing the following people in the same school district: the superintendent and a sample of district stakeholders (e.g., board members, principals and parents). The protocol was unable to determine the district's culture of collaboration, trust, learning and expectations (for students, staff, administrators and board members).</p>
	<p>The candidate developed a comprehensive instructional renewal project that integrated the major components and theories of school change and improvement and the results of other assessment projects required in this Appendix C (which were all successfully completed). The candidate successfully completed the following:</p> <p>1) Conducted a comprehensive analysis of the following district documents or procedures: district improvement plan;</p>	<p>The candidate failed to develop a comprehensive instructional renewal project that integrated the major components and theories of school change and improvement and the other assessment projects required in this Appendix C (which may not have been successfully completed). The candidate was unsuccessful in completing one or more of the following:</p> <p>1) Conducting a comprehensive analysis of the following district</p>

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	<p><del>professional development plan; cultural assessment; the process for improving curricular and instructional programs; curriculum, instruction and assessment analysis; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study.</del></p> <p>2) Developed an instructional renewal plan that used the analyses from all of the above plans and projects that included the following:</p> <p>a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment;</p> <p>b) Comprehensive recommendations for improvement in teaching and learning;</p> <p>c) Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and</p> <p>d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students.</p>	<p><del>documents or procedures; district improvement plan; professional development plan; cultural assessment; the process for improving curricular and instructional programs; curriculum, instruction, and assessment analysis; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study.</del></p> <p>2) Developing an instructional renewal plan that used the analyses from all of the above plans and projects that included the following:</p> <p>a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment;</p> <p>b) Comprehensive recommendations for improvement in teaching and learning;</p> <p>c) Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and</p> <p>d) Comprehensive recommendations for districtwide improvement in</p>
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ILLINOIS REGISTER

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		<del>culture, expectations, and the socio-emotional and academic growth of all students.</del>
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(Source: Repealed at 46 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)