

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 30
PROGRAMS FOR THE PREPARATION OF PRINCIPALS IN ILLINOIS

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30.APPENDIX A Internship Assessment Rubric

AUTHORITY: Implementing and authorized by Section 21B-60 of the School Code [105 ILCS 5/21B-60].

SOURCE: Old Part repealed at 29 Ill. Reg. 18439, effective October 31, 2005; new Part adopted at 35 Ill. Reg. 9060, effective June 1, 2011; amended at 36 Ill. Reg. 6819, effective April 23, 2012; amended at 37 Ill. Reg. 4258, effective March 25, 2013; amended at 38 Ill. Reg. 11360, effective May 6, 2014; amended at 39 Ill. Reg. 4009, effective February 24, 2015; amended at 40 Ill. Reg. 3055, effective January 27, 2016; amended at 40 Ill. Reg. 13658, effective September 15, 2016 emergency amendment at 41 Ill. Reg. _____, effective _____, for a maximum of 150 days; emergency amendment at 41 Ill. Reg. _____, effective _____, for a maximum of 150 days.

Section 30.70 Candidate Selection

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

- a) Satisfaction of the requirements of Section 21B-25(2)(B) of the School Code [105 ILCS 5]. Holds either:
 - 1) a valid and current Illinois professional educator license endorsed in a teaching field (i.e., early childhood, elementary, secondary, special K-12 or special preschool age 21) or, until June 30, 2019, endorsed in a school support personnel area (i.e., school counselor, school psychologist, speech

~~language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor); or~~

- 2) a valid and current teaching or, until June 30, 2019, school support personnel, certificate, license or endorsement issued by another state authorizing employment in an out-of-state public school or in an out-of-state nonpublic school meeting out-of-state recognition standards comparable to those set forth by the State Board of Education at 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools).
- b) 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 teaching certificate or school support personnel endorsement (see 23 Ill. Adm. Code 25.720(b)).
- c) Submission of a portfolio that presents evidence of a teacher candidate's achievements.
- 1) Evidence of teaching experience in each of the following categories:
- A) Support of all students in the classroom to achieve high standards of learning;
 - B) Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;
 - C) Significant leadership roles in the school (e.g., curriculum development, discipline, team teaching assignment, mentoring);
 - D) Strong oral and written communication skills;
 - E) Analytic abilities needed to collect and analyze data for student improvement;
 - F) Demonstrated respect for family and community;
 - G) Strong interpersonal skills; and
 - H) Knowledge of curriculum and instructional practices.
- 2) For purposes of this subsection (c), "evidence" includes, but is not limited to:

- A) Evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth;
 - B) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
 - C) An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes and steps taken when expected outcomes did not occur;
 - D) Information on the candidate's work with families and/or community groups and a description of how this work affected instruction or class activities;
 - E) 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
 - F) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.
- d) Submission of a portfolio that presents evidence of a school support personnel candidate's achievements.
- 1) Evidence of experience in each of the following categories:
 - A) Support within the candidate's service area for all students that contributes to the students' personal growth and development, and high standards of learning;
 - B) Effective support of all students, which shall include data providing evidence of two years of success within their service area in the last five years;
 - C) Significant leadership roles in the school (e.g., curriculum development, discipline, collaboration or consultation with classroom teachers and administrators, mentoring);
 - D) Strong oral and written communication skills;
 - E) Analytic abilities needed to collect and analyze data for student improvement;

- F) Demonstrated respect for family and community;
 - G) Strong interpersonal skills; and
 - H) Knowledge of academic, social, emotional and behavioral supports that meet the needs of all students.
- 2) For purposes of this subsection (d), "evidence" includes, but is not limited to:
- A) Evaluations of the candidate's abilities in his or her service area from supervisors that attest to students' academic growth, and social and emotional development;
 - B) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
 - C) An analysis of data (e.g., psychological testing, grades, attendance information, disciplinary referrals, course enrollment) that describes how the data were used to provide support, assistance, collaboration or intervention, including an explanation of the student priorities addressed; the academic, social, emotional and/or behavioral outcomes; and the steps taken when expected outcomes did not occur;
 - D) Information on the candidate's work with families and/or community groups and a description of how this work affected students' academic, social, emotional and/or behavioral outcomes;
 - E) 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
 - F) Evidence of curriculum development, student assessments or other initiatives that resulted from the candidate's involvement on school committees.
- e) Each applicant shall interview 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.

(Source: Amended by emergency rulemaking at 41 Ill. Reg. _____, effective _____, for a maximum of 150 days)