

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 Standards for Assessment and Evaluation

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

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Section 30.10 Definitions

As used in this Part:

"Adjunct faculty" means part-time faculty who are not full-time employees of the institution.

"Dispositions" means professional attitudes, values and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues and communities.

"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 teachers and other education professionals.

"Faculty" means either professional education staff employed at an institution or staff members employed by not-for-profit entities in principal preparation programs who provide instruction to candidates.

"Faculty Supervisor" means a faculty member employed on a full-time or part-time basis in a principal preparation program who supervises candidates during the internship period.

"Internship" means a candidate's placement in public or nonpublic schools for a sustained, continuous, structured and supervised experience lasting no more than 24 months, during which the candidate engages in experiences and leadership opportunities to demonstrate proficiencies in required competencies expected of a principal. (Also see Section 30.40(g).)

"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).)

"Mentor" means the principal of the public or nonpublic school in which a candidate is placed who works directly with the candidate on the day-to-day activities associated with the principal's role as the school leader. Individuals employed as a superintendent, assistant superintendent or director of special education or in a similar administrative position who hold a valid and current professional educator license endorsed for general administrative, principal, superintendent or director of special education may serve as a mentor for the candidate, provided that the individual is assigned to the location where the internship is conducted and possesses at least two years of experience relevant to the role of a principal.

"Nonpublic school" means a school recognized in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) and meeting the staffing requirements set forth in 23 Ill. Adm. Code 25.65(a)(2)(B) (Alternative Certification).

"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, school districts or nonpublic schools that jointly design, implement and administer the principal preparation program. For the purposes of this Part, "partners" do not include school districts and their schools or nonpublic 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 principal preparation program established pursuant to Section 21B-60 of the School Code [105 ILCS 5/21B-60] and this Part and who have fulfilled the requirements for receipt of a principal endorsement set forth in Section 21B-25 of the School Code [105 ILCS 5/21B-25] and 23 Ill. Adm. Code 25.337 (Principal Endorsement).

(Source: Amended at 40 Ill. Reg. 13568 effective September 15, 2016)

Section 30.20 Purpose and Applicability

- a) This Part sets forth the requirements for the approval of programs to prepare individuals *to be highly effective in leadership roles to improve teaching and learning and increase academic achievement and the development of all students* [105 ILCS 5/21B-60].
- b) Approval of a principal preparation program under 23 Ill. Adm. Code 25.120 by the State Superintendent in collaboration with the State Educator Preparation and Licensure Board shall be based on the alignment of that program's or course's content with the standards identified in this Part.
- c) *Candidates successfully completing a principal preparation program shall obtain a principal endorsement on a Professional Educator License and are eligible to work as a principal or an assistant principal or in related or similar positions* (Section 21B-60 of the School Code; also see 23 Ill. Adm. Code 25.337).
- d) Beginning October 1, 2025, no new candidates shall be admitted into a principal preparation program unless the program aligns to the National Educational Leadership Preparation Program Recognition Standards-Building Level, published by the National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483, available at <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>, as approved by the State Superintendent pursuant to subsection (b).

(Source: Amended at 46 Ill. Reg. 13103, effective July 13, 2022)

Section 30.30 General Program Requirements

- a) The program shall be jointly established by one or more institutions or not-for-profit entities and one or more public school districts or nonpublic schools.
- 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 mentors and faculty supervisors that supports candidates' progress during their internships in observing, participating, and demonstrating leadership;
 - 4) names and locations of non-partnering school districts and nonpublic schools where the internship and any field experiences may occur; and
 - 5) the process to evaluate the program, 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 Preparation (NELP) Standards: Building Level 2018, adopted by the National Policy Board for Educational Administration, 1904 Association Drive, Reston, Virginia 20191, and posted at <https://www.npbea.org/nelp/>. No later amendments to or editions of these standards are incorporated by this Part. Each program shall also offer curricula to address all items in Section 30.30(d).
- d) Each program shall offer curricula that address student learning and school improvement and focus on:
 - 1) Practitioner examples, case studies, leadership instruction, or other discussions through program coursework related to the uniqueness of each level of PK-12 school systems, including all grade levels (i.e., early childhood education through grade 12). Instructors may utilize learning and other relevant standards (e.g., professional preparation standards published by the National Association for the Education of Young

Children) in the curriculum that are appropriate to the leadership and developmental needs of students based on their grade level and academic program;

- 2) the role of instruction (with an emphasis on literacy and numeracy), curriculum, assessment, and needs of the school or district in improving learning;
- 3) the Illinois Professional Teaching and Leading Standards (23 Ill. Adm. Code 24.130);
- 4) all students, with specific attention on students with special needs (e.g., students with disabilities, English learners, gifted students, students in early childhood programs); and
- 5) 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. 13103, effective July 13, 2022)

Section 30.40 Internship Requirements

- a) The internship portion of the program shall be conducted at one or more public or nonpublic schools so as to enable the candidate to participate in concentrated school internship/clinical field experiences over an extended period of time, in accordance with NELP standards, and to participate variety of school 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 instructional activities that involve teachers at all grade levels (i.e., early childhood education through grade 12), including teachers in general education, special education, bilingual education, and gifted education settings;
 - B) Observation of the hiring, supervision and evaluation of teachers, other licensed staff, and nonlicensed staff, and development of a professional development plan for teachers; and
 - C) Participation in leadership opportunities to demonstrate that the candidate meets the required competencies described in Section 30.45.
 - 2) The internship shall not include activities that are not directly related to the provision of instruction at the school (e.g., supervision of students during lunch or recess periods, completion of program coursework).
 - 3) The internship shall require the candidate to work directly with the mentor observing, participating in, and taking the lead in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3).
- b) A public or nonpublic school may serve as an internship site if:
 - 1) the principal of the school:
 - A) holds a valid and current professional educator license endorsed for general administrative or principal issued pursuant either to 23 Ill. Adm. Code 25.337 or, in the case of an individual serving as

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- both the district superintendent and principal, endorsed for general administrative, principal, or superintendent; 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 general administrative or principal issued by the state in which the internship site is located; or
 - C) in the case of a nonpublic school, either holds a valid and exempt Illinois professional educator license that is registered and endorsed for general administrative or principal or meets the requirements of subsection (b)(1)(B).
- 2) In all cases, the principal shall have two years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from current or former supervisors.
- c) Each program shall assign a faculty member to serve as faculty supervisor for the internship portion of the program.
- 1) Each faculty supervisor shall meet the following qualifications:
 - A) hold a valid and current professional educator license endorsed for general administrative or principal or a valid and current license that is comparable to the required Illinois professional educator license endorsed for general administrative or principal issued by the state in which the internship site is located; and
 - B) have two years of successful experience as a building principal as evidenced by relevant data (which may include data supporting student growth in two of the individual's last five years serving as a principal) and formal evaluations or letters of recommendation from current or former supervisors.
 - 2) Faculty supervisors shall:
 - A) in a format determined by the program, observe, evaluate, and provide feedback at least four times a year to each candidate about the candidate's performance;

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- B) host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and
 - C) work in collaboration with site mentors to complete the assessment of the candidate's performance during the internship as required pursuant to Section 30.45.
- 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 before receipt of endorsement; and
 - 2) passes the applicable content-area test (see 23 Ill. Adm. Code 25.710) prior to receipt of endorsement.
- e) Programs may charge fees of candidates, in addition to tuition, to be used to reimburse schools for the costs of employing substitute teachers for candidates who are full-time teachers and must be absent from their classrooms 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 24 months 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. 13103, effective July 13, 2022)

Section 30.45 Assessment of the Internship

- a) The principal preparation program shall rate each candidate's level of knowledge and abilities gained and dispositions demonstrated as a result of the candidate's participation in the internship required under Section 30.40 of this Part. The candidate shall demonstrate competencies listed in subsections (a)(1) through (4) of this Section by the completion during the course of the internship of the tasks specified.
 - 1) The candidate conveys an understanding of how the school's mission and vision affect the work of the staff in enhancing student achievement. The candidate understands and is able to perform activities related to data analysis and can use the results of that analysis to formulate a plan for improving teaching and learning. As evidence of meeting this competency, the candidate shall:
 - A) review school-level data, including, but not limited to, State assessment results or, for nonpublic schools, other standardized assessment results; use of interventions; and identification of improvement based on those results;
 - B) participate in a school improvement planning (SIP) process, including a presentation to the school community explaining the SIP and its relationship to the school's goals; and
 - C) present a plan for communicating the results of the SIP process and implementing the school improvement plan.
 - 2) The candidate demonstrates a comprehensive understanding of the process used for hiring staff who will meet the learning needs of the students. The candidate presents knowledge and skills associated with clinical supervision and teacher evaluation, including strong communication, interpersonal, and ethics skills. The candidate demonstrates the ability to apply the Standards for Professional Learning (2020) promulgated by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <https://learningforward.org/standards-for-professional-learning/>. No later amendments to or editions of these standards are incorporated by this Section. As evidence of meeting this competency, the candidate shall:
 - A) create a job description, including development of interview questions and an assessment rubric, participate in interviews of candidates, make recommendations for hiring (i.e., rationale for

- action and supporting data), and prepare letters for candidates not selected;
- B) participate in a model evaluation of a teacher, to include at least notes, observations, student achievement data, and examples of interventions and support, as applicable, based on the evaluation results, with the understanding that no candidate will participate in the official evaluation process for any particular teacher; and
 - C) create a professional development plan for the school to include the data used to develop the plan, the rationale for the activities chosen, options for participants, reasons why the plan will lead to higher student achievement, and a method for evaluating the effect of the professional development on staff.
- 3) The candidate demonstrates the ability to understand and manage personnel, resources, and systems on a schoolwide basis to ensure adequacy and equity, including contributions of the learning environment to a culture of collaboration, trust, learning, and high expectations; the impact of the budget and other resources on special-needs students, as well as the school as a whole; and management of various systems (e.g., curriculum, assessment, technology, discipline, attendance, transportation) in furthering the school's mission. As evidence of meeting this competency, the candidate shall:
- A) investigate two areas of the school's learning environment (i.e., professional learning community, school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, curriculum, and school climate), to include showing connections among areas of the learning environment, identification of factors contributing to the environment's strengths and weaknesses, and recommendations for improvement of areas determined to be ineffective;
 - B) analyze the school's budget, to include a discussion of how resources are used and evaluated for adequacy and effectiveness; recommendations for improvement; and the impact of budget choices, particularly on low-income students, students with disabilities, and English learners; and
 - C) review the mission statement for the school, to include an analysis of the relationship among systems that fulfill the school's mission, a description of two of these systems (i.e., curriculum, instruction,

assessment, discipline, attendance, maintenance, and transportation) and creation of a rating tool for the systems, and recommendations for system improvement to be discussed with the school's principal.

- 4) The candidate demonstrates a thorough understanding of the requirements for, and development of, individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C, individualized family service plans (IFSP) pursuant to 23 Ill. Adm. Code 226, 20 U.S.C. 1436, and 34 CFR 300.24 (2006), and plans under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 and 34 CFR 104), including the ability to disaggregate student data, as well as employ other methods for assisting teachers in addressing the curricular needs of students with disabilities. The candidate can work with school personnel to identify English learners (ELs) and administer the appropriate program and services, as specified under Article 14C of the School Code and 23 Ill. Adm. Code 228 , to address the curricular and academic needs of English learners. As evidence of meeting this competency, the candidate shall:
 - A) use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELs and students with disabilities, and to incorporate the data into the School Improvement Plan;
 - B) evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELs, students with disabilities, and struggling and advanced readers);
 - C) in conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;
 - D) work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELs, and students identified as gifted);

- E) proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;
 - F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and
 - G) recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
- 5) A principal preparation program shall rate a candidate's demonstration of having achieved the competencies listed in subsections (a)(1) through (4) as "meets the standards" or "does not meet the standards" in accordance with Section 30.Appendix A of this Part.
- A) A candidate must achieve a "meets the standards" on each competency in order to successfully complete the internship.
 - B) A candidate who fails to achieve a "meets the standards" on any of the four areas of competency may repeat the tasks associated with the failed competency at the discretion of the principal preparation program.
- b) Each candidate shall participate in, and demonstrate mastery of, the standards incorporated in Appendix A. The assessment process and any rubrics to be used shall be submitted as part of the program's application for approval under Section 30.80 of this Part. Each candidate must earn a rating of "meets standard" or "exceeds standard" in at least 80 percent of the components listed in the candidate assessment rubric incorporated in Appendix A of this Part in order to successfully complete the internship.

(Source: Amended at 46 Ill. Reg. 13103, effective July 13, 2022)

Section 30.50 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 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) understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy;
 - 6) understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels;
 - 7) 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
 - 8) the process to be used to evaluate licensed staff in accordance with the provisions of Section 24A-3 of the School Code.
- b) A portion of the required coursework shall include "field experiences", i.e., multiple experiences that are embedded in a school setting and relate directly to the core subject matter of the course. The principal 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.

(Source: Amended at 46 Ill. Reg. 13103, effective July 13, 2022)

Section 30.60 Staffing Requirements

- a) Preparation program providers may determine the sufficient faculty allocation for the programs.
- b) No candidate shall receive more than one-third of his or her coursework from the same instructor.
- c) No more than 80 percent of the coursework in a program shall be taught by adjunct faculty. For each adjunct faculty member employed, the program shall maintain evidence that the individual has demonstrated expertise in the area of his or her assignment.
- d) Each full-time faculty member in the program and each faculty supervisor shall successfully complete the training and pass the assessment required for evaluation of licensed personnel under Section 24A-3 of the School Code.

(Source: Amended at 46 Ill. Reg. 13103, effective July 13, 2022)

Section 30.70 Candidate Selection

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

- a) Have two years' experience as a teacher or school support personnel in an Illinois public school, nonpublic school recognized pursuant to 23 Ill. Adm. Code 425, out-of-state public school, or nonpublic school meeting out-of-state recognition standards comparable to those set forth in 23 Ill. Adm. Code 425.
- b) 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 (b), "evidence" includes, but is not limited to:
 - A) Evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth;

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- 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 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 the candidate 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.
- c) 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 (c), "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 or behavioral outcomes; and the steps taken when expected outcomes did not occur;
 - D) Information on the candidate's work with families or community groups and a description of how this work affected students' academic, social, emotional, or behavioral outcomes;
 - E) Examples of the candidate's analytical abilities as evidenced by a description of how the candidate 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) 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 a written response to a scenario presented by the interviewers.

(Source: Amended at 46 Ill. Reg. 13103, effective July 13, 2022)

Section 30.80 Program Approval and Review

- a) A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.120.
- 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 faculty supervisors effectively assist candidates to optimize their experiences during the internship;
 - 2) The roles and responsibilities of candidates and faculty supervisors;
 - 3) Employment criteria used in selecting and evaluating adjunct faculty;
 - 4) The process the institution or not-for-profit entity will use to communicate with the faculty supervisor and candidate;
 - 5) Any additional requirements for admission to the program that the institution or not-for-profit entity will impose;
 - 6) A description of the rubric the program will use to assess and evaluate the quality of a candidate's portfolio required under Section 30.70;
 - 7) The competencies, to include those specified in Section 30.45(a), expected of candidates who complete the program and how those expectations will be communicated to the candidate upon his or her admittance to the program;
 - 8) The activities to meet the expectations embedded in the critical success factors specified in Section 30.45(b) that will be required of candidates for completion of the program and how these activities and expectations will be communicated to the candidate upon his or her admittance to the program;
 - 9) A copy of the partnership agreement or agreements and a description of the partners' involvement in the development of the program, a description of the roles each partner will have, and information on how the partnership will continue to operate and how it will be evaluated;

- 10) A copy of any agreements with school districts or nonpublic schools (other than those participating in the partnership) that will serve as sites for the internship or field experiences;
 - 11) 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 2018 building-level standards (see Section 30.30(c)); and
 - D) for individual courses, a detailed description of any field experiences required for course completion;
 - 12) 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 30.45;
 - 13) 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;
 - 14) A letter signed by the chief administrator of the institution or the not-for-profit entity, stating its commitment to hiring additional full-time faculty if enrollment in the program increases; and
 - 15) A complete description of how data on 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 or nonpublic school.
- c) A request for program approval shall be submitted to the State Superintendent for consideration (see 23 Ill. Adm. Code 25.120(a)).
 - d) An approved principal preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.120.

- e) Actions following upon the recommendation of the SEPLB shall be as described in 23 Ill. Adm. Code 25.160.
- f) An approved principal preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.120.

(Source: Amended at 46 Ill. Reg. 13103, effective July 13, 2022)

Section 30.APPENDIX A Standards for Assessment and Evaluation

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-Building Level, published by the 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-Building-Standards.pdf>. Preparation program providers may utilize additional assessments and rubrics at their discretion.

(Source: Amended at 46 Ill. Reg. 13103, effective July 13, 2022)