**Illinois State Board of Education**

**Educator Effectiveness Department**

100 North First Street □ Springfield, IL 62777-0001

Phone: 217.782.2948 □ Fax: 217.557.8392

**PRINCIPAL (PK-22)
PROGRAM PROPOSAL**

***All program proposals shall meet requirements set forth in rule at the time the proposal is submitted.***

***Please submit program proposals and all relevant documentation to your ISBE liaison.***

*The proposal format that follows is to be used by institutions submitting a new Principal program proposal to the State Educator Preparation and Licensure Board.*

**Document Formatting:**

The program proposal questions provide either a matrix or a text box for responses.

* For the questions that require descriptive responses, brief and succinct responses are requested with a preferred narrative page limit of 25-30 pages that are in **Times New Roman 10point, black** font. Type responses in the text box provided, resize the text box as needed.
* For the questions that require an embedded copy of evidence, please embed the copy as an image, resize the image to fit within the margins of the document page and outlined with a black border. (Images are expected to be ~70% of original size).
* For the questions that require completion of a matrix, type responses in **Times New Roman 8point**, **black** font. Please delete the examples provided within the matrices prior to completion.
* Include Appendix A: Standards for Assessment and Evaluation

**COVER PAGE**

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| *Include the following on the cover page.* * *Institution Name*
* *Preparer: Primary Contact Information*
* *Preparer: Secondary Contact Information*
* *Name of the Educational Unit*
* *Name of the Program*
* *Projected Size of Initial Cohort*
* *Projected Student Entry Date*

*Delete this box and enter information on the entire first page of the proposal.*  |

**SECTION 1: GENERAL PROGRAM REQUIREMENTS**

***(Per Illinois Administrative Code, Part 30, Section 30.30)***

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| **A. Developing Partnerships** |

The program shall be jointly established by one or more institutions or not-for-profit entities and one or more public school districts.

1. Provide a description of the partnership between the principal preparation program and one or more public school districts or nonpublic schools. The description should include the responsibilities and roles of each partner in the design, implementation and administration of the program.

***(Per Illinois Administrative Code, Part 30, Section 30.30 (a-b))***

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| **B. Written Partnership Agreement (MOU)** |

The program shall provide a copy of the written partnership agreement signed by all partners.

1. **Embed** a copy of the written partnership agreement that addresses the following:
	1. the process and responsibility 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 experience may occur;
	5. a description of the partners’ involvement in the development of the program;
	6. 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.

***(Per Illinois Administrative Code, Part 30, Section 30.30 (b)(1-5)and Section 30.80(b)(9))***

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| **C. Additional Site Placement Agreements** |

The program shall provide a copy of additional site placement agreements.

1. **Embed** a copy of any agreements with school districts or non-public schools (other than those participating in the Partnership Agreement/MOU) that will serve as sites for the internship or field experiences.

***(Per Illinois Administrative Code, Part 30, Section 30.80 (b)(10))***

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| **D. NELP Standards** |

The program shall meet the National Educational Leadership Preparation (NELP) Standards: Building Level 2018, adopted by the National Policy Board for Educational Administration and posted at <https://www.npbea.org/nelp>.

1. Complete the matrix to describe how the curriculum meets the NELP Standards. Include a detailed description of any field experiences required for course completion, including the time allotted to the field experience.

***(Per Illinois Administrative Code, Part 30, Section 30.30 (c)and Section 30.80(b)(11)(C))***

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| **NELP Standards: Building Level (2018)** |
| **Course #** | **Course Name** | **NELP Standards** | **Field Experience** |
| *Ex: XXX-1234**(Delete Example)* | *Essentials of Effective School Leadership* | *1.1,1.2,1.4, 4.4* | *Use this space to provide a description of required field experiences.*  |
| *Time Allotted:* |
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| *Time Allotted:* |
|  | *Add additional rows as needed* |  |  |
| **Total time allotted during program for field experiences** | \_\_\_\_\_\_\_\_*(add together all red numbers above)* |

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| **E. CRTL Standards** |

1. Complete and attach the Culturally Responsive Teaching and Leading Standards guide: set forth in 23 Illinois Administrative Code, part 24, section 24.50. <https://www.isbe.net/Documents/IHE-CRTL-Standards-Alignment-Guide-New-Prog.pdf>

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| **F. Program Curriculum and Focus Areas** |

The program shall offer curricula that address student learning and school improvement.

1. Complete the matrix to describe how the program offers curricula that addresses student learning and school improvement aligned to the following four focus areas.

***(Per Illinois Administrative Code, Part 30, Section 30.30 (d)(1-5))***

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| **Focus Area #1****Grade Level**  | **Focus Area #2: Instruction** | **Focus Area #3: Standards** | **Focus Area #4: Students** | **Focus Area #5: Relations** |
| *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;* | *Understanding the role of* ***instruction*** *(with an emphasis on literacy and numeracy), curriculum, assessment and needs of the school or district in improving learning at all grade levels (i.e. preschool through grade 12)* | *Support of Illinois Professional Teaching* ***Standards*** *for all Illinois Teachers*  | *Understanding all* ***students****, with specific attention on students with special needs (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs)* | *Collaborative* ***relationships*** *with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).* |

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|  | **Student Learning** | **School Improvement** |
| **Course #** | Focus #1 Grade Level | Focus #1Instruction | Focus #3 Standards | Focus #4 Students | Focus #5 Relations | Focus #1 Grade Level | Focus #2 Instruction | Focus #3 Standards | Focus #4 Students | Focus #5 Relations |
| *Ex: XXX-1234**(Delete Example)* |  |  | *X* |  |  |  | *X* |  | *X* |  |
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| *Add additional rows as needed* |  |  |  |  |  |  |  |  |  |  |

1. Provide a description of the coursework for candidates relative to the evaluation of licensed staff under Article 24A of the School Code [105 ILCS5/Art. 24A-3].

<https://www.isbe.net/Pages/Educator-Evaluations.aspx>

***(Per Illinois Administrative Code, Part 30, Section 30.80 (b)(13))***

1. Provide a description of the training to be provided for faculty members relative to the evaluation of licensed staff under Article 24A of the School Code [105 ILCS5/Art. 24A-3].

<https://www.isbe.net/Pages/Educator-Evaluations.aspx>

***(Per Illinois Administrative Code, Part 30, Section 30.80 (b)(13))***

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| **G. Data** |

The program shall provide a description of how data is utilized.

1. Provide a description of how the principal preparation program data will be collected, analyzed and used for program improvement.

***(Per Illinois Administrative Code, Part 30, Section 30.80 (b)(15))***

1. Provide a description of how the principal preparation program data will be shared with the educational unit or not-for-profit entity.

***(Per Illinois Administrative Code, Part 30, Section 30.80 (b)(15))***

1. Provide a description of how the principal preparation program data will be shared with the partnering school district.

***(Per Illinois Administrative Code, Part 30, Section 30.80 (b)(15))***

**SECTION 2: INTERNSHIP REQUIREMENTS**

***(Per Illinois Administrative Code, Part 30, Section 30.40 and Section 30.45)***

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| **A. Components of Internship Program** |

The internship portion of the program shall be conducted at one or more public or nonpublic schools so as to enable the candidate to be exposed to and to participate in a variety of school leadership situations in settings that represent diverse economic and cultural conditions and involve interactions with various members of the school community (e.g. parents, school board members, local school councils and other governing councils, community partners).

1. Complete the matrices to provide evidence of the following components:
	1. engagement in instructional activities that involve teachers at all grade levels; and

***(Per 23 Illinois Administrative Code, Part 30, Section 30.40(a)(1)(A))***

* 1. 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

***(Per 23 Illinois Administrative Code, Part 30, Section 30.40(a)(1)(B))***

* 1. participation in leadership opportunities to demonstrate that the candidate meets the required competencies described in Section 30.45

***(Per 23 Illinois Administrative Code, Part 30, Section 30.40(a)(1)(C))***

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| **Component #1: Engagement** |
| *Engagement in instructional activities that involve teachers at all grade levels (i.e., early childhood through grade 12), including teachers in general education, special education, bilingual education and gifted education settings.*  |
| Provide a description of how the internship meets the above component.  |

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| **Component #2: Observation** |
| *Observation of the hiring, supervision and evaluation of teachers, other licensed staff, and nonlicensed staff, and the development of a professional development plan for teachers.*  |
| Provide a description of how the internship meets the above component.  |

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| **Component #3: Participation** |
| *Participation in leadership opportunities to demonstrate that the candidate meets the required competencies described in Section 30.45* |
| Provide a description of how the internship meets the above component.  |

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| **B. Internship *(Assurance)*** |

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**Per 23 Illinois Administrative Code, Part 30, Section 30.40(a)(2)**

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|[ ]  *By checking the box, the institution ensures that 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)*  |

**Per 23 Illinois Administrative Code, Part 30, Section 30.40(a)(3)**

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|[ ]  *By checking the box, the institution ensures that 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 reference in Section 30.30 (b)(3). (included section 1B of this proposal MOU)* |

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| **C. Internship Site *(Assurance)*** |

**Per 23 Illinois Administrative Code, Part 30, Section 30.40(b)(1)(A-C)**

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|[ ]  *By checking the box, the institution ensures that a public or nonpublic school may serve as an internship site if the principal of the school holds a valid and current professional educator license endorsed for general administrative or principal , or, in the case of an individual serving as both the district superintendent and principal, endorsed for general administrative, principal, or superintendent; 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; or in 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)* |

**Per 23 Illinois Administrative Code, Part 30, Section 30.40(b)(2)**

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|[ ]  *By checking the box, the institution ensures that a public or nonpublic school may serve as an internship site if the principal has 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* |

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| **D. Internship Supervisor** |

1. Provide a description of the process by which the institution or not-for-profit entity will use to communicate with the internship supervisor and candidate.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.80(b)(4))***

1. Provide a description of how the internship supervisor will observe, evaluate and provide feedback at least 4 times a year to each candidate about the candidate’s performance.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.40(c)(2)(B))***

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| **E. Internship Supervisor *(Assurance)*** |

Each program shall assign a faculty member to serve as faculty supervisor for the internship portion of the program.

Per **23 Illinois Administrative Code, Part 30, Section 30.40(c)(1)(A)**

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| **☐** | *By checking the box, the institution ensures that each internship supervisor holds 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.*  |

Per **23 Illinois Administrative Code, Part 33, Section 30.40(c)(1)(B)**

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| **☐** | *By checking the box, the institution ensures that each internship supervisor has 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 evaluation or letters of recommendation from current or former supervisors.*  |

Per **23 Illinois Administrative Code, Part 33, Section 30.40(c)(2)(A)**

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| **☐** | *By checking the box, the institution ensures that each internship supervisor will observe, evaluate and provide feedback at least four times a year to each candidate about the candidate’s performance, in a format determined by the program.*  |

**(Per 23 Illinois Administrative Code, Part 30, Section 30.40(c)(2)(B)**

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| **☐** | *By checking the box, the institution ensures that the internship supervisor will host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship.* |

**(Per 23 Illinois Administrative Code, Part 30, Section 30.40(c)(2)(C)**

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| **☐** | *By checking the box, the institution ensures that the internship supervisor will collaborate with site mentors to complete the assessment of the candidate’s performance during the internship as required pursuant to Section 30.45* |

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| **F. Internship Completion *(Assurance)*** |

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Per **23 Illinois Administrative Code, Part 30, Section 30.40(d)(1)**

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| **☐** | *By checking the box, the program shall ensure that each candidate successfully completes the training and pass the assessment required under Section 24A-3 of the School Code [105 ILCS 5/24 A-3] before receipt of endorsement*  |

Per **23 Illinois Administrative Code, Part 30, Section 30.40(d)(2)**

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| **☐** | *By checking the box, the program shall ensure that each candidate passes the applicable content-area test prior to receipt of endorsement. (see 23 Ill. Adm. Code 25.710 (Definitions))* |

Per **23 Illinois Administrative Code, Part 30, Section 30.40(e)**

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| **☐** | *By checking the box, the institution ensures the understanding that programs may charge fees of candidates, in addition to tuition, to be used to reimburse school districts 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.*  |

Per **23 Illinois Administrative Code, Part 30, Section 30.40(f)**

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| **☐** | *By checking the box, the institution ensures the understanding that programs may provide monetary stipends for candidates while they are participating in their internship.*  |

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| **G. Internship Extension**  |

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.

1. Provide a description of the policy required of candidates who request to extend the length of an internship due to unforeseen circumstances. Include in the description how a candidate would request 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.

***(Per23 Illinois Administrative Code, Part 30, Section 30.40(g))***

1. Embed a copy of the policy provided to each candidate who enrolls in the program.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.40(g))***

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| **H. Assessment of Internship** |

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 33.40.

1. Provide a description of the process implemented to assess both the candidate’s level of knowledge and abilities gained and dispositions demonstrated during the internship.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.45(a))***

1. Provide 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.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.80(b)(6))***

1. Embed a copy of all 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.

***(Per23 Illinois Administrative Code, Part 30, Section 30.80(b)(12))***

1. Provide a description of how the program will communicate to candidates upon admittance, the competencies expected of candidates who complete the program.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.80(b)(7))***

1. Provide a description of how the program will communicate to candidates upon admittance, the activities and expectations expected of candidates who complete the program.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.80(b)(8))***

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| **I. Assessment of Internship *(Assurance)*** |

Per **23 Illinois Administrative Code, Part 30, Section 30.45(a)(5)**

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| **☐** | *By checking the box, the institution ensures that principal preparation programs shall rate a candidate’s demonstration of having achieved the competencies listed in this subsection (a)(1) through (3) as “meets the standards” or “does not meet the standards” in accordance with Section 30 Appendix A of this part.*  |

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Per **23 Illinois Administrative Code, Part 30, Section 30.45(a)(5)(A)**

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| **☐** | *By checking the box, the program shall ensure candidates must achieve a "meets the standards" on each competency in order to successfully complete the internship.* |

Per **23 Illinois Administrative Code, Part 30, Section 30.45(a)(5)(B)**

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| **☐** | *By checking the box, the program shall ensure that candidates who fail 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 principal preparation program.* |

**SECTION 3: COURSEWORK REQUIREMENTS**

***(Per Illinois Administrative Code, Part 30, Section 30.50)***

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| **A. Coursework Requirements**  |

1. Complete the matrix to provide evidence of how the coursework required by the preparation program covers the following eight areas:
	1. Identify in the matrix those courses that are mandatory for program completion, regardless of a candidate’s previously acquired competencies (See section 33.50(c)).

***(Per Illinois Administrative Code, Part 30, Section 30.50 (a))***

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| **Area #1: Illinois Public Schools** | **Area #2: Students with Disabilities** | **Area #3: Technology** |
| *State and federal laws, regulations and case law affecting* ***Illinois public schools****.* | *State and federal laws, regulations and case law regarding programs for* ***students with disabilities*** *and English language learners.* | *Use of* ***technology*** *for effective teaching and learning and administrative needs.* |
| **Area #4: Interventions** | **Area #5: Literacy** | **Area #6: Numeracy** |
| *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.* | *Understanding literacy skills required for student learning that are developmentally appropriate (early literacy though adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy* | *Understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels* |
| **Area #7: Bullying** | **Area #8: Staff Evaluation** |  |
| *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.* | *The process to be used to* ***evaluate licensed staff*** *in accordance with the provisions of Section 24A-3 of the School Code.* |  |

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| **Course Name** | **Area #1****Illinois Public Schools** | **Area#2****Students with Disabilities** | **Area #3****Technology** | **Area #4****Interventions** | **Area #5****Literacy** | **Area #6****Numeracy** | **Area #7****Bullying** | **Area #8 Staff Evaluation** |
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1. Complete the matrix to provide evidence of how the coursework required by the preparation program includes “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. ***(Per 23 Illinois Administrative Code, Part 30, Section 30.50 (b)and Section 30.80(b)(11)(D))***

|  |  |  |  |
| --- | --- | --- | --- |
| Course Title | Field Experience Description (suggested 2-3 sentences) | Clock Hours | Expected Learning Outcome  (suggested 2-3 sentences) |
| *Ex: XXX 123* |  |  |  |
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| *Add additional rows as needed* |  |  |  |

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| **B. Coursework: Progress and Completion** |

1. Provide a description of how progress will be measured and how successful completion will be determined.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.80 (b)(11)(B))***

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| **C. Course Syllabi** |

1. Embed a copy of all course syllabi for each course proposed and the internship.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.80 (b)(11)(A))***

**SECTION 4: STAFFING REQUIREMENTS**

***(Per Illinois Administrative Code, Part 30, Section 30.60)***

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| **A. Faculty** |

1. Complete the matrix to identify the faculty members with the primary responsibility for preparing professional educators in the program and their qualifications for their positions.

*(Per* ***23 Illinois Administrative Code, Part 25, Section 25.145 (a)(4))***

***Please list faculty with terminal degrees first.***

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| --- | --- | --- | --- | --- | --- |
| Name | Degree | Title | Area of Expertise | PK -12 Teaching Experience *(Total Years & Grade Level)* | Expected Courses To Teach |
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| *Add additional rows as needed* |  |  |  |  |  |

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| **B. Faculty *(Assurance)*** |

**Per 23 Illinois Administrative Code, Part 30, Section 30.60(b)**

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| **☐** | *By checking the box, the institution ensures that no candidate shall receive more than one-third of his or her coursework from the same instructor.* |

**Per 23 Illinois Administrative Code, Part 30, Section 30.60(c)**

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| **☐** | *By checking the box, the institution ensures 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.*  |

**Per 23 Illinois Administrative Code, Part 30, Section 30.60(d)**

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| **☐** | *By checking the box, the institution ensures that each full-time faculty member in the program and each faculty supervisor has successfully completed the training and passed the assessments required for evaluation of licensed personnel under Section 24A-3 of the School Code.* |

**SECTION 5: CANDIDATE SELECTION**

***(Per Illinois Administrative Code, Part 30, Section 30.70)***

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| **A. Admission Requirements *(Assurance)*** |

Per **23 Illinois Administrative Code, Part 30, Section 30.70(a)**

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| **☐** | *By checking the box, the program shall ensure candidates admitted to a program 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 non public school meeting out of state recognition standards comparable to those set for the in 23 Ill. Adm. Code 425.* |

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| **B. Candidate Admission Portfolio** |

1. Embed a copy of the rubric(s) used by program faculty to assess a candidate’s achievements as a teacher through analysis of the admission portfolio in each of the following categories (including but not limited to):
	1. Support of all students in the classroom to achieve high standards of learning;
	2. Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;
	3. Significant leadership roles in the school (e.g., curriculum development, discipline, team teaching assignment, mentoring);
	4. Strong oral and written communication skills;
	5. Analytic abilities needed to collect and analyze data for school and district improvement;
	6. Demonstrated respect for family and community;
	7. Strong interpersonal skills; and
	8. Knowledge of curriculum and instructional practices.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.70(b)(1)(A-H))***

Evidence to meet the above areas can include (but is not limited to) any of the following:

* + 1. Evaluations of the candidate's teaching abilities from supervisors that attest to students’ academic growth;
		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 classroom data (student scores) that describes how the data is 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;
		4. Information about the candidate's work with families and/or community groups and a description of how this work affected instruction or class activities;
		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.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.70(b)(2)(A-F)***

1. Embed a copy of the rubric(s) used by program faculty to assess a candidate’s achievements as school support personnel through analysis of the admission portfolio in each of the following categories (including but not limited to):
	1. Support within the candidate’s service area for all students that contributes to the students’ personal growth and development, and high standards of learning;
	2. 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;
	3. Significant leadership roles in the school (e.g., curriculum development, discipline, collaboration or consultation with classroom teachers and administrators, mentoring);
	4. Strong oral and written communication skills;
	5. Analytic abilities needed to collect and analyze data for student improvement;
	6. Demonstrated respect for family and community;
	7. Strong interpersonal skills; and
	8. Knowledge of academic, social, emotional and behavioral supports that meet the needs of all students.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.70(c)(1)(A-H))***

Evidence to meet the above areas can include (but is not limited to) any of the following:

* + 1. 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;
		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 data (e.g., psychological testing, grades, attendance information, disciplinary referrals, course enrollment) that describes how the data is 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;
		4. Information about 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;
		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.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.70(c)(2)(A-F))***

1. Provide a description of how the faculty interviewers will discuss the candidate’s portfolio; including but not limited to, example scenarios, which require a written response from the candidate.

***(Per 23 Illinois Administrative Code, Part 30, Section 30.70(d)***

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| **C. Additional Requirements**  |

1. Provide a description of any additional requirements for admission to the program that the institution or not-for-profit entity will impose.

*This description should include additional admission requirement not included in Part 33, Section 33.60*.

***(Per23 Illinois Administrative Code, Part 30, Section 30.80 (b)(5))***

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| **D. Candidate Admission Portfolio *(Assurance)*** |

Per **23 Illinois Administrative Code, Part 30, Section 30.70(d)**

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| **☐** | *By checking the box, the program shall ensure candidate’s portfolio for principal preparation shall be discussed through an interview process with no fewer than two of the program’s full-time faculty members.*  |

Appendix A: Standards for Assessment and Evaluation

National Educational Leadership Preparation (NELP) Standards: Building Level 2018, adopted by the National Policy Board for Educational Administration and posted at <https://www.npbea.org/nelp>.