

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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AUTHORITY: Implementing and authorized by Section 21-7.6 of the School Code [105 ILCS 5/21-7.6].

SOURCE: Old Part repealed at 29 Ill. Reg. 18439, effective October 31, 2005; new Part adopted at 35 Ill. Reg. _____, effective June 1, 2011.

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) of this Part.)

“Institution” means a regionally accredited institution of higher learning as specified in Section 21-21 of the School Code [105 ILCS 5/21-21]. (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.

“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(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 21-7.6 of the School Code [105 ILCS 5/21-7.6] and this Part and who have fulfilled the requirements for receipt of a principal endorsement set forth in Section 21-7.1 of the School Code [105 ILCS 5/21-7.1] and 23 Ill. Adm. Code 25.337 (Principal Endorsement).

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 5/21-7.6].
- 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. *Any program offered in whole or in part by a not-for-profit entity also must be approved by the Board of Higher Education* [105 ILCS 5/21-7.1].
- c) *Candidates successfully completing a principal preparation program shall obtain a principal endorsement on an administrative certificate and are eligible to work as a principal, assistant principal, assistant or associate superintendent, and junior college dean* (Section 21-7.1 of the School Code; also see 23 Ill. Adm. Code 25.337).
- d) No later than July 1, 2014, all programs for the preparation of principals shall meet the requirements set forth in this Part.
- e) Beginning September 1, 2012, institutions or not-for-profit entities may admit new candidates only to principal preparation programs that have been approved under this Part.

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 to meet the 13 critical success factors and 36 associated competencies outlined in "The Principal Internship: How Can We Get It Right?" (Southern Regional Education Board, 2005; http://publications.sreb.org/2005/05V02_Principal_Internship.pdf). No later amendments to or edition of this document are incorporated by this Part;
 - 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 Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) 2008, adopted by the National Policy Board for Educational Administration and posted at <http://www.npbea.org/projects.php>. No later amendments to or editions of these standards are incorporated by this Part.
- d) Each program shall offer curricula that address student learning and school improvement and focus on:
 - 1) all grade levels (i.e., preschool through grade 12);

- 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 Standards (23 Ill. Adm. Code 24 (Standards for All Illinois Teachers));
- 4) 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); 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).

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 be exposed to and to participate in a 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., preschool 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 certified staff, and noncertified staff, and development of a professional development plan for teachers; and
 - C) Participating in leadership opportunities to demonstrate that the candidate meets the required competencies described in Section 30.45 of this Part.
 - 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) of this Part.
- 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 administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337; or
 - B) if the internship site is located in another state, holds a valid and current administrative certificate that is comparable to the required

Illinois administrative certificate 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 administrative certificate that is registered and endorsed for general administrative or principal or meets the requirements of subsection (b)(1) of this Section.
- 2) In all cases, the principal shall have three 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 former supervisors.
- c) Each program shall assign a faculty member to serve as faculty supervisor for the internship portion of the program, provided that the individual assigned meets the requirements of subsection (b) of this Section. Faculty supervisors shall:
 - 1) conduct at least four face-to-face meetings with the mentor at the internship site of each candidate;
 - 2) observe, evaluate and provide feedback at least four times a year to each candidate about the candidate's performance;
 - 3) host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and
 - 4) 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 of this Part.
 - d) Programs shall ensure that each candidate:
 - 1) successfully completes the training required under Section 24A-3 of the School Code [105 ILCS 5/24A-3] before beginning his or her internship; and
 - 2) passes the applicable content-area test (see 23. Ill. Adm. Code 25.710 (Definitions)) before completion of the internship.
 - 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.

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. He or she 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 can apply the National Staff Development Council's Standards for Staff Development (2001) posted at <http://www.nsdc.org/standards/index.cfm>. 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 language 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 (The Individualized Education Program (IEP)), individual family service plans (IFSP) pursuant to 23 Ill. Adm. Code 226 and 34 CFR 300.24 (2006), and plans under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), 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 language learners (ELLs) and administer the appropriate program and services, as specified under Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) to address the curricular and academic needs of English language 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 ELLs 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 ELLs, 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, ELLs, 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 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.
 - 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 three 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 36 activities listed in Appendix 3 of the document referenced in Section 30.30(b)(3) of this Part. The principal preparation program shall implement a process to assess both the candidate's understanding of school practices that foster student achievement and 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 30.80 of this Part.

- 1) Programs shall ensure that each candidate demonstrates the participation level in 100 percent of the activities associated with the critical success factors described and defined in Section 30.30(b)(3) of this Part.
- 2) The assessment shall at least determine at what point a candidate demonstrates leadership in conducting the activities. Each candidate must demonstrate leadership in at least 80 percent of the activities associated with the critical success factors described and defined in Section 30.30(b)(3) of this Part in order to successfully complete the internship.

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 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) 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 certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].
- 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.

- c) In addition to meeting the requirements in subsections (a) and (b) of this Section, 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 principal 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 (i.e., observing the candidate's teaching, attending meetings with the candidate, observing the candidate during the internship portion of the program).
 - 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.
 - 3) Each candidate shall be required to attend in person the meetings outlined in Section 30.40(c) of this Part.

Section 30.60 Staffing Requirements

- a) At a minimum, each program shall allocate two faculty members on a full-time basis to the program if 100 candidates or fewer are enrolled on a part-time or a full-time basis, and one additional faculty member shall be allocated on a full-time basis for each increment of 50 or fewer candidates enrolled on a part-time or a full-time basis.
 - 1) For the purposes of this subsection (a), “enrolled” means enrollment in one or more courses required for completion of the program.
 - 2) A faculty member may include time spent teaching in other educational leadership programs (e.g., superintendent, chief school business official) offered by the institution when determining “full-time basis”.
- 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) A faculty supervisor shall have no more than 36 candidates assigned to him or her during any one 12-month period of an internship. However, when a university requires faculty to supervise at least 48 candidates in order to have a full course load, these faculty shall have no more than 48 candidates assigned to them.
- e) No mentor shall have more than two candidates assigned to him or her at any period during the internship, except that the State Teacher Certification Board (STCB) may make an exception for a third candidate if the STCB finds the explanation and accompanying documentation submitted by the program supports granting of the exception (i.e., there is only one qualified mentor available in sparsely populated areas of the State). Approval under this subsection (e) is granted for the duration of the mentor’s participation in the program and need not be renewed.
- f) Each full-time faculty member in the program and each faculty supervisor shall participate in the training required for evaluation of certified personnel under Section 24A-3 of the School Code.

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) A valid and current Illinois teaching certificate (i.e., early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate).
- 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 teaching certificate (see 23 Ill. Adm. Code 25.720(b)).
- c) Submission of a portfolio that presents evidence of a candidate's achievements during his or her teaching experience in each of the following categories:
 - 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 student improvement;
 - 6) Demonstrated respect for family and community;
 - 7) Strong interpersonal skills; and
 - 8) Knowledge of curriculum and instructional practices.
- d) For purposes of subsection (c) of this Section, "evidence" includes, but is not limited to:
 - 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 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;
 - 4) Information on 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 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.

Section 30.80 Program Approval and Review

- a) A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.145 (Approval of New Programs within Recognized Institutions).
- b) In addition to meeting the requirements of 23 Ill. Adm. Code 25.145, 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) of this Part, 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) of this Part 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 ISLLC 2008 standards (see Section 30.30(c) of this Part); 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 of this Part;
 - 13) A description of the coursework for candidates and training to be provided for faculty members relative to the evaluation of certified staff under Article 24A of the School Code [105 ILCS 5/Art. 24A];
 - 14) A letter signed by the chief administrator of the institution and/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 25.145(b)). The State Superintendent shall provide a complete request to the Principal 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:

- 1) two individuals holding current and valid Illinois teaching certificates and currently employed in Illinois public schools;
 - 2) four individuals holding current and valid administrative certificates endorsed for “general administrative” pursuant to 23 Ill. Adm. Code 25.335 or “principal” pursuant to 23 Ill. Adm. Code 25.337, and currently employed as principals in Illinois public schools;
 - 3) two individuals holding current and valid administrative certificates endorsed for “superintendent” pursuant to 23 Ill. Code 25.360 and currently employed as superintendents 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;
 - 5) one certified staff member currently employed in a school district in any city in Illinois having a population exceeding 500,000; and
 - 6) one individual representing the Illinois business community.
- d) The Principal 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 Teacher Certification Board (STCB) that the principal preparation program be approved; a copy of that recommendation and notification of the STCB’s meeting to consider the Panel’s recommendation shall be provided to the applicant; or
 - 2) issue a recommendation to the STCB that the principal preparation program be denied, including the reasons for the recommended denial; a copy of that recommendation and notification of the STCB’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 than 15 days after it receives notification of the Principal Preparation Review Panel’s recommendation.

- f) Actions following upon the recommendation of the STCB shall be as described in 23 Ill. Adm. Code 25.160 (Notification of Recommendations; Decisions by State Board of Education).
- g) An approved principal preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.Subpart C.

Section 30.APPENDIX A Internship Assessment Rubric

Assessment 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).

Focus Area: 1.1 – Explain the purpose of the SIP and its relationship to the school’s vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group).

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ISLCC Standards 1.A through 1.E, 4.A, and 5.A Appropriateness of the content 	The candidate uses media in a compelling presentation format that focuses on the school’s vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school’s improvement plan and is tailored to the audience.	The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan is mentioned but is not a central part of the work to accomplish greater student achievement. The presentation is too generic to specifically connect the audience to the material.	1 / 0
<u>Process:</u> <ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable Achieves the purpose 	The candidate creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow-up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well-planned and executed, and achieve the stated purpose.	The candidate’s outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clear communication to the audience is lacking, and the presentation does not achieve its purpose.	1 / 0
<u>Outcomes:</u> <ul style="list-style-type: none"> Clearly stated Clearly demonstrated 	The candidate clearly states the outcomes and expectations of the presentation. The candidate	The outcomes of the candidate’s presentation are vague and unclear (few or no artifacts support the	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
<ul style="list-style-type: none"> Data support the results 	has additional data and documents to support the outcomes and expectations. The candidate provides artifacts to support the presentation.	presentation). There are few supporting documents or data to back up the presentation.	
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following presentation items: an outline, a multi-media presentation (Power Point or other), handouts, meeting minutes, and documentation of the input from the audience as a result of the presentation. (More artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the following suggested items and artifacts did not demonstrate competency: an outline, a multi-media presentation (Power Point or other), handouts, meeting minutes, and documentation of the input from the audience as a result of the presentation.	1 / 0
<u>Quality:</u> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	Demonstrates the following quality in all materials: correct formatting in accordance with the "Publication Manual of the American Psychological Association (APA), Sixth Edition" (no later amendments to or editions of these standards are incorporated); correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 1.2 – Analyze and review data, including but not limited to, State test results, and work with a faculty team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups identified under 23 Ill. Adm. Code 1.60 (Subgroups of Students; Inclusion of Relevant Scores) and low-performing students. As used in this

Section, “NCLB” refers to Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6301 et seq.).

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ISLLC Standards 2.A through 2.I, 5.A, 5.C, 5.D, and 5.E Appropriateness of the content 	The candidate works with faculty to review and analyze national, State, district, school and classroom data to identify academic achievement interventions for each of the schools’ NCLB subgroups or low-performing students. Candidate’s work reflects new interventions that align to the School Improvement Plan and the school’s student achievement goals.	The candidate’s work with faculty to analyze and review data will not likely result in improved student learning for each of the schools’ NCLB subgroups or low-performing students. The candidate’s work with faculty is sporadic, disconnected, or does not connect the intervention to the SIP and the school’s student achievement goals.	1 / 0
<u>Process:</u> <ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable Achieves the purpose 	The candidate produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.	The candidate is not able to produce a useable process for the review and analysis of data (an artifact) or other artifacts that demonstrate a reliable process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.	1 / 0
<u>Outcomes:</u> <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data support the results 	The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the	The candidate produces unclear outcomes and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the outcomes of specific new	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
	outcomes of specific new improvement interventions for all NCLB subgroups.	improvement interventions for all NCLB subgroups are lacking or absent.	
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions; and the meeting minutes verifying the input of, and work done by, the faculty on the interventions (more artifacts are encouraged to demonstrate greater competency).	The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; or soliciting input from faculty in the school improvement process.	1 / 0
<u>Quality:</u> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 1.3 – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ISLLC Standards 1.B through 1.E, 2.A, 2.D, 2.E, 2.I, 	The candidate demonstrates his or her work with the faculty to create, implement and evaluate an SIP action	The candidate's action plan does not clearly focus on the work of the faculty to attain greater student achievement.	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
4.A through 4.D, and 5.A <ul style="list-style-type: none"> • Appropriateness of the content 	plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school's SIP.	The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school's SIP.	
<u>Process:</u> <ul style="list-style-type: none"> • Follows theory to practice • Logical and sequential • Understandable • Achieves the purpose 	The candidate creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plan. There is a logical sequence to all events, all are well-planned and executed, and achieve the purpose of improving student achievement.	The candidate's action plan is not clear or is missing (an artifact), and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.	1 / 0
<u>Outcomes:</u> <ul style="list-style-type: none"> • Clearly stated • Clearly demonstrated • Data support the results 	The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous school improvement process.	The candidate states the outcomes and expectations of the initiatives but the focus is unclear. The candidate's action plan is unclear or lacks faculty input. The additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; and evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative (more artifacts are encouraged to demonstrate greater competency).	The candidate produces a few but not all of the suggested items: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan.	1 / 0
<u>Quality:</u> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 1.4 – Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

	Meets the Standard	Does Not Meet the Standard	Score
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	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ISLLC Standards 1.B through 1.E, 2.A, 2.D, 2.E, 2.I, 4.A-4.D, and 5.A Appropriateness of the content 	<p>The candidate presents to the school's leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate's recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the school. The presentation focuses on the work of the staff and principal to attain improved and increased student achievement and demonstrates significant logical and practical improvements for future planning by the school's leadership team.</p>	<p>The candidate's presentation to the school's leadership team is an incomplete examination of the school's SIP; the analysis of action plans is lacking and recommendations are not logical or practical for future improvement planning. The recommendations are not based on an analysis of interventions implemented in support of the SIP or are lacking in detail. The presentation is unclear in its focus on the work of the staff and principal to increase student achievement. The recommendations are not aligned with the mission and vision of the school or are not clearly articulated as such.</p>	1 / 0
<u>Process:</u> <ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable Achieves the purpose 	<p>The candidate demonstrates the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well-planned and executed, and they achieve the purpose of improving student achievement.</p>	<p>The candidate has an incomplete analysis and presentation as an artifact and does not provide other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. The sequence of events is illogical, often unplanned and executed, and the events do not achieve the purpose of improving student</p>	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
		achievement.	
<u>Outcomes:</u> <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data support the results 	The candidate clearly states the outcomes and expectations of the presentation (and possesses artifacts to demonstrate accomplishment). The candidate produces additional data and documents to support the outcomes or expectations from the presentation.	The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.	1 / 0
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following presentation items: an outline, a multi-media presentation (Power Point or other), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, meeting minutes, and input received as a result of the presentation. (More artifacts are most certainly welcome to demonstrate greater competency.)	The candidate produces few of the following items and those presented do not demonstrate competency: handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, and input received as a result of the presentation.	1 / 0
<u>Quality:</u> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Assessment 2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.

Focus Area: 2.1 – Participate in the hiring process including, at a minimum, creation of a job description; creation of interview questions and evaluation tools; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ISLLC Standards 3.A, 3.B, 4.B, 5.B, and 6.A Appropriateness of the content 	<p>The candidate collaborates with staff to align the teacher job description to student learning needs. The candidate creates a job description. Alternatively, if the school district uses a standard job description, the candidate analyzes an existing job description and composes a memo to the human resources director or superintendent with recommendations for improvements to the job description. The candidate creates interview questions and a tool to evaluate the applicants' competence. The interview questions are aligned with student learning needs. The evaluation tools are based on the job description and provides clear criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competency of applicants and do not request information that violates anti-discrimination laws.</p>	<p>The candidate does not collaborate with staff on the alignment of the teacher job description to student learning needs. The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it or the analysis is lacking in substance. The candidate does not create interview questions, and tools to evaluate the applicants or the interview questions are not aligned with student learning needs. The candidate does not create evaluation tools, the evaluation tools are not based on the job description, or the tools do not provide clear criteria for evaluating applicants for the position. One or more of the interview questions are not relevant to making judgments about the competence of applicants or request information that violates anti-discrimination laws.</p>	1 / 0
<u>Process:</u>	The candidate participates in	The candidate does not	

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	Meets the Standard	Does Not Meet the Standard	Score
<ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable Achieves the purpose 	the interviews of applicants for the position. The candidate greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the evaluations of the applicants. The candidate prepares rejection letters for candidates who were not selected.	complete one or more important aspects of the process. The candidate does not participate in the interviews of applicants for the position; does not perform one or more of the following: greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, or provides information to applicants about the school and district; does not complete the evaluations of the applicants; or does not prepare rejection letters for candidates who were not selected.	1 / 0
<u>Outcomes/Reflection:</u> <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data support the results Reflection 	<p>The candidate recommends an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the evaluation. (In the event an applicant was not acceptable, the candidate explained why.)</p> <p>The candidate reflects on the knowledge and skills required to effectively perform his or her role and explains how the outcome of the hiring process contributes to student learning.</p>	<p>The candidate recommends an applicant for the position, but the rationale is weak or is not supported with data from the evaluation. The candidate does not reflect on the knowledge and skills required to effectively perform his or her role, or the reflection is superficial. The candidate does not explain how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>	1 / 0
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces (1) a description of collaboration with staff on alignment of the job description with student learning needs; (2) the job description the candidate	The candidate is missing one or more of the following: (1) description of collaboration with staff on alignment of the job description with student learning needs; (2)	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
	creates or, if a standard job description is used by the district, a recommendation memo to human resources or the superintendent; (3) interview questions; (4) evaluation tools to rate the applicants; and (5) rejection letters for candidates who were not selected.	job description the candidate creates or, if a standard job description is used by the district, a critique of the job description; (3) interview questions; (4) evaluation tools to rate the applicants; and (5) rejection letters for candidates who were not selected.	
<u>Quality:</u> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence using actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ISLLC Standards 1.B through 1.E, 2.A, 2.D, 2.F, 2.G, 2.H, 2.I, 3.C, 3.D, 3.E, 5.B, 5.C, and 5.E Appropriateness of the content 	The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employ to	The candidate does not demonstrate knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate does not demonstrate knowledge of	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
	strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.	methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.	
<u>Process:</u> <ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable Achieves the purpose 	Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate's process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tools used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are shared, recommendations for improvement provided, and professional development activities identified.	The candidate does not follow the three-step clinical supervision process. The candidate's process is disjointed, not purpose-driven, and unfocused. The process does not result in useful and data-based recommendations for improvement that could guide ongoing professional development.	1 / 0
<u>Outcomes/Reflection:</u> <ul style="list-style-type: none"> Clearly stated Clearly 	The candidate clearly states the outcomes of the clinical supervision process and	The outcomes for the clinical supervision and formative and summative evaluation	

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	Meets the Standard	Does Not Meet the Standard	Score
<p>demonstrated</p> <ul style="list-style-type: none"> • Data support the results • Reflection 	<p>formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>	<p>process are not clearly identified during the pre-observation conference. As a result, data and information collected during the observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate's personal reflection lacks depth or does not address the individual teacher who was observed. The candidate does not solicit feedback on his or her performance as an evaluator from the teacher being evaluated or the internship principal.</p>	1 / 0
<p><u>Products:</u></p> <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion 	<p>The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference and the summative evaluation of the teacher's performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include notes and forms used in the pre-observation conference,</p>	<p>The candidate is missing one or more of the artifacts that summarizes the candidate's work in the clinical supervision process, including documentation from the formative pre-observation conference, classroom observation, the post-observation conference or the summative evaluation of the teacher's performance. Artifacts missing include notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post-observation conference write-up or formative</p>	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
	classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.	evaluation form; summative evaluation; or professional development recommendations.	
<u>Quality:</u> <ul style="list-style-type: none"> • First-year principal or better • Complete • Accurate 	The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 2.3 – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> • ISLLC Standards 1.B through 1.E, 2.A, 2.D, 2.F, 2.G, 3.D, 4.A through 4.D, and 5.A • Appropriateness of the content 	The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council's Standards for Staff Development (2001).	The candidate does not or inadequately demonstrates knowledge of the National Staff Development Council's Standards for Staff Development (2001).	1 / 0
<u>Process:</u> <ul style="list-style-type: none"> • Follows theory to practice • Logical and sequential • Understandable • Achieves the 	The candidate clearly demonstrates application of the staff development standards to his or her school's professional development needs by analyzing data, creating	The candidate does not or inadequately demonstrates application of the staff development standards to his or her school's professional development needs by analyzing data, creating	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
purpose	options, and creating an evaluation plan in collaboration with stakeholders.	options, and creating an evaluation plan in collaboration with stakeholders.	
<u>Outcomes:</u> <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data support the results 	The candidate clearly states the outcomes of the school's professional development plan in relationship to school improvement.	The candidate does not or inadequately states the outcomes of the school's professional development plan in relationship to school improvement.	1 / 0
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate's internship time-log and reflections clearly indicate knowledge of the staff development standards, application of the standards to the professional development plan embedded in the school's SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.	The candidate's internship time-log and reflections do not indicate or inadequately indicate knowledge of staff development standards, application of the standards to the professional development plan embedded in the school's SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.	1 / 0
<u>Quality:</u> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Assessment 3 – Demonstrate comprehensive understanding and performance in conducting schoolwide management of personnel, resources, and systems for adequacy and equity.

Focus Area: 3.1 – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing and sustaining a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ISLLC Standards 1.D, 2.A through 2.I, 4.A through 4.D, 5.B, 5.C, 5.E, and 6.A through 6.C Appropriateness of the content 	<p>The candidate demonstrates knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>	<p>The candidate does not demonstrate knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is not demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>	1 / 0
<u>Process:</u> <ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable Achieves the purpose 	<p>The candidate clearly demonstrates an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting.</p>	<p>The candidate does not demonstrate an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are inaccurate, incomplete, illogical, and not able to be implemented in a school</p>	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
		setting.	
<u>Outcomes/Reflection:</u> <ul style="list-style-type: none"> Clearly stated and demonstrated Data support the results Candidate reflects on his or her role in the process Reflection 	<p>The candidate clearly states the outcomes and expectations for improving student learning through the analysis of two areas of the school's learning environment as evidenced by conducting a review of data, identifying supporting factors and impeding factors, creating a graphic map of the system, evaluating effectiveness and making recommendations for improvement. The candidate reflects on his or her involvement and the potential impact these systems may have on school personnel and student achievement and learning.</p>	<p>The candidate does not clearly state the outcomes and expectations for improving student learning through the analysis of two areas of the school's learning environment as evidenced by a poor review of data, lack of identification of supporting factors and impeding factors, poorly graphed map of the system, incomplete evaluation of effectiveness and poor recommendations for improvement. The candidate is not able to adequately reflect on his or her involvement and the potential impact the work may have on school personnel and student achievement and learning.</p>	1 / 0
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	<p>The candidate produces the following: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency and guaranteed and viable curriculum and</p>	<p>The candidate does not or poorly produces the following items: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership and building leadership teams, and these are minimally or</p>	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
	climate.	not included.	
<u>Quality:</u> <ul style="list-style-type: none"> • First-year principal or better • Complete • Accurate 	The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 3.2 – Review the school’s budget and other resources with the mentor. Detail how the resources are typically used, evaluated for adequacy and assessed for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: limited English proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> • ISLLC Standards 1.D, 2.E, 3.A through 3.E, 4.A, and 5.A through 5.E • Appropriateness of the content 	The candidate’s presentation and artifacts support a clear understanding of the school’s budget and delineate the use of available resources, evaluate adequacy and assess for effectiveness and efficiency. The candidate’s presentation provides recommendations for improvement to a specific audience and solicits input. The candidate’s presentation and final report addresses the impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged.	The candidate does not present or poorly presents his or her understanding of the school budget, available resources and specific impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged. The candidate’s final budget report does not provide or minimally provides appropriate recommendations for improvement.	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
<u>Process:</u> <ul style="list-style-type: none">• Follows theory to practice• Logical and sequential• Understandable• Achieves the purpose	The candidate documents a meeting with the mentor to review the school's budget (an artifact). The candidate demonstrates an understanding of the school budget and resources available, providing details of how the resources are used, and an assessment of adequacy, effectiveness, and efficiency as delineated in a report prepared and shared with the mentor. The candidate documents the presentation of recommendations for budget improvement to the faculty and receives input. The candidate and mentor meet to discuss the candidate's recommendations and reflections on the school budget, resources, impact on student subgroups and recommendations.	The candidate fails to demonstrate an understanding of the school budget and resources. The candidate's report does not show an understanding of how resources are used or provide an assessment of adequacy, effectiveness and efficiency. The candidate does not present the budget to a faculty group for input. No meeting or a limited meeting is held between the candidate and mentor to discuss the school budget, resources, impact on student subgroups, the candidate's recommendations or the candidate's reflections on the school budget and other resources.	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
<u>Outcomes/Reflection:</u> <ul style="list-style-type: none"> Clearly stated and demonstrated Data support the results Candidate reflects on his or her role in the process Reflection 	<p>The candidate clearly understands the school budget and resources as evidenced by a formal report detailing how the resources are used, including an assessment of adequacy, effectiveness and efficiency. Appropriate recommendations are made for improvement. The report specifically addresses the impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged. The report findings are presented to the principal. The candidate is able to reflect on his or her involvement in the budget review process, resources available and the impact the recommendations will have on the school.</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal. The details on how the resources are used, including an assessment of adequacy, effectiveness and efficiency, are incomplete. School budget recommendations are poor or inappropriate. Little or no specificity is given to the impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged. The candidate is unable to accurately reflect on his or her involvement in reviewing the school budget, resources and impact on subgroups.</p>	1 / 0
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	<p>The candidate produces the following: a copy of the school budget he or she has reviewed, initialed by the mentor; a report containing the details of how the budget resources are used, and how the resources are evaluated for adequacy and assessed for effectiveness and efficiency; and recommendations for improvement. The final report addresses the impact of the budget on NCLB student subgroups, such as limited English proficiency, special</p>	<p>The candidate does not produce a copy of the school budget he or she has reviewed, initialed by the mentor. The report does not contain the details of how resources are used, or how the resources are evaluated for adequacy or assessed for effectiveness and efficiency. The candidate makes inadequate or inappropriate recommendations for budget improvements or the final report does not specifically address the impact of the</p>	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
	education and economically disadvantaged.	budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged.	
<u>Quality:</u> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 3.3 – State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (i.e., instructional (curriculum, assessment, technology, class structure), and management (discipline plan, attendance, maintenance, transportation)). Choose one instructional and one management system and create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the mentor.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ISLLC Standards 1.A, 1.B, 1.D, 2.E, 2.G, 2.H, 3.A, 3.B, 4.A, and 5.A Appropriateness of the content 	The candidate clearly incorporates the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate creates an assessment tool for analysis to use in developing recommendations for improvement in the final report.	The candidate does not clearly incorporate the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate’s assessment tool for analysis lacks development for accurate and worthwhile recommendations for improvement in the final report.	1 / 0
<u>Process:</u>	The candidate demonstrates	The candidate is unable to	

	Meets the Standard	Does Not Meet the Standard	Score
<ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable Achieves the purpose 	an understanding of two school systems (instructional and management) through the use of an accurately created assessment to analyze the two systems. Results of the analysis are connected to practical recommendations for improvement.	demonstrate an understanding of two school systems (instructional and management). The assessment is not accurate for use in analysis of the two systems. The analysis is unconnected to practical recommendations for improvement.	1 / 0
<u>Outcomes/Reflection:</u> <ul style="list-style-type: none"> Clearly stated and demonstrated Data support the results Candidate reflects on his or her role in the process Reflection 	The candidate clearly states the outcomes and expectations of analyzing two systems (one instructional and one management) through reviewing data and systems, creating an assessment tool, evaluating effectiveness, making recommendations and reporting findings to the principal. The candidate is able to reflect on his or her involvement in the project and the impact the recommendations will have on the school.	The candidate does not clearly state the outcomes and expectations of analyzing two systems (one instructional and one management). The reviewed data are lacking, the assessment is ineffective and lacks connection to the recommendations, and the reported findings are not appropriate. The candidate is lacking in the reflection on his or her involvement in the project and the impact the recommendations will have on the school.	1 / 0
<u>Products:</u> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces a report that contains the following: a clear connection of recommended changes to the mission of the school; a mapping of two systems (one instructional and one management); an assessment tool used for the systems' evaluation; an analysis of the data; and recommendations for improvement.	The candidate is unable to produce a report that contains clear connections of recommended changes to the mission of the school; an analysis of two systems in the school (one instructional and one management); an assessment tool used for analysis; and recommendations for improvement.	1 / 0
<u>Quality:</u>	The following quality is	The following quality is	

	Meets the Standard	Does Not Meet the Standard	Score
<ul style="list-style-type: none">• First-year principal or better• Complete• Accurate	demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	