**Summary of Principal Preparation Internship Requirements:**

**Illinois School Code: Title 23/Chapter 1/Subchapter b/ Part 30[[1]](#footnote-1)**

**Partnership:** Section 30.30(a-b) requires a formal partnership be established between the principal preparation program and one or more public school districts of nonpublic schools. Further, that a written agreement must be signed by the partners and include details regarding the involvement of the partners in the design, implementation and administration of the program, including partner’s role in:

* Selection of candidate
* Providing internship and field experiences
* Development of a training program for mentor principals and faculty supervisors
* Identification of non-partnering internship and field placement sites
* Process to evaluate the program as part of the improvement process

**Internship Structure and Alignment:** Section 30.10 defines the internship as the period of the program in which a candidate is placed in a qualifying school for a sustained, continuous, structured and supervised experience during which time the candidate demonstrates proficiencies in required competencies expected of a principal. In addition, Sections 30.30(c-d) and 30.40(a)(1-3) requires that programs must align internship to the ISLLC 2008 Standards, and specifically focus on the following:

* All grade levels PK-12;
* The role of instruction, curriculum, assessment and school context in the improvement process;
* The Illinois Professional Teaching Standards
* The needs of students in subgroups such as those with disabilities, English language learners, early childhood and gifted students;
* Collaboration with all members of the school community;
* Engagement in instructional activities with teachers at all grade levels and with specific subgroups;
* Observation of the hiring, supervision and evaluation of teachers and other licensed and non-licensed staff, and development of a professional development plan for teachers;
* Participation in leadership opportunities that demonstrate the candidate meets the required competencies;
* Activities must not include activities not directly related to the provision of instruction; and
* Activities must involve working directly with the mentor principal observing, participating in, and taking the lead in specific tasks related to meeting the SREB critical success factors and corresponding competencies outlined in Section 30.30(b)(3).

**Timeline**: Section 30.10 stipulated that the internship portion of the program shall last no more than 24 months. Additional timeline requirements are outlined in Section 30.40(d)(1-2), which requires that each candidate must successfully complete training and pass the assessments required for evaluation of licensed personnel, and pass the applicable content-area test (Principal Endorsement Exam) prior to receipt of endorsement.

**Qualifications of Internship Sites:** Section 30.40(a) requires that internships be completed in one or more public or nonpublic schools that provide settings that represent diverse economic and cultural conditions and involve interactions with various members of the school community. Internship sites must be led by a principal qualified as a Mentor as defined in Section 30.40(b).

**Qualification of Mentor Principals:** Section 30.40(b)(1) stipulates that principals may serve as mentors for internships if they possess:

* 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
* In the case of an internship site located in another state, an individual that holds a valid and current license 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 the case of a nonpublic school, either holds a valid an exempt Illinois professional educator licenses that is registered and endorsed for general administrative or principal; and
* In all cases, must have two years of successful experience as a building principal as evidenced by relevant data, including student growth in two of the last five years, and formal evaluations or letters of recommendation from current or former supervisors.

**Qualification of Faculty Supervisors**: Under Section 30.40(c)(1), the faculty supervisor must possess:

* 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 in the state in which the internship site is located; and
* Two years of successful experience as a building principal as evidenced by relevant data (which may include student growth in two of the last five years serving as a principal), and formal evaluations or letters of recommendation from current or former supervisors.

**Training of Mentor Principals and Faculty Supervisor:** Section 30.30 (b)(3) and Section 30.60(f) requires that mentors and faculty supervisors of internship complete training involving:

* Observing, participating and demonstrating leadership to align with the 13 Critical Success Factors for Effective Principals and the 36 associated competencies required during the internship; and
* Faculty supervisors (and full-time faculty involved in principal preparation) must also successfully complete training and pass the state assessments required for evaluation of licensed personnel under Section 24-A-3 of the Illinois School Code.

**Internship Staffing Requirements:** Section 30.60 requires the following staffing structure for the internship:

* Faculty Supervisors shall have no more than 36 candidates assigned to him or her during any one 12 month period of an internship;
* No Mentor Principal shall have more than five candidates assigned to him or her at any period during the internship.

**Faculty Supervisor Responsibilities:** Section 30.40(c2) requires that Faculty Supervisors must:

* Conduct at least four face-to-face meetings with the mentor principal at the internship site of each candidate;
* Observe, evaluate and provide feedback at least four times a year to each candidate about the candidate’s performance;
* Host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and
* Work in collaboration with the mentor principal to complete the assessment of the candidate’s performance.

**Program Responsibilities:** Section 30.40(d) indicates that principal preparation programs must ensure that each candidate successfully completes training and passes the assessments required to be qualified to evaluate licensed personnel, and that they also pass the state administered applicable content-area test, prior to receipt of endorsement.

**Authentic Learning Experiences:** Section 30.45(b) outlines the activities that each candidate is required to participate in during the internship phase of the preparation program. It stipulates that each candidate must participate in, and demonstrate mastery of, the 36 activities listed in Appendix 3, referenced in Section 30.30(b)(3) (i.e. SREB 13 critical success factors and 36 corresponding activities). Successful candidates are expected to demonstrate mastery of the 36 activities enumerated in Section 30.Appendix 3. Principal preparation programs must 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. To that end, Section 30.45(b)(1-2) mandates that the SREB framework shall be applied to the internship phase and in order for candidates to successfully complete the internship, programs must ensure that each candidate demonstrates experience at the participation level in 100% of the 36 activities, and demonstrate leadership in a minimum of 80% of the activities associated with the critical success factors.

**Internship Assessments:** Section 30.45 outlines the specific competencies that must be assessed during the internship and establishes a uniform assessment system designed to ensure that each candidate’s performance is evaluated based on the Illinois Principal Preparation Program Internship Assessment Rubric provided in Section 30.Appendix A. The rubric allows all principal preparation programs to rate a candidate’s demonstration of having achieved the competencies listed in Section 30.45 (a)(1-3) as “meets the standards” or “does not meet the standards.” The rubric is divided into three summative assessments and includes multiple focus areas under each assessment. The three broad assessment areas require the candidate to demonstrate comprehensive understanding and performance in;

1. Data analysis, school improvement, and conducting the school improvement plan;
2. Conducting teacher hiring, faculty evaluation[[2]](#footnote-2), and professional development; and
3. Conducting school wide management of personnel, resources, and systems for adequacy and equity.

According to Section 30.45(5), in order for a candidate to successfully complete the internship, they must achieve a “meets the standards” rating on each of the three competencies outlined in Section 30.45(a)(1-3);

Section 30.45(a)(4) includes an additional assessment area, not included in rubric in Section 30.Appendix A. The competency area outlined in Section 30.45(a)(4) is to be assessed and rated by the principal preparation program and requires candidates to demonstrate a thorough understanding of the requirements for, and development of individualized education programs, including the ability to:

* Disaggregate student data;
* Work with teachers to address the curricular needs of students with disabilities;
* Work with school personnel to identify English language learners; and
* Administer the appropriate programs and services to meet various student needs (e.g. students with IEPs, IFSPs, Section 504 plans, ELLs, and students identified as gifted).

**Allowable Internship Options:** Section 30.40(e-g) provide programs with flexibility to:

* Faculty Supervisors may exceed the candidate assignment limit in the event that a university requires faculty to supervise at least 48 candidates in order to have a full course load. In that case, faculty shall have no more than 48 candidates assigned to them;
* Programs may request approval from the Illinois State Educator Preparation and Licensure Board to increase to six the number of candidates in internship that can be place and supervised with an individual qualified Mentor Principal. Programs must provide a description of the need to exceed the limit and provide adequate documentation to support their request. If approval is granted, the exception remains in place for the duration of the Mentor’s participation with the requesting principal preparation program and need not be renewed;
* Charge fees in addition to tuition to reimburse schools for the cost of employing substitute teachers for candidates who must be absent from their classrooms in order to complete the internship; or
* Provide monetary stipends to candidates while they are completing their internship;
* Extend the length of the internship beyond 24 months for candidates challenged by unforeseen circumstances, provided the program adopts procedures for requesting the exemption; identifies specific reasons under which the exemptions would be granted; stipulates the length of time within which a candidate must resume the internship; and provides each candidate with a copy of the policy upon enrollment.
1. Adopted June 1, 2011; amended May 2014 [↑](#footnote-ref-1)
2. It is important to note that the rules clearly stipulate “no candidate will participate in the official evaluation process for any particular teacher.” Section 30.45(a)(2)(C). [↑](#footnote-ref-2)