

**Checklist of Requirements for the
Illinois Principal Preparation Program Approval Application**

Section 1: General Principal Preparation Program Requirements		
The general principal preparation program requirements include developing partnerships and Memorandums of Understanding (MOU's) with school districts, meeting the 2008 ISLLC standards, and designing curricula that addresses student learning and school improvement. Please provide written evidence of the following components in your application.		
Components of General Principal Preparation Program	Please check and date when completed	
	Yes	Date Completed
<p>Include a description of the partnership/s between the principal preparation program and one or more public school districts or nonpublic schools. Documentation should include descriptions of:</p> <ul style="list-style-type: none"> • how the partners share responsibility in the development, design, implementation and administration of the program; • the roles each partner; • the process used document and monitor outcomes, i.e., participation list, minutes, impact statements or outcomes • how the partnership will continue to operate; and • how the partnership will be evaluated. 		
<p>Include a written agreement (MOU) which is signed by each partner and addresses the following:</p> <ul style="list-style-type: none"> • the process and responsibilities of each partner for the selection and assessment of candidates; • the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable; • 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?"(SREB Board, 2005 http://publications.sreb.org/2005/05V02_Principal_Internship.pdf). • names and locations of non-partnering school districts and nonpublic schools where the internship and any field experiences may occur; and • 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. 		
<p>Include 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.</p>		
<p>Describe and provide evidence of how the data on the principal preparation program will be collected, analyzed, and used for program improvement. Include how the data will be shared with the educational unit or not-for-profit entity and the involvement of the partnering school district or nonpublic school.</p>		
<p>Provide written evidence of how the principal preparation program meets the Educational Leadership Policy Standards: ISLLC 2008 adopted by the National Policy Board for Educational Administration and posted at http://www.npbea.org/projects.php.</p>		
<p>Provide a program map that includes a description of the courses, the course numbers, the alignment of the courses to the ISLLC standards, a description of the field experiences embedded in identified courses, and the time allotted to the field experience. Include a description of how progress will be measured and successful completion will be determined for the coursework and field experiences. In addition, indicate which courses address student learning, school improvement and focus on:</p> <ul style="list-style-type: none"> • instruction at the Pre-K through grade 12 levels; • all students with specific attention given to students with special needs (e.g., students with disabilities, English language learners, gifted students, and students in early childhood programs); • the role of instruction (with an emphasis on literacy and numeracy), curriculum, assessment and needs of the school/district in improving student learning; • the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24 Standards for All Illinois Teachers); and • collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, and community partners). 		

Section 2: Internship Requirements

The internship portion of the program is required to be conducted at one or more public or nonpublic schools. It enables the candidate to be exposed to and participate in a variety of school leadership situations in school settings that represent diverse economic and cultural conditions. It also promotes candidate interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners). Please provide **written evidence** of the following components in your application.

Components of Internship	Please check and date when completed	
	Yes	Date Completed
<p>Provide written evidence that the internship consists of the following components:</p> <ul style="list-style-type: none"> engagement in instructional activities that involve teachers at all grade levels (i.e., preschool through grade 12), including teachers in both general education, special education, bilingual education and gifted education settings; observation of the hiring, supervision and evaluation of teachers, other certified staff, noncertified staff, and the development of a professional development plan for teachers; and participation in leadership opportunities to demonstrate that the candidate meets the required competencies detailed in the Assessment of the Internship section of this checklist. 		
<p>Provide written evidence that the internship requires the candidate to work directly with the mentor observing, participating in, and taking the lead in specific tasks related to meeting the Southern Regional Education Board's 13 critical success factors and 36 activities outlined in "The Principal Internship: How Can We Get It Right?" (SREB, 2005; http://publications.sreb.org/2005/05V02_Principal_Internship.pdf).</p>		
<p>A public or nonpublic school may serve as an internship site. Describe the system you have in place to assure that the principal of the school:</p> <ul style="list-style-type: none"> holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337; or if the internship site is located in another state, 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 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 holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337. 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. 		
<p>Each program shall assign a faculty member to serve as faculty supervisor for the internship portion of the program. Provide written evidence that the faculty supervisor:</p> <ul style="list-style-type: none"> holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337; or if the internship site is located in another state, 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 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 holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337. In all cases, the faculty supervisor 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. 		

Section 2: Internship Requirements Components of Internship (Continued)	Please check and date when completed	
	Yes	Date Completed
<p>Describe the process the principal preparation program uses to monitor evidence collected by the faculty supervisors when they:</p> <ul style="list-style-type: none"> • Conduct at least four fact-to-face meetings with the mentor 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 site mentors to complete the assessment of the candidate's performance during the internship. 		
<p>Describe the process the principal preparation program uses to monitor and ensure that each candidate:</p> <ul style="list-style-type: none"> • 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 • passes the applicable content-area test (see 23. Ill. Adm. Code 25.710 (Definitions)) before completion of the internship. 		
<p>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).</p>		
<p>Programs may charge fees to 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. <i>If this option is utilized, please provide documentation in the program application.</i></p>		
<p>Programs may provide monetary stipends for candidates while they are participating in their internship. <i>If this option is utilized, please provide documentation in the program application.</i></p>		
<p>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. <i>If this option is utilized, please provide documentation in the program application.</i></p>		

Section 3 Assessment of the Internship Requirements

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 requirements under Section 30.40 of the Rules.

Assessment of the Internship (3 Components)

Component 1: Illinois Principal Preparation Program Internship Assessment Rubric

All Principal Preparation Programs in Illinois are required to use the **Illinois Principal Preparation Program Internship Assessment Rubric**. The rubric specifies how programs evaluate the acquired knowledge and skills of their candidates as evidenced by clearly defined leadership experiences during the internship phase of the program. The rubric ensures a level of standardization among programs and allows for the customization of programs to meet the specific needs of the program, their district partner/s, and candidates. All principal preparation programs shall rate a candidate's demonstration of having achieved the competencies listed in the **Illinois Principal Preparation Program Internship Assessment Rubric** as "meets the standards" or "does not meet the standards"

- A candidate must achieve a "meets the standards" on each competency in order to successfully complete the internship.
- 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.

Requirements listed in Section 30.45(a) (1) (A-C), (2) (A-C) (3) (A-C) of the Rules for Programs for the Preparation of Principals in Illinois are included in the **Illinois Principal Preparation Program Internship Assessment Rubric**.

Provide written evidence of the following components:

- A description of how the principal preparation program will use the **Illinois Principal Preparation Program Internship Assessment Rubric**. Include factors such as the dissemination of and training on the rubric to partners, faculty members, and faculty supervisors. Explain who will be responsible for administering the rubric and the approximate timeline or intervals for use.
- **Include a written description** of how the principal preparation program will communicate to newly admitted candidates the expectations of mastering the leadership experiences by program completion.

Please check and date when completed

Yes	Date Completed

Component 2: Assessment of the IEP, IFSP, Section 504 Plan and English Language Learner Competencies

Each candidate shall demonstrate 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 works with school personnel to identify English language learners 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 (ELLs).

Describe the system used to ensure that each candidate will be assessed on the following competencies:

- uses 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;
- evaluates 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);
- in conjunction with special education and bilingual education teachers, identifies and selects assessment strategies and devices used by the school are nondiscriminatory 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;
- works with teachers to develop a plan which 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);

Please check and date when completed

Yes	Date Completed

Section 3: Assessment of the Internship Requirements (Continued)	Please check and date when completed	
	Yes	Date Completed
<ul style="list-style-type: none"> proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom; analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and recognizes the individual needs of students and works 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. <p>Provide a copy of the rubric that will be used in the assessment of the above competencies. Describe the dissemination of and training on the rubric to partners, faculty members, and faculty supervisors. Explain who will be responsible for administering the rubric and the approximate timeline or intervals for use.</p> <p>Include a written description of how the principal preparation program will communicate to newly admitted candidates the expectations of mastering the above competencies by program completion.</p>		
<p>Component 3: Assessment of the SREB Critical Success Factors for Principals</p> <p>Each candidate shall participate in, and demonstrate mastery of, the 36 activities listed in "The Principal Internship: How Can We Get It Right?" (SREB, 2005; http://publications.sreb.org/2005/05V02_Principal_Internship.pdf).</p> <p>Include a description of how the principal preparation program will 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 used need to be submitted as part of the program's application for approval.</p> <ul style="list-style-type: none"> Programs shall ensure that each candidate demonstrates the participation level in 100 percent of the 36 activities associated with the critical success factors. <ul style="list-style-type: none"> Participation level refers to the candidate's opportunity to join/share in the activity and the decision making that may result from the activity. The assessment shall at least determine at what point a candidate demonstrates the leadership level in conducting the activities. Each candidate must demonstrate the leadership level in at least 80 percent of the 36 activities associated with the critical success factors described and defined to successfully complete the internship. <ul style="list-style-type: none"> Leadership level refers to the candidate's opportunity to plan, direct, and develop activities and oversees decision-making that may be required by or result from the activity. 		
<p>Include a written description how the principal preparation program will communicate to newly admitted candidates the expectations of mastering the above 13 Critical Success Factors for Effective Principles and the 36 corresponding activities by program completion.</p>		
<p>Provide 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 the above Assessment of the Internship Requirements.</p>		

Section 4 Coursework Requirements

The principal preparation program includes the following components: coursework, field experiences and internship experiences. Additional requirements are listed for programs with 50 percent or more of coursework delivered to candidates via distance learning.

Components of the Coursework Requirements	Please check and date when completed	
	Yes	Date Completed
Please provide a description of each course proposed and the internship, to include: <ul style="list-style-type: none"> a course syllabus; 		
Please provide written evidence of the following components in your application. <ul style="list-style-type: none"> State and federal laws, regulations and case law affecting Illinois public schools; State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners; use of technology for effective teaching and learning and administrative needs; use of a process that determines how a student responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student; understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy; understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels; 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 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]. 		
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. Include these components of fieldwork requirements in your Program Map as described in Section 1.		
In addition to meeting the above requirements, programs providing 50 percent or more of coursework via distance learning or video-conferencing technology shall be approved only if they document evidence that they meet the following conditions: <ul style="list-style-type: none"> 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, and observing the candidate during the internship portion of the program). 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. Each candidate shall be required to attend meetings in person with supervisors at least four times a year to discuss the supervisor’s observations, evaluations and to receive feedback about the candidate’s performance. Each candidate shall be required to attend three seminars in person each year hosted by their supervisors for candidates to discuss issues related to student learning and school improvement arising from the internship. 		

Section 5 Staffing Requirements

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. "Enrolled" means enrollment in one or more courses required for completion of the program. 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".

Components of Staffing Requirements	Please check and date when completed	
	Yes	Date Completed
<p>Describe the system or procedures used in the program to ensure that the following are met:</p> <ul style="list-style-type: none"> • A candidate shall receive no more than one-third of his or her coursework from the same instructor. • Adjunct faculty shall teach no more than 80% of the coursework in the principal preparation program. For each adjunct faculty member employed, the program shall maintain evidence that the individual has demonstrated expertise in the area of assignment. • Provide the employment criteria used in selecting and evaluating adjunct faculty. • 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. • The guidance developed to ensure that faculty supervisors effectively assist candidates to optimize their experiences during the internship. • Address the roles and responsibilities of candidates and faculty supervisors. • The process the institution or not-for-profit entity will use to communicate with the faculty supervisor and candidate. • A principal mentor shall have no more than two candidates assigned to him or her at any period during the internship. However, 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). • 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. 		
<p>Provide a description of the coursework for candidates and training to be provided for faculty members and faculty supervisors relative to the evaluation of certified staff under Article 24A of the School Code [105 ILCS 5/Art.24A].</p>		
<p>Provide 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.</p>		

Section 6: Candidate Selection Requirements

Candidates admitted to a program for principal preparation shall be selected through an in-person interview process. Each applicant shall interview with no fewer than two of the program’s full-time faculty members. Please provide **written evidence** of the following components in your application. Describe the system used to ensure that each candidate will meet the following minimum requirements.

Components of Candidate Selection	Please check and date when completed	
	Yes	Date Completed
A valid and current Illinois teaching certificate (i.e., early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate).		
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)).		
Successful on site completion of a written response to a scenario presented by the interviewers.		
Submission of a portfolio that presents evidence of a candidate’s proficiency as a teacher in each of the following categories: <ul style="list-style-type: none"> • support for all students achieving high standards of learning; • accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years; • significant leadership roles in past positions; • strong oral and written communication skills; • analytic abilities needed to collect and analyze data for student improvement; • demonstrated respect for family and community; • strong interpersonal skills; and • knowledge of curriculum and instructional practices. 		
“Evidence of a candidate’s proficiency” includes, but is not limited to: <ul style="list-style-type: none"> • evaluations of the candidate’s teaching abilities from supervisors that attest to students’ academic growth; • evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served; • 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; • information on the candidate’s work with families and/or community groups and a description of how this work affected instruction or class activities; • 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 • evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate’s involvement on school committees. 		
Submit a copy of the rubric the program will use to assess and evaluate the quality of a candidate’s portfolio.		
Describe any additional requirements for admission to the program that the institution or not-for-profit entity imposes.		