

**Illinois State Board of Education and Illinois Board of Higher Education
Educational Leadership Programs
Summary of Requirements for Re-Application and Re-Approval**

1. All current educational leadership programs are required to be redesigned and submitted to the Illinois State Board of Education, the Certification Board and the Illinois Board of Higher Education for approval. Programs must demonstrate that they comply with the rules as set forth by ISBE
2. Programs that are not reapproved will be given an ending date and will not be able to entitle new school leaders.
3. Programs will need to:
 - a. Document the relationship to the Conceptual Framework of the Institution.
 - b. Document how delivery models and instructional practices are based on research and best practice and that the program has a focus on effective teaching, commitment to equity, and diversity.
 - c. Document that sufficient resources are available to support the program including the number of required full-time faculty (minimum of two full-time faculty for the first 25 candidates plus one additional faculty member for each additional 25 candidates). Numbers of candidates will be based upon program completers.
 - d. Note whether the programs are designed for full or part-time candidates.
 - e. Note the expected duration of the program, credit hours required for completion, and what degree, if any, is awarded at completion.
 - f. Document the admission selection process.
4. For reapplication, programs must submit the following:
 - a. A completed Memorandum of Understanding (MOU) with the partners that describes:
 - i. How the partners were involved in the redesign process and will continue to be involved in the implementation process, the evaluation process and design of internships.
 - ii. Partnership agreements with schools serving candidates in field, clinical and residency settings.
 - iii. How candidates will be selected. This must include a face-to-face interview and teachers must hold a standard certificate

before being issued the principal endorsement. Candidates who hold a school service personnel certificate must have four years experience on the certificate.

- iv. The content of the required entry level portfolio that covers the following eight areas:
 1. Commitment to support all students
 2. Accomplished classroom instruction
 3. Significant leadership roles
 4. Strong communication skills (oral and written)
 5. Analytic abilities and dispositions needed to collect and analyze data for school improvement
 6. Demonstrated respect for family and community
 7. Strong interpersonal skills and
 8. Knowledge of curriculum and instructional practices

b. Program Documentation Required:

- i. Program alignment with ISLLC 2008 Standards, strands of the Illinois Distinguished Principal program and the Social/Emotional Learning Standards.
- ii. Evidence of a focus on instruction and school improvement
- iii. Completed Course Syllabi including evidence of the following required content in all courses excluding clinical experience:
 1. P-12 Focus on all students (Special Education, Bilingual/ESL)
 2. Working Collaboratively in the P-12 Environment to improve student learning
 3. School and Special Education Law
 4. Use of technology for teaching, learning and administration
 5. Three-Tier Instruction and Intervention Model (e.g. RTI)
 6. Bullying and School Safety
- iv. Evidence that at least 51% of the program is face-to-face instruction
- v. The P-12 internship and residency program that includes four weeks of full-time experience and an additional 200 clinical hours. The internship experience must include the following:
 1. Schools with cultural diversity
 2. Schools with economic diversity
 3. P -12
 4. Parents and school boards or LSCs
 5. ECH and ELL
 6. Data analysis
 7. School Improvement
 8. Conducting SIP process

- 9. Teacher hiring/evaluation
- 10. Management of resources

- vi. Assessments and rubrics to be used to assess candidates during the program including the required internship assessments

c. Faculty documentation required:

- i. Academic qualifications, experience in public schools, and roles to be filled for each full-time faculty member.
- ii. How adjunct/part-time faculty are to be utilized and how these faculty will be continuously involved in the work of the program (assessments, revisions, etc.)
- iii. Faculty or adjunct internship supervisors have the required certificate and experience as a principal