

# Illinois Principal Preparation

## Principal Preparation Legislation

1. Creates a new and separate principal endorsement that emphasizes the unique preparation necessary to become an instructional leader of schools
2. Requires colleges and universities to redesign their principal preparation programs to strengthen recruitment, raise rigor and standards for training, and emphasize the role of the principal as instructional leaders, not just building manager.
3. Recognizes an alternative pathway to the principal endorsement through non-profit entities such as New Leaders for New School in Chicago, but requires such non-profit organizations to meet the same standards and rigor as traditional higher education programs. The non-profit is also required to get approval from the Illinois State Board of Education and the Illinois Board of Higher Education, in consultation with the state Teachers Certification Board.
4. No candidates admitted to an approved general admin prep program after September 1, 2012. IHEs may no longer entitle principals with a general admin endorsement after August 31, 2014.
5. Permits sitting principals with a general administrative certificate (Type 75) to retain their positions and earn the new endorsement if they choose within a specified period of time.

## Principal Preparation Administrative Rules

### Section 30.30 General Principal Preparation Program Requirements

The principal preparation program requirements include developing partnerships and Memorandums of Understanding (MOU's) with school districts or non-public schools, meeting the 2008 ISLLC standards, and designing curricula that addresses student learning and school improvement.

- Jointly Establish & Develop Partnerships & MOU's with School Districts or Non-Public Schools
- Meet the 2008 ISLLC Standards
- Design curricula that address student learning & school improvement and focuses on:
  - preschool through grade 12;
  - the role of instruction (emphasis on literacy & numeracy), curriculum, assessment and needs of the school and/or district in improving learning;
  - the Illinois Professional Teaching Standards;
  - all students, with attention on students with special needs (disabilities, English language learners, gifted, & early learning); and
  - collaborative relationships with the school community (e.g., parents, school board members, school councils/governing councils & community partners).

### Section 30.40 Internship Requirements

The internship program shall 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).

### **Section 30.45 Assessment of the Internship**

The Principal Preparation Program will assess the candidate's level of knowledge, abilities gained and dispositions demonstrated as a result of the candidate's participation in the internship requirements.

Three statewide assessments are included in this section:

- *Assessment 1:* The candidate conveys an understanding of how the school's mission and vision affect the work of the staff in enhancing student achievement. Demonstrates understanding and ability to perform activities related to data analysis, planning a SIP and communicating information about the SIP.
- *Assessment 2:* The candidate demonstrates a comprehensive understanding of the process used for hiring staff who will meet the learning needs of students.
- *Assessment 3:* The candidate demonstrates the ability to understand and manage personnel, resources and systems on a schoolwide basis to ensure adequacy and equity.
- *Additional institutional assessment(s):* The candidate demonstrates a thorough understanding of the requirements for and development of individualized education programs.
- *Critical Success Factors:* Each candidate shall participate in, and demonstrate mastery of, the 36 activities listed in *SREB Critical Success Factors for Principals* document.

### **Section 30.50 Coursework Requirements**

The principal preparation program requirements include components for coursework, fieldwork, internship and use of technology for effective teaching and learning. These components include:

- School law
- Students with disabilities and ELL school law
- Use of technology in teaching, learning and administration
- Use of a process that determines how children respond to scientific, research-based interventions
- Age-appropriate literacy
- Numeracy skills across the grade levels
- Bullying
- Evaluation of certified staff

In addition to the above requirements, **programs providing 50% or more of coursework via distance learning or video-conferencing technology** must meet additional conditions to operate in Illinois.

- Candidates must be observed by full-time tenure track faculty for minimum of 2 days each semester and a minimum of 20 days throughout length of program.
- Each candidate must spend a minimum of 1 day per semester at Illinois facility to meet with full-time faculty to present and reflect on projects and research and discuss progress in program.
- Each candidate shall attend meetings in person with supervisors at least 4 times a year to discuss candidate performance.
- Each candidate shall attend 3 seminars in person each year to discuss issues in student learning and school improvement arising from internship.

### **Section 30.60 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 (based upon October reporting). **“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”.

- No candidate shall receive more than one-third of coursework from the same instructor.
- No more than 80% of program coursework shall be taught by adjunct faculty.
- A faculty supervisor shall have no more than 36 candidates during any on 12-month period of an internship. (Adaptation for IHEs requiring 48 candidates for a full course load.)
- No mentor shall have more than two candidates assigned during any one 12-month period of an internship (exception for third candidate).
- Each full-time faculty in program and each faculty supervisor shall participate in training required for evaluation of certified personnel.

### **Section 30.70 Candidate Selection**

Candidates admitted to a principal preparation program 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. Each candidate must meet following minimum requirements:

- Valid and current Illinois teaching certificate
- Passage of Illinois Test of Basic Skills
- Submission of portfolio presenting evidence of teaching proficiency and leadership during teaching tenure

### **Section 30.80 Program Approval and Review**

- Program seeking approval must follow procedures set forth in 23 Ill. Adm. Code 25.145.
- Specify how program will meet designated requirements.
- A request for program approval will be submitted to the State Superintendent for consideration. The State Superintendent will provide a complete request to the Principal Preparation Review Panel for review and recommendations as to whether the program should be approved. Designates the composition of the Review Panel.