**Section 30.70 Candidate Selection**

Candidates admitted to a program for principal preparation shall be selected through an interview process. Each candidate must meet the following minimum requirements.

a) Have two years' experience as a teacher or school support personnel in an Illinois public school, nonpublic school recognized pursuant to 23 Ill. Adm. Code 425, out-of-state public school, or nonpublic school meeting out-of-state recognition standards comparable to those set forth in 23 Ill. Adm. Code 425.

b) Submission of a portfolio that presents evidence of a teacher candidate's achievements.

1) Evidence of teaching experience in each of the following categories:

A) Support of all students in the classroom to achieve high standards of learning;

B) Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;

C) Significant leadership roles in the school (e.g., curriculum development, discipline, team teaching assignment, mentoring);

D) Strong oral and written communication skills;

E) Analytic abilities needed to collect and analyze data for student improvement;

F) Demonstrated respect for family and community;

G) Strong interpersonal skills; and

H) Knowledge of curriculum and instructional practices.

2) For purposes of this subsection (b), "evidence" includes, but is not limited to:

A) Evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth;

B) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;

C) 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;

D) Information on the candidate's work with families or community groups and a description of how this work affected instruction or class activities;

E) Examples of the candidate's analytical abilities as evidenced by a description of how the candidate used the results from student assessments to improve student learning; and

F) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.

c) Submission of a portfolio that presents evidence of a school support personnel candidate's achievements.

1) Evidence of experience in each of the following categories:

A) Support within the candidate's service area for all students that contributes to the students' personal growth and development, and high standards of learning;

B) Effective support of all students, which shall include data providing evidence of two years of success within their service area in the last five years;

C) Significant leadership roles in the school (e.g., curriculum development, discipline, collaboration or consultation with classroom teachers and administrators, mentoring);

D) Strong oral and written communication skills;

E) Analytic abilities needed to collect and analyze data for student improvement;

F) Demonstrated respect for family and community;

G) Strong interpersonal skills; and

H) Knowledge of academic, social, emotional, and behavioral supports that meet the needs of all students.

2) For purposes of this subsection (c), "evidence" includes, but is not limited to:

A) Evaluations of the candidate's abilities in his or her service area from supervisors that attest to students' academic growth, and social and emotional development;

B) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;

C) An analysis of data (e.g., psychological testing, grades, attendance information, disciplinary referrals, course enrollment) that describes how the data were used to provide support, assistance, collaboration or intervention, including an explanation of the student priorities addressed; the academic, social, emotional or behavioral outcomes; and the steps taken when expected outcomes did not occur;

D) Information on the candidate's work with families or community groups and a description of how this work affected students' academic, social, emotional, or behavioral outcomes;

E) Examples of the candidate's analytical abilities as evidenced by a description of how the candidate used the results from student assessments to improve student learning; and

F) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.

d) 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 a written response to a scenario presented by the interviewers.

(Source: Amended at 46 Ill. Reg. 13103, effective July 13, 2022)