**Section 30.30 General Program Requirements**

a) The program shall be jointly established by one or more institutions or not-for-profit entities and one or more public school districts or nonpublic schools.

b) The responsibility and roles of each partner in the design, implementation, and administration of the program shall be set forth in a written agreement signed by each partner. The written agreement shall address at least the following:

1) the process and responsibilities of each partner for the selection and assessment of candidates;

2) the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;

3) 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;

4) names and locations of non-partnering school districts and nonpublic schools where the internship and any field experiences may occur; and

5) 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.

c) Each program shall meet the National Educational Leadership Preparation (NELP) Standards: Building Level 2018, adopted by the National Policy Board for Educational Administration, 1904 Association Drive, Reston, Virginia 20191, and posted at https://www.npbea.org/nelp/. No later amendments to or editions of these standards are incorporated by this Part. Each program shall also offer curricula to address all items in Section 30.30(d).

d) Each program shall offer curricula that address student learning and school improvement and focus on:

1) Practitioner examples, case studies, leadership instruction, or other discussions through program coursework related to the uniqueness of each level of PK-12 school systems, including all grade levels (i.e., early childhood education through grade 12). Instructors may utilize learning and other relevant standards (e.g., professional preparation standards published by the National Association for the Education of Young Children) in the curriculum that are appropriate to the leadership and developmental needs of students based on their grade level and academic program;

2) the role of instruction (with an emphasis on literacy and numeracy), curriculum, assessment, and needs of the school or district in improving learning;

3) the Illinois Professional Teaching and Leading Standards (23 Ill. Adm. Code 24.130);

4) all students, with specific attention on students with special needs (e.g., students with disabilities, English learners, gifted students, students in early childhood programs); and

5) collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

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