**Section 33.30 General Program Requirements**

a) The program shall be jointly established by one or more institutions or not-for-profit entities in partnership with one or more public school districts and in consultation with one or more professional organizations that represent school administrators, school boards, chief school business officials, or regional superintendents of education.

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 internship supervisors and faculty supervisors that supports candidates' progress during their internships in participating in and demonstrating leadership;

4) names and locations of non-partnering school districts where the internship and any field experiences may occur, including the roles and responsibilities of the participating districts and the provider; and

5) the process to evaluate the program at least annually, 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 Program Standards: 2018 NELP District Level Standards published by the National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483 and posted at https://www.npbea.org/nelp. No later amendments to or editions of these standards are incorporated by this Part.

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

1) support of rigorous standards for all students (e.g., students with disabilities, English learners, gifted students, students in early childhood programs) and high-quality accountability systems that promote increasing student achievement and improving results;

2) the efficient use of district or school resources (e.g., human, fiscal, technological) and the importance of maintaining a safe, healthy, and productive environment;

3) understanding the knowledge, skills, and responsibilities of high-quality professional staff;and

4) 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. 13152, effective July 13, 2022)