

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 29
STANDARDS FOR ADMINISTRATIVE CERTIFICATION

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AUTHORITY: Implementing Article 21 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 6493, effective April 22, 2002; amended at 27 Ill. Reg. 5800, effective March 21, 2003; amended at 28 Ill. Reg. 8681, effective June 1, 2004.

Section 29.10 Purpose and Effective Dates

This Part establishes the standards that shall apply to the issuance of administrative certificates and the endorsements available on those certificates. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them. That is:

- a) beginning July 1, 2003, approval of any preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the relevant standards identified in this Part; and
- b) beginning on October 1, 2004, the examination(s) required for issuance of a certificate endorsed in any field covered by this Part shall be based on the relevant standards set forth herein.

(Source: Amended at 28 Ill. Reg. 8681, effective June 1, 2004)

Section 29.100 Illinois Professional School Leader Standards

The standards set forth in this Section shall apply to all candidates for the administrative certificate.

- a) Facilitating a Vision of Learning - A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
 - 1) Knowledge Indicator – The administrator has knowledge and understanding of:
 - A) learning goals in a pluralistic society.
 - B) the principles of developing and implementing long-term plans.
 - C) theories of educational leadership.
 - D) information sources, data collection, and data analysis strategies.
 - E) effective communication.
 - F) effective consensus-building and negotiation skills.
 - G) the philosophy and history of education.
 - 2) Performance Indicator – The administrator facilitates processes and engages in activities ensuring that:
 - A) the vision and mission of the school are collaboratively developed.
 - B) the vision and mission are effectively communicated through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
 - C) the core beliefs of the school vision are modeled.
 - D) progress toward the vision and mission is communicated to everyone.
 - E) the school community is involved in school improvement efforts.

- F) the vision and mission shape the educational programs, plans, and actions of the school.
 - G) data related to student learning are used to develop the school's mission and goals.
 - H) relevant demographic data pertaining to students and their families are used in developing the school's mission and goals.
 - I) an implementation plan is developed in which objectives and strategies for achieving the vision and goals are clearly articulated.
 - J) barriers to achieving the vision, mission, and goals are identified, clarified, and addressed.
 - K) financial, human, and material resources are sought and obtained to support the implementation of the school's mission and goals.
 - L) the vision, mission, goals, and implementation plans are regularly monitored, evaluated, and revised.
- b) School Culture and Instructional Program - A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff's professional growth.
- 1) Knowledge Indicator – The administrator has knowledge and understanding of:
 - A) school cultures.
 - B) the continuum of students' growth and development.
 - C) applied learning theories.
 - D) curriculum design, implementation, evaluation, and refinement.
 - E) principles of effective instruction and best practices.
 - F) measurement, evaluation, and assessment strategies.
 - G) diversity and its meaning for educational programs.

- H) adult learning and professional development models.
 - I) the change process for systems, organizations, and individuals.
 - J) the role of technology in promoting students' learning and professionals' growth.
 - K) classroom management.
- 2) Performance Indicator – The administrator facilitates processes and engages in activities ensuring that:
- A) all individuals are treated with fairness, dignity, and respect.
 - B) professional development promotes a focus on students' learning consistent with the school's vision and goals.
 - C) students and staff are valued.
 - D) the responsibilities and contributions of each individual are acknowledged.
 - E) barriers to students' learning are identified, clarified, and addressed.
 - F) diversity is considered in developing learning experiences.
 - G) life-long learning is encouraged and modeled.
 - H) there is a culture of high expectations for self, students, and staff's performance.
 - I) appropriate technologies are used in teaching and learning.
 - J) students' and staff's accomplishments are recognized.
 - K) multiple opportunities to learn are available to all students.
 - L) the school is organized and aligned for success.
 - M) curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.

- N) decisions about curriculum are based on research, standards developed by learned societies, and the needs of the community.
 - O) the school's culture and climate are assessed on an ongoing basis.
 - P) multiple sources of information are used to make decisions.
 - Q) students' learning is assessed using a variety of techniques.
 - R) multiple sources of data regarding performance are used by staff and students.
 - S) various supervisory and evaluation models are employed.
 - T) pupil personnel programs are developed to meet the needs of students and their families.
- c) Management - A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 1) Knowledge Indicator – The administrator has knowledge and understanding of:
 - A) theories and models of organizations and the principles of organizational development.
 - B) local operational policies and procedures.
 - C) principles and issues relating to school safety and security.
 - D) management and development of human resources.
 - E) principles and issues relating to fiscal operations in school management.
 - F) principles and issues relating to school facilities and the use of space.
 - G) legal issues affecting school operations.
 - H) current technologies that support managerial functions.

- 2) Performance Indicator – The administrator facilitates processes and engages in activities ensuring that:
- A) knowledge of learning, teaching, and students’ development is used to make management decisions.
 - B) operational procedures are designed and managed to maximize opportunities for learning.
 - C) emerging trends are recognized, studied, and applied as appropriate.
 - D) operational plans and procedures to achieve the vision and goals of the school are in place.
 - E) collective bargaining and other contractual agreements related to the school are effectively managed.
 - F) the school’s plant, equipment, and support systems operate safely, efficiently, and effectively.
 - G) time is managed to maximize attainment of organizational goals.
 - H) potential problems and opportunities are identified, confronted, and resolved in a timely manner.
 - I) resources are aligned to the goals of schools.
 - J) organizational systems are monitored on an ongoing basis and modified as needed.
 - K) responsibility is shared to maximize ownership and accountability.
 - L) effective problem-framing and problem-solving skills are used.
 - M) there is effective use of technology to manage school operations.
 - N) the resources of the school are managed ethically, legally, efficiently, and effectively.
 - O) a safe, clean, and aesthetically pleasing school environment is created and maintained.

- d) Collaboration with Families and Communities - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- 1) Knowledge Indicator – The administrator has knowledge and understanding of:
 - A) emerging issues and trends that potentially affect the school community.
 - B) the conditions and dynamics of the diverse school community.
 - C) community resources.
 - D) community relations and marketing strategies and processes.
 - E) successful models of school, family, business, community, government, and higher education partnerships.
 - F) hierarchic relationships and political organizations.
 - 2) Performance Indicator – The administrator facilitates processes and engages in activities ensuring that:
 - A) visibility, involvement, and communication with the larger community are priorities.
 - B) relationships with community leaders are identified and nurtured.
 - C) information about family and community concerns, expectations, and needs is used continuously.
 - D) there are relationships with business, religious, political, and service agencies and organizations.
 - E) individuals and groups with diverse values and opinions are treated equitably.
 - F) the school and community serve one another as resources.

- G) partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
 - H) community resources and social services are integrated to enhance both common goals and educational goals.
 - I) multi-cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation are promoted and modeled.
 - J) media relations are developed and maintained.
 - K) a comprehensive program of community relations is established and implemented.
 - L) opportunities for staff to develop collaborative skills are provided.
- e) Acting with Integrity, Fairness, and in an Ethical Manner - A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- 1) Knowledge Indicator – The administrator has knowledge and understanding of:
 - A) the purpose of education and the role of leadership in modern society.
 - B) various ethical frameworks and perspectives on ethics.
 - C) the values and challenges of the diverse school community.
 - D) professional codes of ethics.
 - 2) Performance Indicator – The administrator:
 - A) examines personal and professional values.
 - B) demonstrates a personal and professional code of ethics.
 - C) demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

- D) serves as a role model.
 - E) considers the impact of his or her administrative practices on others.
 - F) uses the influence of the office to enhance the educational program.
 - G) treats people fairly, equitably, and with dignity and respect.
 - H) protects the rights and confidentiality of others.
 - I) demonstrates appreciation for and sensitivity to the diversity in the school community.
 - J) recognizes and respects the legitimate authority of others.
 - K) examines and considers the prevailing values of the diverse school community.
 - L) expects that others in the school community will demonstrate integrity and exercise ethical behavior.
 - M) opens the school to public scrutiny.
 - N) fulfills legal and contractual obligations.
 - O) applies laws and procedures fairly, wisely, and considerately.
 - P) demonstrates the importance of equity in a democratic society.
- f) The Political, Social, Economic, Legal and Cultural Context - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- 1) Knowledge Indicator – The administrator has knowledge and understanding of:
 - A) principles of representative governance that undergird the system of American schools.

- B) the role of public education in developing and renewing a democratic society and an economically productive nation.
 - C) the law as related to education.
 - D) the political, social, cultural, and economic systems and processes.
 - E) models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
 - F) global issues and forces affecting teaching and learning.
 - G) the dynamics of policy development and advocacy under our democratic political system.
- 2) Performance Indicator – The administrator facilitates processes and engages in activities ensuring that:
- A) communication occurs within the school community concerning trends, issues, and potential changes in the environment in which schools operate.
 - B) there is ongoing dialogue with and between representatives of diverse community groups.
 - C) the school community works within the framework of policies, laws, and regulations enacted by local, State, and federal authorities.
 - D) public policy is shaped to provide quality education for students.
 - E) lines of communication are developed with decision-makers outside the school community.

Section 29.110 Chief School Business Official

Each candidate for the chief school business official's endorsement shall be required to meet the standards set forth in this Section in addition to those set forth in Section 29.100 of this Part.

- a) Educational Foundations of Schools - The competent chief school business official is knowledgeable about the educational foundations of schools.
 - 1) Knowledge Indicators – The competent chief school business official:
 - A) is knowledgeable about the historic foundations of education as they relate to the development of public, tax-supported schools.
 - B) understands the development and funding of private schools.
 - C) comprehends legislative Acts guaranteeing the right of an education to all people.
 - 2) Performance Indicator – The competent chief school business official analyzes and supports the school's responsibility for the academic, cultural, physical, emotional, and social development of the student.
- b) Organization and Administration - The competent chief school business official understands and demonstrates various organizational leadership models.
 - 1) Knowledge Indicator – The competent chief school business official understands various organizational leadership models.
 - 2) Performance Indicators – The competent chief school business official:
 - A) utilizes methods of assigning personnel and resources to accomplish specific goals and objectives.
 - B) uses scheduling techniques to coordinate tasks to maximize personnel and resource use.
 - C) exhibits skills in identifying problems, securing relevant information, and recognizing possible causes of conflict.
 - D) exhibits skills in questioning techniques, fact finding, categorizing information, and retention of relevant data.

- E) collects, analyzes, and evaluates various types of information to generate alternate solutions, proper decisions, possible consequences, and contingency plans.
- c) Public Policy and Intergovernmental Relations - The competent chief school business official understands and applies theories of public policy and intergovernmental relations.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) understands how to interpret and apply the policies and roles of local boards of education, state boards of education, state legislatures, and the federal government.
 - B) comprehends the role of special interest groups (within a school district) and their ability to influence those who approve district policy.
 - 2) Performance Indicator – The competent chief school business official analyzes and synthesizes the political and legislative processes of the following entities: local school boards, municipal governments, state legislatures, and other governmental jurisdictions.
- d) Legal Aspects - The competent chief school business official understands and applies the legal aspects of educational leadership.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) understands the State and federal constitutional rights that apply to individuals within the public education system.
 - B) understands appropriate statutory and constitutional authority regarding the general administration of public schools.
 - 2) Performance Indicator – The competent chief school business official analyzes and implements significant statutory and case law relative to a number of management fields, including financial resource, human resource, facility and property, information, and ancillary services (including subcontracting).
- e) Principles of School Finance - The competent chief school business official understands and demonstrates the principles of school finance.

- 1) Knowledge Indicator – The competent chief school business official comprehends the principles of school finance.
- 2) Performance Indicators – The competent chief school business official:
 - A) identifies and analyzes the major sources of revenue for public schools at the local, State, and federal levels.
 - B) applies various techniques for estimating and identifying the expenditures for a public school district in terms of cost centers and programs within each district.
 - C) identifies and examines the significant sources of State and local revenue and projects the impact on the school district of increases or decreases in these sources.
 - D) recognizes significant social, demographic, and economic changes.
- f) Budgeting and Financial Planning - The competent chief school business official understands and applies the various approaches to public school budgeting.
 - 1) Knowledge Indicator – The competent chief school business official understands the principles of public school budgeting.
 - 2) Performance Indicators – The competent chief school business official:
 - A) prepares a budget calendar to meet the time constraints of budget preparation.
 - B) analyzes the various approaches to enrollment and personnel projections.
 - C) forecasts anticipated revenue by source.
 - D) forecasts anticipated expenditures by program.
 - E) identifies various methods for budget analysis and management.
 - F) applies statistical process control techniques for budgetary analysis.
 - G) applies the legal requirements for budget adoption.

- H) prepares a school institution budget based on hypothetical data.
 - I) prepares revenue projections and estimates of expenditures using appropriate and varied techniques.
 - J) identifies and interprets internal and external influences on the budget.
- g) Accounting, Auditing, and Financial Reporting - The competent chief school business official understands and demonstrates the principles of accounting, auditing, and financial reporting.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) understands how to present fairly and with full disclosure the financial position and results of financial operations of the funds and account groups of the school district in compliance with generally accepted accounting principles.
 - B) understands the use and role of an internal auditor.
 - 2) Performance Indicators – The competent chief school business official:
 - A) prepares appropriate interim and annual financial statements and reports of financial position and operating results.
 - B) prepares revenues and expenditures by fund (using the appropriate State chart of accounts, electronic data processing, etc.).
 - C) facilitates management’s control of all financial operations and funds using appropriate technology.
 - D) establishes and verifies compliance with finance-related legal and contractual provisions.
 - E) develops and maintains all fixed assets in a General Fixed Asset Account Group.
 - F) communicates how the budget and available resources of the school district support the institution’s program.
 - G) analyzes both monthly and annual financial statements and reports.

- H) develops specifications for the employment of an independent auditor.
 - I) applies the appropriate bases of accounting (modified accrual basis of accounting, accrual basis of accounting, or cash basis of accounting) in measuring financial position and operating results.
- h) Cash Management, Investments, and Debt Management - The competent chief school business official understands and implements cash management, investment, and debt management procedures.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) understands how to develop specifications for the selection of banking services and the concept of compensating balances.
 - B) comprehends procedures and legal constraints for cash collection and disbursements.
 - C) understands the risks and calculates the yields on various investment options available to a school district.
 - 2) Performance Indicators – The competent chief school business official:
 - A) applies various methods of cash forecasting.
 - B) uses the appropriate types of short-term financing instruments available to school districts.
 - C) analyzes the legal constraints and methods of issuing long-term general obligation bonds, including the bond rating process and the role of rating services.
 - D) prepares a cash flow analysis for a hypothetical school district.
 - E) implements the concept of appropriate fund balance management.
- i) Personnel and Benefits Administration - The competent chief school business official understands and implements human resource management procedures for non-instructional personnel.

- 1) Knowledge Indicator – The competent chief school business official understands factors involved in formulating policies and procedures related to the management of non-instructional personnel.
- 2) Performance Indicators – The competent chief school business official:
 - A) demonstrates appropriate skills related to the recruitment, selection, orientation, evaluation, and assignment of non-instructional personnel, including the creation of job descriptions.
 - B) analyzes and demonstrates procedures for bidding, selecting, evaluating, and managing fringe benefit programs.
 - C) applies the legal procedures for the recruitment, selection, orientation, assignment, and termination of non-instructional personnel.
 - D) leads subordinates in understanding the expectations for the implementation of all board policies, as well as State and federal laws related to personnel.
 - E) analyzes the legal requirements and tax consequences of fringe benefit programs, using federal and State codes.
- j) Staff Development - The competent chief school business official understands and implements staff development procedures for non-instructional personnel.
 - 1) Knowledge Indicators – The competent chief school business official:
 - A) identifies staff development priorities.
 - B) identifies models for the program and completes cost analysis of staff development programs.
 - C) identifies appropriate procedures for the management of staff development programs.
 - 2) Performance Indicators – The competent chief school business official:
 - A) incorporates the major components of adult learning into the creation of an effective, sequential process for staff development.

- B) applies the appropriate skills for the administration of a comprehensive staff development program for non-instructional staff.
- k) Labor Relations/Collective Bargaining - The competent chief school business official understands and addresses labor relations/collective bargaining issues.
- 1) Knowledge Indicator – The competent chief school business official comprehends labor relations/collective bargaining issues.
 - 2) Performance Indicators – The competent chief school business official:
 - A) analyzes board of education policies and State statutes regarding collective negotiations.
 - B) applies appropriate procedures for the development of the board of education's negotiation team and strategies for conducting negotiation sessions.
 - C) applies appropriate procedures for improving the relationships between management and district employees.
 - D) develops salary schedules and fringe benefit packages.
 - E) analyzes models for assessing the costs of salary and fringe benefit proposals.
- l) Planning and Construction - The competent chief school business official understands and implements appropriate facility planning and construction procedures.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) identifies the steps and procedures necessary to develop a strategic plan for facilities.
 - B) understands funding sources and issues related to school construction, including bond ratings, the rating process, and bond election processes.
 - 2) Performance Indicators – The competent chief school business official:

- A) develops appropriate procedures for selecting and using the professional services of architects, engineers, risk managers, construction managers, general contractors, and other professionals and understands their roles and responsibilities.
 - B) applies protocols and procedures involved in developing and using educational specifications.
 - C) applies protocols and procedures for selecting school sites.
 - D) analyzes the legal and administrative responsibilities of advertising, awarding, and managing construction contracts and knows how to respond to contractor bankruptcy, product failure, and poor workmanship.
 - E) evaluates the research, current practices, and issues regarding the impact of energy, safety, and environmental factors.
 - F) analyzes the legal context within which school facilities are planned, constructed, and operated and the various federal and State agencies and their roles in the process.
 - G) plans for facilities-related needs: prepares population projections; develops educational specifications; analyzes amortization of bond issues; evaluates buildings; etc.
- m) Maintenance and Operations - The competent chief school business official understands and implements appropriate maintenance and operations procedures.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) understands protocol and procedures required to keep schools clean and safe through routine custodial services and preventive and remedial maintenance.
 - B) understands protocol and procedures required to manage energy consumption efficiently and effectively and secure energy grants.
 - 2) Performance Indicators – The competent chief school business official:
 - A) computes custodial allocations, determines energy budgets for school centers, and develops manpower plans for maintenance divisions of simulated or actual school districts.

- B) creates and uses simulations of maintenance and operation functions that enable decisions related to resource allocation.
- n) Purchasing - The competent chief school business official understands and implements appropriate purchasing procedures.
- 1) Knowledge Indicator – The competent chief school business official understands appropriate purchasing procedures.
 - 2) Performance Indicators – The competent chief school business official:
 - A) applies generally accepted accounting principles and procedures in the bidding and purchasing processes.
 - B) incorporates legal and ethical considerations in the bidding and purchasing processes.
 - C) utilizes computerized management systems for tracking requisitions, purchase orders, deliveries, invoices, payments, and the status of the budget.
- o) Supply and Fixed Asset Management - The competent chief school business official understands and implements appropriate supply and fixed asset management procedures.
- 1) Knowledge Indicator – The competent chief school business official comprehends appropriate supply and fixed asset management procedures.
 - 2) Performance Indicators – The competent chief school business official:
 - A) manages and controls inventories.
 - B) plans and implements a program for the maintenance and repair of equipment.
 - C) provides, produces, and uses the financial analysis of life cycle costs and quality control methods.
 - D) applies the proper procedures relating to the legal evaluation and disposal of surplus property.

- E) utilizes amortization techniques pertaining to the purchase of new and/or replacement capital equipment.
- p) Real Estate Management - The competent chief school business official understands and implements appropriate real estate management procedures.
- 1) Knowledge Indicator – The competent chief school business official understands appropriate real estate management procedures.
 - 2) Performance Indicators – The competent chief school business official:
 - A) applies legal procedures in acquiring and disposing of land, buildings, and equipment.
 - B) collaborates with other governmental agencies regarding zoning issues, long-range land use planning, and the impact of commercial and residential development on schools.
 - C) applies proper real estate management policies, procedures, and practices.
 - D) utilizes a computer program or service to manage the fixed assets of a simulated or actual educational institution.
- q) Strategic Planning - The competent chief school business official understands and implements strategic planning procedures.
- 1) Knowledge Indicator – The competent chief school business official understands strategic planning procedures.
 - 2) Performance Indicators – The competent chief school business official:
 - A) facilitates administrative and employee teams in the identification of short- and long-term goals in all aspects of school district activities.
 - B) develops a strategic plan that will move the district toward achievement of its mission and goals.
- r) Program Evaluation - The competent chief school business official understands and implements appropriate program evaluation procedures for non-instructional programs.

- 1) Knowledge Indicators – The competent chief school business official:
 - A) understands the components and skills needed to evaluate programs and business services.
 - B) identifies various economic and cost factors inherent in program evaluation.
- 2) Performance Indicators – The competent chief school business official:
 - A) develops a procedure for the systematic evaluation of non-instructional programs.
 - B) analyzes and develops alternative methods of measuring program outcomes.
- s) Communications - The competent chief school business official understands and demonstrates communications procedures.
 - 1) Knowledge Indicator – The competent chief school business official comprehends effective communication strategies and techniques related to mass and interactive communications (oral, aural, written, and nonverbal).
 - 2) Performance Indicators – The competent chief school business official:
 - A) articulates ideas clearly, concisely, and effectively.
 - B) develops a plan for a positive school-community relations program for the business office.
 - C) develops procedures for the management of public information programs and departments that relate to business services.
- t) Management Information Systems - The competent chief school business official understands and utilizes management information systems.
 - 1) Knowledge Indicator – The competent chief school business official understands the functions of management information systems.
 - 2) Performance Indicators – The competent chief school business official:
 - A) applies current technology in regard to the storage, analysis, and communication of data.

- B) evaluates the benefits of producing information in relation to costs.
 - C) develops a records management system, using appropriate technology, that complies with all legal requirements.
 - D) develops a long-range technology plan for a school district.
 - E) evaluates computer hardware and software for use in the school business office.
- u) Risk Management - The competent chief school business official understands and implements risk management procedures.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) comprehends the common types of insurance protection needed.
 - B) understands federal and State statutes regarding liability limits and bond requirements.
 - 2) Performance Indicators – The competent chief school business official:
 - A) develops policies and procedures regarding safety programs for both students and employees.
 - B) identifies models for evaluating the risk management program of a school district.
 - C) provides education on risk management issues to school district personnel.
- v) Transportation - The competent chief school business official understands and implements transportation procedures.
- 1) Knowledge Indicators – The competent chief school business official understands the appropriate transportation procedures needed to ensure the safe transport of children.
 - 2) Performance Indicators – The competent chief school business official:

- A) analyzes the various methods of providing transportation for students and identifies the most efficient method for a given district.
 - B) develops transportation routes and schedules and programs for the selection and training of staff.
 - C) applies appropriate management principles in the maintenance and operation of a district's transportation program to ensure the safe transportation of students.
- w) Food Service - The competent chief school business official understands and implements food service procedures.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) understands a system for high-quality food production, operation, and service.
 - B) comprehends the financial aspects of school food service (federal, State, and local).
 - 2) Performance Indicators – The competent chief school business official:
 - A) applies State and federal guidelines regarding free and/or reduced-price meal subsidies and qualifications for participation.
 - B) interacts with representatives of nutritional and regulatory agencies in planning, conducting, and reporting on food service programs.
- x) Health and Safety - The competent chief school business official understands and implements health and safety procedures.
- 1) Knowledge Indicators – The competent chief school business official:
 - A) comprehends the components of a health and safety program and establishes policies and administrative procedures for students, employees, and the community that comply with federal and State regulations.
 - B) understands State and federal laws regarding asbestos abatement, radon gas, lead contaminants, and other potentially hazardous substances.

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- 2) Performance Indicators – The competent chief school business official:
- A) facilitates training for employees that will enable them to be more cognizant of dangerous environmental factors.
 - B) develops and implements a process for assessing potential safety hazards in school buildings and on school grounds.
 - C) prepares a school district disaster preparedness and recovery plan.
 - D) develops and implements district policies regarding students and staff infected with contagious diseases.

Section 29.120 General Administrative Endorsement

Each candidate for the general administrative endorsement shall be required to meet the standards set forth in this Section in addition to those set forth in Section 29.100 of this Part.

- a) Facilitating a Vision of Learning - The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
 - 1) Knowledge Indicators – The competent administrator:
 - A) has knowledge and understanding of learning goals in a pluralistic society.
 - B) comprehends the principles of developing and implementing long-term plans.
 - C) recognizes theories of educational leadership.
 - D) understands information sources, data collection, and data analysis strategies.
 - E) understands effective communication.
 - F) understands effective consensus-building and negotiation skills.
 - G) has knowledge of the philosophy and history of education.
 - 2) Performance Indicators – The competent administrator:
 - A) designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing conditions.
 - B) facilitates the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
 - C) analyzes, evaluates, and monitors operational plans and processes to accomplish strategic goals using practical applications of organizational theories.

- D) solicits and uses financial, human, and material resources to support the implementation of the school's mission and goals.
 - E) identifies and critiques several theories of leadership and their application to various school environments.
 - F) conducts needs assessments and uses qualitative and quantitative data to plan and assess school programs.
 - G) analyzes and interprets educational data, issues and trends.
 - H) uses appropriate interpersonal skills and applies appropriate and effective communications strategies when using written, verbal, and nonverbal communication.
 - I) engages in effective consensus-building and displays effective negotiation skills.
 - J) frames, analyzes, and resolves problems using appropriate problem-solving techniques and decision-making skills.
 - K) analyzes school problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
- b) School Culture and Instructional Program - The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff's professional growth.
- 1) Knowledge Indicators – The competent administrator:
 - A) has knowledge and understanding of school cultures.
 - B) understands the continuum of students' growth and development.
 - C) knows the procedures used in the assessment of the learning environment.
 - D) understands applied learning theories.
 - E) understands curriculum design, implementation, evaluation, and refinement.

- F) recognizes the components of a special education evaluation.
 - G) understands principles of effective instruction and best practices.
 - H) comprehends measurement, evaluation, and assessment strategies.
 - I) understands diversity and its meaning for educational programs.
 - J) is familiar with adult learning and professional development models.
 - K) understands the change process for systems, organizations, and individuals.
 - L) recognizes the role of technology in promoting students' learning and professionals' growth.
 - M) understands classroom management.
- 2) Performance Indicators – The competent administrator:
- A) creates with teachers, parents, and students a positive school culture that promotes learning.
 - B) promotes an inclusive educational culture.
 - C) articulates the district's or school's vision, mission, and priorities to the community and media.
 - D) builds community support for a district's or school's priorities and programs.
 - E) promotes an environment where all individuals are treated with fairness, dignity, and respect.
 - F) develops a culture of high expectations for self, students, and staff's performance where accomplishments are recognized.
 - G) applies the principles of students' growth and development to the learning environment and the educational program.
 - H) utilizes procedures in the assessment of the learning environment.

- I) develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
- J) develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific needs of students, considering gender, ethnicity, culture, social class, and exceptionalities.
- K) analyzes various staffing patterns, student grouping plans, class scheduling forms, and school organizational structures and facilitates design processes to support various teaching strategies and desired outcomes for students.
- L) assesses students' progress using a variety of appropriate techniques.
- M) bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and State and federal policies and mandates.
- N) aligns curricular goals and objectives with the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D).
- O) facilitates the design, implementation, and evaluation of curricular, co-curricular, and extracurricular programs for continuous improvement.
- P) uses resources to support instructional programs and best practices and incorporates a variety of supervisory models to improve teaching and learning.
- Q) uses qualitative and quantitative data to plan and assess school programs.
- R) promotes an inclusive educational culture.
- S) identifies needs for professional development and incorporates adult learning strategies and assessment in the formulation of self-development plans for staff.

- T) facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.
 - U) studies best practices, relevant research, and demographic data to analyze their implications for school improvement.
 - V) develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
 - W) applies a systems perspective and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.
 - X) uses technology, telecommunications, and information systems to enrich curriculum and instruction.
 - Y) develops and implements long-range plans for school and district technology information systems.
 - Z) uses a variety of supervisory models to improve teaching and learning.
 - AA) uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.
- c) Management - The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 1) Knowledge Indicators – The competent administrator:
 - A) understands theories and models of organizations and the principles of organizational development.
 - B) is aware of local operational policies and procedures.
 - C) understands principles and issues relating to school safety and security.

- D) has knowledge of management and development of human resources.
 - E) comprehends principles and issues relating to fiscal considerations in school management.
 - F) understands principles and issues relating to school facilities and use of space.
 - G) recognizes legal issues relating to school operations.
 - H) has knowledge of current technologies that support management's functions.
- 2) Performance Indicators – The competent administrator:
- A) applies theories to create conditions that motivate staff, students, and families to achieve the school's vision.
 - B) analyzes a school's problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
 - C) applies effective job-analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff.
 - D) utilizes appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity, diversity, and exceptionalities.
 - E) develops and implements an efficient building-level budget planning process that is driven by school priorities.
 - F) understands federal, State and local statutory and regulatory provisions and judicial decisions governing education.
 - G) applies common legal and contractual requirements and procedures in an educational setting.
 - H) applies and assesses current technologies for school management and business procedures.

- d) Collaboration with Families and Communities - The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- 1) Knowledge Indicators – The competent administrator:
 - A) recognizes emerging issues and trends that potentially affect the school community.
 - B) comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team (see 23 Ill. Adm. Code 226.75).
 - C) understands the conditions and dynamics of the diverse school community.
 - D) has knowledge of community resources.
 - E) understands community relations and marketing strategies and processes.
 - F) is aware of successful models of school, family, business, community, government, and higher education partnerships.
 - 2) Performance Indicators – The competent administrator:
 - A) assesses emerging issues and trends to determine their impact on the school community.
 - B) engages in activities that address parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team.
 - C) analyzes community and district power structures and identifies major opinion leaders and their relationships to school goals and programs.
 - D) identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.

- E) develops and implements an effective staff communication plan and public relations program.
 - F) articulates the district's or school's vision, mission, and priorities to the community and media and understands how to build community support for the district's or school's priorities and programs.
- e) Acting with Integrity, Fairness, and in an Ethical Manner - The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- 1) Knowledge Indicators – The competent administrator:
 - A) understands the purpose of education and the role of leadership in modern society.
 - B) recognizes various ethical frameworks and perspectives on ethics.
 - C) understands the values and challenges of the diverse school community.
 - D) is aware of professional codes of ethics.
 - 2) Performance Indicators – The competent administrator:
 - A) analyzes a school's problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
 - B) manifests a professional code of ethics and values.
 - C) bases decisions on the moral and ethical implications of policy options and political strategies.
 - D) promotes the values and challenges of the diverse school community.
 - E) communicates effectively with various cultural, ethnic, racial, and special interest groups and other diverse populations in the community.

- F) treats people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others.
 - G) encourages others in the school community to demonstrate integrity and exercise ethical behavior.
- f) The Political, Social, Economic, Legal and Cultural Context - The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- 1) Knowledge Indicators – The competent administrator:
 - A) comprehends principles of representative governance that undergird the system of American schools.
 - B) recognizes the role of public education in developing and renewing a democratic society and an economically productive nation.
 - C) understands the law as related to education.
 - D) understands State and federal requirements regarding the least restrictive environment (including placement based on the student's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP); see 23 Ill. Adm. Code 226.75) for students from birth through 21 years of age.
 - E) has knowledge of the political, social, cultural, and economic systems and processes.
 - F) understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
 - G) knows about global issues and forces affecting teaching and learning.
 - H) recognizes the dynamics of policy development and advocacy under our democratic political system.
 - I) understands federal, State and local statutory and regulatory provisions as well as judicial decisions governing education.

- 2) Performance Indicators – The competent administrator:
 - A) considers the general characteristics of internal and external political systems as they apply to school settings.
 - B) influences policy development at the federal, State, district, and school-site level.
 - C) applies knowledge of common legal and contractual requirements and procedures in an educational setting.
 - D) analyzes appropriate procedures and relationships for working with local governing boards.
 - E) develops lines of communication with decision makers outside the school community.
 - F) frames, analyzes, and resolves problems using models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
 - G) bases decisions on the moral and ethical implications of policy options and political strategies.

(Source: Amended at 28 Ill. Reg. 8681, effective June 1, 2004)

Section 29.130 Superintendent

Each candidate for the superintendent's endorsement shall be required to meet the standards set forth in this Section in addition to those set forth in Section 29.100 of this Part.

- a) Facilitating a Vision of Educational Excellence - The competent school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.
 - 1) Knowledge Indicators – The competent superintendent:
 - A) understands the needs of different groups in a pluralistic society.
 - B) understands theories and methodologies of teaching and learning.
 - C) understands the principles of developing, implementing, and evaluating long-term plans.
 - D) understands theories of and research on organizational and educational leadership.
 - E) understands information sources, data collection, and data analysis strategies.
 - F) understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.
 - G) understands effective consensus-building and negotiation skills.
 - H) understands the historical, moral, philosophical, and political traditions of education in the USA and other countries.
 - I) understands systems and theories of educational assessment and evaluation.
 - J) understands human and financial resources needed to implement and support the realization of the district's vision, mission, and goals.
 - 2) Performance Indicators – The competent superintendent:

- A) facilitates and engages in activities that promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- B) facilitates and engages in activities that promote appropriate academic rigor and excellence for all students and staff.
- C) facilitates and engages in activities that support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
- D) facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.
- E) facilitates and engages in activities that articulate and model core beliefs of the school district and effectively communicates and takes actions to achieve the district's vision, mission, and goals.
- F) facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize the district's vision, mission, and goals.
- G) facilitates and engages in activities that form and implement vision, mission, and goals that shape purpose and direction for individuals and groups.
- H) facilitates and engages in activities that affect the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals.
- I) facilitates and engages in activities that develop an implementation plan in which objectives and strategies to achieve the district's vision, mission, and goals are clearly articulated and linked to students' learning.
- J) facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals.

- K) facilitates and engages in activities that obtain and organize financial, human, and material resources to realize the district's vision, mission, and goals.
 - L) facilitates and engages in activities that monitor, evaluate, and revise the district's vision, mission, goals, and implementation plans regularly.
- b) Learning Environment and Instructional Program - The competent school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development.
- 1) Knowledge Indicators – The competent superintendent:
 - A) understands the principles of human growth and development and their application to the school environment and instructional program.
 - B) understands the concept of school climate as it applies to students' and staff's performance.
 - C) understands the educational change process.
 - D) understands a variety of educational research methodologies and their comparable strengths and weaknesses.
 - E) understands cognition and learning theories and their relationship to instruction.
 - F) understands technology applications for administrators, staff, and students that enhance the learning and instructional program.
 - G) understands a variety of methods for assessing and evaluating students' performance.
 - H) understands professional development models and adult learning theory.
 - 2) Performance Indicators – The competent superintendent:

- A) facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program.
- B) facilitates and engages in activities that apply the principles of human growth and development.
- C) facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.
- D) facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.
- E) facilitates and engages in activities that use best practices and sound educational research to inform changes in instructional practices and curricular materials.
- F) facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.
- G) facilitates and engages in activities that promote an environment that encourages responsible risk-taking.
- H) facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
- I) facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and professionals' growth.
- J) facilitates and engages in activities that promote high expectations for self, staff, and students.
- K) facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.
- L) facilitates and engages in activities that result in systematic assessment of and response to individual students' academic performance, reporting on that performance, and evaluation of the instructional program.

- M) facilitates and engages in activities that connect educational standards to the instructional program.
 - N) facilitates and engages in activities that coordinate district staff and outside agencies in determining and enforcing educational standards.
 - O) facilitates and engages in activities that foster lifelong learning.
- c) Management - The competent school superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 1) Knowledge Indicators – The competent superintendent:
 - A) has knowledge and understanding of a variety of practices and models for the management of the school district as an organizational system.
 - B) has knowledge and understanding of principles of human resource management and development to maximize the effectiveness of all constituents of the school district.
 - C) has knowledge and understanding of practices, policies, and procedures for operating and maintaining the school district’s facilities, equipment, and auxiliary services.
 - D) has knowledge and understanding of principles of financial planning and management for efficient fiscal operation in support of the school district’s vision, mission, and goals.
 - E) has knowledge and understanding of school districts’ operational policies and procedures that enhance student learning.
 - F) has knowledge and understanding of practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.
 - G) has knowledge and understanding of practices and procedures to ensure that school districts’ management functions are supported by current technologies.

- 2) Performance Indicators – The competent superintendent:
 - A) facilitates and engages in activities that use core organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
 - B) facilitates and engages in activities that empower all constituents of the school district (e.g., staff, students, and parents) as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
 - C) facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skills of instructional and non-instructional staff.
 - D) facilitates and engages in activities that support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes.
 - E) facilitates and engages in activities that use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment.
 - F) facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the school district’s curricular and extracurricular programs.
 - G) facilitates and engages in activities that provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).
 - H) facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to the school district’s goals and priorities.
 - I) facilitates and engages in activities that maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring).

- J) facilitates and engages in activities that create operational plans and procedures in support of school district's vision, mission, and goals.
 - K) facilitates and engages in activities that use organizational monitoring systems to ensure policy implementation.
 - L) facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.
 - M) facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.
 - N) facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster student learning.
 - O) facilitates and engages in activities that identify management functions that can be improved using technology.
 - P) facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in school district management.
- d) Collaboration with Families and Communities - The competent school superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- 1) Knowledge Indicators – The competent superintendent:
 - A) has knowledge and understanding of the multiple groups of stakeholders that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.
 - B) has knowledge and understanding of the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.

- C) has knowledge and understanding of community resources that provide services that support the vision, mission, and goals of the school district.
 - D) has knowledge and understanding of school-community relations and marketing strategies and processes.
 - E) has knowledge and understanding of emerging issues and trends that potentially affect the school community and the mission of the school.
 - F) has knowledge and understanding of successful models of partnerships between district schools and families, businesses, community groups, government agencies, and higher education.
 - G) has knowledge and understanding of the political nature of schools and how the political system operates.
- 2) Performance Indicators – The competent superintendent:
- A) facilitates and engages in activities that clearly articulate the district’s vision, mission, and goals to multiple stakeholders.
 - B) facilitates and engages in activities that use political structures and skills to build community support for the district’s priorities.
 - C) facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.
 - D) facilitates and engages in activities that inform the district’s decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.
 - E) facilitates and engages in activities that provide communications from the district that are written and spoken clearly and forcefully.
 - F) facilitates and engages in activities that demonstrate formal and informal listening skills.
 - G) facilitates and engages in activities that demonstrate group leadership skills.

- H) facilitates and engages in activities that identify and consider various political interests within the community environment in the district's decision making.
 - I) facilitates and engages in activities that educate the community about school funding and referenda.
 - J) facilitates and engages in activities that mediate conflict between the district and various stakeholders.
 - K) facilitates and engages in activities that involve the school organization and community in school improvement efforts.
 - L) facilitates and engages in activities that demonstrate the ability to build consensus.
 - M) facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.
- e) Knowledge of Laws, Regulations and Professional Ethics - The competent school superintendent is an educational leader who promotes the success of all students by understanding and applying knowledge of laws, regulations, and professional ethics related to schools and children.
- 1) Knowledge Indicators – The competent superintendent:
 - A) has knowledge and understanding of current legal, regulatory, and ethical issues affecting education.
 - B) has knowledge and understanding of the legal rights and responsibilities of students, staff, and parents/guardians.
 - C) has knowledge and understanding of federal and State education laws and regulations.
 - D) has knowledge and understanding of the legal aspects of school administration.
 - E) has knowledge and understanding of the system of public school governance in Illinois.

- F) has knowledge and understanding of the responsibilities and functions of school committees and boards.
 - G) has knowledge and understanding of procedures for formulating and implementing board policies and operating procedures.
 - H) has knowledge and understanding of the moral and ethical responsibilities of schools and members of the school community.
 - I) has knowledge and understanding of how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.
 - J) has knowledge and understanding of how the Illinois and U.S. Constitutions, a district's policies, and laws regulate the behavior of students, staff, and administrators in the schools.
 - K) has knowledge and understanding of the role of public education in developing and renewing a democratic society and an economically productive nation.
 - L) has knowledge and understanding of models and strategies of change and conflict resolution as applied to schools.
- 2) Performance Indicators – The competent superintendent:
- A) facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.
 - B) facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
 - C) facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes the district's vision, missions, and goals.
 - D) facilitates and engages in activities that shape public policy to provide high-quality education for students.
 - E) facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.

- F) facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.
- G) facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

Section 29.140 Director of Special Education

The standards set forth in this Section, in addition to those set forth in Section 29.100 of this Part, shall apply to each candidate applying for this endorsement on or after July 1, 2005.

a) Facilitating a Vision of Educational Excellence

The competent director of special education is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

1) Knowledge Indicators – The competent director of special education:

- A) knows and understands the needs of different groups in a pluralistic society.
- B) knows and understands theories and methodologies of teaching and learning, including the adaptation and modification of curriculum to meet the needs of all learners.
- C) knows and understands the principles of developing, implementing, and evaluating long-term plans.
- D) knows and understands theories of and research on organizational and educational leadership.
- E) knows and understands information sources, data collection, and data analysis strategies.
- F) knows and understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.
- G) knows and understands effective consensus-building and negotiation skills.
- H) knows and understands the historical, moral, philosophical, and political traditions of education, including those that provide the basis for special education practice.

- I) knows and understands systems and theories of educational assessment and evaluation.
 - J) knows and understands human and financial resources needed to implement and support the organizational vision, mission, and goals.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that promote the success of all students in the least restrictive environment by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
 - B) facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff.
 - C) facilitates and engages in activities that support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
 - D) facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, families, and community members.
 - E) facilitates and engages in activities that articulate and model central beliefs of the organization and effectively communicates and takes actions to achieve organizational vision, mission, and goals.
 - F) facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize organizational vision, mission, and goals.
 - G) facilitates and engages in activities aimed at forming and implementing a vision, mission, and goals to provide purpose and direction for individuals and groups.
 - H) facilitates and engages in activities that affect the collection, organization, and analyses of a variety of information, including

data on students' performance, to assess progress toward organizational vision, mission, and goals.

- I) facilitates and engages in activities that result in an implementation plan in which objectives and strategies to achieve the organizational vision, mission, and goals are clearly articulated and linked to students' learning.
- J) facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals.
- K) facilitates and engages in activities to obtain and organize financial, human, and material resources to realize the organizational vision, mission, and goals.
- L) facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, goals, and implementation plans regularly.

b) Learning Environment and Instructional Program

The competent director of special education is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program.
 - B) knows and understands the concept of school climate as it applies to students' and staff's performance.
 - C) knows and understands the educational change process.
 - D) knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.

- E) knows and understands cognition, learning theories, and interventions and their relationship to instruction.
 - F) knows and understands applications of technology for administrators, staff, and students to enhance the learning and instructional program.
 - G) knows and understands a variety of methods for assessing and evaluating students' performance.
 - H) knows and understands professional development models and adult learning theory.
 - I) understands effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning.
 - J) has knowledge of techniques for modifying instructional methods, curricular materials, technology, and the learning environment to meet students' needs, including techniques that are developmentally appropriate.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students.
 - B) facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.
 - C) facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.
 - D) facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials.

- E) facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.
 - F) facilitates and engages in activities that promote an environment that encourages creativity and innovation.
 - G) facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
 - H) facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth.
 - I) facilitates and engages in activities that promote high expectations for self, staff, and students.
 - J) facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.
 - K) facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program.
 - L) facilitates and engages in activities that connect educational standards to specialized instructional services.
 - M) facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families.
 - N) facilitates and engages in activities that foster lifelong learning.
- c) Knowledge of Laws, Regulations, and Professional Ethics

The competent director of special education has a thorough knowledge of federal and State statutes affecting the education of students with disabilities.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands current legal, regulatory, and ethical issues affecting education.

- B) knows and understands the legal rights and responsibilities of students, staff, and parents/guardians.
 - C) knows and understands federal and State education laws and regulations.
 - D) knows and understands the legal aspects of school administration.
 - E) knows and understands the system of public school governance in Illinois.
 - F) knows and understands the responsibilities and functions of school committees and boards.
 - G) knows and understands procedures for formulating and implementing board policies and operating procedures.
 - H) knows and understands the moral and ethical responsibilities of schools and members of the school community.
 - I) knows and understands how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.
 - J) knows and understands how the Illinois and U.S. Constitutions, organizational policies, and laws (statutory, common, and case) regulate the behavior of students, staff, and administrators in the schools.
 - K) knows and understands the role of public education in developing and renewing a democratic society and an economically productive nation.
 - L) knows and understands models and strategies of change and conflict resolution as applied to schools.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.

- B) facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
 - C) facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes organizational vision, missions, and goals.
 - D) facilitates and engages in activities that shape public policy to provide high-quality education for students.
 - E) facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.
 - F) facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.
 - G) facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.
- d) Identification of Students and Provision of Services

The competent director of special education has a thorough knowledge of identification procedures, service delivery models, and assistive technology for students with disabilities.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities.
 - B) knows and understands effective intervention strategies and processes that are prerequisite to a referral or a case study evaluation.
 - C) knows and understands the case study evaluation process, including the determination of eligibility for special education services.

- D) knows and understands the continuum of programs and array of services available to students with disabilities.
 - E) knows and understands the process of developing Individualized Education Programs (IEP).
 - F) knows and understands parents' and students' rights regarding evaluation, eligibility, services, and discipline.
 - G) knows and understands the array of assistive technology options to facilitate access of students with disabilities to the least restrictive environment.
 - H) knows and understands lawful and appropriate strategies for the discipline of students with disabilities.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that promote public awareness, sound screening practices, and early identification of students with disabilities.
 - B) facilitates and engages in activities that provide staff development in the use of effective intervention strategies for instructional staff.
 - C) facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services.
 - D) facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment.
 - E) facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences.
 - F) facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students.

- G) facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D).
- H) facilitates and engages in activities that evaluate a student's success in participation in the general educational curriculum.
- I) facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are disseminated and understood.
- J) facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are implemented.
- K) facilitates and engages in activities that promote the use of assistive technology for students with disabilities and the identification of resources for assistive devices.
- L) facilitates and engages in activities to ensure the lawful and appropriate strategies for discipline of students with disabilities are applied.

e) Special Education Finance

The competent director of special education has a thorough knowledge of school finance procedures, understands special education funding, and demonstrates the ability to develop and manage a budget.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands general school finance and procedures for the development of budgets.
 - B) knows and understands various federal, State, and local funding sources.
 - C) knows and understands developing and managing special education budgets.

- D) knows and understands practices, policies, and procedures for operating and maintaining the organization's facilities, equipment, and services.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that result in the development and management of the organization's special education budgets and that incorporate general school financial principles and procedures.
 - B) facilitates and engages in activities that result in receipt of federal, State, and local grant monies.
 - C) facilitates and engages in activities that obtain maximum reimbursement from all sources.
 - D) facilitates and engages in activities to effectively manage the organization's facilities, equipment, and services.
- f) Management

The competent director of special education is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective and least restrictive learning environment.

- 1) Knowledge Indicators – The competent director of special education:
- A) knows and understands a variety of practices and models for the management of an organizational system.
 - B) knows and understands principles of human resource management and development to maximize the effectiveness of all constituents of the organization.
 - C) knows and understands practices, policies, and procedures for operating and maintaining the organization's facilities, equipment, and auxiliary services.

- D) knows and understands principles of financial planning and management for efficient fiscal operation in support of the organization's vision, mission, and goals.
 - E) knows and understands organizational and operational policies and procedures that enhance students' learning.
 - F) knows and understands practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.
 - G) knows and understands practices and procedures to ensure that organizational management functions are supported by current technologies.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that use central organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
 - B) facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents) of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
 - C) facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff.
 - D) facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes.
 - E) facilitates and engages in recruitment, selection, induction, and negotiation, resulting in the employment and retention of qualified personnel to support an effective learning environment.
 - F) facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to

the support of the full range of the organization's curricular and extracurricular programs.

- G) facilitates and engages in activities that provide efficient delivery of important auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).
 - H) facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to organizational goals and priorities.
 - I) facilitates and engages in activities that maximize fiscal resources through financial management processes (including planning, budgeting, procurement, accounting, and monitoring).
 - J) facilitates and engages in activities that create operational plans and procedures in support of organizational vision, mission, and goals.
 - K) facilitates and engages in activities that use organizational monitoring systems to ensure the implementation of policies.
 - L) facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.
 - M) facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.
 - N) facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster students' learning.
 - O) facilitates and engages in activities that identify managerial functions that can be improved using technology.
 - P) facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in organizational management.
- g) Collaboration with Families and Communities

The competent director of special education is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands the multiple stakeholders’ groups that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.
 - B) knows and understands the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.
 - C) knows and understands community resources that provide services that support the vision, mission, and goals of the school organization.
 - D) knows and understands school-community relations and marketing strategies and processes.
 - E) knows and understands emerging issues and trends that potentially affect the school community and the mission of the school.
 - F) knows and understands successful models of partnerships between the organization and families, businesses, community groups, governmental agencies, and higher education.
 - G) knows and understands the political nature of schools and how the political system operates.
- 2) Performance Indicators – The competent director of special education:
 - A) facilitates and engages in activities that clearly articulate the organizational vision, mission, and goals to multiple stakeholders.
 - B) facilitates and engages in activities that use political structures and skills to build community support for organizational priorities.

- C) facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.
- D) facilitates and engages in activities that inform the organization's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.
- E) facilitates and engages in activities that provide communications from the organization that are written and spoken clearly and forcefully.
- F) facilitates and engages in activities that demonstrate formal and informal listening skills.
- G) facilitates and engages in activities that demonstrate group leadership skills.
- H) facilitates and engages in activities that identify and consider various political interests within the community in organizational decision making.
- I) facilitates and engages in activities that educate the community about school funding and referenda.
- J) facilitates and engages in activities that mediate conflict between the organization and various stakeholders.
- K) facilitates and engages in activities that involve the school organization and community in school improvement efforts.
- L) facilitates and engages in activities that demonstrate the ability to build consensus.
- M) facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.

(Source: Amended at 28 Ill. Reg. 8681, effective June 1, 2004)

Section 29.150 New Credential Required – Directors and Assistant Directors of Special Education (Repealed)

(Source: Repealed at 28 Ill. Reg. 8681, effective June 1, 2004)