

Residencies and Internships Redesign Team Meeting
October 27, 2008
Minutes

Present: Dean Halverson, Don Kussmaul, Jim Rosborg, Larry Weirs, Alicia Haller, Diane Rutledge, Polly Dahlstrom, and co-chairs June Grivetti and Andrea Evans (for Linda Morford)

Meeting began at 9:30 am.

June Grivetti reviewed the agenda. Before going to new business, she pointed to several items in the Taskforce Recommendations document (p. 9-11) and in the Blueprint document (p. 25-26). There was some discussion about the various recommendations made by these commissions for residencies and internships. She also mentioned a recent survey of Illinois leadership preparation programs regarding their internships-the data suggested that programs took varied, diverse approaches in their institutions.

The discussion turned to residency-how it is to be defined and how it is different from internships. The residency would be characterized by full-time commitment to leadership activities. From this discussion, the group proposes the following residency/internship as part of the criteria for university program approval:

- 12 month internship period
- 4 week intensive residency
 - Part of the 12 month period
 - Must be completed in 5-day blocks (as opposed to single days)
 - Can be completed either in-building or out-of-building
 - Must include experiences at schools of different levels (elementary, high school, middle)
- 200 hours for internship (independent of the residency)
- Course embedded field experiences required (independent of residency and internship activities)

Implications of such an internship may include:

- Increased credit requirement for students (including summer registration)
- University supervisors (or designees) would need to work summer hours
- More visits to schools by university supervisors
- School supervisors would need training to serve as site supervisors
- Possible required seminars during internship period

Next, the committee discussed possible pathways to gain certification for the principalship-two pathways were offered. Path #1-Candidates seeking positions as deans, department chairs, and other administrative roles would receive a General Administrative endorsement. To receive this endorsement, candidates would complete a course of study, specifically including a teacher evaluation course, and possibly a semester-long internship. Path #2-For students seeking the principal endorsement, they would complete the same course of study and the 12-month internship/residency. The group could not

come to consensus on which route the assistant principal should be required to take. Also, some raised the question about student incentive to go Path #1, suggesting that candidates would most likely take Path #2. The point was that we would end up with the situation we have today-many inexperienced educators deciding to go Path #2 towards the principal endorsement before gaining enough professional experience as teachers. Also, universities would use their discretion relative to when to award the degree (before or after the internship).

The committee discussed activities that might be required for the internship. While they listed several activities, the group concluded that there should be some flexibility in activities, though they should basically follow the 2008 ISLLC standards and include experiences that build proficiencies in data use, diversity, and technology use.

We briefly discussed the criteria for site supervisors and university supervisors. There was consensus on the two-year principal practice requirement for site supervisors. However, time constraints prevented the committee from developing clear criteria for either.