

Working Together to Prepare Illinois School Leaders
School Leader Redesign Team Meeting
November 24, 2008
Doubletree Hotel & Conference Center
Bloomington, Illinois
Residencies & Internships
Minutes of Meeting

Team members in attendance: Brent Clark, Andrea Evans, Dean Halverson, Don Kussmaul, Jim Rosborg, Larry Weirs, Alicia Haller, Diane Rutledge, Polly Dahlstrom, and co-chairs June Grivetti & Linda Morford

- In the morning session, we met in four jigsaw discussion teams with the other committee members to discuss the packet of the 1st draft recommendations from the 5 redesign teams. Each discussion team reviewed the redesign team draft recommendations. After the morning break we reconvened in the conference room to report back and continue discussion.
- In the afternoon session, the 5 redesign teams met to review their notes, discuss and to refine their draft recommendations.
- With input from the other redesign teams, our Residencies and Internships Team formulated our 2nd draft with rationales presented below:

Proposed Design

**Internship
Capstone/Culminating Experience**

- 12 consecutive months
- **Residency** requirement
- **200 clinical hours** not including residency hours
- Experiences at a minimum of two different levels (elementary, middle school/junior high, high school)
- Can be completed in-district or out-of-district
- Diversity requirement
- Focus on instructional leadership

200 Clinical Hours

- Follow ELCC Program Standard #7 for Internships
- Course embedded field/clinical experiences do not count towards the internship 200 hours of clinical experiences.

Residency/Minimum of 160 Hours

Residency is defined as 4 weeks of full-time residency to be completed in a minimum of 5-day blocks for four weeks which may or may not be consecutive.

Residencies and Internships:

- 12 consecutive months: A 12-month internship experience will allow the intern to experience a complete year in a school and all the special events and planning that occurs during that year.
- Residency requirement: The committee feels that the ideal internship would be fulltime but recognizes that this is not feasible due to financial and other constraints. In lieu of the fulltime internship, the committee felt that there should be some sort of residency requirement in which the intern would work fulltime, side-by-side with the site supervisor. Our proposal provides some flexibility in how this is accomplished. The residency could occur during the summers or during the school year. The internship site would determine this.
- 200 clinical hours not including residency hours: This is an average of what is currently required in Illinois university preparation programs. These clinical hours must follow the ELCC Program Standard #7 for internships.
- Experiences at a minimum of two different levels (elementary, middle school/junior high, high school): Currently individuals completing a Type 75 certification are certified K-12. The committee felt that it was important to have experiences at different levels if the certification was multiple levels.
- Can be completed in-district or out-of-district: The committee felt it was important to allow flexibility with this issue. Many larger school districts use a “grow your own” model and want the interns to complete the internship in the district.
- Diversity requirement: Because of the increasing diversity in schools, the committee felt it was important to include a diversity requirement in the internship.
- Focus on instructional leadership: This reflects the current focus of the job of the principal. Illinois School Code requires a minimum of 51% of the principal’s time being spent on instructional leadership. In order to prepare principals, the internship must focus on this.

University Requirements

- Provide guidance on how to be an effective site supervisor
- Provide guidance on the structure of the internship and residency including:
 - roles and responsibilities of the student, site supervisor, and university supervisor
 - how the university will communicate with the site supervisor and student
 - how student will be assessed
 - competencies
- Provide opportunities for group reflection (seminar, class meetings, etc.)

Rationale: In order to sustain a successful internship experience, the university must clearly communicate the responsibilities, expectations, and requirements of the internship to the site supervisor. The site supervisor must be knowledgeable and supportive of the required assessments and the competencies to be demonstrated. In addition, the university must provide regular opportunities for the students to reflect and share their achievements with a group of “critical friends”.

Requirements for Site Supervisor/Mentor

- Certified
- Preference for 2 years successful experience as a building principal
- Willingness to provide internship opportunities
- Supervise
- Mentor candidate
- Provide effective feedback
- Possible agreement as part of application to practicum
- Work cooperatively with university supervisor

Rationale: The site supervisor/mentor plays a significant role in the success of the internship experience. He/She is the role model for leadership, collaboration, and increasing student achievement as well as attributes.

Requirements for University Supervisor

- Successful experience as building level administrator
- 2 face-to-face meetings on-site and regular communication with site supervisor and intern
- Provide frequent/regular feedback to interns
- Evaluation on standards

Rationale: The university supervisor provides ongoing support for the site supervisor, the student intern and the integrity of the entire internship experience. Successful experience as a building level administrator is essential to his/her credibility and knowledge of theory in practice.

Next meeting: Monday, January 26th in Bloomington at Parke Hotel