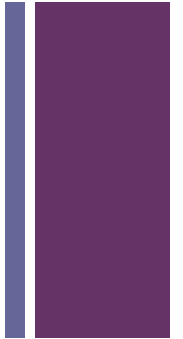


Evidence-Based Teaching and  
Learning Practices: Designing  
Internships for Aspiring School  
Leaders

OU-Windsor Conference 2016



# School Leaders – Born or Made?



- “...Highly skilled school leaders are not born – nor are they fully forged in the instructional setting of the classroom. Neither do they emerge fully prepared to lead from the traditional graduate programs in school administration.
- Most likely, effective new principals have been rigorously prepared and deliberately mentored in well-designed programs that immerse them in real-world leadership experiences where they are challenged to excel.”

Southern Regional Education Board, 2006

# + Administrative Licensure and Quality in the United States

Hackmann (2016)

- Research on administrative licensure is sparse.
- Because the responsibility for education rests with individual states, licensure and regulations vary.
- Administrative internship requirements also vary as do requirements to pass an administrative assessment.
- Some question whether licensure requirements have kept pace with the expectations that administrators lead learning in their schools.

# +Characteristics of Exemplary Leadership Programs

Darling-Hammond et al. (2007)

- Comprehensive, coherent curriculum aligned with professional standards.
- Explicit focus on instructional leadership and school improvement.
- Integration of theory and practice with a focus on reflection.
- Knowledgeable faculty.
- Cohort structure and formalized mentoring and advising.
- Recruitment and selection of teachers with leadership potential.
- Well-designed and supervised administrative internship.



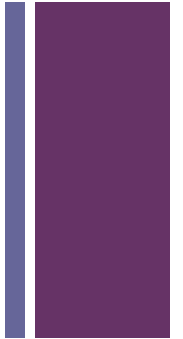
# +Structure and Delivery of Program Preparation for Educational Leadership

Hill, Tucker and Young (2012)

- Maximize social support networks.
- Optimize candidate growth through a continual cycle of assessment and feedback.
- Provide a challenging, relevant, standards-based curriculum.
- Focus on field-based experiences and effective adult learning practices.



# The Internship Experience: Where Theory Meets Practice

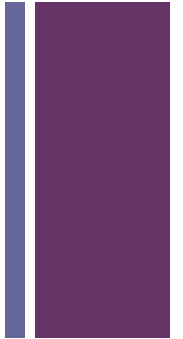


“Ideally, the practitioner mentor and the clinical faculty member participate in individualizing and personalizing the internship experience in a way that challenges the student intern to apply knowledge and skills garnered through previous coursework leading up to the internship.”

Hill, Tucker and Young (2012)



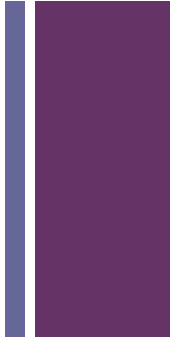
# ELLC Standard 7.0



- **ELCC Building-Level Standard 7.0**
- A building level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experience and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.



# ELCC Standard 7.0 Detail



## **ELCC Building-Level 7.1 Substantial Field and Clinical Internship Experience**

- The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-level Program Standards through authentic, school-based leadership experiences.

## **ELCC Building-Level 7.2 Sustained Internship Experience**

- Candidates are provided a six-month, concentrated (9-12 hours per week) internship that includes field experiences within the school-based environment.

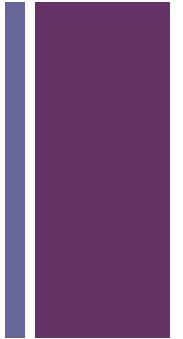
## **ELCC Building-Level 7.3 Qualified On-site Mentor**

- An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.





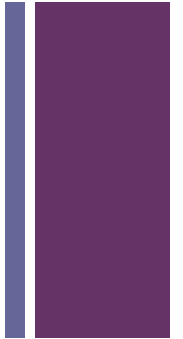
# Evidence on the Educational Leadership Internship Experience



- Little research on this aspect of leadership preparation and what types of experiences aspiring leaders should have
- Level of quality, intensity and duration varies
- Interns are often passive observers
- Considered one of the most highly valued and significant program elements
- Ranked by program graduates as the element most in need of improvement or expansion.



# Redesign of Michigan's Preparation Programs for School Principals in 2014



- New state leadership standards approved
- All university programs required to reapply for state authorization
- Review of program structure and content by the Michigan Department of Education
- Particular attention to the internship component

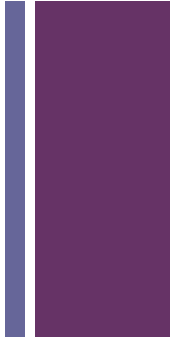


# Designing Purposeful and Coherent School Leadership Internships

Orr (2012)

- “Ongoing reflection supported by an experienced and effective supervisor or mentor;
- Projects meaningfully related to the complex and integrated nature of principal work;
- Integration with coursework, strengthening transfer of learning from classroom to application in the field;
- Alignment with guiding standards and program values;
- Ongoing individualized assessment to support development.”

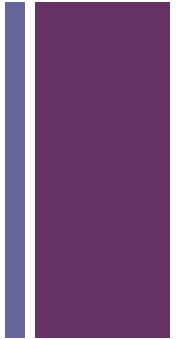




# Driving Questions About Internships in Educational Leadership: A Conversation

- What are the strengths of the internship portion of your department's educational leadership program?
- How is the internship structured?
- What is required and what is optional?
- How are students and their mentors oriented to the program requirements?
- What performance assessment(s) do you use to determine if students are proficient as they proceed through the program and upon graduation?

# + Universities as “Trustee” Institutions

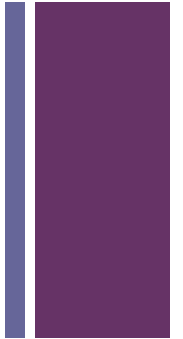


“Professional schools serve as a critical gateway that selects and shapes each new wave of entrants to the profession. As such, professional education has significant power to influence the quality and standing of the profession itself.”

Colby and Sullivan, 2008



# Responsibilities of “Trustee” Institutions

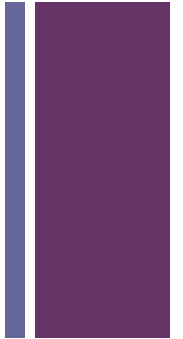


“Students in today’s professional schools...will spend their professional lives working in complex and critically important social institutions...As educators with a concern for ethical conduct, we need to prepare graduates in all fields to have the vision, the will and the political savvy to create the kinds of institutions we want to be creating us and future generations.”

Colby and Sullivan, 2008



# Overview of Components in the Internship Redesign



- Student Orientation
- Mentor Orientation
- Implementation and Support in Year One
- Implementation and Support in Year Two
- University-Based Clinical Experiences
- Residency in a Local School District



# A Four Tier Model for the School Principal Internship

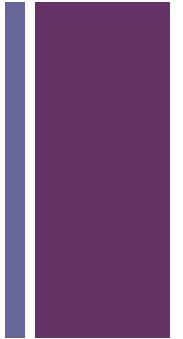


- Tier 1; Observing School and District Leaders and Various District Meetings and Professional Learning Experiences
- Tier 2: Participating in a Variety of District Meetings, School Improvement Activities and Professional Learning Experiences
- Tier 3: Assuming Leadership for a Variety of Administrative Responsibilities, School Improvement Activities, and Professional Learning Experiences
- Tier 4: Observing, Participating and Leading in University-Supervised Clinical Experiences and a District Residency





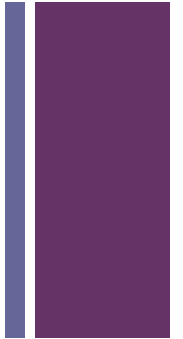
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