

A Review of Principal Internships

The following are examples of state innovations related to field based experiences for principal preparation. These include one year full-time internships that are part of master’s degree programs, structured internship requirements (though not full-time, one year) during preparation programs, pathway programs (Louisiana) that follow aspiring leaders (principals as well as teacher leadership) through the leadership continuum, and residency programs that follow a tiered certification model. We hope that providing a variety of examples will guide task force members in ways that the field based experience component can be strengthened without negatively affecting principals in any particular demographic area of the state. When possible, strategies influencing principals in rural areas are addressed.

Finally, in an effort to build on an existing post-certification foundation, components of the Illinois Distinguished Principal Leader Institute (IDPLI) are highlighted and cross-walked with selected field-based experience components from other states across the country. Illinois already has a foundation in place as to what distinguished principals should be able to know and do as well as the most effective learning activities that develop these distinguished leaders. It would be to the State’s advantage to use the standards and learning and assessment activities developed for the IDPLI to backward map the competencies and training for novice and aspiring school leaders to build a continuum of school leader development.

Examples of States’ Field Based Experience Requirements

Program	Program Overview	Program Components	Assessments	Exit Criteria
IL Distinguished Principal Leadership Institute http://www.ilprincipals.org/pages/IDPLI.html	This is a 3-year program for experienced principals to transform them into visionary leaders of our schools. Principals will be expected to practice and demonstrate competencies in five leadership performance areas: Fostering the mission of the school; Leading change; Knowledge of teaching and learning; Building collaborative relationships; and Building accountability systems The crux of this program is to develop visionary leaders who improve student achievement.	Principals participate in 4 in-person sessions per year that are guided by a trained facilitator. In between these face-to-face sessions, principals will remain receive support and build a professional learning community through electronic delivery systems such as webinars, listservs, podcasts, etc. Data analysis and use (school and student performance) Action research & collaborative work with faculty Receives support from at least one performance coach	Program personnel conduct formative and summative evaluations of principal performance on criteria rubrics associated with all five leadership performance areas. Portfolio assessments are conducted twice a year for formative purposes, and the third time as the summative evaluation	Principals must demonstrate improved performance on rubrics related to the five leadership performance areas. Notably, principals must demonstrate improved student performance over the three years of the

		Peer networking and professional learning community with fellow program participants Develops a portfolio to reflect on and show the learning achieved during the program	of principal performance. At the end of years 1 & 2, principals are visited by program personnel. In year 3, a 3-day site visit to principals' school (interviews & observations) are part of the summative evaluation of principal performance.	program to earn the distinguished principal designation.
<p>Residency Programs As one way of addressing the rural issues in providing internships, these states established a provision that candidates who complete a school leader preparation program earn an initial certificate under which these leaders then complete a residency to earn standard principal certification. Therefore, the state is only investing its resources on those educational leadership master's degree holders who intend to pursue a school leadership position.</p>				
<p>New Jersey Source: http://www.nj.gov/education/code/current/title6a/chap9.pdf (GO TO PAGE 184)</p>	<p>After earning a master's degree in educational leadership and passing the state's certification exam, principal candidates earn a provisional certificate. New principals must complete a 1 to 2 year state approved residency in a public school district.</p>	<p>Develop and demonstrate a thorough understanding of NJ standards, core curriculum standards, professional standards for teachers and school leaders Supervised by a state-approved and trained mentor Meet with resident superintendent at least once a month</p>	<p>The intern's mentor convenes an advisory panel to monitor interns progress who evaluates the intern at least 3 times during the year. The first two evaluations are formative and last evaluation is summative</p>	<p>Interns must demonstrate competency on the NJ professional standards for school leaders.</p>
<p>Kentucky Source: http://www.lrc.ky.gov/kar/016/007/020.htm</p>	<p>After earning a master's degree in educational leadership and passing the state's certification exam, graduates earn a provisional certificate. New principals are eligible to participate for 1 year in the Kentucky Principal Internship Program (KPIP). To participate, principal candidates must obtain a school leader position. This is a standards-driven, performance-based</p>	<p>The employing superintendent provides an orientation for the intern to clarify roles and requirements of the internship. The intern is supervised by the internship committee (principal mentor, superintendent or designee, and an administrator</p>	<p>Interns are assessed by the principal internship committee. The committee observes and assesses the intern and portfolio at least 3 times during the year</p>	<p>Interns must demonstrate competencies on the ISLLC standards to earn standard certification.</p>

	residency with the purpose of providing supervised practice under experienced educators. The program provides the basis for subsequent certification.	educator (faculty member). The intern meets with committee to clarify roles, requirements, and procedures of the internship. The intern spends a minimum of 50 hours with the mentor.	(allowing at least 30 days between assessments).	
Florida https://www.floridaschoolleaders.org/	In 2005, the Florida legislature re-enacted a residency program for Florida principals. After completing a master's in educational leadership and passing the state certification exam, principal candidates earn a Level I certificate. School leader candidates then participate in a 1-year residency in their employing school district.	The employing school district develops the standards and guidelines for the resident's program. This plan must be approved by the Florida State Department of Education. The district may choose to partner with a university to develop and implement the residency program. Florida's program puts districts in the driver's seats of these residency programs. Programs must align with the Florida Principal Leadership Standards. The program is based upon each individual intern's learning needs based on self-assessments and other data on the leadership competencies.	Candidates are assessed on the competencies of the Florida Principal Leadership Standards. District programs design their assessment systems and have them approved by the FL Department of Education in their program approval process.	After demonstrating competence in the Florida leadership standards, principals earn Level II certification.
Preparation Program Internships				
Louisiana educational leader practitioner (residency) program	This is a new program that has not been implemented yet in the state. This is a voluntary provision in the state legislature that outlines the practitioner program that can be offered by private providers or Louisiana colleges or universities. This is a streamlined certification program that combines intensive coursework and on-the-job experiences. To be eligible for the program, candidates must have a bachelor's degree, 3-years teaching experience, and meet other criteria set by the program provider. The	School leader candidates complete their coursework in the first and second summers using the Standards for Educational Leaders in Louisiana as the basis for the curriculum. Topics address: leading with vision, data to lead school improvement building a high-performance learning culture, leading a focused drive toward school	The program provider, principal mentors, and principal coaches form a team to perform a mid-year review of the candidate's performance to assess the extent to which the candidate is	Candidates must demonstrate proficiency on the Louisiana leader standards, earn a passing score on the School Leaders Licensure Assessment,

	<p>program provider partners with a school district personnel to tap potential participants.</p> <p>Total hours required: Minimum 330 contact hours of coursework (22 credit hours) and a minimum of 125 days as a practitioner leader.</p>	<p>achievement, and so forth. During the school year after the first summer of coursework, candidates assume a leadership role in a school district/charter school equivalent to an assistant principalship. The hiring school pays the candidate's salary. Interns serve in at least 2 different schools and experience a full range of leadership responsibilities. During the school year, the candidates participate in weekly sessions and four seminars for a minimum of 60 contact hours. Residents receive one-on-one supervision through a residency supervisor through the district and are mentored by a principal mentor.</p>	<p>performing educational leadership proficiency. The team will recommend types of support to address weaknesses. At the end of the year, this team performs a review to determine the extent to which the candidate has demonstrated competency and is eligible for Leader Level I certification.</p>	<p>complete all coursework, complete all prescriptive plans (to remediate weaknesses), complete an Educational Leadership Development Plan for subsequent development, and complete a portfolio demonstrating leadership skills. Candidates earn Leader Level I Certification.</p>
<p>North Carolina Principal Fellows Program http://www.ncfp.org/</p>	<p>This is a two-year fellowship program for those educators who intend to pursue the principalship. To participate in the fellows program, an interested educator applies to one of North Carolina's Master's in School Administration (MSA) program. Once accepted, the educator applies to the fellows program. If selected, the aspiring school leaders take a 2-year leave of absence from their school in order to participate in the 2-year fellows program. They receive a scholarship/stipends during the 2-year fellows program. The first-year fellows receive \$30,000. The money is distributed to the fellow's university and is disbursed to the fellow through the university's financial aid office. The</p>	<p>The first year, fellows complete the coursework in the MSA. The second year, fellows receive approximately \$38,000 and participate in a 1-year (10 months) internship in a North Carolina public school or charter school. Staff at the fellows program provides an orientation for new fellows at the beginning of each year and enrichment activities throughout the program (e.g., podcasts; discounts to conferences; articles on leadership, job searches,</p>	<p>Each participating university sets the guidelines and criteria for the internship.</p>	<p>At the completion of the fellows program, fellows are expected to pay back the stipend money either through cash or 4 years of service in the North Carolina public school system or charter schools.</p>

	<p>university deducts tuition and disburses the remaining money to the fellow over 10 months.</p> <p>Of the 935 graduates of the program, 96% have obtained jobs as APs, principals, central office executives, and superintendents.</p> <p>A program staff person admitted that they do struggle with getting educators from rural schools to apply for the program.</p> <p>Aspiring principals who do not participate in this fellowship (and 1-year internship), complete the internship requirements of their preparation program.</p>	<p>networking). Each university and school district designs the internship experience to meet the needs of the intern and district.</p>		<p>The only service that counts is in assistant principal or principal positions, and fellows have 12 years to pay the scholarships back (i.e., it does not have to be 4 years of successive experience as an AP or principal, and this allows time if the fellow does not immediately obtain an AP or principal position).</p>
<p>UIC Urban Educational Leadership Program http://education.uic.edu/program.cfm?cat=uel-edd</p>	<p>This educational leadership program offers three strands to meet the learning needs of the program’s leader candidates. These three strands are: for those who already have a Type 75, those who have the Type 75 and are practicing principals, and those who do not yet have the Type 75. All candidates participate in a 1-year internship. Although those the latter strand, must complete coursework and pass the certification exam meeting the requirements for the Type 75 and CPS principalship eligibility. Interns work in paid administrative internships or full-time leadership positions (e.g., assistant principals or</p>	<p>Interns engage in school leader responsibilities such as: school improvement planning, observing classroom instruction, budgets, hiring and staffing, special ed and bilingual ed procedures, and data collection and analysis. Interns meet weekly with coach for formative assessment discussions. They participate in a weekly practicum seminar with fellow program interns and receive group and</p>	<p>Interns are regularly assessed on their performance on the CPS competencies and 10 Indicators of School Capacity for Student Learning (which has incorporated the IL school leader standards)</p>	

	principals). Interns put theory into practice into becoming transformative leaders for urban schools.	individual coaching on job search and interview strategies.		
<p>Montana</p> <p>http://www.opi.state.mt.us/pdf/Cert/PrinInternApp.pdf</p> <p>http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=3253&snItemNumber=&tnItemNumber=</p>	<p>This internship requirement grew in direct response to Montana’s growing problem of attracting candidates to fill principal vacancies. In this program, a district superintendent identifies a teacher(s) with leadership potential to fill a principal vacancy(ies). The district partners with one of the two universities that provide principal preparation programs to enroll this intern in a principal preparation program.</p> <p>[Note: while this program is not ideal in terms of explicitly addressing standards or performance assessments, it does show that internships can be a strategy for recruiting leaders to rural areas.]</p>	<p>The principal intern participates in a three-week summer session of master’s coursework (9 credits). During the school year, the principal intern carries out the duties of principal under the supervision of preparation program and with the support of the superintendent as a mentor. Preparation programs have also made the program more accessible through distance learning and intensive summer sessions. The state’s professional associations also provide waived registration fees to annual conferences, special sessions for interns and mentors, and assigning them conference mentors to help interns network. Research on the program has indicated the importance of expanding the mentoring of these interns.</p>	<p>The intern must be annually visited by a faculty member from the preparation program provider. If the principal intern is the only administrator hired by the district, the district must contract with a licensed administrator to perform periodic and annual evaluations of the principal intern’s performance.</p>	<p>No information given.</p>

Leadership Continuum Pathway Programs

Louisiana

Louisiana has developed a pathway of school leadership development and support that begins with a teacher leader endorsement and continues onto the superintendency. This pathway provides a framework for the state’s preparation and professional development programs.

Louisiana has instituted a tiered certification system. The state's preparation programs align to this new structure. The first 6 hours of coursework leads to the teacher leader endorsement. Those who wish to pursue the principalship continue on in the program to earn certification. After certification, the new principals must participate in a two year Education Leader Induction Program. After completing the induction program, principals must receive a passing score on the School Leader Licensure Portfolio Assessment to earn the Level 2 certificate.

- Teacher Leader Endorsement (optional) (can be earned in the first 6 hours of the principal's master's level preparation program)
- Educational Leader Certificate – Level 1 (an initial/provisional certificate) (earned after completing the master's level program and passing the state certification exam)
- Educational Leader Certificate – Level 2 (standard certification) (earned after successfully completing Louisiana's 2-year induction program)
- Educational Leader Certificate – Level 3 (superintendent) (earned after completing additional coursework at a superintendency certification program)

Source: Louisiana Leadership Policies

<http://www.doe.state.la.us/lde/uploads/7365.doc>

http://www.leadlouisiana.net/site100-01/1001669/docs/ed_leadership_certification_structure.pdf

<http://www.leadlouisiana.net/lelnitiatives.cfm>

Structured internship requirements throughout the course of the preparation programs

Alabama

Alabama does not require a full-year internship (each university and district sets the time limit according to the districts' needs). But, the state has outlined explicit criteria about the structure and content of the internships as well as a description of university and district partnerships as related to the internship.

Components: Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur: Collaboration between the university and LEA that anchors internship activities in real world problems instructional leaders face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision.

- i. An explicit set of school based assignments are designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in state standards and research and incorporated in the preparation programs' design.

- ii. A developmental continuum of practice progresses from observing to participating in and then to leading school based activities related to the core responsibilities of instructional leaders, with analysis, synthesis, and evaluation of real life problems at each level.
 - iii. Field placements provide opportunities to work with diverse students, teachers, parents, and communities.
 - iv. Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing instructional leaders (principals), and LEA personnel.
 - v. Ongoing supervision is provided by program faculty who have the expertise and time to provide frequent formative feedback on interns' performance that lets them know how they need to improve.
 - vi. Directing instructional leaders (principals) model the desired leadership behaviors and who know how to guide interns through required activities that bring their performance to established standards.
 - vii. Rigorous evaluations of interns' performance of core school leader responsibilities are based on clearly defined performance standards and exit criteria and consistent procedures.
- a) Design: Universities and LEAs collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program. The internship is designed to place candidates in the cooperating school during critical times of instructional planning. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is uninterrupted service in an active school with students present. A residency shall be no less than ten consecutive full days in the school setting with students present. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended by the university for instructional leadership certification.

Source: [290-3-3-.48 Instructional Leadership](#). (September 30, 2007)

Example: At the University of South Alabama, the educational leadership program partners with two districts—Mobile and Baldwin to provide a 1-semester, full-time internship. Mobile is the 10th largest school district in the United States but it is not strictly an urban district. It contains schools that are rural and urban, poor and wealthy. Baldwin is a smaller wealthier school district. As partners, the school districts indicate the number of aspiring principals they are willing to sponsor during a full-semester residency. This becomes the cohort for the educational leadership program. If an aspiring principal wishes to enroll in the program, but does not have the sponsorship of the district, s/he may do so if they sign a waiver indicating their willingness to sponsor their own residency (i.e., pay for their own substitute).

Iowa

Like Alabama, Iowa does not require a full-year internship, but the state has outlined explicit criteria to guide the structure and content of the internship as well as criteria for university and district roles in partnering to create meaningful internship experiences. These guidelines are summarized below.

Administrator candidates study about and practice in settings that include diverse populations, students with disabilities, and students of different ages. Clinical practice supports dispositions and the development of knowledge and skills that are identified in the Iowa board of educational examiners' licensure standards, the unit's framework for preparation of effective administrators, and standards from ISLLC or other national professional organizations as appropriate for the licenses sought by candidates.

Clinical practice for candidates should also include clearly stated expectations that tie the experiences to coursework and that support learning in context, including: school settings, in contexts that provide high-quality instructional programs for children; opportunities for administrator candidates to observe and be observed by others and to engage in discussion and reflection on practice; and involvement in activities directed at the improvement of teaching and learning.

School administrators and institution faculty share responsibility for administrator candidate learning, including, the planning and implementing curriculum and teaching and supervision of the clinical program. The institution should enter into a written contract with the cooperating school districts that provide field experiences, including administrator internships. Accountability for these experiences will be demonstrated through:

- Jointly defined qualifications for administrator candidates entering clinical practice;
- Selection of institution faculty and school administration members who demonstrate skills knowledge, and dispositions of highly accomplished practitioners.
- Selection of school administrators and institution faculty members who are prepared to mentor and supervise administrator candidates;
- Training and support for school administrators who mentor and supervise administrator candidates; and
- Joint evaluation of administrator candidates by the cooperating administrator(s) and institution supervisor.

Source:

Chapter 79 [Standards for Practitioner and Administrator Preparation Programs](#) (October 2004)

Creative strategies learned from these states

The internship is part of a systemic effort of preparing our future school leaders. The system begins with the selection process. The admission of who gets into our preparation programs becomes the responsibility of both the university and school districts to ensure that the people admitted

truly have the motivation, passion, skills, and intent to become transformative school leaders. No longer can our students afford to have educational administration programs be used as “easy and convenient” programs to earn the master’s to move up the pay scale, or to “pocket” a leadership degree in case a leadership position opens up years down the road. Incorporating an intensive internship requirement into the program and certification requirements, would no longer make educational administration programs easy or convenient. Therefore, most likely those persons with a strong purpose to serve in a school leadership role would pursue this certification. To incorporate a more comprehensive internship component into our programs, we may need to come up with creative solutions that reduce the barriers for participation for any particular geographic area. This section is not implying that there is one solution that best fits the needs of Illinois. Instead, policymakers may choose to offer a menu of internship options that allows all aspiring principals in the state to participate in substantial real-world internships.

1. One solution to the rural district dilemma is for the rural districts to “tap” the participants that they will support in the program, thus reducing the number that will need to be released and concentrating their resources on those they believe they will place in leadership positions in the future. This may mean that some participants in the same program will not be afforded the year-long internship, but there could be an alternative for these folks. If these candidates without a year-long internship are eventually placed in a school leadership position, then they can be provided/required to complete a special year-long district induction program with more intensive coaching, mentoring, supervision and evaluation of competency demonstration than the induction program for candidates who came through the year-long internship. Their induction program might look more like a residency. This would, of course, take specific provisions in licensure policy and policy regarding the induction program. In the long run, it would avoid taking so many teachers out of the classroom for a year, but it would still place a burden and responsibility on the rural districts for providing a more intense induction program. Illinois already has mandates a 1-year mentoring program for first-year principals, this 1-year induction program for principals who do not participate in a one-year internship could tie into the mentoring program—although the mentoring program for these principals would need to be significantly more structured than the current mentoring program.

2. Another solution would be to disassociate the master’s and the Type 75 certificate. All program participants would participate in coursework leading up to a master’s in educational leadership. Those who are intent to pursue the principalship would go on to participate in a 1-year full-time internship. Upon its completion, these aspiring school leaders would be assessed on the Illinois leadership standards and be required to pass the state licensure exam in order to earn the Type 75 certificate. If someone opted out of the internship after completing the master’s but then decides to pursue a school leadership position, this person could then petition the state to complete a special year-long induction program like the one described in option one above. The length of time elapsed between completing the master’s degree and the acquisition of the school leader position and the person’s leadership experiences during this time will guide the content and intensiveness of the induction program (e.g., someone with a longer time lapse and little leadership experience may require a more intensive and structured induction program).

3. The state could also opt to structure the 1 year internship as an accumulation of hours and experiences throughout the duration of the preparation program. Some internship experiences may be course-embedded school-based experiences. Program participants might participate in a school’s improvement planning process, help open or close a school, assist in the budgeting process, conduct an action research project with faculty, and so forth. In an SREB report, the authors stated that it is not the hours that are important, it is the evidence of demonstrated competence in the

leadership standards that should determine the completion of an internship requirement. However, there should be explicit guidelines on the content, timing, and location of these experiences to ensure a diversity of experiences, as well as the indicators of expected performance and assessment procedures for evaluating competence. The preparation program may also still require a full-time internship at the end of coursework, but this may be of a shorter time frame (e.g., one semester).

4. Staying true to our belief that the 1-year full-time internship is one of the most valuable learning experiences to developing strong instructional leaders. However, realizing that this is a resource-laden endeavor in terms of costs and people, the State may opt to create a principal fellowship program, similar to North Carolina. Aspiring principals may apply to the state to participate in the fellowship program. As a fellow, the aspiring principals earn a stipend that allows them to leave their current job and participate in a 1-year full-time internship. Or, the aspiring principal's district might receive reimbursement to pay a substitute who takes the place of the fellow while s/he is out of the school to participate in the internship (rather than the fellow receives a stipend). Other aspiring school leaders who are in educational leadership programs would still be required to participate in an intensive internship, possibly as suggested in numbers 1 through 3 above. The State would have explicit guidelines as to the content, structure, and assessment requirements.

These are four examples of what might work in Illinois to allow teachers who want to be administrators to do so, at any time in their careers. Additional options might be developed from combining the best of each of the four options, or even looking further “out-of-the-box” and developing additional options.

SREB Core Components of a Quality Internship

As an outgrowth of their work on school leadership, the Southern Regional Education Board has identified eight core components of a quality internship that give aspiring school leaders opportunities to apply and master the skills and knowledge necessary to improving student achievement in today's schools. These core components were derived from the following sources: a review of school leadership literature, research on critical success factors of principals who significantly improved student learning in high need schools, a review of exemplary school leader preparation/professional development programs, and lessons learned from the on-going SREB University Leadership Development Network. The eight core components of effective internships are as follows:

1. Collaboration between the university and school district to anchor internship activities in real-world school problems
2. Guided by explicit school-based assignments designed to provide opportunities for the application of knowledge, skills, and ways of thinking
3. A developmental continuum of practice that progresses from observation to scaffolded practice to activities related to the core responsibilities of school leaders
4. Opportunities to work in diverse settings with a diversity of students, parents, teachers, and communities
5. Guided by handbooks or other handbooks that clearly outline the expectations, processes, and schedules to interns, faculty, and district personnel
6. Ongoing supervision by faculty supervisors who provide feedback to interns for their further development and improvements in practice

7. Mentored/coached by experienced principals who model effective leadership practices and know how to guide interns through educative experiences
8. Rigorous assessments of intern's performance on clearly defined leadership standards and indicators of competency using consistent assessment procedures

Source: Fry, B., Bottoms, G., & O'Neill, K. (2005). *The principal internship: How can we get it right?* Atlanta, GA: Southern Regional Education Board.

http://www.sreb.org/programs/hstw/publications/pubs/05V02_Principal_Internship.pdf