PRINCIPAL PROJECT ADVISORY TEAM
MEETING IN A BOX

Breakout Group Title: Authentic Experiences and Internship

Leader: Nell Scharff-Panero

Members: Shireen Fasciglione, Lynn Lisy-Macan, John McKenna, Kevin McDonald, Greg Mott, Colleen Taggerty, Marc Baiocco, Howard Schoor

Purpose: Expand and improve opportunities -- not just within an internship – for aspiring school building leader to apply knowledge & skill they acquired in a principal prep program under real conditions

Resources: Below are items that may be helpful to your group. Each appears with a short description.

1. *New Approach to Principal Preparation: Innovative Programs Share Practices & Lessons Learned* (Fort Worth, TX: Rainwater Leadership Alliance, 2010).
    http://www.anewapproach.org/docs/a_new_approach.pdf

    This provides an end-to-end look at the process of principal preparation. It offers a view of ways to revamp structures and processes in ways that expand opportunity, access, equity, and quality. Cost considerations are offered and weighed.

2. *Council for the Accreditation of Educator Preparation (CAEP) 2014*
    (CAEP, Standard Four)
    http://www.caepnet.org/standards/standard-4

    The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the provide marshals evidence documenting satisfaction of its completers with the relevance and effectiveness of their preparation.

3. *Leadership Initiative for Tomorrow's Schools (LIFTS) 2016*
    (University of Buffalo)
    http://gse.buffalo.edu/programs/edadmin/lifts

    A look at the SBL preparation program at the University of Buffalo, and how it incorporates internships and authentic experiences to deliver a more competency based education. Ranked in the top twenty programs nationwide, UB's educational administration program has been recognized by the American Association of School Administrators as outstanding in the preparation of educational administrators. The program draws on the social and behavioral sciences to stimulate new ways of thinking about administering and transforming education organizations. Because the programs are built on the belief that theory can inform practice and practice can inform theory, they combine theory with field-based experiences. Individual courses of study are designed to build on students' previous academic and professional experiences to help them achieve their career aspirations. A full-time year-long internship is part of the experience.

4. *Leaders in Education Apprenticeship Program (LEAP) in NYCDOE*
   http://schools.nyc.gov/AboutUs/workinginNYCschools/leadershippathways/Opportunities/schoolleadership/LEAP.htm

   This principal preparation project is a joint venture involving NYCDOE and Baruch College. It provides a pathway for aspiring future leaders to join a cohort of like-minded individuals in coursework that is led by skilled and seasoned practitioners that have been hand-picked by the top leadership in NYCDOE. The program has become a gateway for talented individuals who want to assume larger leadership responsibilities in the schools within New York City school districts.

5. *The Principal Internship: How Do We Get it Right? 2005*
   (Southern Regional Education Board (SREB))
   http://publications.sreb.org/2005/05V02_Principal_Internship.pdf

   This study of educational leadership degree programs in the southern region of Illinois describes the need for (but a paucity of) purposeful "hands on" experiences. This document was assembled by Illinois for the purpose of providing guidance with respect to internships for aspiring school building leaders. The authors outline an approach that is designed to prepare aspiring principals to lead the essential work of school improvement and higher student achievement prior to being placed at the helm of a school. Leadership is learned through studying the key concepts and skills used by effective leaders, observing good models, as well as by one's own trial and error in the workplace. Graduates of principal preparation programs consistently report that their most significant learning occurred during their internship experience. At the same time, many of these graduates say the internship experience was the component of their preparation program most in need of expansion and improvement. Although it is somewhat dated, it does provide a helpful way for Advisory Team members to think about how field experiences should reflect and be linked to standards-based instruction that takes place within university classrooms during principal preparation

6. *Clinical Experiences in Illinois: A Look at the State Requirements and Different Local Models*
   (Advisory Team member Erika Hunt, S. Illinois State Univ.)
   http://www.nysed.gov/schools/principal-project-advisory-team
   To get to document- click on Meeting #2 then Webinar

   This PowerPoint is used to illustrate the internship model that Illinois has put in place for preparing school building leaders. Their model also used third-party sources like New Leaders, in the preparation of their students. The information gained from this PowerPoint, can help to give real-world examples of successfully executed internship programs that recruit, train and prepare leaders for employment.

7. *Video Series: How Illinois Successfully Revamped Requirements for Principal Preparation*
   http://www.wallacefoundation.org/knowledge-center/Pages/Series-Shows-How-Illinois-Successfully-Revamped-Requirements-for-Principal-Preparation.aspx

   This series of short videos documents how the state department of education in Illinois worked with universities, nonprofits and districts to change the way principals are trained and licensed, so that more students achieve and schools improve.

I. Generic Questions – Suitable for All Breakout Groups

    A. Context

        1. Do we agree with the topic description for our breakout group and its associated belief statement?

        2. To spark creativity, do we agree to refrain from evaluating ideas as they surface (and evaluate later)?

    B. Possibilities

        1. What is the universe of possible ideas that might form the basis of a recommendation in our area?

        2. When it comes to possible changes that we might recommend in the area of our topic:
            -   What is the loftiest aspiration we have with respect to a recommendation in this area?
            -   What is our minimal expectation with respect to a recommendation in this area?

    C. Challenges

        1. As we think about improvements in this area, what factors could potentially become obstacles?

    D. Narrowing

        1. How do we evaluate the viability of recommendations we produce? (see notebook section 2)

        2. Of the recommendation possibilities we identify, which 3 have the best potential for positive impact?

    E. Implications

        1. Of all the recommendation possibilities we generate, which will require a change in regulation/policy?

        2. What guidance can/should we offer with respect to implementation of recommendations we make?

        3. When we make a recommendation in this area, what questions will then arise (examples follow)?
            -   As implementation occurs, what are good ways to monitor and assure consistency and quality?
            -   What "stakes" are involved for individuals and organizations that are affected?
            -   How much latitude exists (or should) when time comes to implement recommended changes?
            -   Will a recommendation in our area need to connect with recommendations in other areas (how)?

II. Topic-Specific Questions

    A. Breakout Group Topic: Authentic Experiences/Internship (facilitator, Nell Scharff-Panero)

        1. What do we mean by the term "authentic experiences"; what is it and what is not?

        2. If we can't achieve full-time full-year internships, how can we move in that direction; how far/fast?

        3. How important is it for mentors and superintendents to hold candidates to the same expectation?

4. What mechanism(s) enable mentors & superintendents to hold candidates to the same expectations?

5. How are decisions made about whether a candidate has the abilities to lead?

6. What happens if a prospective candidate does not demonstrate expected knowledge/skill/ability?

7. When it comes to guidelines to govern the internship, who is responsible to whom and for what?

8. What motivates or incentivizes institutions of higher education to alter their programs?

9. What implementation issues arise once changes are made by Regents (e.g., timetable, who are the gatekeepers, who reauthorizes, how is evidence collected, how is the queue developed, etc.)?

10. When it comes to formulating a recommendation in this area, what attention should devoted to implementation issues?

11. How important is it for recommendations that we formulate in this area need to connect with the recommendations that emerge from other breakout groups (e.g., P12-Higher Ed Partnership)?

12. How do Authentic Experiences/Internship equip candidates to meet learning needs of diverse population?
    - Students with individualized education plans
    - Multi-lingual students
    - Homeless children and/or children in foster care and/or children of incarcerated parents
    - Children living in poverty
    - LGBTQ