

## Guidelines for ITP Internships

The ITP internship is designed to connect policy and practice with high-quality, causally oriented research. As discussed below, this process requires that ITP fellow translate research into practice and practice into research. This two-way bridge is essential for grounding research in educational realities and making research relevant to the practice of education.

In order to engage in translational research, researchers must communicate effectively with a variety of different audiences- policy makers, practitioners (teachers, administrators, support staff) and other academics. Translation is not only about bringing the research to life; it's about translating it in a way that can be understood and engaged by different audiences.

Each ITP fellow will meet with the internship coordinator ([Eric Grodsky](#)) to discuss what she or he hopes to get from the internship. Internships may range from the applied (embedding fellows in classrooms, school districts, the state legislature, etc.) to the academic (working with a research organization or faculty member on causally rigorous experimental or quasi-experimental research). At the end of this document we provide brief descriptions of organizations that have committed to work ITP interns. We expect that interns will work 20-40 hours a week at their internships. Hours will vary as a function of arrangements with the organization with which the student interns.

Following the meeting with the internship coordinator, each prospective intern will write a memo outlining the objectives of the internship and how she or he will satisfy those objectives. Based on the objectives of the fellow, the coordinator will seek out appropriate internship opportunities. Either the prospective intern or the internship coordinator will include in the memo explicit expectation for the internship—including location, hours and products- once that information is known and before the internship begins. All internships, whether toward the applied or academic ends of the spectrum, must have a translational component as detailed below.

What do we mean by translational research? The act of translating research can take several forms.

1. Translating scientific research for policy makers and practitioners. For example, this could take the form of reviewing research literatures relevant to a particular problem of practice and presenting that review in a form appropriate for a specific non-academic audience or developing and refining a survey tool for use in an applied setting.
2. Producing original research relevant to a particular problem of practice and presenting that review in a form appropriate for a specific non-academic audience.
3. Supporting the design and potentially the conduct of original research relevant to a particular problem of practice and presenting that review in a form appropriate for a specific non-academic audience. Examples could include helping design or evaluate a new curriculum or designing an evaluation of a new disciplinary policy for a school or school district.
4. Bringing educational research 'to market' by designing a program, policy or practice informed by research. This design may be in collaboration with a policymaker or practitioner (active engagement) or in coordination with a policymaker or practitioner work (informed by but not in collaboration with the target audience).

How will fellows demonstrate their translational competencies?

1. Translation day: One seminar in spring of each year will be dedicated to presenting findings to a broader audience, including policymakers and practitioners. Translation day may take place during the regularly scheduled ITP seminar or may occur at another time we agree on off-site, at the Department of Public Instruction, Madison Metropolitan School District or elsewhere. Each intern will prepare a 10-15 minute presentation and accompanying one- to two-page executive summary of his or her internship experience.

2. Issue briefs written in collaboration with or vetted by practitioner and/or policy maker staff.
3. Documentation of an ongoing relationship with a translational partner, including structured meetings with a policy maker or practitioner to ground the research in an applied setting. This could be evidenced by a journal or blog maintained by the student and/or an issue brief summarizing the application of the work in an applied setting with review or response from the external partner.

Established internship opportunities (though we can work to meet your needs!)

**Abt Associates:** Regional – GA, MD, MA, NC (and global locations)

Abt conducts evaluation studies across the entire continuum of education – from early childhood to graduate education – with a particular emphasis on disadvantaged and under-represented students. They conduct research and evaluation in STEM education and policy, and have been conducting early childhood and K-12 evaluations for decades. Research activities span from analytic research to on-the-ground implementation and assessment.

**Marzano Research:** Centennial, CO

Marzano Research is a joint venture between Robert J. Marzano and Solution Tree. Marzano Research combines educational research with continuous action research in all major areas of schooling, developing effective and accessible instructional strategies, leadership strategies, and classroom assessment strategies. Marzano Research partners with REL Central education laboratory and the Knowledge Alliance to bring research and research based educational products into schools in the Midwest. Marzano research focuses on translational research with the goal of bringing best practices to practitioners.

**Mathematica:** NJ, DC, MA

Mathematica Policy Research is a well-known organization dedicated to improving public well-being by informing the effectiveness of policies and programs in education and beyond. The work of Mathematica spans across the country and touches on effectiveness, reform, evaluation, school choice, preparation, support, post-secondary education topics, and policy. ITP Fellows that have interned with Mathematica have worked on large scale evaluations, RCTs, quasi-experimental research programs, field trials, and implementation studies.

**Milwaukee Public Schools:** Milwaukee, WI

Milwaukee Public Schools is a large urban WI school district encompassing 76,856 students in comprehensive, neighborhood specialty schools, charter, and partnership schools in the 4K-12 levels. The district is composed of 88% students of color and 80% students receiving free/reduced lunch. MPS is working to close achievement gaps, increase graduation and attendance, and develop strong educational systems and practices to support a diverse population.

**Southwest Educational Development Laboratory/ American Institutes for Research:** Austin, TX  
SEDL, now merged with American Institutes for Research (AIR), is a nonprofit education research, development, and dissemination organization based in Austin, Texas. SEDL works with states and regions throughout the United States to improve teaching and learning at all levels. Research programs range from broad-topic research on problems of policy and practice within states to targeted programs, such as scaling up and strengthening after school programs.

**UW Survey Center:** Madison

University of Wisconsin Survey Center (UWSC) provides a broad range of survey research services to the UW community, governmental agencies, and not-for-profit organizations. They assist with the design and implementation of all components of a survey ranging from questionnaire design and layout to data collection to report writing and analysis.

**WestEd:** Regional – CA, IL, AZ, DC, VT, MA, GA

WestEd is a nonpartisan, nonprofit research, development, and service agency who works with education and other communities throughout the United States and abroad to improve learning outcomes for children, youth and adults. WestEd works with education and other communities throughout the United States and abroad providing consulting & technical assistance, evaluation, policy analysis, professional

development, and research to state and regional agencies. Their research spans from early childhood to college – covering every aspect of the educational systems.

**Wisconsin Collaboratory for Enhanced Learning: Madison**

The Wisconsin Collaboratory for Enhanced Learning (WisCEL) providing instructional resources, technology and support in multi-use student-centered learning environments on the UW-Madison campus and strives to foster instructional innovation, active learning, and high-quality teaching and learning opportunities. WisCEL also provides support for faculty by providing formative course assessment, student surveys, and student outcome analysis.

**WI Department of Public Instruction: Madison**

The WI Department of Public Instruction is a state agency with the mission to oversee and advance all public education and library services in Wisconsin. WDPI and WCER have a long history of collaboration. Programs within DPI span the range from practice based research to policy level research to benefit state public education agencies in Wisconsin. Internships could potentially involve collaboration with other state partners as well.

**VARC: Madison**

Housed in WCER, VARC is a UW supported research center which works with state and local education agencies, as well as non-profits, to develop analytics, tools, and resources for their partners across the country. Their research includes value-added growth analytics, development of education policy, professional development resources and technical assistance.