Dissertations   Theses and Dissertations

1984

A Research-Based Model District Administrative Internship Program

Lancie V. Wright
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss

Part of the Education Commons

Recommended Citation

Wright, Lancie V., "A Research-Based Model District Administrative Internship Program" (1984). *Dissertations*. 2471.
https://ecommons.luc.edu/luc_diss/2471

A RESEARCH-BASED MODEL DISTRICT
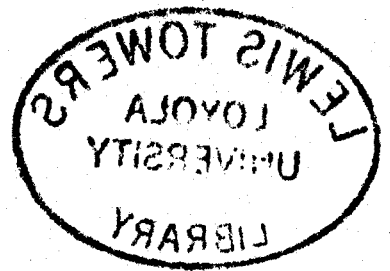# ADMINISTRATIVE INTERNSHIP PROGRAM

by

Lancie V. Wright

A Dissertation Submitted to the Faculty of the School of Education

of Loyola University of Chicago in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

May

1984

Lancie V. Wright

Loyola University of Chicago

A RESEARCH-BASED MODEL DISTRICT ADMINISTRATIVE INTERNSHIP PROGRAM

This study develops a model administrative intern-
ship program that a school district may, with appropriate
modification, utilize in efficiently developing and imple-
menting, or improving its own internship program.

Data for the model program were gathered from
publications of experts on the internship, reports of
major internship projects, and current internship program
information from universities and school districts nation-
wide. As a result of what these sources revealed, an in-
depth study and evaluation was conducted of one school
district's internship program. All the data were then
used to construct the model program. The model program
was then evaluated by a jury of experts for theoretical
soundness, practicality, comprehensiveness, and clarity.

The study also includes a review of planned
organizational change models and recommends a change model
for the systematic implementation or modification of a new
or existing internship program.

ACKNOWLEDGEMENTS

My heartfelt appreciation goes to:

The members of my Dissertation Committee, Dr. Robert Monks, director, Dr. Max Bailey, and Dr. Karen Gallagher, for their interest, encouragement, and support regarding this study; and to Dr. Bailey again, for serving as my academic advisor during my doctoral studies.

Administrative and teaching personnel of the Aurora Public Schools, who provided time, assistance, and encouragement so that the study could be completed.

Dr. James Conway, Dr. LuVerne Cunningham, Dr. Myrle Hemenway, Dr. Stephen Hencley, and Dr. Charles Willis, for their time and sincere support.

My parents, Mr. and Mrs. Lancie V. Wright, Sr., for their love, guidance, and encouragement throughout my life.

Lillian Wright, for always reminding me I deserve the best of everything.

Cherie Carter-Scott, for reminding me to trust my choices.

My friends and other family members, too numerous to name, for the gift of themselves.

And most of all, thanks to God, Who is the Source of all Love, Trust and Completion.

VITA

The author, Lancie V. Wright, is the son of Lancie V. Wright, Sr., and Addie L. Wright. He was born December 20, 1947, in Chicago, Illinois.

His elementary and secondary education were obtained in the Chicago Public Schools. He graduated from Crane High School in June, 1964.

In January, 1971, he received a Bachelor of Arts degree from Roosevelt University, with a major in Elementary Education, and, in January, 1974, he received a Master of Education degree from Loyola University of Chicago, with a major in Curriculum and Instruction. Upon entering the doctoral program in August, 1975, he received a fellowship for the administrative internship program. The Doctor of Education degree in Administration and Supervision from Loyola University of Chicago was conferred in May, 1984.

He has taught at the elementary level in the Chicago Public Schools. Since August, 1976, he has served as elementary principal and curriculum coordinator for the Aurora Public Schools, Aurora, Colorado. While in Colorado, he has been a speaker at statewide administrator conferences, conducted trainings for principals and teachers, and represented principals in the collective bargaining process.

Professional memberships include, Association for Supervision and Curriculum Development, Collegial Association for the Development and Renewal of Educators, National Association of Elementary School Principals, and Phi Delta Kappa.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

Chapter 3 (cont'd.)

Chapter 4

TABLE OF APPENDICES

Table of Appendices (cont'd.)

CHAPTER I

INTRODUCTION

Many school districts either "reinvent the wheel" or simply borrow and perhaps modify what other districts have done, as they seek to develop and implement administrative internship programs. This is not to negate the value of developing a program from the ground up, or of searching other programs, but these methods of program development have their drawbacks. In using either method, school districts often stop short of any formal needs assessment, long range planning or goal setting. They may exclude a broad scale review of pertinent research which documents elements such as intern selection and placement processes, intern and intern supervisor role descriptions, intern learning designs and reporting procedures, and intern and program evaluation methods. The exclusion of such research review and other forms of data collection allows more likelihood for "reinvention" of a less-than-satisfactory "wheel," the inappropriate adaptation of someone else's program, resulting in an internship program which may produce less-than-satisfactory results.

Further, some of the literature offering guidance in program development has not been updated to meet the needs and demands of today's society on today's administrative field training. These demands point toward much more accountability for the principal as instructional leader, participatory manager and change agent.[1] Central office and other administrators are simply too busy handling the myriad of other administrative and supervisory tasks, or are too short of the human resources needed, to do the kind of comprehensive preparation necessary to develop sound, workable administrative internship programs (or to improve existing programs) with which to prepare neophyte administrators to meet these accountability demands. Such programs should include the best of many resources.

Clarence A. Newell[2] called for needed studies and additions to the literature on the administrative internship. He stated that case studies were needed to provide a careful record of the ways in which a program of internships could be successfully initiated and cooperative relationships developed. He further stated that follow-up studies were needed so that the experience of interns who

---

[1] The NASSP Administrative Internship Project, NASSP Bulletin 53 (January 1969): 4, 7-9.

[2] Newell, Clarence A., Handbook for the Development of Internship Programs in Educational Administration. (New York: Cooperative Programs in Educational Administration, Middle Atlantic Region, 1952), p. 28.

had entered employment might be utilized in improving internship programs (page 29). Since that time, case studies and other research have been done on administrative internship programs.

Purpose

This study proposed to develop a research-based model administrative internship program that a district may, with appropriate modification, utilize in efficiently developing and implementing, or improving its own internship program. Included are a review of several expert viewpoints on what constitutes an optimal internship program, a case study and comprehensive in-district evaluation of a district-based program, a survey of internship programs and projects from across the United States, and, a review of planned organizational change models to facilitate program introduction into a district. The district-based program in the case study is known as the "Identification and Development of Potential Educational Leaders (IDPEL) Program" of the Aurora Public Schools, Aurora, Colorado. This program is discussed at length in

Chapter II. The research-based model program, then, was a result of the collective wisdom and experience extracted from the above sources.

Overview

Review of Literature

A review of the literature on planned organizational change and innovation is provided to document and support reader insight into the necessity for, and nature of the strategic introduction of the internship program into a school district. Also in the review of literature, comprehensive descriptors of the internship derived from several sources are discussed. Several experts on administrative internships, for example, appear to have reached concensus in defining the internship in education.

Insights into the origin and development of the internship (Newell and Davies, 1965), and into numerous studies on internship programs and projects, are provided. Reviews of projects such as the NASSP Project (1969), and the Inter-University Program--Project II (1968), are included.

Elements of program administration and design are specified regarding these two projects. Administration of the internship program encompasses a delineation of the policies and procedures for selection of participating universities, schools, school districts, intern supervisors and interns, and intern evaluation. Design of the internship program includes a delineation of the role of the university, sponsoring school (district), intern supervisor, and intern; the areas, nature and scope of intern responsibilities (learning experiences) resulting in specified outcomes; and details of such matters as program orientation, intern responsibility plans, and intern reporting procedures (seminars, activity summaries, logs, written analyses, etc.).

The IDPEL case study, including copies of intern files and program correspondence, are also provided. Insights gained from reviews of the literature on planned organizational change and innovation and the internship are part of the research base for the model program outlined in Chapter IV.

Method

Data on the IDPEL program were collected by questionnaire, follow-up interviews, and a review and analysis of program files pertinent to the planning, development,

administration, design, implementation, and evaluation of the program. The population consisted of past IDPEL interns, supervisors, other central office administrators, and Board of Education members. A Chi-square analysis of the questionnaire was used to determine whether or not systematic relationships existed between the variables outlined. The follow-up interviews helped validate or clarify findings from the questionnaire pertinent to program evaluation.

Additional data were collected through a search of descriptive literature of the internship programs of some six school districts and seven universities operating nationwide. These data were analyzed for degree of specificity of printed information on intern selection, intern placement process, program administration and design, and intern and program evaluation. Designations and ratings used for the quality of printed information were:

Quality of Information	Rating
Specific	A
General	B
Vague	C
Not Apparent	D

Those programs with components rated A or B had those components isolated for tentative use in the model. Those rated C or D were eliminated from further consideration. If the A- or B-rated components were further supported by at least two references in literature, they were used in the model if and where appropriate.

The planned organizational change model was selected based upon the comprehensive way in which it classified and outlined the leadership tasks of planning and implementing change.

The jury was then asked to point out strengths and weaknesses they saw in the model program in terms of its sound theoretical base, comprehensiveness, workability, and ease of understanding. As a result they recommended appropriate modifications. The validated model was then outlined in the form presented in Chapter IV.

Significance

The significance of the study lies in a) its usefulness both to school districts wishing to develop and implement internships programs, and to districts with existing programs who wish to compare, somehow measure, and perhaps improve such programs, b) its usefulness to

universities and schools of education as they plan to implement the recent change recommendations of the National Council for Accreditation of Teacher Education (NCATE), and, c) its usefulness to professional educational organizations as disseminators of the latest information on resources for internship program development, implementation, evaluation, or improvement.

The study also justifies board of education commitment to funding and sponsorship of such programs because it provides well-documented accountability, documents concrete evidence of success for prospective interns and districts considering the development of such a program, points out strengths and weaknesses of an operating program vis-a-vis the IDPEL case study, provides a model structure for evaluating operating programs through the IDPEL evaluation model and the Descriptive Program Components Grid (Chapter III), encourages development and use of the administrative internship as a viable and vital means of teacher entry into educational administration, encourages the practicing administrator to cooperate and participate in the training of the preservice administrator, and, provides a common focus for joint university-district participation in administrative internship programs.

Research Questions

The study sought answers to the following questions:

1. What are the descriptors that are currently being used for the administrative internship in education?

2. How was the IDPEL program developed and implemented?

3. How does the Aurora Public Schools evaluate the IDPEL program?

4. What change process(es) might a district experience in

   a. program development?

   b. program implementation?

   c. program modification?

5. What does a research-based model program look like?

6. How might such a program be validated without piloting before implementation?

Limitations

The limitations of the study are:

1. The IDPEL program evaluation instrument was developed by the researcher and was not tested for reliability or validity.

2. The IDPEL program evaluation instrument assesses the attitudes and opinions of respondents. It is further limited to in-district respondents (interns, supervisors, and central office administrators). The results do not necessarily represent the attitudes and opinions or findings of authors or researchers in the field.

3. Results of the IDPEL evaluation are limited to use as part of the research base for the model and to identify areas of program improvement in broad rather than specific ways.

4. No pre- or post-testing of IDPEL program evaluation respondents is provided.

5. The IDPEL program evaluation instrument is not suggested as the only way to evaluate an internship program.

6. The Intern Program Components Matrix was developed by the researcher and was not tested for reliability or validity.

7. The model program, while research-based and validated by a jury of experts, has not been piloted or otherwise experimentally tested.

8. The model program presents a comprehensive, yet not exhaustive, outline of a research-based program for school district use.

9. The study does not intend to suggest use of the model program as the only way to develop, implement, evaluate, or modify an internship program.

10. The study is primarily aimed at development of building-level administrators such as principals and assistant principals. However, the model program may be adapted for the development of other classifications of educational administrators.

11. No substantive distinction is made between university-based and school district-based administrative internship programs.

12. While the model program provides a common focus for joint university-school district participation, it provides neither details for such joint participation, nor a bias for or against such joint participation.

Definition of Terms

1. <u>Administrative internship</u>. That phase of pro-
fessional administrative training providing a field experi-
ence, involving a considerable block of time, allowing stu-
dents to integrate administrative/supervisory practice with
related theory (transfer and application of learning),
through the practitioner/university-supervised performance
of real duties, in order to develop administrators who are
competent instructional leaders, change agents (problem
solvers), and managers of the educational enterprise, and
who are therefore ready to assume administrative positions
at the end of the internship experience.

2. <u>Change</u>. Any significant alteration in the
status quo, an alteration which is intended to benefit the
people involved (Havelock, 1973).

3. <u>Effective administrative internship program</u>.
One which trains interns to the point that they are ready
to assume administrative positions.

4. <u>Implement</u>. To carry into effect.

5. <u>Innovation</u>. Any change which represents some-
thing new to the people being changed; usually a change
which benefits the people being changed (Havelock, 1973).

6. _Operating administrative internship program._ One which has been in effect long enough to complete training for at least one intern.

7. _Pilot._ An internship program which may serve as a testing unit for a model before implementing.

8. _Research-based model administrative internship program._ One representing a standard of excellence whose development was based upon an analysis and synthesis of relevant data gathered from expert sources such as authors, researchers, practitioners, programs, projects, and other models, regarding the administrative internship.

9. _Validate._ To prove to be well-grounded or effective, based on principles or evidence.

Summary

The study was an attempt to provide interested school districts with a research-based model administrative intership program, which could be implemented with or without piloting, and with appropriate modification based on local need.

Included in the research base were viewpoints of experts, a case study and evaluation of an operating district-based internship program, a nationwide survey of pro-

grams, and a review of planned organizational change models. The model program was then built upon this know-ledge base.

The method indicated from whom and where data were collected and how those data were treated for results.

The significance of the study was discussed in terms of its practical application for school districts, informational and practical usefulness to universities and schools of education, and its contribution to the knowledge base of professional organizations. Several additional aspects of significance were indicated for school district consideration.

The research questions to be answered and limita-tions of the study indicated the study focus and parameters within which the study was conducted.

The definition of terms provided more precision for the reader attempting to review and understand what the study revealed.

Chapter II, Review of Related Literature, contains a detailed discussion of what the experts had to say about the process of planned organizational change, and presents several change models to broaden reader insight into the organizational change process as it affects the implementa-

tion of the model internship program. One change model was finally selected for use with the model program. The administrative internship is also discussed, including a survey of authoritative definitions, and an authoritative outline of the origins, development, administration, and design of the internship. Finally, the case study of the Aurora Public Schools IDPEL program is presented.

Chapter III, Methodology and Presentation of Data, discusses a) data gathered from respondents to a questionnaire and follow-up interview, b) a synopsis of information currently available on internship programs, c) the treatment of all data collected, and d) a draft of the model program.

Chapter IV, Results, provides jury evaluation of the model, a detailed description of the modified research-based model district administrative internship program, and the case study of the Aurora IDPEL program.

Finally, Chapter V contains a summary of the study, conclusions drawn, recommendations for the Aurora IDPEL program, and recommendations for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this study was to develop a research-based model administrative internship program that a district may, with appropriate modification, utilize in efficiently developing and implementing, or improving its own internship program. The study included a review of several expert viewpoints on what constitutes an optimal internship program, a case study and comprehensive in-district evaluation of a district-based program, a survey of internship programs and projects from across the United States, and, a review of planned organizational change models to facilitate program introduction into a district.

The process of developing, implementing or improving an internship program involves the process of change. This change process must take place at the indi-

vidual and organizational levels. At the individual level, the person(s) affected must be willing to change and must view the process and the experience of change in a positive, beneficial light. At the organizational level, the change process itself must be implemented in an insightful, strategic and affirmative manner, both by those responsible for facilitating the change and by those most directly impacted by the change.

To facilitate reader insight into the planned organizational change process vital to the successful implementation of the model internship program presented in this study, Chapter II provides a review of this process. The primary focus of the review is on those responsible for facilitating change. Several change definitions, models and strategies were included in the review. Hopefully, the models and strategies presented will adequately suggest transfer of the change concepts from the organizational to the individual level.

Herriott and Gross stated that the difficulties educational administrators face in implementing organizational change, are in part attributable to serious inadequacies in the way they perceive and conceptualize

the change process and circumstances that influence its development. School officials need to gain perspectives, understandings, and ways of conceptualizing the educational change process that will permit them to design and implement change strategies based on a knowledge of the realities and pitfalls of innovative efforts.[1] The design and implementation of an administrative internship program may be considered such an innovative efffort.

The review of planned organizational change literature was organized and focused to assume that, school district officials have determined to implement a previously identified internship model (i.e., the model program presented in Chapter IV); the decision to do so, whether reached with broad input by or individual directive, has not been completely communicated or has not been communicated at all to potential participants; there is interest in the systematic, controlled, and supervised implementation of the program. The scope of the review on planned organizational change was limited to definitions of planned organizational change, innovation and change agentry, an outline of needed insights, roles and functions of the

---

[1]Herriott, Robert E. and Gross, Neal, editors, The Dynamics of Planned Educational Change. (Berkeley: McCutchan Publishing Corp., 1979), pp. 5, 7.

change agent, and a listing of strategies for implementing change. Portions of the data were then highlighted for use in implementing the model program, with the following reservations: first, well-documented knowledge about the determinants of successful efforts at planning and implementing district-based internship programs is limited at best; second, educational change studies conducted by social scientists or educators, while useful, do not yield foolproof formulas for designing and implementing successful change efforts.[1]

The administrative internship is also discussed in Chapter II to give the reader a theoretical, historical, and practical context within which to understand the model program and how it might be modified for district use. The discussion documents both literature and research on effective internship programs. A survey and synthesis of authoritative definitions of the internship results in the comprehensive definition included at the end of this section. An authoritative review of the origins and development of the administrative internship resulted in several insights which were later considered in development of the model program. A clarification of the

---

[1]Ibid., p. 8.

administration and design of the internship was extracted from the literature, organized and reviewed for ease in modeling basic program structure.

The case study of the Aurora Public Schools IDPEL program is presented in the final section of Chapter II. The case study included a brief historical and critical review of the program transcribed from a taped recount by the program developer, Dr. Chad Chase, a comprehensive review of IDPEL administration, design and implementation derived from district records, files and interviews, and an analytical summary of the case study data. The researcher's concern here was to trace the development and implementation of the program, including a look at the current status of the IDPEL program and how it was evaluated by its participants. Such factors provided additional insight into development of the model program.

The Process of Planned Organizational Change

Definitions

In contrast to the study of unplanned change, Gross spoke of planned change as the result of conscious, deliberate efforts to improve the operations of a system.[1]

---

[1]Gross, Neal, et al., Implementing Organizational Innovations: A Sociological Analysis of Planned Educational Change. (New York: Basic Books, Inc., 1971), p. 19.

Havelock defined change as any significant alteration in the status quo, an alteration which is intended to benefit the people involved.[1] He further defined innovation as any change which represents something new to the people being changed; usually a change which benefits the people being changed.[2] In defining planned change/planned innovation, Havelock clarified, change or innovation which comes about through a deliberate process which is intended to make both acceptance by and benefit to the people who are changed, more likely.[3]

For purposes of this study, the terms change and innovation were used interchangeably, and refer to planned, as opposed to unplanned change, organizational, as opposed to individual change.

The outstanding characteristics among the definitions of planned change are that planned change is conscious, deliberate, designed to improve systemic operations, significantly alters the status quo, is intended to be beneficial, and represents something new.

---

[1]Havelock, Ronald G., The Change Agents Guide to Innovation in Education. (Englewood Cliffs, New Jersey: Educational Technology Publications, 1973), p. 4.

[2]Ibid.

[3]Ibid.

[4]Ibid., p. 5.

The person who facilitates change is called a change agent.[1] In a school district, any number and classification of personnel may, at some time or another, play the role of change agent. At the central office level, this may include a board member, superintendent, personnel director, curriculum specialist, etc. At the school level, it may include the principal, PTA representative, teacher, aide, or student. Although it is typically the case, the change agent is not necessarily one who always has the power, authority, or leadership role in a school district. The change agent could also be a consultant or trainer temporarily contracted from outside the district. Wherever he comes from, the change agent's primary role is that of facilitating planned change. Havelock assumes the change agent is a person (contracted) from outside the user system (school district). The question of whether or not outside change agents are needed, or whether or not the user can serve as his own change agent, will be addressed later. This study assumes that the change agent is a central office administrator, director of staff development, for example, whose task is to implement a

---

[1]Ibid., p. 5.

newly developed administrative internship program. So, in continuing and completing the review of change agentry, the terms "director of staff development" and change agent may be used interchangeably.

Models, Roles, and Strategies

There are a number of critical insights into the change process the change agent will need as he approaches his task. First, he must know that implementation of an internship program is not a simplistic, static, one-time event, but that it is a process that has many parts, is dynamic, takes place over a span of time, and may be viewed from one or a combination of perspectives. Havelock reviewed these perspectives in his presentation of contemporary knowledge of the change process.

Havelock's four change perspectives are: change as a problem-solving process, change as a research-development-and-diffusion process, change as a process of social interaction, and change as a linkage process. At a 1970 educational change conference held in Clinton, Michigan, a group of 50 change experts were asked to rank their preferences among the four models. The results of these rankings are summarized in Table 2.1[1]

---

[1]Ibid., p. 38.

Table 2.1
Preferred Models of Change (rated by experts
and specialists in educational change at the
Michigan conference)

	RANK			
	1	2	3	4
Research Development and Diffusion	7	6	17	10
Social Interaction	3	8	12	21
Problem-Solving	8	19	11	7
Linkage	25	11	7	1

It seems generally clear from Table 2.1 that some sort of synthesis, such as is represented in the "linkage" model, is preferred by most authorities on the change process in education, although a clear diversity of views remains.[2]

The two top-ranked models, the problem-solving and linkage models, are reviewed here for the change agent's consideration. Reviews of the model are contained in Havelock's work.

Change as a Problem-Solving Process

Change may be viewed as a problem-solving process. Problem-solving is usually seen as a patterned sequence of activities beginning with a need (for example, regarding internships, to more efficiently and adequately fill

---

[1]Ibid.

[2]Ibid.

administrative vacancies/provide advancement opportunities for top teachers), sensed and articulated by the client (for example, a school district), which is translated into a _problem_ statement and diagnosis (for example, how do we efficiently and adequately fill administrative vacancies and provide advancement opportunities for our top teachers?). When he has thus formulated a problem statement, the client-user is able to conduct a meaningful _search_ and _retrieval_ of ideas and information which can be used in formulating or selecting the _innovation_ (for example, an internship program). Finally, the user needs to concern himself with _adapting_ the innovation, _trying out_ and evaluating its effectiveness in satisfying his original need. The focus of this orientation is the user, himself, his needs and what he does about satisfying his needs. The role of outsiders is therefore consultative or collaborative. The outside change agent may assist the user either by providing new ideas and innovations specific to the diagnosis or by providing guidance on the process of problem-solving at any or all of the indicated stages.[1]

---

[1]Ibid., p. 8.

Figure 2.1 illustrates this relationship.[1]

Figure 2.1
The Problem-Solver View of the Change Process
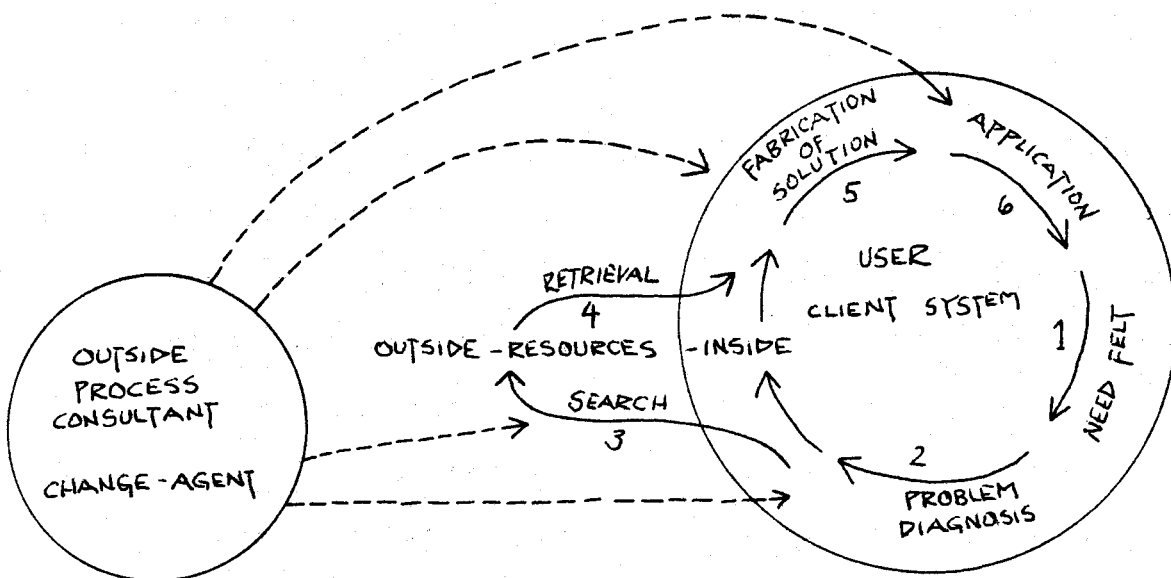
At least five points are generally stressed by advocates of this orientation: first, that <u>user need</u> is the paramount consideration and the only acceptable value-stance for the change agent; second, that <u>diagnosis</u> of need always has to be an integral part of the total process; third, that the outside change agent should be <u>non-directive</u>, rarely, if ever, violating the integrity of the user by placing himself in a directive or expert status; forth, that the <u>internal</u> resources; i.e., those resources

---

[1]Ibid., p. 9.

already existing and easily accessible within the client system, itself, should always be fully utilized; and fifth, that self-initiated and self-applied innovation will have the strongest user commitment and the best chances for long-term survival.[1]

A few of the major advocates of this orientation are Lippitt, Watson, and Westley, Goodwin Watson, Charles Jung, and Herbert Thelen. Most of those who belong to this school are social psychologists in the group dynamics-human relations tradition.[2]

Change as a Linkage Process

Havelock put forth the concept of change as a linkage process as a possible way to unify and integrate the strongest features of each of the remaining three viewpoints of the change process. This is because, according to Havelock, each leaves much to be desired separately.[3]

The concept of linkage starts with a focus on the user as a problem-solver. We must first consider the in-

---

[1] Ibid.

[2] Ibid.

[3] Ibid., p. 23.

ternal problem-solving cycle within the user as it is depicted in Figure 2.1 (see above). The user experiences an initial "felt need" which leads him to make a "diagnosis" and a "problem statement." He then works through "search" and "retrieval" phases to a "solution," and finally to the "application" of that solution. But, as we see in turning to Figure 2.2, the linkage model stresses that the user must be <u>meaningfully related to outside resources.</u>[1]

Figure 2.2
A Linkage View of Resource-User Problem-Solving

THE RESOURCE SYSTEM   PROBLEM MESSAGES   THE USER SYSTEM

---
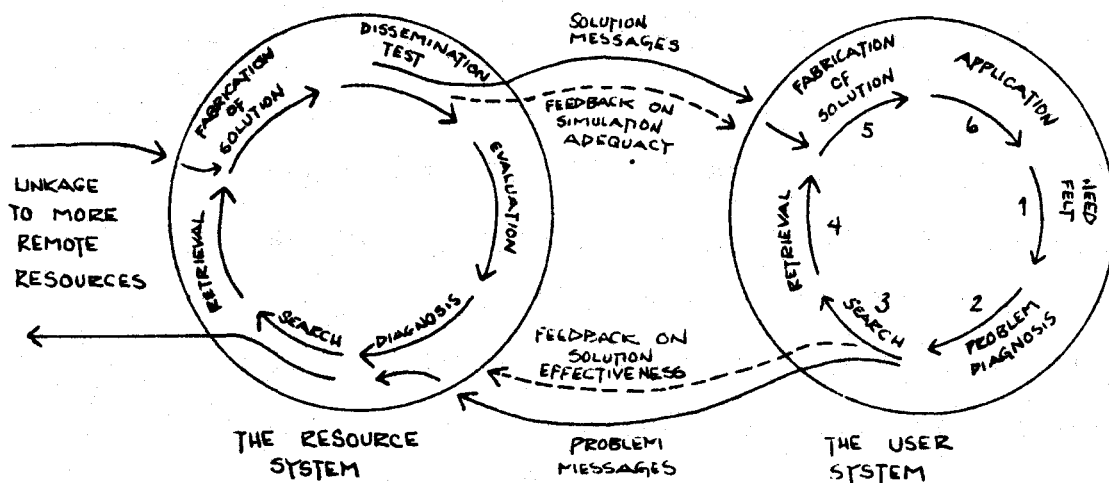
[1]Ibid.

The user must make contact with the outside resource system and interact with it so that he will get back something relevant to help him with the solution process. The user must enter into a reciprocal relationship with the resource system that coresponds to what is happening in the user. In effect, resource systems and resource persons must simulate or recapitulate the need-reduction cycle of the user; they should be able to (1) simulate the user's need; (2) simulate the search activity that the user has gone through; and (3) simulate the solution-application procedure that the user has gone through or will go through. It is only in this way that the resource person can come to have a meaningful exchange with the user.[1]

The development of reciprocating relationships goes beyond the point of improving individual problem-solving processes toward the creation of a stable and long-lasting social influence network. This collaboration will not only make a solution more effective, but, equally

---

[1]Ibid., p. 24.

important, it will build a more effective relationship--a relationship of trust and perception by the user that the resource is truly concerned, that the resource will listen and will have a quantity of useful information to pass on. The reciprocal and collaborative nature of this relationship further serves to legitimize the roles of consumer and resource person and it builds a channel from resource to user.[1]

Linkage is not simply a two-person interaction process, however; the resource person, in turn, must have access to more remote and more expert resources than himself, as indicated at the left hand side of Figure 2.3. In his eforts to help the user, the resource person must be able to draw on specialists, too. Therefore, he must have a way of communicating his need for knowledge (which, of course, is counterpart of the user's need) to other resource persons and these, in turn, must have the capacity to recapitulate this same problem-solving cycle, at least to a degree. Only in this way will they be able to develop a functional relationship with each other.[2]

---

[1]Ibid.

[2]Ibid.

Therefore, an effective change process requires linkage to more and more remote resource persons, and ultimately these overlapping linkages form an extended series which can be described as a "chain of knowledge utilization" connecting the most remote resources of expert knowledge in the university with the most remote consumers of knowledge (see Figure 2.3).[1]

<div align="center">

Figure 2.3
The Macrosystem of User-Resource Linkage: Society
As a Problem-Solving System

</div>
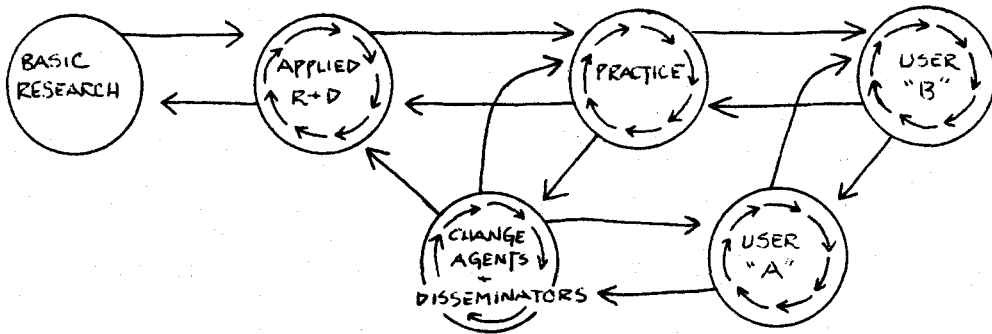
It is possible to identify and differentiate within our total society a variety of knowledge-building, knowledge-disseminating, and knowledge-consuming subsystems, each with its own distinctive, protective skin of values, beliefs, language, and normative behaviors. These

---

[1]Ibid., p. 25.

could be referred to as the "research subsystem," the "development subsystem," the "practice subsystem," and the "user subsystem." At a gross level, the prime task of knowledge utilization is to bring these great subsystems into effective linkage with each other; the kind of reciprocal simulation-and-feedback relationship described above needs to be established at the interface between systems. Linkage between systems is the essential process in any effort at planned social change.[1]

Points stressed by advocates of the linkage view of change are: to be truly helpful and useful, resource persons must be able to simulate the user's problem-solving processes; to derive help from resource persons (and resource systems) the user must be able to simulate resource system processes, e.g., to appreciate research knowledge, he must understand how research knowledge is generated and validated; effective utlization requires reciprocal feedback; resource systems need to develop reciprocal and collaborative relationships not only with a

---

[1]Ibid.

variety of potential users but also with a large diverse group of other resource systems; <u>users need to develop reciprocal and collaborative relations with</u> a variety of resource systems (cosmopoliteness);[1] <u>a willingness to listen</u> to new ideas (openness) is an important prerequisite to change. This applies both to resource persons and users.[2] It is vital that practitioner resource systems renew their skills and their competence by continuously remaining open to the newest developments of science and technology. For the user, "openness" is not merely a passive receptivity to outside knowledge. Rather, it is an active faith that outside resources will be useful and it requires <u>active reaching out</u> for new ideas, new products, and new ways of doing things.[3]

Several additional propositions about the change process with direct or indirect reference to the rewards and the reward structures with which change takes place, all received wide endorsement from change experts at the Michigan conference: <u>effective knowledge utilization is a</u>

---

[1]Ibid.

[2]Ibid.

[3]Ibid.

self-fulfilling prophesy: the user's expectation that effort (in retrieval and application) will pay off is a good indicator that it will; a willingness to take risks is an important requirement for successful innovation: a willingness to make an effort to adapt innovations to one's own situation is an important prerequisite to effective utilization (a dimension of openness); those who already possess the most in the way of resources and capabilities are the most likely to get even more; anticipated profit (reward) is a major incentive for diffusers and users of innovations; rewarding encounters with new knowledge lead to expectations that future encounters will also be rewarding; new ideas and innovations which clearly contradict pre-existing values will not get very far in a user system, whereas those with appeal to cherished values will.[1]

Various change experts questioned the validity of several of the propositions, which may be reviewed in Havelock's work. However, all of the propositions received a preponderance of support.

---

[1]Havelock, Ronald G., and Havelock, Mary C., Training for Change Agents. (Ann Arbor: Univ. of Michigan, 1973), pp. 32-36.

Second, the change agent must be clear regarding the role(s) and function(s) he is to fulfill in facilitating change. The change agent, i.e., the official in charge of implementation of an innovation, fills the knowledge gap between research and practice on behalf of the practitioner, between the researcher (model builder) and the practitioner (model user). So the intermediary is a specialist in the process of linking itself.

Strategies for Implementing Change

The strategies for implementing change are represented by countless and extensive models described in the literature. For the sake of some brevity and continued focus of the change process on the implementation of an administrative internship program in a school district, only two models for planned change were reviewed. The reader may select which parts of which model are suitable and adaptable to his needs and situation.

Rogers and Schoemaker presented a model of the change process, called the "innovation-decision process," which the change agent uses in the adoption and

implementation of an internship program model. The model (Figure 2.4) blended basic notions of learning, decision-making, and dissonance theory into a conceptualization of the innovation-decision process.[1]

Figure 2.4

Paradigm of the Innovation-Decision Process
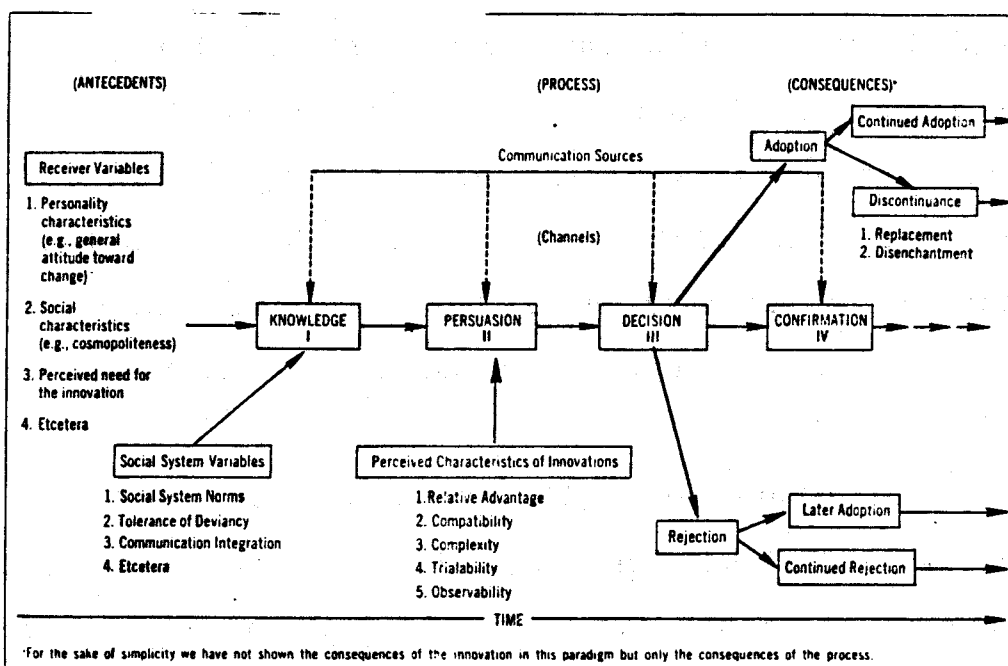
[1]Rogers, Everett M. & Shoemaker, F. Lloyd, Communication of Innovations. (New York: Free Press, 1971), pp. 132-133.

While the main thrust of the model dealt with innovation-decisions made by individuals regardless of the decisions of other members of the social system, the authors stated that it may be modified somewhat to deal with collective and authority decisions (such as a school district might make in internship program implementation). The model appeared to adequately and acccurately represent major factors and stages an administrative staff might deal with in the implementation and ownership of an internship program. Assuming that he is directly responsible for implementation, the change agent needs to be aware of these factors and stages to facilitate the necessary informed staff ownership[1] and cooperation and to monitor and hopefully avoid or eliminate any pitfalls, during planning and implementation.

The model consists of four sequential process functions or stages: (1) knowledge--the individual is exposed to the innovation's existence and gains some understanding of how it functions, (2) persuasion--the individual forms a favorable or unfavorable attitude

---

[1]Wiles, David K., et. al., Practical Politics for School Administrators. (Boston: Allyn & Bacon, Inc., 1981), p. 62.

toward the innovation, (3) <u>decision</u>--the individual engages in activities which lead to a choice to adopt or reject the innovation, and (4) <u>confirmation</u>--the individual seeks reinforcement for the innovation-decision he has made, but he may reverse his previous decision if exposed to conflicting messages about the innovation. The model's stages may occur in a different order or in a different way for some individuals. For example, traditional individuals are more likely to skip functions in the innovation-decision process than are modern individuals.[1] The nature of the process may also be different for "early joiners" (those who immediately buy in) from that for "late joiners" (those who buy in later, or reluctantly). More complete details of the model are outlined in the authors' work.[2]

Herriot and Gross presented a more detailed model (Figure 2.5) of planned educational change which stressed the need for intensive exploratory activities and strategic planning at the outset of change efforts. It emphasized the importance of identifying major obstacles

---

[1]Rogers & Shoemaker, p.. 132-133.

[2]Ibid., pp. 99-133.

Figure 2.5

The Elaborated Leadership Obstacle Course (ELOC) Model of Planned Educational Change

Model	Stage in the process				
	Exploration	Strategic planning	Initiation	Attempted implementation	Incorporation/Rejection
Elaborated Leadership Obstacle Course (ELOC)	Management provides leadership in identifying priority problems of the school system and in selecting innovative strategies for solving these problems	Management provides leadership in identifying potential internal and external implementation obstacles to the selected innovations and in developing ways to overcome them	Management provides leadership in overcoming obstacles identified during the strategic planning stage	Management provides leadership in overcoming previously identified obstacles and emergent obstacles	Management provides leadership to ensure that the innovations (with appropriate adaptation if necessary) remain a viable part of the ongoing activity of the school system or rejection of innovation

Table 2.2

Some Basic Leadership Tasks of Key School System Officials in Change Efforts Under the Elaborated Leadership Obstacle Course (ELOC) Model

		Stage in the Process			
Exploration	Strategic planning	Initiation	Attempted implementation	Incorporation/Rejection
...dership in identi... ...jor current prob... ...e school system ...iority in which ...lems need to be ...nge of possible ...o priority prob- ...w of the "politi- ...on ...tacles within the ...stem that can ...ticular solutions ...problems ...ngths within the ...em that may fa- ...ticular solutions ...problems ...ources from be- ...hool system that ...ailable to imple- ...cular solutions to ...blems ...t promising solu- ...he innovation to ...ed	Provide leadership in: 1. Identifying potential obstacles to the implementation of the innovation 2. Identifying potential facilitators to the implementation of this innovation in this school system 3. Developing a realistic strategy for minimizing each obstacle and maximizing each facilitator of this innovation in this school system 4. Obtaining the financial resources necessary to implement this innovation in this school system 5. Specifying internal and external political considerations that can have a major bearing on the innovation and developing strategies to cope with them	Provide leadership in overcoming obstacles identified during the strategic planning stage such as: 1. Staff lacks the necessary motivation 2. Staff lacks the necessary technical knowledge 3. Staff lacks the necessary interpersonal skills 4. Staff lacks the necessary instructional resources 5. Dysfunctional organizational arrangements within the school system 6. Conflicts between different groups within the school system 7. Conflicts between the school system and its community 8. Conflicts between the school system and its external funding agency 9. Cultural values within the community in conflict with the idea of change 10. Lack of consensus about or support for the change effort	Provide leadership in overcoming previously identified obstacles and emergent obstacles such as: 1. Misunderstandings about the objectives of the innovation 2. Misunderstandings about the procedures of the innovation 3. Resignation of key school system personnel 4. Turnover in the membership of the school board 5. Turnover in the staff of the external funding agency 6. Role overload on the part of teachers or administrators 7. Delays in receipt of necessary instructional materials 8. Serious political problems confronting the change effort	Provide leadership in ensuring that the innovation remains a viable part of the ongoing activity of the school system by: 1. Obtaining views about the innovation from teachers 2. Obtaining views about the innovation from students 3. Obtaining views about the innovation from parents 4. Obtaining objective evidence on the degree to which the innovation is achieving its intended objectives 5. Obtaining objective evidence on the financial costs of continuing the innovation 6. Assessing the benefits of the innovation in the light of its costs 7. Considering the desirability of continuing the innovation without modification 8. Considering the desirability of continuing the innovation with modification 9. Considering the desirability of abandoning the innovation altogether

that will probably arise during the implementation stage of the change process. It focused attention on relationships among the stages and on the need to establish feedback and monitoring mechanisms. It alerted administrators to emergent barriers and to their opportunities to take the initiative in overcoming impediments to a change effort. In addition to stressing management's responsibility to overcome staff resistance to change and to provide and maintain the conditions required if they are to implement an innovation, Table 2.2 also specifies the political and other important responsibilities of administrators.[1]

The ELOC formulation constitutes a general model of the educational change process. Its basic purpose is to conceptualize its stages and the types of circumstances that can influence them. Education officials (change agents) who employ it, therefore, need to be aware that it provides broad (rather than specific) guidelines for the management of change efforts. The model stresses that successful change efforts generally can be expected to

---

[1]Herriott, Robert & Gross, Neal, edits., The Dynamics of Planned Educational Change. (Berkeley: McCutchan Publ. Corp., 1979), pp. 359-362.

move through five stages. It assumes, furthermore, that
the duration of these stages will be a function of several
factors, including the complexity of the innovation, how
much resistance there is to it, and the nature of the
impediments to its implementation. The model also
specifies that educational change efforts generally will
be exposed to implementation problems that derive from
circumstances that are both internal and external to a
school system.[1]

The change agent needs to be aware also, from a
more micro level of awareness, of impediments to educa-
tional change and innovation efforts. Herriott and Gross
(1979) documented that most of the major innovations
introduced into American schools during the past two
decades have not achieved their intended objectives. The
authors stated that although present knowledge is still
too limited to give a clear cut answer to explain these
failures, analysts of change efforts have identified a
number of circumstances that have constituted major

---

[1]Ibid., p. 362.

contributing factors to the failure of educational innovations. They outlined eight important impediments to educational change efforts for consideration by the change agent.

1. <u>Failure to Diagnose Problems Properly</u>. One major impediment has been the introduction of innovations into school systems without a careful diagnosis of the educational problems they were designed to solve or ameliorate.[1] Change efforts with this fundamental flaw are generally doomed from the outset because they are off-target. They represent organizational responses to problems that have been ill-defined and poorly analyzed.

2. <u>Failure to Anticipate or Resolve Implementation Problems</u>. Administrators fail to recognize the critical importance of the <u>implementation</u> stage of the change process and to identify and deal with obstacles that arise during it.[2] If administrators are confronted with staff resistance at the outset of a change effort, they must give priority to overcoming or minimizing this serious impediment. Teachers (or in this case, admin-

---

[1]Ibid., p. 25.

[2]Ibid., p. 26.

istrators) who oppose an innovation can be expected to devote minimal effort to implementing it and upon occasion may even attempt to sabotage it.

Other implementation problems, in addition to staff resistance, can serve as barriers to change efforts. One is the development of belated staff opposition to the innovation. Teachers (or administrators) initially positive or neutral may later offer resistance when they beocme aware of the difficulties of implementation or the additional or unanticipated burdens involved. A second barrier is that staff members lack the skills or capabilities needed to carry out the change effort. Re-socialization in change efforts is inadequate or non-existent.[1] A third factor is the failure to consider how an innovation may conflict with other school programs or routine processes. The disruptions and battles that have resulted from collisions of this kind have led to the rejection of promising innovations (Gross et al., 1971, pp. 139-42).

---

[1]Ibid.

A fourth factor is "role overload."[1] In intro-
ducing innovations many administrators have failed to take
into account how the additional duties assigned to staff
members will affect their ability to continue to carry out
their present responsibilities. Consequently, work
overload has been a serious problem for both school
officials and teachers in many change efforts since new
time-consuming tasks must compete with ongoing respon-
sibilities.

A fifth factor is the failure to provide staff
members with the assistance and materials they require to
implement an innovation.[2] Teachers involved in major
change efforts usually need considerable professional
assistance and support and typically require special types
of instructional materials and equipment. The belated
arrival or unavailability of essential materials has
frustrated teachers and impeded innovative efforts.

A sixth factor is weak support from the central
administration or the school board, especially during the
later phases of a change process.[3]

---

[1]Ibid.

[2]Ibid., p. 27.

[3]Ibid.

A seventh factor is the <u>inability of school of-ficials to select and use effectively consultants who have the skills required to help their change efforts.</u>[1]

An eighth factor is the <u>misunderstanding and prob-lems that arise between officials in the central administration and individuals who manage innovations.</u>[2] The adversarial relationships that at times have developed as a result of these encounters have served as impediments to change efforts.

3. <u>Ad Hoc Approach to Educational Innovations.</u>[3] This refers to the disjointed manner in which many school systems have introduced innovations. They displayed little concern for whether they were educationally com-patible with other aspects of the curriculum. Innovations isolated from other parts of the school program can readily achieve a marginal status.

4. <u>Uncritical Acceptance of Existing Innovations</u> that have been widely publicized.[4] Many school systems threw caution to the winds and allocated resources to an

---

[1]Ibid.

[2]Ibid.

[3]Ibid.

[4]Ibid., p. 28.

assortment of untested, fuzzy, and ill-designed innovations that lacked clear operational procedures or guidelines. Other administrators introduced changes that they did not fully comprehend simply because they had been informed that the innovations were functioning successfully in other school systems. They assumed that because an educational change had achieved its objectives in another educational setting, it would also be successful in theirs.

5. <u>Absence of Monitoring and Feedback Mechanisms.</u>[1] This precludes early identification of barriers to an innovation and, hence, the ability to deal with them promptly. These mechanisms are essential if an educational change process is to proceed in an orderly manner and with a sense of direction to its objectives.

6. <u>Absence of Teacher and Community Participation.</u>[2] School authorities frequently make little effort to elicit the views of teachers and parents. If these concerns groups have limited or erroneous information about proposed change efforts, or are not invited to express their views, they will often turn against them.

---

[1]Ibid.

[2]Ibid., p. 29.

Some officials maintain that when a change effort is devoid of teacher and parent participation, those who manage it are failing to exploit a strategic public relations mechanism.

7. <u>Inadequate Planning.</u>[1] School districts generally have dealt with large-scale change efforts in an essentially ad hoc manner. Their goals have generally been fuzzy and incapable of being operationaly defined. Their administrators did not develop short-, intermediate- or long-term targets for their change efforts, and hence could not design strategies and operational plans to achieve them, or, if necessary, to revise them. Their planning efforts typically failed to consider that the way an innovation is initially presented to members of a faculty can have a critical bearing on their reactions to it and their motivation to implement it. They gave little thought to anticipating the types of obstacles that could arise during different phases of the change effort and to mechanisms that could be established to identify and over-

---

[1]Ibid.

come them. They usually failed to consider role defini-
tion and role overload problems and failed to provide
teachers with professional services and support needed for
implementation. They generally made no provisions for in-
stituting regularized procedures to monitor the dynamics
of the change effort, to identify the major circumstances
influencing it, and to develop open lines of communication
with the staff.

8. Absence of Leadership.[1] Skillful management
of a change effort is a difficult and complex task and re-
quires the exercise of considerable leadership in order to
succeed. Often, school districts have selected personnel
to manage major change efforts who lack the requisite
commitment and skills. Demise of many promising educa-
tional innovations has frequently been a consequence of
inept leadership.

---

[1]Ibid.

Summary of Review of Planned Organizational Change

Several aspects of the planned organizational change process have been discussed to facilitate reader insight into viewing implementation of the internship program model within the larger change context.

Definitions, models, roles, and strategies were discussed to help the educational administrator/change agent develop a perspective on the change process which might minimize difficulties in internship program implementation. Definitions of change, innovation, and change agentry were given to provide the focus for further insight into change models, the various roles of the change agent, and strategies to facilitate change and innovation.

Having gained these insights, attention is now given to a literature review of the internship itself.

The Administrative Internship

Defining the Internship

Rather than provide a concise definition or definitions or "the administrative internship," the literature gave comprehensive descriptors which define the internship and which are conceptual and practical in nature.

Newell outlined three critical attributes of a bona fide internship in educational administration. He stated that a student's field experience:

1. Must be a phase of professional education which comes after or near the completion of his formal program of professional preparation.

2. Must involve a considerable block of time (at least one semester on a full-time basis or the equivalent).

3. Must involve the intern's carrying real and continuous administrative responsibilities in the field under the competent supervision of a practicing administrator and a sponsoring university or college.[1]

---

[1]Newell, Clarence A., Handbook for the Development of Internship Programs in Educational Administration. (New York: CPEA, Middle Atlantic Region, 1952), pp. 3-4.

So, according to Newell, an internship in educational administration may be defined as a phase of professional education in which a student nearing the completion of his formal preparation works in the field under competent supervision for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities. Newell's concern was that some of the programs being referred to as "internships" were not actually internship programs at all, but other kinds of field experiences. He feared the internship idea might be discredited unless there could be some agreement concerning the meaning of the term.[1]

John A. Ramseyer saw some confusion as to whether or not an operational definition of the internship really existed.[2] Charles S. Benson made several assumptions which seemed generally normative: the internship extends over a full academic year, maintains a ratio of about four days work off-campus to one day of formal study in a university setting, and the interns are between 25 to 35

---

[1]Ibid., p. 3

[2]Hencley, Steve P., edit., The Internship in Administrative Preparation. (Columbus, Ohio: University Council for Educational Administration, 1963), p. 141.

years of age with a predicted aptitude for school
management but little experience in actual school
administration.[1]

Conrad Briner claimed the state of meaning
associated with the internship typically involved
operational definitions and associated indicators, a first
level meaning only. He stated that, in the main, second
level meaning had been ignored; the utility of the concept
of (internship) in relation to other concepts had yet to
be demonstrated. It had been utilized little in
furthering our understanding of its contribution to
preparation. The internship continued to be described in
terms of necessary conditions, whereas, we should be
deriving commitment to the internship in terms of its
service to preparation.[2]

Daniel R. Davies' definition of the internship
included verbatim, the three critical attributes outlined
by Newell, and added:

4. The board of education or board of
   trustees of the institution in which
   (the intern) is interning supports the
   program at the policy level.

5. The professional school in which (the
   intern) is enrolled is joint sponsor

---

[1]Ibid., p. 45.

[2]Ibid., pp. 8-9.

> of his program along with the school
> system or institution. The profes-
> sional school also assists in his
> supervision.[1]

Davies indicated two additional conditions as highly

desirable:

1. The state department of education
   recognizes and endorses the internship
   for the state as a whole.

2. The national and state associations of
   educational administrators are on
   record as endorsing--even requiring--
   the internship as part of each
   practitioner's preparation and as part
   of his requirement for membership in
   respective associations.[2]

In further clarifying what the internship is,

Davies discussed what the internship is not. The

internship is not an apprenticeship. The internship

emphasizes rigorous learning experiences in the field near

the end of a formal preparation program. It assumes that

the candidate's basic decision to become an administrator

has long since been made. The apprenticeship emphasizes

career guidance and exploration. Formal training in

---

[1]Davies, Daniel R. The Internship in Educational Administration. (New York: The Center for Applied Research in Education, Inc., 1965), p. 2.

[2]Ibid.

administration may not yet have begun. If it has, it is still in the introductory stage. The apprentice's role is primarily observational. His operational duties are likely to be nonsensitive and elementary. Routine but necessary duties of the administrator figure prominently in his assignments.[1]

Davies further stated that, in a continuum of field experiences from elementary to advanced, the internship belongs at the extreme end of advancement. It is the final stage before the student is awarded an advanced degree or certificate from the professional school, before he is awarded a license by the state to administer, before he is granted full membership in the professional society, and before he is hired for the first time as an administrator. At the beginning of the scale would be apprenticeships and field trips from the university for the purpose of observing. Next in order of difficulty come such activities as special field projects and participation in surveys, always under the supervision and direction of a professor from the university. The trend of the times is toward more and more preparation prior to licensure.[2]

---

[1]Ibid., pp. 2-3.

[2]Ibid., p. 7.

According to Trump, the interns participating in the NASSP Administrative Internship Project (1962-1969) defined the internship as a unique combination of theory and opportunity to practice, based on the principle that one learns by doing. Trump further defined the internship through his description of the project as a "design for leadership." The project aimed to develop principals specifically, who would assume more vigorous instructional leadership of schools and become the agents of change.[1]

The Inter-University Program-Project II, sponsored by the Ford Foundation, defined its internship project as a major learning experience to help new administrators learn how to behave as agents of change in order to bring about more rapid and effective adaptation of public school educational programs to our changing society and world. The internship was a one-year, full-time, compensated position in a public school system in one or more of the administrative specializations (chief school administrator

---

[1]Trump, J. Lloyd, & Karasik, Lois S., The First 55. (Washington D.C.: NASSP, 1967), p. 3.

elementary or secondary school building principal, supervisor or director of instruction, school business administrator, or student or staff personnel administrator) under the continuous guidance and supervision of one or more mature, experienced school administrators and of professors of educational administration in nearby cooperating universities.[1]

In 1983, the University of Texas at Austin defined the internship as a cooperatively derived set of supervised experiences, covering one academic semester, during which time the intern serves as a full-time intern of the receiving agency.

Also in 1983, Teachers College Columbia University defined the internship in its statement of purpose as (a program) to heighten the student's ability to analyze administrative behavior in terms of conceptualizations of organizations and managerial performance.

---

[1]State University of New York, Buffalo, et. al., A Final Report to the Ford Foundation of the Inter-University Program - Project II, The Administrative Internship Program in Education. (New York: Partners' Press, Inc., 1966), pp. 3-4.

Summary

The conceptual and practical descriptors above are summarized below to provide a focused, comprehensive and current definition for use in the research-based model. The definitions from the literature consistently (implicitly or explicitly) defined the internship as allowing the integration of field practice and related theory after some academic study of administrative theory. These definitions were supported by Newell, Davies, NASSP project, Culbertson, and Teachers College Columbia University. Culberton spoke of the required transfer of learning from theory to practice. Other normative indicators defining the internship include, a phase of professional preparation (Newell, Davies, NASSP Project, Project II, etc.), involving a considerable block of time (Newell, Davies, Benson, Trump, Project II, University of Texas at Austin, etc.), carrying real responsibilities (Newell, Davies, NASSP Project, Project II), under the supervision and guidance of school administrators and professors of educational administration (Newell, Davies, NASSP Project, Project II, University of Texas at Austin, Teachers College Columbia University), to develop

administrators who are competent as instructional leaders, change agents, and managers (Newell, Davies, Benson, Briner, NASSP project, Project II, Teachers College Columbia University).

So, for use in the research-based model, the administrative internship is defined as: That phase of professional administrative training providing a field experience, involving a considerable block of time, allowing students to integrate administrative/supervisory practice with related theory (transfer and application of learning), through the practitioner/university-supervised performance of real duties, in order to develop administrators who are competent instructional leaders, educational change agents (problem solvers), and the managers of the educational enterprise, and who are therefore ready to assume administrative positions at the end of the internship experience.

Presuppositions of the above definition include the following: The internship experience will have a minimal length of one semester. Interns will be carefully screened for high success potential. Interns will be currently enrolled in, or will have had previous coursework which provides a theoretical foundation for their practical experience.

Origins and Development

1933-1958

Davies did a thorough job of tracing the origins and development of the administrative internship in the United States. The literature search for this section revealed no other sources. According to Davies, internships for prospective school administrators are almost wholly a development of the second half of the twentieth century. Before 1947 only two universities claim to have done any experimenting with the idea.[1]

The introduction and development of the internship idea in educational administration followed and paralleled similar developments in other fields, chiefly medicine. Medical students who had studied in Europe in the latter part of the nineteenth century imported the internship pattern into the United States. The term "intern" referred to a student who boarded at the school where he studied. Over the years the term came to be applied both to students boarded and to those who did not board at the school where they studied. Use of the term was broadened in this country to signify a period of professional

---

[1]Davies, Daniel R., The Internship in Educational Administration, p. 16.

education in which the student would try out his classroom-learned knowledge and skills in actual field situations under competent supervision.[1]

Davies cited two events in the field of educational administration which gave substantial impetus to the spread of the internship approach. The first was the organization of the National Conference of Professors of Educational Administration under the leadership of Walter Cocking.[2]

One topic of general interest was the internship. Two universities, the University of Chicago and the University of Omaha, reported experience with the program--the former since 1933--the latter since 1946. Others had been tentatively exploring the idea. It soon become apparent that many of the men (sic) present wanted ample opportunity to discuss the nature of the internship, its pros and cons, and the ways to organize a new internship program on a university campus.[3]

---

[1]Ibid., p. 16.

[2]Ibid., p. 16-17.

[3]Ibid., p. 17.

As a result, "interest groups" were set up which continued through several summer meetings. General sessions of the total membership heard reports of the interest groups and discussed them heatedly. Some professors thought that internships in school administration were neither feasible nor desirable. Others believed they were a must. In between, those professors who had tried the internship approach described what they had done and what they proposed to do.[1]

The academic year 1947-48, following the first summer's conference, began to show results of the discussions. Five universities inaugurated internship programs. They varied widely in their design. Some provided that an intern should carry extensive administrative responsibilities; others provided only for observation. Some provided for supervision of the intern by a sponsoring administrator and by a university representative; others provided for no supervision. Some insisted that the intern be paid for his services; others

---

[1]Ibid.

required no salary. Some listed the internship in the university catalogue with definite numbers of credits assigned to the experience; others did not.[1]

The actual situation in 1949-50 is shown in the Wheaton status study of internships in educational administration which appeared that year. Wheaton explored the experiences of universities, students, and sponsoring agencies in internship programs. Of the 152 professional schools surveyed, he found that:[2]

1. Seventeen were operating internship programs.

2. Seven were operating modified programs.

3. Five were actively considering the idea of organizing in the near future.

4. Eleven stated that they were interested generally but were taking no active steps.

5. None of the others reported any interest.

Several conclusions were directly apparent from the data. First, the number of students serving internships in relation to the total number of majors in educational administration per institution was low. If the internship

---

[1] Ibid.

[2] Ibid., p. 18.

were to become a part of <u>each</u> student's experience, the problem of numbers would have to be faced. Second, no standards had been reached as to credit allocation for the program. Third, no agreement existed as to the graduate level at which the internship should be offered.[1]

The second of the two major developments that contributed to the rapid extension of the internship idea in educational administration was the appearance of the Cooperative Program in Educational Administration (CPEA) in 1950, financed by a grant of several millions of dollars from the W.K. Kellogg Foundation. The nationwide program was administered through eight university centers. Each was committed to work on the development of improved programs for selecting and preparing school administrators, and for the continued inservice growth of men (sic) already on the job. Each center worked out a plan independently of the others but within the overall objectives of the CPEA.[2]

---

[1] Ibid.

[2] Ibid.

In the first year of the CPEA at Teachers College, John H. Fisher, on leave from his position as Assistant Superintendent of Schools in Baltimore, Maryland, coordinated the internship phase of the project, relieving Profesor Daniel R. Davies, who had begun the internship program at the college in 1947. By the spring of 1951 enough had been accomplished to warrant holding the first Middle Atlantic States Work Conference on Internships in Educational Administration. Representatives of more than a dozen universities from North Carolina through New York State participated.[1]

The results of the conference were so favorable that members of the group requested a progress report to help them solve internship problems on their home campuses. Consequently, the executive committee of the CPEA-MAR agreed in January, 1952 to seek the help of Professor Clarence A. Newell of the University of Maryland. They asked him to assemble materials from the conference and from any other available sources and to prepare a manual on how to establish and conduct internship programs in educational administration. The manual was published in May, 1952.[2]

---

[1] Ibid., p. 19.

[2] Ibid.

In November, 1952, ten men joined in discussing "Internships in School Administration" in a lengthy portfolio in The Nation's Schools. Who they were and why they were asked to participate is significant in the history of evolution of the internship in educational administration in the United States. They are to be numbered among the pioneers in the field:

1. Clarence A. Newell, Professor of Educational Administration, University of Maryland.

2. William A. Yeager, Professor of Educational Administration, University of Pittsburgh.

3. Walter A. Anderson, Professor and Chairman, Department of Administration and Supervision, New York University.

4. E.C. Bolmeier, Professor of Education, Duke University, Durham, North Carolina.

5. Burvil H. Glenn, Professor of Education, University of Buffalo, Buffalo, New York.

6. O.H. Aurand, Professor of Education, Pennsylvania State College.

7. E. Edmund Reutter, Jr., Assistant Professor of Education and Coordinator of the Internship Program, Teachers College, Columbia University.

8. Gordon A. Wheaton, Supervising Principal, Monroe-Woodbury Central Schools, Orange County, Monroe, New York.

9. Harvey W. Kreuzberg, Principal, Sparks High School, Baltimore County, Maryland.

10. Ernest O. Melby, Dean, School of Education, New York University.

The portfolio was a direct outgrowth of the work conference at Teachers College during the preceding year.[1]

A number of publications that appeared in 1953 attested to the rapid spread of the internship idea. Two of the CPEA centers, Ohio State University and Harvard, published statements about their internship programs soon thereafter. Ohio State's was a nine-page mimeographed document giving a brief description of the internship as proposed in that institution. Harvard's sixteen-page brochure, "Suggested Policies and Procedures for the Internship in Educational Administration," set forth issues and proposals. It stressed the need for cooperative planning and participation among all agencies concerned: state departments of education, associations of administrators, school board associations, professional schools, and field training agencies.[2]

---

[1] Ibid., pp. 19-20.

[2] Ibid., p. 24.

In June, 1953, the Teachers College center published "Selected Activities of Interns in Educational Administration." It answered the question, "What do interns in educational administration do?" Up to this time answers had been in terms of what interns should do or in terms of the legal or practical possibility of what interns can do. Now it was possible to answer the query on the basis of experience with what interns had done, drawing on the records of several preceding years in the Teachers College, Columbia University program.[1]

Beginning in 1954 an increasing number of articles dealing with the internship at all levels in the public school system appeared, most of which were descriptions of how a program was operating in a specific college. In 1958, however, the CPEA center at Teachers College published its final statement on the work begun in 1950. Entitled "An Appraisal of the Internship in Educational Administration," it reported a study in depth of results of experimentation with the internship in eight universities in the the Middle Atlantic Region.[2]

---

[1]Ibid., pp. 24-25.

[2]Ibid., p. 25.

The study was significant because of the emphasis placed upon internships by the Cooperative Program in Educational Administration in the Middle Atlantic Region since its start in 1950. That emphasis was based upon the belief that the internship plan offered at least a partial solution to the need for improved preparation of educational administrators.[1]

Since 1950 the eight universities represented in the study had sponsored approximately 140 interns in 120 different field agencies. Four of the eight agreed to study aspects of the internship problem as their contributions to the final report:[2]

> New York University was concerned with the effects of the internship programs upon the intern...

> The University of Pittsburgh...measured effects of the program upon the sponsoring university and the sponsoring school systems.

> The University of Maryland (undertook) an appraisal of administrative practices (affecting) the internship...and an appraisal of the methods of measuring the performance...of interns.

---

[1] Ibid., p. 25.

[2] Ibid., pp. 25-26.

The researchers conferred with interns, sponsoring administrators, and with professors from the universities to gather information, exchange descriptions of best practices, and to search for a "correct" formula for the internship. The concentration of the internship experiment in the Middle Atlantic Region made it relatively easy to study the program in depth. Professors Wynn and Hooker, representing the CPEA Center at Teachers College, coordinated the results of the studies and prepared the final report. The actual findings of the study appear in Davies' The Internship in Educational Administration, pp. 84-94.

1959-1969

Two rather current major studies are pertinent to tracing the origin and development of the administrative internship. The first is the National Association of Secondary School Principals Administrative Internship Project (1962-1969). The literature search revealed no studies of similar magnitude since 1969.

NASSP Project

The Administrative Internship Project was an outgrowth of the staff utilization studies which NASSP sponsored from 1956-62. The Fund for the Advancement of

Education and the Ford Foundation provided grants in excess of one million dollars to support these studies, which included experiments involving team teaching, flexible scheduling, and curricular innovations designed to improve teaching and learning.

The staff utilization studies showed once more the crucial roles of principal in starting and developing high quality educational innovations. The studies documented the need for more principals with the know-how and leadership skills that would produce the improvements whose potential the staff utilization studies had demonstrated.

Discussions in 1962, involving the NASSP personnel and committee members on one side and the Fund for the Advancement of Education (Ford Foundation) on the other, revealed common interests in demonstrating how principals of innovative schools could help promising principals-to-be learn to work with teachers to improve instruction and in demonstrating how selected university professors could help both groups, and, in the process, themselves gain professionally. The goal was secondary school improvement for pupils and teachers in curriculum and in all other aspects.

The NASSP Administrative Internship Project was announced on February 12, 1963, at the NASSP Annual Convention in Pittsburgh. The project started the following August with 14 interns, 14 princpals, 7 university supervisors, and 2 NASSP staff supervisors. During that year and the five years that followed, the NASSP project included 443 interns, 343 schools (a number of schools participated more than one year), and 63 universities.

An early publication, <u>Design for Leadership</u>, described the project's goals. The authors emphasized the personal, academic, and experiential qualities of interns. In addition, the professional history, commitment to innovation and interests of the principals were discussed. The history of working with and in secondary schools, the commitment to the internship idea, and the availability of university supervisors were also reviewed. The NASSP staff arranged orientation seminars, visited schools, prepared publications, and helped to evaluate progress in terms of the project's stated objectives.[1] The final two paragraphs of the evaluation summarized these goals:

---

[1]Trump, J. Lloyd & Karasik, Lois. <u>Design for Leadership</u>. (Washington, D.C.: NASSP, 1968), pp. 1-13.

"What ultimately happens to each intern is one key to the worth of the project. Another is what happens in the schools and the school systems where the interns have been assigned. Some superintendents and boards of education now believe the time has come for schools to grasp the opportunity to take part in training their own principals. This project is designed to help them begin. The cost of developing promising people by involving them firsthand in the process of change may be considerable. But the price of neglecting the need for dynamic educational leadership is far greater."[1]

The project issued an evaluative report concerning the 55 interns who participated in the first two years of the program. Six outcomes were highlighted in that report.[2]

1. The three-way design of the NASSP internship is essential. (Success depended on the interaction among its three components: the intern; the university and the university supervisor; the school system and the principal.)

2. The first 55 regard improving instruction as their top-priority job. As practitioners, they now spend almost half their time on instructional activities.

---

[1]Ibid.

[2]Trump, J. Lloyd & Karasik, Lois S., The First 55, 1967, pp. 20-21.

3. Interns, like students, learn by doing.

4. The free-wheeling role of the intern, combined with the emphasis on change, gives this internship special strength.

5. The essential characteristic of a principal who supervises interns effectively is that he cares deeply about improving instruction.

6. The intern-school itself need not be a model of the newest educational practice so long as some teachers show reasonable interest and wilingness to change and try out innovative programs.

Inter-University Program--Project II

The second study pertinent to tracing the origin and development of the administrative internship, is The Inter-University Program--Project II (1961-1969), also sponsored by the Ford Foundation. According to the final report of the project, the study of educational administration was undergoing a period of controversy as to the nature of the program of preparation to be required. There was those who advocated the teaching of basic skills required to manage the educational enterprise, a procedure which often resulted in training of personnel who continued uncritically along established paths. Others stressed the need for general education, believing

administration was essentially an art and that success in this art depended on relatively intangible qualities. The latter approach may have left the learner with few or no techniques for solving practical problems. Many programs did not adequately merge cognitive materials with realistic field experience.

What was sought was to help administrators learn new ways of behaving. Their competence should be developed beyond the point of knowing simply how to operate a going organization smoothly. That competence needed to be carried to the point of knowing how to assess needs for change and how to stimulate the public, the board of education, and the staff to plan and effect these changes. A university program of such learning experiences for school administrators should include systematic study of administrative theory and processes, and of the psychology and dynamics of change. It should emphasize the administrator's role in the improvement of instruction as one of his major responsibilities. The program ought to afford the opportunity for supervised field experiences in a school system under the joint guidance of public school administrators and university supervisors. The entire process of training an administrator should be considered as the joint responsibility of university and public school staffs.

The purpose of Project II was to develop a higher order of administrative performance in the field by selecting a limited number of administrative interns who already possessed a substantial background in general education, and placing these persons in a realistic learning experience in an internship in a carefully chosen school system. It was the expectation of the four universities that administrators prepared in this fashion would become educational leaders of a high order, and successful agents for educational change.

In the Final Report of Project II, several recommendations to agencies sponsoring internship programs, were made.[1] These included:

1. Formulate a set of general guidelines for the information of the prospective intern.

2. Outline a general sequence of chronological experiences for the university staff, the interns, and the school administrators.

3. Provide a full year for the internship experience (this is most desirable). This should come after a student has completed a major portion of his (academic) program, either at the end of a sixty-hour program or just prior to completing his doctorate.

---

[1]State University of N.Y., Buffalo, et. al., A Final Report, pp. 77-87.

4. The Summer Seminar should be maintained as an integral part of an internship program.

5. A careful selection process should be evolved and intern placement should be a three-way arrangement. This enables the needs of the district, the intern and the university to be more adequately fulfilled.

6. Provide more complete counseling and guidance services for the intern in order to accommodate his level of aspiration and provide a realistic initial and long-range career opportunities.

7. Promote further study and analysis concerning the potential for an intern to be a change agent.

A more detailed discussion of recommendations and a descriptive evaluation of Project II is contained in A Final Report.

Summary

Several points indicated in reviewing the origins and development of the administrative internship, are noted for consideration in development of the research-based model.

The original philosophy/rationale for the administrative internship has remained intact over the years. Newell's handbook represented the first notable attempt to standardize the form of the internship.

There has been a steady extension of the scope of the internship experience, from the level of learning through observation and discussion to learning by carrying real responsibilities, analyzing behaviors, and operating as a change agent. This evolved as universities and other projects compiled records of their internship experiments and experiences, in looking for a "correct" formula for the internship. The overall emphasis in the development of the internship seems to have shifted from a need by its proponents to justify its existence and perpetuate it, to a focus on program administration and design as a function of meeting current demand for a certain type of school administrator--the instructional leader, change agent, participatory manager.

Administration and Design

Administration of the internship program encompasses a delineation of the policies and procedures for selection of participating universities, schools, school districts, intern supervisors and interns, and intern evaluation. Design of the internship program includes a delineation of the role of the university, sponsoring school (district), intern supervisor, and intern; the areas, nature and scope of intern responsibilities (learning experiences) resulting in specified outcomes; and details of such matters as program orientation, intern learning design, and intern reporting procedures (seminars, activity summaries, logs, written analyses, etc.).

Several sources provided theoretical and broad descriptions of the administration and design of internship programs. Other sources provided more practical and comprehensive descriptions. The theoretical and broad descriptions are discussed first.

Theoretical and Broad Descriptions
Clarence A. Newell

Newell stated that the administrative provisions for an internship program needed to be designed in

accordance with the kinds of internship experiences to be provided. Although many of the administrative provisions will necessarily be designed even before the program begins to operate, continuous reference to the kinds of internship experience desired is essential if the administrative provisions are to be appropriate. He further stated that the program must be designed as part of a well-rounded program of professional preparation, as a means of combining theory and practice in a total program. Experience which is not grounded in basic understandings tends to be based on expediency and tends to perpetuate the mistakes of the past. An internship must help the intern learn how to administer in accordance with sound theory.[1]

Formal recognition of the internship, through the granting of a specified number of semester hours credit, for example, was essential, according to Newell. He saw a

---

[1]Newell, Clarence A., Handbook for the Development of Internship Programs in Educational Administration. (New York: CPEA, Middle Atlantic Region, 1952), p. 9.

one-semester internship on a full-time basis (or a school year on a half-time basis) as the minimum essential for an effective internship.[1]

Intern candidates should be selected on the basis of their whole personality appraised in terms of potential effectiveness in the field of educational administration. They should be fully qualified as teachers and should have completed a successful block of teaching experience. The actual task of selecting interns might be the responsibility of a university faculty committee, after which the field sponsor would interview several prospective interns and then choose from among them.[2]

The fundamental criterion in appraising a school system as a sponsoring agency is its demonstrated capacity to provide an effective educational experience for an intern. A school system facing serious problems, for example, might be an excellent situation for an internship provided the school administration demonstrates vision and competence in dealing with the problems. The school

---

[1]Ibid., p. 10.

[2]Ibid., p. 10-11.

administrator must be able to delegate genuine respon-
sibilities at a professional level; he must be
sufficiently interested to devote the time necessary for
providing a sound experience; and he must have the
capacity to do his share in developing cooperative re-
lationships.[1]

There must be a full working partnership on the
part of the university and the sponsoring school systems.
Each must seek wholeheartedly to develop cooperative re-
lationships with the other. An understanding of the
responsibilities of each is necessary as a basis for
genuine cooperation.[2]

An intern should work in accordance with the
policies of the sponsoring school system, and should be
directly responsible to the school authorities in the
field for his actions in the field situation. For each
internship, one person in the field should be designated
as the field sponsor, and should carry responsbility for
the successful development of the internship in the field,
including responsibility for supervising directly the work

----

[1]Ibid., p. 12.

[2]Ibid., p. 14.

of the intern, maintaining relationships with the university, helping the intern to develop cordial relationships with other members of the school staff, coordinating the work of the school staff with respect to the internship, participation of the field agency in planning and evaluation, and recommendation of a school grade (if given) for the intern.[1]

At the university, a coordinator should be directly responsible for the internship program--both for its administration and for the initiation of needed changes in policy. He would be responsible for maintaining general supervision over the program, making the necessary contacts in the field, deciding upon the placement of interns and assuring that a field agency will not be assigned more interns than it can adequately supervise and provide for, helping to make resources available, initiating the necessary planning, evaluation, and supervision, assigning a school grade (if given), fostering continual appraisal of the internship program as part of the total graduate program, and organizing and promoting workshops and other devices for helping the field supervisors to function in the program more adequately.[2]

---

[1]Ibid., p. 14.

[2]Ibid., p. 14-15.

Daniel R. Davies

Davies stated that the focus of the internship program is <u>learning</u> for the intern, and therefore, it is wise to first look to how an intern <u>should</u> be learning and to the learning experience itself: its nature, its various aspects and its opportunities. After that, discussions of organization and administration of the program falls into proper perspective.[1]

Davies outlined four ways to classify the learning experiences which are appropriate for interns.[2] They are:

Category 1: <u>Relationships</u> which involve activities with the board of education, administrative staff, instructional staff, students, noncertified personnel, community individuals and groups, administrators in other systems, professional organizations and government agencies.

Category 2: <u>Kind of operation</u>, such as doing research and data interpretation whenever a problem arises, doing individual administrative work such as processing incoming mail, assisting in assembling agenda items for the next faculty or board meeting, taking part in group and committee work, such as, serving as liaison between faculty and lay committees and the administration.

---

[1]Davies, Daniel R. The Internship in Educational Administration. (New York: The Center for Applied Research in Education, Inc., 1965), p. 32.

[2]Ibid., pp. 33-37.

Category 3: Degree of responsibility. The intern
learns best by starting to work on simple assignments with
little responsibility and proceeding from them to more
advanced ones. First, he is primarily an observer, then
he confers and advises, and finally is given assignments
calling for full administrative responsibility, represent-
ing the principal or their intern supervisor.

Category 4: Functional areas of administration.
According to Davies, most authorities in the field would
agree that the following eight divisions include the range
of administrative activities: (1) instruction, (2) per-
sonnel, (3) finance, (4) business, (5) plant, (6) com-
munity relations, (7) auxiliary agencies, and (8) social
issues.

Davies also discussed the key role of planning the
learning experiences classified above. The form suggested
for such planning is the "Suggested Guide to Activities
for Interns in Educational Administration" (Table 2) and
includes the categories discussed above.[1]

According to Davies, an operating internship pro-
gram calls for organizational and administrative arrange-
ments among five different parties: the professional
school, the sponsoring school system or agency, the in-
tern, the state, and the profession.[2]

---

[1]Ibid., p. 49.

[2]Ibid., p. 52.

TABLE 2.3

COOPERATIVE PROGRAM IN EDUCATIONAL ADMINISTRATION
Middle Atlantic Region

Suggested Guide to Activities for Interns in
Educational Administration

ACTIVITY AREAS	Individual Administrative Work				Group or Committee Work				Research or Data Interpretation		
	Responsibility	Advisement or Conference	Observation		Responsibility	Advisement or Conference	Observation		Responsibility	Advisement or Conference	Observation
1. Instruction											
2. Personnel											
3. Finance											
4. Business											
5. Plant											
6. Community Relations											
7. Auxiliary Services											
8. Social Issues											

RELATIONSHIPS WITH:

Board of Education................. _____

Administrative Staff.............. _____

Instructional Staff................. _____

Noncertificated Personnel..... _____

Students................................ _____

Community Groups................ _____

Administrators in Other
  Systems............................ _____

Professional Organizations.... _____

Government Agencies........... _____

_____..... _____

_____...... _____

Davies saw the main interest of the sponsoring school system in the internship as a better way to supply the administrative manpower needs of the system. As such, the board of education ideally sets the stage for executive development within the school system by recognizing the internship in written policy statements as an important aspect of total staff inservice growth.[1] Davies and Brickell[2] devised a "Check List of Administrative Internship Policy Elements" to guide a school board in writing a comprehensive policy statement and to guide the administration in setting up its regulations consistent with the policy. To use the check list, a school board and the administrative staff would go through it with a pencil, checking the items which best express the board's policy position and the related items which should go into the matching administrative regulation. Then the checked items are converted into written statements. The policy elements indicated on the check list are, Purpose of the internship, Qualifications of internship candidates, Selection of interns, Conditions of employment, and Duties of interns.

---

[1]Davies, Daniel R., pp. 69-70.

[2]Davies, Daniel R., & Brickel, H.M., "Administrative Internships," School Board Policies, Vol. 2, No. 8. (New London, Conn.: Arthur C. Croft Publications, 1960), p. 69-70.

The intern should possess all those attributes desired in an administrator except for finished skills of operation. While authorities do not agree in detail on the characteristics needed for administration, they do agree that a winning formula includes several basic personal factors, some knowledge about and skill in administration per se, and an adequate acquaintance with the field of application of that knowledge and skill (education).

The process of intern identification and selection theoretically falls upon the university and the sponsoring school system jointly. They must look for those desirable personal qualities, plus a knowledge of the field of education, plus a sufficient (academic) command of the content and processes of administration. Skill development at the application level is a prime goal of the the internship year.

Newell and Will

Newell and Will list seven basic questions that the administration and staff of a university must face in initiating and developing an administrative internship program; how important does the university consider the

internship to be? What will be the program objectives? How will the internship be defined operationally? How are competent students for the internship to be selected? What working relationships can be established between the university and the school system? How shall the internship program be financed? How shall the internship experience be evaluated?[1]

Farquhar and Piele

A University Council for Educational Administration (UCEA) monograph prepared by Robin H. Farquhar and Philip K. Piele, reviewed the literature up to that time on preparing educational leaders. The monograph cited evidence, that, while there is some agreement on the usefulness of field-related experiences, there was little satisfaction with the internship as it was commmonly implemented in local school districts. Briner is quoted in the monograph:[2]

> There has been little agreement among educators as to what pattern of experience should constitute the internship with the result that internships, where included in preparation programs, vary significantly in their scope and administration...

---

[1]Newell, Clarence, A., & Will R.F., "Planning Internships for Prospective School Administrators," Educational Administration and Supervision, 37, (May, 1951), pp. 307-311.

[2]Farquhar, Robin H. and Piele, Philip K. Preparing Educational Leaders: A View of Recent Literature, UCEA, 1972 (Columbus, Ohio), pp. 30 & 31.

> Assessment of the present status of the internship
> prompts the conclusion that the internship repre-
> sents a response to little or no direction in prep-
> aration. The internship may be more an end in it-
> self than facilitative of explicitly designed pur-
> poses. (1963, pp. 5 and 7).

Practical and Comprehensive Descriptions

Inter-University Program--Project II

Responses to Briner's statement appeared to be ad-
dressed in the reports of two major internship programs
since that time. The Final Report of Project II, the Ford
Foundation Inter-University internship program (1961-66),
conducted at Cornell University, Syracuse University, the
University of Rochester, and the State University of New
York at Buffalo, suggested a model with guidelines for an
internship program and a general sequence of experiences
for the university staff, interns, and school
administrators. Recommendation #2 of the Final Report
outlined university staff responsibilities to include
analysis of intern candidate credentials, interview with
and notification of candidate's selection or rejection,
coordination of program development with candidate,
analysis of immediate educational problems selected by
candidate, evaluation of candidate, and conference with

intern and school administrator. Responsibilities of intern (candidate) include, screening of process for acceptance to program, orientation in school district, identification of educational programs, selection of experiences, evaluation of experiences, and, follow-up counseling. Responsibilities of the school administrator include, interview with intern candidate, written analysis of role designed for prospective intern, discussion of internship position with candidate, discussion of problems identified by candidate, coordination of intern's experiences with functions of staff, written evaluation, and conference with intern and staff. The Final Report also outlined the commitments for shared services which are mutually understood and agreed upon by the university and the school district.[1]

NASSP Internship Project

The NASSP Internship Project (1962-69) also provided a comprehensive and practical description of the design and administration of its internship. As in the Ford Foundation Project II Final Report, the NASSP report delineated roles for the intern, the principal and school,

---

[1]State University of New York, Buffalo, et. al., A Final Report to the Ford Foundation of the Inter-University Program - Project II, The Administrative Internship Program in Education. (New York: Partners Press, Inc., 1966), pp. 94-97.

and the university and university supervisor. These roles
and NASSP-suggested profiles of the intern, principal,
school, and university, are summarized.[1]

> Profile of the intern: One who has potential
> abilities of an effective public school leader, is
> usually a graduate student and/or teacher; his past
> history and employment indicate an interest in ex-
> ploring more effective ways of teaching and learn-
> ing; he shows characteristics of one who is "risk-
> oriented"; he has some acquaintance with attempts
> nationwide to improve education; he is conversant
> with pertinent literature and has visited a number
> of innovative programs.
>
> Role of the intern: Directly responsible to the
> principal, and participates in the administrative
> processes   of   communicating,   decision-making,
> coordinating,   evaluating   and   recognizing   and
> formulating solutions to problems--does not have
> ultimate responsibility for these matters.
>
> Profile of the principal: Works effectively with
> teachers, is committed to change, innovation,
> experimentation; is skilled in systematic delega-
> tion of responsibilities; spends large portion of
> time (75%) working with teachers and the instruc-
> tional program; has attitude of willingness to give
> intern a freedom from restraints that may not be
> granted to anyone else in the school. Has the at-
> titudes and priorities needed by principals of the
> future.
>
> Role of the principal: Has frequent contact with
> intern, sees intern as a professional colleague en-
> titled to access to any information available to
> principal himself;   gives intern substantial re-
> sponsibility for important matters, largely of same
> type principal deals with, such as, curriculum,

---

[1]National   Association   of   Secondary   School
Principals, NASSP Bulletin, 53, 333 (January, 1969), pp.
29-30.

staff development, teaching and learning; does not give full responsibility for matters like discipline, attendance, or, supervision of school cafeteria, etc.; assigns full responsibility for some major tasks or projects, insuring that the intern gets experience as a leader in some significant aspect of school improvement, clarifies intern's position, title, and working relationships with and for staff.

Profile of the school: Programs are characterized by advanced educational thinking, show that changes in instructional procedures are taking place. Teachers are moving away from the rows and columns of the self-contained classroom and students are beginning to move freely from one area to another within the school; in addition to structural and scheduling changes, new approaches to curriculum organization are in effect or are being studied; the community is an active part of the school; the school reflects superior leadership.

Role of the university: Creates a philosophical base upon which to build, which focuses on a program of instructional improvement and curriculum leadership, rather than upon housekeeping and managerial duties; the goal of the university becomes that of organizing a program that will produce public school administrators who are process - rather than content-oriented and who are prepared as persons to cope with the compounding rate of change characteristic of 20th century education; is responsible for providing an organized pattern of professional experiences; works cooperatively with school district in planning orientation seminars involving interns, principals, superintendents and local boards of trustees.

Profile of the university supervisor: Is committed to exploring the ways in which the teaching learning act can be improved; devotes a portion of his teaching load to the program; has played a recent active role in innovative educational attempts. Degrees and titles do not necessarily identify the person best qualified to provide leadership in such a program.

Role of the university supervisor: Visits the intern and school administrator a minimal of 3 times per semester; some professors found monthly visits valuable to assist the intern in developing strategies for curricular change and to give advice on problems which may develop; the school visit may include discussing new problems, evaluating curriculum materials, holding conferences with (central office) and (building) administrators, making suggestions for the use of various kinds of resources; conducts internship seminars on campus, serves as liaison between the local school, school district and university, and, between the intern and the school.

The NASSP Project outlined five general areas of intern responsibilities, and, under these broad categories, listed a number of specific responsibilities:

I. CURRICULUM. The intern assists the staff in examining present curriculum offerings. The curriculum is measured against the needs of the local district's changing student population. The intern also acquaints members of the staff with efforts being made across the United States to reorganize curricula.

II. STAFF UTILIZATION. The intern assists teachers in organizing their teaching, in the use of instructional assistants, and in the application of new teaching aids. He also helps in developing resource areas for independent study. Ideally, he is as much a "doer" as a teller." He not only introduces teachers to new approaches to teaching and learning but also demonstrates their use. The effective intern assists teachers in finding new and better ways of communicating essential information. Although he has no authority relating to teachers, he should develop the skill of enticement.

III. TEACHING AND LEARNING. The intern's respon-
sibility in the area of staff utilization will
naturally lead him to more and more involve-
ment in planning for teaching and learning.
He helps teachers analyze their efforts and
use of time through log keeping, interaction
analysis, etc. He also assists teachers in
using teacher aides so that the mechanical
tasks of the teaching act are assigned to non-
professionals.

IV. PUPIL PERSONNEL ADMINISTRATION. In this area
teachers need guidance in treating pupils as
individuals. Interns have assisted faculties
in analyzing grades given in certain courses
and departments the preceding semester. In
instances where large numbers of pupils were
receiving D's and F's, a substantial reorgani-
zation of the curriculum has taken place so
that the teachers might experience a higher
level of success in reaching students. The
intern has a major responsibility for sug-
gesting ways in which teachers may evaluate
instructional procedures. The intern also
guides teachers in organizing programs which
assist the pupil in becoming more responsible
for his own learning.

V. ORGANIZATION AND MANGEMENT. The intern spends
a small portion of his time in managerial and
operational responsibilities. He may assist
in better utilization of space and the
development of work and study spaces. He may
also provide some help in organizing new
schedules.

The intern may also assist in the execution of

routine work such as, preparing staff bulletins, attending

PTA, helping prepare reports for the superintendent and/or

board of education, conferring with parents, teachers and pupils relative to progress reports, etc.[1]

The NASSP report also emphasized that the internship is a year of learning and a time of trying new ideas, and therefore should provide for a few failures as well as successes.[2]

The NASSP Internship Project outline paralleled that of the Ford Foundation Project II in terms of the selection of universities, supervisors, schools, and interns, orientation program, internship seminars, and evaluating the internship.

There are several coordinated procedures which the intern uses to keep an account of his experiences. In using these reporting methods, the intern produces what may be called a record of his internship. This record is all-inclusive, covering everything the intern has done; in selected areas is analytical, covering some activities in detail and evaluating them. The record of the

---

[1]Ibid., pp. 21-22.

[2]Ibid., p. 33.

internship consists of: the Internship Guide, the Internship Log, the Summary of Internship Activities, the Selected Activities Analysis, the Checklist for Interns, and the Intern's Evaluation of the Internship.

This group of report techniques has a twofold advantage. Their use insures the production of a comprehensive record, without burdening the intern with substantive decisions as to what kinds of things should be recorded, how they should be recorded, and so on. The intern simply follows the standard procedures. Yet they are extremely flexible, allowing any activity of special interest to be treated in depth. Following are specific examples of the record of internship as outlined in the NASSP report:[1]

The Internship Guide sets forth what the intern plans to accomplish in the year of internship. It covers five general areas of principal responsibility, including details such as:

---

[1] Ibid., p. 61-71.

I.   CURRICULUM
     A.   Determination
     B.   Development
     C.   Implementation
     D.   Continuous progress programs

II. UTILIZATION OF STAFF
     A.   Team teaching
     B.   Use of instruction assistants
     C.   Technical aids
     D.   Large-group instruction
     E.   Small-group discussion
     F.   Independent study

III. TEACHING AND LEARNING
     A.   Evaluation of instructional procedures
     B.   Relationships of methods to purpose

IV. PUPIL PERSONNEL ADMINISTRATION
     A.   Provisions for evaluation of pupil progress
     B.   Forms, records and reports--data processing,
          etc.

V.   ORGANIZATION AND MANAGEMENT
     A.   Instructional cost analyses
     B.   Scheduling procedures
     C.   Utilization of space--work and study spaces,
          etc.

When the principal and intern plan the Guide, they discuss

the scope of activities each has in mind.   Then under each

heading of the Guide the intern lists activities which the

principal feels may reasonably be expected to occur and to

be profitable.   The Guide is comprehensive without being

overburdened by detail.

The Internship Log is a brief and concise daily

record of the intern's school activities.   As illustrated

in the example below, there is a simple code used in

referring to the intern's activities. It consists of the Roman numeral and letter of the Guide Outline heading under which the activity belongs. For example, "II C" is the code designation for working on the use of technical aids by teachers, because "II" refers to "utilization of staff" and under that heading, "C" is technical aids." Use of this code enables one to see at a glance whether all the areas covered in the Guide are receiving proper attention. The letter "P" appears after the code designation, signifying that the intern was a participant in the activity. Had he been an observer, the letter "O" would have been used. Activities such as reading professional literature or attending meetings without taking an active role receive the "O" classification. The "O" or "P" designation goes with each log entry.

Example:
Thursday, September 14, 1967
8:30-10:00.....................Student scheduling
VB-P-L (low value)
10:00-10:30...................Conference--English 10
IIIA-P-M (medium value)   teacher to discuss
                            instructional approach,
                            curriculum guides, etc.
10:30-11:30...................Correspondence checked,
VE-P-M (medium value)   answers planned
11:30-12:30...................Department Chairmen
IA-P-H (high value)   meeting
1:00-3:00....................Meeting with District
                            Curriculum Coordinator
                            to discuss apparent
                            teacher discontent with
                            audio-lingual method in
                            Spanish I.

The Summary of Internship Activities is a form for keeping track of how the intern spends his time on a long-range basis. The form has a line for each heading and subheading of the Guide Outline. In the "time" column, the intern enters the number of hours spent in each activity. There are three columns headed "high," "medium," and "low." High means the experience has excellent value, medium indicates good value, and low means fair or less. In these columns he makes daily notes of the hours spent in each kind of activity, the high value ones in the high columns, etc. At the end of the month the hours can be totalled in the column. This summary shows at a glance exactly how the intern's time is being used.

The Selected Activities Analysis is the most important and potentially useful of the intern's reports, and deals with certain chosen highlights of his experiences. In it, the intern singles out an activity because he feels that it has real significance for the internship project. It can be one which he has only observed or one in which he has played an active role. Sometimes its significance may be negative instead of positive: it may be valuable to focus on an activity that has failed and to try to find out what went wrong.

Having selected an activity to analyze, the intern heads his report with the date and the appropriate code designation. He describes what took place, showing how it relates to the objectives of the internship. He discusses the parts which he and others played and makes an objective evaluation of the activity. Here also he may include his general observations on the program and its success or failure. If the intern has written any papers on the subject, they ought to be appended. The Selected Activities Analysis is written in essay form.

Example:

November 3--IIIB-H Observed a history teacher as she taught a lesson on Americanism versus Communism. Her presentation concerned the development of Communism in the Soviet Union from Lenin to Stalin. The students had been given an outline of the overall talk and the teacher developed the outline during the class period.

Although I had the feeling that the teacher really understood the subject matter, I did not believe that the students were very interested. She did not seem to be able to communicate with the students. It seems to me that understanding the subject matter is a necessary but not a sufficient characteristic for successful teaching. Handing out the outline was probably a poor idea.

Later on that day I talked for a half hour with the teacher. I questioned some of the content of her presentation--some of the material was readily available to students in the assigned reading in the basic textbook. We discussed the whole problem of motivation--and the effect of the outline on her assignment. She seemed to appreciate my suggestions. Anyway, she wants me to help her plan her next large-group session and to be present to see how it goes.

The Checklist for Interns is given to the intern at the orientation seminar. It is a short list of such tasks as submitting his log and reports, setting up meetings with his university supervisor and principal for evaluation conferences, etc. It includes suggested deadlines for performing these tasks. Thus, it gives the intern a convenient reference list to be used as a reminder.

The Intern's Evaluation of the Internship is concerned with the evaluation of the internship by the intern as a part of the reporting procedure. Being more thoroughly involved in the program than his principal and university supervisor, the intern himself has the best opportunity to know the program and, therefore, to make the most definitive evaluation of it. He is in a position to assess the climate of receptivity to innovation at his school. He sees how the principal and staff accept his efforts at change and how these changes affect the students. He has intimate first-hand knowledge of the success and failure of his efforts. A lengthy questionnaire, included in Appendix A of the NASSP report provides for this evaluation. Evaluation of the overall internship project by all participants is provided for on other forms.

Categories of situations which can be used in the Selected Activities Analysis were outlined in the internship program of the Hampton (Va.) City Schools:

1. School-community relations

2. Incompetent or coasting teacher

3. Teacher with poor class control

4. Working with irate parent

5. Supervision of teachers

6. Parking problems, parent traffic at elementary school

7. Handling fights between people of different races

8. Student protests

9. Development of different grading and reporting plan

10. Planning professional development program with resource teacher and department

Hampton stressed that, the intent of the Selected Activity Analysis is self-examination of the intern, so that he discovers strengths and weaknesses in his individual style. The goal, then, is to build and strengthen desirable features of leader behavior.[1]

---

[1]Hampton City Schools "Administrators Internship Management Program." Hampton, Virginia.

Simulation

The use of simulation as an instructional strategy in the design of administrative training is discussed in a UCEA monograph, <u>Simulation in Administrative Training</u>. The monograph described the uses which, to that date, had been made of simulated materials in training educational leaders. Simulated materials were comprehensively used for the first time in school administration in the summer of 1959 in two workshops. One at Stanford University was directed by Hollis Moore and Francis Trusty. The other, led by Luverne Cunningham and Laurence Iannaccone, was conducted at the University of Chicago. In the Fall of 1959, a third workshop under the leadership of Harold McNally and Richard Wynn was held at Teachers College, Columbia University.

Although each of the three workshops varied somewhat in their approaches, they each used the same model. The model was the outcome of a research project, "Development of Criteria of Success in School Administration,"[1] the original purpose of which was to obtain a better under-

---

[1] University Council for Educational Administration, <u>Simulation in Administrative Training</u>, (1960), p. 3.

standing of patterns of administrative behavior. (It was also anticipated that the study would provide a better base for selecting principals.)

The simulation model was built upon a large amount of information gathered in an actual school and community through careful and thorough investigation. Motion pictures, film strips, tape and printed materials were developed to present information about the school and community which came to be known as Whitman and Jefferson Township, respectively.[1]

An outline and account of use of the project model follows:

The "principals", who were given the name "Marion Smith", spent the first day and a half of the week's test period becoming acquainted with Whitman School and the surrounding community. Their first acquaintance with the community was through a filmstrip designed to give a general view of the community such as they might have obtained by driving about the city with someone who knew the

---

[1]Ibid., pp. 3-5.

history and conditions of Jefferson Township and its school system.

After the "guided tour," the principals turned to a survey entitled, "The Jefferson School-Community," a 152-page document which summarized the political, economic, historical, and social facts about the community. It also gave a general description of the school system with detailed information about personnel, instruction, funds, facilities, school-community relationships and related matters. After the principals had examined the survey, they were shown a sound-color film which depicted such internal aspects of Whitman School as faculty meetings, interviews with parents, and teachers working with classes. They were then given a floor plan of the school, a roster of all staff members in the school, personnel folders on the teachers and non-certified staff members, and the report of a special study of intra-staff relations within the Whitman faculty. Study guides were provided. Although the books and reports were available throughout the week as references, the principals completed the intensive study of the materials already described on the first day.

On the morning of the second day, several types of printed materials were given the principals: a staff handbook, a school board handbook, excerpts from the legal code controlling Jefferson Township, copies of the school census, a class size list, pupils' achievement test scores, and a calendar of school events. A portion of the morning was spent in reading these materials with study guides. In addition, they were presented tape recordings of parent-teacher conferences, informal conversations of teachers, school board meetings, and other situations which are typical of a school system.

Each principal assumed the principalship of Whitman School on the afternoon of the second day. He began by preparing and making a recorded speech to the "first meeting" of the Whitman School Parent Teacher Association. During the remainder of the second day, he wrote an autobiographical statement for the local paper and an article for the Whitman School magazine. On the third morning, each principal was seated at his desk which had the usual facilities including an in-basket. In the in-basket were placed items which the elementary school

principal typically faces. Some were very routine problems such as a note from the secretary saying the business manager had telephoned that he would be in the next day to check the heating plant. Other more complex problems involved delicate personnel decisions. One hundred and three in-basket items were were presented on the third and fourth days of the week. In solving the various problems in the in-baskets, each principal wrote memoranda, made notes in preparation for interviews, prepared agenda, planned meetings, or noted other activities, which, in his opinion, were appropriate. In each case, he made a written record of his act or plans for action and his reasons.

In addition to the in-basket items there were problem situations which had been recorded on tape. Thus, to simulate a situation demanding action, a secretary reported a problem to the principal in his office. As in the case of the in-basket, some of the taped items represented routine problems while others were more complex.

Three films of teachers instructing their classes in Whitman School represented still another type of simulated material. Each principal was asked to view the films and then to evaluate the teaching by filling out a probationary form for each teacher. He was asked to plan an interview with each teacher in which his purpose was to help her improve her instruction.

In summary, a variety of simulated materials were used in an integrated fashion to recreate as nearly as possible the setting and problems of Whitman School. From a scientific standpoint, one great advantage of simulation was the attainment of standardized situations in which administrative behavior could be expressed. The 232 principals participating in the DCS project reacted to the same situations with the same instructions.

Although the materials in the DCS project were developed for research purposes, persons who observed the test situations as well as the principals who experienced the situations frequently expressed the idea that, "These simulated materials have a great deal of promise for instructing school administrators."[1]

---

[1]Ibid., p. 5.

In a critique of simulated situations and instruction, Culbertson discussed strengths, weaknesses and issues in the use of simulated materials.

In brief, Culbertson stated that simulated materials may have particular relevance in facilitating maximum transfer of learning to future on-the-job situations, in training school administrators.[1] Another advantage of simulated materials comes from their comprehensiveness and rich details. Specific problems are examined and assessed against a great deal of pertinent background information.[2] Culberton cited The 38th Yearbook (1960) of the AASA, as reporting that the chief qualification of top school administrators, in the opinion of superintendents, was "the ability to see the whole picture--each problem in its broader context."[3]

Culbertson saw simulated materials as being ideal for developing an ability to "see the total picture" since the student continually examines specific problems in relationship to their total context. In this manner, he is provided a base for developing the ability to see

---

[1]Ibid., p. 5.

[2]Ibid., p. 40.

[3]Ibid.

logical relations in the various elements of an administrative situation. Cases are used to develop a better understanding of the many variables in a situation and of their relationship to one another.

Versatility is another aspect of simulated materials. They can help a student develop insights about himself, learn scientific concepts, and acquire needed skills. The student's responses to in-basket problems can reveal, for example, how his choices are affected by teachers' expectations, as well as those of their superiors of lay citizens. They can also become aware of elements they ordinarily ignore in decision-making, and of how their perceptions and values affect their choices. According to Culbertson, such learnings are not only relevant for purposes of guidance, but also for the attainment of administrative effectiveness.[1]

A student of school administration should acquire a framework which he will use to interpret the social milieu in which he finds himself. Such a framework should be supported by interrelated concepts, which are highly

---

[1]Ibid., p. 41.

dependent upon scientific findings and theoretical formulations. As contrasted with self-learning which is applicable to one individual, the content of this learning should come from generalizations that have wide application. Simulated materials seem appropriate for developing a framework which may be tested against actual situations. Examining simulated materials often motivates students to seek useful and appropriate concepts.[1]

Regarding simulations, Culbertson further stated, that, simulated materials cannot overcome the ill effects of poor teaching. They cannot take the place of careful planning, enthusiasm, and dedication to teaching.[2]

Also comprehensive background information based upon careful study of real school situations is essential to the effective use of simulated materials. Thus, if a letter which a principal has received is used as an in-basket item, the context from which the letter came is pertinent to it value as an item for instruction. The rich background of facts against which a problem is analyzed and weighed, is necessary to develop the student's ability to

---

[1] Ibid..

[2] Ibid., p. 42.

see the interrelated elements of a total situation. Such comprehensiveness simulates morenearly the _Gestalt_ of administration and increases the student's feeling for the "reality" of the situation.[1]

Because of the variety and quantity of both printed and audio-visual aids needed, simulated materials are more expensive than are conventional textbooks and methods of instruction.[2] Several questions by Culbertson reflect some of the issues in the use of simulated materials.

To what extent should books and articles on administration be used in the instructional procedures involving simulated materials? When, in the individual student's learning through simulation process, should concepts of school administration be introduced? Is the learner in the simulated situation really involved in the task of problem-solving or is he to some extent role-playing? Is the high motivation of the student natural or does it stem from artificial factors unrelated to on-the-job behavior? Is the student's behavior in simulated

---

[1]Ibid., p. 43.

[2]Ibid.

situations truly representative of on-the-job behavior? Does the use of simulated materials teach people only about average practice?[1]

Culbertson finally noted that, by definition, simulated situations are based upon the real and, therefore, do not pretend to depict what is ideal. There may be considerable advantage in such a focus when one of the strongest criticisms of training programs by practicing superintendents was that instruction was oriented too much toward the ideal and not enough toward the "reality" of administrative processes.[2]

Summary

This segment of literature review focused on defining the terms "administration" and "design," and providing theoretical and broad descriptions, as well as more practical and comprehensive descriptions, of program administration and design.

---

[1]Ibid., pp. 45-46.

[2]Ibid., p. 46.

Sources cited in the theoretical and broad descriptions included Newell, Davies, Will, Piele and Culbertson. Sources cited in the practical and comprehensive descriptions included the Inter-University Program-Project II, the NASSP Internship Project, and the use of simulation.

Again, the major underlying intent in the program administration and design descriptions reviewed, seemed to focus on program design as a function of meeting a certain societal and professional demand. The demand to be met appeared to be that of effectively training the type of school administrator who is an instructional leader, change agent, and participatory manager.

In order to complete the literature review of the administrative internship, the history, administration and design of the Aurora IDPEL program is now provided. It is suggested that this next section be initially viewed as informative rather than suggestive, providing information regarding what happened, rather than suggesting what should or should not have happened, or what can happen.

Development and Implementation of the
Aurora Public Schools Administrative
Internship Program

The review of the Identification and Development of Potential Educational Leaders (IDPEL) program of the Aurora Public Schools, Aurora, Colorado, began first with demographic data on the City of Aurora, Colorado, and the Aurora Public Schools. Next, the need for the program, people involved in its development, and its stages of implementation were reviewed.

A description of the administration and design IDPEL program, and highlights of intern experiences were then added. The section concludes with a description of the current status (1983-84) of the program.

Demographic Data on Aurora, Colorado

Aurora, Colorado, the fourth largest city in the state, is located along the eastern border of the city of Denver, at the base of the Rocky Mountains, and is considered part of the Denver Metropolitan Area (Figure 2.6). During the mid 1970s, Aurora was widely known as the fastest growing city of its size in the United States.

Its rapid and steady growth rate reflected, not only in city population figures, but also in data kept on the Aurora Public Schools, which serves approximately 80% of Aurora. (About 20% of the city is served by Cherry Creek Public Schools) (See Table 2.4.)

TABLE 2.4
DEMOGRAPHIC DATA
AURORA,COLORADO/AURORA PUBLIC SCHOOLS

Year	City of Aurora Pop.*	APS Student Enrollment**	Teaching Personnel	Classif. Personnel	Certif. Admin.	Classif. Admin.	Elem. Schools	Middle Schools	High Schools	Total Schools
1975	108,600	20,800	1,051	628	88	14	21	5	3	29
1976	116,200	20,856	1,107	732	95	16	21	6	3	30
1977	123,700	21,181	1,125	756	91	20	23	6	3	32
1978	132,000	21,614	1,179	776	94	23	23	6	3	32
1979	142,000	22,447	1,240	897	99	24	26	6	3	35
1980	154,900	22,859	1,296	976	104	26	26	6	3	35
1981	166,400	23,427	1,329	1,042	109	26	28	6	3	37
1982	177,000	24,211	1,345	1,016	108	28	28	6	3	37
1983	187,000	24,558	1,407	1,088	110	29	28	7	4	39

January 1 figures.
Based on October 15 Student Count.

Housing Factors

The city's current population of 187,000 (January, 1983) includes the following types and numbers of housing units:

Table 2.5
Aurora Housing by Unit and Type[1]

Type	%
Single Family Detached	55
Single Family Attached	15
Multifamily	26
Mobile Homes	3

Over half of the new housing constructed in Aurora during 1982 was the single, detached type. This type has accounted for more than 50% of the housing in each of the previous 7 years, with the peak occurring in 1980. The median value of a home in Aurora more than doubled in the period 1975 ($32,212) to 1980 ($69,200).[2]

Approximately 64% of Aurora citizens owned or were purchasing their residences in 1970. By 1975, this percentage of owner-occupied housing grew to 70.5%. In 1980,

---

[1]Killian, C. Rodney, A Report on Demographic Characteristics in the City of Aurora, Colorado. (Aurora, Colo.: Aurora Public Schools Press, 1982), p. 22.

[2]Ibid, p. 33.

the owner-occupied housing factor dropped to 68.4%. The recent increase in the construction of apartments and condominiums accounts for this drop.[1]

Employment and Income

The largest employer of Aurora residents was the Aurora Public Schools, employing 2,567 residents in 1982. The next largest employers were the City of Aurora, 1,900 employees, Fitzsimons Army Hospital, 1,576 employees, and Western Electric, 1,500 employees.[2] In 1980, the Aurora Planning Department estimated that the 47,700 jobs held by Aurorans within the city of Aurora were distributed as follows:

Table 2.6

Aurora City Employment Data

Sector	Employment
Industrial	23%
Commercial	36%
Office	24%
Construction	8%
Military	9%

The 1980 median annual household income for residents of Aurora was $24,000.

---

[1] Ibid., p. 15.

[2] Ibid, p. 29.

FIGURE 2.6
CITIES OF DENVER, AND
AURORA, COLORADO
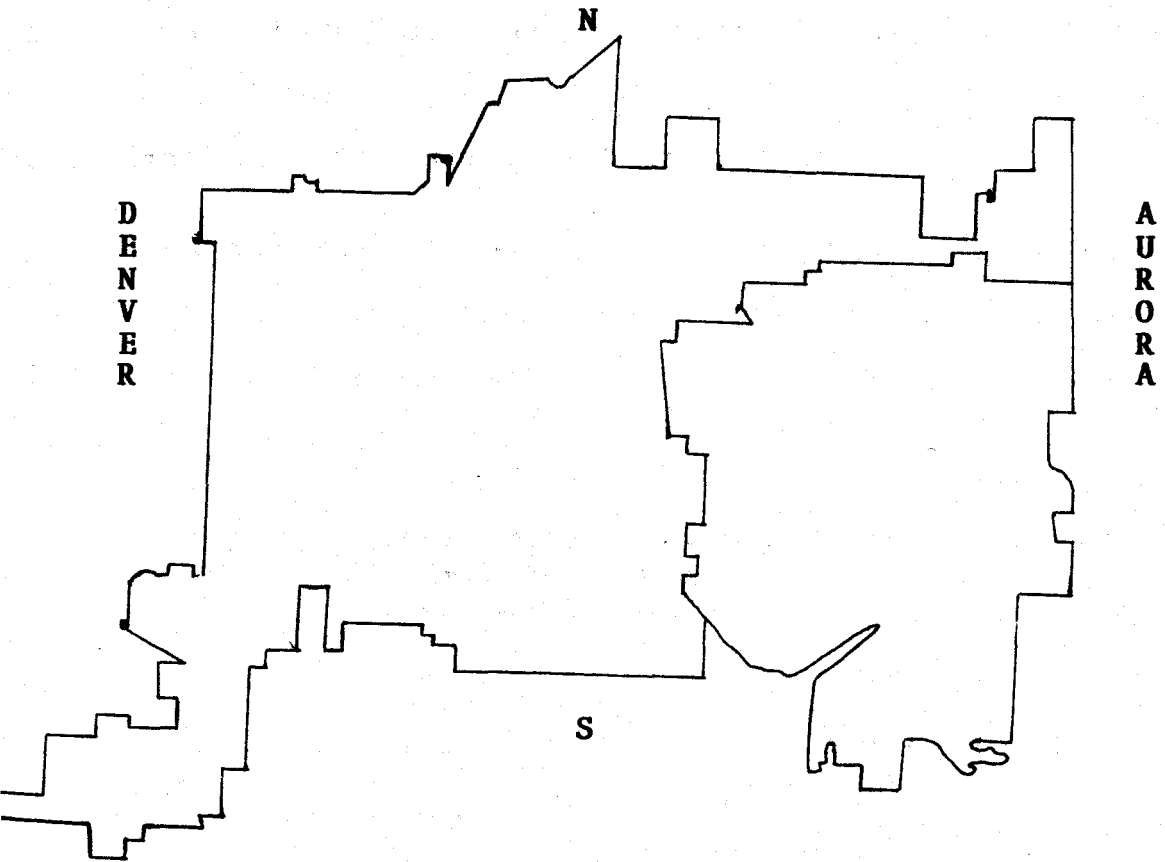
Educational Background

Overall, residents of Aurora, age 25 and older, hold high school diplomas. Approximately 88% of this age group are high school graduates (compard to 79% for the state of Colorado). Approximately 25% of all Aurorans have four or more years of college education (compared to 23% for the state of Colorado).

City and School District Growth Projections

Both the city of Aurora and Aurora Public Schools enrollment are projected to grow steadily to the year 2000. Table 2.7 reports these projections:

TABLE 2.7

PROJECTED POPULATION/ENROLLMENT FIGURES FOR CITY OF AURORA/ AURORA PUBLIC SCHOOLS

	City of Aurora*	Aurora Public Schools**
1984	197,000	25,983
1985	207,000	27,016
1986	213,400	28,116
1987	219,800	29,112
1988	226,200	29,980
1990	239,000	31,860
1992	245,400	34,150
1994	251,800	36,172
1996	258,200	37,995
1998	274,000	39,590
2000	303,300	41,053

*January 1 figures
**Based on October 15 student count

Need for the Internship Program in Aurora

During the Fall, 1975, Dr. Chad Chase, Director of Staff Development, drafted the proposal and design for Aurora's first administrative internship program, which later became known as the Identification and Development of Potential Educational Leaders (IDPEL) program. The following is Dr. Chase's recount of the rationale, persons involved, stages of development and general evaluation of the first four years of the program:

"As Director of Staff Development, I met a variety of teachers who had the qualities to become good administrators in our school district. I was concerned about the lack of a career ladder for these teachers and about where they could go beyond the classroom. There really weren't any viable options provided on a district basis for them should they aspire to educational administration.

I also noted that Aurora incurred a tremendous expense in searching for, hiring, and training administrative talent from outside the district. I thought we could reduce this amount of expenditure by searching for, training, and promoting administrative talent from within the district. I was candid with the cabinet (associate and assistant superintendents) in saying that we didn't want to hire all administrators from within, but that there should be a healthy balance of inside and outside "hires." In addition to this, teachers coming into the program could earn a degree of university credit for their participation. It was with these considerations

in mind that I set out to develop the IDPEL pro-
gram in the Fall of 1975.

In the development of the program there were
several positive things that gained it
acceptance and credence. First and foremost, I
involved the cabinet, i.e., the superintendent,
associate and assistant superintendents in the
development process. Their involvement was
crucial if the program was going to be success-
ful. The program had to have a impact upon the
cabinet, and it had to involve them in terms of
their actual participation in program imple-
mentation. I kept these things in mind in
designing the program. I told the cabinet mem-
bers that, since they were apparently successful
educational leaders and administrators, we would
try to identify those qualities which made them
successful, and then try to screen potential
intern candidates for those same qualities.

Second, I tried to have interns actually intern
with some of the cabinet members. I think this
gave strong support to the program because then
I heard cabinet members talking about interns
with whom they worked. I tried to keep the
cabinet totally abreast of what was going on and
to keep them totally immersed in the intern pro-
gram. I did this by frequently being on the
agenda for cabinet meetings and by bringing in
potential and actual interns.

Third, I had to drum up interest in the program
on the part of teachers. In doing so, I had to
show them there would be an end product; that
this wouldn't be just a program they would par-
ticipate in for a while and then return to the
classroom. Therefore, I had to be sure there
would be administrative positions available into
which successful interns could move. Obviously,
such positions were available in a growing
district such as the Aurora Public Schools.

I also touched base with the teachers association and told them what I had in mind regarding the internship program. This (communication) went a long way toward supporting the program.

I don't know what involvement the Board of Education had in the program. I never personally met with the Board to discuss the program, and I'm not sure whether or not the superintendent discussed it with them. I suspect there was some discussion, particularly when the Board had to formally approve classroom release time for the special assignment of teachers as interns."

Administration and Design of the Aurora IDPEL Program

See Appendix A.

The First IDPEL Interns 1976-1977

The IDPEL program was implemented with the formation and meeting of the first IDPEL Screening/Guidance Committee in the Spring, 1976. This committee consisted of the superintendent and his cabinet (except the associate superintendent of auxiliary services, a classified position), directors of elementary, middle and high schools, and principals from all levels. Other certificated administrators were added later. Their task was to select a group of IDPEL applicants to begin internships

in Fall, 1976. After conducting an information session for all potential program applicants (Appendix B) the task of screening and interviewing began.

The Office of Staff Development received 46 applicants which Dr. Chas paper-screened to 20 interviews. Each candidate was interviewed in person before the entire committee for 30 minutes each. Of that group of 20 inter- viewees, 7 were selected for the program. They were:

TABLE 2.8

FIRST INTERNS
1976-77

Name	Position	Internship Experience
Ann Craig	Elementary Teacher	Elementary Principalship*
Mary Fellows	Elementary Teacher	High School Administration**
Helen Pryor	Elementary Teacher	Elementary Principalship*
Jane Tarkington	Elementary Teacher	Middle School Learning Coordinator*
David Pimentel	Middle School Teacher	High School Administration*
Nancy Pokorny	Middle School Teacher	Elementary Principalship*
Joe Burton	High School Teacher	High School Administration*

*Intern received first preference of internship placement as indicated in the records.

**Intern received neither first nor second preference of internship placement, as indicated in the records.

First Intern Highlights

The seven interns each met with the appropriate level directors to jointly develop a series of internship experiences which would be most beneficial to the intern. The total time alloted for each internship was 10 working days, at 1 day per week for 10 consecutive weeks during the 1976-77 school year, beginning the third week in October. Each intern was to closely shadow the administrator to which he/she was assigned after cooperatively establishing a series of job tarets which would ensure that the intern became involved in the administrative problems, concerns, and solutions of the assigned school.

Prior to finalizing intern job targets, the director of elementary schools met with the appropriate principals and interns to ascertain intern administrative study status. The depth of each intern experience was then planned accordingly. For example, two of the elementary interns had completed administrative degrees and were each assigned a 10-week, in-depth experience at one school each. One of the elementary interns had not begun administrative study and was assigned two five-week survey experiences at two schools.

The elementary in-depth experiences included such targets as, developing a problem-solving model as part of a reading curriculum study, assessing current budgetary practices and identifying new budget building model, participation in day-to-day school management items, etc. (Appendix C and D). The elementary survey experiences included such targets as, attendance at various faculty and school committee meetings, writing a teacher bulletin, assisting in the parent conference preparation process, critiqueing curricular study and activity plans, etc. (Appendix E).

At the middle school level, the intern experiences included a mix of survey level and indepth level work. This is outlined (Appendix F).

The high school intern experiences included working with principals and vice principals in areas such as, teacher assessment, interview techniques, attendance and discipline procedures, curriculum and office procedures, and athletics (Appendix G).

Each intern was assigned an advisor from the intern committee to provide advice and counseling on development of career plans, and to answer any unanswered questions throughout the internship experience. The administrative levels of the advisors did not necessarily match those of their intern-advisees.

In accordance with Step 8 of the IDPEL program outline, each of the 7 interns were evaluated by the screening committee and continued in the program. Specific criteria for evaluating the interns for continuation was not specified by the records.

At the end of the internship period, the 7 interns met as a group with the screening committee in a 4-day workshop. The purpose of this workshop was to help each intern put their building-level experience in the larger district perspective. This included discussion and sharing of experiences, insights gained, questions generated, and an overview of the district and each of the 4 divisions in the district (Appendix H). While the interns themselves were not finally and formally evaluated, the associate superintendent, division of instruction, evaluated the program by questioning the interns as a group.

Intern Highlights, 1978-82

While the intern selection process was not implemented during the 1977-78 school year, the program was resumed for the 1978-79 school year. During the subsequent years, central office and summer school internships were added to the program. The process of intern selection and evaluation of interns and experiences remained much the same as it had been during the first year of the IDPEL program.

The level directors (principal supervisors for elementary, middle and high schools) assumed an increasingly direct role in the design of intern experiences. This resulted in the identification of more specific and outcome-based administrative competencies, tied in with the design of more comprehensive experiences in some cases (elementary and high school levels, Appendices I and K, for examples), and, a more comprehensive internship procedural guideline specifying suggested activities, exposures and intern report procedures, in other cases (middle school level, Appendix J, for example).

Beginning with the 1978-79 school year, interns were allotted from 20 to 45 days each for their internships. This increase was the result of program improvements suggested by first-year interns and intern supervisors. Given the limited number of days budgeted for by the Office of Staff Development, an issue the screening committee had to resolve was, whether or not to select more interns with fewer days each per year, or, fewer interns with more days each per year. District records indicated no clear rationale for deciding which interns got a given number of days.

Some IDPEL Statistics

Tables 2.9 and 2.10 indicate statistical data regarding numbers, levels and placement of IDPEL participants from August, 1976 to December, 1982.

TABLE 2.9

IDPEL STATISTICS BY YEAR

el	hip	Number of Interns				Number of Administrative Placements As of 12/82				Number of Non-Placements				
		Male	Female	Minority	Total**	Male	Female	Minority	Total**	Male	Female	Minority	Total**	
			4	1	4		2	1	2		1		1	
			1		1	1	1	1	2		1		1	
		2		1	2	1			1					
														7
			4		4		3		3		1		1	
			1		1		1		1		1		1	
		2	1		3	1			1	1	1		2	
			1***		1									
														9
			3	1	3		3	1	3					
		1			1	1			1					
		2	1		3	2	1		3					
														7
			2		2						2		2	
														2
		1	3	1	4		1	1	1	1	2		3	
		1	2	1**	3		1		1	1	1	1	2	
		1	1+		2					1		1	1	
		1			1		1		1	1			1	10
ALS		11	24	5	35	6	14	4	20	5	10	1	15	

hip and level of teaching assignment may differ.
ty count
acement
ale (one placed, one non-placed)
cement

TABLE 2.10

IDPEL PLACEMENT STATISTICS
(1976-1982)

# of Interns	# of Placements	% of Placements	# of Nonplacements	% of Nonplacements	
16	9	56%	6	44%	Includes one placed at MS level
5	5	100%	0	0%	Only 2 placements interned at MS level
12	5	41%	7	59%	One additional placed at MS level. One additional placed at C.O. level
2	1	50%	1	50%	Placement was to MS level
35	20	57%	15	43%	Data does not includes 1983-84 interns.

The IDPEL Program, 1983-84

A rather significant shift in the program selection process and (elementary level) design took place beginning with the 1983-84 intern year. For the first time, an assessment center process (similar to the NASSP model) was devised and implemented by the Office of Staff Development, as a major part of intern selection.

After applicants were eliminated or selected through paper screening, the 12 remaining applicants were administered a 5-hour final selection process which included individual interviews, writing samples, in-basket decision-making, leaderless discussion groups, verbal presentations, and role playing (Appendix L). Each assessment activity was supervised or observed and rated by one or more assessors. Assessors were members of the intern screening committee, including the superintendent and cabinet. Portions of each assessment activity were classified under a list of 10 competencies (Appendix L) and rated by a specified number of maximum points. Points for each applicant were totalled and internships were

granted to 6 of the 12 finalists. The interns selected included 5 elementary teachers and one middle school teacher, each to intern at their respective level. Each intern was alloted a 20-day internship.

Again, for the first time, the director of elementary schools envisioned the elementary internship spanning a 2-year period. The first year was to be spent developing strong curriculum leadership skills. Coincidentally, 4 of the 5 elementary interns had also been selected as District Resource Teachers, whose job was to lend leadership and direction to district curriculum study and implementation efforts. Since this position also allowed an average of 10 release days from teaching for each person, it provided the advantage of more time for internship experiences. The administration and design of the 1983-84 Elementary Level Intern Program (curriculum and instruction strand) is outlined in Appendix M.

Middle School Level

The middle school level internship continued with the same administration and design as outlined in Appendix J.

High School Level

Although there were a number of applicants, no interns were selected at this level for 1983-84.

Summary

The Identification and Development of Potential Educational Leaders (IDPEL) program of the Aurora Public Schools, Aurora, Colorado, has been reviewed within the context of the city of Aurora and Aurora Public Schools. This review included demographic data such as geographic location, housing factors, city employment and income data, educational data, and school district enrollment and employment data and projections.

Overall, Aurora is considered a middle class school community with a fairly conservative school district patronage. The main concern of school district patrons as expressed through its board of education is, provision of a thorough, basic education for all children, and, allowance and provision for each child to reach maximum potential.

The IDPEL program has evolved from one characterized by a specifically designed selection process and broadly defined implementation content and process, to one characterized by a changing selection process (not apparently clearly defined as before) and a more specifically defined implementation content and process. The review also noted differences in the extent and nature of implementation shifts from elementary, to middle, to high school. After the program's first year, implementation become and remained primarily the responsibility of the level directors, which was a move away from implementation responsibility by the Office of Staff Development.

Summary of Review of the Administrative Internship

Several aspects of the administrative internship have been reviewed in the process of developing a data base for the research-based model internship program. Included in the review were: a defining of the internship by several experts in the field, including authors, researchers, universities and school districts, an outline of the origins and development of the internship in the United States, theoretical and practical descriptions of intern-

ship administration and design, and a case study of a school district's (Aurora, Colorado) internship program.

This data was further analyzed and highlighted in Chapter III as part of the process of internship program model-building. Also included in Chapter III are questionnaire and interview data, an evaluative synopsis of current information on internship programs across the United States, and the collective treatment of all data (the model's data base).

CHAPTER III

METHODOLOGY AND PRESENTATION OF DATA

The purpose of this study was to develop a re-search-based model administrative internship program that a district may, with appropriate modification, utilize in efficiently developing and implementing, or improving its own internship program. The study included a review of of several expert viewpoints on what constitutes an optimal internship program, a case study and comprehensive in-district evaluation of a district-based program, a survey of internship programs and projects from across the United States, and, a review of planned organizational change models to facilitate program introduction into a district.

This chapter describes the methods, materials, and procedures used to collect, organize and analyze data used to provide part of the research base for the model program. The analysis and treatment of all data is then described. Finally, the data were assembled with data gathered from Chapter II and used to construct the

research-based model administrative internship program. The model was disseminated to a jury consisting of experts on the administrative internship, soliciting their evaluation and recommendations for modification. Jury evaluation and recommendations, and the resultant modified and finalized model program was then reported in Chapter IV.

Subjects

Questionnaire and Interview Respondents

An extensive evaluation was done of the Aurora Public Schools administrative internship program. This program is known as the Identification and Development Potential Educational Leaders (IDPEL) program. The respondent group initially consisted of three subgroups who, because of various interactions with the internship program, would be most prepared to answer related questions: board of education members (group A), central office administrators and former IDPEL intern supervisors (group B), and former IDPEL interns, whether or not they had since been placed in administrative positions (group C), were in the sample. The researcher sought to poll everyone, rather than a random sample. Questionnaires

were administered in person in a large group setting, or mailed, to a total of 88 people. This included group A, 11 people, group B, 42 people, and group C, 35 people. Completed questionnaires were received from a total of 64 people (73% return). This included group A, 5 returned (45%), group B, 32 returned (76%), and group C, 27 returned (77%). Upon advisement from the dissertation supervisor, group A, board of education members, was dropped from the study due to lack of sufficient feedback from questionnaire. (Appendix T contains letter to board members requesting personal background data.) Therefore, groups B and C remained as the only ones to be reported and administered follow-up interviews. So, of 77 questionnaires sent to groups B and C, a total of 59 (77%) were returned and reported.

Respondents to Requests for Internship Program Literature

Eight universities and nine school districts nationwide, were called by phone, and were requested to send whatever literature they could that described their internship programs to someone interested in applying. Literature was received from seven universities and six school districts.

Materials

Structured Questionnaire

A structured questionnaire was developed by the researcher, the purpose of which was to evaluate the Aurora Public Schools (Aurora, Colorado) internship program. Appendix O contains the questionnaires used for respondent groups A, B and C. Questionnaire items measured respondent feedback to such items as, internship descriptors, program improvement needs, and program effectiveness in providing experiences and developing competencies. Categories of descriptors, improvement needs, experiences and competencies were derived primarily from the professional literature, and secondarily, from input from district administrators and former interns regarding what should be measured.

The questionnaire was then screened by a district committee consisting of the Assistant Superintendent of Administrative Services, Director of Staff Development, and Director of Curriculum. Upon final approval by the

dissertation committee, the questionnaire was pilot tested on four respondents, representing all groups, and modified, before being administered to all groups.

Structured Interview Schedule

A structured interview schedule was developed by the researcher, the purpose of which was to further validate or clarify selected questionnaire responses. Appendix P contains the interview schedule used for all respondents. Responses to be validated included certain internship program descriptors and effectiveness indicators receiving group ratings at either extreme (on a 6-point scale). Items to be clarified included specification of quality intern experiences (rated 5.4 by the total group), and items to be included in a board of education policy statement supporting the internship program (rated 5.4 by the total group). The interview schedule was then discussed with the dissertation committee chairman, pilot tested with one group B respondent, and revised before being administered to selected group B and C respondents.

Internship Program Components Matrix

A descriptive internship program components matrix was developed by the researcher, the purpose of which was to broadly analyze four general components of internship program information collected from several universities and school districts. The institutions analyzed were selected based upon the presence of currently operating internship programs and willingness to forward related printed information to the researcher. The researcher also considered the desirability of geographic spread of institutions. Appendix R contains the Program Components Matrix used.

Organizational Change Models and Internship Program Design Models

These models were described in some detail in Chapter II, Review of Related Literature.

Procedures

Implementation of Questionnaire and Interview Schedules

Questionnaire Implementation

Letters were sent to members of the board of education and past participants in the Aurora Identification and Development of Potential Educational Leaders (IDPEL) program. The letters (Appendix T) informed respondents of the purpose of the questionnaire, solicited their cooperation, and requested background data on board members.

Approximately two-thirds of group B and C respondents who returned the questionnaire appeared at the Administration Building at the designated time to complete the questionnaire in person. Approximately one-third of group B and C respondents returning questionnaires did so through inter-district or U.S. mail. For those respondents appearing at the Administration Building for questionnaire completion, signs displaying logistical instructions for completion, were displayed. These

instructions included such items as checking off names on list, directions for which questionnaire schedule (B or C) to complete, and encouragement to ask the researcher to clarify any unclear directions or questions. Each respondent took an average of 30 minutes to complete the questionnaire.

All questionnaires for group A respondents were distributed and collected through either inter-district or U.S. mail. Again, these were then dropped from the study, due to insufficient data.

Interview Implementation

Several factors were considered in selecting interview respondents. These included respondents in group B considered to be in key positions for impacting possible IDPEL program modifications, and respondents in group C who had, since their internships, had been placed in administrative positions in Aurora. It was thought that these particular former interns could provide valuable, experience-based insights and hindsight into their interview responses, because of their subsequent administrative experiences.

The interviews included twelve central office administrators or former intern supervisors, and five former interns. All levels of both groups were represented (elementary school, middle school, high school, and central office) in the interviews, including, the Superintendent, an Associate Superintendent, two Assistant Superintendents, and the Directors of Elementary Schools, Middle Schools, and High Schools, Curriculum, and Staff Development.

All interviews were conducted in person, and responses recorded in writing during the interviews. Each interview lasted an average of 40 minutes.

Analysis of Questionnaire
and Interview Data

The tabulation and analysis of questionnaire and interview data is presented in four sections. The first section presents the respondent group questionnaire ratings of program descriptors, improvements needs, and effectiveness in providing experiences and developing competencies. This section also includes an analysis of any significant differences in agreement between the two groups.

Section 2 contains an analysis of the relationsips between group agreement or disagreement with survey items and the personal background characteristics of the respondents. Relationships were tested for significance through application of a Chi-square analysis.

Section 3 presents an analysis of the follow-up interviews, which served to validate or clarify selected mean questionnaire responses.

Section 4 presents open-ended comments from all group respondents to the questionnaire and interviews, from which various response patterns were noted.

Section One

Respondent Ratings of Agreement and Disagreement With Survey Items

Mean rating values were calculated for the administrative group (B), intern group (C), and the total group responses (B and C) to determine the extent of their agreement or disagreement on each survey item. In addition, on items where groups B and C did not agree, a Chi-square treatment was applied to determine whether or not these differences were significant.

This section reports the respondents' rating of descriptors drawn from the literature to define the administrative internship, their rating of program improvement needs, and their rating of program effectiveness in terms of specified administrative experiences and the development of specified competencies.

The respondent group mean responses, shown in Table 3.1, indicate their extent of agreement or disagreement with descriptors used by the experts (Newell, Davies, etc. in Chapter II) to define the administrative internship. The mean scores represent values on a six-point scaled response scale. Scores below 3.5 on questions 1b, 1c, 1d, and 11, and scores at or above 3.5 on questions 1a, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1m, 1o, 1p, 1q, indicate respondent group agreement with the experts.

Table 3.1
Mean Values of Respondent Group Ratings on Defining the Administrative Internship

Descriptor	X Group Rating		
	B	C	B+C
The following should be included in defining "the administrative internship."			
a. a phase of professional preparation	5.0	5.4	5.2
b. occurs before formal administrative study	2.6	2.7	2.7

Table 3.1 (cont'd)
Mean Values of Respondent Group Ratings on
Defining the Administrative Internship

Descriptor		X Group Rating		
		B	C	B+C
c.	occurs at the beginning of formal administrative study	2.9	2.8	2.9
d.	occurs in the middle of formal administrative study.	3.7	3.7	3.7
e.	occurs near the completion of formal administrative study.	3.9	3.8	3.9
f.	occurs after the completion of formal administrative study	3.2	3.6	3.4
g.	provides experience under the competent supervision of a university representative	2.7	4.4	3.5
h.	provides experience under the competent supervision of a practicing administrator	5.6	5.6	5.6
i.	helps develop competence in performing administrative responsibilities	5.3	5.5	5.4
j.	identifies individuals exemplifying potential administrative talents.	5.1	5.6	5.3
k.	screens individuals out of administration	4.9	4.5	4.7
l.	is essentially exploratory.	4.0	3.3	3.7
m.	provides specialized training	4.0	4.3	4.1
n.	systematically develops individuals exemplifying potential administrative talents.	4.9	4.9	4.9
o.	adequately prepares individuals to assume leadership roles in education	4.1	4.2	4.2
p.	provides service to the district where the internship occurs.	4.6	5.0	4.8
q.	provides real, instead of simulated, experiences whenever possible	5.5	5.5	5.5

Comparison of Respondent Group and Expert Agreement on Defining the Internship

Responses were analyzed to determine whether or not the survey respondents agreed with expert definitions of the administrative internship. As noted in Table 3.2, the experts disagreed with only three descriptors: Those which placed the internship in the middle of or after formal administrative study, and, the descriptor which defined the internship as exploratory. The combined respondent groups disagreed with experts only on the placement of the internship with formal study. However, the administrator response group (group B) disagreed on two additional descriptors, feeling that the internship should be esentially exploratory, and that it should not be supervised by a university representative.

Table 3.2

Comparison of Respondent and Expert Definitions of the Administrative Internship

Defini-tions	Experts Agree with Survey Item	Ratings		
		Groups Agree with Experts		
		B	C	B & C
a	yes	yes	yes	yes
b	no	no	no	no
c	no	no	no	no

Table 3.2 (cont'd.)

Comparison of Respondent and Expert
Definitions of the Administrative
Internship

Defini-tions	Experts Agree with Survey Item	Ratings Groups Agree with Experts		
		B	C	B & C
d	no	*yes	*yes	*yes
e	yes	yes	yes	yes
f	no	*no	yes	*no
g	yes	*no	yes	yes
h	yes	yes	yes	yes
i	yes	yes	yes	yes
j	yes	yes	yes	yes
k	yes	yes	yes	yes
l	no	*yes	no	yes
m	yes	yes	yes	yes
n	yes	yes	yes	yes
o	yes	yes	yes	yes
p	yes	yes	yes	yes
q	yes	yes	yes	yes

*Discrepancy in Respondent and Expert agreement.

Comparison of Administrator and
Internship Group Responses on Defining the Internship

The two respondent groups disagreed on three internship descriptors. Administrators preferred the internship during formal study, did not wish university supervision, and saw the experience as exploratory. The intern group preferred the experience after formal study, under university supervision, and not as an essentially

exploratory experience. However, only the difference regarding university supervision was highly significant. A display of administrator and intern group differences is contained in Table 3.3.

Table 3.3

Administrator and Intern Group
Disagreement on Survey
Items

Item #	B Group X Admin.	C Intern	Significance of X^2 Difference	
#1 (internship descriptor)				
f.	3.2	3.6	.90	ns
g.	2.7	4.4	9.26	p = .01*
l.	4.0	3.3	1.68	ns
#17 (improvement needs)				
d.	3.9	3.3	.094	ns
h.	3.9	3.4	.02	ns
j.	2.9	3.7	3.47	p < .06
#18 (intern experiences)				
none				
#19 (intern competencies)				
none				

*Significant at or beyond .05 level.

Comparison of Administrator and Intern Group
Responses on the IDPEL Program Improvement Needs

Table 3.3 indicates that the two groups disagreed on three areas of improvement need. Administrators saw a need to improve the matching of interns and supervisors, and a need to improve intern supervision. The interns saw no need for improvement in these items. However, the interns indicated a need to improve the university guidance function, while the administrators disagreed. The university guidance disagreement showed the highest level of significance $(p < .06)$ but failed to reach the .05 level.

Respondent Ratings of
Internship Improvement Needs

The mean responses shown in Table 3.4 indicate respondent group agreement or disagreement with area of potential internship improvement needs.

The combined groups agreed that the IDPEL program needs improvement in all areas except that of university guidance. The strongest needs for improvement were noted as in the extent of learning experiences provided, the evaluation of interns, relationships between program participants and the Office of Staff Development, and the types of learning experiences provided.

The administrator group saw the greatest improvement needs in the extent of learning experiences and in intern evaluation. The intern group saw the greatest improvement need in the relationship between program participants and the Office of Staff Development.

Table 3.4
Mean Values of Respondent Group Ratings of IDPEL Improvement Needs

Area of Improvement		B	C	B+C
			X Group Rating	
a.	definition/purpose.	3.9	3.5	3.7
b.	selection criteria	3.7	3.6	3.7
c.	selection process	3.7	3.6	3.7
d.	matching interns and supervisors	3.9	3.3	3.6
e.	types of learning experiences provided	4.2	3.7	4.0
f.	extent of learning experiences	4.6	4.0	4.3
g.	program structure.	3.8	3.7	3.8
h.	intern supervision.	3.9	3.4	3.7
i.	intern evaluation	4.5	4.0	4.2
j.	university guidance	2.9	3.7	3.3
k.	relationship between program participants (interns, supervisors, etc.) and Office of Staff Development	3.9	4.2	4.1

‏spondent Ratings of the IDPEL Program Effectiveness ‏garding Experiences and Competencies

The mean scores of group responses displayed in Table 5 indicate agreement or disagreement with the effectiveness

of the IDPEL experiences and with the effectiveness of competency development. Both the administrator and intern groups, and the combined groups, agreed that all IDPEL experiences were effective in administrative preparation. The administrator group found the most effective experiences to be those of curriculum and instructional leadership. Intern group respondents found experiences in curriculum and leadership and staff development to be most effective. All of the mean scores averaged 4.0 or greater, on the 6-point scale.

All groups also agreed that all competencies listed were developed effectively within the IDPEL program. The administrator group found the strongest competency development in the area of personal/professional growth, while the intern group gave the highest rating to the competency of program implementation. All mean scores averaged 4.2 or greater.

Comparison of Administrator and Intern Group Responses

As seen in Table 3.3, there were no differences in agreement between the two groups on factors of either effective experiences or competency development.

Table 3.5
**Mean Values of Respondent Group Effectiveness Ratings of
of IDPEL Experiences and Competencies**

Experience or Competency	X Group Rating		
	B	C	B+C
Experiences			
a. curriculum leadership	4.4	5.2	4.7
b. instructional leadership	4.4	5.1	4.7
c. staff development.	4.2	5.2	4.5
d. personnel evaluation	4.0	4.8	4.3
e. budget planning/management	4.2	4.6	4.4
f. scheduling	4.1	4.2	4.2
g. student personnel	4.2	4.8	4.5
h. community relations	4.2	5.1	4.5
Competencies			
a. individual communications	4.4	4.9	4.6
b. interpersonal relationships	4.7	5.0	4.9
c. group facilitation	4.4	4.9	4.6
d. decision-making	4.5	4.9	4.7
e. planning, organizing, controlling.	4.6	5.0	4.8
f. program implementation	4.2	5.1	4.4
g. performance expectations of an administrator.	4.6	4.6	4.6
h. adaptability and flexibility	4.7	4.8	4.7
i. knowledge of organizational expectations	4.7	4.8	4.7
j. personal/professional growth	5.0	5.0	5.0
k. facilitating change	4.5	4.8	4.6

Section Two

Relationships Between Ratings and
Personal Background Characteristics

Chi-square values were calculated to determine the relationship between group agreement or disagreement on selected survey items, and the personal background characteristics of respondents. The items selected were those relating to IDPEL improvement needs, experience effectiveness, and intern competency development. Responses also were examined in relation to the subsequent placement or nonplacement of interns in administrative positions.

Values were calculated for the administrator group and for the intern respondent group separately, and for both groups combined. The significance of each Chi-square value was determined, and those values equaling or exceeding a .05 level of significance were reported. A listing of all Chi-square values obtained is contained at the end of each section on improvement needs, experience effectiveness, and competency development effectiveness.

Relationships Between Personal Background
Characteristics and IDPEL Improvement Needs

All significant relationships between personal characteristics and the IDPEL improvement needs are shown

in Table 3.6a. Significance was found mainly with factors of respondent age, and the year of IDPEL participation, and related to the need for improvement in eight IDPEL program areas. All related Chi-square values are shown in Table 3.6b.

Age

The single characteristic most often related significantly to improvement needs was that of age. The older respondents (ages 40-54) were more in agreement with the need for improvement than were younger respondents (ages 25-39). The older administrators and the older combined group saw significant need for improvement in the IDPEL program definition and purpose. The older intern group noted significant need for improvement in the IDPEL selection process, and in the extent of learning experiences provided.

Year of Participation

A second characteristic grouping which occurred in findings of significance was the year of internship experience. Significant relationships were noted only among first- and second-year participants. Combined groups from 1976-77 agreed that the IDPEL program needed improvement in matching interns and supervisors, and in the extent of learning experiences provided. The 1978-79

interns found a significant need to improve the selection process, while both the interns and the combined group agreed on the need to improve the selection criteria.

Current Position

Current elementary level building administrators who supervised interns were significantly more in agreement with the need to improve intern supervision than were administrators on other levels. Also, former interns who currently were teaching saw a significant need to improve relationships between IDPEL participants and Office of Staff Development relationships.

Graduate Hours, Degrees Completed

In general, respondents with a higher number of graduate hours completed felt a greater need for program improvement. Two areas were highly significant. Interns with 10 or more graduate hours completed prior to the internship saw a significant need to improve selection criteria. Interns with 10 or more graduate hours completed after the internship were significantly more in agreement with the need to improve the IDPEL program structure. Also, the higher-degreed administrators were more significantly in agreement that relationships between program participants and the Office of Staff Development needed to be improved.

Table 3.6a

Significant Relationships Between Respondent
Personal Background Characteristics
and IDPEL Improvement Needs

Characteristic	Improvement Need	Group	Level of Significance
Year of Participation			
1976-77	matching interns and supervisors	B + C	.01
	extent of learning experiences	B + C	.04
1978-79	selection criteria	C	.05
	selection criteria	B + C	.05
	selection process	C	.05
Current Position			
Building Administrator	intern supervision	B	.04
Teacher	relationship between participants and Staff Development	C	.05
Age			
40-54	definition/purpose	B	.04
40-54	selection process	C	.05
40-54	extent of learning experiences	C	.02
40-54	definition/purpose	B + C	.02
Degrees			
Masters +	relationship between participants and Staff Development	B	.03
Graduate Hours			
10 or more hours completed before IDPEL completion	selection criteria	C	.04
10 or more hours completed after IDPEL completion	program structure	C	.02

Chi Square Values for Relationships Between Respondent Personal Background Characteristics and IDPEL Improvement Needs

Responses					Characteristics						
Question #17	Current Building Administrators						Current Teacher				
	B		C		B & C		B		C		B & C
IDPEL improvement needs	X^2	p	X^2	p	X^2	p	X^2	p	X^2	p	X^2	p
a	1.3	.73	2.3	.52	3.3	.34	no X^2 values obtained		2.9	.23	2.4	.30
b	2.8	.42	4.1	.25	4.3	.23			4.6	.10	3.4	.18
c	1.2	.76	6.9	.07	6.2	.10			5.9	.06	4.3	.12
d	6.1	.10	.39	.94	4.8	.19			2.8	.25	2.7	.26
e	.54	.91	.80	.85	1.3	.74			.23	.89	.24	.89
f	1.7	.64	1.5	.69	1.4	.71			1.5	.47	2.1	.34
g	.70	.87	1.1	.77	.74	.86			4.5	.11	1.9	.38
h	8.2	.04*	4.3	.24	5.8	.12			1.4	.50	1.3	.53
i	2.6	.46	1.9	.59	4.5	.21			.65	.72	.82	.66
j	3.6	.31	4.0	.26	3.0	.39			1.5	.48	3.4	.18
k	4.4	.22	2.7	.44	1.4	.71			6.1	.05*	5.4	.07

*p $\leqq$ .05

Responses					Characteristics						
Question #17	Educational Experience in Colorado						Total Educational Experience				
	B		C		B & C		B		C		B & C	
IDPEL improve-ment needs	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	.17	.68	.13	.72	.27	.60	2.7	.10	.77	.38	2.1	.15
b	1.5	.22	.56	.45	1.9	.17	.03	.85	.17	.68	.10	.75
c	1.1	.30	.06	.81	.89	.35	.08	.78	.56	.45	.36	.53
d	.17	.68	.02	.88	.05	.82	.03	.85	.30	.58	.44	.51
e	.19	.66	.32	.57	.35	.53	.35	.55	.08	.78	.30	.58
f	3.0	.09	.71	.40	.05	.83	.60	.44	2.2	.14	1.5	.22
g	.04	.84	.71	.40	.003	.96	.08	.78	.40	.53	.06	.81
h	.67	.41	.29	.59	.47	.50	.00	1.0	.30	.58	.46	.51
i	.55	.46	.02	.88	.002	.97	.60	.44	1.1	.30	.15	.70
j	1.7	.19	.29	.59	.10	.75	.35	.55	.008	.93	.46	.50
k	1.5	.22	.13	.72	3.3	.07	.03	.85	.05	.82	.90	.34

*p $\leqq$ .05

Responses Question #17 IDPEL Improvement Needs	Group B		Age (8 classes) Group C		Comb. B&C		B		Age (6 classes) C		B&C	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	7.6	.37	6.3	.28	11.4	.12	4.1	.04*	2.7	.10	6.0	.02*
b	5.2	.64	5.9	.32	8.6	.28	.08	.77	1.9	.17	.36	.55
c	7.9	.34	7.3	.20	10.9	.14	.68	.41	3.9	.05*	.34	.56
d	11.1	.13	9.4	.09	12.5	.09	.23	.63	1.2	.28	1.3	.25
e	12.5	.09	9.3	.10	8.2	.32	2.4	.13	.75	.39	2.8	.10
f	6.1	.53	7.0	.22	5.3	.63	.03	.86	5.7	.02*	3.0	.09
g	7.1	.42	8.2	.15	9.9	.19	.53	.47	2.2	.14	1.2	.27
h	7.9	.34	3.8	.57	8.8	.27	.00	1.0	.10	.78	.02	.90
i	11.3	.13	9.6	.09	13.9	.06	.56	.45	.10	.76	.70	.41
j	8.5	.29	3.9	.56	6.9	.44	.86	.35	.00	1.0	.01	.91
k	7.5	.38	6.2	.29	11.6	.12	.08	.77	1.4	.23	1.7	.19

Characteristics

*p $\leqq$ .05 level of significance.

Responses Question #17 IDPEL Improvement Needs	Characteristics |||||| Age, two classes |||||| Degrees					
	B		C		B & C		B		C		B & C	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	4.1	.04 *	2.7	.10	6.0	.02*	9.2	.06	1.5	.82	7.5	.18
b	.08	.77	1.9	.17	.36	.55	8.3	.08	4.2	.37	6.8	.23
c	.68	.41	3.9	.05*	.34	.56	6.7	.15	5.6	.23	7.6	.18
d	.23	.63	1.2	.28	1.3	.25	2.4	.66	2.5	.64	3.0	.69
e	2.4	.13	.75	.39	2.8	.10	4.9	.30	.85	.93	4.3	.50
f	.03	.86	5.7	.02*	3.0	.09	1.4	.85	1.3	.82	1.9	.86
g	.53	.47	2.2	.14	3.0	.09	8.8	.07	1.8	.77	8.0	.15
h	.00	1.0	.10	.78	1.2	.27	4.5	.34	4.5	.32	3.0	.70
i	.56	.45	.10	.78	.02	.90	7.7	.11	2.8	.59	6.1	.30
j	.86	.35	.00	1.0	.70	.41	6.2	.19	4.3	.37	6.3	.28
k	.08	.77	1.4	2.4	.01	.94	10.2	.03*	3.9	.43	10.1	.07

*p $\leqq$ .05 level of significance.

Responses Question #17 IDPEL Improvement needs	Affiliations						Years Experience in APS					
	B		C		B & C		B		C		B & C	
	X^2	p	X^2	p	X^2	p	X^2	p	X^2	p	X^2	p
a	1.1	.29	.05	.82	.94	.33	.85	.36	.13	.72	.85	.36
b	1.1	.29	.001	.97	.67	.41	.31	.58	.56	.45	.84	.36
c	.68	.41	.76	.38	1.3	.26	.70	.40	.06	.81	.62	.43
d	.08	.77	.35	.56	.007	.94	.85	.36	.02	.88	.33	.56
e	.86	.35	.12	.73	.28	.60	.35	.55	.32	.57	.002	.96
f	1.2	.27	.27	.60	1.6	.19	.31	.58	.71	.39	.97	.32
g	.68	.41	.32	.57	.05	.83	.42	.52	.71	.40	1.1	.30
h	.58	.45	.35	.56	.05	.82	.00	1.0	.02	.88	.01	.92
i	1.2	.27	.11	.74	1.2	.25	.31	.58	.29	.59	.60	.44
j	.01	.92	.05	.82	.05	.83	.97	.32	.13	.72	.84	.36
k	3.3	.07	2.7	.10	.14	.71	2.7	.10	.82	.37	.45	.50

Characteristics

*p $\leq$ .05

Responses
Question #17
IDPEL Improvement Needs

	Before		Grad. Hours After		Characteristics B		1976-1977 C		B&C	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	.90	.34	1.5	.22	.37	.54	1.5	.22	1.5	.23
b	4.5	.04	2.2	.14	.02	.89	1.1	.30	.21	.64
c	3.0	.08	3.2	.08	.16	.69	.76	.38	.02	.89
d	.94	.33	.02	.90	8.2	.01	2.0	.16	9.8	.01
e	.07	.79	1.4	.23	1.3	.25	.49	.48	1.8	.18
f	.52	.47	2.3	.13	1.6	.21	2.6	.11	4.3	.04*
g	.94	.33	5.9	.02*	.13	.72	.27	.60	.18	.67
h	.94	.33	.02	.90	1.3	.26	2.0	.16	2.8	.09
i	.11	.75	.79	.37	.29	.59	.63	.43	.69	.41
j	.03	.86	.14	.71	1.3	.25	.05	.82	1.1	.29
k	.52	.47	.12	.73	.37	.54	.32	.51	0.0	1.0

*$p \leq .05$

Table 3.6b (cont'd.)

Responses
Question #17
IDPEL Improvement needs

needs	1978-1979 B x^2	p	1978-1979 C x^2	p	1978-1979 B&C x^2	p	1979-1980 B x^2	p	1979-1980 C x^2	p	1979-1980 B&C x^2	p	1980-1981 B x^2	p	1980-1981 C x^2	p	1980-1981 B&C x^2	p
a	.16	.69	3.1	.08	1.6	.21	.02	.89	1.8	.18	.70	.40	.51	.48	.72	.40	1.0	.32
b	1.3	.26	3.9	.05*	4.0	.05*	.79	.37	2.3	.13	2.6	.11	.51	.48	.49	.49	.09	.77
c	.62	.43	4.9	.03*	3.6	.06	1.3	.25	.34	.56	1.7	.19	.13	.72	.29	.59	.01	
d	1.0	.30	.35	.56	.33	.56	1.8	.17	1.4	.24	.27	.60	.51	.48	1.0	.32	1.4	.23
e	.06	.81	.12	.73	.01	.96	.12	.73	3.7	.06	.56	.45	.58	.45	.15	.70	.11	.74
f	.38	.54	.32	.54	.14	.71	.13	.71	.93	.33	.12	.90	1.7	.20	.05	.82	.33	.56
g	.43	.51	2.7	.10	.43	.51	.16	.69	.93	.33	1.1	.30	.13	.72	2.0	.16	.01	.95
h	1.1	.29	.35	.63	.19	.66	.14	.71	.01	.94	.05	.82	.00	1.0	1.0	.32	.21	.65
i	.38	.54	.63	.43	.02	.89	.13	.71	1.4	.23	.10	.76	1.7	.20	1.6	.20	.03	.87
j	1.0	.32	.05	.82	1.6	.21	1.3	.25	.72	.40	.67	.41	.58	.45	1.7	.16	.01	.97
k	1.1	.30	2.7	.10	.20	.66	.02	.89	.05	.83	.06	.80	.00	1.0	2.0	.16	.07	.79

*$p \leqq .05$

Relationships Between Personal Background Characteristics and IDPEL Training Experience Effectiveness

All significant relationships between personal background characteristics and components of IDPEL experience are shown in Table 3.7a. Significance was found generally with the year of IDPEL participation and with current position, and occurred frequently in regard to staff development and community relations training experiences. All related Chi-square values are shown in Table 3.7b.

Year of Participation

Former supervisors and interns from the past three IDPEL program years (79-80, 80-81, 81-82) significantly disagreed that training in the area of staff development was effective. In addition, both groups participating in the second (78-79) and fourth (80-81) program years disagreed with the effectiveness of personnel evaluation training; first-year interns (1976-77) disagreed with the effectiveness of training in scheduling and third-year interns (79-80) disagreed with the effectiveness of community relations training.

Current Position

Former interns who then became administrators disagreed with the effectiveness of community relations training. Current teachers and administrators from combined groups significantly disagreed that training in curriculum leadership was effective. Current teachers disagreed with the effectiveness of training in the scheduling experience.

Age

The younger respondents (ages 25-39) of both the intern and administrative groups were in significant disagreement with the effectiveness of IDPEL training in staff development, and in community relations.

Affiliations

Those former interns with fewer affiliations were in significant disagreement with the effectiveness of training in budget planning and management.

Graduate Hours

Intern group respondents with less than 10 graduate hours completed after the internship were in more significant agreement with the effectiveness of instructional leadership training than were other interns.

Table 3.7a

Significant Relationships Between Respondent Personal Background Characteristics and IDPEL Training Experience Effectiveness

Characteristic	Training Experience	Group	Level of Significance	Development Effective?
Year of Participation				
1976-77	Scheduling	C	.01	No
1978-79	Personnel Evaluation	B, B + C	.01	No
1978-79	Staff Development	B + C	.01	No
1979-80	Community Relations	C	.05	No
	Staff Development	B + C	.05	No
1980-81	Personnel Evaluation	B, B + C	.02, .01	No
	Staff Development	B, B + C	.05, .03	No
Age				
25-39	Staff Development	B + C	.04	No
40-54	Community Relations	B + C	.04	No
Graduate Hours After IDPEL	Instructional Leadership	C	.02	Yes
Current Position				
Building Administrators	Community Relations	C	.03	No
	Curriculum Leadership	B + C	.04	No
Teachers	Curriculum Leadership	C	.05	No
	Scheduling	C	.03	No
Professional/ Community Affiliations	Budget Planning/ Management	C	.02	No

TABLE 3.7b

**Chi Square Values for Relationships Between Respondent Personal Background Characteristics
and IDPEL Training Experience Effectiveness**

Responses IDPEL **Question #18** Training Experience Effectiveness	$\mathbf{B}$ X^2	p	Current Teachers $\mathbf{C}$ X^2	p	$\mathbf{B \& C}$ X^2	p	Grad. Hours $\mathbf{C\ Before}$ X^2	p	$\mathbf{C\ After}$ X^2	p
a	no X^2 values obtained		3.2	.20	9.8	.05*	.42	.52	2.9	.09
b			.78	.68	1.3	.86	1.2	.28	5.7	.02*
c			.09	.96	3.3	.51	.03	.86	1.7	.19
d			2.0	.74	5.7	.27	1.2	.55	2.3	.32
e			3.3	.57	4.1	.40	1.2	.54	2.2	.33
f			5.9	.21	11.2	.03*	.35	.84	1.2	.53
g			3.9	.42	6.9	.14	.02	.99	1.1	.57
h			.79	.92	5.1	.23	1.1	.57	1.2	.56

*$p \leq .05$

Responses						Characteristics						

Question #18
IDPEL
Training
Experience
Effectiveness

Responses	# of Affiliations						Bldg. Administrators					
	B		C		B & C		B		C		B & C	
	X^2	p	X^2	p	X^2	p	X^2	p	X^2	p	X^2	p
a	2.3	.31	.02	.88	.28	.87	11.5	.07	2.8	.42	13.8	.04*
b	2.3	.31	.12	.73	.42	.81	6.2	.40	2.6	.46	7.2	.30
c	.97	.62	.05	.82	.52	.77	3.7	.72	.10	.99	3.8	.70
d	3.6	.16	2.0	.37	.70	.70	7.0	.32	1.9	.93	3.7	.72
e	.23	.89	8.7	.02*	4.0	.14	3.7	.71	4.8	.57	4.6	.60
f	1.1	.59	1.7	.43	.26	.88	3.2	.78	6.8	.34	3.4	.75
g	2.4	.30	1.8	.41	1.5	.47	1.3	.97	3.5	.75	1.9	.93
h	2.9	.24	.49	.78	2.2	.33	2.3	.89	14.7	.03*	5.7	.46

*$p \leqq .05$

Responses Question #18 IDPEL Training Experience Effectiveness	Characteristics B		Age, all categories C		B & C C		Central Admin. B	
	x^2	p	x^2	p	x^2	p	x^2	p
a	11.2	.67	4.0	.54	14.4	.42	.27	.87
b	12.3	.58	6.5	.26	11.1	.68	1.2	.55
c	12.1	.60	3.6	.61	20.0	.13	1.4	.50
d	8.9	.83	12.6	.25	17.2	.25	2.6	.28
e	8.8	.83	17.3	.07	12.0	.61	2.2	.33
f	12.6	.56	8.0	.63	11.5	.65	.93	.63
g	7.8	.90	10.6	.39	6.1	.96	.90	.64
h	13.0	.52	9.8	.46	25.1	.04*	.49	.78

$^*p \leq .05$

Responses Question #18 IDPEL Training Experience Effectiveness	Ages, 2 categories						Degree					
	B		C		B & C		B		C		B & C	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	1.3	.52	2.0	.16	2.7	.26	6.8	.56	4.5	.34	13.5	.19
b	.47	.79	3.0	.08	.94	.63	6.8	.56	5.8	.21	14.0	.17
c	4.8	.09	2.7	.10	6.8	.04*	5.5	.70	5.7	.22	9.8	.45
d	.61	.74	1.3	.51	.05	.98	9.5	.30	8.6	.38	6.8	.74
e	3.3	.19	4.0	.14	.21	.90	7.5	.48	10.3	.25	5.8	.83
f	1.4	.51	4.9	.09	2.4	.31	8.8	.36	6.1	.63	8.3	.60
g	2.4	.30	.99	.61	.91	.63	9.1	.34	8.1	.42	6.4	.78
h	4.1	.13	2.1	.35	2.7	.26	5.6	.69	15.0	.06	11.7	.30

*p $\leq$ .05

Table 3.7b (cont'd.)

Characteristics

Responses Question #18 IDPEL Training Experience Effectiveness	Years in APS B x^2	p	C x^2	p	B & C x^2	p	B x^2	p	Years in Colorado C x^2	p	B & C x^2	p
a	2.4	.31	.06	.81	1.0	.60	.57	.75	.06	.81	.93	.63
b	2.4	.31	2.0	.16	3.5	.17	2.7	.26	2.0	.16	.17	.92
c	.71	.70	.13	.72	.46	.79	1.1	.57	.13	.72	2.9	.23
d	1.7	.42	2.1	.35	1.3	.52	.35	.84	2.1	.35	.51	.77
e	1.3	.53	5.1	.08	3.2	.20	1.6	.45	5.1	.08	2.8	.25
f	1.8	.41	.96	.62	.89	.64	2.0	.37	1.0	.62	2.0	.36
g	3.2	.20	.35	.84	3.0	.23	.73	.70	.35	.84	.62	.74
h	1.5	.46	1.9	.38	2.5	.29	.85	.66	1.9	.38	3.7	.16

*p $\leq$ .05

Table 3.7b (cont'd.)

Responses Question #18 IDPEL Training Experience Effectiveness	Total Years in Education						1st Year IDPEL					
	B		**C**		**B & C**		**B**		**C**		**B & C**	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	.60	.74	.004	.95	3.0	.22	1.2	.54	.02	.88	2.1	.36
b	1.4	.50	1.9	.17	.16	.92	3.7	.15	.12	.73	5.3	.07
c	.71	.70	.49	.48	2.1	.36	1.7	.43	3.1	.08	1.9	.38
d	.84	.66	4.1	.13	.48	.79	1.5	.46	2.0	.37	2.3	.31
e	.71	.70	4.5	.11	1.6	.45	1.8	.42	.17	.92	1.0	.60
f	1.0	.59	.19	.91	1.0	.60	1.3	.53	8.9	.02*	1.1	.58
g	.97	.62	.28	.87	.27	.88	2.0	.37	1.5	.47	1.6	.44
h	.60	.74	.87	.65	4.8	.09	2.6	.28	2.5	.28	1.8	.40

Characteristics

*p $\leq$ .05

Table 3.7b (cont'd.)

Responses Question #18 IDPEL Training Experience Effectiveness	2nd Year IDPEL B		C		Characteristics B & C		B		3rd Year IDPEL C		B & C	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	1.6	.45	.02	.88	3.9	.14	1.2	.54	.29	.59	3.5	.18
b	1.6	.45	.49	.48	5.5	.06	1.2	.54	.15	.70	3.2	.21
c	2.7	.26	1.49	.22	8.6*	.01*	3.9	.14	.06	.81	6.0	.05*
d	10.0	.01*	.52	.77	12.2	.01*	4.0	.13	1.5	.47	4.2	.12
e	5.4	.07	.17	.92	3.1	.22	.08	.96	.21	.90	.65	.72
f	1.2	.53	.01	.99	2.0	.37	.32	.85	.49	.78	.06	.97
g	2.1	.36	.13	.94	3.1	.22	.32	.85	1.5	.48	1.1	.58
h	.12	.94	.49	.78	1.2	.55	.35	.84	6.3	.05*	3.1	.21

*p $\leq$ .05

Table 3.7b (cont'd.)

Responses Question #18 IDPEL Training Experience Effectiveness	4th Year IDPEL B x^2	p	C x^2	p	B & C x^2	p	5th Year IDPEL B x^2	p	C x^2	p	B & C x^2	p
a	1.0	.59	.34	.56	.92	.63	1.2	.54	.82	.37	.06	.97
b	1.0	.59	3.7	.56	1.1	.57	2.2	.33	.09	.77	2.5	.28
c	6.1	.05*	.06	.81	7.3	.03*	.17	.92	.22	.64	.89	.64
d	7.6	.02*	1.4	.49	9.1	.01*	.91	.64	1.8	.41	1.1	.58
e	.70	.71	3.8	.15	.43	.81	1.6	.43	.95	.62	3.2	.20
f	2.2	.34	4.5	.10	2.6	.28	.84	.62	1.2	.53	1.9	.39
g	2.2	.34	1.5	.48	.61	.74	1.5	.47	2.9	.24	3.0	.23
h	4.8	.09	1.4	.50	4.2	.12	.71	.70	.44	.80	.52	.77

$*p \leq .05$

Relationships Between Personal Background Characteristics and IDPEL Competency Development Effectiveness

All significant relationships between personal characteristics and competency development effectiveness are shown in Table 3.8a. Significance was found mainly with factors of participation year, age and experience, and related to eight areas of competency development effectiveness. All related Chi-square values are shown in Table 3.8b.

Year of Participation

Both the intern and administrator groups combined showed significantly low agreement with IDPEL competency development effectiveness. First- and second-year groups (76-77 and 78-79) evidenced low agreement with effectiveness in developing decision-making competencies. Third- and fourth-year groups (79-80 and 80-81) had low agreement with IDPEL training effectiveness in facilitating change. Group facilitation training also received significantly low agreement from the first- and fourth-year intern groups (76-77 and 80-81). The competency of (knowledge of) performance expectations received low agreement from first-year interns and from the second-year combined

groups (76-77 and 78-79 interns and supervisors). In addition, individual communication competency development received low agreement from third-year interns (79-80), interpersonal relationships competency development received low agreement from fourth-year interns (80-81), and program implementation competency development received low agreement from the second-year combined group (78-79, interns and supervisors).

Age

In the category of age, the younger intern group respondents (ages 25-39) had more significant agreement than older interns regarding the effectiveness of program implementation competency development. However, the younger interns had less agreement with the effective development of decision-making and facilitating change competencies.

Graduate Hours, Degrees Completed

Interns with less than 10 hours completed after the internship agreed, and those with over 10 hours disagreed with IDPEL effectiveness in developing the program imple-mentation competency. The higher-degreed interns

evidenced significantly less agreement with IDPEL effectiveness in developing the individual communications competency.

Experience in Colorado

Among the administrator group, respondents with more than 10 years experience in Colorado had more significant agreement with the development of the knowledge of organizational expectations competency. However, both the administrator and combined groups with over 10 years of Colorado experience had significantly more disagreement (than those with 10 or fewer years) with the effectiveness of IDPEL in developing the competency of facilitating change.

Position and Affiliations

Current administrators who were former interns significantly disagreed with IDPEL effectiveness in developing the group facilitation competency. The intern group with fewer affiliations significantly disagreed with the program's effectiveness in developing the performance expectations competency.

TABLE 3.8b

Chi Square Values for Relationships Between Respondent Personal Background Characteristics and IDPEL Competency Development Effectiveness

Responses Question #19 IDPEL Competency Development Effectiveness	Teacher						Bldg. Administrator					
	B		C		B & C		B		C		B & C	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	no x^2 values given		2.4	.66	2.4	.66	7.5	.27	8.7	.19	4.2	.65
b			1.1	.90	3.1	.55	4.5	.61	2.7	.85	4.9	.56
c			.76	.94	2.2	.69	5.2	.52	5.3	.51	4.5	.61
d			4.1	.39	5.3	.26	2.0	.92	3.7	.71	3.2	.78
e			6.9	.14	4.3	.37	2.3	.89	3.8	.70	3.4	.75
f			4.8	.09	.95	.92	2.5	.87	7.1	.07	5.1	.55
g			.76	.94	3.0	.55	2.5	.87	7.8	.25	6.9	.33
h			1.4	.85	1.5	.82	3.0	.81	1.9	.93	2.2	.90
i			1.4	.85	1.7	.79	3.4	.75	1.9	.93	3.3	.77
j			5.6	.23	4.1	.39	3.8	.71	5.7	.45	6.8	.34
k			2.1	.72	.85	.93	2.6	.86	2.8	.84	2.8	.82

*p   .05

Responses Question #19 IDPEL Competency Development Effectiveness	# of Affiliations B		# of Affiliations C		Characteristics B & C		B		Grad. Hours Before / After C		Central Admin. B	
	X^2	p	X^2	p	X^2	p	X^2	p	X^2	p	X^2	p
a	.64	.73	.49	.78	.29	.87	2.4	.31	.62	.73	.24	.89
b	.78	.68	.34	.84	.18	.92	2.7	.26	3.7	.16	.76	.68
c	2.1	.35	.84	.66	3.3	.19	1.6	.45	2.7	.25	9.5	.01*
d	.58	.75	.96	.62	.28	.87	2.3	.31	1.3	.52	3.1	.22
e	.78	.68	.27	.87	.59	.75	3.8	.15	5.2	.08	1.6	.46
f	1.1	.56	2.0	.16	1.5	.48	1.8	.18	7.1	.01*	.33	.85
g	.58	.75	6.7	.04*	4.3	.11	2.5	.29	.92	.63	3.0	.22
h	.47	.79	3.1	.22	3.5	.18	.11	.95	1.3	.52	.66	.72
i	1.1	.56	3.1	.22	4.7	.10	1.5	.48	1.3	.52	3.1	.22
j	.78	.68	.34	.84	.18	.92	2.0	.37	4.1	.13	1.6	.46
k	2.3	.32	1.5	.48	1.5	.48	1.4	.51	4.7	.10	.66	.72

*$p \leq .05$ level of significance.

Characteristics

Competency Development Effectiveness	Total Educational Experience B		C		B & C		Degree B		C		B & C	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	.49	.78	.08	.96	.69	.71	13.0	.11	18.5	.02*	12.7	.24
b	.22	.90	1.8	.41	1.3	.51	6.2	.62	3.2	.92	4.5	.92
c	.31	.86	3.0	.22	.32	.85	10.3	.24	8.4	.40	8.0	.63
d	.40	.82	2.7	.25	.68	.71	5.8	.67	5.7	.68	6.8	.74
e	.22	.90	1.6	.45	.47	.79	6.2	.62	4.0	.85	2.6	.99
f	.40	.82	1.8	.18	1.3	.52	13.7	.09	1.8	.77	8.7	.56
g	.40	.82	.74	.69	3.4	.19	12.3	.14	3.2	.92	2.5	.99
h	.31	.86	.60	.74	.06	.95	7.2	.51	10.6	.23	10.1	.43
i	.40	.82	1.5	.47	2.8	.25	5.8	.67	10.5	.23	8.6	.57
j	.22	.90	1.8	.41	1.3	.51	6.2	.62	13.9	.08	8.7	.56
k	.31	.86	3.8	.15	.13	.92	7.2	.51	5.7	.68	9.7	.47

*$p \leq .05$

Responses Question #19 IDPEL Competency Development Effectiveness	In APS B x^2	p	In APS C x^2	p	In APS B & C x^2	p	In Colorado B x^2	p	In Colorado C x^2	p	In Colorado B & C x^2	p
a	.62	.73	.84	.66	1.3	.54	.99	.61	.84	.66	1.6	.44
b	2.0	.37	3.6	.16	5.5	.06	1.0	.60	3.6	.16	4.2	.12
c	1.4	.50	.82	.66	.03	.99	1.3	.51	.82	.66	.87	.65
d	3.2	.20	1.3	.52	.47	.79	.35	.84	1.3	.52	.44	.80
e	.74	.69	.70	.71	.29	.86	1.0	.60	.70	.71	1.6	.45
f	3.2	.20	2.1	.15	3.9	.14	.35	.84	2.1	.15	.6	.74
g	.87	.65	.77	.68	.28	.87	1.8	.41	.77	.68	2.6	.28
h	2.7	.25	2.5	.29	3.6	.17	3.3	.19	2.5	.29	3.2	.20
i	1.0	.61	1.3	.52	1.2	.53	6.3	.04*	1.3	.52	5.2	.08
j	.74	.69	1.0	.61	.74	.69	1.0	.60	.99	.60	1.6	.46
k	2.7	.25	1.5	.46	2.7	.26	10.1	.01*	1.5	.40	6.1	.05

*$p \leq .05$

Responses
Question #19
IDPEL
Competency
Development
Effectiveness

	Age, All Categories						Age, 2 Categories					
	B		C		B & C		B		C		B & C	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	9.0	.83	7.2	.71	6.3	.96	.64	.73	1.1	.57	.34	.84
b	12.6	.55	5.1	.89	7.1	.93	1.5	.47	1.0	.60	.40	.81
c	12.3	.58	7.7	.66	16.3	.30	2.1	.35	1.1	.60	.30	.86
d	12.9	.52	14.4	.15	15.9	.32	.58	.75	11.9	.003*	4.6	.10
e	12.6	.56	12.1	.28	14.3	.43	1.5	.47	4.1	.13	1.5	.48
f	10.6	.72	12.3	.03*	10.2	.75	1.1	.56	7.4	.01*	.45	.80
g	15.6	.34	16.4	.09	14.0	.45	1.1	.56	2.1	.35	.81	.67
h	10.5	.72	12.4	.26	11.2	.67	2.1	.35	3.0	.22	2.2	.33
i	9.1	.83	13.3	.21	8.4	.87	1.1	.36	.32	.85	.91	.64
j	10.3	.74	7.9	.64	7.0	.93	.78	.68	3.9	.14	2.0	.37
k	12.9	.53	12.3	.26	12.9	.53	2.1	.35	9.7	.01*	3.5	.17

*$p \leq .05$

Responses Question #19 IDPEL Competency Devleopment Effectiveness	B x^2	B p	Participated 1st Year C x^2	C p	B & C x^2	B & C p	B x^2	B p	Participated 2nd Year C x^2	C p	B & C x^2	B & C p
a	2.1	.34	.49	.78	1.2	.54	2.7	.26	2.1	.34	4.8	.09
b	4.5	.11	.34	.84	2.6	.28	1.2	.55	.34	.84	.74	.69
c	4.9	.09	6.0	.05*	3.4	.18	1.9	.39	.84	.66	3.0	.23
d	9.0	.01*	9.4	.01*	8.9	.01*	1.9	.39	3.1	.22	7.1	.03*
e	.74	.69	5.1	.08	1.1	.57	1.2	.55	5.8	.05*	5.5	.06
f	.76	.68	1.9	.16	.02	.99	1.9	.38	.35	.56	6.6	.04*
g	.97	.62	7.5	.02*	3.2	.20	1.9	.38	3.6	1.6	7.7	.02*
h	2.0	.37	2.4	.30	3.0	.22	1.3	.51	.70	.70	2.4	.30
i	.97	.62	1.4	.49	2.5	.29	4.9	.09	.70	.70	4.3	.12
j	.74	.69	3.2	.20	.50	.70	2.9	.23	1.4	.50	4.1	.12
k	2.0	.34	1.5	.48	1.2	.56	3.9	.14	.24	.89	4.2	.12

$*p \leq .05$ level of significance.

Question #19
IDPEL
Competency
Development
Effectiveness

Characteristics

| | Participants 3rd Year | | | | | | Participants 4th Year | | | | | | Participants 5th Year | | | | | |
| | B | | C | | B & C | | B | | C | | B & C | | B | | C | | B & C | |
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
a	.60	.74	6.0	.05*	1.7	.44	1.2	.55	2.8	.24	4.8	.09	.9	.65	1.1	.58	.33	.83
b	.74	.69	1.1	.59	1.9	.38	1.0	.59	6.5	.04*	4.0	.13	.8	.66	1.3	.53	.04	.98
c	4.4	.11	.69	.71	3.0	.23	2.1	.34	7.4	.02*	8.9	.02*	2.8	.24	.09	.63	1.6	.45
d	1.0	.62	2.3	.31	3.2	.20	2.0	.34	2.3	.31	5.1	.08	.8	.66	.4	.81	.9	.63
e	.74	.69	.19	.91	.60	.75	1.0	.60	.19	.91	1.3	.50	.8	.66	1.2	.55	1.9	.39
f	.76	.68	1.1	.32	.32	.85	1.0	.60	.01	.94	4.0	.14	1.6	.46	3.3	.07	5.7	.06
g	.97	.62	.38	.83	1.9	.39	1.0	.60	3.7	.16	.15	.93	1.6	.46	.5	.79	1.1	.57
h	2.0	.37	.40	.82	1.3	.53	1.5	.48	2.2	.34	1.9	.38	1.4	.50	1.0	.62	.6	.74
i	3.7	.16	.40	.82	2.7	.27	2.3	.31	1.6	.45	1.4	.50	.8	.66	.4	.81	.9	.63
j	.74	.69	.53	.77	.18	.92	1.0	.60	1.1	.59	2.8	.24	.8	.66	2.5	.29	1.7	.42
k	6.7	.04*	.55	.76	6.7	.04*	1.3	.51	6.0	.05*	6.2	.05*	4.8	.09	1.3	.51	4.2	.12

*p .05

Interns Receiving Specific
Experiences and Competencies

As an added analysis, the intern group responses were examined to determine the percentage receiving internship training in each area indicated.

As shown in Table 3.9a, more than one-third of the IDPEL program interns indicated they did not receive training in one or more of the following: curriculum leadership, instructional leadership, staff development, personnel evaluation, budget planning/management, scheduling, community relations, group facilitation, program implementation, performance expectations of an administrator, facilitating change. Furthermore, over half of the interns reportedly received no experience in the areas of budget planning/management and/or program implementation.

The areas of highest experience were reported to be student personnel, individual communications, interpersonal relations, planning, and personal/professional growth.

As a result of the seemingly high percentage of interns not receiving certain of the above indicated training experiences or competency development, the

researcher did an analysis of 13 Aurora administrator position descriptions in which people might conceivably serve as intern. Table 3.9b displays the analysis of each position description obtained from the Division of Personnel Services. The position descriptions were organized in a two-dimensional matrix using district-designated "major" and "others" areas of duties. The position descriptions obtained from Personnel are located in Appendix N.

The table indicates that, probably, all former IDPEL interns should have received experience/competency development for the administrator positions and related areas of major and other duties listed. For example, according to Table 3.9b, all interns should have had experience/competency development in curriculum and instructional leadership except an intern in the position of staff development (as the position description defines staff development duties), all interns should have had experience/competency development in school/community relations except interns in the positions of middle school assistant principal, high school administrative assistant, curriculum director, staff development director, or curriculum coordinator (as defined by position descriptions). (Also see Table 3.9c.)

Table 3.9a

Incidence of Intern Experiences and Competencies
Received in the IDPEL Program

IDPEL Experiences and Competencies	Interns Receiving Experience or Competency	
	Number (N=27)	Percentage
Curriculum Leadership	17	63%
Instructional Leadership	18	67%
Staff Development	15	56%
Personnel Evaluation	16	59%
Budget Planning/Management	12	44%
Scheduling	16	59%
Student Personnel	21	78%
Community Relations	14	52%
Individual Communications	22	81%
Interpersonal Relationships	23	85%
Group Facilitation	18	67%
Decision-Making	20	74%
Planning, Organizing, Controlling	21	78%
Program Implementation	13	48%
Performance Expectations of an Administrator	18	67%
Adaptability and Flexibility	20	74%
Knowledge of Organizational Expectations	20	74%
Personal/Professional Growth	23	85%
Facilitating Change	17	63%

Table 3.9b

Aurora Public Schools Certificated Administrators
Position Description Maxtrix

xx major duties (as listed)
x other duties (implicitly or
   explicitly stated)

ons	11 Duties/Task Areas*										
	a	a	b	c	d	e	f	g	h	i	j	k
** entary School Level**											
cipal	xx	xx	xx	xx	xx	xx	xx					xx
stant Principal	xx	xx	xx	xx	xx	xx	xx					xx
le School Level											
cipal	xx	xx	xx	xx	xx	xx	xx	xx				xx
stant Principal	xx	x	xx	xx	xx					xx		xx
ning Coordinator	xx	xx	xx	xx	xx	xx	xx					
School Level											
cipal	xx	xx	xx	xx	xx	xx	xx	xx				
inistrative Assistant	x	x	xx		xx		x		x			
. Principal, Curriculum	xx	xx	xx	xx	xx	xx	x		x			
. Principal, Student ices	x	x	xx		xx	xx	x		x			
. Principal, Athletics	x	x	xx				x		xx			
ral Office											
ctor, Curriculum	xx	xx					xx					
ctor, Staff Development				xx			xx	xx		xx		
iculum Coordinator	xx	xx		xx								

urriculum	e. pupil personnel	i. athletic program/student activities
struction	f. school/community relations	j. intern training
aff personnel	g. business management	k. other duties as assigned
aff development	h. professional growth	

Table 3.9c

Areas of Internship Experience/Competency Development Needed by Aurora Intern Positions

Curriculum
#1-13 (all)

Instruction
All except #12

Staff Personnel
All except #11-13

Staff Development
All except #7, 9-11

Pupil Personnel
All except #10-13

School/Community Relations
All except #4, 7, 10-13

Business Management
All except #4, 13

Athletic Program/Student Activities
All except #1-3, 5, 6, 11-13

Intern Training
#13 only

Relationships Between Survey
Response and Intern Placement

Each intern response to items describing IDPEL improvement needs, training effectiveness and competency development was examined for relationships with the subsequent placement or non-placement of the intern in an administrative or supervisory position.

Two significant relationships were discovered. Interns not placed were in more agreement, and placed interns were in less agreement, that the IDPEL program needed improvement in matching interns and supervisors. Also, interns placed in administrative positions significantly disagreed that IDPEL provided effective training in the area of scheduling. A listing of all relationships is displayed in Table 3.10.

Table 3.10

Relationships Between Intern Placement
and Selected Survey Items

Questionnaire Item

	#17 Improvement Needs		#18 Experience Effectiveness		#19 Competency Effectiveness	
	X^2	p	X^2	p	X^2	p
a.	.20	.66	1.1	.28	.20	.91
b.	.01	.95	.08	.78	5.1	.08
c.	.06	.81	.20	.66	2.3	.31
d.	5.0	.03*	2.6	.28	3.7	.16
e.	1.3	.26	.08	.96	1.8	.41
f.	.01	.97	5.6	.05*	3.0	.08
g.	.01	.97	1.1	.56	.82	.66
h.	2.1	.15	1.3	.53	.35	.84
i.	.29	.59			.35	.84
j.	1.3	.25			2.0	.38
k.	.71	.40			1.9	.38

Professional/Community Affiliations	3.6	₁	.06

*p ≤ .05

Section Three

Analysis of Follow-up Interviews

Follow-up interviews were conducted with selected survey respondents from both groups to further validate or clarify selected questionnaire items. Appendix Q contains the interview schedule used for all respondents. Responses to items 1, 2, 4-7, and 9-13, were then classified as yes or no (agree, disagree), or eliminated due to lack of respondent knowledge. On items 3, 8 and 14, specific responses were elicited which will be reported later.

Interview respondents consisted of twelve former intern supervisors or central office administrators, and five former interns, all current administrators. The particular interns were selected because it was thought that, having administrative experience behind them since the internship experience, they could provide valuable experience-based insights and hindsight into interview responses.

Group Responses to Items
#1, #2, #4-7, and #9-13

Table 3.11 displays group responses to interview items 1, 2, 4-7, and 9-13. Reference to related questionnaire items is also contained in the table.

Table 3.11

**IDPEL Interview Responses (Items 1, 2, 4-7, 9-13)
and Related Questionaire Item Numbers**

tionnaire Reference ber		Interview Item	Interview Responses					
			Response Group					
			B		C		B+C	
			Yes	No	Yes	No	Yes	No
e	1.	Should the internship occur at/near the completion of formal administrative study as opposed to having it occur before/at the beginning of formal administrative study?	8	4	5	0	13	4
	2.	Should the IDPEL program provide experience under the competent supervision of a university representative?	4	8	3	2	7	10
	4.	Should part of the criteria for measuring the success of the IDPEL program be evaluation of each intern by university representatives?	3	9	2	3	5	12
	5.	Should the IDPEL experience last at least 90 days (one semester)?	8	4	4	1	12	5
	6.	Should the IDPEL experience last 180 days (one year)?	9	3	2	3	11	6
	7.	Should the IDPEL program be supported by Board of Education policy?	6	6	5	0	11	6

Table 3.11 (cont'd.)

**IDPEL Interview Responses (Items 1, 2, 4-7, 9-13)
and Related Questionaire Item Numbers**

Questionnaire Item Reference Number	Interview Item	Interview Responses Response Group					
		B		C		B+C	
		Yes	No	Yes	No	Yes	No
9.	Should IDPEL interns intern in Aurora Public Schools as opposed to interning in another district?	12	0	5	0	17	0
10.	The IDPEL program needs improvement in the following areas:						
	a. definition/purpose	9	1	4	1	13	2
	b. selection criteria	9	1	3	2	12	3
	c. selection process	8	2	3	2	11	4
	d. intern/supervisor match	4	5	3	2	7	7
	e. types of experiences provided	6	4	4	1	10	5
	f. extent of learning experiences	8	2	3	2	11	4
	g. program structure	7	3	5	0	12	3
	h. intern supervision	7	3	2	3	9	6
	i intern evaluation	7	3	4	1	11	4
	j. university guidance	4	6	2	3	6	9
	k. participants/Office of Staff Development relationship	8	2	5	0	13	2
11.	The IDPEL program is effective in training interns through the following experiences:						
	a. curriculum leadership	7	3	4	1	11	4
	b. instructional leadership	7	3	4	1	11	4
	c. staff development	5	5	2	3	7	8
	d. personnel evaluation	5	5	3	2	8	7

Table 3.11 (cont'd.)

**IDPEL Interview Responses (Items 1, 2, 4-7, 9-13)
and Related Questionaire Item Numbers**

stionnaire Reference ber	Interview Item	Interview Responses Response Group					
		B		C		B+C	
		Yes	No	Yes	No	Yes	No
	e. budget planning/management	8	2	3	2	11	4
	f. scheduling	7	3	3	2	10	5
	g. student personnel	7	3	2	3	9	6
	h. community relations	6	4	1	4	7	8
12.	The IDPEL program is effective in developing interns with the following competencies:						
	a. individual communications	7	3	3	2	10	5
	b. interpersonal relationships	9	1	3	2	12	3
	c. group facilitation	4	6	3	2	7	8
	d. decision-making	8	2	3	2	11	4
	e. planning, organizing, controlling	9	1	4	1	13	2
	f. program implementation	5	5	2	3	7	8
	g. performance expectations of an administrator	8	2	3	2	11	4
	h. adaptability and flexibility	6	4	3	2	9	6
	i. knowledge of organizational expectations	8	2	4	1	12	3
	j. personal/professional growth	9	1	5	0	14	1
	k. facilitating change	5	5	3	2	8	7
13.	Should interns receive additional pay to strengthen their level of commitment to the IDPEL program?	1	11	0	5	1	16

Group Responses to Item #3

Respondents were encouraged to be as detailed as they wanted to be in responding to item #3, regarding indicators of a quality intern experience. This item from the questionnaire was selected for follow-up because it received the highest rating on a 6-point scale from both groups (B=5.6, C=5.3, B+C=5.4), from among all IDPEL program success indicators (see questionnaire item #2e).

The 17 respondents generated a list of 95 separate quality indicators (B=64, C=31, B+C=95) which were then clustered, according to similarity, into 23 quality indicators. Those quality indicators and corresponding frequency of responses for each, are displayed in Table 3.12.

Table 3.12

**IDPEL Interview Responses
for Item #3**

onnaire eference r	Interview Item		Interview Response (Quality Indicator)	Response Group Frequency		
				B	C	B+C
	3. If you were listing indicators of a quality intern experience, what would they be?	a.	length/comprehensiveness of program	12	16	28
		b.	clearly defined program design and parameters	12	9	21
		c.	real, instead of simulated experiences	8	1	9
		d.	human relations skills	4	1	5
		e.	intern guidance and counseling	1	2	3
		f.	selection criteria and process	3	0	3
		g.	freedom to experiment	2	0	2
		h.	intern supervisor guidelines	2	0	2
		i.	intern/supervisor match	1	1	2
		j.	mutually beneficial program	1	0	1
		k.	provision of broad perspective	1	0	1
		l.	level of intern commitment	1	0	1
		m.	district policy/ procedure-based	1	0	1
		n.	problem-solving skills	1	0	1
		o.	communication skills	1	0	1
		p.	time management skills	1	0	1
		q.	director of staff development support	1	0	1
		r.	intern project responsibility	1	0	1

Group Responses to Item #8

Respondents in favor of a Board of Education policy to support the IDPEL program, were asked to list what they (respondents) would include if they were writing such a policy. Statements were obtained from all 11 respondents supporting such policy (B=6, C=5, B+C=11). Their responses were then clustered, according to similarity and whether or not they were broad, general statements, or detailed, specific statements. Table 3.13 displays their responses.

Table 3.13

IDPEL Interview Responses to BOE Policy Provisions

onnaire Reference er	Interview Item	B	Response Group Frequency C	B+C
	What would you include in a BOE policy which supports the IDPEL program?			
	Interview Response			
	General Statement*	2	1	3

Board recognition and support of the importance of training effective administrators through an administrative internship program.

Establishment of responsibility of Office of Staff Development to project administrative position needs and maintain an administrative intern pool from which to partially fill such administrative vacancies.

Interviewer's interpretation of collective responses.

Detailed, Specific Statement

a.   statement of BOE commitment

b.   statement of BOE financial support/specific funding

c.   BOE position on additional pay, college credit, leave/substitute teacher replacement questions

d.   disclaimer of administrative placement guarantee

e.   rationale and philosophy of IDPEL

f.   screening/selection criteria and process

g.   administrative procedures

h.   length of internship

i.   statement of purpose, objectives, expected skill outcomes

j.   intern job description

k.   minimal experience expectations

l.   specific intern evaluation process

m.   provision of IDPEL program review and evaluation every 3-5 years.

n.   maintenance of intern records in district personnel files

Section Four

Respondent Comments from Questionnaire and Interviews

At the end of both questionnaire and interviews, respondents were invited to add any additional comments they wished, either regarding an item or items to which they had previously responded, or anything else they

wanted to say about the IDPEL program or internships in general. Responses for each group were recorded verbatim. Those responses appear in their entirety in Appendix S. Excerpts from the responses are included in this section.

Respondent Comments from Questionnaire

> Group B
>
> IDPEL has been independent of university credit. I suggest it remain so. Changes implemented this year (83-84) will lead to more improvements. I have concerns regarding the initial screening.
>
> I would certainly suggest lengthening the amount of time served by the intern. Change takes place slowly, so spread out the experiences.
>
> I hope the program continues. It should have more BOE and Superintendent support.
>
> I feel that before a candidate is accepted into the internshp program, he/she should be enrolled in a Type D (Colorado administrative) certification program at a university. I do not support the IDPEL program as a vehicle for people to "explore" or determine their interest in administration.
>
> Consistency is lacking in applying/carrying out the guidelines and procedures established for the program. The IDPEL committee is virtually non-existent. Parameters and decisions have been a one-man show.
>
> More lead time should be given to an intern supervisor to prepare the project assigned to the intern.

Group C

My primary concern about the program is (lack of) intern supervision and feedback to individuals in the program.

I was in the first IDPEL program in the Aurora Public Schools. I feel it has improved tremendously since then, but my answers are based on my experience.

I don't feel that a number quota for IDPEL participants should be set. The number should be based on quality, not quantity. I also feel the commitment, support, and follow-up of the Director of Staff Development is crucial to a good IDPEL experience!!! (sic)

My experience was a continuous one which benefitted me in becoming an integral part of the staff with which I interned, and also benefitted my students. (My students) had a full-time replacement, upon whom they looked as their teacher rather than as a substitute. Fragmented intern time does not lead to continuity of the experience, nor to a quality relationship.

I believe the IDPEL program was the only way I would have been tapped for an administrative position. The opportunity for administrators/supervisors to see for themselves that I was competent and capable of more growth, was crucial. The program (at least in my case) gave (me) an opportunity to demonstrate (my) abilities. The opportunity to put university learning into practice was also very important.

I feel that the IDPEL program is a valuable and unique experience for prospective administrators. However, I feel that there are certain aspects of the program which need review, and I am pleased that this process has begun.

Respondent Comments from Interviews

Group B

Internships are good. The Aurora Public Schools should keep working to improve IDPEL. One advantage of IDPEL is our opportunity to work with interns and discover competency, incompetency, strengths, weaknesses. It is a mutually beneficial program. We may discover we don't have an in-district person ready for a principalship, so, we go outside the district.

The program has worked remarkably well in spite of the fact that we don't have the overall structure that I think we need. But it has taken an inordinate amount of time on the part of the level directors (principal supervisors) to set it up at each level so that the experiences were successful. And I think we've worried over the past several years that there are no guidelines we could come up with for a truly comprehensive program at all levels and for all divisions. I'd like to see the program completed....The danger is that we become our own little factory, assuming that we can train our own administrators without outside, or university support. The other thing is that we might give the impression that, to get an administrative job in our district, you have to go through the IDPEL program. We need to continue to look outside for talent as well.

I think they (internship programs) are not very well designed. I think a lot of good feelings come out of internships (on the one hand), and on the other hand, a lot of people have no idea of what an internship really has to be, in order to come out with someone who is ready to be an administrator. It is a lot of work. Those of us (supervisors) with interns have shyed away from task-analyzing those skills and competencies it takes to make a good administrator in the larger sense. Another thing is that we don't practice what we expect the classroom teacher to do, and that is, to allow sufficient

time for application of knowledge. It is almost as
though we are afraid to infringe on the rights of
the intern; we are afraid that we will insult them.
We assume that they have a lot of experience and
knowledge of how to use time. Supervising an intern
takes a lot of time. I am not sure that a lot of
operating supervisors who supervise an intern are as
dedicated to the detail of clinically developing
and training that is required....

Group C

I felt fortunate, and my experiences helped me in
taking over my administrative job. I feel good
about IDPEL, and I encourage course work before the
IDPEL selection process, or you may not get through
it (the process). The selection process must
compensate for interviewer prejudice....

I hope the program continues due to growing
district needs. I want to see IDPEL expand to
other, non-principal administrative areas, for
example, minority affairs supervisor.

Summary of Questionnaire and Interview Data Analysis

The summary of this section is presented under four

headings, paralleling divisions of the section: (1)

Respondent Ratings, (2) Relationships Between Ratings, (3)

Results of Follow-Up Interviews, and (4) Response Patterns

of Questionnaire and Interview Comments.

Respondent Ratings

The combined survey response group agreed with all

IDPEL descriptors except those which placed the internship experience before or after formal administrative study. Respondents preferred the experience be offered during (toward the middle or the end of) the formal study period.

On a group basis, the administrators felt that the internship should be essentially exploratory, and disagreed with the concept of university guidance. These ratings disagreed with those experts, who rated the internship as following formal study, as not exploratory, and under university guidance. Interns preferred that the experience not be exploratory, and agreed with the university guidance concept.

The total respondent group (B+C) agreed that the internship program needed improvement in all areas except that of university guidance. The strongest improvement needs identified by the total group were in the extent and types of learning experiences provided, relations between program participants and Office of Staff Development, and intern evaluation. In addition, the administrative group stressed improving the matching of supervisors and interns, and the interns wished to improve the university guidance function.

Both respondent groups rated all of the IDPEL. experiences, and all of the competencies developed, to be highly effective. The most highly rated experiences were of curriculum and instructional leadership, and staff development. The most highly rated competencies were those of personal/professional growth, and program implementation.

Relationships Between Ratings and Personal Background Characteristics

Respondent characteristics most often related significantly to the IDPEL improvement needs, effectiveness of experiences, and competency development were those of intern particpation year, age, current position, and experience in education in Colorado. Virtually no significant relationships occurred in conjunction with such characteristics as experience in the Aurora Public Schools, and total educational experience. Although some significant relationships appeared throughout the range of survey items, no consistent response patterns were apparent in relationship to any particular participant background characteristic.

Throughout all characteristics, significant improvement needs were found most prevalent in the selection criteria and process, program definition and purpose, and relationship between program participants and Office of Staff Development. Training effectiveness disagreement was most prevalent in the areas of staff development and community relations. Competency development disagreement was found most prevalent in the areas of facilitating change, program implementation, performance expectations of an administrator, group facilitation, and decision making.

No consistent characteristics appeared related to the placement and non-placement of interns. However, significant improvement needs were indicated in the matching of supervisors and interns, and the need for providing effective training in the scheduling process.

In an analysis of training experiences and competency development, over two-thirds of the intern group members reportedly failed to receive training in seven major areas of administrative experiences. Furthermore, over 50 percent of the interns reportedly received no training in the areas of budget planning/management, and program implementation.

Results of Follow-Up Interviews

The purpose of the follow-up interviews was to fur-
ther validate or clarify selected mean questionnaire
items. Questionnaire items to be validated were items 1b,
1e, 1g, 2g, 9, 10, 14, 16-19, and 22. Questionnaire items
to be clarified were items 3 and 8. Questionnaire items
were considered validated by interview responses if at
least a majority of the total respondents per item indica-
ted a "yes" response. Questionnaire items to be clarified
were considered so by the detailed responses obtained from
the total group respondents.

Questionnaire items validated by follow-up inter-
views were: 1b, 1e, 9, 10, 14, 17-19 (except 17g, 18c,
18h, 19c, 19f), and 22.

Response Patterns of Questionnaire
and Interview Comments

Response patterns noted across both groups (B and
C) from questionnaire and interview comments were:

a. recognition of the importance of the
   internship as the application stage of
   administrative training, and the related
   importance of formal administrative study
   prior to the internship experience

b. need to lengthen the duration of the in-
   ternship beyond the 45-day maximum length
   to date

c. need for clarity, consistency, and closer supervision from the Office of Staff Development in administering the program

d. overall positive, supportive attitudes based on benefits gained by program participants

Implementation of Intern
Program Components Matrix

The intern program components matrix was used to broadly analyze program information received from 4 of the 7 responding universities and from 4 of the 6 responding school districts. The remaining 3 universities and 2 school districts were eliminated due to researcher efforts to present a fair geographic representation of respondents. Respondent institutions represented the states of Colorado, Maryland, Oregon, South Carolina, Texas, and Utah. (New York state was represented through the State University of New York at Buffalo project discussed in Chapter II).

To provide anonymity for each respondent institution, they were coded Matrices 1-4 (school districts), and 5-8 (universities).

Information from the 8 respondent institutions used, was analyzed for five basic intern program components:

(1) intern selection (intern qualifications, screening process)
(2) intern placement process (guidelines, criteria)
(3) program administration and design (intern supervision and experiences)
(4) intern evaluation
(5) program evaluation

These components were selected because the literature appeared to consistently identify them as major program components.

Information about the five components was then qualitatively judged and rated by the researcher in terms of whether or not it was:

quality of information	rating
specific	A
general	B
vague	C
not apparent	D

Appendix T displays the ratings given each of the 8 programs and related narratives as listed in the literature for each.

Analysis of Intern Program Components Matrices

The 8 intern programs analyzed through the matrix were then summarized in Table 3.14.

Table 3.14

Analysis of Intern Program
Components Matrices

Matrices 1-4 (School Districts)

Program Component	Number of Institutions Rated			
	Specific A	General B	Vague C	Not Apparent D
Intern Selection	3	1		
Intern Placement		3	1	
Internship Administration/ Design	1	2		1
Intern Evaluation	1	2	1	
Program Evaluation	2			2

(b) Matrices 5-8 (universities)

Program Component	Number of Institutions Rated			
	Specific A	General B	Vague C	Not Apparent D
Intern Selection	2	1	1	
Intern Placement	1	1		2
Internship Administration/ Design	3	1		
Intern Evaluation		2		2
Program Evaluation			1	3

Table 3.14 (cont'd.)

**Analysis of Intern Program
Components Matrices**

(c) Matrices 1-8 (All Institutions)

Program Component	Number of Institutions Rated			
	Specific A	General B	Vague C	Not Apparent D
Intern Selection	5	2	1	
Intern Placement	1	4	1	2
Internship Administration/ Design	4	3		1
Intern Evaluation	1	4	1	2
Program Evaluation	2		1	5

**Summary of Intern Program
Components Matrices Analysis**

The tables indicate the frequency of ratings of all institutional programs analyzed. Intern selection for 7 out of 8 programs was rated A-B. Intern placement for 5 out of 8 programs was rated A-B. Internship administration/design for 7 out of 8 programs was rated A-B. Intern evaluation for 5 out of 8 programs was rated A-B. Program evaluation for 2 out of 8 was rated A. The remaining 6 rated C-D in program evaluation.

All program components rated in the A-B categories were finally assessed by the researcher as validated by at least two references from the literature review in Chapter II. See references to Newell, pages 77-81, and Davies, pages 82-86 of this study. Again, the analyses took place on a broad rather than on a comprehensive level. The purpose was to demonstrate one dimension or method of analyzing intern program data for usefulness in model-building, rather than to critique program data for feedback to the respective institutions.

Patterns Noted in A- and B-Rated Program Components

The A- and B-rated program components were then noted for patterns and summarized for use in the research-based model administrative internship program.

Intern Selection

A- and B-rated intern selection components were characterized by elements such as:

a) specific paper-screened requirements for applying for the internship

    (1) minimal years teaching experience
    (2) prior admittance to an advanced degree/administrator certification program

        (3)   completion of minimal number of administrator courses

        (4)   prior completion of professional (teaching/administrator) certificate(s)

        (5)   letters of reference

        (6)   acceptable teacher evaluation ratings

b)   structured interview

c)   demonstration and written assessment of skill potential

d)   availability of intern openings

Intern Placement

A- and B-rated intern placement components were charaterized by elements such as:

a)   availability and location of intern openings

b)   on-site supervisor selection by mutual agreement of on-site, district, and universitsy supervisors, and intern

c)   consideration of district and building needs and intern career goals

Internship Administration/Design

A- and B-rated internship administration/design components were characterized by elements such as:

a)   role definitions for on-site, district, and university supervisors

b)   role definition for intern

c)   outlines of intern goals, objectives, activities, projects

d)   intern   record-keeping   requirements,   i.e.,
"record of internship"

    (1)   daily logs
    (2)   weekly log summaries
    (3)   selected activity analyses
    (4)   monthly summaries

e)   seminar participation requirements

    (1)   reporting
    (2)   discussing
    (3)   problem sharing
    (4)   problem solving
    (5)   readings

f)   guidance function(s) of supervisor(s)

Intern Evaluation

A- and B-rated intern evaluation components were characterized by elements such as:

a)   delination of performance criteria and related indicators, based on specified expected skill outcomes

b)   critique of the "record of internship"

c)   seminar participation

d)   conferences/consultations between intern and supervisor(s)

e)   supervisor(s) recommendation for intern future (administrator   placement   and/or   further prescribed preparation)

f)   intern self-evaluation

g)   identification of strengths and weaknesses

Program Evaluation

A-rated intern program evaluation components (there were no B-rated components) were characterized by elements such as:

a) intern and supervisor identification of program strengths and weaknesses

b) intern identification of leadership traits/skills gained

c) intern and supervisor recommendations for program improvement/modification

Summary of Implementation of
Intern Program Components Matrix

As a result of the implementation of the intern program components matrix, many clearly identified criteria were isolated for constructing a viable research-based model. These criteria were completed by the selection of several additional elements identified through Chapter II, including the case study of the Aurora Public Schools Internship Program (IDPEL). Those Chapter II elements identified are included in the next section.

Selection of Model Elements
from Chapters II and III

The elements outlined below were considered by the researcher as those necessary to complete the criteria identified through the intern program components matrix for building the model program. These elements and chapter page reference numbers are discussed in two sections, those isolated from theoretical and practical program descriptors, and, those identified as a result of the Aurora IDPEL program questionnaire and interview data analysis.

Elements from Theoretical
and Practical Program Descriptors

Newell

-provision for specified university credit (p. 78)
-criteria for university selection of school districts (optional) (p. 76)
-training and support for on-site supervisors (p. 81)

Davies

-categorizing the learning experiences (pp. 82-84)
-board of education policy statement (p. 85)

Newell and Will

-working relationship between university and school district (p. 87)
-financing the internship program (p. 87)

Project II

  -outline of university staff responsibilities (p. 88)

NASSP Assessment Center model

NASSP Project

  -profile and roles of intern, principal, university supervisor, role of the university (pp. 90-91)

  -seminar purpose

  -Internship Guide format (p. 95)

Colorado Springs (Colorado) School District 11

  -internship application/recommendation forms (modified)

Richland County (South Carolina) School District One

  -intern self-assessment instrument

All

  -definition of administrative internship (p. 57)

Elements from Aurora IDPEL Program
Case Study

  Program Outline

  -information session outline for potential applicants

  -intern assessment center model for selection finalists (Appendix L)

  -IDPEL Questionnaire format (modified) (Appendix O)

  -IDPEL Interview format (modified) (Appendix P)

Aurora (Colorado) Public Schools

- job description matrix
- elementary principal intern job description (derived from elementary principal job description)
- indicators of a quality intern experience (p. 26)
- Board of Education policy statement items (pp. 27-28)

  response patterns of questionnaire and interview comments (p. 33)
- Table 3.9b, Position Description Matrix (p. 190)

The intern program elements outlined above were then incorporated into the first draft of the research-based model district administrative internship program. The draft was then sent to a panel of jurors for evaluation and validation. The results of jury feedback and the resultant modified model program are included in Chapter IV.

Selection of Change Model
from Chapter II

As stated in Chapter II, a review of planned organizational change and innovation was provided to help the reader gain perspectives, understandings and ways to conceptualize the educational change process. As a result, implementation strategies might be designed which are based on knowledge of the realities and pitfalls of such efforts as a new or modified internship program.

Of the several models reviewed, the researcher selected one which seemed to best answer the related questions posed in Chapter I:

What change process(es) might a district experience in
a.   program development?
b.   program implementation?
c.   program modification?

The change model selected from Chapter II and recommended for use in implementing the model internship program, is the Elaborated Leadership Obstacle Course Model of Planned Educational Change.[1] The model, reviewed in Chapter II, pages 37-47, is repeated below.

The Elaborated Leadership Obstacle
Course (ELOC) Model of Planned
Educational Change

Figure 3.1

**The Elaborated Leadership Obstacle Course (ELOC) Model
of Planned Educational Change**
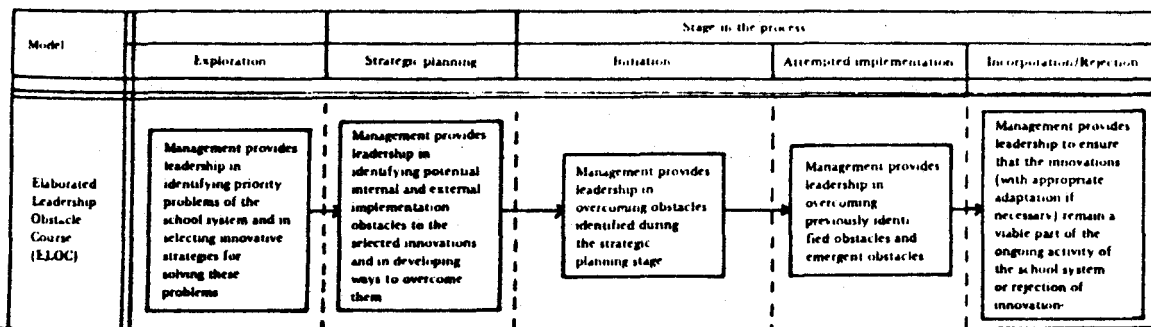
---

[1]Herriott, Robert & Gross, Neal, edits., The Dynamics of Planned Educational Change. (Berkeley: McCutchan Publ. Corp., 1979), pp. 359-362.

Table 3.15

Some Basic Leadership Tasks of Key School System Officials in Change Efforts Under the Elaborated Leadership Obstacle Course (ELOC) Model

	Stage in the Process			
	Strategic planning	Initiation	Attempted implementation	Incorporation/Rejection
in identi- nt prob- l system which ed to be possible ty prob- "politi- thin the at can olutions thin the may fa- olutions rom be- tem that imple- tions to ing solu- ation to	Provide leadership in: 1. Identifying potential obstacles to the implementation of the innovation 2. Identifying potential facilitators to the implementation of this innovation in this school system 3. Developing a realistic strategy for minimizing each obstacle and maximizing each facilitator of this innovation in this school system 4. Obtaining the financial resources necessary to implement this innovation in this school system 5. Specifying internal and external political considerations that can have a major bearing on the innovation and developing strategies to cope with them	Provide leadership in overcoming obstacles identified during the strategic planning stage such as: 1. Staff lacks the necessary motivation 2. Staff lacks the necessary technical knowledge 3. Staff lacks the necessary interpersonal skills 4. Staff lacks the necessary instructional resources 5. Dysfunctional organizational arrangements within the school system 6. Conflicts between different groups within the school system 7. Conflicts between the school system and its community 8. Conflicts between the school system and its external funding agency 9. Cultural values within the community in conflict with the idea of change 10. Lack of consensus about or support for the change effort	Provide leadership in overcoming previously identified obstacles and emergent obstacles such as: 1. Misunderstandings about the objectives of the innovation 2. Misunderstandings about the procedures of the innovation 3. Resignation of key school system personnel 4. Turnover in the membership of the school board 5. Turnover in the staff of the external funding agency 6. Role overload on the part of teachers or administrators 7. Delays in receipt of necessary instructional materials 8. Serious political problems confronting the change effort	Provide leadership in ensuring that the innovation remains a viable part of the ongoing activity of the school system by: 1. Obtaining views about the innovation from teachers 2. Obtaining views about the innovation from students 3. Obtaining views about the innovation from parents 4. Obtaining objective evidence on the degree to which the innovation is achieving its intended objectives 5. Obtaining objective evidence on the financial costs of continuing the innovation 6. Assessing the benefits of the innovation in the light of its costs 7. Considering the desirability of continuing the innovation without modification 8. Considering the desirability of continuing the innovation with modification 9. Considering the desirability of abandoning the innovation altogether

As stated in Chapter II, this model stressed the need for intensive exploratory activities and strategic planning at the outset of change efforts. It emphasized the importance of identifying major obstacles that will

probably arise during the implementation stage of the change process. It focused attention on relationships among the stages and on the need to establish feedback and monitoring mechanisms. It alerted administrators to emergent barriers and to their opportunities to take the initiative in overcoming impediments to a change effort. In addition to stressing management's responsibility to overcome staff resistance to change and to provide and maintain the conditions required if they are to implement an innovation, Table 2.2 also specifies the political and other important responsibilities of administrators.[1]

The ELOC formulation constitutes a general model of the educational change process. Its basic purpose is to conceptualize its stages and the types of circumstances that can influence them. Education officials (change agents) who employ it, therefore, need to be aware that it provides broad (rather than specific) guidelines for the management of change efforts. The model stresses that successful change efforts generally can be expected to

---

[1]Ibid.

move through five stages. It assumes, furthermore, that
the duration of these stages will be a function of several
factors, including the complexity of the innovation, how
much resistance there is to it, and the nature of the
impediments to its implementation.   The model also
specifies that educational change efforts generally will
be exposed to implementation problems that derive from
circumstances that are both internal and external to a
school system.[1]

The change agent needs to be aware also, from a
more micro level of awareness, of impediments to educa-
tional change and innovation efforts. Herriott and Gross
(1979) documented that most of the major innovations
introduced into American schools during the past two
decades have not achieved their intended objectives. The
authors stated that although present knowledge is still
too limited to give a clear cut answer to explain these
failures, analysts of change efforts have identified a
number of circumstances that have constituted major

---

[1]Ibid., p. 362.

contributing factors to the failure of educational innovations. They outlined eight important impediments to educational change efforts for consideration by the change agent.

1. <u>Failure to Diagnose Problems Properly</u>. One major impediment has been the introduction of innovations into school systems without a careful diagnosis of the educational problems they were designed to solve or ameliorate.[1] Change efforts with this fundamental flaw are generally doomed from the outset because they are off-target. They represent organizational responses to problems that have been ill-defined and poorly analyzed.

2. <u>Failure to Anticipate or Resolve Implementation Problems</u>. Administrators fail to recognize the critical importance of the <u>implementation</u> stage of the change process and to identify and deal with obstacles that arise during it.[2] If administrators are confronted with staff resistance at the outset of a change effort, they must give priority to overcoming or minimizing this serious impediment. Teachers (or in this case, admin-

---

[1] Ibid., p. 25.

[2] Ibid., p. 26.

istrators) who oppose an innovation can be expected to devote minimal effort to implementing it and upon occasion may even attempt to sabotage it.

Other implementation problems, in addition to staff resistance, can serve as barriers to change efforts. One is the development of belated staff opposition to the innovation. Teachers (or administrators) initially positive or neutral may later offer resistance when they beocme aware of the difficulties of implementation or the additional or unanticipated burdens involved. A second barrier is that staff members lack the skills or cap- abilities needed to carry out the change effort. Re- socialization in change efforts is inadequate or non- existent.[1] A third factor is the failure to consider how an innovation may conflict with other school programs or routine processes. The disruptions and battles that have resulted from collisions of this kind have led to the re- jection of promising innovations (Gross et al., 1971, pp. 139-42).

---

[1]Ibid.

A fourth factor is "role overload."[1] In introducing innovations many administrators have failed to take into account how the additional duties assigned to staff members will affect their ability to continue to carry out their present responsibilities. Consequently, work overload has been a serious problem for both school officials and teachers in many change efforts since new time-consuming tasks must complete with ongoing responsibilities.

A fifth factor is the failure to provide staff members with the assistance and materials they require to implement an innovation.[2] Teachers involved in major change efforts usually need considerable professional assistance and support and typically require special types of instructional materials and equipment. The belated arrival or unavailability of essential materials has frustrated teachers and impeded innovative efforts.

A sixth factor is weak support from the central administration or the school board, especially during the later phases of a change process.[3]

---

[1]Ibid.

[2]Ibid., p. 27.

[3]Ibid.

A seventh factor is the <u>inability of school of-</u>
<u>ficials to select and use effectively consultants who have</u>
<u>the skills required to help their change efforts.</u>[1]

An eighth factor is the <u>misunderstanding and prob-</u>
<u>lems that arise between officials in the central</u>
<u>administration and individuals who manage innovations.</u>[2]
The adversarial relationships that at times have developed
as a result of these encounters have served as impediments
to change efforts.

3. <u>Ad Hoc Approach to Educational Innovations.</u>[3]
This refers to the disjointed manner in which many school
systems have introduced innovations. They displayed
little concern for whether they were educationally com-
patible with other aspects of the curriculum. Innovations
isolated from other parts of the school program can
readily achieve a marginal status.

4. <u>Uncritical Acceptance of Existing Innovations</u>
that have been widely publicized.[4] Many school systems
threw caution to the winds and allocated resources to an

---

[1]Ibid.

[2]Ibid.

[3]Ibid.

[4]Ibid., p. 28.

assortment of untested, fuzzy, and ill-designed innovations that lacked clear operational procedures or guidelines. Other administrators introduced changes that they did not fully comprehend simply because they had been informed that the innovations were functioning successfully in other school systems. They assumed that because an educational change had achieved its objectives in another educational setting, it would also be successful in theirs.

5. Absence of Monitoring and Feedback Mechanisms.[1] This precludes early identification of barriers to an innovation and, hence, the ability to deal with them promptly. These mechanisms are essential if an educational change process is to proceed in an orderly manner and with a sense of direction to its objectives.

6. Absence of Teacher and Community Participation.[2] School authorities frequently make little effort to elicit the views of teachers and parents. If these concerns groups have limited or erroneous information about proposed change efforts, or are not invited to express their views, they will often turn against them.

---

[1]Ibid.

[2]Ibid., p. 29.

Some officials maintain that when a change effort is devoid of teacher and parent participation, those who manage it are failing to exploit a strategic public relations mechanism.

      7.   <u>Inadequate Planning</u>.[1] School districts generally have dealt with large-scale change efforts in an essentially ad hoc manner. Their goals have generally been fuzzy and incapable of being operationaly defined. Their administrators did not develop short-, intermediate- or long-term targets for their change efforts, and hence could not design strategies and operational plans to achieve them, or, if necessary, to revise them. Their planning efforts typically failed to consider that the way an innovation is initially presented to members of a faculty can have a critical bearing on their reactions to it and their motivation to implement it. They gave little thought to anticipating the types of obstacles that could arise during different phases of the change effort and to mechanisms that could be established to identify and over-

---

[1]Ibid.

come them. They usually failed to consider role defini-
tion and role overload problems and failed to provide
teachers with professional services and support needed for
implementation. They generally made no provisions for in-
stituting regularized procedures to monitor the dynamics
of the change effort, to identify the major circumstances
influencing it, and to develop open lines of communication
with the staff.

8. Absence of Leadership.[1] Skillful management
of a change effort is a difficult and complex task and re-
quires the exercise of considerable leadership in order to
succeed. Often, school districts have selected personnel
to manage major change efforts who back the requisite
commitment and skills. Demise of many promising educa-
tional innovations has frequently been a consequence of
inept leadership.

---

[1]Ibid.

Summary

Chapter III has provided a detailed delineation of the subjects, materials and procedures used to construct a major portion of the data base for the research-based model internship program. Combined data extracted from literature on the internship from Chapter II, the results of the research methods employed and reported in this chapter were utilized to construct a model program which was then sent to a jury of 7 experts.

Finally, an organizational change model was selected for recommended use in the planned implementation of the model internship program.

Jury recommendations and the resultant modified model internship program are reported in Chapter IV.

CHAPTER IV

RESULTS

The purpose of this study was to develop a research-based model administrative internship program that a district may, with appropriate modification, utilize in efficiently developing and implementing, or improving its own internship program. The study included a review of several expert viewpoints on what constitutes an optimal internship program, a case study and comprehensive in-district evaluation of a district-based program, a survey of internship programs and projects from across the United States, and, a review of planned organizational change models to facilitate program introduction into a district.

This chapter describes the finalized research-based model administrative internship program after consideration of jury recommendations, and the case study of the Aurora Public Schools (Aurora, Colorado) internship program.

233

Jury Selection and Response

The purpose of including a jury in the final model-building process was to provide some degree of validation of the model program. The jury was randomly selected from among graduate level authors and professors of educational administration, some of whom specialize in internship programs, and all of whom at some earlier point responded to researcher requests for pertinent internship literature.

Potential jurists were contacted by letter requesting them to provide specific feedback regarding copies of the model program accompanying the letter. (See Appendices U, Letter to Jurists, and V, Jury Evaluation Form.) Letters and evaluation forms were sent to seven potential jurists. Five written evaluation responses were received. These responses were received from: Dr. James Conway, Professor, State University of New York at Buffalo, Dr. Vern Cunningham, Professor, Ohio State University, Dr. Myrle Hemenway, Associate Professor, University of Colorado at Boulder, Dr. Stephen Hencley, Professor, University of Utah at Salt Lake, and Dr. Charles Willis, Executive Director, University Council for Educational Administration.

Yes/No Evaluations

Table 4.1 displays jury yes/no responses to the questions asked by the researcher.

Table 4.1

Jury Evaluation of the Model Program

Question	Response		
	Yes	No	Don't Know
1. Is the attached model program theoretically sound?	4	0	1
2. Is the model practical?	5	0	0
3. Is the model comprehensive?	4	1	0
4. Is the model easily understood?	5	0	0
5. Do you have any other comments regarding the model?	4	1	0

Evaluative Jury Comments
(Randomly listed for each question)

Researcher responses or model modifications resulting from precautionary or critical jury comments are referenced in parentheses after each comment.

1. **Is the attached model program theoretically sound?**

    a. The model is comprehensive and sound in theory.
        Data flow from implementation will be extensive
        and will need careful management. (See para-
        graph   one,   Summary   Observations   and
        Suggestions....)

    b. The conceptual base is not evident. (No modifi-
        cation, due to 4-0-1 response rating.) Does it
        make general sense?   Yes.   It seems to be an
        "antiseptic" and heavily prescriptive program.
        (See paragraph three, Summary Observations and
        Suggestions....)   An   administrator   is   self-
        directing, therefore build in that opportunity.
        (See paragraph four, Summary Observations and
        Suggestions....)   The purpose of the program is
        to   encourage   leadership   careers....This   is   a
        narrow definition of leadership and perpetuates
        the status differences unnecessarily.   (No re-
        sponse due to researcher uncertainty of inter-
        pretation.)

    c. Very comprehensive.

    d. It combines theory with practice which I believe
        is the goal of an internship program.

2. **Is the model practical?**

    a. Practical if all involved are prepared to put in
        the effort needed to implement such an extensive
        and detailed program. (See paragraph one, Sum-
        mary Observations and Suggestions....)

    b. Though some adjustments might need to be made
        when implemented in small school districts with
        few   administrators.   (See   paragraph   five,
        Summary Observations and Suggestions....)

c.   Will it work? Yes.   Is that what practical means? (Yes.) Is it cost effective? I do not know.   What are anticipated numbers?   (No response, since there was no researcher intent to address cost effectiveness considerations.) Is this a full-time semester paid experience? I could not find a concise summary of the intern- ship. (See final paragraph under, "Defining the Internship.")

d.   Within limits.   The model requires considerable acceptance and understanding on the part of the district administrator.

e.   It is easy to follow.   Some might perceive that it would take too much time.   It is my percep- tion that one must take much time if the program is to be worthwhile.   (See paragraph one, Summary Observations and Suggestions....)

3.   <u>Is the model comprehensive?</u>

a.   Evaluation process is particularly noteworthy.

b.   It seems to me to be a narrowing, constricting program.   Why not have interns rotate across 3 or more positions?   During the program interns should have major experience at <u>both</u> building and district level; they <u>must</u> see the big pic- ture.   We expect administrators to move through many positions and levels, therefore they need such perspectives at this safe, harmless period. (See paragraphs three and four, Summary Observa- tions and Suggestions....)

c.   Yes.   It covers most areas I think are impor- tant.   Below I have identified a few more I might mention.

4. <u>Is the model easily understood?</u>

a. It is clear and concise. Clearly outlines implementation step-by-step.

b. The assessments seem overly prescriptive and narrowing. (Adjustments in the degree of pre-scriptiveness of learning design should also be reflected in interim and final evaluations.)

c. I had no problem with it. However, some who had not been involved might have some problems. I see no way of simplification, however. (See all paragraphs, Summary Observations and Suggestions....)

5. <u>Do you have any other comments regarding the model?</u>

a. Should prove to be very worthwhile for districts and universities interested in instituting an internship program.

b. Districts willing to undertake the implementa-tion of the program presented will need <u>a priori</u> guidance concerning 1) extensive time require-ments, 2) need for generous resource allocations in terms of planning, implementation, evalua-tion, etc. (See paragraphs one and two, Summary Observations and Suggestions....) The rewards should be extensive, however, for both trainee and district.

c. I think the thought (idea) is excellent in gen-eral for a district to assume this professional responsibility. It seems to me that teachers are leaders, too (union, supervisors, department heads, etc.). We (the university) attempt to use a matrix of choice. We build from intern strengths and supplement or compliment rather than prescribe same for all. Thus a special

education teacher would have experiences quite different from a business education teacher. (Since model prescriptions are based on selection and interim assessment processes, the model prescriptions are individualized rather than being the same for all.)

d.   To me there is a bit of inconsistency. E.g., on page 229 it is stated: "...the internship belongs at the extreme end of advancement." The Intern Profile pp. 230 and 231 state: "being at least within one semester (9 hours) of completing all course requirements for state administrator certification." These seem, to me, to be inconsistent. "Extreme end" and "within 9 hours," are not the same to me. I'm not sure my ideal program would state "within 9 hours", for I can perceive that someone might have an opportunity for an internship when 10 or 11 hours, etc. would remain and thus should be allowed to participate. I'd prefer, "near the end," or something of that nature. I agree that the internship is not an apprenticeship. (Modification was made accordingly.)

I fully agree with the idea that the "single phase" program used previously was inferior to a program which contains an internship. I wonder if an internship might be considered a device which shows that the intern needs additional work in some areas. This model seems to indicate that the intern is fully ready to go into an administrative position. (Qualifying statements added on p. 228 before summary definition.)

I wonder if some of this model doesn't focus too much on the status quo. E.g., on p. 232 items 9 and 10 in the District Supervisor's Profile, the criteria seem to focus on "in place" process and goals. There doesn't seem opportunity for a

willingness to be a change agent or demonstration of the change agent's role. (Number 14 added regarding change agent's role.)

P. 232: University Supervisor Role. I would probably add, "demonstrated commitment to the program." I think also some mention might be made of his/her time commitment to the project. You have covered it somewhat in, "devotes a portion of teaching load to district internship supervision." This might cover my concern, but "portion of teaching load" does not show the time I feel should be devoted. (Number three added.)

I also note that you have no mention of administrative experience of the University Supervisor. This, to me, is essential. (Added.)

Your "Major Duties" section seems to place minimal focus on management skills. I like the focus on curriculum and instruction but the principal also must spend much time in management. (Understood in the Job Description.)

P. 234, Item 9. Why do you have the number "minimum"? I see no reason for it. I believe the criteria you have mentioned can be carried out adequately in a small setting. Perhaps Aurora may have a reason for this number but I thought this was to be a model for other districts, not just a description of the Aurora program. (Deleted, not an Aurora requirement either.)

You mention the University Supervisor on p. 232 but you do not have the intern report (on the "Job Description" p. 235) to the University Supervisor. Is there a reason for this? I thought perhaps it was placed in the Job Description for those who are not involved with credit, hence do not have to report to the

University Supervisor. I think, this should be
included in the job description. (Clause
added.)

Why in the major duties mentioned pp. 235-238 do
you make no mention of supervision? I realize
that the Curriculum and Instruction duties deal
with instruction but as stated they focus on
curriculum and not on improvement of instruction
through supervision. I consider this to be a
task that most principals do poorly, and if we
don't have interns do the job of supervision we
will be perpetuating something that is
undesirable in improving education. I also
realize that some master agreements might not
allow an intern to supervise but I think the
ideal would provide experience in the area.
(Job Description for intern parallels that of
full administrator and while not explicit, does
call for instructional improvement through
supervision.)

P. 238. There is no mention of the student
activities budget. Was this intended? Prin-
cipals have to work in this area in secondary
schools and it is a big task. (This would be
included in secondary intern job description.
Page 238 indicates elementary intern job
description.)

How about having the Intern Steering Committee
involved in the Seminars at the University?
This procedure could bring about a better co-
ordinated program. (Added, p. 302.)

Why don't you place the University Supervisor on
the Steering Committee? He/She should be a part
of the selection process. (Added, page 294.)

Since the primary purpose of the study was to develop a research-based model administrative internship program that a district may, with appropriate modification, utilize in eficiently developing and implementing, or improving its own internship program, the following model which was validated by a jury is presented.

Modified Research-Based Model

THE ADMINISTRATIVE INTERNSHIP IN EDUCATION:

A RESEARCH-BASED MODEL DISTRICT PROGRAM

OUTLINE

I.   Rationale and Purpose

II.   Definition

II.   Assumptions

IV.   Goals

V.   Administration and Design

    A.   Role Descriptions

        1.   Profiles

            a.   intern

            b.   district supervisor(s) (central office and school site)

        c.   university supervisor(s) (optional)

        d.   intern steering committee

        e.   site (school or central office)

   2.   Responsibilities

        a.   intern

        b.   district supervisor(s) (central office and school site)

        c.   university supervisor(s) (optional)

        d.   intern steering committee

        e.   site staff (school or central office)

B.   Selection Process

   1.   Announcement of Internship Availability

   2.   Internship Information Session

   3.   Application Eligibility

   4.   Pre-Application Conference

   5.   Application

   6.   Steering Committee Procedures

        a.   credentials review

        b.   assessment of potential and skills

        c.   final interview

        d.   intern selection

C.   Placement Process

     1.   Identification and Match of District and Intern Needs

     2.   Identification of Site(s) and Supervisor(s)

         a.   primary site(s) and supervisor(s)

         b.   secondary site(s) and supervisor(s)

         c.   alternative site(s) and supervisor(s)

     3.   Intern Placement

D.   Intern Learning Design

     1.   Identification of District-Expected Learning Outcomes

         a.   specific knowledge and skill base

         b.   general knowledge and skill base

     2.   Identification of Intern-Expected Learning Outcomes

         a.   specific knowledge and skill base

         b.   general knowledge and skill base

     3.   Translation of Expected Learning Outcomes into Action Plans

     4.   Supervisor(s) Review and Approval of Action Plans

     5.   Intern Implementation of Action Plans

     6.   In-District Intern Seminar Requirements

E.   Intern Evaluation

1. Ongoing

    a. continuous daily monitoring of learning design implementation in order to clarify, validate, adjust, etc., to facilitate achievement of expected learning outcomes

    b. may include conferencing, counseling, memoes, etc.

2. Interim (mid-point, formative)

    a. review appropriateness of intern selection and adjust as necessary

    b. review appropriateness of intern placement and adjust as necessary

    c. review appropriateness of expected learning outcomes and adjust as necessary

    d. review status and workability of learning design objectives, timelines, activities, and persons(s) responsible, etc., and adjust as necessary

    e. review intern achievement of expected learning outcomes

    f. begin identification of intern strengths and weaknesses and identify appropriate adjustments

3. Final

    a. formative

        (1) intern identification and documentation of learning outcomes

                      achieved, and strengths and weak-nesses documented

                (2)   supervisor(s) verification of (1) above, and completion of parallel report, including prescription of appropriate follow-up regarding weaknesses documented

          b.   summative

                (1)   supervisor(s) recommend(s) future consideration or no future con-sideration of intern for admin-istrator position, including documented summation of reasons for recommendation

F.   Final Intern Disposition

    1.   Consideration for Administrative Vacancy

    2.   Other Considerations(s)

G.   Program Evaluation

    1.   questionnaire

        a.   completed by intern

        b.   completed by supervisor(s)

    2.   interview

        a.   conducted by steering committee with intern

        b.   conducted by steering committee with supervisor(s)

3. documentation of findings and recommendations by steering committee

4. incorporation of documented recommendations into next intern program

H. Other Programmatic Support

1. Board of Education Policy Statement

2. Intern Supervisor Seminars

I. Rationale and Purpose

The public school principal is currently, and has been historically, considered to be one of the single-most important (if not one of the most respected) figures in carrying out the mission of the nation's public schools. In particular, the needs and demands of American society increasingly point toward much more accountability for the principal as instructional leader, participatory manager, and change agent.

Those responsible for educating, selecting and otherwise preparing the public school principal have, by the same token, the increased challenge of preparing educational leaders who can effectively meet the societal demand for more such accountability. In the past, a simple single-phase preparation program consisting of formal academic study, seemed adequate enough to the leadership preparation task. Presently, there is a growing awareness among academicians and practitioners alike, that the single-phase, formal academic study program of the past, is no longer adequate to prepare the kind of educational leader needed today.

For this and other reasons, the administrative internship has become an increasingly vital part of what is now a two-phase administrative leadership preparation program. The internship has progressed from the isolated, largely unheard of experiment of the 1930s and 1940s, to the widely known, professionally endorsed, and, in some locations, required, preparation program of today.

It is this district's position that the administrative internship is a vital part of the preparation of new educational leaders. As part of its effort to provide the best in educational opportunities for every student, the district fully supports the preparation of its best qualified teachers for educational leadership through advanced formal study, followed by completion of the district's administrative internship program.

II. Defining the Administrative Internship

As a result of an extensive study, this district defines the administrative internship as:

That phase of professional administrator preparation providing a field experience of at least one semester, allowing students to integrate administrative/supervisory practice with related theory (transfer and application of learning), through the practitioner/university-supervised performance of real duties, in order to develop administrators/supervisors who are competent instructional leaders, educational change

agents, educational problem solvers, and managers of the educational enterprise, and who are therefore ready to assume administrative/supervisory positions at the end of the internship experience. This readiness does not assume there is no additional work needed in some growth areas. Rather, readiness implies demonstration of acceptable entry level skills.

In summary, the administrative internship is that phase of formal administrator preparation which provides for the blend of theory and experience through supervisor-guided practice. The internship is a full-time paid position, occurring over 1 or 2 semesters. Intern salary is the equivalent of the respective intern's teacher salary.

III. Assumptions

As defined in this district, the internship is not an apprenticeship. The internship, instead, emphasizes rigorous learning experiences in the field near the end of a formal academic preparation program. It assumes that the candidate's basic decision to become an educational leader has been made. An apprenticeship, on the other

hand emphasizes career guidance and exploration. Formal academic preparation, if it has begun, is still in the introductory stage. In a continuum of field experiences from beginner to advanced, the internship belongs near the end of advancement.

Identified potential educational leaders will be provided opportunities to demonstrate, practice and further develop leadership skills as they transfer and apply previously learned academic theory, in practical situations. Such opportunities will be provided under the direction, supervision, training, guidance and evaluation of identified successful educational leaders.

IV. Program Goals

The district administrative internship program has two goals:

    a.   To encourage members of the district teaching force to pursue educational leadership careers

    b.   To identify and prepare potential educational leaders from among the district teaching force

A comprehensive process has been identified whereby the district's goals can be realized. Goals and process are supported by the board of education, the superintendent and cabinet, the administrative staff, and, the teaching staff of the district. The program administration and design is described on the following pages.

V. Administration and Design

<u>Role Descriptions</u>

Intern Profile

One who has potential abilities of an effective educational leader as demonstrated by:

1.   consistently above average teacher evaluation ratings

2.   at least 3 years classroom teaching experience

3.   being familiar with at least 3 district-wide/national-wide attempts to improve education

4.   being at least within one semester (9 hours) of completing all course requirements for state administrator certification

5. administrator course grade average of B or better

6. written recommendations from 3 supervisors (at least 2 in-district)

7. record of consistent above average initiative in supporting the district educational effort

8. willingness to take suggestion and direction during leadership preparation

9. written statement of commitment to a career in educational leadership

District Supervisor Profile

One who has demonstrated exceptional abilities as an educational leader as demonstrated by:

1. consistently above average administrator evaluation ratings

2. at least 5 years educational leadership experience

3. demonstrated commitment to affirmative, effective instructional leadership

4. active participation on district committees

5. willingness to devote necessary time and effort to the intern supervision process

6. demonstrated confrontation and conflict resolution skills

7. ability to task analyze intern and site needs and translate into an effective plan of action

8. ability to accurately and objectively communicate regarding intern progress, strengths, weaknesses, improvement recommendations, and other related intern skill development problems

9. articulated accurate perception of district and site goals, and the administrative, supervisory process

10. consistent support and effective implementation of district policies, procedures and regulations

11. willingness, skill and sound judgment in the delegation of responsibilities

12. skill in community relations

13. effectiveness in time management and task organization

14. demonstrated ability to act as a change agent

School Site Supervisor Profile

Same as district supervisor profile indicators, plus:

14. consistently positive school-community relations

15. consistently positive school climate

16. effective use of clinical supervision processes

17. consistent use of group process skills in decision-making

University Supervisor Profile

     1.   demonstrates commitment to exploring the ways in which teaching/learning act can be improved

     2.   devotes a portion of teaching load to district internship support

     3.   demonstrates time commitment beyond teaching load to intern support

     4.   has played a recent active role in innovative educational attempts

     5.   experience as an above average administrator

(Degrees and titles do not necessarily identify the person best qualified to provide leadership in such a program.)

Intern Steering Committee Profile

Same as district and site supervisor profiles, plus, ability and willingness to cooperatively, actively, and objectively support execution of committee responsibilities. Membership may include, and is not limited to:

    a.   superintendent

    b.   deputy, associate, assistant superintendents

    c.   director of staff development

    d.   directors of principals

    e.   elementary, middle, and high school principals

f.   director of curriculum

g.   university supervisor

Central Office or School Site Profile

1.   projects or programs show that changes in curriculum and instruction are taking place

2.   high staff morale

3.   high degree of professional attitude among staff

4.   community an active part of the school

5.   if school, at least in 2nd year of operation

6.   staff involved in inservice or university training

7.   staff sense of common mission

8.   active staff committees and teams which participate in decision-making planning, implementing and evaluation

9.   if school site, principal in building at least for 2nd year

Role Responsibilities

Intern Responsibilities

The intern is directly responsible to the designated supervisor(s) in receiving training in the effective execution of all administrative and supervisory processes identified in the learning design, and pertinent to the specified internship position. For example, a per-

son interning for the position of elementary principal would have specific responsibilities as outlined in the following Elementary Principal Intern Job Description, which could be modified from the job description of any district to reflect item status:

Job Description[1]

JOB TITLE: Elementary Principal Intern

REPORTS TO: Director of Elementary Schools
                              Supervising Elementary Principal
                              Director of Staff Development
                              Other Supervisor(s) as Assigned
                              (including University, if credit
                              is involved)

INDIVIDUALS
SUPERVISED: None

JOB SUMMARY:

The elementary principal intern is responsible to receive training from the supervising elementary principal in planning, organizing, staffing, and educational program which the principal supervises, consistent with School Board Policies, established administrative procedures and building regulations; also receives training in central office services and procedures as specified.

---

[1]Aurora Public Schools, Aurora, Colorado, June 1982.

MAJOR DUTIES (cont'd.):

Curriculum and Instructional Duties

1. Trains as instructional leader of the building to implement and evaluate curriculum.

2. Trains in building and District curriculum development.

3. Trains in designing procedures to assist staff members for selecting appropriate instructional materials, selecting instructional strategies and techniques for purposes of implementing adopted district programs.

4. Trains in the evaluation of student data for instructional planning.

Staff Personnel Duties

1. Trains in directing the personnel appraisal and improvement program.

2. Trains in selecting all personnel assigned to the building.

3. Trains in assigning teachers to classes and building space.

4. Trains in monitoring substitutes and student teachers.

MAJOR DUTIES: (cont'd.)

Pupil Personnel Duties

1. Trains in communicating and enforcing building and transportation behavior policies as they relate to students, staff, and the community.

2. Trains in principal handling of student discipline problems.

3. Trains in supervising the maintenance of student records.

4. Trains in directing student attendance procedures

5. Trains in insuring that school regulations are clear, consistent, well known, and available to all concerned.

School Community Relations Duties

1. Trains in developing and conducting a school community relations program based upon a thorough understanding of the area served by the school.

2. Trains in informing patrons and school personnel about policies and programs offered.

3. Trains in supporting District-wide efforts in school community relations.

MAJOR DUTIES: (cont'd.)

6. Trains in providing for the supervision of school-sponsored activities.

7. Trains in designing and implementing procedures and regulations concerning the safety of students.

Business Management Duties

1. Trains in coordinating the preparation of the proposed school budget.

2. Trains in administering the expenditures of the adopted school budget.

3. Trains in scheduling building use in cooperation with the District business office.

4. Trains in initiating purchase orders and requisitions.

5. Trains in supervising the maintenance of accurate inventories.

6. Trains in supervising the care, security, safety and maintenance of school plant, equipment and supplies.

7. Trains in maintaining and submitting appropriate records and/or reports.

8. Trains in accounting for school funds in accordance with established policies and procedures.

MAJOR DUTIES: (cont'd.)

9.   Trains in performing other duties as assigned.

THE INTERN IS A TRAINEE AND DOES NOT HAVE THE ULTIMATE RESPONSIBILITY FOR THE ABOVE DUTIES.

District Supervisor Responsibilities (central office and/or school site)

The supervisor effectively implements all aspects of internship administration and design in the training and preparation of intern for leadership service. Supervisors have frequent contact with interns, seeing them as professional colleagues entitled to access to information necessary to execution of the intern learning design; gives intern substantial responsibility for important matters, largely of same type supervisor deals with, such as, curriculum, staff development, teaching and learning; does not give full responsibility for matters like discipline, attendance, or, supervision of school cafeteria, etc.; assigns full responsibility for some major tasks or projects, insuring that the intern gets

experience as a leader in some significant aspect of school improvement; clarifies intern's position, title, and working relationships with and for staff.[1]

University Supervisor Responsibilities

Visits the intern and district supervisor(s) a specified number of times per semester, to assist the intern in (such ways as) developing strategies for curricular change, advising on problems which may develop, evaluating curriculum materials, suggesting use for various resources; conducts internship seminars; serves as liaison between the local school, school district and university, and, between the intern and the school.[2]

Intern Steering Committee Responsibilities

The intern steering committee is responsible for implementing the general administration, and specific design components of the internship program. These responsibilities include and are not limited to:

a.   conducting pre-application conferences

b.   serving as assessors during the assessment of intern potential and skills--a part of the intern selection process

---

[1]National Association of Secondary School Principals, NASSP Bulletin, 53, 333 (January, 1969), pp. 29-30.

[2]Ibid.

c.   giving input on final intern selection or consideration for intern removal

d.   providing ongoing guidance and counseling for interns

e.   recommending policy, procedure, or regulation changes for the program

f.   providing information pertinent to ongoing, interim, and final intern evaluations

g.   actively participating in intern seminars.

Site Staff Responsibilities

The site staff is responsible for interacting with the intern in the manner prescribed by the internship program and interpreted, communicated, and expected by the intern supervisor(s) and intern.

Selection Process

After determination and communication of the number of internships needed and available for the coming school year, the Division of Personnel Services, through the Director of Staff Development, will prepare and post an appropriate announcement. The announcement will be made available to all teaching and administrative staff in the district. For example:

Internship Information Session

The purpose of the internship information session is, a) to provide interested teachers with information pertinent to a career in educational leadership in the District, and, b) to provide printed and verbal information regarding the internship program selection and preparation process. For example:

Internship Information Day

Purpose of the Day:	To provide interested teachers with information pertinent to a career in educational leadership in the District, and, to provide printed and verbal information regarding the internship program selection and preparation process.
DATE:	All Day Saturday
8:00-8:30	Coffee
8:30-8:45	Welcome and Preview of the Day
8:45-9:45	Educational Leadership as Career, A Panel Discussion
9:45-10:00	Break
10:00-10:30	Administering Our School District, An Overview by the Superintendent
10:30-11:00	Service Delivery by the Four (Central Office) Divisions

11:00-11:30	Questions and Answers
11:30-12:45	Lunch
12:45-2:05	Serving as an Administrator in Our District - Elementary, Middle, and High School Viewpoints
2:05-2:30	Questions and Answers
2:30-2:45	Break
2:45-3:15	Overview of Internship Program, and Learning Design Highlights
3:15-3:30	Selection Process Highlights
3:30-4:00	Questions and Answers
4:00-4:30	Your Next Step

Application Eligibility

To be eligible to apply for the internship program the interested person must meet the following requirements:

Teaching Experience

a. minimal 3 years experience at level of internship interest (i.e., elementary, middle, or high school, or, at any level if interested in central office internship)

b. two of three years teaching experience must be in-district

c. the 3 year teaching experience must have occurred within 5 years prior to internship application

Teacher Performance Evaluation

a. two most recent formal written teacher evaluation reports must be above average

b. absolutely no overall unsatisfactory evaluation reports

University Course Completion

a. by end of semester of internship application, must have completed enough state administrator certification course requirements, so that no more than equivalent of one semester of coursework is needed to complete all course requirements

b. must agree to complete all course and other state certification requirements by end of internship

Pre-Application Conference

Eligible persons who are interested in applying for the internship program must participate in a pre-application conference with a member of the intern steering committee. The purpose of the pre-application conference is for the potential applicant to ask questions and receive feedback and guidance regarding educational leadership as a career, and the pressures and demands of the internship program.

Application

After ascertaining a clear commitment to educational leadership as a career goal, the potential applicant completes the administrative internship program application and submits it to the Director of Staff Development. See Appendix AA for application materials.

Steering Committee Procedures

Upon receipt of all application materials, the steering committee reviews all the information and reaches consensus on applicant selection for the formal assessment of potential and skills. Where possible, the researcher recommends district utilization of the formal NASSP Assessment Center process described in Appendix BB. All applicants are notified by mail whether or not they have been selected for formal assessment. If unable to participate in the NASSP Assessment Center process, the researcher recommends use of a comparable assessment process such as the one used for the 1983-84 Aurora IDPEL program (Appendix L).

All applicants completing formal assessment are then given a formal feedback conference to discuss strengths, growth areas, and potential regarding their assessed educational leadership skills. They are also informed whether or not they have been selected for the district administrative internship program. Those not selected leave the feedback conference with a clear picture of growth areas for which they may then develop follow-up plans and perhaps reapply for the internship in the future. Applicants selected for the internship now begin the placement and intern learning design development processes.

Placement Process

The placement process entails careful consideration of several factors in matching the intern with supervisors and sites (learning environments). The most critical match is between the intern and the primary supervisor. There may not be much if any choice regarding the match of the intern with secondary supervisors or sites.

After screening prospective supervisors through the supervisor profile, specific identification of district

and intern needs should be done. District needs can be identified in terms of general and specific knowledge and skills expected of all district administrators. For example, the job descriptions of 13 administrative positions for which a person could conceivably intern in the Aurora Public Schools, were analyzed for areas of major responsibility. The areas of major responsibility and job titles were arranged in a 2-dimensional grid (see Table 3.9b, page 166), reflecting common (general) knowledge and skills needed by all Aurora administrators, and specific knowledge and skills needed for certain jobs. The district also expects all administrators to have varying levels of awareness of central office administrative functions which are also specified.

The intern may further identify general and specific knowledge and skills he/she wants to gain through the internship which have not been identified through district expectations.

The screening committee then attempts to match (at least) primary site supervisors and interns based on committee knowledge of supervisor strengths and stated desire

to work with specific interns, and committee knowledge of district and intern needs and expectations, and intern willingness to work with specific supervisors.

Primary supervisors and sites are generally defined as those providing intern preparation in terms of specific knowledge and skills. Secondary supervisors and sites are generally defined as those providing intern preparation in terms of general knowledge and skills. For example, the primary supervisor of an elementary principal intern would be an elementary principal; the primary site would be an elementary school. The secondary supervisor of an elementary principal intern might be a director of curriculum; the secondary site might be the department of curriculum located in the central office of the district.

Intern Learning Design

The intern learning design is defined as the com-
bined core and individualized curriculum whereby the in-

tern will learn, practice and demonstrate the general and specific knowledge and skill bases identified by the district and the intern. At this point, the specific results of the formal assessment process (NASSP or similar model, such as outlined in Appendix L), and other district- and intern-identified growth areas are translated into expected learning outcomes (goals and objectives).

To assist the intern in a comprehensive self-assessment and further identification of growth areas to translate into expected learning outcomes, a framework such as the one used by Richland County School District One (Columbia, South Carolina), is recommended. See Appendix CC. Areas of performance indicated in the self-assessment framework should parallel those outlined in district administrator job descriptions. The outstanding features of this self-assessment instrument include: a) its focus on specific, district-defined performance areas for school principals, b) provision for analysis of both cognitive (theoretical/knowledge) and experiential (practical/skill) dimensions of each performance area, c) provision of a comprehensive task analysis of each performance area which supports the intern and supervisor

in appropriate focusing in learning design development, and, d) provision of detailed information for the supervisor(s) on how the intern views himself/herself. Intern self-assessment is not necessarily limited to this instrument. For example, the intern may articulate needs not indicated by this or any such instrument.

All supervisors involved with an intern collaborate with the intern to develop and approve learning design details. To clarify, the learning design framework is the district-identified framework. Appendix DD outlines the researcher-recommended, district-identified learning design framework and gives a partial example of an identified general intern growth area translated into an objective related action plan (Management by Objectives framework).

Examples of other identified growth areas translated into objectives, are:

1. (Curriculum) Demonstrate skill in school site curriculum development by designing and supervising a school level reading study which results in a faculty recommendation for a reading program adoption.

2. (School Community Relations) Demonstrate skill in the establishment/maintenance of effective school community relations by facilitating resolution of parent-teacher conflicts in two selected situations.

These objectives may in turn be developed into action plans to further the learning design. As is the case in the development and implementation of curricula at any level, instances where growth areas, knowledge and skill bases overlap should be noted to avoid duplication of effort. Clearly outlined learning designs should make identification of such overlapping relatively simple.

The researcher recommends use of the intern reporting methods outlined in this study in Chapter II (pp. 95-99) from the NASSP Intern Project. These methods, termed the "Record of Internship," were adopted for use by the Aurora IDPEL program elementary level. The IDPEL-adopted outline and forms are contained in Appendix EE.

Interns are required to attend a series of intern seminars during the term of the internship. For districts not endorsing college credit for intern activities conducted during the school day, holding intern seminars on Saturdays or after work hours might encourage and allow such provision for college credit.

The general purpose for the seminar series is to
blend theory and practice into a meaningful whole.[1] Other
purposes may include, provision of ongoing guidance and
evaluation of interns through group sharing and discussion
of some aspects of the "Record of Internship," provision
of seminar leader feedback and enrichment regarding intern
experiences, theoretical reframing of problems interns
present from the field in order to receive group and
seminar leader support and guidance in problem-solving,
further familiarization with central office operations,
etc. While there is no apparent "ideal" number of
seminars for a given semester or year, the researcher re-
commends at least 2 seminars per month, of 4 hours each,
for the term of the internship. Appendix FF presents a
possible seminar series outline.

Intern Evaluation

Three aspects of intern evaluation are recommended
for inclusion in a well-rounded intern evaluation process,
ongoing, interim and final evaluation. Ongoing evaluation
includes supervisor and intern continuous daily monitoring

[1]National Association of Secondary School
Principals, NASSP Bulletin, 53, 333 (January, 1969), p.
76.

of learning design implementation in order to clarify, validate, adjust, etc., in order to facilitate achievement of identified intern learning outcomes. Activities included in ongoing evaluation may be conferencing, counseling, etc.

An interim evaluation should occur at the mid-point of the internship term (mid-semester or mid-year). The primary thrust of the interim evaluation is formative rather than summative. It includes review of the appropriateness of intern selection, placement, review of appropriateness of expected learning outcomes, review of status and workability of learning design and action plans, review of intern achievement of expected learning outcomes, and, status report of intern strengths and growth areas. Appropriate adjustments will be made above whenever necessary. Appendix GG outlines a recommended interim report form to be completed by the intern and supervisor.

The final evaluation is both formative and summative in nature. The formative aspect calls for intern

identification and documentation of learning outcomes achieved, products produced, and strengths and growth areas noted. The supervisor(s) verify(ies) intern identification and documentation of the above, and prepare(s) a parallel written report, including prescription of appropriate follow-up regarding outstanding growth areas noted.

The summative aspect of the final evaluation includes supervisor(s) recommendation of future consideration or no future consideration of intern for administrator openings. Either recommendation includes documentation of reasons. Appendix HH outlines evaluation form which could be used for final evaluation purposes. All supervisors involved with a given intern conduct a joint evaluation conference with the intern, including review of written records and final recommendations. Supervisors then submit all written records to the intern steering committee.

The intern steering committee reviews the evaluation records of each intern and may conference with intern and/or supervisor(s) for clarification. The

committee then reaches consensus on the acceptance or rejection of supervisory recommendations regarding the final disposition of each intern. If a recommendation for consideration of the intern for administrative vacancies is accepted by the committee, they forward the name of the intern to the appropriate person in the personnel department. Personnel then implements its administrator interview process and includes the intern in the process.

If the intern is not recommended for interview consideration, he or she is counseled regarding the reasons, and where appropriate, given suggestions for future action.

Program Evaluation

The purpose of the intern program evaluation is to validate program strengths, and identify program weaknesses for the improvement of future district internships. Interns and supervisors complete structured written questionnaires and participate in interviews conducted by the steering committee. Questionnaire and interview findings are documented and recommendations are

identified.   The documented recommendations are then used to make modifications in the next district internship program.   Appendix II outlines recommended form for program evaluation purposes.

Other Programatic Support

There are several additional components of a model program which were addressed in the literature and which could also be included in the research-based model.   Two of the most important are board of education support through formal policy, and provision for intern supervisor orientation.   These components are briefly addressed and recommended for inclusion in the research-based model.

Board of Education Policy Statement

The statement might read as follows: The Board of Education recognizes the importance of the administrative internship as a viable channel, among other channels, through which to identify and select personnel to fill administrative vacancies.   For this reason, the Superintendent and designees shall establish and maintain a district-based administrative internship program.

Intern Supervisor Seminars

The purpose of the intern supervisor seminars is to orient intern supervisors to the intern supervision process, and to provide ongoing support to supervisors in any matters regarding intern preparation. There will be at least two intern supervisor seminars held during the course of an internship term. The first seminar, to be held after final intern selection and placement and before learning design development, will focus on supervisor support of learning design development and general aspects of intern supervision.

The second seminar will be held before the interim evaluation and will focus on development of the interim and final evaluations as an outcome of intern supervision and monitoring. Intern supervisors must attend all supervisor seminars.

Summary Observations and Suggestions
to Facilitate Successful Implementation

Given the extensiveness and detail of the model, school districts are encouraged to provide careful, considered guidance and planning regarding the extensive time requirements of implementation. Data flow from implementation will be extensive and will need careful management, and should therefore be coordinated by one or two people at most.

The need for generous resource allocations in terms of planning, implementation, and evaluation, also demands guidance. An identified internship steering committee may be assigned such guidance responsibilities before and during program implementation, with the assistance of an outside consultant.

The program as outlined is highly prescriptive. The high degree of prescriptiveness is not intended to prohibit or discourage a balance between building level and central office level experiences. Each district needs to adjust the extent of prescription according to its wants and needs.

The degree of intern self-direction is minimally reflected and may need adjustment as desired. Internship

experiences across two or more administrator positions, however, should reflect the documented needs assessments from the selection and interim evaluation processes.

Finally, careful model adjustment and appropriate simplication is especially needed for implementation in small districts with few administrators.

Summary

Chapter IV provided a detailed description of the modified research-based model district administrative internship program, and the case study of the Aurora IDPEL program.

Model modifications were identified as a result of an evaluation by a jury of experts. Those experts answered a set of structured questions regarding the model's theoretical soundness, practicality, comprehensiveness, ease of understanding, and other comments. Basic modifications included a summation of the internship definition and summary observations and suggestions to facilitate successful model implementation.

Chapter V is the final chapter of the study, and presents a summary of the study, conclusions drawn, and recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was to develop a research-based model administrative internship program that a district may, with appropriate modification, utilize in efficiently developing and implementing, or improving its own internship program. The study included a review of several expert viewpoints on what constitutes an optimal internship program, a case study and comprehensive in-district evaluation of a district-based program, a survey of internship programs and projects from across the United States, and, a review of planned organizational change models to facilitate program introduction into a district.

This final chapter contains a descriptive summary of the study and conclusions drawn from the Aurora case study and model program development. The chapter and study conclude with recommendations for the Aurora internship program, and recommendations for further study.

282

Summary of Study

In accomplishing its purpose, this study examined
viewpoints of experts on the administrative internship,
provided a case study and indepth evaluation of an
operating district-based internship program, conducted a
survey of district- and university-based internship
programs from across the nation, and reviewed planned
organizational change models. The model internship
program was built upon this rather broad knowledge base.

Chapter I introduced the rationale and purpose of
the study, its significance, pertinent research questions,
limitations, and definitions of terms. Chapter II
reviewed relevant literature on change, the administrative
internship, and presented a case study of the Aurora
Public Schools (Aurora, Colorado) internship program.
Chapter III discussed methodology and treatment of
evaluative data from the Aurora program, and the synopsis
and treatment of data gathered from universities and other
districts. Chapter IV provided results of an expert jury
evaluation of the model program draft, which resulted in
the final, modified version of the model program.

The study answered the following questions:

1.   What are the descriptors that are currently being used for the administrative internship in education?

2.   How was the IDPEL program developed and implemented?

3.   How does the Aurora Public Schools evaluate the IDPEL program?

4.   What change process(es) might a district experience in

     a.   program development?

     b.   program implementation?

     c.   program modification?

5.   What does a research-based model program look like?

6.   How might such a program be validated without piloting before implementation?

Conclusions

The Identification and Development of Potential Educational Leaders Program, Aurora Public Schools, Aurora Colorado

The Aurora Public Schools is located in the city of Aurora, Colorado (a middle class suburb east of Denver), and serves approximately 80% of the city's school age population.

The Aurora case study revealed a K-12 public school district characterized by past, present, and anticipated growth during a nationwide trend of declining enrollments. Student enrollment rose from 20,800 in October 1975 to 26,000 in October, 1984. Enrollment is expected to grow to 36,000 by 1994, and to 41,000 by the year 2000.

The study further revealed a district seemingly committed to support teacher entry into its administrative ranks, and an administrative staff consisting of both inside and outside hires. Aurora's 8-year-old administrative internship program has an in-district placement record of 57% (20 out of 35) of its interns, all of whom completed the program between 1976 and 1983. The total number of administrator vacancies filled between Fall, 1977 and Fall, 1983 was 113. Eighty-one (72%) of the vacancies filled were school level vacancies, and were due to growth, retirements, resignations, promotions, etc. Eighteen percent (18%) of the administrative hires for this period came from the district's internship program. (The balance of hires came from other in-district promotions and outside hires.)

The formal evaluation of the internship program through data gathered from interns, intern supervisors, and other district administrators, provided additional insight, including: a) general agreement between respondents and the experts on defining the internship, b) general agreement among respondents that program improvement needs exist in all areas indicated with one exception, c) a report of over two-thirds of all responding interns indicating no program training through several types of experiences rated, d) a report of over half the responding interns indicating no training in budget planning and management, and program implementation, and, d) general agreement among all respondents that, all program experiences (especially curriculum and instructional leadership, and staff development) provided and competencies developed, were effective.

Overall narrative response patterns from questionnaires and interviews combined revealed: a) respondent recognition of the importance of the internship as the application stage of administrative training, and

the related importance of formal administrative study prior to the internship experience, b) the need to lengthen the duration of the internship beyond the 45-day maximum length to date, c) the need for clarity, consistency, and closer supervision from the Office of Staff Development in administering the program, and, d) overall positive, supportive attitudes based on benefits gained by program participants.

Research-Based Model District Administrative Internship Program Development

Development of a credible, research-based model district internship program must include provisions such as: a) a broad base of data gathered from a variety of primary and secondary sources, b) a sound theoretical base, c) practicality of implementation, d) comprehensiveness of content and process, e) clarity of outline, and, f) a broadly acceptable method of validation before pilot or implementation.

Finally, careful and considered coordination of the model development process is critical in assuring that

major portions of critical content are included, and that
model components are presented in a logical, sequential
yet flexible manner.

Recommendations

> The Identification and Development of Potential
> Educational Leaders (IDPEL) Program, Aurora Public
> Schools, Aurora, Colorado

As a result of the entire study, the following
recommendations are made for the Aurora internship
program:

1. ## Office of Staff Development Support

   > Review and appropriately modify OSD support in
   > areas including, articulation and assignment of
   > responsibilities, coordination of program across
   > elementary, middle, high school, and central office
   > levels, participant guidance, intern committee
   > functions, etc.

   > Broaden function of intern committee to include
   > that of responsibility for additionally designated
   > program process and procedures, review and follow
   > up on recommendations for program modification,
   > etc.

2.   Internship Purpose and Definitions

Review and appropriately modify and articulate internship Purpose and Definition so that all district employees have a common understanding of meaning.

Increase length of internship to at least one semester, possibly one year, for each intern. (Due to budgetary considerations, this may entail selecting fewer interns.)

If IDPEL accepts personnel with little or no administrative course work, their experiences should be brief survey level experiences. In this case, the experience should be termed an "apprenticeship," to provide a qualitative distinction from the internship.

3.   Role Description and Responsibilities

Review, define and articulate program participant role descriptions (profiles and responsibilities).

Clarify and articulate the university guidance, function, where applicable.

4.   Selection Process

Review and appropriately modify intern selection process in areas including internship information procedures, applicant eligibility requirements, pre-application counseling, assessment of potential and skills process, final selection criteria and responsibility, etc.

Include eligibility requirement of completion of most administrative course work.

5. Placement Process

    Review and appropriately modify intern placement
    process, including identification and match of
    district and intern needs, identification and match
    of sites, supervisors, and interns, etc.

6. Intern Learning Design

    Review and appropriately modify intern learning
    design, including identification of district- and
    intern-expected learning outcomes, translation of
    expected outcomes into action plans, provision for
    core and individualized experiences, consideration
    for combinations of central office and building level
    experiences, length and extent of experiences,
    seminar needs and requirements, etc.

    Review and appropriately provide more effective
    training through staff development, personnel
    evaluation, and community relations experiences.

    Review and appropriately provide more effective
    training in group facilitation, program
    implementation, and change facilitation skills.

    Identify procedure to insure intern training in all
    areas (skill and experiences) prescribed.

7. Intern Evaluation

    Review and appropriately modify the intern evaluation
    process, with consideration for ongoing, interim and
    final evaluations, intern self-evaluation, and
    provision for intern "deselection."

8. Program Evaluation

    Identify process for periodic internship program
    evaluation, including provision for incorporation of
    modifications on a periodic basis.

9. Other Programmatic Support

    Consider development of Board of Education Policy or Position Statement in support of IDPEL.

    Provide intern supervisor seminars to orient supervisors to the intern supervision process, provide ongoing support to supervisors in matters regarding intern preparation, etc.

    Monitor and maintain balance between administrative hires from the IDPEL program, other in-District promotions, and outside hires. This includes projected needs for administrator vacancies.

    Study feasibility of use of one Assistant Principal position per level as an internship position (at teacher salary level). (Teacher-administrator salary differential may be used for such items as additional intern training resources, etc.)

    Seek alternative program funding sources such as the Department of Education Fund for the Improvement of Post Secondary Education, etc.

    Consider and provide for additional time, planning, and management requirements in implementing any of above recommendations.

Recommendations for Further Study

This study raised the following questions which are recommended for further research:

1. Are there any pre-internship characteristics which are strong predictors of intern success (as success is measured by post-internship administrative placement)?

2. How effective in their administrative duties are
    first-year principals with experience as interns
    as compared with first-year principals with no
    experience as interns?

3. How can a school district measure the cost-
    benefit ratio of its internship program?

4. What are current attitudes of school districts
    having internship programs, toward effectiveness
    of university program support?

BIBLIOGRAPHY

Davies, Daniel R., The Internship in Educational Administration. New York: The Center for Applied Research in Education, Inc., 1969.

Farquhar, Robin H., and Piele, Philip K., Preparing Educational Leaders: A Review of Recent Literature. Columbus, Ohio: University Council for Educational Administration, 1972.

Gross, Neal, et al., Implementating Organizational Innovations: A Sociological Analysis of Planned Educational Change. New York: Basic Books, Inc., 1971.

Havelock, Ronald G., The Change Agent's Guide to Innovation in Education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

Havelock, Ronald G., and Havelock, Mary C., Training for Change Agents. Ann Arbor: University of Michigan, 1973.

Hencley, Stephen P., edit., The Internship in Administrative Preparation. Columbus, Ohio: University Council for Educational Administration, 1963.

Killian, C. Rodney, A Report on Demographic Characteristics in the City of Aurora, Colorado. Aurora, Colorado: Aurora Public Schools Press, 1982.

NASSP Bulletin, 53, 333 (January 1969).

Newell, Clarence A., Handbook for the Development of Internship Programs in Educational Administration. New York: Cooperative Program in Educational Administration, Middle Atlantic Region, 1952.

Rogers, Everett M., and Shoemaker, F. Floyd, Communication of Innovations. New York: Free Press, 1971.

Trump J., Lloyd, and Karasik, Lois S., Design for Leadership. Washington, D.C.: NASSP, 1964.

University Council for Educational Administration, Simulation in Administrative Training, 1960.

Wiles, David K., et. al., Practical Politics for School Administrators. Boston: Allyn and Bacon, Inc., 1981.

APPENDIX A

IDENTIFICATION AND DEVELOPMENT OF POTENTIAL EDUCATIONAL LEADERS

AURORA PUBLIC SCHOOLS
1085 Peoria Street
Aurora, Colorado 80011

John Goodspeed Stuart
Superintendent of Schools

Fall, 1975

"IDENTIFICATION AND DEVELOPMENT OF POTENTIAL EDUCATIONAL LEADERS"

Introduction

Each year throughout the many school districts of this country an annual tradition occurs, the tradition of recruitment and selection of candidates to fill vacant administrative positions. If one were to review this traditional process, they would find a number of elements which are common from district to district. First, an administrative position is identified as vacant. The next step is usually to post an announcement of this vacancy in appropriate locations. Then applications are received from potential candidates, whic hare screened, utilizing some sort of criteria. Finally, a candidate is chosen. It would seem that this sort of procedure in the recruitment and selection of administrative personnel is, indeed, not well planned nor based upon any sort of objective analysis.

Think for a moment of other professions and how these professions provide for the entry of personnel into that particular profession. Generally, the personnel within the profession identify individuals which exemplify the potential talents related to the profession. These potential talents of individuals are then nurtured and developed by the individuals within the profession in order to provide that individual with an entry point. Such a process would appear to be much more planned than the traditional recruitment and selection process which is presently utilized for the appointment of educational administrators.

It is with this premise in mind that the following plan has been developed; a plan for the careful identification of individuals who possess the potential talents and abilities which would make them successful school administrators. Further, this plan provides a systematic approach to the development of those identified individuals to the point that they are adequately prepared to assume a leadership role in education. Ultimately, a pool of trained, potential administrators will be developed from which the district might draw in the event of a principalship, (associate principalship or vice principalship) vacancy.

Appendix A (cont'd.)

Guidelines

In developing this plan, the following concepts have been deemed important to the total design:

1. The ultimate selection of potential educational leaders shall be done by successful educational leaders.

2. In selecting potential educational leaders, emphasis should be placed upon how successful educational leaders view administration, utilizing a comparison or comparative process, of how potential administrators view the profession.

3. A careful analysis should be made of each candidate: his/her motives, desires, potential abilities, and his/her preparation for becoming an education administrator.

4. Each potential administrator should have the opportunity to utilize his/her potential leadership qualities in a controlled situation under the guidance and evaluation of trained administrative leaders.

5. Only the most potentially able should be ultimately accepted to participate in the program.

6. Those candidate who complete the program should be sufficiently prepared to assume the role of a principal, associate principal, or vice principal.

Procedure

As with any plan, a systematic sequence of activities must occur in order for the plant to effectively evolve. The following is the sequence of activities which will be follow in order to foster the "Identification and Development of Potential Educational Leaders" (IDPEL).

Step 1   An information session will be conducted at which time the entire IDPEL Plan will be described to the district administrative staff.

Step 2   Each district administrator will inform the professional personnel which he/she supervises of the "IDPEL Plan" and of application procedures.

Step 3   The Assistant Superintendent of Personnel, the Associate Superintendent of Administrative Services, the Associate Superintendent of Instruction and the Director of Staff Development will invite all personnel interested in making application to the IDPEL Plan to an information session. The session will focus upon procedures for selection administrative interns and the training phase of the IDPEL program. Applications will be distributed.

Step 4   Applications from potential IDPEL interns will be received. Information will be solicited from each applicant's supervisor.

Step 5   The Assistant Superintendent of Personnel and the Director of Staff Development will review all applications, utilizing a set criteria, select approximately twenty (20) applicants, and submit their names to the IDPEL Screening Commitee.

Step 6   A Screening Committee of administrators "Screening Committe/Potential Educational Leaders" will interview all of the applicants submitted to them by the Assistant Superintendent of Personnel and the Director of Staff Development and select approximately ten (10) which they feel have the greatest potential for becoming successful school administrators.

Step 7   The Screening Committee will design a series of administrative interns experiences for each selected candidates--assigning each candidate to these experiences and monitoring his/her progress.

Step 8   Once the administrative intern experience is completed, the Screening Committee will then meet with each intern and each intern's supervisor to evaluate the success of the experience and to select some of the interns for continuance in the IDPEL training program.

Step 9   The selected candidates will participate in a two-to-five-day seminar designed by the Office of Staff Development which would expose each candidate to a comprehensive examination of the duties and responsibilities of the school principal, as well as examination of the organization operations of the Central Office.

Step 10   The selected candidates, at the completion of Step 9, will be placed in an administrative pool which would be available if a vacancy occurred in the principalship, associate principalship, or vice principalship ranks. The district would not be required in any way to select personnel from the pool for the above positions or is any guarantee given to those in the administrative pool that they would, in fact, become an administrator in the Aurora School District.

APPENDIX

Steps 1-10

Prior to	3/1/76	4/1/76	5/1/76	6/1/76	9/1/76	11/1/76	2/1/77	3/1/77	4/1/77	4/1/77
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10

APPENDIX

Step 1

At an appropriate time and place, the entire administrative staff of the district would be informed of the entire IDPEL plan, and a thorough explanation will be made of Steps 1 through 10.

APPENDIX

Step 2

At an appropriate time and place each administrator of the district will inform the personnel which he/she supervises of the "IDPEL" Plan and of the application procedures.

APPENDIX

Step 3

The Assistant Superintendent of Personnel Services, the Asociate Superintendent of Administrative Services, the Associate Superintendent of Instructional Services, the Director of Staff Development will conduct an information session for all personnel interested in making application to the IDPEL program. During the information session the entire program will be reviewed including the screening, selecting, and training of applicants. Following the session, applications will be distributed to those interested in pursuing the IDPEL program.

Example 1   Identification and Development of Potential Educational Leaders - "Personal Data"

Example 2   Concepts of Administration Inventory

Example 3   "Administrator Expectations"

APPENDIX

Step 3 - Example 1

Identification and Development of Potential Educational Leaders
"PERSONAL DATA"

Name of Applicant_____

Position_____ Date_____

1.   What types of teaching or administrative certificates do you hold?

2.   Describe your degree status, credits or degrees beyond a bachelor degree. Be specific.

3.   Describe your teaching/administrative experience.

4.   Why do you want to pursue a career in educational administration?

5.   My immediate supervisor is_____.

APPENDIX

Step 3 - Example 2

Concepts of Administration Inventory

<u>Please read carefully</u>:

The purpose of this inventory is to make explicit certain concepts of school administration that one might hold.

Thirteen multiple choice questions follow. Each presents a set of five (5) responses. Please read all five (5) answers carefully before responding. There are no "right" or "wrong" answers. You are asked instead to weight the <u>degree of importance</u> or <u>degree of unimportance</u> which you associate with each of the five (5) responses. Select the response which you consider <u>most important</u> and place it under the column entitled "most important" which can be found at the conclusion of this inventory. Do the same for the response which you consider "least important" for each question 1-13.

CONCEPTS OF ADMINISTRATION

1. The effectiveness of school administration should be evaluated on considerations of:

   a. efficient operation of school with respect to maximizing benefits in balance with minimizing costs
   b. maximizing the capability of the organization to formulate sound educational policies and to reach wise decisions
   c. sustaining the highest possible level of morale of students and employees
   d. accomplishing those expectations of schools held by the electorate
   e. mediating conflicting expectations held by the commuity, school board, administrators, professional staff, and students

2. The task of school administration is:

   a. supervising and controlling
   b. deciding and planning
   c. helping students and teachers
   d. listening to and accounting to the public
   e. capitalizing on conflict resolution

3. The source of authority which administration should invoke to mobilize people to work toward goals is:

   a. statutory and school board definitions of administrative authority
   b. official policies and decisions
   c. student consensus
   d. mandates from the community
   e. negotiated agreements among conflicting parties

4. The image of the school administrator should be that of:

   a. controller
   b. monitor of the decision making process
   c. advocate for people, particularly students
   d. manager of controversy

5. To be effective, the school administrator must deal with:

   a. standards of performance
   b. policy
   c. student and teacher rights and responsibilities
   d. public relations
   e. grievances

6. The schools function well in an organizational climate that is:

   a. well organized and controlled
   b. wise and rational
   c. warm and friendly
   d. community-oriented
   e. open and risk-taking

7. An effective instrument of school administration is:

   a. cost-benefiting analysis
   b. policy handbook
   c. student and teacher morale surveys
   d. citizens advisory groups
   e. rap sessions

8. The school administrator can advance his professional skills through the study of:

   a. scientific management
   b. decision making theory
   c. social psychology
   d. public administration and political science
   e. conflict theory and research

9. School administration should use more fully:

   a. educational audits
   b. PPBS (programming-planning-budgeting systems)
   c. public opinion polls
   e. encounter groups

10. The typical school district would be helped by a resident:

    a. cost-benefit expert
    b. management-by-objectives expert
    c. ombudsman
    d. public relations expert
    e. conflict management expert

11. The characteristic of the effective administrator is his/her:

    a. efficiency
    b. rationality
    c. concern for people
    d. sense of public responsiblity
    e. sense of adventure

12. The school administrator should be accountable for:

   a. the taxpayer
   b. the administrative team and school board
   c. students
   d. the electorate
   e. citizens, school board, students, and teachers

13. A school administrator would do well to keep this maxim conspicuously displayed in his/her office:

   a. "The most compelling values in the American saga of success have been progress, efficiency, science, and achievement."

   b. "The task of deciding pervades the entire administrative organization quite as much as the task of doing."

   c. "Most everything of any consequence that an educational leader does is through and with students and teachers."

   d. "Public schools belong to the people, are made for the people, and are accountable to the people."

   e. "The clash of doctrines is not a catastrophe but an opportunity."

Appendix A (cont'd.)

NAME_____

Enter the letters for your responses in the table below.

	Most Important	Least Important
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Step 3 - Example 3

Administrative Expectations

Below you will find a list of twenty (20) words that could be used in describing the functions of a principal. For each item, circle the number which indicates the degree of importance that you place on each of these behaviors in describing the role as a school principal. In doing so, be sure your rating describes the role as you think it should be. At the bottom of this form, use three (3) of the twenty (20) words which you would use to best describe the principal's role.

Words	Not Important	Moderately Important	Extremely Important
To Accept	1	2	3
To Administrate	1	2	3
To Advise	1	2	3
To Complete	1	2	3
To Control	1	2	3
To Direct	1	2	3
To Encourage	1	2	3
To Evaluate	1	2	3
To Examine	1	2	3
To Initiate	1	2	3
To Innovate	1	2	3
To Integrate	1	2	3
To Interact	1	2	3
To Listen	1	2	3
To Maintain	1	2	3
To Measure	1	2	3
To Motivate	1	2	3
To Organize	1	2	3
To Participate	1	2	3
To Trust	1	2	3

The principal's role can best be described by the following terms:

_____, _____, and _____.

APPENDIX

Step 4

Applications for potential IDPEL interns will be received. (Step 3)
Information will be soliciated from each applicant's supervisor.

    Example 1   Supervisor's Comments/Potential Educational Leaders

APPENDIX

Step 4 - Example 1

POTENTIAL EDUCATIONAL LEADERS

Directions: _____ has applied for consideration and entrance into the IDPEL program. Below you will find a series of questions which we would like to you to comlete in regards to the candidate. It may be necessary for you to interview the candidate in order to solicit some of the information. Explain each item fully and attach additional sheets if necessary.

Name of administrator completing this form_____

Postion: _____ Date:_____

Name of applicant_____

Position: _____

1. In what capacity have you worked with the applicant?

2. Do you feel this person has the potential for becoming an effective administrator?

3. In what activities has the applicant been involved in which he/she has displayed leadership qualities?

4. Describe the applicant's feelings about pursuing a career in educational administration?

5. Does the applicant have a personal commitment in terms of making an affirmative impact upon lives of others?

6. Does the applicant receive satisfaction from seeing his/her colleagues or students grow and achieve their goals?

7. Does the applicant express his/her throughts openlyg and encourage others to do so?

Appendix A (cont'd.)

8. Does the applicant have the ability to organize things in order to accomplish objectives and/or tasks?

9. Does the applicant stimulate others to perform by being open, creative, innovative and enthusiastic?

10. Is the applicant sensitive to the attitudes, thoughts and feelings of others, utilizing these insights in planning and making decisions?

11. Does the applicant have a career plan or goals in mind which is well thought out?

12. Is the applicant intensely involved in his/her work?

13. Does the applicant restrain from impulsive decisions, relying on the accumulation of evidence and facts before making decisions?

14. Name other district administrators who support your feelings about this candidate.

Name	Position	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____

RETURN TO THE ASSISTANT SUPERINTENDENT OF PERSONNEL

APPENDIX

Step 5

The Assistant Superintendent of Personnel and the Director of Staff Development will review all applications, utilizing an established criteria, and select approximately twenty (20) of the applicants on a competitive basis for interviews by the Screening Committee.

1. All the members of the "Screening Committee/Potential Educational Leaders" (Step 5) will complete the forms entitled "Administrative Expectation" and "Concept of the Administration Inventory." Once these inventories are completed by the Screening Committee, a composite profile of the Committee will be made in relation to their responses on these forms. The composite profiles will represent how several successful practicing administrators would answer specific questions concerning administration. Similar forms will be completed by each applicant with his/her scores being rated in terms of comparability to the Screening Committee's profile.

   a. On the "Administrative Expectations" form there are a total of twenty-six (26) possible comparable responses for the total of twenty-six (26) points.

   b. On the "Concepts of Administration Inventory" there are a total of twenty-three (23) comparable responses for a total of twenty-three (23) points.

2. A third instrument, which will be utilized for the screening of candidates, will be the Supervisor's Comments Potential Educational Leaders (Step 4). A total score of forty-two (42) points is possible on this instrument. Attached is the method by which points are awarded--"Supervisor's Comments - Potential Educational Leaders." (Example 1)

3. On all three forms a total of eighty-four (84) points is possible. The Assistant Superintendent of Personnel will select twenty (20) applicants with the highest accumulation of points, and submit those names to the Screening Committee.

APPENDIX

Step 5 - Example 1

The Evaluation of "Supervisor's Comments--Potential Educational Leaders"

1. Said administrator has personally supervised the applicant   3

    Said supervisor has worked with or has knowledge of the applicant's work   2

    Said administrator has had no direct contact with the applicant   1

2. Reasons given with substantiating data   3

    Reasons given without substantiating data   2

    I think or no reason given   1

3. Candidate has been successfully involved in two or more activities which has required leadership talent   3

    Candidate has successfully been involved in at least one activity which has required leadership talents   1

4. Applicant is eager to participate in a career of educational administration   3

    The applicant is questionable about a career in educational administration   2

    The applicant is negative about a career in educational administration   1

5. The applicant is deeply involved in helping others to succeed   3

    The applicant is concerned about the success of others   2

    The applicant has little or no concern of the success of others   1

6. The applicant expresses his/her thoughts openly at faculty meetings, etc.   3

    The applicant generally expresses his/her thoughts openly at faculty meetings, etc.   2

The applicant is shy about expressing his/her
thoughts and feelings openly   1

7. The applicant is always organized and accomplishes
    what he/she sets out to do   3

    The applicant is fairly well organized and often
    accomplishes what he/she sets out to do   2

    The applicant is not very well organized   1

8. The applicant is creative and enthusiastic and
    stimulates others to do so   3

    The applicant is creative and often stimulates others to do so   2

    The applicant is rarely creative and stimulating   1

9. The applicant is sensitive to others and their feelings   3

    The applicant is often sensitive to others and their feelings   2

    Rarely does the applicant concerns himself/herself with the
    feelings of others   1

10. The applicants has a definite career goal(s) in mind and plans
    to attain these goals   3

    The applicant has a general idea of a career goal in mind   2

    The applicant has no career goal or plan in mind   1

11. The applicant spends a great deal of time above and beyond
    the call of duty in his/her work   3

    The applicant puts extra effort into his/her work   2

    The applicant puts into his/her work only that which is required 1

12. The applicant carefully thinks out problems and situations before
    making decisions   3

    The applicant generally analyzes a problem before making a decision 2

    The applicant generally makes "snap" decisions   1

13. Three other administrators are listed which will verify the applicant's
    potential as an educational leader   3

    Two others are listed   2

    One other is listed   1

APPENDIX

Step 6

A committee of administrators, "Screening Committee/Potential Educational Leaders," will review the applications of the twenty (20) candidates selected in the screening process by the Assistant Superintendent of Personnel. The Screening Committee will interview each candidate and select from the list of twenty (20), approximately ten (10) which will show potential for becoming successful school administrators.

Example 1   "Structure and Functions/Screening Committee IDPEL"

APPENDIX

Step 6 - Example 1

STRUCTURE AND FUNCTIONS

"Screening Committee for the Identification and Development of Potential Educational Leaders"

One Elementary School Principal elected by the Elementary Principals

One Middle School Principals elected by the Middle School Principals

One High School Principal elected by the High School Principals

One Director of Elementary Schools

One Director of Middle Schools

One Director of High Schools

One Director of Staff Development

One Assistant Superintendent of Personnel Services

One Associate Superintendent of Instructional Services

One Associate Superintendent of Administrative Services

One Superintendent of Schools

The functions of the Screening Committee would be as follows:

1. To assist in the administrative profile development of the committee.

2. To secure applications in order to identify ten (10) nominees which will participate in an administrative internship program.

3. To design, assign, and monitor the internship training phase.

4. To review the progress of each of the ten (10) interns during their intern experiences.

5. To select from those completing the administrative intern experience, those which will be provided further training and eventually be appointed to an administrative pool.

6. To design and conduct a training seminar for those selected for the administrative pool.

7. To advise and assist each intern selected for the administrative pool in terms of career development.

APPENDIX

Step 7

"The Screening Committee/Potential Educational Leaders" shall upon selecting ten (10) potential educational leaders, design an administrative internship experience for each intern and monitor his/her progress.

1. Overview of the Administrative Internship Experience.

    Each of the selected candidates shall be assigned to a 10-week administrative experience (one day per week). In each case, the candidate shall be assigned to a principal for intern experience. The principal shall be someone other than the one that generally supervises said candidate. The 10-week intern experience shall consist of two 5-week segments, with the intern being assigned to one principal the first 5 weeks and to another principal for the second 5 weeks. Each principal who is supervising an administrative intern is responsible for assigning each intern challenging and meaningful situations which will test the leadership abilities of the intern.

2. At the end of the first 5-week intern session, the Screening Committee will meet jointly with all administrative interns and with the principals supervising the interns in order to review the internship process and revise it if necessary.

APPENDIX

Step 8

Upon the completion of the "Administrative Intern Phase," the Screening Committee will meet with each intern and the principals who supervised his/her intern experiences. An evaluation will be made of each intern in reference to his/her intern experience and his/her adisability for continuing in the IDPEL program. Upon reviewing all the information received, the Screening Committee shall select part, all, or none of the administrative interns for continuation in the IDPEL program.

APPENDIX

Step 9

Those administrative interns selected by the Screening Committee for continuance in the IDPEL program will participate in a two-to-five day seminar which will be designed by the Office of Staff Development. The seminar will be designed in such a way as to expose each candidate to a comprehensive evaluation of the duties and responsibilities of the school principal as well as a thorough examination of the organization and operations of the Central Office.

APPENDIX

Step 10

Each administrative intern at the completion of Step 8 will be placed in an administrative pool which would be available if a vacancy occurred in the principalship, associate principalship or vice principalship ranks. During this period of time, each intern would be assigned an advisor(s) consisting of one or more members of the Screening Committee. Said advisor(s) would assist each administrative intern to develop and carry out his/her career plan.

Once the candidate has been placed in the administrative pool, the Screening Committee shall so advise the Superintendent of Schools and the Associate Superintendent of Personnel of each candidate in the pool, his/her qualifications, his/her IDPEL experiences, along with appropriate comments. A copy of such notice will also be placed in each candidate's personal record.

A G E N D A

INFORMATION SESSION -- POTENTIAL PARTICIPANTS -- IDPEL PROGRAM

DATE: April 29, 1976

TIME: 7:00 p.m.

PLACE: East Middle School Auditorium

TOPIC: Welcome

PRESENTOR: Dr. John Stuart, Superintendent of Schools
               7:00-7:15 p.m.

TOPIC: Overview of the IDPEL Program

PRESENTOR: Dr. Chad Chase, Director of Staff Development
               7:15-7:30 p.m.

TOPIC: A Look at Educational Administration as a Career
               7:30-8:30 p.m.

A panel of school administrators will discuss educational administration as a
career--what to expect, what not to expect, what will be expected of both you
and your family.

PRESENTORS: Dr. Jack Nold, Associate Superintendent, Administrative
                  Services
               Dr. Gene Albo, Assistant Superintendent, Personnel Services
               Dr. Ray McGuire, Associate Superintendent, Instructional
                  Services

TOPIC: My First Year on the Job
               8:30-9:00 p.m.

The speaker will describe her reactions to being an educational administrator
after being on the job for her first year.

PRESENTOR: Mrs. Terri Gehler, Principal, Altura Elementary School

               Distribution and Collection of Completed IDPEL Applications
               9:00 p.m.

Appendix B (cont'd.)

Day II   **March 8, 1977**

Session II-1   Time: 9:00-10:30 a.m.
                 Topic: The Personnel Division
                 Presenter: Gene Albo, Assistant Superintendent

This session will focus upon the organization and operation of the District's Division of Personnel. Emphasis shall be placed upon staffing, recruiting, staff development, and the variety of activities involving classified and certificated employee services.

Session II-2   Time: 10:30-11:30 a.m.
                 Topic: The Administration Division
                 Presenter: Jack Nold, Associate Superintendent

This session shall focus upon the organization and operation of the District's Administrative Division. Emphasis shall be placed upon contract development and maintenance, in addition to the exploration of the various departments in the Division, inclusive of Printing, Public Relations, Student Services, Security, and Planning.

Session II-3   Time: 1:30-3:00 p.m.   Lansing Annex
                 Topic: Administrators' Development Committee
                              Meeting

Session II-4   Time: 3:00-3:30 p.m.
                 Topic: Wrap-up Session of the Day's Events
                              and Summary
                 Presenter: Chad Chase

Appendix B (cont'd.)

Day III   **March 14, 1977**

Session III-1   Time: 8:45-9:00 a.m.
                       Topic: Overview of the Superintendent's Office
                                      and Superintendent's Cabinet
                       Presenter: John Stuart, Superintendent of Schools

Session III-2   Time: 9:00-10:15 a.m.
                       Topic: The Superintendent's Cabinet

Intern will have an opportunity to attend the weekly meeting of the Superintendent's Cabinet. The Superintendent shall brief the group on the functions of the Cabinet.

Session III-3   Time: 10:15-11:15 a.m.
                       Topic: Policy and Procedure Development
                       Presenter: Chad Chase

Session III-4   Time: 11:15 a.m.-12:00 noon
                       Topic: Preparing for the Board Meeting
                       Presenter: John Stuart, Superintendent of Schools

Session III-5   Time: 1:30-3:00 p.m.
                       Topic: The Instructional Division
                       Presenter: Ray McGuire, Associate Superintendent

This session will focus upon the organization and operation of the District's Division of Instruction. Emphasis shall be placed upon the role of level directors and the various departments, inclusive of Curriculum, Athletics, Counseling, Vo-Tech, Adult Education, and Media.

Session III-6   Time: 7:00 p.m.
                       Topic: Attendance at Board Meeting

Day IV   **March 15, 1977**

Session IV-1   Time: 9:00-11:00 a.m.
                       Topic: Attendance at the Administrators'
                                          General Meeting

Session IV-2   Time: 11:00 a.m.-12:00 noon
                       Topic: Attendance at Sectional Administrators'
                                          Meetings

Session IV-3   Time: 1:30-2:30 p.m.
                       Topic: Workshop Wrap-up and Summary
                       Presenter: Chad Chase

Adjournment - 2:30 p.m.

ELEMENTARY SCHOOL LEVEL IN-DEPTH
INTERNSHIP JOB TARGETS (EXPERIENCES)
1976-77

MAJOR PROJECTS:

1. Review and identify budgetary responsibilities. Assess current practices of obtaining building input relating to Virginia Court School. Identify a new model for budget building utilizing our plan of curriculum coordinators instead of grade level coordinating chairpeople.

2. Participate in the parent assessment plans. Be involved in both the distribution of information and analysis of results.
    a. Conferences
    b. Assistants
    c. Discipline Handbook

3. Participate in the Language Arts Study. Work with the coordinating chairpeople in the information gathering phases:
    a. Planning sessions (chairpeople)
    b. Information retrieval sessions (staff)
    c. Assist in the establishing the model framework from ensuing studies.

4. Discipline - Identify a role model for an administrator to assume. Identify the limitations to impose on staff with regard to administrative involvement. Identify techniques which would help to change the behavior of the administrator and the student and the teachers.

5. Involvement in day-to-day management items through conversations and consultations with the principal.
    a. Parent
    b. Teacher
    c. Students

6. Material and Inventory Control System - How to keep some form of record or control on small instructional items such as games for centers. Any purchase contraints such as book bags or the newly packaged items.

APPENDIX D

ELEMENTARY SCHOOL LEVEL IN-DEPTH
INTERNSHIP JOB TARGETS (EXPERIENCES)
1976-77

1.   As part of the reading curriculum study, a model will be developed for facilitating support services based on this framework:

    a.   Need assessment
    b.   Criteria development
    c.   Alternative solution development
    d.   Solution(s) choice
    e.   Model

In relation to the above targets, the intern will be working predominantly with the staff. How she works with the staff, the frequency of such and the organizational vehicle, will evolve as part of the intern's decision-making experience.

2.   To become familiar with the five components of the community school so as to develop a mini-plan for possible inclusion in direct participation in one component.

The value of shadowing was also discussed; this activity will become a part of the scheduled intern activity.

The intern's first day will be Wednesday, October 20. Another date - October 27 - has also been established. The future calendar will be evolved by the principal and the intern.

ELEMENTARY LEVEL SURVEY
INTERNSHIP JOB TARGETS (EXPERIENCES)
1976-77

I. General Tasks
    A.   Answering phone calls
    B.   Shadowing
    C.   Attend WIP board meeting
    D.   Attend aide meeting
    E.   Attend building council meeting
    F.   Attend faculty meeting
    G.   Assist in compiling a parent newsletter
    H.   Write a teacher bulletin
    I.   Handle daily teacher requests

II. Project-Preparation for Conferences of November 4-5
    A.   Update parent letter; have it printed, distribute to teachers
    B.   Scheduling parent conferences (K-5 or 1-5)
    C.   Printout
    D.   Coffee for parents
    E.   Teacher committee to schedule families
    F.   Date for sending letters
    G.   Nov. 4 movie; projectors, screen, chairs

III. Budget Procedures
    A.   Discussion of curriculum needs
    B.   Developing budget by grades, sections
    C.   Finalized budget for 1976
    D.   Ordering procedures, bookkeeping
    E.   Monthly printout
    F.   Final orders for 1976
    G.   Balancing/leaving reserve in 1976 budget
    H.   Overview of 1977 budget

IV. Review and Critique Spelling Activity Sequence and Math Study Plan
    A.   Attend meeting on October 19

V. Scheduling Procedures
    A.   Requests of teachers
    B.   Time allocations of district for specials
    C.   P.E., Music, Aides, Art
    D.   Classroom teacher schedules

VI. Student Registration
    A.   Go through steps from when student walks in door to completion of all forms

APPENDIX F

MIDDLE SCHOOL LEVEL INTERNSHIP JOB TARGETS (EXPERIENCES)
1976-77

To provide an overview of the middle school learning coordinator at South and Aurora Hills middle schools, the experience was planned to have the intern observe and participate in the day-to-day dealings of the position.

I. Administrative Duties Observed
    A.   Grade level meetings
    B.   In-building staffings
    C.   Inter-agency staffing
    D.   Human relations committee
    E.   Student discipline and counseling
    F.   Scheduling
        1.   students
        2.   team and department
    G.   Preparation for North Central evaluation
    H.   Ordering and budgeting materials
    I.   General office work
        1.   mail
        2.   memos
        3.   phone calls
        4.   reparing project and coffee maker

II. Curriculum duties observed
    A.   Subject area meetings
    B.   Team and teacher planning

III. Curriculum Development in Which the Intern Directly Participated
    A.   Design and implementation of learning centers
        1.   Aurora Hills middle school ecology lab
        2.   Sixth grade and team centers
        3.   Health class centers

IV. Become Familiar with Middle School Students Through Observations and Readings

V. Become More Familiar with Middle School Philosophy and its Implementation Through Suggested Readings, Including 1976 Aurora Public Schools Middle School Survey and Report

APPENDIX G

HIGH SCHOOL LEVEL IN-DEPTH
INTERNSHIP JOB TARGETS (EXPERIENCES)
1976-77

In accordance with the internship program in administration in the Aurora Public Schools, the intern, presently a middle school social studies teacher, will be assigned for ten days as a high school administrative intern.

The dates for his assignment are as follows:

October 20 & 21	November 3 & 4
October 27 & 28	November 10
	November 17 & 18
December 2	

The areas of interest which the intern has expressed in terms of receiving information and experience are the following:

1. Working with the principal on teacher assessment.
2. Working with the principal on interview techniques.
3. Working with a vice principal on attendance and discipline procedures.
4. Working with a vice principal on curriculum and office procedures.
5. Working with a vice principal on activities and athletics.

Workshop Agenda
Administrative Intern Workshop

Introduction to Central Office Operations

March 7, 8, 14, & 15, 1977

Day I   **March 7, 1977**   **Staff Development Office**

Session I-1   Time: 8:30-9:30 a.m.
                Topic: Welcome to the Central Office and
                               Overview of Workshop
                Presenter: Chad Chase, Director of Staff Development

Session I-2   Time: 9:30-11:30 a.m.
                Topic: Special Education
                Presenter: Jim Wiggins, Executive Director,
                               Special Education

This session will focus on the organization and operation of the
Department of Special Education, inclusive of the various offices
within the Department.

Session I-3   Time: 1:30-3:00 p.m.   Central Office
                Topic: The Auxiliary Services Division
                Presenter: Hal Sohrweid, Associate Superintendent

This session will focus upon the organization and operation of the
District's Division of Auxiliary Services, inclusive of the
Departments of Purchasing, Transportation, Maintenance, and
the Warehouse.

Session I-4   Time: 3:00-4:00 p.m.
                Topic: Wrap-up Session of the Day's Events
                               and Summary
                Presenter: Chad Chase

APPENDIX I

ELEMENTARY LEVEL INTERNSHIP DESIGN
1981-82

MEMORANDUM

July 21, 1981

TO: Principal, Park Lane Elementary School

FROM: Assistant Director, Elementary Schools

SUBJECT: Intern

This memo is to confirm in writing our discussion regarding the intern project at the elementary level. There are certain highlights that we feel would be useful in working with your elementary intern. They are as follows:

1. Conduct need assessment based on:

    a.   the intern's needs;
    b.   the principal's needs;
    c.   programmatic needs.

2. Establish the <u>competencies</u> that the intern will have after having performed certain tasks or activities.

3. Determine which <u>activities</u> are necessary to enable the intern to reach the competencies identified above.

4. <u>Decide and set dates</u> when these activities will be conducted and when the intern will be in the building.

5. <u>Evaluation.</u> Finally, determine the process of your evaluation so that as the intern is working with you as the building principal, both of you are clear about the process which will be used to assess growth that has taken place. Some recommended thoughts would be to determine:

    a.   Types of formative evaluation.
    b.   Types of summative evaluation.
    c.   Types of self-evaluation that the intern would conduct. (I believe this could be a very valuable part of the intern growth process.)
    d.   Formal principal's evaluation.

6. Following completion of the above steps, please direct an outline of your plan to me.

cc: Interns

Appendix I (cont'd.)

MEMORANDUM
September 3, 1981

TO: Assistant Director of Elementary Schools

FROM: Principal, Park Lane Elementary School

SUBJECT: Internship

The days that Jim will be at Park Lane fulfilling his internship responsibilities are listed below:

Number of Days	Dates
4	Week of August 10 (not Friday)
1/2	August 17 A.M.
1/2	August 24 A.M.
1	September 1
1	September 9
5	Week of September 21
5	Week of October 12
5	Week of November 30
1	December 8
5	Week of January 25
4	Week of February 8 (not Friday)
5	Week of March 1
5	Week of April 19
1	April 29
2	To be determined later
45	

In addition to contact days listed there will be involvement with P.T.A. activities and Systematic Training for Effective Parenting (STEP) classes through time spent after school beyond the teaching contract day.

An outline for the plan for the internship which includes competencies, activities, and dates, is attached.

Evaluation will be done by the principal on an informal level, summarizing activities and sharing recommendations for improvement or alternative approaches. The intern will keep a daily journal that will summarize events pertaining to the competencies and activities. This journal will coincide with information kept in a filing system on topics of administrative duties.

I. **Competency: Become aware of the administrative role in staffing students in and out of special programs.**

Activities	Dates

-Attend building staffings - preliminary
                                    review
                                    formal
	September 9
	September 23
	October 14
	December 2
	January 27
	February 10
	March 3
	April 21

-Review district guidelines with special education including forms	September 21-25
-Assume responsibilities of team member (principal's role)	January 27

-Become familiar with staffing team roles by conferencing
 with these individuals:
      -psychologists
      -counselors
      -speech and language teachers
      -P.C.D. teacher
      -social worker
	September 21-25

-Contact Carol Sundine, supervisor, to be familiar with legal implications with staffing procedures.	September 21-25

II. **Competency: Become familiar with student registration procedures, guidelines, etc.**

Activities	Dates

-Review with the clerk, procedures involvd in:
    1.   Registering a child
    2.   Open enrollment
    3.   Assigning students to classes
    4.   Health record/immunization
    5.   Birthdate verification
    6.   Requesting records from other schools
    7.   Schedule kindergarten conferences
	August 10-14

-Schedule and register five students	
-Become familiar with operation and organization in the school office	August 11

III.   **Develop skills in Staff Relationship/Communication**

Activities	Dates
-Attend building council meetings	October 13 December 8 February 9
-Be responsible for one or more projects to be determined by needs determined from building council	see above
-Observe the role of the building principal in staff meetings	December 1
-Active participation in staff meeting - S.R.A. testing will be the topic	March 2
-Review the STEP program with the counselor and plan STEP with her	September 1
-Observe STEP class	September 14, 21, 28 October 5, 21, 19, 26 November 2
-Facilitate STEP class	January 11, 18, 25 February 1, 8, 16, 22 March 1
-Prepare weekly bulletin	October 12 November 30 January 25 February 8 March 1 April 19
-Conference data - prepare feedback for teachers concerning conference participation	November 12

-Scheduling programs
    Jim Shorts
    Arlene Handler
	January 25-29
	February 8-11

IV.   Competency: Develop skills in parent/community/school relations.

Activities	Dates
-Coordinate publicity for Darlene Handler, Jim Shorts program	February 8-11 January 5-9

      1.   School monthly newsletter
      2.   District Clipboard
      3.   Area newspapers

Activities	Dates
-Parent Newsletter write-up for May 1 distribution	April 19-23
-Attend P.T.A. Board meeting - plan Ethnic Pot Luck February 17	January 25
-Attend Parent Conference on afternoon of November 5 and handle any parental concerns	November 5
-Prepare informational letter to parents scheduling conferences - as well as being aware of teachers scheduling conflicts	October 12-16
-Assist the principal in plans for kindergarten/ parent meeting September 1	August 10-14
-Participate in parent meeting by discussing support servics: Speech and Language teacher, P.C.D. teacher, Counselor, Psychologist and Social Worker	September 1

V.   Competency: Become aware of scheduling specials (P.E., Art, and Music) as well as other itinerant persons and guest speakers.

Activities	Dates
-Review activities accomplished in the spring dealing with staff needs and desires, and other school schedules.	August 10-13
-Review master schedule for final implementation	August 10-13
-Prepare schedule for staff handbook	August 10-13
-Prepare master schedule of personnel shared with other buildings	September 1 & 9 September 21-25
-Develop a schedule for Jim Shorts Health Club/ all grades (Children's Museum)	January 25-29
-Develop schedule Darlene Handler - Dance	February 8-11

VI. Competency: Coordinator the implementation and adoption of the K-5 Addison-Wesley Science program.

Activities	Dates
-Compile an inventory of missing and broken items from science kits	September 1
-Attend Science Inservice 8:30-11:30	August 17
-Coordinate with principal and three teachers experienced with the program the orientation on August 24.	August 21
-Conduct the orientation with staff	August 24
-Coordinate the activities on attached Curriculum Activity Sequence for Science, with direct involvement in starred activities	See timeline...

VII. Competency: Become aware of the supervisory role of the administrator in evaluating the performance of staff members.

Activities	Dates
-Examine master agreement in terms of supervision of teachers	September 21-24
-Review procedures for evaluating classified and certificated staff. Become involved with the scheduling of observations and follow-up activities, including conferences.	September 21-24
-Observe with principal in classroom and write mock observations of three staff members.	October 12-16 November 30 December 3 January 25-29
-Conduct observation conference with teacher	March 1-5
-Write up unofficial evaluation and compare with the principal	April 19

Appendix I (cont'd.)

VIII. Competency: Plan and develop the 1983 Budget.

Activities	Dates
-Review Budget process with the assistance of the principal	January 25
-Develop a form for collection of budgetary needs from staff	January 25
-Distribute form and determine staff needs	February 8
-Begin building preliminary budget with the principal	March 1
-Finalize budget	April 19-23

IX. Competency: Miscellaneous items that will be covered during the internship at Park Lane School.

Activities	Dates

-Inventory Maintenance
-Clinic Operation
-New Teacher Orientation
-Aide Assignments and Duties
-School Calendar
-Handbooks - Staff and Parent
-Discipline - Procedures and Guidlines
-Organization and Management Skills
-Student Activities
-Conference Schedules
-S.R.A. Testing Schedules, Preparation and Working
 with Results
-Gifted and Talented Program
-Ordering and Requisitions
-Reports Cards and Progress Reports

MEMORANDUM

September 10, 1981

TO: Principal, Park Lane Elementary School and Administrative Intern

FROM: Assistant Director, Elementary Schools

SUBJECT: Internship Outline

The outlined project for the projected internship of Jim Fleenor has been received in this office.   The following are observations and comments regarding that proposed outline.

1.   The proposed outline is thorough and detailed.

2.   The competencies are specifically laid out with timelines.

3.   Projected outcomes are at least inferred and perhaps should be clarified at the beginning of each project, at least between the two of you.

4.   You both are to be commended for the time and effort that has gone into the preparation of the outline that you have submitted. It is this type of good planning that will insure the ground work and preparation necessary for a good internship experience.

5.   If you have any ongoing data that you wish to share with me throughout the project, I would appreciate receiving it.

6.   If there is any way that I can be of support during the process of this project, do not hesitate to make contact.

Log March 1-5

The following is a brief account of some activities I was involved in this week as they relate to the specific competency identified at the beginning of my internship.

Weekly Bulletin - On Thursday afternoon I began to organize material and information for the bulletin. Friday morning I compiled the information and wrote the bulletin (attached).

Summary: The process of writing information for staff and parent communication has become much easier. The time it takes to write has decreased. I feel very comfortable with the principal's format for staff communication. Attached are copies of other informational flyers written this week.

Staffings - On Wednesday morning there were three students scheduled for discussion. Two students were reviews and one was a formal staffing. Again, the talent and organization with which this team operates was observed.

1983 Budget - On Monday, the principal and I went over the forms used in the preliminary budget process. I made duplicates of these forms to use as worksheets. I prepared a memo to the grade level teachers to determine field trip plans for the 1983-84 school year. On Tuesday and Wednesday I met with the building specialists in media, music, physical education, health and counseling to determine their needs. These conferences seemed to steamline the process. By Thursday morning I had completed the budget process and was pleased to see it balance on my first attempt. (Attached are copies of the worksheets.) The district also uses a three-year plan to identify possible needs. I completed the three-year plan after I finished the 1983 budget (attached).

Summary: I enjoyed this process more than I thought I would. It gave me an insight into the cost of instructional operations in an elementary school. The principal was pleased with my final figures and felt they represented a realistic request. The staff seemed to very conscious to identify true needs and not idealistic desires. The increased cost of field trips appeared to be the only area that will require some readjustment. This is due to increased transportation costs. The principal liked the idea of meeting with the specialists instead of having them identify needs without administrative guidance. I was also aware of the duties and interruptions I would have had if the principal hadn't been there. The uninterrupted time I had to work on this task helped make it an easy process.

Teacher Observation - On Wednesday afternoon the principal and I observed a second grade teacher teach a science lesson. I had observed at the start of the year and was interested to see the growth he had made in his classroom management. It was a real delight to see the kids enjoy science. On Friday morning I met with the teacher for a follow-up conference. Attached is an outline of our lesson follow-up discussion.

Summary: The thing I noticed most about this activity, as in many other tasks of my intern experience, is the improved efficiency of my time. I find

it easier to manage my time and not get bogged down. Much of this is due to the principal's organizational skills that seem to be rubbing off on me.

S.R.A. Testing - On Tuesday morning I met with the 1st, 3rd and 5th grade teachers to go over S.R.A. testing to be done the week of April 19. We discussed procedures and I suggested some possible pre-test activities they could do with their kids. These activities included look at the S.R.A. test form in spelling and using this format in their spelling program, so the kids would be familiar with it. We discussed the way the district used the results and the importance of consistency in testing. After giving each teacher their guide and one student test booklet, I organized the materials so they would be ready on Monday, April 19.

MEMORANDUM
July 19, 1982

TO: Director, Staff Development

FROM: Assistant Director, Elementary Schools

SUBJECT: Internship

Message: The intern served his internship at Park Lane Elementary School during the 1981-82 school year.

One of the intern's major tasks waas to work on the 1983 Park Lane budget. The budget work included working with the staff to get their input. The intern met all of his timlines and the final product met the district expectations for budget guidelines.

Additionally, the intern worked with the principal to conduct teacher observations and evaluations. He developed a good working rapport with the teachers and this project went well. He was able to observe, write, and conduct observation conferences.

The intern also dealt with student discipline problems, parent concerns, etc. The principal reports that the intern did a good job in this area.

The intern needs to monitor his concern over how much people like him as he continues to work with teachers. As I talked with him, there was what I felt to be an overconcern with how much the teachers liked him.

In his internship with the Aurora Public Schools, the intern demonstrated the skills that indicate he ought to be encouraged to pursue an administrative career.

MIDDLE SCHOOL LEVEL INTERNSHIP DESIGN
1981-82

MEMORANDUM
June 19, 1981

TO: Learning Coordinator, Mrachek Middle School, Administrative Intern

FROM: Director, Middle Schools

SUBJECT: Internship Guidelines - School Year 1981-82

On June 18, 1981, we discussed the guidelines identified below, to establish a procedure to implement the internship for the ensuing year. The time allocations for the internship include the following: optional participation at the Administrator's Conference, August 12 and 13; spending portions of the week prior to the opening of school (August 17-21) at Mrachek Middle School with the exception of selected inservice activities in which the intern should participate at East Middle School; approximately 40 to 45 days to be spent during the ensuring year at Mrachek in an intership role; and a 4-day debriefing session conducted by the director of staff development some time in February/March, 1982. The days spent in the building can be on a flexible basis, depending upon the activity or project conducted at Mrachek.

Please note that the intern cannot write teacher evaluations, cannot conduct teacher observations on her own (although she could participate in an observation with one of the building administrators), and cannot suspend students or discipline students without the participation and knowledge of the assistant principal of the building.

In our discussion, we identified several suggested activities which could serve as guidelines for the internship program. However, as the internship proceeds, new opportunities and new tasks may arise and they could be included and incorporated into the program. The following were identified:

1.   That activites include participation in unified arts and specials programs which will enable one to learn of these programs, their importance in middle school, and their interrelationship with the academics.

2.   That the intern develop an in-depth plan which she would implement and evaluate in conjunction with the learning coordinator.

3.   That the days that are spent in the building may be used in a flexible manner, depending upon the needs of the porject in which the intern is involved.   Moreover, the days should reflect appropriateness from the standpoint of her absence from East Middle School and her presence at Mrachek Middle School to foster her learning experience.

4.   The internship should include a variety of activities and exposures to give the intern a broad perspective of middle school programs. Moreover, these activities could include such items as: working with substitutes, developing a greater knowledge of all the academic and unified arts and specials programs, the scheduling process, the budgeting process, and working with

the learning coordinator in understanding the process of observing and conferencing with teachers.

5. The internship program should include at least a brief overview of the activities, functions and responsibilities of the principal and the assistant principal, and the interrelationship of the responsibilities of the three-building level administrators. Please observe how individual responsibilities can be enhanced through mutual support and commonality of purpose.

6. An evaluation is to be completed by the supervisor of the intern, such evaluation to be shared with the level director and the intern prior to the debriefing interview. This evaluation could take a format which is agreeable to both the intern and the supervisor.

7. Brief, general activity logs should be maintained for a reference as to specific activities which were conducted, and as a reference to check the breadth of the experiences in which the intern was involved.

8. The intern is to observe differences in operational realities among teams and among individual teachers. Moreover, she should look at this data and these observations from the standpoint of their impact on program implementation and student learning.

9. The intern is to become involved in planning agendas for team meetings, grade level meetings, subject area meetings and/or staff meetings. Moreover, she is to have opportunities to conduct such meetings, especially where those meetings would impact on the major project which she is conducting.

10. The intern should review and persue the district policy and procedure books.

11. An important element of the internship for the intern is to observe organizational needs and the techniques used to answer those needs during the preschool and opening of school phase. This observation should then be extended to the period of time when the schools become settled in their routines with an attempt to analyze and contrast organizational needs and stresses during these differing periods.

12. The intern and the supervisor are to conduct formative evaluation exercises of the internship experience on a regular basis. Results should guide modifications in the planning and implementation of the internship experiences.

13. The internship should enable the intern to see the gestalt of the individual school and to some extent, the gestalt of the total middle school program. Moreover, on the indepth project which she will conduct, she should be able to see the relationship of that program to the total middle school program.

14. Throughout the internship, efforts are to be made to observe the "service" concept of administration and the responsibilities which accrue from this concept, along with the necessary skills to deliver it.

15.   The intern is expected to observe carefully the learning coordinator's role as a generalist and the interface this generalist has with teachers who for the most part are subject area specialists. The intern is also expected to observe the skills necessary for the generalist to meld the specialists skills into a meaningful and cohesive program for the middle school students.

16.   I would suggest that the intern spend some time observing and reacting to the resource team which is being established at Mrachek. Moreover, reactions and observations should be shared with the supervisor.

17.   I the intern enrolls in administrative courses this fall, it is hoped that she would relate the theory of the courses to the practices of the Mrachek Middle School administrators.

It is expected that the problems, concerns and progress reports will be shared as needed with the level director by both the intern and the supervisor. Please feel free to add to this memo those activities, concepts or experiences which would strengthen the internship program.

HIGH SCHOOL LEVEL INTERNSHIP DESIGN
1981-82

M E M O R A N D U M
June 5, 1981

TO: Principal, Gateway High School

FROM: Director, High Schools

SUBJECT: Administrative Internship

The intern will do an internship during the 1981-82 school year at Gateway High School. She wishes to receive experience in clinical supervision by shadowing your performance at this responsibility. She also should receive experience in school budget under the assistant principal in charge of curriculum and also experience in in-school activities/athletics under the assistant principal in charge of athletics. The intern will contact you for an appointment. You should feel free to arrange the internship experience at a time mutually agreeable. The intern has 15 days for this experience.

cc: Director, Staff Development

MEMORANDUM
June 5, 1981

TO: Principal, Hinkley High School

FROM: Director, High Schools

SUBJECT: Administrative Internships

This memorandum will confirm our conversation on the internships of the two high interns. Let me explain the thrust of the internship for each individual.

Intern #1

The intern wishes to do an intership in attendance and discipline under the assistant principal for student services for 20 days. The objective of her experience is to use her skills in looking for alternative ways to resolve attendance and discipline problems and to have hands-on experience in dealing with attendance and discipline problems. In addition, she wishes to shadow and thereby gain experience of other administrative positions at the high school level. She should shadow the assistant principal for curriculum services, and the athletic director. She has additional days for this experience. Finally, the intern wishes to design intervention options for non-attending high school students. Would you please monitor her in this task? She will want to work with the Central High School principal regarding this experience.

Intern #2

This intern wishes to have an administrative internship experience in the area of attendance and discipline and wishes to work closely with the assistant principal for student services. The length of this experience would be 30 days. In addition, the intern will have an internship under the principal of Gateway High School. She will contact the principal to make arrangements for the internship at Gateway High School.

If you have any concerns regarding the internships of the above interns, please contact me. I feel that both interns show promise for future administrative positions and should be an asset to Hinkley and Gateway high school.

cc: Director, Staff Development

Appendix K (cont'd.)

Intern #1 - Central High School - Second/Third Quarters - 1981-82

Director, Guidance and Counseling

November 9 - November 20

Focus: Testing Study Committee member (on-going basis)

Review needs assessment results on high school counseling program gathered Spring, 1981

Assist in the development of an action program to implement objectives identified by J. Terrill (State Dept. Ed.) from counseling survey Spring, 1981

Principal, Central High School

February 2 - February 19

Focus: Staff Building procedures (slot planning)

Staff development for Rangeview

Explore motivational/orientation programs for students

Review best of STET, LEAST, and TESA for possible staff inservicing of Rangeview faculty

Possible greater metro visitations to review staff evaluation procedures, counseling department organization, staff inservicing programs, and community relations

Assistant Principal for Student Services, Hinkley High School

February 22 - March 12 or (19)

Focus: Curriculum conferences on February 18 and March 18

Building a master schedule

Staffing procedures

North Central Steering Committee (principal is co-chairperson)

Attend building/administrative level meetings

Attend supervisory meetings for counseling department

Principal, Gateway High School

March 15 - March 19

Focus: Staff evaluation procedures (Clinical supervision model)--all aspects

347

ASSESSMENT CENTER MODEL
1983-84

A G E N D A

Pre-Assessment Meeting

4:30-5:30

           3-5 days prior to assessment

        --Explain assessment center

                --what it is

                --what it is not

        --Go over whole process (i.e., interview, written sample, verbal delivery, role playing etc.)

        --Give out biographical data sheet and interpersonal checklist

        Answer questions

        Assessment - 12:00-5:30

Time	Activity
12:00 - 1:30	Interviews - 30 minutes each - group 3
	Writing sample - 60 minutes, when not in interview
1:30 - 2:15	Leaderless discussion group - mix classified/certificated
	--Two topics in groups of six
2:15 - 2:25	--Break--
2:25 - 3:00	Deliver verbally written plan
	--10 minutes/person - groups of three
3:00 - 3:45	In basket
	--Envelope - 10 activities
	--Each person given a number of things to do
	--First day on job
3:45 - 4:00	--Break--
4:00 - 5:00	Role play - each person role play
	--5 minutes - 5-minute critique
	--Groups of six
	--Separate classified/certificate
5:00 - 5:30	Wrap up - set up follow-up session

ROLE PLAY

Two assessors

Two participants

Three groups

Activity:

Participants are paired and each is given a role to play in a structured situation.

Objective:

To assess how the participant acts, reacts, responds to the unexpected, stress, the unknown and to observe how he/she interacts with others.

Measure competency: interpersonal relationships, decision making, adaptability/flexibility.

WRITING SAMPLE

Two assessors

Six participants

One group

Activity

Each participant is given a situation in which he/she must correspond by letter, memo, proposal or report.

Objective:

To assess the participant's written communication skills--conciseness, cogency, organization, logic, creativity, initiative, sensitivity, mechanics (grammar, punctuation, spelling).

Measure competency: communication skills, planning, organizing, controlling, program implementation, performance expectations.

INTERVIEWS

One assessor

One participant

Six groups

Activity:

A one-on-one interview with each participant regarding administration generally, his/her interest and participation in it, plans, education, qualifications.

Objective:

To assess the participant's verbal communication skills--poise, assurance, organization, logic, sensitivity, ability to think, react, respond comfortably.

Measure competency: interpersonal relationships, communication skills, organization expectations, personal and professional growth.

IN-BASKET

Two assessors

Three participants

Two groups

Activity:

Each participant is given an envelope of "mail, memos, phone messages," and a situation in which he/she finds himself/herself.

Objective:

To handle, resolve, respond to each of the pieces of correspondence in an efficient and effective manner.

Measure competency: interpersonal relationships, planning, organizing, controlling, organization expectations, decision making, performance expectations.

LEADERLESS DISCUSSION (COMPETITIVE)

Two assessors

Six participants

One group

Activity:

Each of the six participants will be given the same sitaution, but each will have a different point of view to present.

Objective:

To convince the others in the group that the point of view the participant espouses is the best for the individual and the group.

Measure competency: communication skills, gruop facilitation, decision making, adaptability/flexibility.

LEADERLESS DISCUSSION (COOPERATION)

Two assessors

Six participants

One group

Activity:

All participants are presented with a situatsion and three or four problems associated with it. After a study period of ten minutes, the group has one hour to form concensus and write recommendations of suggested courses of action for each proposal.

Objective:

Reach concensus on problem discussed and agree to resolution.

Measure competency: communication skills,, group facilitation, decision making, adaptability/flexibility.

VERBAL PRESENTATION

One assessor

Three participants

Two groups

Activity:

Each participant makes a verbal presentation using the same situation information used in the writing sample. The presentation is made extemporaneously, not from notes or written material.

Objective:

To assess the organization, clarity, logic and poise in making a verbal presentation based on information already in his/her possession.

Measure competency: communication skills, planning, organizing, controlling, program implementation, performance expectations.

COMPETENCY RATING FORMAT

INDIVIDUAL COMMUNICATION SKILLS

INTERPERSONAL RELATIONSHIPS

PLANNING, ORGANIZING AND CONTROLLING

ORGANIZATIONAL EXPECTATIONS

DECISION MAKING SKILLS

GROUP FACILITATION SKILLS

PROGRAM IMPLEMENTATION

PERSONAL/PROFESSIONAL GROWTH

PERFORMANCE EXPECTATIONS

ADAPTABILITY AND FLEXIBILITY

ASSESSMENT CENTER

ACTIVITY - COMPETENCY MATRIX

COMPETENCY

	Interview	Writing Sample Verbal Pres.	Leaderless Group Disc.	In-Basket Activity	Role Play
1. Indiv. Comm. Skills	x	x	x		
2. Interpersonal Relationships	x			x	x
3. Plan., Org., Controlling		x		x	
4. Organ. Expectations	x			x	
5. Decision Making Skills			x	x	x
6. Group Facilitation Skills			x		
7. Program Implemetation		x			
8. Personal/Professional Growth	x				
9. Performance Expectations		x		x	
10. Adaptability/Flexibility			x		x

APPENDIX M

INTERN PROGRAM

ELEMENTARY LEVEL

1983-1984

Developed by:

Mary A. Cunningham
Director of Elementary Schools
Aurora Public Schools

ELEMENTARY INTERN PROGRAM
1983-1984

Based on research of model intern programs across the nation as done by Lance Wright who is writing his doctoral dissertation on the topic and based on the elementary level's experience with the intern program in the District for the past several years, some major changes are incorporated into the elementary intern program for the 1983-1984 school year.

Of the six interns selected for the District program, five are on the elementary level. The experience background ranges from interns having no master degree work to an intern having master degree work but no administrative work to interns presently in Type D courses. This fact necessitates a method for identifying the needs of each intern individually and developing a plan for their experiences.

Past experience with interns shows they have had little or no exposure to curriculum development either through sound course work, continued reading or extensive participation on District-wide committees. It is the philosophy of the elementary schools in this District that the elementary administrator is an instructional leader. This assumes extensive curriculum and instructional knowledge. This fact necessitates a clear deliniation of what is regarded as curricular knowledge and the skills required to serve as an instructional leader.

Of the five elementary interns selected for that experience, four have also applied for and been appointed to District Resource Teacher positions. That position is primarily a curriculum one on a District basis with responsibilities for specific projects in a specific curriculum area. This will provide those interns with far more extensive experiences than the twenty days alloted to the internship.

The elementary interns for 1983-84 are:

Mark Donovan	5th grade teacher – Lansing	Language Arts Resource Teacher
James Fleener	5th grade teacher – Dartmouth	
Sandrea Hudson	2nd grade teacher – Dalton	Social Studies Resource Teacher
Rosalee Pleis	3rd grade teacher – Vassar	Science/Health Resource Teacher
Carla Potashnick	1st grade teacher – Vassar	Math Resource Teacher

The major thrust of the 1983-84 elementary intern program will be curriculum/instructional leadership. The major components of the intern program are:

1. A curriculum development scope and sequence which identifies content and process skills in the following categories:

    a. Design
    b. Implementation
    c. Monitoring
    d. Evaluation

2. A reporting process with the following categories:

    a. Daily log to identify experiences as related to the curriculum development scope and sequence.

b.   Monthly summary of activities to help identify those skills exercised and those skills still needed. The summary also provides that the intern rate each experience in terms of value as a way of creating foresight and providing problem-solving.

c.   Selected activities analysis which gives the intern an opportunity to expand on a few experiences from the year.

3.   Seminars to allow intern interaction concerning:

a.   Selected major topics as related to curriculum development.

b.   Assessment of semester activities.

c.   Role/responsibilities of various Divisions in the Central Administration of the Aurora Public Schools.

4.   Evaluation, both summative and formative, consisting of:

a.   Semester discussions as a group to assess experiences, both positive and negative, and to engage in problem-solving.

b.   Use of the curriculum development scope and sequence on a pre self-analysis basis and a post self-analysis basis by the intern. Individuals who work with the intern will complete the curriculum development scope and sequence on a post analysis basis.

c.   Individual conferences with those administrators involved with the intern.

d.   Use of the value rating area on the monthly activity summary.

Individuals with whom the interns will interact during the year include:

1.   Level Director
2.   Assistant Level Director
3.   Supervisor of Curriculum
4.   Curriculum Coordinators
5.   Director of Staff Development
6.   Associate/Assistant Superintendents
7.   Elementary Principals
8.   Elementary Assistant Principals

After an orientation to the above discussed components, each intern will complete the self analysis of the curriculum scope and sequence and an individual conference will be held to review the analysis and develop a tailor-made plan of action to reinforce skills already evidenced and to develop needed skills.

Cunningham
meeA/8-4-83.16

Appendix M
(cont'd.)

	Design	Implementation	Monitoring	Evaluation
CONTENT	1. Formulate criteria/goals /objectives.	1. Design teacher inservice.	1. Design a monitoring board to match salient curriculum design expectations.	1. Participate in design of data-gathering instrument.
	2. Identify activities to match goals/objectives.	2. Design principal inservice.	2. Know components of teaching-learning model.	2. Review evaluation reports(s).
	3. Discriminate materials to match goals/objectives.	3. Conduct principal inservice.	3. Conduct classroom monitoring visits.	3. Participate in evaluation analysis conference(s).
	4. Identify strategies for delivery of content.	4. Conduct teacher inservice.	4. Participate in individual/small group teacher conferences.	4. Participate in design of action plan(s) as determined by evaluation analysis.
	5. Determine means to evaluate goals/objectives		5. Participate in conferences with building administrators.	
			6. Develop appropriate plans for continuity of monitoring.	
PROCESS	1. Design action plans for the project, following District action plan format.	1. Design inservice following District inservice plan format.	1. Recognize instructional behavior as related to monitoring board items.	1. Associate evaluation data to curriculum design to other curriculum area scope/sequence.
	2. Assess progress in terms of plan(s).	2. Plan/carry out variety of components necessary for quality inservices a. Physical Environment b. Refreshments c. Media d. Interaction e. Handouts f. Agenda g. Evaluation h. Content sequence i. Practicality j. Teaching-Learning techniques	2. Gather data objectively.	2. Demonstrate knowledge of resources needed/available to resolve/extend issues identified.
	3. Develop communication strategies for carrying out project.	3. Discriminate need/plans for District-offered inservice and college-offered course work.	3. Identify patterns/causes.	3. Associate monitoring information to evaluation data.
	4. Intervene/change direction of plan(s) where necessary.	4. Demonstrate communication characteristics necessary for quality inservice: a. Self-confidence b. Clarity c. Emphasis d. Questioning e. Rephrasing f. Application examples g. Wait time h. Voice shift i. Pacing j. Eye contact k. Body use l. Articulation	4. Know problem-solving model.	4. Demonstrate pattern identification.
	5. Develop agendas and other strategies for the structured events.		5. Identify practical solutions.	5. Become acquainted with a variety of data-gathering tools.
	6. Conduct meetings.		6. Know resources - in/out of District-available as support.	
	7. Interpret curriculum design to various groups.		7. Demonstrate communication strategies necessary for ongoing monitoring.	
	8. Demonstrate variety of skills in managing people to include: a. Persuasion b. Confrontation c. Clarification d. Questioning e. Resolving f. Probing g. Depersonalizing h. Listening i. Directing		8. Analyze student progress information. a. SAA b. Reading/spelling/math/Primary Curriculum management systems c. Parent reporting system	
	9. Lead a group toward a desired goal.		9. Identify variety of monitoring systems.	
	10. Learn use of Word Processing.		10. Identify variety of assessment procedures	
	11. Learn use of Printing Department.			
	12. Know model of curriculum design used by the District.			
	13. Demonstrate strategies of reaching closure.			
OTHER	1. Know policies/procedures regarding approval of curriculum in the District.	1. Know relationship of Director of Staff Development to the implementation phase.	1. Know relationship of building principal/assistant principal to outside monitors.	1. Know relationship of Division of Instruction and Administrative Services in the evaluation process.
	2. Know/complete forms and reports necessary for approval of curriculum in the District.		2. Know role of Level Director/Assistant Level Director, curriculum coordinators to monitoring.	2. Know steps the Division of Instruction takes to relay evaluation results.
	3. Know Division of Instruction and Administrative Service personnel and each one's role in the entire curriculum area		3. Know role of Director of Research and Planning as it relates to student process data.	

358

ELEMENTARY INTERN SELF ANALYSIS

CURRICULUM DEVELOPMENT

CURRICULUM COMPONENTS	PRE-ANALYSIS	POST-ANALYSIS
1. Formulate criteria/goals /objectives.		
2. Identify activities to match goals/objectives		
3. Discriminate materials to match goals/objectives.		
4. Identify strategies for delivery of content.		
5. Determine means to evaluate goals/objectives		
1. Design action plans for the project, following District action plan format.		
2. Assess progress in terms of plan(s).		
3. Develop communication strategies for carrying out project.		
4. Intervene/change direction of plan(s) where necessary.		
5. Develop agendas and other strategies for the structured events.		
6. Conduct meetings.		
7. Interpret curriculum design to various groups.		

CURRICULUM COMPONENTS	PRE-ANALYSIS	POST-ANALYSIS
8. Demonstrate variety of skills in managing people to include:		
a. Persuasion		
b. Confrontation		
c. Clarification		
d. Questioning		
e. Resolving		
f. Probing		
g. Depersonalizing		
h. Listening		
i. Directing		
9. Lead a group toward a desired goal.		
10. Learn use of Word Processing.		
11. Learn use of Printing Department.		
12. Know model of curriculum design used by the District.		
13. Demonstrate strategies of reaching closure.		
1. Know policies/procedures regarding approval of curriculum in the District.		
2. Know/complete forms and reports necessary for approval of curriculum in the District.		
3. Know Division of Instruction and Administrative Service personnel and each one's role in the entire curriculum process.		

PROCESS

OTHER

360

ELEMENTARY INTERN SELF ANALYSIS

CURRICULUM DEVELOPMENT

CURRICULUM COMPONENTS	PRE-ANALYSIS	POST-ANALYSIS
CONTENT		
1. Design teacher inservice.		
2. Design principal inservice.		
3. Conduct principal inservice.		
4. Conduct teacher inservice.		
PROCESS		
1. Design inservice following District inservice plan format.		
2. Plan/carry out variety of components necessary for quality inservice:		
a. Physical Environment		
b. Refreshments		
c. Media		
d. Interaction		
e. Handouts		
f. Agenda		
g. Evaluation		
h. Content sequence		
i. Practicality		
j. Teaching-Learning techniques		
3. Discriminate need/plans for District-offered inservice and college-offered course work.		
4. Demonstrate communication characteristics necessary for quality inservice:		
a. Self-confidence		
b. Clarity		
c. Emphasis		
d. Questioning		
e. Rephrasing		
f. Application examples		
g. Wait time		
h. Voice shift		
i. Pacing		
j. Eye contact		
k. Body use		
l. Articulation	361	

CURRICULUM COMPONENTS	PRE-ANALYSIS	POST-ANALYSIS
OTHER		
1. Know relationship of Director of Staff Development to the implementation phase.		
Monitoring		
CONTENT		
1. Design a monitoring board to match salient curriculum design expectations.		
2. Know components of teaching-learning model.		
3. Conduct classroom monitoring visits.		
4. Participate in individual/small group teacher conferences.		
5. Participate in conferences with building administrators.		
6. Develop appropriate plans for continuity of monitoring.		
PROCESS		
1. Recognize instructional behavior as related to monitoring board items.		
2. Gather data objectively.		
3. Identify patterns/causes.		
4. Know problem-solving model.		
5. Identify practical solutions.		
6. Know resources - in/out of District-available as support.		
7. Demonstrate communication strategies necessary for ongoing monitoring.		

362

ELEMENTARY INTERN-SELF ANALYSIS

Appendix M (cont'd.)   CURRICULUM DEVELOPMENT

CURRICULUM COMPONENTS	PRE-ANALYSIS	POST-ANALYSIS
8. Analyze student progress information. a. SRA		
b. Reading/spelling/math/Primary Curriculum management systems		
c. Parent reporting system		
9. Identify variety of mon-itoring systems.		
10. Identify variety of assess-ment procedures		
1. Know relationship of build-ing principal/assistant principal to outside mon-itors.		
2. Know role of Level Direc-tor/Assistant Level Direc-tor, curriculum coordina-tors to monitoring.		
3. Know role of Director of Research and Planning as it relates to student process data.		
Evaluation		
1. Participate in design of data-gathering instrument.		
2. Review evaluation report(s).		
3. Participate in evaluation ana-lysis conference(s).		
4. Participate in design of action plan(s) as determined by evalua-tion analysis.		
1. Associate evaluation data to cur-riculum design to other curricu-lum area scope/sequence.	363	

ELEMENTARY INTERN SELF ANALYSIS

CURRICULUM DEVELOPMENT

CURRICULUM COMPONENTS	PRE-ANALYSIS	POST-ANALYSIS
2. Demonstrate knowledge of resources needed/available to resolve/extend issues identified.		
3. Associate monitoring information to evaluation data.		
4. Demonstrate pattern identification.		
5. Become acquainted with a variety of data-gathering tools.		
1. Know relationship of Division of Instruction and Administrative Services in the evaluation process.		
2. Know steps the Division of Instruction takes to relay evaluation results.		

OTHER

364

INTERN REPORTING METHODS

Intern Logs

1. A brief, concise daily record of activities.
2. Uses code for labeling activities:
   a. Letter for category (D-design, I-implementation, etc.)
   b. Letter for level (C-content, P-process, etc.)
   c. Numeral for skill
3. Identifies intern involvement
   a. P-participant
   b. O-observer
4. Activities such as reading professional literature or attending meetings without taking an active role receive the O classification.
5. Suggestions for completing log:
   a. Make entries brief
   b. Record entries within 24 hours
   c. Code entries
   d. Be objective; exclude value judgments and analysis.
   e. Attach written materials produced by intern
   f. Enter both pleasant and unpleasant activities
6. Turn in log to Level Director by the 10th of each month.

Summary of Internship Activities

1. Keep track of how time is spent on a long-range basis - monthly.
2. Code each skill entry on sequence chart.
3. Has a time column for entering the number of hours spent on each skill area.
4. Has three columns for recording value of activity:
   a. High - excellent value
   b. Medium - good value
   c. Low - fair or less value
5. Can make brief notes in columns
6. Hours are totaled each month
7. Turn in summary to Level Director by the 10th of each month.

Selected Activities Analysis

1. Deals with certain intern-chosen highlights of experiences.
2. Singles out an activity the intern feels has real significance.
3. Can be one only observed or one where the intern plays an active role.
4. Significance may be negative or positive.
5. Head report with date and code designation.
6. Content includes:
   a. Description of what took place
   b. Showing how it relates to objectives of internship
   c. Discussion of parts the intern and others played
   d. Objective evaluation of the activity
   e. General observations of the experience and its success or failure.
7. Report is written in essay form
8. Suggested length is about 100 words.
9. Analysis is turned in a minimum of twice, a maximum of five times during the internship.

DAILY LOG

Name _____   Month _____

Date	Code	Task Description	Hours

TOTAL _____

SUMMARY OF INTERNSHIP ACTIVITIES
MONTHLY REPORT

Name _____   Month _____

CODE	TIME	VALUE		
		HIGH	MEDIUM	LOW

Subtotal_____

367

INTERN PROGRAM

SEMINARS:

A. Seminars will be held with all five interns joining together in the event. There are two major purposes for the seminars:

   1. Review the activities of the internship with an eye toward assessing experiences as well as redirecting, enriching, extending as the situation may call for such action.

   2. Discuss major issues which emanate from the curricular emphasis and as found in readings the interns carry on.

   3. Familiarize oneself with operations of District divisions.

B. Activity Review

   1. Two seminars will be held for this purpose, one at the end of each semester.

   2. Intern plans and reports will serve as the basis for discussion.

C. Readings Seminar

   1. One each quarter
   2. Intern will develop a bibliography of personal readings surrounding the topics.
   3. Topics in chronological order are:

      a. Curriculum Development - Dr. William Carder will serve as seminar leader.
      b. Teaching Learning Model - Vern Martin will serve as seminar leader.
      c. Clinical Supervision - Dr. Victor Ross will serve as seminar leader.
      d. Effective School Research - Dr. Ed Brainard will serve as seminar leader.

D. Each type of seminar will have an open-ended framework which serves as a guide to discussion.

   1. Activity review seminar

      a. Identify salient experiences from the past semester
      b. Point out learnings/concerns
      c. Identify redirections made either by self or others
      d. Identify specific outcomes
      e. Identify steps/experiences for future action
      f. Identify resources needed to carry out experiences
      g. Identify needs still present

2. Reading seminar

    a. Major ideas related to the topic
    b. Agreement/disagreement area(s) and rationale
    c. Personal application, both short and long range

E. Interns will have the opportunity to demonstrate the following outcomes:

    1. See alternatives
    2. Insight into central issues
    3. Skill in discussion
    4. Skill in communication
    5. Ability to pursue long range goals
    6. Ability to accomplish short range goals
    7. Ability to influence others to action

F. The seminars are expected to consume a half day. At the end of the first quarter and third quarter, the other half day will be devoted to discussions, coordinated by the Director of Staff Development and which have as their purpose to acquaint the interns with the operations of the various divisions in Central Administration. The Divisions are:

    1. Superintendent Office
    2. Division of Instruction
    3. Division of Personnel
    4. Division of Administrative Services
    5. Division of Auxiliary Services

Various speakers from these Divisions will lead the discussions.

G. Calendar is as follows:

1st quarter: Reading Seminar - Curriculum Development
District Division Seminar - Instruction/Administrative Services

2nd quarter: Reading Seminar - Teaching Learning Model
Activity Review Seminar

3rd quarter: Reading Seminar - Clinical Supervision
District Division Seminar - Auxiliary Services/Personnel

4th quarter: Reading Seminar - Effective School Research
Activity Review Seminar

SEMINAR CALENDAR

Seminar I

Date/Time   November 15, 1983   8:15-3:00

Topic/Leaders: Review of Office of the Superintendent,
                             Division of Instruction and Division of Ad-
                             ministrative Services

                             Dr. Richard Sharkey, Director of Staff Development
                             Dr. John G. Stuart, Superintendent of Schools
                             Dr. Victor Ross, Associate Superintendent of
                             of Instruction
                             Dr. Edward Brainard, Assistant Superintendent of
                             Administrative Services

                             Reading Seminar on Curriculum Development

                             Dr. William Carder, Supervisor of Curriculum,
                             Discussion leader

Seminar II

Date/Time   January 13, 1984   8:15-3:00

Topic/Leaders: Reading Seminar on the Teaching Learning Model

                             Mr. Vern L. Martin, Elementary Curriculum
                             Coordinator, Discussion leader

                             Activity Review Seminar

                             Mary A. Cunningham, Director of Elementary
                             Schools, Review leader

Seminar III

Date/Time   March 20, 1983   8:15-3:00

                             Review of Division of Personnel and Division
                             of Auxiliary Services

                             Dr. Richard Sharkey, Director of Staff Develop-
                             ment, Dr. Eugene Albo, Assistant Superintendent of
                             Personnel, Mr. Hal Sohrweid, Associate Superintendent
                             of Auxiliary Services

                             Reading Seminar on Clinical Supervision

                             Dr. Victor Ross, Associate Superintendent of
                             Instruction, Discussion leader

370

Session IV

Date/Time: June 14, 1983

Topic/Leader   Reading Seminar on Effective School Research

Dr. Edward Brainard, Assistant Superintendent
of Administrative Services, Discussion leader

Activity Review Seminar

Mary A. Cunningham, Director of Elementary
Schools, Review leader

EVALUATION OF INTERNSHIP

1. Self-evaluation by the intern on a performance criteria instrument.

2. Completion of performance criteria instrument by supervisor(s) of intern.

3. Discussion in a seminar setting to include:

    a.   Sequence of curriculum development
    b.   Seminars
    c.   Reporting System
    d.   Outcomes

4. Opportunity for intern to individually conference with Director of Staff Development or Level Director regarding their personal views, opinions, concerns, etc.

APPENDIX N

AURORA PUBLIC SCHOOLS ADMINISTRATOR JOB DESCRIPTIONS

Position Description

TITLE: Elementary School Principal

REPORTS TO: Immediate   Supervisor   -   Level   Director,
                  Assistant Level Director

                  Secondary Reporting Responsibility

                  Associate Superintendent of Instruction
                  Assosicate Superintendent of Auxiliary Services
                  Assistant Superintendent of Personnel Services
                  Assistant   Superintendent   of   Administrative
                    Services

INDIVIDUALS
SUPERVISED: Evaluation Responsibility For -

                  Selection,   evaluation   and   supervisory
                  responsibilities for all certified personnel
                  assigned to the building and not referred to in
                  secondary responsibility.

                  Secondary Responsibility -

                  Input   for   selection,   evaluation,   and
                  supervisory   responsibilities   for   cooks   and
                  custodians.

JOB SUMMARY: The   school   principal   is   responsible   for
                  planning, organizing, staffing, administrating
                  and evaluating the facilities, personnel and
                  educational   program   which   he   supervises,
                  consistent   with   School   Board   Policies,
                  established   administrative   procedures   and
                  building regulations.

MAJOR DUTIES: Curriculum and Instructional Duties

                  1.   Serves   as   instructional   leader   of   the
                       building to implement and evaluate adopted
                       curriculum.
                  2.   Participates in building and district cur-
                       riculum development.

3. Designs procedures to assist staff members for selecting appropriate instructional materials, instructional strategies and techniques, implementing adopted district programs.
4. Evaluates student data for instructional planning.

Staff Personnel Duties

1. Directs the personnel appraisal and improvement program.
2. Is actively involved in the selection of all personnel assigned to the building.
3. Assigns teachers to classes and space.
4. Monitors substitutes and student teachers.

Pupil Personnel Duties

1. Communicates and enforces building and transportation behavior policies as they relate to students, staff and the community.
2. Handles student discipline problems.
3. Supervises the maintenance of student records.
4. Directs student attendance procedures.
5. Insures that school regulations are clear, consistent, well known and available to all concerned.
6. Provides for the supervision of school-sponsored activities.
7. Designs and implements procedures and regulations concerning the safety of students.
8. Assigns students to classes.

School Community Relations Duties

1. Develops and conducts a school community relations program based upon a thorough understanding of the area served by the school.
2. Informs patrons, agencies and school personnel about the district and school, and the policies and programs offered.
3. Supports District-wide efforts in school community relations.

AURORA PUBLIC SCHOOLS (Elementary Principal)
(3 of 3)

Business Management Duties

1. Coordinates the preparation of the proposed school budget.
2. Administers the expenditures of the adopted school budget.
3. Schedules building use in cooperation with the District business office.
4. Initiates, appraises and processes purchase orders and requisitions.
5. Supervises the maintenace of accurate inventories.
6. Supervises the the care, security, safety and maintenance of the school plant, equipment and supplies.
7. Maintains and submits appropriate records and/or reports.
8. Accounts for school funds in accordance with established policies and procedures.
9. Performs other duties as assigned.

Approved February, 1976
Revised November, 1976
Revised September, 1979
Revised June, 1982

AURORA PUBLIC SCHOOLS

Position Description

TITLE: Elementary School Assistant Principal

REPORTS TO: School Principal

INDIVIDUALS
SUPERVISED: Primary Responsibility: None

                    Secondary Responsibility:

                    Personnel as assigned by the Principal.

JOB SUMMARY: Planning, organizing, staffing, administrating, and
                    evaluating the facilities, personnel, and educa-
                    tional program consistent with District policies,
                    procedures, and with building regulations as
                    assigned by the Principal.

MAJOR DUTIES: The Elementary School Assistant Principal is re-
                    sponsible for all of the duties of the Principal as
                    they may be assigned. In the absence of the prin-
                    cipal, the Assistant Principal has all of the regu-
                    lar responsibilities of the Principal (see job
                    description #2120: Elementary Principal).

Approved June, 1982

Position Description

TITLE: Middle School Principal

REPORTS TO: Middle School Level Director

INDIVIDUALS
SUPERVISED: All personnel assigned to the building.

JOB SUMMARY: The Middle School Principal is responsible for the
                    organizing, staffing, administrating, and evaluat-
                    ing the facilities, personnel and educational pro-
                    gram which he supervises, consistent with School
                    Board Policies, established administrative pro-
                    cedures and building regulations.

MAJOR DUTIES: Curriculum and Instructional Duties

                    1. Keeps informed and up-to-date regarding de-
                        velopments in curriculum and instruction.
                    2. Participates in building and district cur-
                        riculum development and study activities.
                    3. Designs procedures to assist staff members for
                        selecting appropriate instructional materials,
                        instructional strategies and techniques,
                        implementing adopted district programs and
                        evaluating program results.
                    4. Encourages and assists staff members to
                        utilize community and district personnel re-
                        sources.
                    5. Schedules program offerings.

                    Staff Personnel Duties

                    1. Promotes and facilitates the free flow of com-
                        munications among all school personnel.
                    2. Directs the personnel appraisal and improve-
                        ment program.
                    3. Is actively involved in the selection of all
                        personnel assigned to the building.
                    4. Assigns teachers to classes and spaces.

                    Pupil Personnel Duties

                    1. Fosters a school climate which encourages stu-
                        dents to develop good citizenship through
                        self-discipline, self-direction and
                        cooperative participation.

2. Applies effective guidance principles when handling student problems and conflicting situations.
3. Provides for the maintenance of student records.
4. Directs the student accounting and attendance procedures.
5. Sees that school regulations are clear, consistent, well known and available to all concerned.
6. Assists and encourages staff members to help students analyze and evaluate themselves and their growth.
7. Provides for the supervision of all school-sponsored activities.
8. Designs and implements procedures and regulations concerning the safety of students.
9. Assigns students to classes making appropriate referrals when necessary.

Professional Growth Duties

1. Identifies and pursues significant professional growth activities, utilizing a systematic plan.
2. Attends staff meetings and workshops.

School Community Relations Duties

1. Develops and conducts a school community relations program based upon a thorough understanding of the area served by the school.
2. Informs patrons, agencies and school personnel about the district and school, and the policies and programs offered.
3. Contributes to the development and implementation of a system-wide school community relations program.
4. Serves as a liaison between families in need and agencies which can assist them.

Business Management Duties

1. Coordinates the preparation of the proposed school budget.
2. Administers the expenditures of the adopted school budget.

AURORA PUBLIC SCHOOLS

3. Schedules building use in cooperation with the District business office.
4. Initiates, appraises and processes purchase orders and requisitions.
5. Provides for the maintenance of accurate inventories.
6. Provides for the care, security, safety and maintenance of the school plant, equipment and supplies.
7. Maintains and submits appropriate records and/or reports.
8. Accounts for school funds for which he is responsible.

Approved February, 1976
Revised November, 1976
Revised September, 1979
Revised June, 1980
Revised August, 1980

AURORA PUBLIC SCHOOLS

Position Description

POSITION TITLE: Middle School Assistant Principal

REPORTS TO: Building Principal

INDIVIDUALS
SUPERVISED:
Supervisory Aides
Custodial Staff
Athletic Coaches
Activity and Intramural Sponsors
Attendance Clerks
Instructional Staff

JOB SUMMARY: Under the direction of the principal, the assistant principal plans, coordinates, implements, and supervises the attendance, discipline, athletic, intramural and activity programs. As assigned, he coordinates and evaluates the curriculum and instruction activities of instructional staff members. The assistant principal performs other duties as assigned.

MAJOR DUTIES:

1. Plans, coordinates and implements the discipline program within the school.
2. Plans, coordinates and implements the attendance procedure of the building in accordance with District policies and procedures.
3. Directs the extracurricular programs and activities.
4. Supervises the work of the custodial staff.
5. Serves as liaison with District Food Services, Transportation, Security and Maintenance.
6. Is responsible for orienting and directing the work of the supervisory aides.
7. Functions as building athletic director.
8. Provides resources to the building instructional staff regarding classroom management.
9. Assists in the formal observation and evaluation of staff.
10. Assists in the development of the building master schedule.
11. Assists in developing student schedules.
12. Serves as curriculum supervisor in areas assigned by the principal.
13. Coordinates registration and orientation of new students.
14. Assists in the supervision and evaluation of classified staff.
15. Participates in interviews and selection of personnel.

AURORA PUBLIC SCHOOLS

MAJOR DUTIES (cont'd.)

16. Conducts meetings and inservice activities for coaches.
17. Provides ongoing supervision of coaches.
18. Assists in coordinating and supervising building and grounds usage.
19. Assumes responsibilty for the school during the principal's absence.

AURORA PUBLIC SCHOOLS   (1 of 2)

Position Description

TITLE: Middle School Learning Coordinator

REPORTS TO: Building Principal

INDIVIDUALS
SUPERVISED: Instructional Staff

JOB SUMMARY: Under the direction of the principal, the Learning
                    Coordinator plans, develops and coordinates the
                    curriculum and instruction activities of the
                    building staff. The Learning Coordinator assists
                    the staff in the use of appropriate instructional
                    strategies and in classroom organization and
                    management techniques. Building curriculum and
                    instruction activities are coordinated with and
                    through the Division of Instruction.

MAJOR DUTIES: 1. Coordinates the curriculum between District
                        level consultants, building level teaching
                        teams, and individual teachers in the
                        building.
                    2. Keeps informed about curriculum and supports
                        and monitors the implementation and
                        articulation of adopted District curriculum
                        through helping individual teachers, teams of
                        teachers and inservice efforts.
                    3. Provides material and personnel resources to
                        teachers and teacher teams.
                    4. Assists with selection, implementation and
                        evaluation of curriculum programs within the
                        building in cooperation with the Division of
                        Instruction.
                    5. Assists in monitoring curriculum to insure
                        program continuity and adherence to District
                        adopted programs.
                    6. Assists in the selection of staff.
                    7. Makes formal observations of certified staff
                        and conferences with them.
                    8. Assists in supervising and evaluating the per-
                        formance of classified personnel.
                    9. Assists in developing the building budget.
                    10. Assists in procuring supplies and materials
                        within budgetary guidelines and plans.

11.   Assists in monitoring the financial and book-
      keeping system within the building.
12.   Assists with building inventories.
13.   Assists in preparation of the master schedule.
14.   Assists in the scheduling of students.
15.   Monitors the functioning and instructional ac-
      tivities of teaching teams.
16.   Assists in planning and implementing in-
      service activities.
17.   Assists staff in utilization of student data
      for instructional purposes.
18.   Assists in supporting the community relations
      program for all publics in the school
      attendance area.
19.   Assists in the development and implementation
      of school/community communications plans.
20.   Assists in the supervision of students and
      student activities.
21.   Assists in identifying and initiating programs
      for students with special needs.
22.   Performs other duties as assigned.

Approved September 1981

AURORA PUBLIC SCHOOLS

Position Description

TITLE: High School Principal

REPORTS TO: High School Level Director

INDIVIDUALS
SUPERVISED: All Personnel Assigned to the Building

JOB SUMMARY: The High School Principal is responsible for the planning, organization, administration, and evaluation of the facilities, personnel and educational program which he supervises, consistent with School Board Policies, established administrative procedures and building regulations.

MAJOR DUTIES: Curriculum and Instructional Duties

1. Keep informed and up-to-date regarding developments in curriculum and instruction.
2. Participates in building and district curriculum development and study activities.
3. Designs procedures to assist staff members for selecting appropriate instructional materials, instructional strategies and techniques, implementing adopted district programs and evaluating program results.
4. Encourages and assists staff members to utilize community and district personnel resources.
5. Schedules program offerings.

Staff Personnel Duties

1. Promotes and facilitates the free flow of communications among all school personnel.
2. Directs the personnel appraisal and improvement program.
3. Is actively involved in the selection of all personnel assigned to the building.
4. Assigns teachers to classes and spaces.

Pupil Personnel Duties

1. Fosters a school climate which encourages students to develop good citizenship through self-discipline, self-direction and cooperative participation.

384

2. Applies effective guidance principles when
    handling student problems and conflicting
    situations.
3. Provides for the maintenance of student
    records.
4. Directs the student accounting and attendance
    procedures.
5. Sees that school regulations are clear,
    consistent, well known and available to all
    concerned.
6. Assists and encourages staff members to help
    students analyze and evaluate themselves and
    their growth.
7. Provides for the supervision of all school-
    sponsored activities.
8. Designs and implements procedures and
    regulations concerning the safety of students.
9. Assigns students to classes making appropriate
    referrals when necessary.

Professional Growth Duties

1. Identifies and pursues significant
    professional growth activities, utilizing a
    systematic plan.
2. Attends staff meetings and workshops.

School Community Relations Duties

1. Develops and conducts a school community
    relations program based upon a thorough
    understanding of the area serviced by the
    school.
2. Informs patrons, agencies and school personnel
    about the district and school, and the
    policies and programs offered.
3. Contributes to the development and
    implementation of a system-wide school
    community relations program.
4. Serves as a liaison between families in need
    and agencies which can assist them.

Business Management Duties

1. Coordinates the preparation of the proposed
    school budget.
2. Administers the expenditures of the adopted
    school budget.

3. Schedules building use in cooperation with the District business office.
4. Initiates, appraises and processes purchase orders and requisitions.
5. Provides for the maintenance of accurate inventories.
6. Provides for the care, security, safety and maintenance of the school plant, equipment and supplies.
7. Maintains and submits appropriate records and/or reports.
8. Accounts for school funds for which he is responsible.
9. Performs other duties as asssigned.

Approved February, 1976
Revised November, 1976
Revised September, 1979
Revised June, 1980
Revised August, 1980

AURORA PUBLIC SCHOOLS

Position Description

POSITION TITLE: Administrative Assistant, High School

REPORTS TO: High School Principal

INDIVIDUALS
SUPERVISED: High School Certified and Classified Staff

JOB SUMMARY: The Administrative Assistant shall work under the guidance of the Assistant Principal for Student Services in the management of school discipline and attendance. The Administrative Assistant, when assigned by the principal, shall assist in management of the school budget, plant and student activities, in the development and implementation of curriculum and in the supervision of instruction. A list of major duties and responsibilities follows:

MAJOR DUTIES:
1. Assists in the implementation of the District building codes of discipline and of the attendance policy and procedures.
2. Conducts conferences with students and their parents/guardians to resolve school related behavioral problems.
3. Assists in the selection and supervision of certified and classified staff.
4. Assists in coordinating transportation to authorized school functions.
5. Assists in the supervision of the campus, student activities and athletic contests.
6. Serves on District, state and national committees as approved by the principal.
7. Performs other duties as assigned by the principal.

OTHER DUTIES: One or more of the following duties may be assigned by the principal to the administrative assistant.

1. Assists in the management of the school's annual budget in accordance with District policies and procedures.
2. Assists in organizing and supervising the school's student activity program.
3. Assists in directing and coordinating student activities and extracurricular programs.

Approved May, 1983

Position Description

POSITION TITLE: Assistant Principal, High School Athletic Director

REPORTS TO: High School Principal

INDIVIDUALS
SUPERVISED: High School Coaches, Contest Workers and other Certified and Classified Employees as Assigned.

JOB SUMMARY: Under the direction of the principal and in coordination with the District Athletic Director, the assistant principal shall be responsible for administration of the athletic program in accordance with the District policies and procedures and the Colorado High School Activities Association's rules and regulations. The assistant principal shall provide leadership for the athletic program and shall recommend building athletic goals. The assistant principal, when assigned by the principal, shall perform duties relating to student activities, building budget, curricular and instructional supervision, and the care of the school plant. A list of major duties and responsibilities follows:

MAJOR DUTIES:
1. Represents the school at all league athletic director meetings and Colorado High School Activities Association meetings.
2. Provides leadership and serves as chairperson for meetings of high school coaches.
3. Prepares and keeps a schedule of school athletic events.
4. Assists in coordination and supervision of special events (i.e., athletic banquets, fund raising, pep rallies, parent meetings) related to the athletic program.
5. Assigns and supervises extra duty workers for athletic events.
6. Assigns game officials for the high school athletic program.
7. Assists the principal in securing competent personnel for the athletic staff.
8. Arranges transportation for all athletic events.
9. Assigns facilities for all athletic practices and activities.

MAJOR DUTIES: (Con't.)

10. Supervises school athletic contests and assists in supervising activity events.
11. Prepares all reports with principal's approval, to the League and the Colorado High School Activities Association.
12. Directs and supervises building publicity for athletic events.
13. Supervises eligibility records, physical examinations, parent permission slips, insurance coverage and athletic fees.
14. Coordinates the management of athletic insurance coverage and athletic fees.
15. Prepares and supervises annual athletic budget and approves athletic purchase requests.
16. Coordinates the collection of all monies from athletic activities and deposits them in appropriate athletic accounts.
17. Approves all purchases of athletic equipment in cooperation with the coaches.
18. Supervises inventory of equipment, care, repair and disposal of equipment, and collection for lost equipment.
19. Directs the sale of tickets for athletic activities, except for athletic events at the Aurora Public Schools Stadium.
20. Assists in the selection, supervision, and evaluation of coaches.
21. Performs any other duties as assigned by the principal.

OTHER DUTIES:

1. Assists in supervising the maintenance and general appearance of the building and grounds.
2. Assists in the selection and supervision of certified and classified staff.
3. Assists in the coordination and supervision of student activities and extracurricular programs.

Approved May 1983

Position Description

POSITION TITLE: Assistant Principal for Student Services, High
                    School

REPORTS TO: High School Principal

INDIVIDUALS
SUPERVISED: Administrative Assistant, High School Certified and
                    Classified Staff

JOB SUMMARY: The Assistant Principal for Student Services under
                    the direction of the principal, shall manage the
                    discipline and attendance of students and supervise
                    campus control. The assistant principal shall per-
                    form duties relating to student activities, build-
                    ing budget, curricular and instructional supervi-
                    sion, and the care of the school plant as assigned
                    by the principal.

MAJOR DUTIES: 1.   Manages the policies and procedures governing
                         student discipline and attendance and assists
                         students and teachers in the resolution of
                         student behavior problems.
                    2.   Assists in the selection, supervision and
                         evaluation of certified and classified staff.
                    3.   Keeps records regarding student discipline and
                         attendance and reports misconduct and truancy
                         to parents and guardians.
                    4.   Assists in coordinating the school's public
                         relations program by developing handbooks and
                         appropriate communiques in cooperation with
                         the District Director of Public Relations.
                    5.   Coordinates and facilitates staff communica-
                         tions.
                    6.   Serves on District, state and national commit-
                         tees as assigned by the principal.
                    7.   Performs other duties as assigned by the prin-
                         cipal.

OTHER DUTIES: One or more of the following duties will be as-
                    signed by the principal to an assistant principal
                    for student services.

                    1.   Assists in the coordination and supervision of
                         student activities and extracurricular pro-
                         grams.

OTHER DUTIES: (con't.)

2. Coordinates transportation to authorized school functions.
3. Manages and coordinates teacher requests for leave and coordinates the assignment and evaluation of substitute teachers as assigned.
4. Supervises the guidance and counseling programs in the school.
5. Supervises the school's health services.
6. Organizes and directs the management of the school's annual budget in accordance with District policies and procedures.
7. Coordinates the inventory of fixed assets and textbooks.
8. Assists in supervising the maintenance and the general appearance of the building and grounds.
9. Coordinates special education services in the building.

Position Description

POSITION TITLE: Assistant Principal for Curriculum Services, High Schools

REPORTS TO: High School Principal

INDIVIDUALS
SUPERVISED: High School Certified and Classified Staff

JOB SUMMARY: The Assistant Principal for Curriculum Services, under the direction of the principal, shall plan, develop and coordinate the curricular and instructional functions of the high school. The assistant principal shall identify the developmental needs of teachers, coordinate the implementation of new curriculum and teacher inservice, and assist in reporting program progress. The assistant principal shall direct the design of the school's master schedule and manage the scheduling of students.

MAJOR DUTIES:
1. Assists in the supervision and evaluation of the school's curriculum.
2. Coordinates the scheduling of students by assisting in the assignment of teachers by registering and orienting new students, and by coordinating procedures with middle schools, other high schools and District Data Processing.
3. Assists in the implementation of new curriculum by identifying student and teacher needs, by planning and delivering teacher inservice, and by providing support service to teachers.
4. Supervises student academic records and manages quarterly grade reporting.
5. Assists in the selection, supervision and evaluation of certified and classified staff.
6. Coordinates and facilitates staff communications.
7. Assists in coordinating the school's public relations program by developing handbooks and appropriate communiques in cooperation with the District Director of Public Relations.
8. Serves on District, state and national committees as assigned by the principal.
9. Performs other duties as assigned by the principal.

OTHER DUTIES: One or more of the following duties will be assigned by the principal to an assistant principal for curriculum services.

1.   Manages and coordinates teacher requests for leave and coordinates the assignment and evaluation of substitute teachers.
2.   Coordinates transportation to authorized school functions.
3.   Assists in supervising the guidance and counseling programs in the school.
4.   Supervises the school's health services.
5.   Organizes and directs the management of the school's annual budget in accordance with District policy and procedures.
6.   Coordinates the inventory of fixed assets and textbooks.
7.   Assists in supervising school activities and school events.
8.   Assists in the coordination and supervision of student activities and extracurricular programs.
9.   Coordinates special education services in the building.

AURORA PUBLIC SCHOOLS

Position Description

TITLE: Director, Staff Development

REPORTS TO: Assistant Superintendent, Personnel Services

INDIVIDUALS
SUPERVISED: Typist Clerk II, Staff Development

JOB SUMMARY: The Acting Director, Staff Development is
                    responsible for administering a program of
                    orientation and staff development designed to
                    assist all employees in improving and advancing
                    their abilities.

MAJOR DUTIES: 1. Conducts needs assessments to identify areas
                        in which employees have interests with regard
                        to personal and professional growth.
                    2. Confers with and assists appropriate personnel
                        responsible for developing, implementing, re-
                        viewing and revising professional growth ac-
                        tivities.
                    3. Manages assigned budget funds relative to
                        staff development.
                    4. Coordinates and communicates information con-
                        cerning professional growth opportunities to
                        all employees.
                    5. Develops, implements and evaluates short and
                        long-range goals and objectives as they relate
                        to staff development needs.
                    6. Coordinates the activities of the Inservice
                        Development Committees established for class-
                        ified, teaching and administrative personnel.
                    7. Directs the District's administrative intern
                        training program.
                    8. Performs other duties as assigned.

Approved March 1975
Revised December 1976
Revised October 1978
Revised August 1980   394

AURORA PUBLIC SCHOOLS

Position Description

TITLE: Director, Curriculum

REPORTS TO: Associate Superintendent, Instructional Services

INDIVIDUALS   Title I Supervisor, Teachers on Special Assignment,
SUPERVISED: Subject Area Resource Teachers, E.S.L. and Agate
                    Coordinators (secondary supervisory responsibility
                    for Curriculum Coordinators)

JOB SUMMARY: The Curriculum Supervisor is responsible for
                    planning and supervising in cooperation with Level
                    Directors, the District's K-12 instructional pro-
                    gram and overseeing the work of the personnel
                    assigned to him.

MAJOR DUTIES: 1. Supervises K-12 curriculum development.

                    2. Recommends short and long range curriculum
                        development plans.

                    3. Coordinates an articulated program for the
                        adoption and deletion of text materials.

                    4. Supervises and edits the development of
                        instructional guides, course outlines, and
                        resource handbooks.

                    5. Recommends budgets for curriculum development.

                    6. Coordinates the scheduling and activities of
                        K-12 subject area advisory committees.

                    7. Consults in the preparation and submission of
                        special grant requests.

                    8. Conducts studies in cooperation with the
                        Division of Administrative Services on the
                        effectiveness of the K-12 instructional
                        program.

                    9. Recommends instructional goals for the K-12
                        program.

                    10. Performs other duties as assigned.

Revised June, 1982

AURORA PUBLIC SCHOOLS

Position Description

TITLE: Curriculum Coordinator (Generalist)

                          Program Areas: Specific Curriculum areas as assigned by the Associate Superintendent for Instruction

REPORTS TO: Level Director to Whom Assigned (Secondary Reporting Responsibility: Curriculum Supervisor)

INDIVIDUALS
SUPERVISED: Assists the Division of Instruction and building principals in the supervision of programs and personnel on request.

JOB SUMMARY: The Curriculum Coordinator is responsible for planning and supervising the District's curriculum program, K-12, in cooperation with Level Directors.

MAJOR DUTIES:

1. Assists in the development and coordination of the District's K-12 instructional program.

2. Assists in the evaluation and supervision of personnel as requested.

3. Monitors the implementation of adopted and pilot curriculum programs.

4. Maintains a working knowledge of current curriculum projects, published materials, and programs.

5. Assists classroom teachers in the improvement of instruction.

6. Assists with inservice education programs.

7. Prepares necessary reports on programs and activities.

8. Performs other duties as assigned.

Revised June, 1982

APPENDIX O

IDPEL QUESTIONNAIRE

Schedule A   Board of Education

Schedule B   Central Office Administrators
                    and Intern Supervisors

Schedule C   Interns

QUESTIONNAIRE FOR THE IDENTIFICATION AND DEVELOPMENT OF POTENTIAL EDUCATIONAL LEADERS (IDPEL) PROGRAM OF THE AURORA PUBLIC SCHOOLS

The Identification and Development of Potential Educational Leaders (IDPEL) program is the Aurora Public Schools administrative internship program. The program's purpose is to identify individuals exemplifying potential administrative talent. Further, the IDPEL program provides a systematic approach to developing individuals to the point that they are adequately prepared to assume educational leadership roles.

Because you have knowledge if the IDPEL program, you are asked to complete the attached questionnaire. Your participation in questionnaire completion is strictly voluntary, and you need not participate. Should you choose to participate, you may leave questions unanswered or withdraw your participation at any time. Please respond to items as you perceive the program. This is not a test. There are no correct or incorrect answers.

After completion of the questionnaire, you may be requested to participate in a follow-up interview. If so, the interview will also be voluntary on your part, and you need not participate.

Your completed questionnaire will assist me in gathering data for the completion of my doctoral dissertation and serve to improve the IDPEL program quality. Thank you for your time and assistance.

If you are returning this questionnaire by inter-school mail, please use an inter-school mailing envelope and address it to Edward Brainard at the Administration Building. Please return within three days.

If you are returning this questionnaire by U.S. mail, please use the enclosed self-addressed, stamped envelope. Please return within three days.

Please call me at (303) 321-7577 if you have any questions.

Lance V. Wright

Elementary Principal
Aurora Public Schools

Attachment

Respond to all items in terms of your <u>past</u> experience with the IDPEL program. Please indicate the degree to which you agree/disagree with the items below. (**Circle one response for each item.**)

KEY:	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongly Agree

DEFINING THE ADMINISTRATIVE INTERNSHIP

1. The following <u>should</u> be included in defining "the administrative internship."

a. a phase of professional preparation 1 2 3 4 5 6

b. occurs before formal administrative study 1 2 3 4 5 6

c. occurs at the beginning of formal administrative study 1 2 3 4 5 6

d. occurs in the middle of formal administrative study. 1 2 3 4 5 6

e. occurs near the completion of formal administrative study. 1 2 3 4 5 6

f. occurs after the completion of formal administrative study 1 2 3 4 5 6

g. provides experience under the competent supervision of a university representative 1 2 3 4 5 6

h. provides experience under the competent supervision of a practicing administrator 1 2 3 4 5 6

i. helps develop competence in performing administrative responsibilities 1 2 3 4 5 6

j. identifies individuals exemplifying potential administrative talents. 1 2 3 4 5 6

k. screens individuals out of administration 1 2 3 4 5 6

l. is essentially exploratory. 1 2 3 4 5 6

m. provides specialized training 1 2 3 4 5 6

n. systematically develops individuals exemplifying potential administrative talents. 1 2 3 4 5 6

o. adequately prepares individuals to assume leadership roles in education 1 2 3 4 5 6

p. provides service to the district where the internship occurs. 1 2 3 4 5 6

q. provides real, instead of simulated, experiences whenever possible 1 2 3 4 5 6

399

2. The success of IDPEL should be measured by the following criteria: (Rate each one.)

    a.   number of applicants to program 1   2   3   4   5   6

    b.   number of placements in program 1   2   3   4   5   6

    c.   number completing program 1   2   3   4   5   6

    d.   number becoming administrators 1   2   3   4   5   6

    e.   quality of intern experiences 1   2   3   4   5   6

    f.   evaluation of each intern by dis-
         trict administrators 1   2   3   4   5   6

    g.   evaluation of each intern by uni-
         versity representatives 1   2   3   4   5   6

    h.   intern self-evaluation 1   2   3   4   5   6

    i.   contributions made by interns dur-
         ing internship 1   2   3   4   5   6

3. If no prior administrative experience,
    the internship should be a required part
    of all educational administrators'
    training. 1   2   3   4   5   6

4. If some prior administrative experience,
    the internship should be an optional part
    of all educational administrators' train-
    ing (administrator's option) 1   2   3   4   5   6

On a district-wide basis, the average number of interns per school year has been seven.

5. The number of IDPEL interns per school
    year should be increased 1   2   3   4   5   6

6. The number of IDPEL interns per school
    year should remain the same 1   2   3   4   5   6

7. The number of IDPEL interns per school
    year should be decreased 1   2   3   4   5   6

On a district-wide basis, the average length of the IDPEL experience has been 33 days per school year. The range has been 20-45 days.

8. The length of the IDPEL experience should be for less than one semester (less than 90 days) 1   2   3   4   5   6

9. The length of the IDPEL experience should be for at least one semester (90 days or more) 1   2   3   4   5   6

10. The length of the IDPEL experience should be for one year (180 days) 1   2   3   4   5   6

11. A district-based internship should be a paid position above and beyond school district released time. 1   2   3   4   5   6

12. A university-based internship should be a paid position 1   2   3   4   5   6

EVALUATING THE IDPEL PROGRAM

13. The IDPEL program is beneficial to Aurora Public Schools 1   2   3   4   5   6

14. The IDPEL program should be supported by Board of Education policy. 1   2   3   4   5   6

15. In my opinion, the IDPEL program is an overall success 1   2   3   4   5   6

16. A person should intern in the district in which he/she is employed 1   2   3   4   5   6

DO NOT MARK

Schedule B
Central Office
Administrators
& Intern Super-
visors

GENERAL INFORMATION

To change a response, draw an X through the cancelled response. Circle items I through V regarding your status at the beginning of your IDPEL participation.

I.   Educational Experience

    A.   Teaching

        Elementary (K-5)

Years	1-5	6-10	11-15	16-20	21+

        Middle School (6-8)

Years	1-5	6-10	11-15	16-20	21+

        High School (9-12)

Years	1-5	6-10	11-15	16-20	21+

        College/University/Vocational

Years	1-5	6-10	11-15	16-20	21+

    B.   Administration

        Elementary (K-5)

Years	1-5	6-10	11-15	16-20	21+

        Middle School (6-8)

Years	1-5	6-10	11-15	16-20	21+

        High School (9-12)

Years	1-5	6-10	11-15	16-20	21+

        College/University/Vocational

Years	1-5	6-10	11-15	16-20	21+

        Central Office

Years	1-5	6-10	11-15	16-20	21+

    C.   **Other (Specify):** _____

Years	1-5	6-10	11-15	16-20	21+

        Other (Specify): _____

Years	1-5	6-10	11-15	16-20	21+

II.   Highest Degree Completed

Bachelor's	Master's	Doctorate	Other (Specialist Certificate(s)
Bachelor's	Master's +	Doctorate +	(Specify)

402

_____

_____

III.   **Age**

25-29	30-34	35-39	40-44	45-49
50-54	55-59	60-64	65-69	70+

IV.   **Professional/Community Affiliations (Circle where applicable.)**

Civic	Fraternal	Service	None
Educational	Religious	Social	

V.   **Type of IDPEL Participation (Circle one or more.)**

A.   School years(s) participated 76-77   78-79   79-80   80-81   81-82

	Elem.	MS	HS	Central
B. Intern	(K-5)	(6-8)	(9-12)	Office

C.   If intern, number of days release time given _____

	Elem	MS	HS	Central
D. Intern Supervisor	(K-5)	(6-8)	(9-12)	Office

E.   Central Office Administrator,
     Not Supervising Interns   Yes

VI.   **Current Position** (As of December 31, 1982) **(Circle responses.)**

A.   Aurora Public Schools . . . . .Yes No

B.   Central Office Administrator. . . . . .Yes No

	Building	Elem	MS	HS
C.	Administrator	(K-5)	(6-8)	(9-12)
D.	Teacher	Elem (K-5)	MS (6-8)	HS (9-12)

E.   Other (Specify): _____

VII.   A.   Years Experience in Aurora Public Schools (As of July 31, 1982)

1-5	6-10	11-15	16-20	21+

B.   Years Experience in Education in Colorado (As of July 31, 1982)

1-5	6-10	11-15	16-20	21+

C.   Years Experience in Education (As of July 31, 1982)

1-5	6-10	11-15	16-20	21+

VIII.   **Sex (Circle one.)**

Male   Female

Items IX through XI should be completed by former IDPEL interns only. (Circle responses.)

IX. Graduate hours in administration completed before acceptance into IDPEL program.

0-3   4-6   7-9   10-12   13-15   16-18

     19-21   22-24   25-27   28-30   31+

X. Graduate hours in administration completed after acceptance into IDPEL program (total of IX and X).

0-3   4-6   7-9   10-12   13-15   16-18

     19-21   22-24   25-27   28-30   31+

XI. If you were placed in an administrative position, what was the length of time from completion of IDPEL to your first administrative placement? (Circle one.) Leave blank if no such placement ever occurred.

0-1 year   2-3 years   4-5 years   6-7 years   8-9 years

404

Respond to all items in terms of your <u>past</u> experience with the IDPEL program. Please indicate the degree to which you agree/disagree with the items below. (<u>Circle one response for each item.</u>)

	1	2	3	4	5	6
KEY:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

DEFINING THE ADMINISTRATIVE INTERNSHIP

1. The following <u>should</u> be included in defining "the administrative internship."

a. a phase of professional preparation 1 2 3 4 5 6

b. occurs before formal administrative study 1 2 3 4 5 6

c. occurs at the beginning of formal administrative study 1 2 3 4 5 6

d. occurs in the middle of formal administrative study. 1 2 3 4 5 6

e. occurs near the completion of formal administrative study. 1 2 3 4 5 6

f. occurs after the completion of formal administrative study. 1 2 3 4 5 6

g. provides experience under the competent supervision of a university representative 1 2 3 4 5 6

h. provides experience under the competent supervision of a practicing administrator 1 2 3 4 5 6

i. helps develop competence in performing administrative responsibilities 1 2 3 4 5 6

j. identifies individuals exemplifying potential administrative talents. 1 2 3 4 5 6

k. screens individuals out of administration 1 2 3 4 5 6

l. is essentially exploratory. 1 2 3 4 5 6

m. provides specialized training 1 2 3 4 5 6

n. systematically develops individuals exemplifying potential administrative talents. 1 2 3 4 5 6

o. adequately prepares individuals to assume leadership roles in education 1 2 3 4 5 6

p. provides service to the district where the internship occurs. 1 2 3 4 5 6

q. provides real, instead of simulated, experiences whenever possible 1 2 3 4 5 6

405

	1	2	3	4	5	6
KEY:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

2. The success of IDPEL should be measured by the following criteria: (Rate each one.)

   a. number of applicants to program 1 2 3 4 5 6

   b. number of placements in program 1 2 3 4 5 6

   c. number completing program 1 2 3 4 5 6

   d. number becoming administrators 1 2 3 4 5 6

   e. quality of intern experiences 1 2 3 4 5 6

   f. evaluation of each intern by district administrators 1 2 3 4 5 6

   g. evaluation of each intern by university representatives 1 2 3 4 5 6

   h. intern self-evaluation 1 2 3 4 5 6

   i. contributions made by interns during internship 1 2 3 4 5 6

3. If no prior administrative experience, the internship should be a required part of all educational administrators' training. 1 2 3 4 5 6

4. If some prior administrative experience, the internship should be an optional part of all educational administrators' training (administrator's option) 1 2 3 4 5 6

On a district-wide basis, the average number of interns per school year has been seven.

5. The number of IDPEL interns per school year should be increased 1 2 3 4 5 6

6. The number of IDPEL interns per school year should remain the same 1 2 3 4 5 6

7. The number of IDPEL interns per school year should be decreased 1 2 3 4 5 6

	1	2	3	4	5	6
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

On a district-wide basis, the average length of the IDPEL experience has been 33 days per school year. The range has been 20-45 days.

8.   The length of the IDPEL experience should be for less than one semester (less than 90 days) 1   2   3   4   5   6

9.   The length of the IDPEL experience should be for at least one semester (90 days or more) 1   2   3   4   5   6

10. The length of the IDPEL experience should be for one year (180 days). 1   2   3   4   5   6

11. A district-based internship should be a paid position above and beyond school district released time. 1   2   3   4   5   6

12. A university-based internship should be a paid position 1   2   3   4   5   6

EVALUATING THE IDPEL PROGRAM

13. The IDPEL program is beneficial to Aurora Public Schools 1   2   3   4   5   6

14. The IDPEL program should be supported by Board of Education policy. 1   2   3   4   5   6

15. In my opinion, the IDPEL program is an overall success 1   2   3   4   5   6

16. A person should intern in the district in which he/she is employed 1   2   3   4   5   6

17. The IDPEL program needs improvement in the following areas:

   a. definition/purpose. 1   2   3   4   5   6

   b. selection criteria 1   2   3   4   5   6

   c. selection process 1   2   3   4   5   6

   d. matching interns and supervisors 1   2   3   4   5   6

   e. types of learning experiences pro-
       vided 1   2   3   4   5   6

   f. extent of learning experiences 1   2   3   4   5   6

   g. program structure. 1   2   3   4   5   6

   h. intern supervision 1   2   3   4   5   6

   i. intern evaluation 1   2   3   4   5   6

   j. university guidance 1   2   3   4   5   6

   k. relationship between program par-
       ticipants (interns, supervisors, etc.)
       and Office of Staff Development 1   2   3   4   5   6

Following is a list of typical experiences provided through the IDPEL program. (Circle one response for each.)

18. The IDPEL program is effective in training interns through the following experiences:

   a. curriculum leadership 1   2   3   4   5   6

   b. instructional leadership 1   2   3   4   5   6

   c. staff development. 1   2   3   4   5   6

   d. personnel evaluation 1   2   3   4   5   6

   e. budget planning/management 1   2   3   4   5   6

   f. scheduling 1   2   3   4   5   6

   g. student personnel 1   2   3   4   5   6

   h. community relations 1   2   3   4   5   6

Following is a list of competencies developed through the IDPEL program. (Circle one response for each.)

19. The IDPEL program is effective in developing interns with the following competencies:

a. individual communications 1 2 3 4 5 6

b. interpersonal relationships 1 2 3 4 5 6

c. group facilitation 1 2 3 4 5 6

d. decision-making 1 2 3 4 5 6

e. planning, organizing, controlling. 1 2 3 4 5 6

f. program implementation 1 2 3 4 5 6

g. performance expectations of an administrator. 1 2 3 4 5 6

h. adaptability and flexibility 1 2 3 4 5 6

i. knowledge of organizational expectations 1 2 3 4 5 6

j. personal/professional growth 1 2 3 4 5 6

k. facilitating change 1 2 3 4 5 6

ADDITIONAL COMMENTS

Use the space below to make any additional comments on areas not addressed above.

GENERAL INFORMATION

To change a response, draw an X through the cancelled response. Circle items I through V regarding your status at the beginning of your IDPEL participation.

I. Educational Experience

A. Teaching

Elementary (K-5)
Years   1-5   6-10   11-15   16-20   21+

Middle School (6-8)
Years   1-5   6-10   11-15   16-20   21+

High School (9-12)
Years   1-5   6-10   11-15   16-20   21+

College/University/Vocational
Years   1-5   6-10   11-15   16-20   21+

B. Administration

Elementary (K-5)
Years   1-5   6-10   11-15   16-20   21+

Middle School (6-8)
Years   1-5   6-10   11-15   16-20   21+

High School (9-12)
Years   1-5   6-10   11-15   16-20   21+

College/University/Vocational
Years   1-5   6-10   11-15   16-20   21+

Central Office
Years   1-5   6-10   11-15   16-20   21+

C. **Other (Specify):** _____
Years   1-5   6-10   11-15   16-20   21+

Other (Specify): _____
Years   1-5   6-10   11-15   16-20   21+

II. Highest Degree Completed

Bachelor's   Master's   Doctorate   Other (Specialist
                                                          Certificate(s)

Bachelor's   Master's +   Doctorate +   (Specify)

_____

410

_____

III.   Age

| 25-29 | 30-34 | 35-39 | 40-44 | 45-49 |
| 50-54 | 55-59 | 60-64 | 65-69 | 70+ |

IV.   Professional/Community Affiliations (Circle where applicable.)

| Civic | Fraternal | Service | None |
| Educational | Religious | Social | |

V.   Type of IDPEL Participation (Circle one or more.)

A.   School years(s) participated   76-77   78-79   79-80   80-81   81-82

B.   Intern   Elem.   MS   HS   Central
                      (K-5)   (6-8)   (9-12)   Office

C.   If intern, number of days release time given _____

D.   Intern   Elem   MS   HS   Central
      Supervisor   (K-5)   (6-8)   (9-12)   Office

E.   Central Office Administrator,
      Not Supervising Interns   Yes

VI.   Current Position (As of December 31, 1982) (Circle responses.)

A.   Aurora Public Schools . . . . .Yes No
B.   Central Office Administrator. . . . . .Yes No

C.   Building   Elem   MS   HS
      Administrator   (K-5)   (6-8)   (9-12)

D.   Teacher   Elem   MS   HS
                      (K-5)   (6-8)   (9-12)

E.   Other (Specify): _____

VII.   A.   Years Experience in Aurora Public Schools (As of July 31, 1982)

| 1-5 | 6-10 | 11-15 | 16-20 | 21+ |

B.   Years Experience in Education in Colorado (As of July 31, 1982)

| 1-5 | 6-10 | 11-15 | 16-20 | 21+ |

C.   Years Experience in Education (As of July 31, 1982)

| 1-5 | 6-10 | 11-15 | 16-20 | 21+ |

VIII.   Sex (Circle one.)

Male   Female

411

Items IX through XI should be completed by former IDPEL interns <u>only</u>. <u>(Circle responses.)</u>

IX. Graduate hours <u>in administration</u> completed <u>before</u> acceptance into IDPEL program.

   0-3   4-6   7-9   10-12   13-15   16-18

        19-21   22-24   25-27   28-30   31+

X. Graduate hours <u>in administration</u> completed <u>after</u> acceptance into IDPEL program (total of IX and X).

   0-3   4-6   7-9   10-12   13-15   16-18

        19-21   22-24   25-27   28-30   31+

XI. <u>If you were placed in an administrative position</u>, what was the length of time from completion of IDPEL to your first administrative placement? **(Circle one.)** Leave blank if no such placement ever occurred.

   0-1 year   2-3 years   4-5 years   6-7 years   8-9 years

Respond to all items in terms of your past experience with the IDPEL program. Please indicate the degree to which you agree/disagree with the items below. (Circle one response for each item.)

	1	2	3	4	5	6
KEY:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

DEFINING THE ADMINISTRATIVE INTERNSHIP

1. The following should be included in defining "the administrative internship."

a. a phase of professional preparation 1 2 3 4 5 6

b. occurs before formal administrative study 1 2 3 4 5 6

c. occurs at the beginning of formal administrative study 1 2 3 4 5 6

d. occurs in the middle of formal administrative study. 1 2 3 4 5 6

e. occurs near the completion of formal administrative study. 1 2 3 4 5 6

f. occurs after the completion of formal administrative study. 1 2 3 4 5 6

g. provides experience under the competent supervision of a university representative 1 2 3 4 5 6

h. provides experience under the competent supervision of a practicing administrator 1 2 3 4 5 6

i. helps develop competence in performing administrative responsibilities 1 2 3 4 5 6

j. identifies individuals exemplifying potential administrative talents. 1 2 3 4 5 6

k. screens individuals out of administration. 1 2 3 4 5 6

l. is essentially exploratory. 1 2 3 4 5 6

m. provides specialized training 1 2 3 4 5 6

n. systematically develops individuals exemplifying potential administrative talents. 1 2 3 4 5 6

o. adequately prepares individuals to assume leadership roles in education 1 2 3 4 5 6

p. provides service to the district where the internship occurs. 1 2 3 4 5 6

q. provides real, instead of simulated, experiences whenever possible 1 2 3 4 5 6

413

KEY:	1	2	3	4	5	6
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

2. The success of IDPEL should be measured by the
    following criteria: (Rate each one.)

    a. number of applicants to program 1   2   3   4   5   6

    b. number of placements in program 1   2   3   4   5   6

    c. number completing program 1   2   3   4   5   6

    d. number becoming administrators 1   2   3   4   5   6

    e. quality of intern experiences 1   2   3   4   5   6

    f. evaluation of each intern by dis-
        trict administrators 1   2   3   4   5   6

    g. evaluation of each intern by uni-
        versity representatives 1   2   3   4   5   6

    h. intern self-evaluation 1   2   3   4   5   6

    i. contributions made by interns dur-
        ing internship 1   2   3   4   5   6

3. If no prior administrative experience,
    the internship should be a required part
    of all educational administrators'
    training. 1   2   3   4   5   6

4. If some prior administrative experience,
    the internship should be an optional part
    of all educational administrators' train-
    ing (administrator's option) 1   2   3   4   5   6

On a district-wide basis, the average number of interns per school year has been seven.

5. The number of IDPEL interns per school
    year should be increased 1   2   3   4   5   6

6. The number of IDPEL interns per school
    year should remain the same 1   2   3   4   5   6

7. The number of IDPEL interns per school
    year should be decreased 1   2   3   4   5   6

414

	1	2	3	4	5	6
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

On a district-wide basis, the average length of the IDPEL experience has been 33 days per school year. The range has been 20-45 days.

8. The length of the IDPEL experience should be for less than one semester (less than 90 days) 1 2 3 4 5 6

9. The length of the IDPEL experience should be for at least one semester (90 days or more) 1 2 3 4 5 6

10. The length of the IDPEL experience should be for one year (180 days). 1 2 3 4 5 6

11. A district-based internship should be a paid position above and beyond school district released time. 1 2 3 4 5 6

12. A university-based internship should be a paid position 1 2 3 4 5 6

EVALUATING THE IDPEL PROGRAM

13. The IDPEL program is beneficial to Aurora Public Schools 1 2 3 4 5 6

14. The IDPEL program should be supported by Board of Education policy. 1 2 3 4 5 6

15. In my opinion, the IDPEL program is an overall success 1 2 3 4 5 6

16. A person should intern in the district in which he/she is employed 1 2 3 4 5 6

	1	2	3	4	5	6
KEY:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

17. The IDPEL program needs improvement in the following areas:

a.	definition/purpose	1	2	3	4	5	6
b.	selection criteria	1	2	3	4	5	6
c.	selection process	1	2	3	4	5	6
d.	matching interns and supervisors	1	2	3	4	5	6
e.	types of learning experiences pro-vided	1	2	3	4	5	6
f.	extent of learning experiences	1	2	3	4	5	6
g.	program structure	1	2	3	4	5	6
h.	intern supervision	1	2	3	4	5	6
i.	intern evaluation	1	2	3	4	5	6
j.	university guidance	1	2	3	4	5	6

Following is a list of typical experiences provided through the IDPEL program. (**Check and/or circle where appropriate.**)

		Was this experience part of your internship? Check (√) one		If yes, please circle response 18. The experience was effective in my administrative preparation.					
		Yes	No	1	2	3	4	5	6
a.	curriculum leadership . . .	. . .	. . . .	1	2	3	4	5	6
b.	instructional leadership . . .	. . .	. . .	1	2	3	4	5	6
c.	staff develop-ment	. . .	. . . .	1	2	3	4	5	6
d.	personnel evaluation . . .	. . .	. . . .	1	2	3	4	5	6
e.	budget plan-ning/manage-ment	. . .	. . . .	1	2	3	4	5	6
f.	scheduling . . .	. . .	. . . .	1	2	3	4	5	6
g.	student per-sonnel	. . .	. . . .	1	2	3	4	5	6
h.	community re-lations	. . .	. . . .	1	2	3	4	5	6

	1	2	3	4	5	6
KEY:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

Following is a list of competencies developed through the IDPEL program. (Check and/or circle where appropriate.)

		Was this experience part of your internship? Check (√) one		If yes, please circle response					
		Yes	No	19. This competency was effectively developed in my administrative preparation.					
a.	individual communications.	. . . .	. . . .	 1	2	3	4	5	6
b.	interpersonal relationships . .	. . . .	. . . .	 1	2	3	4	5	6
c.	group facilitation	. . . .	. . . .	 1	2	3	4	5	6
d.	decision-making	. . . .	. . . .	 1	2	3	4	5	6
e.	planning, organizing, controlling	. . . .	. . . .	 1	2	3	4	5	6
f.	program implementation .	. . . .	. . . .	 1	2	3	4	5	6
g.	performance expectations of an administrator	. . . .	. . . .	 1	2	3	4	5	6
h.	adaptability and flexibility .	. . . .	. . . .	 1	2	3	4	5	6
i.	knowledge of organizational expectations .	. . . .	. . . .	 1	2	3	4	5	6
j.	personal/professional growth .	. . . .	. . . .	 1	2	3	4	5	6
k.	facilitating change	. . . .	. . . .	 1	2	3	4	5	6

20. I made a definite contribution to the school/department where I interned 1 2 3 4 5 6

21. If so, my contribution was acknowledged by my supervisor(s)/Aurora Public Schools 1 2 3 4 5 6

22. If I had received additional pay, in addition to release time, my commitment to the IDPEL program would have been stronger 1   2   3   4   5   6

23. The following would have made the IDPEL program more attractive to me.
(Circle one response for each.)

    a.   more release time. 1   2   3   4   5   6

    b.   more pay. 1   2   3   4   5   6

    c.   more aide time for my classroom 1   2   3   4   5   6

    d.   tuition reimbursement 1   2   3   4   5   6

    e.   recertification credit 1   2   3   4   5   6

    f.   salary growth credit. 1   2   3   4   5   6

ADDITIONAL COMMENTS

Use the space below to make any additional comments on areas not addressed above.

FOLLOW-UP INTERVIEW SCHEDULE FOR THE IDENTIFICATION AND DEVELOPMENT OF POTENTIAL EDUCATIONAL LEADERS (IDPEL) PROGRAM OF THE AURORA PUBLIC SCHOOLS

1. The internship should occur at or near the completion of formal administrative study, as opposed to occurring before or at the beginning of formal administrative study. Do you agree or disagree?

2. The IDPEL program should include university supervision for interns. Do you agree or disagree?

3. If you were listing indicators of a quality intern experience, what would they be?

4. University evaluation of each intern should be part of the criteria for measuring the sucess of the IDPEL program. Do you agree or disagree?

5. The IDPEL experience should last at least 90 days (one semester). Do you agree or disagree?

6. The IDPEL experience should last 180 days (one year). Do you agree or disagree?

7. The IDPEL program should be supported by Board of Education policy. Do you agree or disagree?

8. If you were writing a Board of Education policy, what would you include?

9. People should intern in the district in which they are employed. Do you agree or disagree?

10. The IDPEL program needs improvement in the areas specified in questionnaire item #17. Do you agree or disagree regarding each item?

11. The IDPEL program is effective in training interns through the experiences specified in questionnaire item #18. Do you agree or disagree regarding each item?

12. The IDPEL program is effective in developing interns with the competencies specified in questionnaire item #19. Do you agree or disagree regarding each item?

13. Interns should receive additional pay to strengthen their commitment to the IDPEL program. Do you agree or disagree?

14. Are there any other comments you would like to make at this time?

LETTER TO PAST IDPEL PARTICIPANTS

Dear Board of Education Member,

The Identification and Development of Potential Educational Leaders (IDPEL) program is the Aurora Public Schools administrative internship program. The program's purpose is to identify individuals exemplifying potential administrative talent. Further, the IDPEL program provides a systematic approach to developing individuals to the point that they are adequately prepared to assume educational leadership roles.

Because you have knowledge of the IDPEL program you will be asked to complete a questionnaire in a few weeks. To preserve the anonymity of your responses, I would appreciate your completion of the attached form in advance of the questionnaire.

This information will assist me in gathering data for the completion of my doctoral dissertation and serve to improve the IDPEL program quality. Thank you for your time and assistance.

Lance V. Wright
Elementary Principal

PLEASE RETURN TO ELAINE JAVED.

1. Board member status as of December 31, 1983 (circle one):

    Past Member   Present Member

2. Age at beginning of board tenure   _____

3. Number of years served as of April, 1973   _____

4. Period of board tenure (example: 1975-80) _____

5. Highest level of education completed at beginning of board tenure (circle one):

    Elementary   Bachelor's Degree   Doctorate Degree

    High School   Master's Degree   Other

6. Occupation at beginning of board tenure   _____

APPENDIX R

INTERN PROGRAM COMPONENTS MATRIX

University or School District: _____

_____

Program Component	Component Ratings			
	Specific A	General B	Vague C	Not Apparent D
Intern Selection				
Intern Placement				
Internship Administration/ Design				
Intern Evaluation				
Program Evaluation				

Respondent Comments from Questionnaire and Interviews

Respondent Comments from Questionnaire

Group B

The major comment I have relates to Question 17F. I feel that time is the limiting factor with the intern program. Interns need more release time to work through the experiences in Question 18 and competencies in Question 19. This can be accomplished by extending the amount of time interns "intern."

My concern is the project orientation and the disjointed experience. More time or larger blocks are needed so that an intern can be monitored from the planning stage through the evaluation stage of their projects. This facilitates the necessary ongoing dialogue. It would also provide as much to the supervisor as it does to the intern.

*IDPEL has been independent of university credit. I suggest it remain so. Changes implemented this year (83-84) will lead to more improvements. I have concerns regarding the initial screening.

*I would certainly suggest lengthening the amount of time served by the intern. Change takes place slowly, so spread out the experiences.

Many people have criticized the method for matching the supervisor and intern. I have always felt this was a reality of many on-the-job relationships; i.e., to maximize your opportunities to learn new things regardless of whom you work with.

I hope the program continues. It should have more BOE and Superintendent support.

Questions 18 and 19 too open ended. I can't really give an accurate response. Same for some other questions, such as "length of program." With money, we could make lots of good changes in IDPEL.

*I feel that before a candidate is accepted into the internship program, he/she should be enrolled in a Type D (Colorado administrative) certification program at a university. I do not support the IDPEL program as a vehicle for people to "explore" or determine their interest in administration.

Organization of IDPEL seems lose in terms of lack of long range planning and ability to get principle people together. There is a lack of criteria for performance in interviews, mismatch of level concept of good administrator, and, follow-up with candidates on evaluation.

*Consistency is lacking in applying/carrying out the guidelines
and procedures established for the program. The IDPEL Committee
is virtually non-existent. Parameters and decisions have been a
one-man show.

More lead time should be given to an intern supervisor to prepare
the projects assigned to the intern.

On Question 17, I don't know. I have had interns but have not
seen design of program nor purpose (question on program improve-
ment). Same for Question 19, I have not seen data about effec-
tiveness.

Continue to allow the selection of potential administrators that
are identified by present administrators, i.e., they don't apply
to IDPEL program.

Group C

*My primary concern about the program is intern supervision and
feedback to individuals in the program.

I received the bulk of my preparation from the building principal
where I taught, not from the internship program.

*I was in the first IDPEL program in the Aurora Public Schools. I
feel it has improved tremendously since then, but my answers are
based on my experience.

I don't feel that a number quota for IDPEL participants should be
set. The number should be based on quality - not quantity. I
also feel the commitment, support, and follow-up of the Director
of Staff Development is crucial to a good IDPEL experience!!!
(sic)

I believe the length of my placement was determined by someone
other than the principal I worked with during IDPEL. My IDPEL
principal was a strong model but I did not feel fully involved in
the inner workings of the principalship.

*My experience was a continuous one which benefited me in becoming
an integral part of the staff with which I interned, and also
benefitted my students. My students had a full-time replacement,
upon whom they looked as their teacher rather than as a sub-
stitute. Fragmented intern time does not lead to continuity of
the experience, nor to a quality relationship.

I feel the IDPEL program is a great resource, and of value to
Aurora Public Schools employees. I found the experience stimu-
lating - a true resource and supportive environment to experience
my interests and skill levels. As a result of my participation,
I feel my perceptions of administrative activities are more
realistic. My repertoire of usable/valuable behaviors has
further expanded to meet my personal and professional goals.

My 45 days were from August to May. This made for an overall experience. The entire school year was experienced, not just one semester. This allowed me the chance to focus on many more building activities and procedures than if I had been in the building for a short time period. I appreciated the flexibility in scheduling my intern experience.

*I believe that the IDPEL program is the only way that I would have been tapped for an administrative position. The opportunity for administrators/supervisors to see for themselves that I was competent and capable of more growth, was crucial. The program (at least in my case) gave me an opportunity to demonstrate my abilities. The opportunity to put university learning into practice was also very important.

There were no plans or expectations or goals for elementary interns in summer school. I constructed my own experiences for supervision. I initiated supervision inservice with the Director of Curriculum. There was no discussion or recognition of recommendations for the program. The "program evaluation" internship provided excellent administrative model.

It was an excellent experience. I had a marvelous supervisor at my intern school setting. (I did not complete the internship for university credit.) I would strongly suggest closer ties to the Office of Staff Development, and the opportunities to share/discuss/learn from other interns! (sic) There was no other follow-up after the experience and this should be an integral part of the program, even if it means more responsibility at the home school if one is not placed in an administrative position.

Although I had no university training in administration prior to IDPEL, I found the exploratory aspect of the internship quite valuable. I was fortunate to have had the chance to know what I wanted in the field before investing time and money in administrative courses. However, I now feel a need for some type of internship at a different level, now that I am in a university program.

Being a "late in life" mother, I had taken two maternity leaves since my internship and have not hastened my training and entry into administration by choice. I am slowly learning to balance career and family life and anticipate being ready to enter administration in the future. In the meantime, I feel comfortable using my skills in the PAS program and in other District projects, to act as a change agent and improve instruction.

*I feel that the IDPEL program is a valuable and unique experience for prospective administrators. However, I feel that there are certain aspects of the program which need review and I am pleased that this process has begun.

I enjoyed the internship program, but at the end of the experience there was not much feedback from the administration building. Not enough follow-through?! (sic)

In filling out questions 22 and 23, I realized the most difficult aspect of my internship was feeling torn between my classroom and my internship. Leaving a second grade classroom for one week per month meant a great deal of extra preparation for a substitute, and often was disconcerting for the students. If I could change it, I would've had one "chunk" of time to do each rather than splitting myself between the two.

Also, pay for the job would've made it more appealing. The greatest gift for me from the program was finding that I did not want to be a school administrator. My supervisor gave me probably the most extensive and carefully planned experience an intern could have. I was familiarized with all aspects of the principalship. From this viewpoint, I had a good feeling for the job, and choosing not to pursue school administration has saved me a great deal of money, time, and wasted motion.

I fully support the IDPEL program; I feel the District should, as much as possible, pull from its own ranks rather than go to the outside. The IDPEL program is an excellent vehicle to promote growth for those who wish to reach beyond the classroom.

My internship was unique in type and duration. My main thrust was inservice education on the elementary level. It was a stimulating and rewarding experience every day! (sic) I grew personally and professionally and felt I had made a positive contribution to the District. Most individuals who enter the program desire building level administration and a Type D (Colorado Administrative) certificate. I answered several questions with this perspective. However, for my internship I do not believe a Type D would have proven that useful. Therefore, the university connection for the intern perhaps should be optional.

*Comments included in Chapter III.

Respondent Comments from Interviews

Group B

An applicant exposure level experience (shadowing, for example), is a way to do some pre-screening for the program, so they see some of the stresses and tough decisions they (applicants) have to live with. The internship should not be an exploratory program.

It is a special thing to have a district-based program as opposed to a university-based program because it is free to be exploratory before committing to something intense. It would be nice to have several levels of intensity of internship available, and perhaps there is a way for the district to financially support professional growth through levels of interning.

IDPEL needs to be organized and expectations established and program designed accordingly.

*Internships are good. Aurora Public Schools should keep working to improve IDPEL. One advantage of IDPEL is our opportunity to work with interns and discover competency, incompetency, strengths, and weaknesses. It is a mutually beneficial program. We may discover we don't have an in-district person ready for a principalship, so, we go outside the district.

I'm learning more about the program, and the more I see, the more impressed I am with it. We could still do better.

*The program has worked remarkably well in spite of the fact that we don't have the overall structure that I think we need. It has taken an inordinate amount of time on the part of the level directors to set it up at each level so that the experiences were successful. I think we've worried over the past several years that there are no guidelines we could come up with for a truly comprehensive program at all levels and for all divisions. I'd like to see the program completed. I think we would be able to identify some people with promise who we could maybe put into some administrative positions. The danger is that we become our own little factory, assuming that we can train our own administrators without outside, or university support. The other thing is that we might give the impression that, to get an administrative job in our district, you have to go through the IDPEL program. We need to continue to look outside for talent as well.

*I think they (internship programs) are not very well designed. I think a lot of good feelings come out of internships, and on the other hand, a lot of people have no idea of what an internship really has to be in order to come out with someone who is ready to be an administrator. It's a lot of hard work. Those of us who work with interns have shied away from task-analyzing those skills and competencies it takes to make a good administrator in the larger sense. Another thing is that we don't practice what we expect the classroom teacher to do, and that is to allow

sufficient time for application of knowledge. It's almost as though we're afraid to infringe on the rights of the intern, we're afraid that we'll insult them. We assume that they've got a lot of knowledge of how to use time and experience. Supervising an intern takes a lot of time. I'm not sure that a lot of operating supervisors who supervise interns are as dedicated to the detail of clinically developing and training that's required. I think too, that in a larger district you would have a lot more hands to provide the kind of intern supervision needed.

Group C

I felt fortunate, and my experiences helped me in taking over my administrative job; I feel good about IDPEL and I encourage course work before the IDPEL selection process, or you may not get through it (the process); the selection process must compensate for interviewer prejudice. Include a list of previous interns in the internship announcement letter to help potential applicants.

I had a good program due to district supervision and guidance, and the program was well put together that year. A lot of my skill and knowledge base was through IDPEL. I see a difference between former interns and new and experienced administrators coming in from outside the district regarding their ability to learn the district, become acclimated, etc., I feel strongly in favor of making IDPEL last an entire year; its also important to spend time with cabinet members on their operations, for example, meeting with the associate superintendent of instruction on policy/procedure manuals.

*My internship prepared me more than my course work to assume administrative responsibility because of the diversity of activities I got to plan or assist in planning. I selected my weak areas and I got a K-12 experience I wouldn't have otherwise seen, and I had to inservice teachers in what I wrote. My supervisor forced me into looking from a K-12 perspective.

The 83-84 intern structure is good; all areas on the questionnaire listed under competencies and experiences need improvement; this would cause the implementation of an effective program.

*I hope the program continues due to growing district needs. I want to see IDPEL expand to other, non-principal administrative area, for example, minority affairs director.

*Comments included in Chapter III.

427

APPENDIX T

Internship Program Components Ratings and Related Narratives

Intern Program Ratings

Matrix #1

Program Component	Component Ratings			
	Specific A	General B	Vague C	Not Apparent D
Intern Selection	x			
Intern Placement		x		
Internship Administration/ Design		x		
Intern Evaluation		x		
Program Evaluation	x			

Matrix #2

Program Component	Component Ratings			
	Specific A	General B	Vague C	Not Apparent D
Intern Selection	x			
Intern Placement		x		
Internship Administration/ Design				x
Intern Evaluation			x	
Program Evaluation				x

Matrix #3

Program Component	Component Ratings			
	Specific A	General B	Vague C	Not Apparent D
Intern Selection	x			
Intern Placement		x		
Internship Administration/ Design		x		
Intern Evaluation	x			
Program Evaluation				x

Intern Program Ratings

Matrix #4

| | Component Ratings | | | |
Program Component	Specific A	General B	Vague C	Not Apparent D
Intern Selection		x		
Intern Placement			x	
Internship Administration/ Design	x			
Intern Evaluation				x
Program Evaluation	x			

Matrix #5

| | Component Ratings | | | |
Program Component	Specific A	General B	Vague C	Not Apparent D
Intern Selection			x	
Intern Placement				x
Internship Administration/ Design	x			
Intern Evaluation		x		
Program Evaluation			x	

Matrix #6

| | Component Ratings | | | |
Program Component	Specific A	General B	Vague C	Not Apparent D
Intern Selection	x			
Intern Placement		x		
Internship Administration/ Design	x			
Intern Evaluation		x		
Program Evaluation				x

Intern Program Ratings

Matrix #7

| Program Component | Component Ratings | | | |
	Specific A	General B	Vague C	Not Apparent D
Intern Selection	x			
Intern Placement	x			
Internship Administration/ Design	x			
Intern Evaluation				x
Program Evaluation				x

Matrix #8

| Program Component | Component Ratings | | | |
	Specific A	General B	Vague C	Not Apparent D
Intern Selection		x		
Intern Placement				x
Internship Administration/ Design		x		
Intern Evaluation				x
Program Evaluation				x

Ratings and narratives of all components from each matrix are reported below.

Matrix #1

Component: Intern Selection   Rating: A (Specific)

A screening committee will review the completed applications and select those individuals to be interviewed. <u>Certificated applicants</u> will be interviewed by a committee composed of: Administrative Assistant for Staff Development, Administrative Assistant for Affirmative Action...

The interview committee will utilize questioning strategies applicable to the varying intern positions available at the time of the interview. The following factors will also be given consideration during the interview process:

a. The written application
b. Written professional growth plan prepared by the prospective intern
c. The relationship of the intern plan, the leadership qualities, and needs of the intern to the positions available.
d. The interview skills of the applicant

Component: Intern Placement   Rating: B (General)

1. The interview committee will select individuals to be placed in intern positions.

2. An on-site supervisor will be selected by mutual agreement of the intern, the on-site supervisor, and the district supervisor.

3. The intern will develop a professional growth plan consisting of objectives, activities, suggested evaluation, and recommended timeline. The plan will be shared with and approved by the on-site and district supervisors.

4. A final copy of the professional growth plan will be given to both the on site and district supervisors.

Component: Internship Administration/Design   Rating: B (General)

Intern

1. Each intern must complete a weekly log containing a brief description or listing of internship activities engaged in during the week. A subjective analysis and evaluation of the week's experiences should be included. This log needs to be sent to the district supervisor on a weekly basis.

Appendix T (cont'd.)

2.   Each intern will be required to attend <u>leadership training seminars</u> which will be developed in relation to the needs of the interns assigned during the same semester. Topics from which selections might be made are:

      a.   Leadership Styles
      b.   Group Process Skills: problem solving, decision making, goal setting, conflict management, and communications
      c.   Time Management
      d.   Management Skills
      e.   School Climate
      f.   Organizational Structure of District

3.   <u>A final written report</u> will be prepared by the intern. This report must include a summary of achievement of objectives and activities. Each intern should develop a comprehensive self-evaluation of the intern/leadership experience.

4.   Each intern will complete a <u>program evaluation form</u> (see Appendix D) to note the strengths and weaknesses of the intern/leadership program.

On-Site Supervisor

1.   The on-site supervisor will attend an <u>orientation meeting</u> to discuss program expectations and clarify any emerging questions.

2.   The on-site supervisor needs to <u>establish weekly conferences</u> with the intern to maintain an on-going evaluation of the intern plan.

3.   The on-site supervisor needs to take initiative to <u>respond to intern needs</u>, provide feedback, and provide experiences to meet those needs, as well as enhance leadership qualities of the intern.

4.   The on-site supervisor needs to <u>prepare a final written evaluation</u> of the intern's objectives and activities. The report should also include perceptions of the intern's ability to perform administrative tasks. Suggested skills to consider are: problem analysis, judgement, organizational ability, decisiveness, leadership sensitivity, range of interests, personal motivation, educational values, stress tolerance, oral communication skill, and written communication skill.

5.   The on-site supervisor will complete a <u>program evaluation</u> report to note strengths and weaknesses of intern/leadership program.

Appendix T (cont'd.)

District Supervisor

1. The district supervisor will <u>give final approval</u> to the intern plan.

2. The district supervisor <u>will visit</u> interns and on-site supervisors <u>twice</u> at the site.

3. The district supervisor will prepare a <u>final evaluation</u> of the intern based upon the weekly logs, written reports, visitations, consultation with the on-site supervisors, and the intern's participation in the training seminars. The interns, on-site supervisor, and district supervisor will hold a conference in which recommendations for future growth experiences based upon the final evaluation will be planned for the intern.

4. The district supervisor will prepare a <u>final program evaluation</u> based upon a compilation of responses of interns and on-site supervisors. Changes will be made, if necessary.

Component: Intern Evaluation   Rating: B (General)

The on-site supervisor needs to <u>prepare a final written evaluation</u> of the intern's objectives and activities. The report should also include perceptions of the intern's ability to perform administrative tasks. Suggested skills to consider are: problem analysis, judgement, organizational ability decisiveness, leadership, sensitivity, range of interests, personal motivation, educational values, stress tolerance, oral communication skill, and written communication skill.

The district supervisor will prepare a <u>final evaluation</u> of the intern based upon the weekly logs, written reports, visitations, consultation with the on-site supervisors, and the interns participation on the training seminars. The intern, on-site supervisor, and district supervisor hold a conference in which recommendations for future growth experiences based upon the final evaluation will be planned for the intern.

434

Component: Program Evaluation   Rating: A (Specific)

The district supervisor will prepare a <u>final</u> <u>program evaluation</u> based upon a compilation of responses of interns and on-site supervisors. Changes will be made, if necessary.

Program Evaluation Form: Intern/Leadership Program

Name_____   Circle one:

Position_____   Intern/On-Site Supervisor

Work Address_____   Work Phone_____

Respond to the following:

1.   List three major strengths of the program.

2.   List three major weaknesses of the program, and suggestions for improvement.

3.   Share what you have gained from this program and how that might help you in other experiences.

To the Supervisor: Would you be willing to participate as an on-site supervisor again? _____Yes _____No Explain your answer.

What further assistant from the district supervisor would you recommend?

To the Intern: What further assistant should be provided to interns in future programs?

To Intern and Supervisor: Would you be willing to work on an intern committee if the need arises to make revisions in the program? _____Yes ____No

_____   _____
Signature   Date

Appendix T (cont'd.)

Matrix #2

Component: Intern Selection   Rating: A (Specific)

Interns will be selected according to the guide-
lines established in Administrative Hiring and
Promotion Procedures (Component III).   Interns will
be selected on the basis of potential, not on the
basis of administrative background or experience,
and thus will be expected to be in a learning role.
(Note: For the sake of brevity, Component III out-
lines specific criteria for recruitment, screening
and   interviewing,   and   final   selection   of
candidates.)

Component: Intern Placement   Rating: B (General)

The (.55 or 1 FTE) Intern appointment (mid-August
through mid-June) will be made on an annual basis.
The actual on-site administrative assignment of the
intern will be made according to the recommenda-
tions of the Director of Elementary Education and
the Director of Secondary Education subject to the
approval of the Superintendent.   The directors will
consider the needs of the district, the needs of
buildings, and to some extent the career goals of
the individual intern.   Interns may be reassigned
during the year to meet changing requirements.

**Component: Internship Administrative/Design   Rating: D
(Not Apparent)**

Component: Intern Evaluation   Rating: C (Vague)

At the end of the first year, the Administrative
Intern may choose to return to teaching or may sub-
mit   a   request   for   continuation   in   the
Administrative Internship program.   The request
will be granted if the evaluation by the super-
vising administrator and the Director indicates
that the interns performance has been acceptable.

Component: Program Evaluation   Rating: D (Not Apparent)

Matrix #3

Component: Intern Selection   Rating: A (Specific)

...Applicants undergo a "book ranking" whereby the deputy superintendent, the executive assistant to the superintendent, and the associate superintendents review material for each candidate and give him/her a one (top) to four (low) ranking for his/her overall impression based on degrees, experiences, certification, references and evaluations. Then, approximately 30-80 top candidates are invited to the Administrative Competence Sessions, which are an intensive observation and assessment of the candidates' interpersonal skills, communications and conceptual skills, and group leadership skills. The assessors consist of administrative and supervisory personnel, such as associate superintendents, principals, directors, and supervisors.

Although specific (assessment) activities are currently under review for possible revision, the ones used in the past have been: 1) small group problem-solving task, 2) individual interview, and 3) written task. Candidates are then ranked. Names of the top persons are placed on "the administrative intern list" for two years after the system's Appointments Committee, composed of the superintendent, deputy superintendent, executive assistant to the superintendent, area associate superintendents, and director and assistant director of personnel (non-voting), has determined the number (of positions needed) based on future projected needs of the system. Final selection is determined by a final panel interview.

Component: Intern Placement   Rating: B (General)

When an opening for an assistant principal occurs in a school, the decision is made by the superintendent concerning placement of a current assistant principal or an administrative intern in that position.

**Component: Internship Administration/Design   Rating: B
(General)**

Each intern, serving as assistant principal for one
year, experiences a wide range of activities which
will prepare him/her for the role of principal.
The scope of the intern's responsibilities includes
the following areas: instructional program, staff,
pupil personnel, management, community involvement
and professional growth. The principal to whom the
intern has been assigned is responsible for the
allocation of duties similar to those performed by
an assistant principal. The principal is also the
primary trainer and supervisor of the intern.
Since these tasks and activities in which the in-
tern is engaged help to determine the skills which
he/she develops, the principal is expected to share
all aspects of the principalship with the intern so
that the intern is exposed to the total operation
of a school.

Monthly seminars are a major component of the in-
ternship program.   The intern conducts these
seminars with his/her supervisory team, which con-
sists of a central office associate superintendent,
area office associate superintendent, representa-
tive from the Department of Staff Development, and
a university representative or outside consultant
(depending upon whether the intern is receiving
university credits toward a doctorate or inservice
credits). At each meeting, the intern presents an
analysis of a log of daily activities and discusses
a selected activity analysis that deals with an is-
sue such as supervision of instruction, pupil per-
sonnel, or community and parent involvement as it
has contributed to his/her development and/or for
which he/she wants specific guidance.   These
seminars provide important feedback for the intern.
The teams' role is to provide support, guidance,
and evaluation (interim and final) of the intern.
The supervisory team has the opportunity to study
the intern's on-the-job performance, thereby

becoming acquainted with the strengths and weaknesses of the candidate. The team assists the intern and principal in assesing the intern's performance as well as helps him/her in designing additional experiences and determining more effective ways of carrying out current responsibilities. As part of this team, the Department of Staff Development representative plays a special facilitative role during the monthly meetings. The representative also acts an advocate for the intern by providing counseling to the intern and assisting in resolving any role conflicts or other problems that might occur. Finally, the internship provides participants with an opportunity to experience school administration before making a final career choice.

While the performance and analysis of local school duty assignments constitute the main thrust of the internship training activities, the Department of Staff Development provides other experiences to give the intern a broader perspective regarding educational leadership. While the intern is paid on the teacher's salary scale for the year, the difference between this amount and the salary of an assistant principal is used for additional instructional programs and resources for the intern. After a needs assessment, training activities are planned that feature either the extension of knowledge about the school system or the development of skills and knowledge in educational management, leadership, and supervision. Opportunities may consist of specially designed training programs on school law, finances/budget or teacher supervision; group field trips or retreats; individual visits to other schools/school systems; opportunity for individual assistance by consultants to assist with unique training needs; and participation in workshop offered by universities and consulting companies. Upon successful completion of the program, the intern is placed in an assistant principal position as soon as an appropriate one becomes available.

Component: Intern Evaluation   Rating: A (Specific)

The intern is evaluated in relation to ten performance criteria:

1. demonstrates a knowledge of the needs, interests, and feelings of students
2. directs the establishment and maintenance of a school philosophy and an educational program consistent with school community characteristics and district goals and policies
3. selects, orients, assigns, supervises, and evaluates staff in order to attain the objectives of the educational program
4. utilizes human and material resources available to staff in order to attain the objectives of the educational program
5. plans and provides for an environment which supports the educational program and maintains the mental and physical health and safety of students and staff
6. uses administrative and mangement practices which promote the efficient and effective operation of the school
7. assures the proper evaluation of student progress and of the effectiveness of the program to determine what practices or objectives to maintain or modify
8. strives to establish and maintain a school community which practices the principles of democracy, reflecting recognition of and respect for each individual
9. shares responsibility for the area and the total district program
10. identifies areas for personal professional growth, acquires appropirate skills and information, and applies them

Indicators are listed under each criteria (see Appendix U). Each criteria is rated as effective, needs improvement, not effective, or, no opportunity to observe; all ratings require supporting statements.

Appendix T (cont'd.)

Component: **Program Evaluation**   **Rating:**   **D (Not Apparent)**

Matrix #4

Component: Intern Selection   Rating: B (General)

> Selection of interns is based on merit, with
> emphasis given to females and minorities. To be
> eligible, persons have to have at least three years
> teaching experience and hold a valid state teachers
> certificate   (or   be   eligible   for   such   a
> certificate). Additional qualities sought in in-
> terns   include   creativity,   leadership   potential,
> communication skills, experience in urban educa-
> tion, and a strong academic background.

Component: Intern Placement   Rating: C (Vague)

> Each person is assigned as a full-time apprentice a
> building principal, and is able to participate in a
> personalized training program at the school level
> which can be tailored to individual needs.

Component: Internship Administration/Design   Rating: A (Specific)

> An   intern   self-assessment   instrument   is   admin-
> istered to newly selected interns to assess their
> cognitive   and   experiential   knowledge   of   the
> specific tasks of the principalship. The specific
> tasks have been grouped under eight major task
> areas of educational administration. The purpose
> of the instrument is to diagnose specific areas of
> strength and/or weakness relative to an intern's
> knowledge of technical skills required for success-
> ful performance in the principalship. Data from
> the   instrument   is   then   used   to   design   an   in-
> dividualized training program for the intern. (See
> Appendix U.)

Component: Intern Evaluation   Rating: D (Not Apparent)

Component: Program Evaluation   Rating: A (Specific)

> Interns and mentors were asked to describe the pro-
> gram's strengths and weaknesses and to give recom-
> mendations for future program direction.   Interns
> were asked how they had changed during the year and
> what specific leadership traits they had developed.

Matrix #5

Component: Intern Selection   Rating: C (Vague)

> Normally, the internship is experienced during the
> later stages of the (academic) preparation program.
> The internship requirements of the cooperating
> agency are made known to all interested and
> eligible students. The agency, after review of the
> students' credentials and personal interviews, will
> select the most qualified applicant.

Component: Intern Placement   Rating: D (Not Apparent)

**Component: Internship Administration/Design   Rating: A
(Specific)**

Requirements for Interns

> Internship Plan.   Each intern must develop an in-
> ternship plan which contains three components: (1)
> objectives of the internship, (2) internship
> activities, and (3) a time plan.   It must be com-
> pleted prior to the start of the internship.
>
> Objectives.   These should describe the principal
> learnings to be achieved during the internship.
> Generally, we feel that the internship should
> expose you to many areas of administrative
> functioning and responsibility rather than be
> narrowly focused.   You need not emphasize objec-
> tives or activities in which you already have ex-
> perience and/or expertise but you should try to get
> a well-rounded learning experience.

Activities.   These should include the experiences
you will engage in to reach your objectives.
Activities like observing_____, assisting_____,
participating in_____, are examples. Activities
will relate directly to each objective and will be
activities which allow achievement of the objec-
tives.

Time Plan.   This is an estimate of the time to be
devoted to the various activities.

Weekly Log/Report.   Each intern must complete a
weekly log/report and mail or deliver it to his/her
university supervisor.   This log should contain a
brief description or listing of internship activi-
ties engaged in during the week.   It should also
contain a subjective analysis and evaluation of the
week's experiences.

Seminars.   Two required seminars will be held each
semester; the dats will be announced at the begin-
ning of the semester (normally, they are held on a
Saturday morning).   These seminars are intended to
allow interns to share experiences and problems, as
well as to provide personal two-way communication
between interns and their university supervisors.
Seminars for summer interns will be arranged.

Final Written Report.   A final written report will
be made by the intern.   This report will center
around achievement of the internship objectives and
will include a summary of internship activities.
It must be submitted before credit is granted.

Time Span.   The university semesters close about
December 20 and May 20.   Summer term closes about
August 15.   Often these do not coincide with school
terms.   Hence, an intern usually follows the spon-
soring school's schedule since closing a semester
is often a key element in the internship.   In such
cases, an IW is awarded and grades given when the
project is completed.

Appendix T (cont'd.)

Responsibilities of the On-site Supervisors

The key to a successful internship is a willing and cooperative supervisor in the institution in which the internship takes place. Although the institution should derive some benefit from the activities of the intern, of greatest value is the learning which takes place by the intern. For the potential of the internship to be realized, the on-site supervisor should assume certain responsibilities.

Assisting in developing the internship plan. The on-site supervisor should discuss the internship plan with the intern and suggest necessary changes in the objectives and activities. Finally, the plan must be signed by the on-site supervisor prior to final submission to the university supervisor.

Supervision of the intern. This probably goes without saying. Periodic conferences with the intern are strongly urged to provide additional insights, to clear up any misunderstanding, and to identify and solve any possible problems. Supervisors should feel free to communicate with the university supervisor at any time.

Responsibility of University Supervisors

While the primary burden for supervision of the intern must reside in the cooperating institution, the university supervisor has definite responsibilities.

Approval of internship plan. Final approval of the internship plan must be made by the university supervisor/director. Usually the supervisor/director provides preliminary counsel during the development of the plan.

Visitation of interns. Each intern will be visited at the internship site at least twice. Preferably, this visitation is planned and scheduled by the intern so that a discussion of the intern's progress with the on-site supervisor can take place.

Appendix T (cont'd.)

Component: Intern Evaluation   Rating: B (General)

Near the end of the internship the on-site super-
visor should write a brief report giving his/her
perception of the intern's administrative poten-
tial.   The university supervisor makes the final
evaluation of each intern, based on logs, written
reports, visitations, and consultation with the on-
site supervisor.   Grades for interns are given,
just as for other graduate courses.

Component: Program Evaluation   Rating: C (Vague)

Near the end of the internship the on-site super-
visor should write a brief report giving his/her
perception of the success of the internship.

Matrix #6

Component: Intern Selection   Rating: A (Specific)

To be eligible for a field experience, a student
must satisfy the following criteria:

1.   Must have successfully completed most of the
     required course work

     a.   If a master's degree candidate, must have
          completed at least 24 semester hours of
          course work or be in the final semester
          of course work

     b.   If a doctoral or an Advanced Graduate
          Specialist (A.G.S.) candidate, must have
          completed at least 45 semester hours of
          course work

2.   Must have successfully completed the compre-
     hensive examinations

3.   Must complete and submit the appropriate ap-
     plication form

Component: Intern Placement   Rating: B (General)

A field site for the experience is chosen cooperatively by the student, supervising faculty member, and field representative(s). The field experience may be undertaken either in a school system or in some other type of organization.

Component: Internship Administration/Design   Rating: A (Specific)

1. The experience must involve actual Administration or Supervision. The experience to be provided is discussed by the student and the advisor, and the student then prepares and submits the application for the experience.

2. The student prepares a list of objectives which he/she wants to achieve through the field experiences.

3. (See intern placement component above.)

4. The student meets with the supervising faculty member and the supervising administrator(s) to refine the statement of purposes and objectives, and thus to define the nature of the experience.

5. The student meets with the supervising faculty member and field supervisor at least three times during the semester. (One time to define and obtain agreement on the nature of the experience; one for an interim evaluation of the experience; and once for the final summary and evaluation.)

6. At least two group sessions will be held each semester in which all students in the field experience particpate to share insights and experiences.

7. The students will be responsible for taking the initiative in the various sessions. The students will maintain appropriate records of

Appendix T (cont'd.)

> the field experience and will share these
> materials with the supervising faculty and the
> field supervisor.

In general, all students should keep an INTERNSHIP LOG,
and should develop a LOG SUMMARY. The purpose of the LOG
is to provide an overview of the ACTIVITY ANALYSIS: one
for the interim evaluation; and one for the final evalua-
tion session. The purpose of this analysis is to provide
a description of a single activity of the intern in some
depth.

Component: Intern Evaluation   Rating: B (General)

> The evaluation of the field experience will be
> achieved through looking at the record of field-ex-
> perience activities in relation to the purposes and
> objectives of the experience.

Component: Program Evaluation   Rating: D (Not Apparent)

Matrix #7

Component: Intern Selection   Rating: A (Specific)

> Although the Residential Year Program has some
> flexibility built into it, a "typical" student who
> wishes to become a school administrator would begin
> the program with at least a Bachelor's degree and
> two or more years of teaching experience.
> Following selective admission to the Graduate
> School and also the Residential Year program, the
> student plans a program of studies leading to cer-
> tificates that will quality him to be a school
> principal in this state, and/or a professional
> supervisor of instruction.
>
> He/she is admitted to the Foundations in Educa-
> tional Administration (FEA) program for a nine-week
> summer program that carries 9 semester hours of
> credit, or enrolls in 9 semester hours of course-
> work covering comparable content as a part-time
> student in summer and long-term sessions. The stu-
> dent then enrolls for other coursework on an
> approved program, completing a total of 18 or more
> hours.

He/she then applies for a Residential Year appointment. The fall residency earns another 12 to 15 semester hours of credit. During the spring semester, the student is assigned to serve as full-time intern in a school district or other education agency somewhere in the state.

Component: Intern Placement   Rating: A (Specific)

1. An internship is defined typically as a cooperatively derived set of supervised experiences covering one academic semester, during which time the intern serves as a full-time intern of the receiving agency. However, under certain circumstances an internship of an equivalent time period will be permitted if the above conditions are met. Anything other than the full-time internship will be considered a non-standard internship and will require prior approval of the faculty committee on special internships.

2. Because of complications created in working out a bona fide internship when the student intern returns to his/her own school district or other educational agency, we strongly discourage such arrangements.

3. In those unique cases where it would seem appropriate for the student intern to have an internship experience in his own system, the school district or education agency must sign, prior to final approval by the Educational Administration Department's Internship Committee, a written agreement which will include the following conditions:

    a. The internship cannot be a continuation of the job the intern has been performing in the past. It is expected that essentially new experiences and responsibilities will be provided, with only limited continuation of old responsibilities.

b. The receiving agency will agree to remove the
    intern from the environment previously en-
    countered--that is, from the same building,
    staff and superordinates--and permit the
    intern to work in one or more new environments
    with new sets of staff relationships.

c. The internship should be directed toward a
    diverse set of leadership competencies,
    derived from learnings encompassing a variety
    of educational experiences. These will be
    planned cooperatively by the Department of
    Educational Administration, the intern, and
    the receiving agency.

d. The intern will be afforded by the receiving
    agency the opportunity to assume high-level
    responsibility during the period of his/her
    internship with a minimum of clerical,
    teaching, and non-leadership tasks assigned.

e. The superintendent or executive officer of the
    receiving agency will designate a
    professionally qualified local internship
    supervisor, who will have the responsibility
    to work cooperatively with the Department of
    Educational Administration in planning and
    supervising the activities of the intern.

f. The Department of Educational Administration
    agrees to provide a minimum of four on-site
    visits during the course of the internship.
    These visits will be for the purpose of
    carrying out the supervision of the intern by
    an Educational Administration faculty member
    assigned to the intern and will be provided at
    no cost to the receiving agency. If the in-
    tern is not placed as a regular intern by the
    Department of Educational Administration, the
    local agency must provide travel and per diem
    expenses for the visiting professor (at least
    four visits per semester), and agree to some

related time in order that the intern may come to the campus to engage in a reasonable amount of individualized study and/or library research, as well as visits to other sites.

g. Since the intern is an employe of the school district or the educational agency to which he is assigned, he is expected to observe the rules and regulations of the receiving agency. This should also apply when the intern is connected with a special project and not on the receiving agency's payroll. The intern is under obligation to provide useful services whether on stipend, salary, or volunteer service. The intern further agrees to abide by the schedule of experiences and/or assignments which he/she receives during the internship period.

4. The above provisions apply to all interns, whether granted a stipend on local agency payrolls or assigned on a volunteer basis.

Component: Internship Administration/Design   Rating: A (Specific)

The intern's primary objective is to learn how to become a good administrator or supervisor. The intern is a student who is "learning to do by doing under guidance," an educational principle which is time-honored and sound.

It is our conviction that "serving and learning" can be harmonized best if the intern is given three major types of experiences:

1. Observing and analyzing the work of other administrative and supervisory personnel

2. Undertaking specific assignments in order to facilitate the on-going program, and

3. Assuming responsibility for special projects and studies of worth to both the district and intern.

Appendix T (cont'd.)

Another important facet of this program is the opportunity
provided for intern and local staff to discuss, frequently
and openly, the many new experiences the student-employee
is having.

The semester's internship is envisioned as a series of
activities in which the intern will serve and learn under
the tutelage of an administrator or supervisor with
professional competence and experience. These activities
should allow the intern to become acquainted with a
variety of tasks on all appropriate levels within the
school system, and to assume as much responsibility as
possible.

There are three assignments required of all interns: (1)
keep a daily record with appropriate analysis, (2) prepare
reports on two to five special projects, and (3) read
material appropriate to the internship specialization.

Appendix T (cont'd.)

Component: Intern Evaluation   Rating: D (Not Apparent)

Component: Intern Evaluation   Rating: D (Not Apparent)

Matrix #8

Component: Intern Selection   Rating: B (General)

> The administrative internship is reserved to candidates for professional certification or advanced degrees who have been formally admitted to the Department of Educational Administration at the university.

Component: Intern Placement   Rating: D (Not Apparent)

Component: Internship Administration/Design   Rating: A (Specific)

1.   The internship is by its very nature a supervised learning experience, where the method is "hands-on" or experiential.

2.   There are two types of internship: a) a school position internship, b) a task related internship.

3.   All internships must be approved by the instructor or director of graduate studies prior to registration.

4.   To qualify as a school position internship:

    a.   The intern must undertake a variety of tasks which are commonly known to be included in those of an administrative assignment; i.e., supervision of instructional and clerical staff, inventory contol, community relations. These tasks must include those central to administrative performance and must include at a minimum:

        1)   evaluation of job performance
        2)   records maintenance
        3)   monthly reporting

4) budget planning and accounting
5) inventory maintenance

At least one task must be continuing and for which an intern has major responsibility. The intern may not occupy his/her time with "counting pencils" and other necessary but peripheral tasks.

B. The intern must commit a substantial portion of his/her time to the internship experience. Normally this will be interpreted to mean being on assignment at least 20 hours per week.

C. The internship shall be scheduled so that at least ten hours per week of assigned time is spent during normal hours of operation. For schools, this means hours in which classes are in session. Internships composed of only before and after hours assignments will not be allowed.

D. The school district (or equivalent) must formally recognize the internship and agree to its terms, including necessary reassignment or released time for the intern. In significant ways, the internship is a "job," and it should be treated as such by the employer. Monetary reimbursement, while desirable, is not a necessary consideration.

E. Interns may enroll for 3 hours credit for a minimum internship as defined above. Additional credit may be earned at the rate of 1 credit hour per 5 additional hours of intern assignment up to a maximum of 7 per quarter. (7 credits representing 40 hours per week or a full time assignment.)

F. A minimum of 9 hours will be required for department recommended certification.

G. Normally students preparing for initial administrative service will opt for general or school internship experience.

5.   For task-related internship qualification:

    a.   The intern must be formally involved in:

        1)   the analysis or solution of an important problem related to school administration. Generally such a problem will be identified at the supra-school level

        2)   the conduct of a program of some significant to the agency

        3)   the design and/or implementation of a new policy or procedure

    b.   The task must be such that it deserves and can profitably occupy at least 20 man hours per week for one quarter, i.e., represents a legitimate half-time assignment

    c.   The intern may have sole responsibility for the task, or he/she may be a member of task force. In the latter case, expectations for contributions of the intern shall be such that they can be independently recognized

    d.   The agency shall formally acknowledge the importance of the task, and the assignment of the intern

    e.   Internship credit may be acquired as follows:

        3 hours for minimum assignment

        1 hour for each additional 5 hours to a maximum of 7 hours per quarter

        In certain cases, where the task clearly requires an exceptional investment of time and energy, the candidate may petition the director of graduate studies for additional credit allowance.

6.   Field experiences or assignments not qualifying as an internship may be credited as Directed Field Experiences subject to normal procedures.

7.   The Academic Standards Committee assumes general
      responsibility for operation of the internship
      program and for enforcement of standards herein
      prescribed.

Component: **Intern Evaluation**   **Rating:** **D (Not Apparent)**

Component: **Program Evaluation**   **Rating:** **D (Not Apparent)**

LETTER TO JURISTS

Dear Dr.

I am an elementary principal in Aurora, Colorado, and a doctoral candidate, completing my Ed.D. through Loyola University of Chicago. My dissertation, entitled, <u>Toward a Research-Based Model District Administrative Internship Program,</u> is near completion, and I am requesting your support.

A while ago, you may recall having sent me internship information which was used in my literature review and subsequent model-building. I would now ask you to serve as part of my jury and provide some evaluative feedback on my model program. (Please note that the model program is district-based rather than university-based.)

Your feedback will only take a few minutes, and will help me modify and validate the model in preparation for my oral defense.

If you have time, I would greatly appreciate receiving feedback on the enclosed form by 5 days from your receipt of this letter. A self-addressed stamped envelope is also enclosed for your convenience. You may keep or discard the model data as you wish.

If you do not have time for such feedback, thank you for your consideration.

Sincerely,

Lancie V. Wright
Doctoral Candidate, Loyola University of Chicago
Elementary Principal, Aurora, Colorado

cc: Dr. Robert Monks, Loyola University of Chicago
      (Dissertation Supervisor)

Enclosures

JURY EVALUATION OF RESEARCH-BASED MODEL
DISTRICT ADMINISTRATIVE INTERNSHIP PROGRAM

Juror Name_____ Institution_____

1. Is the attached model program theoretically sound?   Yes No Don't Know

    Comments:

2. Is the model practical?   Yes No Don't Know

    Comments:

3. Is the model comprehensive?   Yes No Don't Know

    Comments:

4. Is the model easily understood?   Yes No Don't Know

    Comments:

5. Do you have any other comments regarding the model?   Yes No Don't Know

    Comments:

ATTACH ADDITIONAL SHEETS IF NECESSARY. THANK YOU FOR YOUR TIME.

APPENDIX AA

MODEL ADMINISTRATIVE INTERNSHIP PROGRAM APPLICATION

Date_____

Name_____
       (last)   (first)   (middle)

Current Position_____

Work Address_____ Telephone _____

Home Address_____ Telephone _____

Internship Position for which you are applying_____

_____

Attach a cover sheet summarizing your pre-application conference.

Educational Training and Background:

Institution and Location	Major	Degree	Date
_____	_____	_____	_____
_____	_____	_____	_____

Certificates/Licenses Held:

_____

_____

Summary of Experience:

Institution and Location	Position	Inclusive Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Are you currently enrolled in an administrator certification program?_____

If so, please list the name of the institution in which you are receiving training:

_____

Number of hours needed to complete state administrator certification requirements:

_____.

Anticipated completion date: _____.

Model Administrative Internship Program Application

Please respond to the statements below. Attach additional sheets if necessary.

1.   Describe the characteristics of an intern supervisor that would be of the most benefit to you.

2.   Describe the interpersonal qualities you display in the work environment.

3.   Describe the organizational skills you use in meeting objectives and accomplishing tasks.

4.   Describe the leadership qualities you demonstrate in the work environment.

5.   Describe your long-range career goals and plans.

6.   Describe how you have contributed to the education of students outside your immediate supervision.

7.   Describe you conflict resolution skills.

8.   Describe your sensitivity to attitudes, thoughts and feelings of others in group planning and decision-making situations.

9.   Describe you committment and motivation to educational leadership as a career.

10.   Describe the probability of your success in the administrative internship program and as an educational leader.

Additional Comments:

MODEL ADMINISTRATIVE INTERNSHIP PROGRAM RECOMMENDATION

_____
(Name of internship applicant and present position)

Name of administrator/supervisor and current position: _____

_____ Phone _____

The above named applicant has listed you as a present or former supervisor. Please respond to the statements below in a manner that best describes the applicant. Attach additional sheets if necessary.

1. Describe the work relationship you have or had with the applicant.

2. Describe the interpersonal qualities the applicant displays in the work environment.

3. Describe the organizational skills the applicant uses in meeting objectives and accomplishing tasks.

4. Describe the leadership qualities demonstrated by the applicant.

5. Describe the extent to which the applicant's career goals and plans are thought out.

6. Describe how the applicant has contributed to the education of students outside his/her immediate supervision.

7. Describe the applicant's conflict resolution skills.

8. Describe the applicant's sensitivity to attitudes, thoughts and feelings of others in group planning and decision-making situations.

9. Describe the applicant's motivation and committment to educational leadership as a career.

10. Describe the probability of success of the applicant in the administrative internship and as an educational leader.

Additional Comments:

MODEL ADMINISTRATIVE INTERNSHIP PROGRAM

<u>COMPETENCY RATING FORMAT</u>

One each to be completed by the three recommending supervisors and the intern applicant. Circle one number per item below.

Low   **High**

Individual Communication Skills

1	2	3	4	5

Interpersonal Relationship Skills

1	2	3	4	5

Planning, Organizing and Controlling Skills

1	2	3	4	5

Knowledge of Organizational Expectations

1	2	3	4	5

Decision-Making Skills

1	2	3	4	5

Group Facilitation Skills

1	2	3	4	5

Program Implementation Skills

1	2	3	4	5

Personal/Professional Growth Effort

1	2	3	4	5

Knowledge of Performance Expectations

1	2	3	4	5

Adaptability and Flexibility

1	2	3	4	5

APPENDIX BB

NASSP ASSESSMENT CENTER MODEL

The Assessment Center method of identifying supervisory potential is a job-related and objectively oriented attempt to provide already in-place administrators with more complete data than is ordinarily gathered on assessees. Assessees are candidates for such personnel actions as selection, promotion, placement, or development. Assessment Centers are, therefore, designated to identify individuals for advancement into or within management.

Assessment centers can also be most effective in implementing a successful affirmative action program. Assessment techniques can be used to identify potentially qualified women and minorities. Once identified, steps can be taken to ensure they are given proper training and consideration as openings occur.

By participating in a number of activities designed to simulate behaviors typically found in an administrative job, an assessee has the opportunity to display abilities in a variety of situations. Measurement techniques used include group exercises, simulated problem-solving interviews, and such traditional methods as interviews and tests. The "Center," therefore, is really more of a set of procedures than a physical location. The key to the assessment process is the use of simulations tapping a wide variety of behaviors. A highlighting feature is that the candidates are evaluated not on what they have done in present or past jobs, but on how they are likely to cope with the new type of position.

Assessment center judgments reflect a composite view of an assessee's strengths and weaknesses. Judgments are made on the basis of independent observation and discussion by the assessors. Each assessor is a highly competent administrator who has received considerable training prior to participating in the program.

Research from business and industry indicates the following managerial dimensions are important in successful administration:

462

1. PROBLEM ANALYSIS.

    Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.

2. JUDGMENT.

    Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high quality decisions based on available information; ability to critically evaluate written communications.

3. ORGANIZATIONAL ABILITY.

    Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.

4. DECISIVENESS.

    Ability to recognize when a decision is required and to act quickly. (Without an assessment of the quality of the decision.)

5. LEADERSHIP.

    Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.

6. SENSITIVITY.

    Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.

7. RANGE OF INTERESTS.

    Competence to discuss a variety of subjects (educational, political, economic, etc.): desire to actively participate in events.

8. PERSONAL MOTIVATION.

    Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.

9.   EDUCATIONAL VALUES.

Possession of well-reasoned education: philosophy; receptiveness to change and new ideas.

10.   STRESS TOLERANCE.

Ability to perform under pressure and opposition; ability to think on one's feet.

11.   ORAL COMMUNICATION SKILL.

Ability to make a clear oral presentation of ideas and facts.

12.   WRITTEN COMMUNICATION SKILL.

Ability to express ideas clearly in writing; to write appropriately   for   different   audiences--students, teachers, parents, other administrators.

These "dimensions," it would seem, are equally important in educational administration.

Assessment center techniques can deal with the twelve managerial dimensions by employing various tests and exercises. The rationale for using such situational tests is that they simulate the type of work to which the candidate may be exposed and allow the performance to be observed under somewhat realistic conditions. Such tests compared to aptitude testing utilize samples, not signs of behavior. More complex or dynamic behavior is measured as opposed to aptitudes or isolated traits. Videotapes or films may be used to help capture assessees' reactions to situational testing for evaluation purposes.

Activities that could be used to implement assessment center techniques are as follows:

The In-Basket is a simulation exercise that is perhaps an assessment center's most effective tool. Although commercially prepared in-basket simulations are available, the most appropriate ones are locally developed and cater to local needs and situations. Typically, the assessee is presented with an accumulation of memos, reports, letters, telephone messages, and other materials supposedly collected in the in-basket of the position for which the assessee is being

considered. The assessee is asked to dispose of the accumulation of in-basket materials in the most appropriate ways. Explanation of the rationale behind the assessees' disposition of the materials is considered after the exercise. Ratings can be subjective assessor notes or highly standardized checklists.

The Leaderless Group Discussion is an activity in which assessees are grouped in and given a question and asked to come to a group discussion. Various managerial dimensions such as interpersonal skills, acceptance by the group, individual influence, and leadership may be observed, noted, and rated as a result of this activity. Topics for discussion should be relevant to the job for which the assessee is being considered.

Management Games are frequently used in an assessment center situation. These games usually require participants to solve problems cooperatively and/or competitively. Games can be either commercial or homemade. Management games often deal with such dimensions as leadership, organizational abilities, and interpersonal skills. Some games are designed or can be designed to permit observation of the assessee under stress.

Individual Presentations are valuable tools for assessment centers. Typically an assessee is given time to make an oral presentation on a selected topic or theme. Generally, presentations are for short periods. Assessors, during the presentation, are afforded the opportunity to observe and rate the assessee's oral communication skills, persuasiveness, poise, and reaction to the stress of presenting to a group.

Objective Tests are a traditional part of the assessment concept. A wide variety of pencil and paper tests of mental ability, personality, interests, and achievement are available. Generally, such tests are commercially produced and are highly standardized. As part of the entire assessment process, such tests are useful.

Projective Tests are sometimes used as part of an assessment program. Perhaps the most popular of these tests is the TAT cards. Sentence completion instruments are also popular. Use of projective tests requires skilled administration. Claims for such tests are that they get at some of the more obsecure behavioral characteristics such as originality, creativity, and need for achievement.

Interviews are a rather standard assessment technique. One or more assessors participate in an interview with the assessee. Current interests, motivation, general background, and past performance are sought in the interview situation.

Written Exercises are useful assessment center tools. Autobiographical or philosophical essays are requested of the assessee. Open-ended history questionnaires are also used along with other selected creative writing assignments. The assignments can be assigned ahead of time or given at the center during the assessment process.

Mock Interviews are an effective method of assessment. Mock interviews between the assessee and a supposed employee provide assessor the opportunity to observe such things as interpersonal skills, empathy, and attitude toward the job and institution.

Oral Communications are brief oral presentations on a variety of school related topics. Assesses the ability to organize information in impromptu situations.

MODEL FRAMEWORK FOR ADMINISTRATOR DEVELOPMENT

SELF-ASSESSMENT INSTRUMENT –
KNOWLEDGE OF ADMINISTRATIVE TASK AREAS[1]

Intern's Name_____

School/Department_____

Date_____

I. **Introduction**

This instrument is designed to assist administrative interns in assessing their cognitive and experiential knowledge of the specific tasks of the principalship. The specific tasks have been grouped under eight major task aras of educational administration: Instruction and Curriculum Development; Pupil Personnel; School/Community Relations; Staff Personnel; School Plant; School Auxiliary Services; Organization and Structure; and School Finance and Business Management. The purpose of this instrument is to diagnose specific areas of strength and/or weakness relative to an intern's knowledge of technical skills required for successful performance in the principalship. Data from the instrument will be used to design an individual training program for the intern.

II. **Directions**

Specific tasks that school principals must perform are listed as section III of this instrument. Using a four-point Likert scale, assess your cognitive and experiential knowledge of each specific task. The rating scale should be viewed as follows:

Cognitive Knowledge of the task:

No knowledge or   Complete knowledge
understanding   and understanding

     1   2   3   4

Experiential Knowledge in performing the task:

No experience   Considerable experience

     1   2   3   4

Example:

Specific Task	Cognitive Knowledge	Experiential Knowledge
*Select an appropriate curriculum design	1 2 3 (4)	1 (2) 3 4

*In the above example, the intern has considerable cognitive knowledge of the process of selecting an appropriate curriculum design, but has had little or no practical experience in performing the task.

---

[1] Richland County (Columbia, South Carolina) School District One, 1983.

III. Administrative Task Areas

A. Instruction and Curriculum Development - The assessment, development, implementa-tation, and evaluation of the total educational program of the school.

		Cognitive Knowledge				Experiential Knowledge			
1A.	Develop a design for long-range cur-ricular planning and evaluation.	1	2	3	4	1	2	3	4
2A.	Involve students, teachers, parents, and other community representatives in determining curriculum goals and objectives.	1	2	3	4	1	2	3	4
3A.	Develop and evaluate curricular goals and objectives in terms of student and community needs.	1	2	3	4	1	2	3	4
4A.	Establish priorities and set curriculum goals in conjunction with district and staff goals.	1	2	3	4	1	2	3	4
5A.	Evaluate the existing curriculum in terms of achieving the stated goals and objectives.	1	2	3	4	1	2	3	4
6A.	Select an appropriate curriculum design to implement the stated goals and objectives.	1	2	3	4	1	2	3	4
7A.	Implement mandated curriculum re-quirements.	1	2	3	4	1	2	3	4
8A.	Develop an instructional plan to implement the desired curriculum (course content, skills sequence, in-structional objectives, instructional delivery modes, etc.)	1	2	3	4	1	2	3	4
9A.	Identify and select personnel, facilities, materials, and resources to implement the curriculum design and instructional plan.	1	2	3	4	1	2	3	4
10A.	Supervise the scheduling of all instruc-tional activities	1	2	3	4	1	2	3	4
11A.	Work with staff to develop instruc-tional strategies to meet curricular objectives.	1	2	3	4	1	2	3	4
12A.	Identify and provide for appropriate inservice programs to meet staff needs.	1	2	3	4	1	2	3	4

468

		Cognitive Knowledge				Experiential Knowledge			
13A.	Develop a process for the coordination and supervision of the instructional program.	1	2	3	4	1	2	3	4
14A.	Analyze evaluative data to determine the degree to which program goals and objectives are being achieved.	1	2	3	4	1	2	3	4
15A.	Utilize evaluative data and current research to effect program improvement.	1	2	3	4	1	2	3	4
16A.	Convey the various aspects of the curricular/instructional program to school and community groups.	1	2	3	4	1	2	3	4

B.   Pupil Personnel - The management of attendance, guidance and counseling, discipline, and health services for the total stduent population of the school.

		Cognitive Knowledge				Experiential Knowledge			
1B.	Organize and maintain a pupil accounting system (i.e., attendance, cumulative records, etc.)	1	2	3	4	1	2	3	4
2B.	Establish and enforce a student discipline policy that ensures a positive learning environment.	1	2	3	4	1	2	3	4
3B.	Institute a system for pupil and parent orientation.	1	2	3	4	1	2	3	4
4B.	Establish a student and parent reporting system.	1	2	3	4	1	2	3	4
5B.	Establish a comprehensive guidance and counseling program to enhance individual students' cognitive and emotional development.	1	2	3	4	1	2	3	4
6B.	Plan and implement systematic procedures for the continual assessment and interpretation of pupil growth.	1	2	3	4	1	2	3	4
7B.	Provide appropriate services and programs for students with special needs.	1	2	3	4	1	2	3	4
8B.	Provide career and educational information services.	1	2	3	4	1	2	3	4

		Cognitive Knowledge				Experiential Knowledge			
9B.	Understand and administer all state and federal regulations governing the various aspects of pupil personnel programs.	1	2	3	4	1	2	3	4
10B.	Organize, coordinate, and evaluate a comprehensive student activities program.	1	2	3	4	1	2	3	4
11B.	Provide opportunities for student involvement in leadership roles.	1	2	3	4	1	2	3	4
12B.	Develop objectives for the library media program.	1	2	3	4	1	2	3	4
13B.	Develop, implement, and maintain policies and procedures for an effective office operation.	1	2	3	4	1	2	3	4
14B.	Develop, implement, and maintain health, safety, and first-aide programs.	1	2	3	4	1	2	3	4
15B.	Evaluate support services in relationship to the accomplishment of curricular goals and objectives.	1	2	3	4	1	2	3	4
16B.	Evaluate support services in relationship to the accomplishment of curricular goals and objectives.	1	2	3	4	1	2	3	4

C. School Community Relations - The establishment and maintenance of effective communications among the school and all of its internal and external audiences.

		Cognitive Knowledge				Experiential Knowledge			
1C.	Develop and maintain effective two-way communications with the school community.	1	2	3	4	1	2	3	4
2C.	Develop policies for interacting with the news media and community power groups.	1	2	3	4	1	2	3	4
3C.	Coordinate publicity for school activities by effectively utilizing public relations techniques.	1	2	3	4	1	2	3	4

		Cognitive Knowledge				Experiential Knowledge			
4C.	Establish and operate parent/community/school organizations.	1	2	3	4	1	2	3	4
5C.	Conduct effective parent/community/school organizations.	1	2	3	4	1	2	3	4
6C.	Involve community representatives in formulating recommendations regarding policies and regulations.	1	2	3	4	1	2	3	4
7C.	Translate public relations goals and objectives into operational plans.	1	2	3	4	1	2	3	4
8C.	Utilize the resources and support of community groups, agencies, etc., to augment the total school program.	1	2	3	4	1	2	3	4
9C.	Develop a plan for community use of school programs, services, and facilities.	1	2	3	4	1	2	3	4
10C.	Evaluate the effectivenss of the school/community relations program.	1	2	3	4	1	2	3	4

D. **Staff Personnel** - The management of all activities related to the recruitment, selection, assignment, development, and termination of all professional and support personnel in the school.

		Cognitive Knowledge				Experiential Knowledge			
1D.	Develop uniform procedures for the selection of new staff.	1	2	3	4	1	2	3	4
2D.	Develop orientation and induction programs for professional and support personnel.	1	2	3	4	1	2	3	4
3D.	Conduct job analyses and develop job descriptions as appropriate.	1	2	3	4	1	2	3	4
4D.	Develop a system for the maintenance of personnel records.	1	2	3	4	1	2	3	4
5D.	Assist in setting individual teacher and departmental goals.	1	2	3	4	1	2	3	4
6D.	Provide for staff involvement in leadership roles and the decision making process.	1	2	3	4	1	2	3	4
7D.	Develop a plan for the coordination and supervision of staff assignments to ensure the effective use of human resources.	1	2	3	4	1	2	3	4

471

		Cognitive Knowledge				Experiential Knowledge			
8D.	Develop and implement a system for staff observation and evaluation.	1	2	3	4	1	2	3	4
9D.	Counsel all staff members regarding individual and group performance.	1	2	3	4	1	2	3	4
10D.	Understand and administer all laws and regulations governing the employment, evaluation, and dismissal of professional and support personnel.	1	2	3	4	1	2	3	4
11D.	Provide opportunities for professional growth and advancement of staff.	1	2	3	4	1	2	3	4

E. School Plant - The management of an efficient program of operation and maintenance of the physical plant based on determined needs and available resources.

		Cognitive Knowledge				Experiential Knowledge			
1E.	Develop a comprehensive plan for the systematic improvement of social facilities and equipment.	1	2	3	4	1	2	3	4
2E.	Assist in the preparation of educational building specifications designed to accommodate program needs.	1	2	3	4	1	2	3	4
3E.	Establish procedures for adequate plant security.	1	2	3	4	1	2	3	4
4E.	Develop a plan for the efficient operation and maintenance of the physical plant.	1	2	3	4	1	2	3	4
5E.	Assess building and equipment needs in terms of educational program goals and objectives.	1	2	3	4	1	2	3	4
6E.	Adapt facilities to meet program needs.	1	2	3	4	1	2	3	4
7E.	Manage facilities according to federal, state, and local laws and regulations.	1	2	3	4	1	2	3	4
8E.	Provide for adequate inventories of school property.	1	2	3	4	1	2	3	4

		Cognitive Knowledge				Experiential Knowledge			
9E.	Supervise the use of facilities for both school and community purposes.	1	2	3	4	1	2	3	4

F. School Auxiliary Services - The management of safe and effective transportation and food services programs.

			Cognitive Knowledge				Experiential Knowledge			
1F.	Transportation									
	a.	Supervise the various aspects of the school transportation system to insure that it is operating efficiently.	1	2	3	4	1	2	3	4
	b.	Understand and administer all laws and regulations under which the transportation system operates.	1	2	3	4	1	2	3	4
2F.	Food Services									
	a.	Supervise the various aspects of the cafeteria program to ensure that the system is operating efficiently.	1	2	3	4	1	2	3	4
	b.	Understand and administer all laws and regulations under which food services programs operate.	1	2	3	4	1	2	3	4

G. Organization and Structure - The coordination of planning and scheduling for the purpose of complying with regulations which include local board policies and state and federal guidelines and legislation.

		Cognitive Knowledge				Experiential Knowledge			
1G.	Demonstrate an understanding of public school governance in South Carolina.	1	2	3	4	1	2	3	4
2G.	Understand and administer local, state, and federal laws as they apply to the operation of the school.	1	2	3	4	1	2	3	4
3G.	Interpret and implement all board and district policies at the school level.	1	2	3	4	1	2	3	4

473

		Cognitive Knowledge				Experiential Knowledge			
4G.	Provide assistance in the periodic, data-based evaluation of district and board policies.	1	2	3	4	1	2	3	4
5G.	Develop an operational school philosophy that is consistent with district goals and objectives.	1	2	3	4	1	2	3	4
6G.	Demonstrate the ability to develop school policies by analysis and evaluation and propose changes as necessary.	1	2	3	4	1	2	3	4
7G.	Create a climate which provides for staff input into goal formulation, policy development, and decision making.	1	2	3	4	1	2	3	4
8G.	Establish organizational roles and delegate authority as necessary to implement program goals and accomplish tasks.	1	2	3	4	1	2	3	4
9G.	Interpret school needs and concerns to the district staff and board of education.	1	2	3	4	1	2	3	4
10G.	Create a school climate that promotes positive interpersonal and group relations.	1	2	3	4	1	2	3	4
11G.	Coordinate activities and resources from other segments of the school system to enhance the total school program.	1	2	3	4	1	2	3	4
12G.	Establish working relationships with local, state, and federal agencies to provide services needed by the school.	1	2	3	4	1	2	3	4
13G.	Manage organizational conflict related to the school program.	1	2	3	4	1	2	3	4

H.   School Finance and Business Management - The administration of all budgeting and accounting procedures for the total school.

		Cognitive Knowledge				Experiential Knowledge			
1H.	Assess budget needs by relating program goals and objectives to cost factors.	1	2	3	4	1	2	3	4

474

		Cognitive Knowledge				Experiential Knowledge			
2H.	Identify the fiscal resources needed to implement the educational program.	1	2	3	4	1	2	3	4
3H.	Prepare operating budget and establish priorities according to district guidelines and school needs.	1	2	3	4	1	2	3	4
4H.	Organize the school business staff (clerks, bookkeepers, etc.).	1	2	3	4	1	2	3	4
5H.	Administer all school purchasing.	1	2	3	4	1	2	3	4
6H.	Monitor the internal accounting system to ensure the expenditure of monies in accordance with existing regulations and laws.	1	2	3	4	1	2	3	4
7H.	Evaluate programs with cost analysis techniques to assess the effectiveness of expended funds.	1	2	3	4	1	2	3	4
8H.	Develop program budgets for new courses.	1	2	3	4	1	2	3	4
9H.	Develop and implement policies pertaining to the control of funds generated by student activities, fund raising, etc.	1	2	3	4	1	2	3	4
10H.	Understand district, state, and federal audit procedures and financial reporting requirements.	1	2	3	4	1	2	3	4
11H.	Develop a system to communicate fiscal information to superiors and staff.	1	2	3	4	1	2	3	4
12H.	Evaluate the school budget.	1	2	3	4	1	2	3	4
13H.	Maintain an awareness of the economic environment of the school community as it relates to the operation of the district and school (i.e., assessment ratios, equalization, taxation).	1	2	3	4	1	2	3	4
14H.	Demonstrate an understanding of public school finance in the state.	1	2	3	4	1	2	3	4

MODEL LEARNING DESIGN FRAMEWORK FOR INTERN ACTION PLANS

INTERN NAME_____

SITE AND LOCATION_____

GROWTH AREA
(from district job description)_____Curriculum_____

Objective (from Appendix Z, Section III, 4A, 6A, 7A): To demonstrate knowledge of the central office curriculum development function by designing and implementing a K-5 math metrics curriculum for 20 elementary schools, in conjunction with district and school staff goals.

Circle One: Responsibility   Advisement/Conference   Observation

ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES NEEDED	EVIDENCE OF OUTCOMES PRODUCED
Clarify district curriculum development sequence frame-work	Director of Curriculum Intern		Appropriate district documents and forms	Intern demonstrated ability to articulate framework to Director of Curriculum, principals, and staffs
Identify a teacher-parent math curriculum committee	Intern		List of recommended teachers and parents	Committee named and publicized in all schools and communities
Conduct needs assessment	Intern Math Committee		Needs assessment instrument	Specifically identified and printed list of metric program needs
Translate needs into program goals and objectives	Intern Math Committee		List of needs Models of goals and objectives	Specifically identified and printed list of program goals and objectives

Other activities as
specified

SUPERVISOR APPROVAL OF ACTION PLAN_____

APPENDIX EE

MODEL RECORD OF INTERNSHIP

APPENDIX EE

MODEL INTERN REPORTING METHODS

Intern Logs

1. A brief, concise <u>daily</u> record of activities.
2. Uses code for labeling activities (from Appendix Z Self-Assessment Framework)
   a. Letter for administrative task area (A-H)
   b. Letter for sub area (1A, 2C, 3C, etc.)
3. Identifies intern involvement
   a. P-participant
   b. O-observer
4. Activities such as reading professional literature or attending meetings without taking an active role receive the O classification.
5. Suggestions for completing log:
   a. Make entries brief
   b. Record entries within 24 hours
   c. Code entries
   d. Be objective; exclude value judgments and analysis
   e. Attach written materials produced by intern
   f. Enter both pleasant and unpleasant activities
6. Turn in log to Level Director by the 10th of each month

Summary of Internship Activities

1. Keep track of how time is spent on a long-range basis - <u>monthly</u>.
2. Code each skill entry on sequence chart.
3. Has a time column for entering the number of hours spent on each skill area
4. Has three columns for recording value of activity:
   a. High - excellent value
   b. Medium - good value
   c. Low - fair or less value
5. Can make brief notes in columns
6. Hours are totled each month
7. Turn in summary to Level Director by the 10th of each month.

Selected Activities Analysis

1. Deals with certain intern-chosen highlights of experiences.
2. Singles out an activity the intern feels has real significance.
3. Can be one only observed or one where the intern plays an active role.
4. Significance may be negative or positive.
5. Head report with date and code designation.
6. Content includes:
   a. Description of what took place
   b. Showing how it relates to objectives of internship
   c. Discussion of parts of intern and others played
   d. Objective evaluation of the activity
   e. General observations of the experience and its success or failure.
7. Report is written in essay form
8. Suggested length is about 100 words.
9. Analysis is turned in a minimum of twice, a maximum of five times during the internship.

Appendix EE   **MODEL DAILY LOG**

Name_____   Month_____

Date	Code	Task Description	Hours

TOTAL_____

MODEL SUMMARY OF INTERNSHIP ACTIVITIES

MODEL MONTHLY REPORT

Name _____   Month _____

| Code | Time | | VALUE | |
		High	Medium	Low

Subtotal_____

MODEL SEMINAR SERIES OUTLINE

The following is the outline for 10 administrative intern seminars, to be held twice monthly (every other Saturday), from 10:00 a.m. to 2:00 p.m.

Session #1
1. Interns receive overview of seminar series
2. Interns present and discuss learning designs with group.
3. Interns share needs not addressed in learning designs and begin identification of plans to meet needs.

Session #2
1. Interns give presentations of selected activities analyses and answer group questions.
2. Interns share and discuss administrative/supervisory problems encountered, discuss underlying related theories and alternative solutions.

Session #3   Seminar on clinical supervision techniques

Session #4   Same as Session #2

Session #5   Seminar on school community relations

Session #6   Same as Sesion #2

Session #7   Seminar on curriculum development

Session #8   Same as Session #2

Session #9   Seminar on effective schools' research

Session #10   Seminar on problems in instructional leadership

Note: Intern supervisors are encouraged to attend seminars 3, 5, 7, 9 and 10 to share ideas and gather information helpful to intern supervisors. Seminar leader(s) will provide appropriate bibliographies for preparation for each seminar.

Date_____

MODEL INTERIM INTERN EVALUATION

Intern Name_____Primary Location_____

Primary Supervisor Name_____

Secondary Supervisor(s)_____   Secondary Location(s)_____

_____   _____

1.   Was selection of the above named intern appropriate? Document either response.

        Recommended adjustments:

2.   Was placement of the above named intern appropriate? Document either response.

        Recommended adjustments:

3.   Were identified expected learning outcomes appropriate? Document either response.

        Recommended adjustments:

4.   Attached a sheet giving status report and describing workability of learning design and each action plan, including recommended adjustments.

5.   Describe the intern's achievement of each expected learning outcome identified.

        Recommended adjustments:

6.   Give an updated description of the intern's documented strengths, growth areas, and any additional noted strengths and growth areas not documented.

        Recommended adjustments:

EACH PRIMARY AND SECONDARY SUPERVISOR MUST COMPLETED A SEPARATE EVAL-
UATION.

Date_____

MODEL FINAL INTERN EVALUATION

Intern Name_____   Primary Location_____

Primary Supervisor Name_____   Secondary Location(s)_____

Secondary Supervisor(s)_____   _____ _____

Intern or Supervisor (Circle One) Completing Report _____
                                                        (Signature)

Complete one cover sheet for each action plan.

TAKEN   Administrative Task Growth Area: _____ _____
FROM
ACTION   Circle One: Responsibility   Advisement/Conference   Observation
PLAN   Objective: _____

TASK AREA REFERENCE NUMBER	INTERN SELF-ASSESSMENT								SUPERVISOR ASSESSMENT						
	PRE				POST				POST						
	Cognitive			Experiential			Cognitive			Experiential			Cognitive			Experiential
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Supporting Statement(s) for intern post assessment
(Attached supporting documents are needed)

Supporting Statement(s) for supervisor post assessment
(Attached supporting documents as needed)

Supervisor: Specify particular strengths and further growth needs related to this task area.
             (Attach supporting documents as needed).

Appendix HH (cont'd.)

Do   you   recommend_____   for   consideration   for   an
                        (intern name)

administrator position in our district? Circle one. Yes   No

Please provide a summary listing of supporting statements below.

484

MODEL INTERN PROGRAM EVALUATION

NAME (Optional)_____   Date_____

GENERAL INFORMATION

To change a response, draw an X through the cancelled response.   Circle items I through V regarding your status at the <u>beginning</u> of your internship participation.

I.   <u>Educational Experience</u>

     A.   Teaching

         Elementary (K-5)
         Years   1-10   11+

         Middle School (6-8)
         Years   1-10   11+

         High School (9-12)
         Years   1-10   11+

         College/University/Vocational
         Years   1-10   11+

     B.   Administration

         Elementary (K-5)
         Years   1-10   11+

         Middle School (6-8)
         Years   1-10   11+

         High School (9-12)
         Years   1-10   11+

         College/University/Vocational
         Years   1-10   11+

         Central Office
         Years   1-10   11+

     C.   **Other (Specify):** _____
         Years   1-10   11+

II.   <u>Highest Degree Completed</u>

Bachelor's	Master's	Doctorate	Other (Specialist Certificate(s)
Bachelor's	Master's +	Doctorate +	(Specify)

                                                      _____

                                                      _____

Appendix II (cont'd.)

III.   <u>Age</u>

                    25-39   40+

IV.   <u>Professional/Community Affiliations</u> **(Circle where applicable.)**

    Civic   Fraternal   Service   None

    Educational   Religious   Social

V.   <u>Type of Internship Participation</u> **(Circle one or more.)**

    A.   School years participated_____

                    Elem.   MS   HS   Central
    B.   Intern   (K-5)   (6-8)   (9-12)   Office

    C.   If intern, number of days release time given _____

    D.   Intern   Elem   MS   HS   Central
          Supervisor   (K-5)   (6-8)   (9-12)   Office

    E.   Central Office Administrator,   YES   NO

VII.   A.   <u>Years Experience in District To Date</u>

                    1-10   11+

    B.   <u>Years Experience in Education To Date</u>

VIII.   <u>Sex</u> **(Circle one.)**

    Male   Female

Appendix II (cont'd.)

Items IX through XI should be completed by interns <u>only</u>.

IX.   Graduate hours <u>in administration</u> completed at time of acceptance into intern
      program._____

X.   Graduate hours <u>in administration</u> completed by completion of intern program
      (total of IX and X)._____

Appendix II (cont'd.)

Respond to all items in terms of your experience with the intern program. Please indicate the degree to which you agree/disagree with the items below. **(Circle one response for each item.)** Please use the space below each item to include a supporting statement. Attach additional sheets as necessary.

KEY:	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongly Agree

1. The intern program needs improvement in the following areas:

   a. definition/purpose. 1   2   3   4   5   6

   b. selection criteria 1   2   3   4   5   6

   c. selection process 1   2   3   4   5   6

   d. placement process. 1   2   3   4   5   6

   e action plan design. 1   2   3   4   5   6

   f. types of learning experiences pro-
      vided 1   2   3   4   5   6

   g. extent of learning experiences 1   2   3   4   5   6

Appendix II (cont'd.)

KEY:	1	2	3	4	5	6
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

h. intern supervision 1   2   3   4   5   6

i. intern evaluation 1   2   3   4   5   6

j. university guidance 1   2   3   4   5   6

k. relationship between program par-
    ticipants (interns, supervisors, etc.)
    and Office of Staff Development 1   2   3   4   5   6

l. other 1   2   3   4   5   6

Following is a list of typical experiences provided through the intern program. (**Circle
one response for each.**)

18. The intern program is effective in
    training interns through the following
    experiences:

    a. curriculum leadership 1   2   3   4   5   6

    b. instructional leadership 1   2   3   4   5   6

489

Appendix II (cont'd.)

	1	2	3	4	5	6
KEY:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

c.   staff development. 1   2   3   4   5   6

d.   personnel evaluation 1   2   3   4   5   6

e.   budget planning/management 1   2   3   4   5   6

f.   scheduling 1   2   3   4   5   6

g.   student personnel 1   2   3   4   5   6

h.   community relations 1   2   3   4   5   6

Intern: List any of the above areas that were <u>not</u> part of your internship experience.

_____

_____

_____

_____

_____

_____

_____

Appendix II (cont'd.)

	1	2	3	4	5	6
KEY:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

Following is a list of competencies developed through the intern program. (**Circle one response for each.**)

19. The intern program is effective in developing interns with the following competencies:

    a.   individual communications skills. 1   2   3   4   5   6

    b.   interpersonal relationship skills 1   2   3   4   5   6

    c.   group facilitation skills 1   2   3   4   5   6

    d.   decision-making skills 1   2   3   4   5   6

    e.   planning, organizing, controlling skills 1   2   3   4   5   6

    f.   program implementation skills 1   2   3   4   5   6

Appendix II (cont'd.)

KEY:	1	2	3	4	5	6
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

g. knowledge of performance expectations of an administrator 1 2 3 4 5 6

h. adaptability and flexibility 1 2 3 4 5 6

i. knowledge of organizational expectations 1 2 3 4 5 6

j. personal/professional growth 1 2 3 4 5 6

k. facilitating change skills 1 2 3 4 5 6

Intern: List any of the above areas that were not part of your internship experience.

_____

_____

_____

_____

_____

_____

Appendix II (cont'd.)

ADDITIONAL COMMENTS

Use the space below to make any additional comments on areas not addressed above.

NOTE: You may be invited to an interview to clarify general response patterns for any of the above items.

APPROVAL SHEET

The dissertation submitted by Lancie V. Wright has been read and approved by the following committee:

> Dr. Robert L. Monks, Associate Professor of Educational Administration and Supervision, Director of Continuing Education, Loyola University of Chicago.

> Dr. Max Bailey, Associate Professor of Educational Administration and Super-vision, Loyola University of Chicago.

> Dr. Karen Gallagher, Assistant Professor of Educational Administration and Supervision, Loyola University of Chicago.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

5-2-84
_____
Date

_____
Director's Signature