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The perceived effectiveness, in retrospect, of the National Association of Secondary School Principals' Administrative Internship

Leslie Erwin Huth
Iowa State University

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OF THE NATIONAL ASSOCIATION OF SECONDARY
SCHOOL PRINCIPALS' ADMINISTRATIVE INTERNSHIP.

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The perceived effectiveness, in retrospect, of the National Association
of Secondary School Principals' Administrative Internship

by

Leslie Erwin Huth

A Dissertation Submitted to the
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CHAPTER I. THE PROBLEM

Introduction

Universities and school districts have been interested in the administrative internship for many years. Despite this interest, the number of internship programs in existence for five to ten years or those involving more than fifty prospective administrators has been very limited in number. To compensate for this lack of action, the National Association of Secondary Principals (NASSP), the Ford Foundation, and Danforth Foundation developed an administrative internship program. It was designed to expose administrators to many facets of school administration. However, the major emphasis of this internship program was to develop the principal as an "instructional leader." It was the largest internship ever undertaken in secondary schools and was initiated during the 1963-64 school year.

The impetus for the establishment of this program came from our national response to secondary school conditions at the time of Russia's launching of Sputnik I. At the time of Sputnik, high schools were asked to develop curriculums to challenge the intellectual student, so that the United States could match Russia in the space race. However, within a few years, schools were being asked to explain why students were not accepting this new style of education and to defend the slighting of vocational education. The internship program was to train administrators who could deal with this new educational atmosphere.

The NASSP had initiated a staff utilization study in the mid-1950s

under the direction of Dr. J. Lloyd Trump (50, pp. 5-6), Associate Director of NASSP and a leader in secondary education. The purpose of the study was to determine how the instructional staff could be utilized so that it would better serve the needs of all students. The research from this project was produced in two documents, a 147-page book entitled Focus on Change--A Guide to Better Schools and a film, And No Bells Ring.

The conclusion of the research was that the principals of secondary schools would need to be taught selected skills for administering a school with a comprehensive curriculum. As a result, the Administrative Internship Program was initiated to develop administrators who would be capable of implementing the staff utilization recommendations and curriculum revisions.

The entire internship project involved 443 interns and 343 high schools--large and small, public and nonpublic. The first group of interns was small, consisting of fourteen members. The second group included forty-one individuals, and each succeeding year from 1965 through 1969 approximately 100 additional persons were appointed.

The structure of the program provided for close supervision of the intern. The Project Director was Dr. J. Lloyd Trump (50, pp. 5-9). There were four Project Advisors who worked with the University Advisors. Each intern had a university supervisor and was also responsible to one of the four Project Advisors. The interns were selected by the University Advisor.

In addition to compulsory attendance at conferences and national

meetings, the interns were required to complete a daily log and a Selected Activities Analysis which described a particular instructional activity in which they were involved.

The stipend for the intern was paid jointly by the Administrative Internship Program and the school district where the intern was assigned. The program paid approximately one-fourth of the intern's salary and all conference expenses and travel. In addition, the district guaranteed that the intern would be given some opportunities to function as an "instructional leader."

There was an opportunity for exposure to schools that were implementing new programs and contact with knowledgeable secondary education experts such as the Project Advisor and Dr. J. Lloyd Trump. In addition there were numerous school visits and conferences to develop future secondary principals as "instructional leaders."

The Problem

The NASSP Administrative Internship was the largest secondary administrative internship ever developed. It involved universities and high schools from every state in the United States. It was designed to encourage universities and school districts to develop their own secondary administrative internships after this project was completed. It placed special emphasis on improving the future secondary administrator's ability to function as an "instructional leader."

This paper endeavored to answer these questions: Did these internships better prepare future administrators as "instructional leaders"

who would implement innovations and effect instructional changes? Are the participants more likely to do this than noninterns? Should the internship program be further examined? How did the participants feel about their experiences after the internship has been completed for nine to fifteen years?

Purposes of the study

1. To determine what the attitudes or perceptions of the participants were toward the NASSP Administrative Internship.
2. To enumerate the ways in which the Administrative Internship assisted the participants in the positions held after participating in the internship.
3. To compare the intern to principals who did not have the intern experience but otherwise had similar backgrounds as to their ability to implement innovative instructional practices as listed by Dr. Gordon Cawelti ("Innovative Practice in High Schools: Who Does What--and Why--and How" Nation Schools; April 1967) and reexamined in 1976 by Neil C. Aslin and John W. DeArman ("Adoption and Abandonment of Innovative Practices in High Schools" Educational Leadership, May 1976).
4. To compare abilities of the intern and the nonintern in general administration practices--office management, staff relationships, student relationships, and community relationship based upon their perceptions as to relative successes in each administrative function.
5. To determine which aspects of the NASSP Internship were not

beneficial, if any.

6. To determine if the model was one which should be adopted in future internships developed by colleges, universities, or school districts and/or to suggest revisions or adaptations which should be made.

Primary question

Did the NASSP Intern demonstrate a significant difference in the number of instructional practices implemented when compared to the non-intern, based on the practices and programs listed in the study by Dr. DeArman?

Secondary question

Did the NASSP Intern have a higher perception of his ability than the nonintern in the performance of other administrative tasks not emphasized in the internship program--office management, staff relationships, student relationships, and community relationships?

Basic assumption

The NASSP Internship represented what this writer believed was the most thorough test of the administrative internship concept ever undertaken. Improvement of the instructional program was emphasized in the schools where the interns were placed. Because instructional leadership (see page 7, number 9) is viewed as one of the primary functions of the building principal, it was important to know if this program improved the ability of the former interns to provide this leadership when assigned as practicing building principals.

Professors of educational administration and practicing secondary educators tend to believe the internship is an excellent concept. There was a need to know if, in fact, this model can be used to assist in the design of future internships which emphasize "instructional leadership." It was also important to know if the model was adaptable to change should future secondary administrators require a different perspective or emphasis in education.

There had been some research on the project such as The First 55 (52) which analyzed the significance of the program to the first two groups of interns. However, this was one of the broadest internship programs ever developed and further research needed to be attempted. In addition, the time lapse has now allowed the participants time to reflect upon the long-term impact of the program.

Terminology

Operational definitions of terms used in this study:

1. National Association of Secondary Principals Administrative Intern: Individual who worked in a secondary school under the direction of a building principal for the purpose of learning how to become an instructional leader and an innovator of new practices. The project was sponsored by the NASSP, Danforth Foundation, and the Ford Foundation. The former interns considered in the dissertation were functioning as secondary school principals at the time of this study.
2. Nonintern: A secondary school principal who did not serve as

a NASSP Intern. This individual was selected by each NASSP Intern respondent because of matching background with the former NASSP intern.

3. Project Director: The person who organized, arranged for funding, and had overall responsibility for the NASSP Internship project.
4. Project Advisor: During the year of the NASSP Internship, he served as an advisor to the NASSP Intern and reported progress to the Project Director and the University Advisor.
5. University Advisor: During the year of the NASSP Internship, he directed the intern's study of instructional practices at a nearby university.
6. Daily Log: During the Internship year, this diary was a description of how each hour of the day was spent in these categories-- curriculum, utilization of staff, teaching and learning, pupil personal administration, and organization and management. This log was sent to the Project Advisor each month.
7. Selected Activities Analysis: During the year of the internship it was the intern's description of an activity in which the intern was involved with an instructional program.
8. Innovative Practices: New educational practices which were recognized by a nationwide panel of educational experts.
9. Instructional Leadership: Included here are activities such as curriculum design and revision, schedules relating to teaching methods, and inservice education programs for the staff.

Teacher evaluation and utilization of teacher talents and strengths in curricular and inservice programs are included. Providing help for staff who have questions or problems regarding course design, methods, or materials selection is part of this responsibility.

10. **Office Management:** Included are such things as budget preparation, ordering and dispensing supplies, accounting for money received and expended, and the development of policies and procedures for handling requisitions, announcements, and pupil attendance. Scheduling meetings and reports to and from teachers, other district staff, the board, parents and state and federal agencies are also included.
11. **Staff Relationships:** Included here are recruiting, interviewing, and selecting candidates for appointment to staff vacancies. Scheduling teachers, class assignments, conducting staff meetings, and implementing a communication pattern between the staff and the administration are part of this area. Developing policies and procedures for clarifying working relationships among teachers, custodial staff, administrators, other district personnel and students are also included. Work with other personnel functioning or having an interest in activities conducted in the building is part of this responsibility.
12. **Student Relationships:** The development of policies and procedures for student course selection, class scheduling, handling of student discipline and government, and extracurricular

activities are included here. Meetings with various student groups and clarification of relationships among students, faculty, and administrators are also part of this responsibility.

13. **Community Relationships:** Information interpreting school objectives, programs and progress including educational and informational meetings with parents and the public, press releases, and public speaking are involved. Relationships with civic groups, PTA, and others outside the school staff are part of this responsibility.

Delimitations or Scope of Investigation

The dissertation concentrated on research related to fifty-seven NASSP Administrative Internship participants from across the nation and a comparative group of sixty-two other administrators. In addition to the study made to determine if the intern was really able to demonstrate superior performance in the areas which the NASSP Internship emphasized, the dissertation included descriptive information collected from the interns.

The data collected was used to describe a format that was used as a model for internships sponsored by universities or school districts. The data provided evidence for use in determining if the internship was able to develop principals who can implement more instructional changes as well as to determine if there is a correlation between administering instructional change and other basic administrative functions.

Sources of Data

The data used in this study were obtained from participants in the National Association of Secondary Schools Administrative Internships (1963-69) who are still active secondary principals. Those individuals answered a questionnaire (Appendix D) which included a section requesting the number of innovative practices which were used in the school administered and a section on the individuals' perceptions of their general administrative ability.

The first section was constructed by the writer. The second portion was an instrument used by the North Central Accrediting Association to determine the number of innovative practices used by NCA schools. A panel of nationwide experts were used to construct this instrument in 1976. The third portion of the questionnaire was used by Dr. Ross Engel and Dr. Dale Braynard in studies completed at Iowa State University.

Organization of the Study

This study was organized into five chapters. The first chapter includes the statement of the problem, terminology, sources of data, delimitations of the study, and organization. The second chapter consists of a review of the related literature. Chapter 3 discusses the procedure of the study. Chapter 4 contains the findings. Chapter 5 contains the summary, conclusions and recommendations.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter reviews the literature pertaining to internships in education, administrative internships, and the National Association of Secondary Schools Principals Administrative Internship.

Literature on this subject was limited. There were very few complete studies or books on administrative internships. The major sources were periodicals and ERIC. There was a sufficient amount of information on the NASSP Administration Internship.

Historical Development of Internships
in Educational Administration

Davies (26) reported that interns in educational administration were nearly nonexistent until the middle of the twentieth century. In 1947 only two universities, the University of Chicago and the University of Omaha, reported the use of internships in educational administration. However, the survey from which this information was reported preceded the period of time when educators began to recognize the need for interns similar to those in medicine, dentistry and other professions.

Wheaton (57) again undertook a study of interns in education in 1950. Of the 152 professional schools surveyed he found that:

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.

While this indicated a significant increase in three years, the number of individuals involved in relationship to the number of students enrolled in educational administration was insignificant.

According to Davies (26), there were two major contributing factors to the increased emphasis on internships in education--the effort of the American Association of School Administrators and the appearance of the Cooperative Program in Educational Administration (CPEA) in 1950. The CPEA was financed by a grant of several million dollars from the W. K. Kellogg Foundation. The nationwide program was administered through eight university centers. Each was committed to research ways to improve programs for selecting and preparing school administrators and for continued inservice growth of administrators on the job. Each center developed a plan independently but within the objectives of the CPEA. Some of the universities chose as one of their major objectives the extension of the internship approach to preparing school administrators.

Several of the universities involved in the project were located along the Atlantic Coast and after one year organized the Middle Atlantic States Conference on Internships in Educational Administration and invited representatives of other universities to attend. The results of this conference were so favorable that the CPEA representatives requested the help of Clarence A. Newell of the University of Maryland to assist in solving the internship problems and to assist other universities who were not in CPEA but were interested in developing internship programs.

He was asked to assemble material and develop a manual on how to establish an internship program in educational administration.

In November, 1952, ten men joined Newell (40) in discussing "Internships in School Administration" in a lengthy "portfolio" in the November, 1952 edition of the Nation Schools. Who they were and why they were asked to contribute is significant in the history of the evolution of the internships in educational administration. Some of these individuals are considered 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, N.C.
5. Burvil H. Glenn, Professor of Education, University of Buffalo, Buffalo, New York.
6. A. 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.

Beginning in 1954, an increasing number of articles dealing with internships at all levels in the public school system appeared. Most of these articles were descriptions of how a program was operating in a

specific college. In 1958, the CPEA Center at Teachers College of New York, Columbia University, published its final statement on the work begun in 1950. This study was guided by an advisory group which included Clifford P. Hooker (24) now of the University of Minnesota, who edited the report. This report recommended the following composite list of objectives:

Objectives applicable to the intern.

1. To enable the intern to develop a more comprehensive view of educational administration.
2. To provide the intern with the experience of carrying real administrative responsibility.
3. To enable the intern to benefit from lessons learned by the sponsoring administrator during long professional experience.
4. To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.
5. To instill in the intern a correct interpretation of the code of professional ethics.

Objectives applicable to the sponsoring administrator.

1. To provide opportunity for administrators and field agencies to fulfill their obligation of sharing in the preparation of prospective administrators.
2. To provide the sponsoring administrator with professional counsel from the staff of the cooperating university.
3. To provide additional services for the sponsoring field agency.
4. To stimulate the professional growth of the sponsoring administrator.
5. To provide a means for evaluating administrative ability in prospective administrators.

Objectives applicable to the cooperating university.

1. To test the training program of the professional school against reality in the field and thereby to improve that program's effectiveness for preparing prospective administrators.
2. To stimulate the interaction of the university and the surrounding school districts and other educational agencies.
3. To encourage the in-service development of professors of educational administration.

Internships in educational administration have continued to exist from the 1950s to the current period of time. New programs have been developed but only a limited number have had a major impact on setting new standards for certification in teaching or administration. While the initial development of internships in education was designed to prepare individuals for the superintendency, the idea of internships in education has broadened to include other educators--teachers, principals, and university administrators.

Internships in Teaching

Stone and Robinson (49) described a teacher internship which was designed in 1956 at the University of California to prepare individuals for teaching who had a Bachelor of Arts Degree but did not have any education courses. The two-fold purpose was to search for an alternative way for teacher preparation and a short-term method to increase the supply of teachers available in California.

The evaluation of this program was a "confident affirmation of success" and it went on to state:

Intern programs, however, have been known to come and go;

to be initiated, to succeed for a time, to wane, and then to be dropped. This also could happen to a program as successful and acceptable as the Graduate Internship Program. For who knows what will happen when there comes to be a balance between the supply of and the demand for secondary school teachers? Will school districts then continue to employ interns when conventionally prepared, unemployed teachers by the dozens are pounding on their doors? Who knows what will happen when the program no longer operates as an experiment with the flexibility this term implies but instead under the more restrictive structure within which conventional programs now operate? Will the program lose its uniqueness and thus its identity? Yes, these contingencies are all within the realm of both possibility and probability.

Despite the emphasis placed on internship programs in the new State Board of Education regulations for teacher certification, the incontrovertible fact is that conventional, not intern programs, continue to be the process by which nearly all California's teachers are prepared.

Villeme and Hall (53) reported on a study which was made to determine the efforts of various types of professional education training on students, attitudes toward children, principles of education, and conduct in the classroom as measured by the Minnesota Teacher Attitude Inventory (MTAI). They examined the relative efforts of four teacher training programs. This included comparisons of attitude changes between elementary education students who obtained continuous intern experiences over the two-year training period and elementary education students who completed their professional education courses prior to a regular internship. Attitudes of those preparing for secondary and special education students were also compared.

The results of the study strongly suggested that development of favorable attitudes in prospective teachers may be facilitated by providing teachers with intern experiences throughout their enrollment in teacher education programs.

In 1967, the National Council for the Accreditation of Teacher Education (NCATE) (39) changed its standards for evaluating advanced programs in education. The new criterion encouraged educational theory along with laboratory and clinical experiences and internships. It suggested that each advanced program in education include direct and/or simulated experiences. These could be laboratory, clinical, practicums, assistantships, and/or internships, but they must relate specifically to the school position for which the candidate was being prepared. Data are required to show that candidates have completed prescribed simulated or direct experiences.

The standards for teacher education were revised in 1977 and again reiterated the emphasis on the application of teaching and learning theories to enable students to conceptualize principles and interpret their applications to practical problems. The report more specifically stated the need for an opportunity for the student to assume major responsibility in a full range of teaching experiences.

An NEA Research Bulletin (47) reporting on internship options indicated that fifty percent of all surveyed teachers recognized a need for a teaching internship and that two-thirds felt it should be a prerequisite for the principalship. Secondary teachers indicated a greater need for internships than did elementary teachers.

Internships for Elementary and Higher Education Administrators

The use of the internship for preparing administrators has received less emphasis at the elementary level than at the secondary or university level.

After a careful review of the available literature, this writer has concluded that there has not been a major internship designed for elementary principals. Internships sponsored by universities often include provisions for elementary principals, but apparently there has not been a national internship project for elementary principals. The National Elementary Principal carried a series of articles entitled "Chautauqua '74: The Remaking of the Principalship," (44) which were written to suggest ways of improving the elementary principalship. Some of the articles suggested the value of the internship, but no specific description of a program was given.

Hills (34), after taking a year's leave of absence from the University of British Columbia in Vancouver, Canada, to work as an elementary school principal, had these recommendations to make:

1. Preparation programs for principals should lead students to develop a relatively consistent "administrative philosophy."
2. Preparation programs for principals should include a heavy component of educational knowledge.
3. Preparation programs for principals should place heavy emphasis on the development of critical-analytical and problem-solving skills.
4. Preparation programs for principals should concentrate on processes rather than on substance.
5. Some members of departments of educational administration

should hold joint appointments, administering a school and teaching educational administration at the same time.

6. Preparation for the principalship should involve a year-long internship with a carefully selected administrator (preferably one with a joint appointment).

Sorrell (46), reporting on administrative internships as a methodology for leadership development at the university level, suggested that the internship not be optional in the preparation of academic administrators at the university level. He suggested that one problem in making the internship mandatory was that there had been a lack of consistency among universities in the structure of internship programs relative to salary, objectives, and design. Stauffer (48) reported on the project of the American Council on Education, the Academic Administration Internship Program (AAIP) (1965-1975). The purpose of this program was to strengthen leadership in postsecondary education by identifying, selecting, preparing, and evaluating promising faculty and junior staff for major positions in academic administration, especially deanships, vice-presidencies, and presidencies.

This university internship was sponsored by the Ford Foundation and during the period in which it was administered sponsored 343 interns. Stauffer (48) reported on the perceptions of alumni of this program. The purpose of this report was to:

1. Determine the status of AAIP alumni.
2. Describe alumni perceptions of usefulness of enhancing the professional competence.
3. Identify alumni perceptions of the national reputation of AAIP.

4. Determine career aspirations.
5. Justify AAIP continuance.

The perception of the participants was very positive. Ninety-five percent of the former interns who had roles in academic administration were very positive toward the program, were planning to advance in the field of academic administration, and were strongly in favor of continuing the AAIP internship.

Internships for Secondary School Administrators

There have been more internships available for secondary principals than for any other level of administration according to this writer's review of the literature. In addition, it appeared that they were more highly structured.

Earrilleaux (28) described an internship for secondary principals which was sponsored by Tulane University and several county (Parish) school districts in southeast Louisiana. The internship was based on a systematic statement of behavioral objectives in the following categories:

DIAGNOSTIC PROCESS

1. Distinguish between fundamental school instructional problems and symptoms of instructional problems. (Symptoms are often conditions like excessive student and/or teacher hostility, failure, absence, and "laziness.")
2. Identify a school instructional problem and establish criteria to defend it as an authentic one.
3. Activate at least two groups within his faculty, each to arrive at a statement of a school-wide instructional deficiency.

4. Distinguish between skill deficiencies and performance deficiencies for at least ten members of his faculty.
5. Identify and describe unique competencies for at least 25 percent of his faculty members.
6. Identify on the basis of accepted criteria those faculty members who do not have the potential to perform as desired in their current positions.
7. Distinguish between those duties that must be performed by him and those duties which may be performed by others.
8. Identify neighborhood, city-wide resource personnel with potential contributions to at least two school-wide instructional problems.
9. Describe his three most distinguishing strengths and his three most distinguishing weaknesses as an attendance unit administrator.
10. Poll a representative group of a defined school community to determine problems and attitudes concerning school issues.

PRESCRIPTIVE PROCESS

1. Present and describe at least two prescriptions (possible solutions) for a school instructional problem or deficiency.
2. Activate at least two groups within his faculty to reach change-oriented instructional decisions on the basis of an analysis of school-wide data.
3. Construct and oversee the complete planning of a minimum of three faculty members.
4. Construct and submit to the superintendent at least two recommendations designed to increase professional growth among teachers.
5. Design an in-service program with "multiplier effects" for a group of at least ten percent of his faculty.
6. Select at least two other schools possessing similar problems and applying some innovative solutions; tour these schools with a group of at least three of his faculty members.
7. Explain a pre-constructed plan for establishing a school advisory panel representing students, parents, and faculty to a school faculty.

8. State legal, economic, socio-cultural, and policy limitations on his administrative behavior.
9. Distinguish between authentic limitations and errors of omission in his discretionary behavior.
10. Distinguish between authentic limitations and errors of omission in his discretionary behavior.
 - a. Allow teachers to make decisions about students for whom they are accountable--decisions that do not customarily transcend a classroom or learning center.
 - b. Restrict his decisions to those matters that transcend one or more instructional units within the attendance unit.
 - c. Describe the obligation of superiors to make decisions that transcend one or more attendance units within the district.

IMPLEMENTIVE PROCESS

1. Execute a minimum of one innovative solution to a school instructional problem in which a minimum of three faculty members is involved.
2. Demonstrate planning and execution of a program of in-service growth for at least one group within the faculty.
3. Utilize faculty members (from at least four subject areas or grade levels) with unique competencies in a manner designed to achieve "multiplier effects."
4. Distinguish between the student-oriented posture of the teacher and the teacher-oriented posture of the principal in responses to instructional problems.
5. Utilize neighborhood, city-wide, and state-wide resource persons in the execution of at least one specific instructional program.
6. Extend authority for at least 75 percent of those administrative tasks that may be performed by others.
7. Budget daily blocks of time while establishing instructional improvement priorities and spending at least 75 percent of his time on instructional programs.
8. Schedule and meet with the school advisory panel at least four times during the academic year.

9. Disagree with superiors while maintaining and supporting the integrity of their positions.
10. Execute a minimum of two presentations to professional peers and superiors.

EVALUATIVE PROCESS

1. Evaluate on the basis of analysis and interpretation of data a minimum of one innovative instructional improvement project.
2. Conduct an evaluation of the effectiveness of at least one in-service program.
3. Compare the innovations in at least two other schools to the problems and solutions in his school.
4. Execute a process of examination and analysis of school-wide testing data involving all faculty members.
5. Demonstrate improvement in the design and implementation of the school-wide evaluation program.
6. Utilize at least five community lay persons in the evaluation of the school and its programs.
7. Construct an outline for an overall school improvement program for the forthcoming academic year.
8. Demonstrate at least one pilot effort in the improvement of teacher evaluation and/or reporting practices.
9. Describe the three most significant changes in his own style of administrative behavior.
10. Describe a minimum of three strengths and three weaknesses in his own administrative internship experience.

Stating the expectation for interns in behavioral terms provides a structure which tends to assure that specific experience are obtained in the categories of diagnostic process, prescriptive process, implementive process, and evaluative process. Precise expectations for interns were missing in most other internship programs examined but it should also be recognized that while behaviors can be identified it is difficult

to describe minimum levels of acceptable performance.

A competency-based program in Educational Administration was described by Alexander (1). He feels that leadership more and more has become a possession of the best prepared and articulate individual within the given situation rather than a result of status or station. Competency-based education with the administrative internship as the highest step was suggested as the best way to develop administrative capabilities.

Walker, Crane, and Thomas (55) described an internship developed by the State University of Buffalo, Cornell University, University of Rochester, Syracuse University, and the Ford Foundation. The format was similar to the NASSP Administrative Internship. The program included a three-week summer seminar, a joint agreement between the university and the school district, and a major emphasis on developing leadership for changing directions in curriculum development.

Nickerson (41) reported for the NASSP Committee of Professors of Secondary School Administration and Supervision (PSSAS) on the content of programs to prepare secondary principals. The third of the five sections of this report dealt with internships and clinical experiences. The response from the professors interviewed by Nickerson indicated that in general they preferred the use of these experiences in principal training programs. Responses indicated that a one-school-year internship should be required for the 6th year degree; and that clinical field experience should be required at the master's level.

Specific responses to this section of the questionnaire were as

follows:

III. A. Internship in Secondary Educational Administration.

Is an internship required for state certification as a secondary school principal?

Yes 6 states No 41 states

Should an internship be required for state certification as a secondary school principal?

Yes 151 No 44

Check degrees for which internship is required at your school:

B.A. 16 M.A. 34 6th Year Degree 52 Doctorate 21

Check degrees for which internship should be required:

B.A. 18 M.A. 83 6th Year Degree 88 Doctorate 51

Is course credit awarded for the internship?

Yes 131 No 18

Should course credit be awarded for the internship?

Yes 162 No 15

Length of time spent in internship		Preferred length of time spent in internship
26	One quarter	12
54	One semester	30
54	One school year	80

At what point in the preparation program is the internship served?

Early 17 Middle 37 Late 81

At what point should the internship be served?

Early 21 Middle 60 Late 81

III. B. Clinical Experience.

Some institutions require clinical or field experience different from internship.

Check the degrees at your school for which clinical or field experience is required:

B.A. 11 M.A. 27 6th Year Degree 24 Doctorate 10

Check the degrees for which clinical or field experiences should be required:

B.A. 17 M.A. 53 6th Year Degree 41 Doctorate 33

Is this clinical or field work required for state certification as a principal?

Yes 4 states No 43 states

Should this clinical or field work be required for state certification as a principal?

Yes 72 No 13

In the Fall of 1977 the American Association of School Administrators (2) stated that their organization must obtain solutions to the perplexing problems related to administrators' internships. The statement indicated that this fine invention which was intended to mold practitioners, professors, and students into a learning team, had grown into a major perplexity. It needed more direction in the areas of staffing and university supervision, appropriate loads for supervising administrators, and appropriate funding. These were many of the same concerns indicated by Davies (25) in 1962.

Structuring an Administrative Internship

As indicated in the proceeding review of internships, a great deal of structure must be provided for a program to work effectively. Frequently the role of each participant in the internship--university advisor, intern, board of education, and the supervising administrator--was not understood. This section was included to provide some specific guidelines for establishing and implementing an internship according to the literature reviewed. Additional guidelines suggested after the analysis of data in this study were included in Chapter five of this dissertation.

Evidence has overwhelmingly supported the idea of the administrative

internship, but a number of weak spots need attention and strengthening according to Davies (26):

Can the universities giving professional training in educational administration be persuaded to take the internship idea seriously? More than a token addition to the college catalogue is needed. Does the internship deserve the same respect accorded a course in, say, finance? That such is not the case now is amply demonstrated by the enrollment statistics. Compared with the total number of students majoring in educational administration in the professional schools of the country, the number serving internships is microscopic.

Taking the internship idea seriously means (a) requiring it of all majors in educational administration, (b) staffing the program adequately, (c) providing the needed dollars for support, (d) experimenting with effective internship learning activities, and (e) developing far more effective evaluative techniques.

Can we allow interns to serve under administrators who have nothing to teach them? The problem here is the development and enforcement of criteria for the selection of field agencies. Should an intern be required to serve in a school system whose administrator and administrative practices are antiquated? Can it be made an honor to be selected as a sponsoring administrator and thus stimulate all administrators to make themselves eligible? It appears that the responsibility here is jointly one for the university and for the profession as a whole. The university can control appointments to its faculty, and the profession can set standards for local school systems that may wish to participate in the internship program. Other professions have done just this.

Can we agree on the definition of "internship" and hold it to a high level of operation? If internship is to be a terminal activity in a two-year minimum of professional preparation beyond the bachelor's degree, then let it not be confused with apprentice-type activities or mere observational assignments. If internship is to simulate as closely as possible the new job the student hopes shortly to hold, then really make it a simulated situation. That this has not yet become a reality is indicated by statistics showing that fewer than half of the interns had any secretarial help, that few of them worked with boards of education, and that many of them got pinned down to routine, clerical-like tasks. That they have not regularly provided high-level service (as the sponsoring administrators attested) may be mostly due to the scarcity of opportunities they had to do so.

Will the profession police the needed standards? There is hope here. The efforts of the National Commission for Accrediting Teacher Education (N.C.A.T.E.) are encouraging. The Commission is energetically visiting campuses and applying an experimental accrediting instrument. If its efforts can survive the shrieks of anguish from the institutions rejected, we may see a big spurt in the professionalization of school administration --that includes internship as a necessary part of the preparation program.

Will the fifty states give legal status to the internship? When and if they do, the victory for the internship approach will be won. Two paths are open. The first, now largely outmoded, is to set up the internship as one of the requirements for state licensing and to have each candidate's record scrutinized by an official in the state education department to "certify" each accredited institution's preparation program and then to authorize the institution to issue a license to its approved graduates. In this case, the state would not certify a preparation program which did not require the internship of all students majoring in educational administration.

Can all parties involved work out and execute a plan for adequate financing of the internship? One real test of our collective intent will be the adequacy of the financial support given the internship. There is little meaning to pamphlets proudly proclaiming the internship, catalogues listing internship opportunities, professors writing articles endorsing the internship in theory and in limited practice, and resolutions of the profession in national conclave, unless somebody pays the bill.

The need for structure in an internship program was emphasized by Davies (26). He outlined the following model for these programs:

Planning

1. An exploratory planning period in which the intern, the sponsor, and the professor reach preliminary agreements.
2. Discussion of the broad outline of a projected guide for the intern's activity between intern and professor.

Evaluating

1. Discussions to help the intern clarify his goals and to redirect them as needed.
2. Discussions to help the intern assess critically his growth in professional competence.

- | | |
|--|--|
| <p>3. Preparation of an individual guide by the intern.</p> <p>4. Revision of the guide by the intern and professor.</p> <p>5. Discussion and revision of the guide in conference with the intern, the professor, and the sponsoring administrator.</p> <p>6. Start of the internship in accord with the written agreements.</p> <p>7. Evaluation and revision of the guide in light of the intern's growth.</p> | <p>3. Procedures for replanning and improving the internship during its operation.</p> <p>4. Processes for learning the extent to which the intern's purposes are being achieved.</p> <p>5. Require the intern to keep anecdotal records for use in evaluation conferences.</p> <p>6. Analyze the data gathered to determine what changes in concepts, attitudes, and values --as well as growth in skills, knowledge, and competencies-- took place.</p> <p>7. Revise and improve both procedures and the guide in the light of the evidence.</p> |
|--|--|

In another article Newell (40) indicated that the evaluation procedure described by Davies offers the following advantages:

1. Evaluation centers around purposes the learner seeks to achieve.
2. Evaluation leads logically to replanning and redirecting as necessary.
3. The content of the evaluation is developed from the actual experience of each learner.
4. Evaluation embraces all aspects of the internship experience.
5. Evaluation is based as far as possible upon objective data.
6. Evaluation is continuous.
7. Evaluation is a cooperative enterprise.
8. Self-evaluation is encouraged.
9. Evaluation becomes a recognized impersonal process.
10. Evaluation becomes a creative process.

Davies (26) also offered a check list against which board of education policies could be checked:

Check List of Administrative Internship Policy Elements

Policy Elements:

I. Purpose of the internship

A. Possible Choices for Board Policy

1. () To provide practical training in administration of schools
2. () To encourage teachers to explore administration as a career
3. () To increase the supply of capable administrative personnel
4. () To make the service of able, energetic young student of administration available to benefit the school program
5. () To stimulate the in-service growth of the school staff
6. () To enrich the school program through contacts with universities

II. Qualifications of internship candidates

A. Possible Choices for Board Policy

1. () Professional background of training and experience
2. () Personal, behavioral attributes
3. () General education and cultural background
4. () Professional aspirations
5. () Registration in an advanced program of studies in an accredited university program

B. Possible Choices for Administrative Regulations

1. () Years of teaching experience
2. () Evidence of potential for advanced training needed
3. () Personal qualities desirable in an administrator
4. () Age limits
5. () Candidate's motivation for professional advancement
6. () Recommendations by:
 - _____ Superintendent
 - _____ Staff
 - _____ University representative
 - _____ Responsible acquaintances

III. Selection of interns

A. Possible Choices for Board Policy

1. From within the school system
2. From among candidates recommended by university representatives
3. By procedures employed in selecting regular administrators for the staff

B. Possible Choices for Administrative Regulations

1. Prepare a bulletin outlining steps leading to the internship, all the way from initial expression of interest to final decision, showing respective roles of:
 - Prospective intern
 - Principal
 - Superintendent
 - University representative
 - School Board

IV. Conditions of employment

A. Possible Choices for Board Policy

1. Full-time or part-time basis
2. Salary guide to follow:
 - Teacher
 - Administrator
3. Responsibility for the intern:
 - Superintendent
 - Assistant superintendent
 - Principal
4. Prospective future employment as an administrator:
 - No promise given
 - Priority promised
 - Recommendation for positions in other schools promised
5. Scheduling latitude:
 - No interference with daily schedule allowed
 - Coordination of daily schedule with university requirements sanctioned
 - Fullest professional development of intern is main consideration

B. Possible Choices for Administrative Regulations

1. Set on-duty hours
2. Indicate definitive salary expectancy
3. Spell out responsibility to whom and for what
4. Indicate respective roles of:

- () Sponsoring administrator
- () University representative
- () Intern

V. Duties of interns

A. Possible Choices for Board Policy

1. () Broadly designed to further the administrative training of the intern
2. () Specifically limited to:
 - () Superintendent's office
 - () Asst. Superintendent's office
 - () Principal's office
 - () Any administrative position
3. () To be set up in the best interests of all concerned
4. () Limits of authority:
 - () Only as delegated
 - () May increase with experience

B. Possible Choices for Administrative Regulations

1. () Set up a Duties Guide to take account of:
 - _____ All appropriate functional areas of administration
 - _____ Rotation of assignments to give intern breadth of experience
 - _____ Later evaluation of the intern's performance
 - _____ Relationship with the intern's university program and sponsor
 - _____ Kinds of activity, e.g.:
 - _____ Observe
 - _____ Read
 - _____ Discuss
 - _____ Act (what authority?)

The outline above indicates the amount of structure and detail that was suggested by Davies (26). However, this did not give any assurance that internships would be established. He suggested a proposed action program which would establish the internship in educational administration firmly and soundly as part of the preparation program in a university if these steps were taken:

1. By official action make a year's internship a requirement as part of post-master's degree programs in elementary, secondary, and general school administration. Print that statement in the school's catalogue, and in other appropriate bulletins. Provide

for an "equivalency" to the internship during the transition to the new program.

2. Invite a group of "acceptable" school systems to affiliate with the university by becoming field laboratories for the training of school administrators. Each affiliation agreement would be in writing and would automatically renew itself annually unless specifically cancelled by the school system or by the university. Each agreement would include the invitation from the university and a letter of acceptance by official action of the board of education. Should agencies other than school systems be needed as laboratories, similar action would be taken.

3. Each affiliation agreement would indicate acceptance by both parties of a Statement of Responsibilities to be assumed by each party--university advisor, supervising administrator, intern and the school district.

NASSP Administrative Internship

Possibly the most highly structured internship for secondary administrators was the National Association of Secondary Schools Principals' Administrative Internship which grew out of a report from the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School. Dr. J. Lloyd Trump (51) stated:

From these years of study and tryouts, proposals emerged, some of them still regarded as fairly radical, for a drastic reorganization of secondary education--a reorganization that was to affect the principalship to a great extent. In fact, it necessitated new philosophies and new methods of educational leadership; and in response to this challenge, the NASSP instituted the Administrative Internship in Secondary School Improvement. A new kind of principal had to be produced, and that's where the NASSP Internship Project came in.

The Administrative Internship Project was initiated in 1963 as a two-year pilot study involving 55 interns and underwritten by the Fund for the Advancement of Education. The project goals were listed in the booklet, "Experience in Leadership" (50):

Goal 1: Emphasize the instructional role of the principal. Since the effective principal makes instructional improvement his first responsibility, he devotes three-quarters of his working time to this end. In the remaining one-quarter, he supervises his specially-trained assistants who handle the administrative side--personnel, office management, budgeting, attendance, cafeteria, transportation, and the like.

Goal 2: Implement innovative approaches to instruction. The intern's main purpose was to introduce innovations that really worked. He could experiment with team teaching, differentiated use of the teaching staff, large and small group instruction, independent study, and many other techniques.

Goal 3: Implement alternative courses of action to achieve a goal. The intern was encouraged to employ a variety of means to achieve his ends. Whether his methods were succeeding or failing, he was to remain aware that other approaches could be tried. Thus, he would stay flexible.

Goal 4: Provide a risk orientation for interns. The intern was encouraged to experiment with the understanding that he could afford to fail in a particular project without being unduly blamed.

Goal 5: Introduce means for systematic evaluation. Instructional improvement is a matter of quality, not quantity. New methods of evaluation must be devised to measure its effects.

Goal 6: Identify priorities in the use of time. The principal aiming to spend three-fourths of his time in instructional improvement must speedily learn to put first things first in his demanding daily schedule of chores.

Goal 7: Identify innovative administrators for the future. A two-edged aim, the internship was expected to reveal prospective innovative principals and also those who were not suited to administration.

Goal 8: Provide inservice education for interns.

The design of the NASSP Administrative Internship was unique partially because it was designed for a different purpose than most internships. Rather than model the intern after the typical high school principal, the intern was to learn to be a change agent in the school. The

individuals completing this program were being prepared to spend a much greater proportion of their time as "instructional leaders."

The intern was to be placed in a school which was known for innovative instructional practices, and he was under the direction of a principal who emphasized the role of instructional leadership. The intern was also guided by and accountable to a university advisor from a nearby university, the project advisor, and the Project Director, Dr. J. Lloyd Trump.

Universities were selected to participate in the project according to the following criteria (10):

1. Key professors were interested in the early identification and training of persons with talent for secondary school administration.
2. The staff was committed to the principle of internship training in secondary school administration.
3. The university took an active part in cooperating with secondary schools in its area and provided appropriate staff services.
4. The administration was willing to contribute staff time to the intern and his program.
5. Professors in the various departments of the university responsible for preparing secondary school principals viewed the principal as the educational leader--not just the manager --of the school.
6. The university played a prominent role in curriculum change and development in schools in the area.
7. Doctoral programs were offered in the areas of administration, supervision, and curriculum.

The universities were then asked to select an advisor who met these criteria (10):

1. He must have had experience as a secondary school administrator, supervisor, or curriculum director.
2. He must have kept abreast of current trends and developments in curriculum, administration, and supervision in junior and senior high schools.
3. He must be well-acquainted with school systems in his area.
4. He must be familiar with current administrative theory.
5. He must be able to organize and conduct effective seminars.
6. He must believe in the necessity for innovation and change in schools.
7. He must be an expert in learning theory.
8. He must be conversant with technological developments that are affecting the school, curricula, and teaching methods.
9. He must be a stimulating influence on the people with whom he works.

Guidelines for identification of interns included these qualifications (10):

1. A master's degree with some work in administration, supervision, and curriculum--preferably completion of most of the course work for the doctor's degree.
2. Secondary school teaching experience sufficient to qualify for an administrative or supervisory certificate.
3. Maturity and emotional stability--the capacity to act calmly under conditions of stress.
4. A willingness to take a stand on issues and defend that stand under attack.
5. A tendency to sympathize with new, rather than old, ideas.
6. A high level of intelligence and academic aptitude.
7. A talent for stimulating others.
8. A commitment to taking risks on new ventures, both with and for teachers.

9. Skill in budgeting time.
10. Interest in curriculum development, revision, and evaluation.
11. A concern for the improvement of evaluation procedures in education.

The school where the intern served was expected to have these qualifications (7):

1. Recent curriculum revisions reflecting contemporary developments.
2. Teaching which was not confined to the conventional self-contained classroom.
3. Innovative scheduling.
4. Nongradedness, or some kind of continuous progress program, in operation or being studied.
5. The use of modern technical instruction aids.
6. Independent study programs for some students.
7. Information-giving teaching for large groups of students.
8. Opportunities to discuss subjects and issues in small groups.
9. Attempts to break away from the Carnegie unit.
10. Grouping and regrouping students on the basis of many criteria, rather than on a single criterion.

Since the NASSP Internship was directed from the national office by Dr. Trump, it was much more consistent in design than internships developed by individual universities. Not only were the selection processes for the universities, interns and schools very similar but the activities of the intern were more closely evaluated to assure that the emphasis was on preparing a principal as an instructional leader.

Each school district which employed an intern was required to sign

a contract (see Appendix F) which specified the districts and university's responsibilities in preparing the intern. An important part of that agreement was the provision to provide time to allow the intern to complete reports that provided a model for the intern to follow in order to be involved in innovative practices and instructional leadership.

The intern's scope of responsibility covered these five areas (6):

1. Curriculum. In the area of 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.
2. Staff Utilization. In the area of 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.
3. Teaching and Learning. The intern's responsibility in the area of staff utilization will naturally lead him to more and more involvement in planning for teaching and learning. He helps teachers analyze their efforts and use of time through log keeping, through interaction analysis, etc. He also assists teachers in using teacher aids so that the mechanical tasks of the teaching act are assigned to non-professionals.
4. Pupil Personnel Administration. In the area of pupil personnel administration, 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 reorganization 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

suggesting ways in which teachers may evaluate instructional procedures. Evaluation serves as a basis for subsequent reorganization of the teaching-learning act so that a larger number of students may achieve the stated learning goals. The intern also guides teachers in organizing programs which assist the pupil in becoming more responsible for his own learning.

5. Organization and Management. 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.

As the interns worked in those areas they were required to prepare several reports (12):

The Intern Guide: This document set forth what the intern planned to accomplish in his/her year of internship. It was a plan prepared by the intern and his/her supervising principal. The headings of the outlines were the five major areas of emphasis in the internship--curriculum, staff utilization, teaching and learning, pupil personnel administration, and organization and management. Under each of these headings the plan described activities the principal felt would occur and be profitable. The Guide was to be comprehensive without being overburdened with details.

The Intern Log: The intern's log was a brief and concise daily record of the intern's school activities. Each activity was coded according to the outline developed in the Intern Guide--II, C,2. The code enabled anyone looking at the guide to determine if all areas were being covered appropriately. In addition to the code developed from the outline, an "O" or "P" was also used to indicate if the intern was an observer or participant.

The intern was instructed to follow these suggestions when making entries in the log (12):

1. Make entries brief.
2. Record all activities within 24 hours.
3. Code entries.
4. Record at least one activity for each school day.
5. Be objective. Exclude value judgments and analysis, which belong in the Selected Activities Analysis.
6. Attach written materials produced by the intern.
7. Enter both pleasant and unpleasant activities.
8. Make entries at a certain time each day.
9. Use the services of a secretary if possible.
10. Be sure to include pertinent extracurricular activities.

To give a broader overview of his efforts, the NASSP intern kept a summary of his activities. The summary included a line for each heading and subheading of the guide with a column for time spent in each activity area. In the time column the intern entered the number of hours spent on each activity. There was a column in which the intern indicated if the activity had been of high, medium, or low value. While this instrument became optional after the first month, it was a good indicator of time utilization in each area of the guide outlined.

To encourage a more in depth analysis of a program in which the intern became involved, he was asked to keep a Selected Activities Analysis. It dealt with chosen highlights. The activity chosen could be one which was observed, or one in which he has played an active role.

The records in the Selected Activities Analysis were also recorded

according to the code developed in the Guide. It described who was involved in the activity, how it was developed, and how it was evaluated. It was written in essay form so that the intern could interpret and explain the activity as completely as possible.

The Guide, Log and Selected Activities Analysis were designed to assure that the purpose of the internship was followed. It appears to this writer that those reports provided the detailed structure that has been suggested by Davies and others who have evaluated internship programs.

Summary

The literature available to review internships was very limited but commensurate with the length of time internships have been in existence in education and the number required for certification or graduation. The emphasis on internships in education has been directed more toward superintendents and secondary principals. Several programs for internships in university administration and for teachers have also been developed but there has not been any widespread adoption of the internship as a requirement for advanced degrees or for certification in any field of education.

During the past twenty years, secondary principals have had more opportunities than other educators to serve as interns. Professors of secondary administration have supported the development of internships as part of a more clinical approach to secondary administration. They felt that there should be a more universal design for such programs.

The National Association of Secondary School Principals Administrative Internship was one of the most extensive internships ever developed. It was administered in all areas of the United States and through many participating universities. The inclusion of universities in every state and the detailed manner in which it was administered helped this program gain considerable recognition and encouraged further development of internships in secondary education.

Follow-up reports on the NASSP Administrative Internship indicated that the perceptions of the participants were very positive and that the interns had been very successful in the acquisition of administrative positions. However, there had not been any reports or research which examined the NASSP Internship in retrospect, or in comparison to other secondary principals who were not participants in the NASSP Internship.

CHAPTER III. METHODS AND PROCEDURES

The sample for this investigation was taken from the 443 participants in the National Association of Secondary School Principals (NASSP) Administrative Internship. The list of the participants was obtained from the national office of the National Association of Secondary School Principals through Dr. J. Lloyd Trump. Of the 443 interns, 108 practicing secondary principals were selected for the study. The original questionnaire (see Appendix D) was sent to those 108 individuals, and they were asked to name two principals who then collectively comprised the comparative group in the study.

Several methods of selecting a comparative group of secondary principals were considered. One suggestion was to ask the University Advisors from the NASSP Internship to select individuals who were preparing for the secondary school principalship at the same time as the intern. Another was to utilize only those interns who were in multiple high school districts and then ask their superintendents to compare their ability as instructional leaders. The other consideration was to simply complete a study involving only the perceptions of interns who were secondary principals.

The final decision was to ask each respondent to name two secondary principals with backgrounds which were similar in the following areas: years of experience as an administrator, educational background or degree, number of years in current position, size of school district, and socioeconomic status of the school district served. In addition it was

suggested that they select from their school district, if it was a multiple high school district or from the same conference.

Prior to sending the questionnaire to the former interns, the first draft was sent to two individuals who had participated in the internship. These two individuals analyzed and critiqued the questionnaire. After adjustments it was sent to the 108 original interns.

The original list which was received from NASSP had not been updated accurately for several years. Although there was a list of 35 inaccurate addresses sent from the national office, the list of the remaining interns also contained a considerable number of inaccurate addresses.

Since the list of the interns seemed to have an unusually high percent of inaccurate addresses or positions, the NASSP Office was asked to give an update on all former NASSP interns who were originally listed as assistant principals and those principals who did not respond to the first request. In addition this writer checked the national directory for superintendents and eliminated twenty former intern-secondary principals who had obtained positions as superintendents.

As a result of the request to the NASSP Office, an additional 57 former interns who were secondary principals were established. A total of 28 usable responses were obtained from this group. Four of the 57 indicated they had changed positions since the previous year.

The comparative group of principals named by the former interns were asked to respond to the portion of the questionnaires which dealt with instructional innovations and the individual's perception of his/her ability as an administrator (see Appendix E). Each of the former intern

principals named two principals for the comparative study and both of them were sent questionnaires asking for their response.

Collection of Data

All of the data used in this study were taken from responses to the survey instrument (Appendix D) sent to 108 of the 443 NASSP interns and the corrected, adjusted list of fifty-seven. A follow-up postcard (Appendix B) was sent to all individuals who did not respond to the original request. From the original 108 a total of 30 usable responses were received as well as an additional 22 responses which were incomplete and not usable or the individuals were no longer secondary principals.

Since there was an overlap between the first 108 and the second group of 57 questionnaires which were sent out, it is difficult to establish an exact percent of respondents. However, calculations indicated that 70 of the original 108 and 53 of the final 57 were currently secondary principals. From the 123 individuals who received the request a total of 58 usable responses were received for a percentage of 47.2 percent.

The principals named by the respondents were then sent the survey instrument (Appendix E) which referred to the implementation of innovations and the respondents' perceptions of their administrative ability. A total of 102 instruments were mailed to the comparative group of principals which included all the principals named by the former interns. There were 62 who responded to the original request and the follow-up request for a 61 percent response.

Perceptions of the Interns in Retrospect

Since all the interns surveyed had completed the internship from 8-11 years prior to the time they answered the questionnaire, it was felt by the writer and internship directors, Dr. J. Lloyd Trump and his associate Dr. William Georgiades, that the perceptions of the internship in retrospect would be of considerable value. There had been surveys of the participants' perceptions immediately following the time the internship was completed, but it was felt that this time span would elicit more objective perceptions. Questions designed to assess respondents' perceptions and those which had been used to survey the NASSP interns in the past were used as well as other similar questions developed by the writer.

Analysis of Instructional Leadership

The portion of this questionnaire which analyzed the adoption of innovative instructional practices was the instrument used in 1975 to survey 3711 member schools of the North Central Accrediting Association and was completed in 1976 by Dr. John W. DeArman. A similar instrument was also utilized by Dr. Gordon Cawelti in April of 1967 when he assessed the status of 27 innovations in curriculum, technology and organization.

The study of Dr. DeArman (27) nearly replicated the Cawelti study and was sponsored by the National Institute of Education and the University of Missouri, Columbia. For the purposes of this study, innovation was defined as a form of change qualitatively different from existing forms and thought to be more effective in accomplishing the goals of the

school. Thirty-one innovations, including 20 of the 27 in Cawelti's study were selected from an extensive compilation. The final selections were made somewhat arbitrarily upon the advice of a nationwide panel of 13 educators using the criteria of: ease of interpretation by the respondent; classification by the categories of curriculum, technology, and organization; and the likelihood that the innovation could be adopted by most schools.

The nationwide panel of 13 educators included Dr. John Stanavage, the Executive Secretary of the North Central Association and Dr. Gordon Cawelti who was then Executive Secretary of the Association of School Curriculum Directors. Since this instrument had such extensive research in its development, this writer felt that it was the best measure which could be utilized to determine the extent of curriculum revision completed by the former intern principals and the group of comparative principals.

In order that the instrument might be further verified, the writer contacted Dr. DeArman and received the list of innovative practices included in his instrument to determine if there was a need for further revision. He indicated that he and his committee were very satisfied, and that they had requested their respondents recommend any items which should be deleted in the future or innovative instructional practices which should be added. It was their opinion that there were no significant recommendations for revisions, deletions or additions.

Dr. DeArman did indicate that some of the innovative practices listed were included because of their original impact on the curriculum

and the educational practices in secondary schools even though the current rate of implementation was very minimal.

In regard to the importance of instructional leadership Dr. DeArman indicated that the influence of administrators upon adoption of innovations and later abandoned implies the need for increased emphasis upon extensive training and performance in instructional leadership--an area of responsibility often neglected. This survey in part was a measure of the instructional leadership in the NCA schools assessed which is the area which the NASSP internship was designed to develop in principals. Therefore, it was felt that this field-tested instrument was ideal for measuring the instructional leadership of the former NASSP interns now serving as a secondary principal and the comparative group of principals.

Each of the NASSP intern principals and the principals from the comparative group were asked to check the following categories for each innovation or practice listed 1) have tried but abandoned, 2) no, practice was never used, 3) implemented under previous administrations, 4) implemented under current administrator, 5) yes, presently in use a) fully implemented and operating, b) being tried on a limited basis. The total in each category was totaled for the interns and the comparative group and a determination was made as to the greatest number of innovations or instructional practices implemented as well as who implemented them and to what extent they were in practice.

Perceptions of Administrative Ability

Each of the NASSP intern principals and each principal from the comparative group of principals were asked to rate their ability to discharge their responsibility on a 1 to 5 scale (1, poorly to 5, very well) in each of the following areas: 1) office management, 2) staff relationships, 3) student relationships, 4) community relationship, 5) instructional leadership. Ratings assigned to each area were totaled for each group.

If the former NASSP intern was able to demonstrate a higher rating in all or most areas of responsibility, it was an indication that preparation during the NASSP internship may have contributed to functioning more effectively in other areas of administrative responsibility. If this were the case, it would suggest that preparation received by the interns which emphasized instructional leadership may also have been effective preparation for other areas of administrative responsibility. Obviously, responses were the individual's own perceptions and to make any significant conclusions it would be necessary to assess the perceptions of the people who work with those individuals, which was not a part of this study.

Analysis of Data

The data generated from the responses to the questionnaires were placed on coded sheets, punched and then verified on IBM cards. The facilities of the Iowa State University Computer Center were used to analyze the data on the 360/40 computer. The computer program used to

analyze the data was the Statistical Package for the Social Sciences.

To answer the primary question concerned with measuring the number of instructional practices utilized by the intern compared to the non-intern, the t-test statistic was used to determine if there was a significant difference between the means of the two groups. The t-test can be effectively employed for determining significant differences between two means of small samples. This technique assumes that the two samples being compared are normally distributed.

The t-test was also used to determine significant differences in the background data collected from the intern and nonintern. The chi-square statistic was used to determine if the 31 instructional practices being tested were dependent upon which group, intern or nonintern, was implementing the practice.

The information collected from the NASSP interns' perceptions was tabulated by the computer, but no statistical analysis was conducted. The perceptions of administrative ability received from both groups were compared statistically through use of the t-test. The t-test was obtained by converting the five-point scale to a nine-point scale to allow for the marks which fell between the numbers on the five-point scale (see Appendix D, Areas of Responsibility) and then comparing the means of the interns and noninterns.

Each question was tested at the .05 level and the .01 level. Recent studies have made for frequent use of the .10 significance level, and this was considered since it seems appropriate for a comparative study of this nature as a possible indication for further research. However,

the original plan to utilize the .05 and .01 level was retained to assure that any differences obtained were within the range traditionally accepted.

The perceptions of the interns in retrospect were tabulated to determine the viewpoint of the former intern after time to assess the relative impact of the NASSP internship several years after participation.

CHAPTER IV. FINDINGS

The findings of this study were based on responses to questionnaires administered to 57 former National Association of Secondary School Principals' Administrative Interns who are presently secondary principals and 62 nonintern principals with comparative backgrounds selected by the former interns according to predetermined criteria.

Frequency distributions, means and standard deviations were used to describe background data and comparative data describing the respondents' perceptions. The t-ratios and chi-square statistics were used to determine significant differences between the groups on dimensions measured by the questionnaire.

Examination of the Questionnaire

The tables which follow present the results of data drawn from the questionnaire administered to the former interns and the comparative group of noninterns. Comparisons were measured in the areas of background information, innovative instructional practices implemented and the respondents' perceptions of administrative ability. In addition a study in retrospect was made of the former NASSP Administrative Interns to determine their perceptions of the internship after a substantial period of time had elapsed.

The backgrounds of the interns and noninterns were compared to determine if there were statistically significant differences in the two groups. The groups were compared (Table 1) in the areas of years of

Table 1. Educational backgrounds of the intern and nonintern

	N	Mean	SD	t	Prob- ability
Years of experience in education:					.052
Intern	57	18.456	4.683	1.95	
Noneintern	62	20.242	5.266		
Number of high schools in district:					.436
Intern	57	6.474	5.750	0.78	
Nonintern	62	5.613	6.226		
Highest degree obtained:					.269
Intern	57	2.737	1.343	1.11	
Nonintern	62	2.484	1.141		
Future career aspira- tions:					.444
Intern	57	1.959	1.224	0.77	
Nonintern	62	1.780	1.093		

experience in education, the number of high schools in their district, degrees earned and career aspirations.

Both groups were asked to indicate their total years of experience in education. The range in years of experience was from 9 to 32 among the noninterns and from 10-35 among interns. While the range was similar for both groups the difference in the mean age of the two groups approached significance at the .05 level. The noninterns had more experience, and this may help to explain the relatively rapid advancement of the interns described in item 10 of Table 2 in which the interns indicated they advanced more rapidly in administration because they had

participated in the internships.

Another area for determining similarity in background was numbers of high schools in the school district. While the range was different from 1-32 among the noninterns and 1-23 among the interns, the t-test showed no significant difference.

In the other two areas the comparison was made by assigning numerical values to categories. Highest degree earned had five categories-- M.A., M.A. + 30, Specialist, Ed.D. and Ph.D. While there were more former interns with an Ed.D. or Ph.D. (18-13), there was no significant difference. There was also no significant difference in career aspirations, and both groups were very similar in the number aspiring to each career category--secondary principal, assistant superintendent, superintendent, college teaching and fields outside of education.

The most important reasons for the comparison of backgrounds was to ascertain that the two groups had similar backgrounds with the exception of the internship experience. There were no significant differences in degrees, number of high schools in the district or career aspiration. In addition, other criteria were used by the former interns in selecting comparative principals including areas which were not measured statistically such as number of years in current position, size of school district and socioeconomic status of the school district.

Considering the statistical comparison and the other criteria used in the original selection of the comparative groups it seems reasonable to conclude that the two groups were similar in background.

Perceptions of the NASSP Interns

The perception of the NASSP internship, in retrospect, was one of the purposes of this study. The inclusion of this portion of the investigation was to determine how important and how positively the former interns viewed the NASSP internship to be followed between nine and fifteen years to utilize the experience gained through the internship on the job. Table 2 indicates that there was a very positive attitude toward the program.

Table 2. The perceptions, in retrospect, of the participants in the National Association of Secondary School Principals' Administrative Internship

Question 1. How do you rank the value of the NASSP Administrative Internship relative to its contribution to your ability to function in an instructional leadership role as a building principal? (1-6 or NA--"Not Applicable". Rank in order of "1" for most important to "6" for least valuable or NA.) Responses which follow indicate the number of times the item was listed as most important: 2 Master's Degree, 18 NASSP Internship, 26 Experience as an Assistant Principal, 7 Classroom Teaching, 0 Summer Workshops, 2 State and National Convention, 2 Missing.

Question 2. Please place in rank order (1-4, with 1 as most important) the person who, during the internship, had the greatest impact on assisting you with implementing innovative practices. Responses which follow indicate the number of times the item was listed as most important: 38 Building Principals, 8 University Advisor, 4 Project Advisor, 5 Dr. Trump, 2 Missing.

Question 3. The main thrust of the internship on implementing innovative practices through instructional leadership was 1-4, with 1 as the activity which provided the greatest thrust.) Responses which follow indicate the number of times the item was listed as most important: 29 The conference held for the interns, 4 The Daily Log, 7 The Selected Activities Analysis, 14 School Visitations, 1 Other, 2 Missing.

Table 2 (Continued)

Question 4. I would rate the total internship as follows (circle your rating:) 42 Very Valuable, 13 Valuable, 0 No Opinion, 0 Poor, 0 Very Poor, 2 Missing.

Question 5. As an intern, I spent approximately 1/5, 2/5, 3/5, 4/5 (circle approximate fractional proportion) of my time working on matters directly related to the instructional program. 5 1/5, 14 2/5, 25 3/5, 12 4/5, 1 Missing.

Question 6. During my year as an intern I visited approximately _____ other secondary schools.

9.982-Mean

8.333-Median

6.000-Mode

Question 7. The internship program taught me techniques in dealing with resistance to change:

12 Strongly Agree, 41 Agree, 2 No Opinion, 0 Disagree, 0 Strongly Disagree, 1 Missing.

Question 8. I was directly involved in the development of the instructional program of the school where I was an intern.

26 Strongly Agree, 26 Agree, 1 No Opinion, 2 Disagree, 1 Strongly Disagree, 1 Missing.

Question 9. The internship has made a major contribution to my professional development and enrichment.

39 Strongly Agree, 17 Agree, 0 No Opinion, 4 Disagree, 0 Strongly Disagree, 1 Missing.

Question 10. The internship has made a major contribution to my professional advancement.

28 Strongly Agree, 22 Agree, 2 No Opinion, 4 Disagree, 0 Strongly Disagree, 1 Missing.

Question 11. Universities and/or school districts should initiate internships with the same or similar format as the NASSP internship.

32 Strongly Agree, 22 Agree, 2 No Opinion, 0 Disagree, 0 Strongly Disagree, 1 Missing.

Table 2 (Continued)

Question 12. It would be possible to change the emphasis from developing the principal as an instructional leader to other functions of administration without decreasing the value of the internship.

8 Strongly Agree, 23 Agree, 2 No Opinion, 21 Disagree, 2 Strongly Disagree, 1 Missing.

The portion of the questionnaire which was used to determine the attitude of the former interns toward the NASSP Administrative Internship is described in Table 2. The former interns were asked to compare the internship to other educational experiences, to indicate the value of certain aspects of the internship and their reaction to participation in certain portions of the internship.

In question 1 of Table 2, the former interns were asked to place in rank order various educational activities which contributed to their development as an instructional leader. The rank order for these experiences, according to the number of times the experience was ranked first was as follows:

- 1) Assistant Principalship (26)
- 2) NASSP Administrative Internship (18)
- 3) Classroom Teaching (7)
- 4) Study for the Master's Degree (2)
- 5) State and National Conventions (2)
- 6) Summer Workshops (0)

The former interns felt that the total internship program was very valuable (question 4) and that it was also valuable for these reasons:

- 1) It helped them deal with resistance to change (question 7).

- 2) It made a contribution to their professional development and career advancements (questions 9 and 10).
- 3) They had an opportunity to be involved in the development of the instructional program (question 8).

It should be noted that while this portion of the questionnaire was not measurable by statistical testing, it was in response to one of the objectives of the study, i.e., to determine the attitudes of the interns toward the internship after nine to fifteen years had elapsed since participating in the NASSP internship. The response on several of the items in Table 2 are strong indicators of positive support.

Specific questions were asked the former interns to determine if the NASSP Internship accomplished the original stated goals of the program. Such questions as item number 6, Table 2, indicated that the internships did help participants deal with faculty resistance to change, and that nearly all of the interns were directly involved in the instructional program (item 8, Table 2).

One result of the NASSP internship that was not part of the design was the assistance to professional advancement. Item number 10, Table 2 reveals a strong indication that the interns continue to feel that it has assisted them in their professional advancement. Interns had also indicated this in response to questionnaires administered earlier as a follow-up study to the NASSP Administrative Internship.

Another purpose of this study was to determine if this type of internship was a model which should be adopted by school districts and universities in the development of internships in the future. Item 11, Table 2 is again a strong indication that, according to these participants, universities and school districts should develop internships

with a similar format.

Question number 12 in Table 2 was posed because the emphasis on the NASSP internship was on making future principals more capable instructional leaders and innovators. Today it might be necessary to emphasize different aspects of a future participant's role--evaluation, negotiations, staff development, etc. However, the responses of the participants in the NASSP internship would indicate that they felt it was doubtful that the emphasis should be changed.

The interns and noninterns were compared also as to their perception of their administrative ability in the areas of office management, staff relationships, student relationships, community relationships, instructional leadership (their own perception), climate, inspiring confidence, and overall administrative ability. This instrument has been utilized previously at Iowa State University by Dr. Ross Engel and graduate students to determine an individual's perception of his or her own administrative ability as well as the perceptions of others as to the same factors regarding that individual.

The Comparative Study

The portion of the questionnaire which dealt with innovative instructional practices contained 31 of the most significant innovative instructional practices in secondary schools as determined by a nationwide panel of 13 educators using the criteria of: ease of interpretation by respondent, classification by the categories of curriculum, technology and organization, and the likelihood the practices could be adopted by

most schools. Definitions were printed (see Appendix D) to provide a uniform definition of each practice.

In analyzing the data, the responses of both groups were initially placed together to demonstrate the wide range in the number of practices utilized by all interns and noninterns in the schools represented (Table 3). The range was from 2 to 25 on the 31 items measured with a mean

Table 3. Number of instructional practices implemented in the combined schools administered by the interns and noninterns

Number of practices implemented ^a	Frequency	Percent-age	Cum percentage
2	1	0.8	0.8
4	1	0.8	1.7
5	1	0.8	2.5
6	3	2.5	5.0
7	6	5.0	10.0
8	8	6.7	16.8
9	8	6.7	23.5
10	10	8.4	31.9
11	13	10.9	42.9
12	8	6.7	49.6
13	9	7.6	57.1
14	9	7.6	64.7
15	7	5.9	70.6
16	9	7.6	78.2
17	7	5.9	84.0
18	9	7.6	91.6
19	3	2.5	94.1
20	2	1.7	95.8
21	3	2.5	98.3
23	1	0.8	99.2
25	1	0.8	100.0

^aThe number of practices implemented reflect the number of times an intern or nonintern marked the questionnaire as "Implemented under previous administration" or marked either "Fully implemented and operating" or "Being tried on a limited basis" (see Appendix D).

of 12.83 and a median of 12.56. It would be noted that in DeArman's study the respondents indicated a 9.7 mean rate of adoption on 31 practices. The differences in the rates of adoption in DeArman's study and this study will be discussed and analyzed in Chapter V.

Table 4 presents a comparison of the mean number of practices adopted by the interns and the noninterns. The comparison approached statistical significance. The former interns' adoption rate was 13.61 and the noninterns 12.11. As indicated above, the adoption rate in DeArman's study was 9.7. It is possible the selection process for the comparative group was biased relative to these practices. This possibility will be explored further in Chapter V.

Table 4. A comparison of the mean number of instructional practices implemented or administered by the interns and noninterns

	N	Mean	SD	t
Intern	57	13.614	3.886	1.92
Nonintern	62	12.113	4.595	
Probability = .058				

Table 4 contains the most pertinent information in the study. The instructional practices listed in this portion of the study represented the application of the main emphasis of the NASSP Administrative Internship, the implementation and utilization of innovative instructional practices. The results indicate that the difference in the rate of adoption between the intern and nonintern approached significance. It should

be noted again that the rate of adoption in the schools administered by both the intern and nonintern far exceeded the previous rate of adoption of 9.7 reported in Dr. DeArman's study. If the mean score of practices adopted would have been compared to the North Central Association Schools used in DeArman's study, the t-test would have shown that the difference was highly significant.

Even though the practices were not all implemented by the current administrator (see Appendix D), maintenance of that practice was also an important phase of instructional leadership. To determine if the practices adopted were implemented by the responding principal, the portion of the questionnaire (Appendix D) which asked if the practice was implemented by the current administration or the previous administration was analyzed. Incidentally, the columns which requested who administered the instructional change, current or previous administrator, were not included in the previous studies by DeArman or Cawelti.

Table 5 indicates the mean number of practices implemented by the current administrator was 5.44, which was high considering the 29 respondents who did not complete this portion of the questionnaire. It should be noted that while the difference in mean scores were not significant, the interns did implement more practices as shown in Table 6. The sample was limited due to some improper responses (see footnote, Table 5).

The rate of implementation by interns and noninterns is compared in Table 6. There was not a significant difference in the practices implemented by the current administrator (intern or nonintern).

Table 5. Number of instructional practices implemented by the responding administrator, intern or nonintern

Number of practices implemented	Frequency	Percent-age	Cum percentage
0	29 ^a	24.4	24.4
1	8	6.7	31.1
2	7	5.9	37.0
3	9	7.6	44.5
4	8	6.7	51.3
5	9	7.6	58.8
6	3	2.5	61.3
7	3	2.5	63.9
8	9	7.6	71.4
9	4	3.4	74.8
10	7	5.9	80.7
11	7	5.9	86.6
12	5	4.2	90.8
13	2	1.7	92.4
14	3	2.5	95.0
15	2	1.7	96.6
17	3	2.5	99.2
18	1	0.8	100.0

^aThe 29 respondents with "0" were those individuals who did not check the column in the questionnaire which asked if the practice was implemented by the current administrator or previous administrator (see Appendix D).

Table 6. Average number of instructional practices implemented by the intern or nonintern

	N	Mean	SD	t
Intern	57	5.842	5.195	0.85
Nonintern	62	5.0645	4.811	
Probability = .398				

However, the data are not completely accurate because of the failure of the 29 respondents to use this portion of the questionnaire.

It should be indicated that while 29 individuals did not respond to the portion of the questionnaire asking if the current or previous administrator implemented the practice, those questionnaires were still valid. Respondents who did not answer the section on who implemented the practice did indicate if the practice was presently in use. A response to either portion of the questionnaire was a valid response but answering all portions gave more detailed information. This portion of the questionnaire was not used in DeArman's study.

To determine if there were more practices "tried but abandoned" (see Appendix D) a comparison was made between the two groups on how many practices were "tried but abandoned." Table 7 indicates the frequency of practices which were "tried but abandoned." Table 8 presents a comparison between the intern and nonintern. There was no significant difference between the two groups in the number of practices "tried but abandoned."

Table 7 reveals that the number of practices "tried but abandoned" varied significantly from school to school. This was indicated by the range from 0 to 10 indicated in Table 7. It must be assumed that those administrators who abandoned nine or ten practices must have made a major change in their instructional program.

It should be noted again that while the difference in the mean number of practices abandoned is not at all significant, the interns did not abandon as many practices. The general implication could be that the

interns were more successful in maintaining the instructional practices in their schools.

Table 7. Number of practices tried but abandoned by the intern or nonintern

Number of practices abandoned	Frequency	Percent-age	Cum percentage
0	36	30.3	30.3
1	24	20.2	50.4
2	22	18.5	68.9
3	13	10.9	79.8
4	12	10.1	89.9
5	3	2.5	92.4
6	1	0.8	93.3
7	5	4.2	97.5
9	2	1.7	99.2
10	1	0.8	100.0

Table 8. A comparison of the average number of instructional practices tried but abandoned

	N	Mean	SD	t
Intern	57	1.912	2.270	-0.46
Nonintern	62	2.096	2.102	
Probability = .646				

Comparative Perceptions of Administrative Ability

A secondary question asked in the study was: "Did the NASSP Intern have a higher perception of his ability than the nonintern in the performance of administrative tasks not specifically emphasized in the

internship program--office management, staff relationships, student relationships, and community relationships?" This portion of the questionnaire also measured the respondents' perception of instructional leadership. Table 9 presents the comparative data on the perceptions of the two groups. There were no statistically significant differences in office management, staff relationships, student relationships or community relationships but instructional leadership was very highly significant in favor of the former interns.

The major objective of this section was to determine the perceptions of both groups in areas other than instructional leadership. The purpose of testing perceptions in these areas was to determine if the emphasis of the NASSP internships on instructional leadership enhanced or detracted from leadership in other areas of administrative responsibility.

While there was no significant difference in an area of administrative responsibility other than instructional leadership, the interns' mean scores were higher in all areas. This would indicate that while the interns' responses did not show statistical significance in other areas, interns do perceive that they were equal to the noninterns in other administrative responsibilities. This would indicate that the emphasis of the NASSP internship did not distort the responsibility of the former NASSP interns to the extent that other areas of administration were neglected.

Perceptions of the interns and noninterns were also requested by the writer in yet another portion of the questionnaire (see Appendix D). Both groups were asked to indicate the percentage of their time spent in

Table 9. A comparison of the perceptions of the intern and nonintern's ability to administer in the areas of office management, staff relationships, student relationships, community relationships, instructional leaderships, providing a favorable climate and inspiring confidence

	N	Mean ^a	SD	t	Prob-ability
Office management					
Intern	57	7.386	1.065	0.74	.463
Nonintern	62	7.242	1.066		
Staff relationships					
Intern	57	7.614	1.221	0.23	.821
Nonintern	62	7.565	1.154		
Student relationships					
Intern	57	7.357	1.257	0.44	.662
Nonintern	62	7.258			
Community relationships					
Intern	57	6.667	1.725	0.52	.603
Nonintern	62	6.515	1.423		
Instructional leadership					
Intern	57	7.105	1.160	3.20**	.002
Nonintern	62	6.338	1.425		
Providing a favorable climate					
Intern	57	7.842	1.066	0.89	.376
Nonintern	62	7.677	.954		
Inspiring confidence					
Intern	57	7.632	1.096	0.82	.414
Nonintern	62	7.468	1.082		
Overall performance					
Intern	57	7.474	.996	1.47	
Nonintern	62	7.226	.876		

^aMean scores were calculated by assigning numerical values to the scale with the five-point scale converted to a 9-point scale (see Appendix D).

** Highly significant.

three major categories of administration: 1) instructional program, 2) administrative tasks, and 3) attendance and discipline. The definition of these tasks were expanded in the questionnaire.

Table 10 indicates there was not a statistically significant difference in any of the mean scores, but the mean scores of the interns were higher in the percent of time allotted to the instructional program and administrative tasks and lower in percentage of time spent on attendance and discipline.

This again was an indication that the interns did perceive their emphasis on instruction as greater than that of the nonintern.

A chi-square test was run on all items used in the comparative study to determine if the responses were independent of whether they were participants in the NASSP internship (Table 11).

Two items in Table 10 indicated a significant difference at the .05 level of probability on the chi-square test. One item was related to humanities courses implemented by interns and noninterns. Humanities courses were implemented by 36 interns and 25 noninterns which indicated at the .05 level that belonging to the intern group would make it more probable that they would implement the practice.

The second practice which was significant at the .05 level of probability was item 14, programmed instruction. This item revealed that 31 interns had implemented programmed instruction while only 21 noninterns implemented this practice.

Table 10. A comparison of the perception of the percentage of time used annually on administrative functions by interns and noninterns

	N	Mean	SD	t
Percentage of time devoted to the instructional program				
Intern	57	45.790	20.494	1.51
Nonintern	62	40.645	16.680	
Percentage of time devoted to administrative tasks				
Intern	57	38.175	20.481	1.03
Nonintern	62	34.774	15.448	
Percentage of time devoted to attendance and discipline				
Intern	57	14.930	15.652	-1.72
Nonintern	62	19.806	15.229	

Table 11. Summary table of X^2 (chi-square) analyses and probability that responses were independent of whether the respondent was a participant in the NASSP internship

Item	X^2 (chi-square)	Probability
1	2.223	.136
2	.826	.364
3	.000	.984
4	.221	.639
5	.363	.547
6	5.318	.021*
7	.003	.950
8	.609	.435
9	.000	.984
10	.030	.862
11	2.920	.088

* $p < .05$.

Table 11 (Continued)

Item	χ^2 (chi-square)	Probability
12	.078	.780
13	.652	.420
14	4.281	.039*
15	.056	.813
16	.004	.950
17	1.877	.171
18	.928	.335
19	.002	.967
20	2.522	.112
21	.727	.394
22	.001	.979
23	.864	.353
24	.036	.850
25	.816	.366
26	.050	.822
27	.207	.649
28	.026	.872
29	.005	.941
30	.001	.979
31	.076	.782

Summary

The findings of this study indicated that the former NASSP Administrative Interns' perceptions of the internship were very positive and that when compared to a nonintern group they implemented more instructional practices. However the difference in the number of instructional practices implemented was not statistically significant.

The final portion of the questionnaire indicated that the interns perceived themselves as equal to the noninterns in administrative tasks not directly related to instruction but felt superior in the area of instructional leadership.

CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose

The purposes of this study were to examine the National Association of Secondary Schools' Administrative Internship, in retrospect, and to make a comparison of the former interns now serving as secondary principals who did not participate in an internship.

Procedure

The data for this study were obtained from 57 former NASSP interns and 62 noninterns. The 62 noninterns were selected by the former interns who used specified criteria to select two practicing principals to serve as part of the comparative group in the study. Sixty-two is the number of responses received from the 114 requests sent to the two comparative principals named by each intern.

The questionnaire administered (see Appendix D) asked the former interns their perceptions, in retrospect, of the NASSP internship. They were also asked to identify instructional practices in their school and their perceptions of their ability to administer a school in certain areas of administrative responsibility--office management, staff relationships, student relationships, community relationships and instructional leadership. The comparative group was asked to respond to the same questions except those specifically related to the NASSP Administrative Internship. Both groups were asked to supply information about

their backgrounds in education to determine if the groups had similar backgrounds.

The data collected were analyzed to determine perceptions and to make comparisons between the two groups. Statistical analyses were utilized to determine if there were significant differences in the backgrounds of the individuals, the number of instructional practices implemented and the perceptions of how well the respondents discharged their administrative responsibility. The reactions of the former interns, in retrospect to the NASSP internship were summarized.

The t-test was used to determine significant differences between the two groups. T-tests were also used to measure differences in the backgrounds of the two groups, instructional practices adopted and perceptions of administrative responsibility.

The chi-square test was used to determine if an instructional practice adopted was dependent upon whether the respondent was a former intern or nonintern.

Results

For those areas or aspects for which feelings or impressions were obtained:

1. The former National Association of Secondary Principals' Administrative Interns perceptions revealed a very positive attitude toward the internship.
2. The former interns felt this experience was second in value only to the assistant principalship in their development as an instructional leader. It was rated above the experiences

gained in earning the master's degree, classroom teaching, or through participating in workshops or conventions.

3. The former interns felt the program had taught them techniques to deal with resistance to change.
4. The former interns felt the program made a major contribution to their professional development and advancement.
5. The interns felt universities and school districts should initiate internship programs with a format similar to the NASSP Administrative Internship.
6. The interns did not agree on whether the same type internship as the NASSP internship could be initiated successfully if the emphasis were to change from instructional leadership to another area of administrative responsibility--such as evaluation negotiations, etc.

For those areas which were measured statistically:

1. There was not a significant difference in the number of instructional practices adopted by schools administered by the interns and the schools administered by the comparative group of non-interns. The difference did approach significance, however.
2. There was not a significant difference in the instructional practices implemented by the intern and nonintern (designated as instructional practices implemented under the current administrator).
3. There was not a significant difference in the number of instructional practices adopted but abandoned by the interns and

noninterns.

4. There was not a significant difference in the interns' and non-interns' perception of the administrative ability in the area of office management.
5. There was not a significant difference in the interns' and non-interns' perception of their administrative ability in the area of staff relationships.
6. There was not a significant difference in the interns' and non-interns' perception of their administrative ability in the area of student relationships.
7. There was not a significant difference in the interns' and non-interns' perception of their administrative ability in the area of community relationships.
8. There was a highly significant difference in the interns' and noninterns' perception of their administrative ability in the area of instructional leadership.
9. There was not a significant difference in the interns' and non-interns' perception of their administrative ability in the area of providing a "favorable climate."
10. There was not a significant difference in the interns' and non-interns' perception of their administrative ability in the area of inspiring confidence.
11. There was not a significant difference in the interns' and non-interns' perception of their overall administrative performance.
12. There was not a significant difference in the interns' and

noninterns' perception of the percentage of administrative time devoted to the instructional program, supervision and evaluation.

13. There was not a significant difference in the interns' and non-interns' perception of time devoted to administrative tasks related to central office, state department or federal forms.
14. There was not a significant difference in the interns' and non-interns' perception of time devoted to attendance and discipline.

Conclusions

The following conclusions were based on the data presented in this study:

1. The participants in the National Association of Secondary School Principals' Administrative Internship, in retrospect, have a very positive feeling regarding the internship. This was expressed through their response to its overall value, the indication of its relative value to other methods of preparing them for the principalship and the fact that they stated many positive responses and very few negative responses to open-ended questions exploring the value the internship has been to them as practicing principals.
2. NASSP interns in their analyses of the internship, nine to fifteen years later, indicated there were many benefits to them from their participation in the program. Interns indicated they had developed techniques to deal with change, increased their

ability as instructional leaders, and enhanced their professional development and advancement.

3. The responses of interns and the review of literature strongly support the need to expand the use of administrative internships. The former interns indicated this through their responses when queried as to the need for the initiation of internship programs. The literature reviewed positively supported the administrative internship, also.
4. The former NASSP interns did not administer a statistically significant greater number of instructional practices in their school than the comparative group but the t-test did approach significance. The mean scores for both the interns and noninterns were considerably higher than the mean scores obtained when this same instrument was administered to principals from North Central Association accredited schools in 1976. The implications of this difference will be discussed under the subheading of "Limitations" in this chapter.
5. The former interns' perception of their administrative ability as instructional leaders was significantly higher than the noninterns.
6. According to the perceptions of the two groups the former interns were not more capable leaders in the areas of administrative responsibility related to office management, staff relationships, student relationships, community relationships, providing a favorable "climate," inspiring confidence or overall

administrative performance. While there was not a significant difference in any of these areas, the interns' mean scores were somewhat higher in all areas.

7. There were a large number of comparisons for which no statistically significant differences were found. This revelation in itself was a factor not to be discounted.

To conclude from the findings of this study that principals who had the added experience of a NASSP internship in their background did, in fact, become better "instructional leaders" would not be based on hard data. It is clearly evident from an assessment of the interns' professed feelings about the value of the internship they were very much impressed with its merits and this carried over to their self-concept not only as instructional leaders but in other administrative areas as well.

When the actual practices in the initiation and implementation of curricular innovations were explored and compared statistically with the activities of noninterns, it was not evident that the internship really made a difference. Therefore, probably the most one could conclude from this study is that the interns felt good about the worth of the internship and about themselves as instructional leaders.

All of the foregoing must be considered in light of the following limitations of this study.

Limitations

The major limitation in this study may have been the process used to select the comparative group of principals. The former intern was asked to select two principals who in his judgment had backgrounds similar

to the intern making the selection in the following areas: years of experience as an educator, educational background or degree, number of years in current position, size of school district and socioeconomic status of the school district. In addition it was suggested that the principal for the comparative group might be one from their athletic conference or if from a multiple high school or junior high district that one of the principals named be from the intern's own district.

The questionnaire sent to the interns and noninterns asked additional questions about the background of each respondent--years of experience in education, number of high schools or junior high schools in the district, highest degree earned and future career aspirations. These responses were assigned numerical values and the t-test was applied with the result that there were no significant differences. Years of experience in education approached significance.

However, even with these precautions taken to assure similar backgrounds, the fact that the comparative group implemented 12.1 instructional practices compared to 9.7 in DeArman's nationwide study of NCA schools suggests to the writer that the nonintern group selected might well have been a biased selection. In rethinking the procedure, it was logical for the former intern to select a colleague or a friend, who had similar interests in the principal's role as an instructional leader. The intern would typically select an associate who met the criteria, but it seems now to the writer that the respondent might also have a similar philosophy of administration. Logic might indicate that a former intern might choose a friend whose philosophy paralleled his own.

There was a concern prior to sending out the initial questionnaire that the selection process could contain this bias but not enough concern to indicate a change in the selection process. No better way to select a control group appeared feasible. The similar number of instructional practices implemented by both groups would seem to substantiate this concern for a bias in the selection process. However, this similarity could as noted earlier demonstrate the internship really doesn't make a real difference. The possibility of bias is worthy of note.

Other limitations

1. This study was limited to the 57 interns and 62 comparative principals who responded to the questionnaire. It is possible that the interns who responded were those most interested in the project and what it emphasized, instructional leadership and that those who did not respond were not as interested in the internship and instructional leadership.
2. The validity and reliability of the questions which measured the perception of the intern had not been tested other than via pilot tests conducted with two former interns. The validity and reliability of the instrument used to measure the perception of both groups in several areas of administrative responsibility were also not established.
3. The portion of the questionnaire which compared practices implemented by the current administrator and previous administrator got no response from 19 noninterns and 10 interns. This made the validity of the comparison of instructional practices

implemented by the current administrator questionable. It has been noted earlier that both the implementation and the maintenance of instructional practices are part of instructional leadership.

4. A large percentage of the 443 participants in the NASSP internship are not now secondary principals which limited the sample available. In 1970, only 99 were secondary principals. The sample available for this study was computed as accurately as possible at 123. The positive benefits of the program may be limited by the number who remain in the secondary principalship.

The writer in deliberations with his graduate committee after the completion of this study recognized that the thirty-one instructional practices used in this study was not a balanced list, i.e., the list was rather heavily slanted toward the sciences. Since the list of thirty-one was submitted to all respondents, the results of this study were not affected. The reader should be advised, however, that perhaps a more totally representative list might have been devised.

Discussion

This investigation indicated that the participants in the NASSP Administrative Internship, in retrospect, had a very positive attitude toward the internship program. They believed that the internship had been very valuable to them, and that it assisted them in their professional development and advancement.

While the test did not clearly indicate that the interns had administered more innovative instructional practices, the test did

definitely indicate that the interns' perception of their instructional leadership was significantly higher than the noninterns.

If the number of instructional practices in operation (13.6) in the schools administered by the interns would have been compared to those administered in the study by DeArman (27) (9.7), the test of the differences would have been very highly significant. While DeArman's study was completed two years prior to this study, there is no real reason to believe the difference is related to this time span. Cawelti completed nearly the same study in 1966 and the rate of adoption at that time was 6.1 on only 27 practices compared to the 31 used in the last two studies.

In addition to the results of this study, the review of the literature generally supported the administrative internship concept. The response of participants in other administrative internships were very positive. Professors of educational administration and practicing administrators also support the need for the internship in educational administration.

All of the above information is stated to support this writer's belief that an internship in secondary administration should be given more consideration as a means to develop more capable secondary principals. However the literature also indicated that if this recommendation would be followed that the internship must be highly structured.

If an internship were to be utilized as a method of preparing principals it would need to include the following:

1. A contract between the school district and the university which would specify the involvement in administration the intern

must have, the responsibilities of the supervising principal and a commitment by the board of education to the program.

2. A guide jointly constructed by the university advisor, the intern and the sponsoring secondary principal.
3. A system designed for reporting progress on a regular basis.
4. Provisions for conferences between interns in various schools and school districts with other practicing administrators.

This would assure the intern of an experience which would include a broad exposure to various administrative styles.

5. A strong emphasis on the major roles of a secondary principal-- instructional leadership, including staff and program evaluation, pupil personal management and administrative organization.

The major benefits of an internship for secondary principals would be secondary principals with more confidence in their ability to administer a school and more knowledge of various administrative methods and procedures.

While the recommendation of an increased emphasis on secondary principalship is not strongly supported by the statistical measures in this investigation, the perceptions of the former interns and the current literature in this area do strongly support internships.

Recommendations for further study

1. A study should be made to determine if the comparative group in this study was biased. This could be accomplished by selecting a random sample from a list of NASSP principals from across the nation and then administering the same instruments. The

results could be compared to the number of instructional practices adopted by the NASSP interns.

2. The perception of the former interns and noninterns ability as an instructional leader could be compared to an assessment of the perceptions of teachers on their respective staffs.

The value of the internship in secondary administration may be minimal because of the attrition into other levels of administration--superintendency, assistant superintendency, etc. A study should be made of the number advancing to other fields of administration compared to individuals who have obtained the secondary principalship through traditional preparation. Are there differences in speed of promotion, highest positions held, retention in administration, etc.?

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APPENDIX A: LETTER TO FORMER NASSP INTERN

October 1, 1977

Dear Former NASSP Intern:

As a former participant in the National Association of Secondary School Principals Administrative Internship, I, along with Dr. Trump, would like to ask your assistance in completing research to determine the value of the NASSP Administrative Internship. This is the only comparative study which has been initiated on the NASSP Internship and is of critical importance in determining its long-term value.

There are 443 interns who participated in the internship program. The research will cover those who are currently secondary school principals. The purpose is to evaluate the internship after enough time has elapsed for the former interns to implement programs in the schools where they are employed.

It is important that the attached information be completed so that the research is as accurate as possible. The information requested includes a request for the names of principals who could be used in a comparative study. Obviously there will be no comparison on an individual basis nor will the participants be identified. The comparison will be made between the interns as a group and noninterns as a group.

Please return the questionnaire quickly, as the follow-up to the noninterns must be mailed as soon as possible. Your participation will be greatly appreciated.

Sincerely,

Les Huth
High School Principal
Webster City, Iowa
NASSP Intern 1966-67

Dr. J. Lloyd Trump
Director NASSP Internship

**APPENDIX B: FOLLOW-UP POSTCARD TO FORMER
NASSP INTERN**

Dear Former NASSP Intern:¹

Just a follow-up request asking you to return the questionnaire that was sent to all former interns who are now secondary administrators. The data from your response is very critical to this follow-up study. Please return the questionnaire quickly.

Les Huth
NASSP Intern 1966-67

Les Huth
High School Principal
Webster City High School
1001 Lynx Avenue
Webster City, Iowa 50595

¹Same request sent to comparative group.

APPENDIX C: LETTER TO SECONDARY PRINCIPAL

October 20, 1977

Dear Secondary Principal:

A former National Association of Secondary Schools Principals Administrative Intern has selected you as a participant in and brief evaluation of the internship program. Dr. J. Lloyd Trump and I urge you to assist with this assessment. It should not take more than ten minutes to complete the questionnaire.

There were 443 interns who participated in the NASSP Internship which is the most extensive internship ever undertaken in secondary administration. The purpose of this questionnaire is to evaluate the impact after enough time has elapsed to determine if the internship has had a lasting value.

It is important that the attached information be completed so that the research is as accurate as possible. The interns as a group will be compared to the noninterns as a group. There will be no comparison on an individual basis nor will the participants be identified.

Please return the questionnaire as quickly as possible. Your participation is greatly appreciated.

Sincerely,

Les Huth
High School Principal
Webster City, Iowa
NASSP Intern 1966-67

Dr. J. Lloyd Trump
Director NASSP Internship

APPENDIX D: QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING INFORMATION AND RETURN IN THE SELF-ADDRESSED ENVELOPE.

Background Information

Year of Participation in the NASSP Administrative Internship 196__-196__

School district where you served as an NASSP Intern:

Name of School District _____

City _____ State _____

Was this the same district where you were employed the year just prior to the internship?

____ Yes ____ No

Position title while serving as intern _____

University Advisor _____ University _____

Project Advisor _____

School District where presently employed _____

Current Age _____ Total years of educational experience _____

Number of Jr. High Schools in your district _____

Highest Degree earned: ____ MA ____ MA + 30 ____ Specialist ____ EDD ____ Ph.D.

Future Career Aspirations _____

Please select two principals from your athletic conference, league, or from your district if in a multiple junior high school district. The principals selected should have a background similar to yours in the following areas:

- Years of experience as an administrator
- Educational background or degree
- Number of years in current position
- Size of school district
- Socio-economic status of school district served

If you are unable to select a principal from your conference, please select other principals who meet the other criteria listed above. We are aware that exact matches are not possible, but select those who match in as many areas as possible. If in a multiple junior high school district, please name at least one principal in your district.

1. Principal's Name _____ Junior high school _____
School District _____ Street _____
City _____ State _____ Zip Code _____
2. Principal's Name _____ Junior high school _____
School District _____ Street _____
City _____ State _____ Zip Code _____

The purpose of this request is to make a comparative study (individuals or school districts who participate will not be identified in the study).

1. How do you rank the value of the NASSP Administration Internship relative to its contribution to your ability to function in an instructional leadership role as a building principal? (1 - 6 or NA--"Not Applicable" Rank in order of "1" for most important to "6" for least valuable or NA)

_____ Master's Degree

_____ NASSP Internship

_____ Experience as an Assistant Principal

_____ Classroom teaching

_____ Summer Workshops

_____ State and National Conventions

2. Please place in rank order (1 - 4, with 1 as most important), the person who during the internship had the greatest impact on assisting you with implementing innovative practices.

_____ Building Principal

_____ University Advisor

_____ Project Advisor

_____ Dr. Trump

What is the reason you ranked the individual in the #1 position _____

3. The main thrust of the internship on implementing innovative practices through instructional leadership was emphasized through the following activities (list in rank order 1-4, with 1 as the activity which provided the greatest thrust):

_____ The Conferences held for Interns

_____ The Daily Log

_____ The Selected Activities Analysis

_____ School visitations

_____ Other _____

4. I would rate the total internship as follows (Circle your rating):

Very Valuable Valuable No Opinion Poor Very Poor

5. As an intern, I spent approximately 1/5, 2/5, 3/5, 4/5 (circle approximate fractional proportion) of my time working on matters directly related to the instructional program.

6. During my year as an intern I visited approximately _____ other secondary schools.

7. The internship program taught me techniques in dealing with resistance to change (Circle your rating).

Strongly Agree Agree No Opinion Disagree Strongly Disagree

8. I was directly involved in the development of the instructional program of the school where I was an intern.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

9. The internship has made a major contribution to my professional development and enrichment.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

10. The internship has made a major contribution to my professional advancement.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

11. Universities and/or School Districts should initiate internships with the same or similar format as the NASSP Internship.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

12. It would be possible to change the emphasis from developing the principal as an instructional leader to other functions of administration without decreasing the value of the internship.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

13. Major instructional changes in which you were involved during internship:

14. During the internship year, approximately how many times were you in personal contact with your:

_____ University Advisor

_____ Project Advisor

_____ Project Director (Dr. Trump)

15. The most valuable contribution of the NASSP Internship was _____

The least valuable contribution of the NASSP Internship was _____

16. What is your estimate of the percentage of time during a school year you currently devote to:

_____ The instructional program, supervision of and evaluation of staff

_____ Administrative tasks related to central office, state Dept. or Federal forms

_____ Attendance and discipline

PLEASE READ DEFINITIONS FOLLOWING EACH INNOVATION LISTED BELOW

1. Please remember that if the practice has been tried and ABANDONED, the first blank should be checked.
2. If the innovation has NEVER been adopted by your school, please check the second blank and continue to the next item.
3. If the innovation or practice was implemented, please indicate if it was implemented under the previous building administrator or under your administration.
4. If the innovation is PRESENTLY in use, please indicate by checking the appropriate blank whether it is being FULLY IMPLEMENTED or being tried on a LIMITED BASIS.

Innovation or Practice	Have tried but ABANDONED	No, Practice was NEVER USED	Implemented under previous Administration	Implemented under current Administrator	Yes, presently IN USE	
					Fully implemented and Operating	Being tried on limited Basis

CURRICULUM

- | | | | |
|--------------------------|---|-------|-------|
| 1. PSSC Physics | <u>Physical Science Study Committee materials.</u> | _____ | _____ |
| 2. Harvard Physics | <u>Harvard University Physics Project materials.</u> | _____ | _____ |
| 3. ESCP Physical Science | <u>Earth Science Curriculum Project materials.</u> | _____ | _____ |
| 4. SSSP Physical Science | <u>Secondary School Science Project (Princeton) physical science course using <u>Time</u>, <u>Space</u>, <u>Matter</u>.</u> | _____ | _____ |

5. **IPS Physical Science**
Introductory Physical Science materials.
6. **Humanities Course**
Elective or required course given for at least a semester's credit which combines instruction in art, music, literature, and philosophy.
7. **Career Education**
An overall plan unifying all phases of the curriculum in occupational awareness or preparation.
8. **Mini-Courses**
An elective course taught and completed in 60 class hours or less.
9. **Learning Packages**
Individualization of the pace of learning by allowing students to work through packaged short units of instruction at their own rate.
10. **HSGP Geography**
High School Geography Project materials.
11. **SRSS Sociology**
High School Geography Project materials.
12. **Ethnic Studies**
- TECHNOLOGY**
13. **Television Instruction**
The regular use of open or closed circuit television as a means of teaching courses for credit. (Includes cable television.)

Innovation or Practice	Have tried but ABANDONED	No, Practice was NEVER USED	Implemented under previous Administration	Implemented under current Administrator	Yes, presently IN USE	
					Fully imple- mented and Operating	Being tried on limited Basis

14. Programmed
instruction

A course designed for independent use in which students regularly use programmed materials (without a machine) so organized as to proceed in small steps, respond to information, and be informed immediately whether or not the response is correct.

15. Teaching
Machines

Mechanical devices which present educational programs designed to teach a student through controlled communications--used regularly in the classroom instruction.

16. Telephone
Amplification

One or more classes periodically arranges to amplify telephone conversations dealing with information being studied in class.

17. Simulation
or Gaming

One or more classes periodically uses a device to create realistic political, social, or economic situations in class for helping students to become involved in decision-making.

18. Data-Processing
Equipment

Electronic accounting machines and computers are used for class scheduling, reporting marks, attendance accounting, etc.

19. Computer
Assisted Inst.

One or more classes regularly uses a computer or computer terminal as an integral part of instruction.

ORGANIZATION

20. Flexible
Scheduling

The school operates on a variable schedule which starts with modules of less than 40 minutes and organizes the day into various combinations of these modules according to the different learning environments required.

21. Team
Teaching

A course under the direction of two or more faculty members, all of whom participate directly in planning and meeting the class sessions.

22. College Credit
Courses

High school students take Advanced Placement courses and examinations, or a similar kind of arrangement, whereby credit is given for college level courses.

23. Non-Graded
Programs

Students may pursue any course in which he is interested, and has the ability to achieve, without regard to grade level or sequence; subjects are not divided into semesters and students progress on individual basis.

Teacher Aides--

24. Para-
Professionals

The use of degree or nondegree persons for assisting teachers in essentially nonteaching duties such as evaluating student compositions, supervising halls, or checking papers.

Innovation or Practice	Have tried but ABANDONED	No, Practice was NEVER USED	Implemented under previous Administration	Implemented under current Administrator	Yes, presently IN USE	
					Fully imple- mented and Operating	Being tried on limited Basis

25. Differentiated
Staffing

Assigning teachers to differing levels of responsibility and classification utilizing special abilities and allowing for differences in compensation.

26. School-Within-
A-School

An organizational design whereby a large secondary school is divided into smaller schools each having its own administration, guidance staff, building space, and students.

27. Cultural
Enrichment
Program

A regular program attempting to expose students to elements of society outside the school such as concerts, lectures, museums. This is intended as a regular program for gifted students, not just occasional field trips.

28. Optional Class
Attendance

An attempt to encourage independent study by permitting students to have a choice whether or not they will attend class regularly.

29. Extended
School Year

The total number of days in the school year (exclusive of summer sessions) is in the area of 200 days or more, or at least approximately two weeks in excess of what may be legally required.

30. Action Learning

Provision for placing students in the real world with adults on a paid or nonpaid basis in social service agencies, business, or industry.

31. Early Leaving Plan

Provision for students to complete graduation requirements and leave school in less than thirty-six months of attendance between grades 9 and 12.

Please mark on the scale to the right how well you feel you discharge your responsibility in each of the five areas listed. PLEASE READ THE DEFINITIONS BEFORE MARKING:

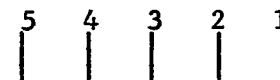
AREA OF RESPONSIBILITY

EVALUATION

1. Office Management

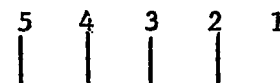
Included are such things as budget preparation, ordering and dispensing supplies, accounting for money received and expended, and the development of policies and procedures for handling requisitions, announcements, and pupil attendance. Scheduling meetings and reports to and from teachers, other district staff, the board, parents and state and federal agencies are also included.

Very Poorly
Well



2. Staff Relationships

Included here are recruiting, interviewing and selecting candidates for appointment to staff vacancies. Scheduling teacher class assignments, conducting staff meetings, and implementing a communication pattern between the staff and the administration are part of this area. Developing policies and procedures for clarifying working relationships among teachers, custodial staff, administrators, other district personnel and students are also included. Work with other personnel functioning or having an interest in activities conducted in the building is part of this responsibility.



AREA OF RESPONSIBILITY

3. Student Relationships

The development of policies and procedures for student course selection, class scheduling, handling of student discipline and government, and extracurricular activities are included here. Meetings with various student groups and clarification of relationships among students, faculty and administrators are also part of this responsibility.

EVALUATION
Very Poorly
Well

5 4 3 2 1
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4. Community Relationships

Information interpreting school objectives, programs and progress including educational and informational meetings with parents and the public, press releases, and public speaking are involved. Relationships with civic groups, PTA, and others outside the school staff are part of this responsibility.

5 4 3 2 1
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5. Instructional Leadership

Included here are activities such as curriculum design and revision, schedules relating to teaching methods, and inservice education programs for the staff. Teacher evaluation and utilization of teacher talents and strengths in curricular and inservice programs are included. Providing help for staff who have questions or problems regarding course design, methods, or materials selection is part of this responsibility.

5 4 3 2 1
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PART II

How well do you believe you relate personally to people in the system in terms of:

- 1. Providing a favorable "climate" in which to work, including feelings of cooperation and high morale among the staff and students.
- 2. Inspiring confidence in your ability and general acceptance of your "way of doing things."

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PART III

Please indicate how well you feel you perform overall, in light of what you have said in Parts I and II.

5 4 3 2 1
┌───┴───┬───┴───┬───┴───┬───┴───┬───┴───┐

APPENDIX E: SURVEY INSTRUMENT

PLEASE COMPLETE THE FOLLOWING INFORMATION AND RETURN IN THE SELF-ADDRESSED ENVELOPE

Background Information

School District where presently employed _____

Position title _____

Current Age _____ Total years of educational experience _____

Number of High Schools in your district _____

Highest Degree earned: _____ MA _____ MA + 30 _____ Specialist _____ EDD _____ PH.D.

Future Career Aspirations _____

What is your estimate of the percentage of time during a school year you currently devote to:

_____ The instructional program, supervision of and evaluation of staff

_____ Administrative tasks related to central office, state Dept. or Federal forms

_____ Attendance and discipline

PLEASE READ DEFINITIONS FOLLOWING EACH INNOVATION LISTED BELOW

1. Please remember that if the practice has been tried and ABANDONED, the first blank should be checked.
2. If the innovation has NEVER been adopted by your school, please check the second blank and continue to the next item.
3. If the innovation or practice was implemented, please indicate if it was implemented under the previous building administrator or under your administration.
4. If the innovation is PRESENTLY in use, please indicate by checking the appropriate blank whether it is being FULLY IMPLEMENTED or being tried on a LIMITED BASIS.

Innovation or Practice	Have tried but ABANDONED	No, Practice was NEVER USED	Implemented under previous Administration	Implemented under current Administrator	Yes, presently IN USE	
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CURRICULUM

1. PSSC Physics			Physical Science Study Committee materials.			
2. Harvard Physics			Harvard University Physics Project materials.			
3. ESCP Physical Science			Earth Science Curriculum Project materials.			
4. SSSP Physical Science			Secondary School Science Project (Princeton) physical science course using <u>Time</u> , <u>Space</u> , <u>Matter</u> .			
5. IPS Physical Science			Introductory Physical Science materials.			
6. Humanities Course			Elective or required course given for at least a semester's credit which combines instruction in art, music, literature, and philosophy.			
7. Career Education			An overall plan unifying all phases of the curriculum in occupational awareness or preparation.			

Innovation or Practice	Have tried but ABANDONED	No, Practice was NEVER USED	Implemented under previous Administration	Implemented under current Administrator	Yes, presently IN USE	
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8. Mini-
Courses

_____ An elective course taught and completed in 60 class hours or less. _____

9. Learning
Packages

_____ Individualization of the pace of learning by allowing students to work through packaged short units of instruction at their own rate. _____

10. HSGP
Geography

_____ High School Geography Project materials. _____

11. SRSS
Sociology

_____ High School Geography Project materials. _____

12. Ethnic
Studies

_____ An individual course or broad program of study of the history, heritage, and culture of one or more ethnic groups. _____

TECHNOLOGY

13. Television
Instruction

_____ The regular use of open or closed circuit television as a means of teaching courses for credit. (Includes cable television) _____

14. Programmed
Instruction

A course designed for independent use in which students regularly use programmed materials (without a machine) so organized as to proceed in small steps, respond to information, and be informed immediately whether or not the response is correct.

15. Teaching
Machines

Mechanical devices which present educational programs designed to teach a student through controlled communications--used regularly in the classroom instruction.

16. Telephone
Amplification

One or more classes periodically arranges to amplify telephone conversations dealing with information being studied in class.

17. Simulation
or Gaming

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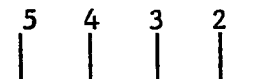
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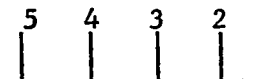
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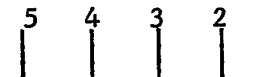
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