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Effects of the Administrative Internship Program on Selected Post Interns from C.W.S.C. and an Analysis of Their Training Program

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263

EFFECTS OF THE ADMINISTRATIVE INTERNSHIP PROGRAM
ON SELECTED POST INTERNS FROM C.W.S.C. AND
AN ANALYSIS OF THEIR TRAINING PROGRAM

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Robert Burdick
June 1969

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APPROVED FOR THE GRADUATE FACULTY

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TABLE OF CONTENTS

CHAPTER	PAGE
I. STATEMENT OF THE PROBLEM	1
The Problem	2
Statement of the problem	2
Purposes of the study	3
Assumptions	4
Limitations of the study	4
Definitions of Terms Used	4
Internship program	4
Internship school	5
Theory and practice	5
Experience	5
Organization of the Remainder of the Thesis .	5
II. REVIEW OF THE LITERATURE	7
Early Development of Internships	7
Organizational Structure of Internship	
Experiences	11
Effects of Internship Programs	17
III. PROCEDURES USED	21
Background	21
Questionnaire Design and Procedures	22
IV. REPORTING AND ANALYSIS OF THE DATA	25
The General Experience Areas	26

CHAPTER	PAGE
The Subordinate Experience Areas	27
Curriculum	27
Evaluation	28
Orientation	29
Public relations	31
Administrative detail	32
Special services, programs, and personnel .	33
Subordinate Items Judged Most Useful	35
How Size of School Affects Participation in	
the Activities of the Intern	37
General experience areas	37
Subordinate items judged most useful	38
Success Respondents have had in Securing	
Administrative Positions	41
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	42
Summary	43
Conclusions	45
Recommendations	46
BIBLIOGRAPHY	50
APPENDIX A. Questionnaire	52
APPENDIX B. Explanatory Letter	56
APPENDIX C. Evaluation of Internship Experiences as	
Reported by Post Interns	57
APPENDIX D. Participation in Experiences by School	
Size	66

LIST OF TABLES

TABLE	PAGE
I. Rank Order of General Experience Areas	26
II. Curriculum	27
III. Evaluation	28
IV. Orientation	29
V. Public Relations	31
VI. Administrative Detail	32
VII. Special Services, Programs, and Personnel . . .	33
VIII. Subordinate Items Judged Most Useful	35
IX. Participation by School Size in the General Experience Areas	38
X. Participation by School Size in the Sub- ordinate Items Judged Most Useful	39
A. Evaluation of Internship Experiences as Reported by Post Interns	57
B. Participation in Experiences by School Size . .	66

CHAPTER I

STATEMENT OF THE PROBLEM

Because a profession cannot rise above the level of its individual members, programs designed to prepare individuals for a profession are of crucial importance. Experience indicates that the preparatory programs must be effective if a profession is to advance and improve (5:v).

Unlike some other professions, education has developed special programs for those who aspire to professional leadership positions. Programs, designed for the preparation of educational administrators, have a powerful impact upon the schools. As Professor Clarence Newell states (11:86):

They help in no small part to determine whether the administrators will promote creative teaching or deadly conformity, and strongly influence the level of leadership for the whole profession.

At Central Washington State College, the program is conducted by local school districts in conjunction with the college and is usually assigned academic credit. Central, as the sponsoring institution, provides the guidelines and supervision for the intern during the training period; and, along with the local school district, evaluates the intern's experience. The local school district provides the training area for the intern and is responsible for involving him in experiences recommended by the sponsoring institution.

of latitude in implementing the program. However, it does not provide the participants with current trends relative to the emphasis each experience should be given during the training period.

The design of the internship program as outlined by Central Washington State College fails to mention the factor of school size. Some schools may not have the facilities to provide the quantity and quality of administrative experiences recommended by the sponsoring institution.

The usefulness of an internship program must also be measured by the success that post-interns have had in securing administrative positions. If interns are only allowed to train in schools where they are employed as teachers, many fine, well qualified people may find themselves in the wrong district, due to competition within that system.

Purposes of the study. The purposes of this study were to (1) determine how selected post-interns from Central Washington State College rate the usefulness of their internship experience; (2) determine if size of school has any significant bearing on quantity and quality of administrative experiences; and, (3) determine what successes these post-interns have had in securing administrative positions.

The internship in educational administration at Central seems intended to satisfy the same objectives as those of other sponsoring institutions around the country.

These objectives applicable to the intern are (5:10-11):

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.
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.

I. THE PROBLEM

In an attempt to present a representative sampling of experiences for the principal intern, Central has compiled a list of sixty-two suggested activities divided into six general areas of possible experience. Interns are then encouraged to become involved in as many experiences as their need indicates and the internship school allows.

Statement of the problem. The principal internship program at Central Washington State College does not define the usefulness of each experience in relation to the emphasis it should receive in the training program. This factor allows the intern and his college supervisor a great deal

Assumptions. For the purpose of this study, the following assumptions will be made:

1. Post-interns from Central Washington State College are in a position to determine the relative usefulness of a training experience for the principal internship.
2. The usefulness of an internship program can be measured by the success that post-interns have had in securing administrative positions.

Limitations of the study.

1. The scope of this study will be confined to responses from ninety-seven Central Washington State College post-interns who completed their experiences from 1965 to 1968.
2. The experiences included in the questionnaire will be limited to those experiences suggested by Central Washington State College.

II. DEFINITIONS OF TERMS USED

For the purposes of this study, the following definitions will be used.

Internship program. An internship program is that phase of a graduate student's training that comes near the

completion of his formal preparation for a school principalship. During this period the student spends a considerable block of time in the field under the joint supervision and guidance of a competent principal in a public school, and a faculty member of a teacher educational institution.

Internship school. The school that is responsible for involving the intern in experiences recommended by the sponsoring institution.

Theory and practice. Theory is interpreted as meaning the knowledge a student gains through his formal college education.

Practice is interpreted as meaning the knowledge a student gains through actual experience he may have in a real situation.

Experience. An experience is a particular activity designed to promote knowledge and skills relative to the responsibilities of a principal.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of the thesis will include the following:

1. Chapter II will present the current literature available in the area of principal internship experiences;

2. Chapter III will discuss the procedures employed in the study;
3. Chapter IV reports the findings of the study--an analysis of the data reported in table form;
4. Chapter V will present a summary and report conclusions and recommendations which may be drawn from the analysis of the study.

CHAPTER II

REVIEW OF THE LITERATURE

I. EARLY DEVELOPMENT OF INTERNSHIPS

Internships for prospective school administrators are almost wholly a development of the last twenty years. Prior to 1947 only two universities were operating programs. Today probably three-hundred or more colleges and universities include internships in their curriculums (12:51).

The impetus for internships in school administration came largely from other professional fields, chiefly medicine (5:16). The idea of internships was brought to the United States during the latter part of the Nineteenth century by medical students from Europe. There the term "intern" had been used to designate students who boarded at a school where they studied, as contrasted to "externs" who studied at a school but did not board there. Over the years, the term "internship" came to mean a period of professional education designed for helping a student make the difficult transition from his studies in school to actual practice in the field of his profession (12:51).

In 1947, the National Conference of Professors of Educational Administration, under the leadership of Walter Cocking, began a serious review of the internship

program. Two universities, the University of Chicago and the University of Omaha, reported experience with the program (5:17).

For the great majority of university representatives at the conference, internships represented a promising but untried development. Following this conference, five universities developed internship programs. These programs represented great diversity: Some provided that an intern should carry extensive administrative responsibilities, others provided only for observation; some provided for supervision of the intern by a sponsoring administrator and university coordinator, others provided for none; some provided that an intern be paid a full administrative salary, others provided no salary; some provided substantial amounts of university credit, whereas others provided none (12:52).

The second major development that contributed to the rapid extension of the internship idea in education administration was the appearance of the Cooperative Program in Educational Administration (CPEA) in 1950, financed by a grant of several million dollars from the W.K. Kellogg Foundation. The nation-wide program was administered through eight university centers (5:24). Each center worked out a plan independently of the others but within the over-all objectives of the CPEA. The intern idea began to spread.

During 1953, numerous publications appeared from a number of these universities engaged in programs within the CPEA. Descriptions of programs with statements suggesting policies and procedures were issued by Ohio State University and Harvard. Teachers College followed with a publication dealing with the selected activities for an intern in their program. This defined the experiences found in the program and indicated what interns were actually doing throughout their training period (5:25). It was significant because it made possible an evaluation of what interns had been doing over the preceding years at Teachers College and served as a basis for the development of other programs that followed.

Beginning in 1954, an increasing number of articles dealing with the internship at all levels in the public school system appeared, most of which were descriptions of how a program was operating in a specific college. In 1958, however, the CPEA center at Teachers College published its final statement on the work begun in 1950. Entitled "An Appraisal of the Internship in Educational Administration," it reported a study in depth of results of experimentation with the internship in eight universities in the Middle Atlantic Region (5:25).

This study was significant because of the emphasis

placed upon internships by the Cooperative Program in Educational Administration in the Middle Atlantic Region since its start in 1950. That emphasis was based upon the belief that the internship plan offered at least a partial solution to the need for improved preparation of education administrators (5:25).

The authors of the 1960 AASA Yearbook, Professional Administrators for America's Schools (2:82), were so convinced of the worth of the internship that they predicted the very survival of an institution in the competitive business of preparing school administrators would depend upon its willingness to undertake and finance such a program. The height of their enthusiasm for the internship was made apparent by the statement (2:82):

The internship is so important that it is the sine qua non of a modern program of preparation of educational administrators. If an institution cannot provide internship training, it should not be in the business of preparing educational administrators.

Today, internships in educational administration are still in a highly experimental period. Much has been discovered, but much more remains to be learned. Nevertheless, internships in school administration have already become firmly established as a necessary part of professional preparation programs.

II. ORGANIZATIONAL STRUCTURE OF INTERNSHIP EXPERIENCES

Throughout the literature that the author has reviewed for this thesis, there is a connecting theme. A wide range of meaningful learning experiences are required to prepare persons adequately for positions as school administrators. The authors agree that some of these experiences are primarily university-centered, but that others require the use of the laboratory setting found only in the schools which the students will administer later. Thus, the learning is both theoretically-oriented and practice-oriented.

An operating internship program in education administration calls for organizational and administrative arrangements among five different parties: the college or university, the local school district, the intern, the state, and the profession (5:52). Requirements of the programs have varied depending upon the particular approach the sponsoring institutions and field agencies have proposed. Most of the articles in the professional journals reported what different universities were doing in initiating and promoting the internship as part of the professional preparation programs. Many of these schools have developed written programs or agreements reflecting the nature of their particular program. Many similarities are found among these when viewing the experiences for the intern.

Professors Wynn and Hooker in their study (9:47) found that most interns were involved in the following experience areas:

PHILOSOPHY AND POLICY MAKING:

They helped in surveying the community.
They helped in relating the school's philosophy to the curriculum.
They helped in formulating administrative policy.

LOCAL BOARD OF EDUCATION:

They helped in keeping the board informed.
They helped to clarify rules and regulations.

OFFICE FUNCTIONS:

They helped in maintaining filing systems.
They helped in assigning clerical duties.
They helped in preparing administrative bulletins.

STAFF PERSONNEL:

They helped orient new members of the staff.
They studied teacher load.
They worked on projects designed to improve teacher welfare.
They helped to provide in-service training for teachers.
They helped in evaluating teacher efficiency.

PUPIL PERSONNEL AND GUIDANCE:

They helped in studying class size.
They participated in studying pupil classification and grouping.
They aided in evaluating promotional policies.
They studied the guidance programs.
They helped in adopting or in improving testing programs.
They helped in improving or developing pupil records.
They helped in developing a policy toward discipline.

INSTRUCTION:

They provided leadership at staff meetings.
They helped in defining the scope and aims of the curriculum.
They supervised new teachers.
They coordinated curriculum specialists.
They administered extra-curricular activities.
They developed plans for the selection and use of instructional supplies and equipment.

SCHOOL PLANT--NEW CONSTRUCTION:

They studied building needs.
They developed schedules for the use of rooms and equipment.

SCHOOL PLANT--EXISTING STRUCTURES:

They studied and made recommendations about the utilization of buildings.

BUSINESS ADMINISTRATION AND FINANCE:

They helped prepare the budget.
They inventoried school supplies and equipment.

SCHOOL-COMMUNITY RELATIONS:

They worked with parent-teacher groups.
They improved relations with local newspapers.
They studied and reported on student activities and projects.
They made addresses before various groups.
They arranged school exhibits.
They arranged publicity programs.
They prepared communications for parents.
They represented the schools in cooperating with community agencies.
They prepared special school notices.
They worked with lay advisory groups.

COORDINATE ACTIVITIES AND AUXILIARY SERVICES:

They helped administer pupil attendance.
They helped in locating pupil population.

Within each of these areas, interns gained detailed experiences (9:40) while providing valuable service for the sponsoring field agency. They were able to attribute much of their understanding of the role of the educational leader to the experiences they received in the internship program (17:81).

Another way to categorize what interns can do and have done is by area of administrative function. Although

there is no absolute list of such categories, most authorities in the field agree that the following eight divisions include the range of administrative activities (5:37):

(1) instruction, (2) personnel, (3) finance, (4) business, (5) plant, (6) community relations, (7) auxiliary agencies, and (8) social issues.

These experience areas are also found in numerous programs within the State of Washington. Differences are concentrated in the details of each experience area and the methods by which the training experience is carried out (16:3).

Central Washington State College lists not only general areas of experiences for the intern, but detailed examples as well (8:7-9). The experiences suggested are as follows:

1. ORIENTATION TO THE DUTIES OF A PRINCIPAL:
 - Attend school board meetings.
 - Conduct fire drills.
 - Assume responsibility in absence of principal.
 - Visit and observe in other school districts.
 - Know basis for teacher assignment.
 - Participate in new teacher orientation.
 - Learn classroom visitation techniques.
 - Be present at teacher-candidate interviews.
 - Participate in pre-school workshops.
 - Prepare for and conduct teachers' meetings.
 - Assist teachers in instructional program.
 - Learn district teacher education policies.
 - Interview pupils referred by teachers.
 - Understand good disciplinary practices and measures.
 - Follow up discipline problems.
 - Be familiar with referral procedure to outside agencies.
 - Understand pupil accumulative record system.
 - Develop a pupil case study.

2. ADMINISTRATIVE DETAIL:
 - Be responsible for pupil registration-withdrawal.
 - Learn attendance posting and recording system.
 - Aid in pre-registration of primary children.
 - Help prepare building inventory.
 - Help prepare building budgets.
 - Learn requisition procedures.
 - Learn office filing system.
 - Know status of building secretary.
 - Confer and inspect physical plant with custodian.
 - Organize and conduct school assemblies.
 - Prepare teacher bulletins.
 - Become familiar with district forms and their disposition.
 - Know principal's responsibility in connection with pupil transportation.
3. CURRICULUM:
 - Participate in textbook evaluation.
 - Be a member of a curriculum study committee.
 - Study scope and sequence of curriculum.
 - Study and learn school district philosophy and policy.
 - Look for ways to improve classroom instruction.
4. SPECIAL SERVICES AND PROGRAMS:
 - Study the audio-visual program.
 - Study the music program.
 - Study the library program and facilities.
 - Study the special education programs.
 - Study school health program.
 - Supervise school patrol.
5. PUBLIC RELATIONS:
 - Cultivate personal relations with lay people.
 - Attend P.T.A. meetings.
 - Participate in community activities.
 - Study the community.
6. EVALUATION:
 - Participate in curriculum evaluation.
 - Study teacher evaluation practices and policy.
 - Participate in pupil testing program.

Out of these program samples, a common characteristic is indicated. The sponsoring institution is continuing to

recommend experiences for the principal intern, but the experiences suggested are only listed in general categories and do not receive any priority as to the emphasis each should receive during training period. The implementation of the suggested list of experiences, then, may become one of individual interpretation (18:15).

Many advocates of the experiences of the sort listed above do point out possible danger spots however. To make the most of such learning, some of the authors see the need of a formal supervised learning experience, tailormade to fit the person. Individual differences among interns call for applying purposes and for selecting activities in a way that will be unique for each person. If each intern is to be helped to develop as an administrator with unique strengths and competencies, his internship experience should be custom-built for him around his purposes, interests, and needs (5:48). If an internship program does not consider individual differences it may degenerate into aimless expenditures of time and effort (2:82).

Butzbach lists three additional possible danger spots in internship programs (3:32):

1. The possibility that interns might be used to perform routine chores of no educational value must be guarded against. Close supervision would prevent such exploitation. The converse of this may happen, too. Interns may not provide sufficient return to the school system to be worth the trouble to schedule

and oversee their service. The University must avoid such a contingency.

2. Another mistake in several internship plans has been the tendency to devote a disproportionate time to insignificant details rather than to basic principles. It is on basic principles that attention needs to be centered according to the weight of opinion.
3. It has been found undesirable in some professions to hire interns in the same system in which they received their training. The possibility that interns be hired over the heads of employees with seniority has caused resentment and insecurity among regular employees. The net result has been to lower the morale of the system.

In review, the internship has commonly been regarded as satisfying the need to develop better administrators than could be accomplished in an on-campus program consisting largely of bookish training. There has been little agreement among educators as to what pattern of experience should constitute the internship with the result that internships, where included in preparation programs, vary significantly in their scope and administration. There has been agreement, however, in regarding the internship as an integral part of the total preparatory program (2:81).

III. EFFECTS OF INTERNSHIP PROGRAMS

Very few attempts have been made to study the effects of administrative internship programs on the interns themselves. The most extensive and detailed was conducted by Professor Clifford P. Hooker of the University of Pittsburgh

for the Cooperative Program in Education Administration (9:46). His study included eight universities in the region which had sponsored approximately one hundred forty interns in one hundred twenty different field agencies. In his study, post-interns rated the value of the internship experience very high. Over sixty-six per cent of the group reported that the internship had been of "much value" to them. Less than three per cent rated the experience of "little or no value" (9:47).

Another and substantial effect upon the interns lies in the success they have had in securing administrative positions. Over half of the post-interns had been classroom teachers prior to their internship; almost half of these went to positions outside the classroom after the internship; and the post-interns' median salary increased over \$1,000 (9:47).

Those who returned to the classroom did so for a variety of reasons: lack of certification for an administrative post; no administrative position available in the locality of their choice; necessity to return to former positions for at least one year following sabbatical leave. Some who went on to college teaching were grouped with classroom teachers by the investigators. An additional small number either did not feel ready for administrative

work or, because of the internship experience, no longer desired to seek a career in administration (9:47).

Eleven of the post-interns answered this question in detail: "What major contribution did your internship make toward your own professional understanding and growth?" The respondents, who had interned with superintendents, school principals, and various supervisors, reported the following major outcomes of their internships (17:80-82).

1. An appreciation of the value of research.
2. An insight into the functional responsibilities of a state department of education.
3. A view of the various levels of administration.
4. An insight into the role of the principal.
5. The development of personal assurance.
6. A broader grasp of public-school relations.
7. Practice in personnel recruitment.
8. The meaning of instructional improvement.
9. A view of boards of education at work.
10. A knowledge of how a new concept in education can be added to a school's curriculum.

A listing of some of the practices judged most satisfactory by a majority of the ninety-six interns who responded to Hooker's questionnaire study were (9:48):

1. It may not be possible to identify a best practice that will fit all field situations.
2. Post-interns, coordinators of interns, and sponsoring

administrators all agree that interns should be selected cooperatively, according to good personnel procedure, by the university and school system involved.

3. The intern's activities are best planned by a combination of persons including the sponsoring administrator and the university coordinator.
4. Full-time internships were rated overwhelmingly as most desirable by the interns.
5. A school year or a calendar year is the recommended length of the internship.
6. Interns agree that from three to five conferences each semester are "most satisfactory."
7. A staff title should be given every intern in educational administration. While some authorities have argued against using the word "intern" in the title, the majority of interns surveyed preferred including it.
8. The plan for evaluation will need to include a statement of the intern's objectives and techniques for measuring his growth toward attaining them.
9. Evaluation should be continuous, and should involve the intern, the sponsoring administrator, and the coordinator.
10. Written records and reports by both the sponsoring administrators and the interns is highly recommended.

The interns in this study reported the greatest degree of usefulness in the areas of philosophy and policy making, instruction, and school-community relations. The least degree of usefulness occurred in the areas of school plant construction, board of education, school plant and coordinate activities. Only one respondent felt that the internship had been detrimental in any way (9:47).

CHAPTER III

PROCEDURES USED

I. BACKGROUND

The purposes of this study were to determine if post-interns from Central Washington State College have had an opportunity to participate in the many activities recommended to them by the college; to determine how they rate the usefulness of these experiences; and, what successes they have had in obtaining administrative positions. To fulfill these purposes, a questionnaire was designed to include six general training experience categories: Orientation, Administrative Detail, Curriculum, Special Services, Evaluation, and Public Relations. Within each of the general areas, subordinate experiences were listed. Other questions were designed to assist in the analysis of the survey and to further determine any implications the responses might have in regard to the size of school and success in securing an administrative position (See Appendix A.)

The study was limited to ninety-seven Central Washington State College post-interns who completed their experiences between the years 1965 and 1968.

II. QUESTIONNAIRE DESIGN AND PROCEDURES

The experiences listed in the questionnaire were based on the recommended list of internship experiences proposed by Central Washington State College.

The questionnaire format was selected after reviewing several theses and appropriate books. The result was a combination of these sources which seemed to best fit the needs of the study. (See Appendix A)

The questionnaire was produced and copies were mailed to ninety-seven persons who did their internship under the sponsorship of Central Washington State College during the years 1965 through 1968. Post-interns represented in the sample were selected from the complete list of interns available from the Office of Education at Central.

An explanatory letter (Appendix B) and a stamped, self-addressed envelope were sent with the questionnaire on January 6, 1969, to each post-intern on the list.

The respondents were asked to indicate what experiences they had participated in during their internship and to rate these experiences in terms of their estimation of their usefulness to a practicing administrator, or on their opinion of their usefulness if they were not as yet serving as an administrator.

A rating scale was provided for each general area

including subordinate items, and was designed to read as follows:

1. Little or no usefulness
2. Some usefulness
3. Considerable usefulness
4. Most useful

The respondents were also asked to respond to questions that were designed to assist in the analysis of the survey and to further determine any implications their responses may have in regard to the size of their school and their successes in securing an administrative position. A completion form was designed to read as follows:

In what size school did you do your internship?

Under 200 _____	400-800 _____
200-400 _____	Over 800 _____

Are you presently employed in an administrative position?

Yes _____
No _____

If yes, are you employed in the same district in which you did your internship?

Yes _____
No _____

In what size school are you presently an administrator?

Under 200 _____	400-800 _____
200-400 _____	Over 800 _____

It was determined that additional information concerning those post-interns who were not as yet serving as administrators would be useful in the completion of this study. The following completion form was designed to obtain this information:

If you are not presently employed in an administrative position, please check the reason:

Lack of certification for an administrative post.

No administrative position in the locality of your choice.

Do not feel ready for administrative work.

No longer desire to seek a career in administration.

Other (Please specify) _____

Following the collection of the data, conclusions were drawn in respect to the purposes of the study.

CHAPTER IV

REPORTING AND ANALYSIS OF THE DATA

This chapter presents data obtained by means of a questionnaire (Appendix A). The questionnaire was designed in a manner which would determine the internship experiences that post-interns believed were most useful to them as future administrators, a determination of how size of school affected these experiences, and how successful the interns had been in obtaining administrative positions. Of the ninety-seven post interns included in the study, seventy-eight, or 80 per cent, of the sample completed and returned the questionnaire.

Six general areas of possible experience were included in the study: Orientation, Administrative Detail, Curriculum, Special Services, Evaluation, and Public Relations. Within each of the six general areas there were varying numbers of subordinate items. Post-interns were asked to rate each item they participated in, according to the amount of usefulness they felt the item had to them as future administrators. Their ratings were indicated by marking the items as being "Most Useful," "Considerable Usefulness," "Some Usefulness," or "Little or no Usefulness." A tally was kept of all responses and the results may be seen in Table A (Appendix C).

I. THE GENERAL EXPERIENCE AREAS

One of the purposes of the study was to determine post-intern's opinions of the relative usefulness that experiences proposed by Central Washington State College had for future administrators. To fulfill this purpose, an analysis of the responses was undertaken. The findings of the analysis and the resulting rank order of the general experience areas is reported in Table I.

TABLE I
RANK ORDER OF GENERAL EXPERIENCE AREAS

RANK	GENERAL AREAS	PERCENTAGE INDICATING MAJOR USEFULNESS*
1.	Curriculum	52
2.	Evaluation	49
3.	Orientation	40
4.	Public Relations	39
5.	Administrative Detail	35
6.	Special Services, Programs, and Personnel	27

*These percentages were computed from the last column of Table A (Appendix C) by dividing the total number of respondents into the number who reported these experiences "Most Useful" in each general area. Therefore, the total sum of these percentages will not equal one hundred.

II. THE SUBORDINATE EXPERIENCE AREAS

Curriculum. Of the six general experience areas, post-interns indicated curriculum items were most useful to them as future administrators. Table II shows the rank order of usefulness and the percentages of respondents who reported these activities to be most useful within the general area of curriculum.

TABLE II
CURRICULUM

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
1.	Study scope and sequence of curriculum in building	70
2.	Become well acquainted with instructional materials	54
3.	Look for ways to improve classroom instruction	53
4.	Be a member of a curriculum study committee	44
5.	Participate in textbook evaluation	41

Evaluation. The general experience area ranked second in usefulness was the area of evaluation. Table III shows the ranking and percentages of all the items within this area.

TABLE III
EVALUATION

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
1.	Study teacher evaluation practices and policy	63
2.	Participate in curriculum evaluation	58
3.	Study the personnel procedures and the forms provided for carrying out the personnel program	50
4.	Observe and study evaluation procedures used by classroom teachers and administrator to evaluate pupil progress	42
5.	Participate in pupil testing program	34

Orientation. Post-interns ranked the general area of orientation third in order of usefulness. One subordinate item within this area, "assume responsibility in absence of principal," was significantly high when compared to the ranked subordinate items within the other general areas. Also of interest within this general area is the comparatively low ranking of two items: "participate in pre-school workshops," and "conduct fire drills." Table IV shows the ranking and percentages of the subordinate items.

TABLE IV
ORIENTATION

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
1.	Assume responsibility in absence of principal	81
2.	Be present at teacher- candidate interviews	58
3.	Understand good disciplinary practices and measures	56
4.	Know basis for teacher assignments	55
5.	Learn classroom visitation techniques	50
6.	Assist the principal in general routine duties	49
7.	Prepare for and conduct teachers' meetings	45
8.	Follow up discipline problems	43

TABLE IV (continued)

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
9.	Interview pupils referred by teachers	42
10.	Understand pupil cumulative record system	41
11.	Visit and observe in other school districts	40
12.	Participate in new teacher orientation	39
13.	Assist teachers in instructional program	39
14.	Attend all building meetings	32
15.	Learn district teacher education policies	30
16.	Develop a pupil case study and become acquainted with referral agencies	29
17.	Attend school board meetings	25
18.	Gain a practical working knowledge of the philosophy and scientific planning accompanying school construction	24
19.	Observe and study the extra-curricular activities	23
20.	Participate in pre-school workshops	19
21.	Conduct fire drills	13

Public Relations. Ranked fourth in relative usefulness was the general area of public relations. Table V shows the ranking of the subordinate items within this area.

TABLE V
PUBLIC RELATIONS

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
1.	Learn the techniques for informing the public regarding the school program	62
2.	Participate in community activities	44
3.	Study the community	44
4.	Attend lay advisory committee meetings	38
5.	Cultivate personal relations with lay people	35
6.	Attend meetings of professional groups	35
7.	Attend P.T.A. meetings	23

Administrative Detail. The general area ranked fifth in order of usefulness was administrative detail. Table VI reports the ranking of the subordinate items within this area.

TABLE VI
ADMINISTRATIVE DETAIL

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
1.	Help prepare building budgets	67
2.	Study procedures for accounting and safeguarding monies	50
3.	Know status and duties of building secretary	43
4.	Know principal's responsibility for pupil transportation	40
5.	Learn requisition procedures	37
6.	Organize and conduct school assemblies	31
7.	Prepare teacher bulletins	30
8.	Know district forms and their disposition	30
9.	Help in building inventories	28
10.	Learn office filing system	28
11.	Learn attendance posting and recording	27
12.	Aid in pre-registration of primary children	27

TABLE VI (continued)

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
13.	Be responsible for pupil registration-withdrawal	26
14.	Confer and inspect building with custodian	23

Special Services, Programs, and Personnel. The results of the questionnaire indicated that this area is of least usefulness when compared to the five other general areas included in the survey. The ranking of the subordinate items appears in Table VII.

TABLE VII

SPECIAL SERVICES, PROGRAMS, AND PERSONNEL

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
1.	Learn function and use of county or district psycholo- gist	37.5
2.	Study the special education program	37
3.	Study the library program and facilities	34
4.	Study the audio-visual program	28
5.	Study the school lunch program	21

TABLE VII (continued)

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
6.	Supervise the school patrol	20
7.	Study the music program	18
8.	Study the health and physical education program	17

III. SUBORDINATE ITEMS JUDGED MOST USEFUL

Of the sixty subordinate items included in the questionnaire, several are indicated to be of significant usefulness compared to the entire group of subordinate items. Most of these items appear within the first four general experience areas ranked as to usefulness. The results of the ranking of the most prominent subordinate items are shown in Table VIII.

TABLE VIII
SUBORDINATE ITEMS JUDGED MOST USEFUL

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
1.	Assume responsibility in absence of principal	81
2.	Study scope and sequence of curriculum in building	70
3.	Help prepare building budgets	67
4.	Study teacher evaluation practices and policy	63
5.	Learn the techniques for informing the public re- garding the school program	62
6.	Be present at teacher- candidate interviews	58
7.	Participate in curriculum evaluation	58

TABLE VIII (continued)

RANK	ITEM	PERCENTAGE INDICATING MAJOR USEFULNESS
8.	Understand good disciplinary practices and measures	56
9.	Know basis for teacher assignment	55
10.	Become well acquainted with instructional materials	54
11.	Look for ways to improve classroom instruction	53
12.	Study procedures for accounting and safeguarding monies	50
13.	Study the personnel procedures and the forms provided for carrying out the personnel program	50
14.	Learn classroom visitation techniques	50

IV. HOW SIZE OF SCHOOL AFFECTS PARTICIPATION IN THE ACTIVITIES OF THE INTERN

A second purpose of the study was to determine if size of school has any significant bearing on quantity and quality of administrative experiences. To fulfill this purpose respondents were asked to indicate the size of the school in which they did their internship. For the purpose of this analysis schools with enrollments of 400 and under will be considered small schools. Those with enrollments of over 400 will be considered large. Out of this sample, twenty-three respondents interned in small schools and fifty-five did their internship in large schools. Table B (Appendix D) shows how large and small schools, represented in the survey, provided experience in the items listed in the questionnaire.

General experience areas. Table IX shows how the large and small schools, represented in the survey, provided opportunities in the general experience areas ranked in order of usefulness to the intern. The greatest difference appears in the area "Special Services, Programs, and Personnel." This area ranked last in the opinions of the respondents as to usefulness.

TABLE IX

PARTICIPATION BY SCHOOL SIZE IN THE GENERAL EXPERIENCE AREAS

RANK	GENERAL AREAS	PROVIDED EXPERIENCE	
		LARGE PER CENT	SMALL PER CENT*
1.	Curriculum	81	85
2.	Evaluation	73	70
3.	Orientation	81	85
4.	Public Relations	78	81
5.	Administrative Detail	78	79
6.	Special Services, Programs, and Personnel	68	73

*These percentages were computed from Table B (Appendix D) by dividing the total number of respondents into the number that actually participated in the activities in each general area.

Subordinate items judged most useful. Table X reports how the large and small schools, represented in the survey, provided opportunities in the fourteen subordinate items judged most useful by the respondents. Of these items only four showed a significant difference of more than ten percentage points. The small schools provided more experience in two of these items: "assume responsibility in absence of principal," and, "be present at teacher-candidate interviews," whereas the large schools provided more experience in the items "participate in curriculum evaluation" and, "look for

ways to improve classroom instruction."

TABLE X
PARTICIPATION BY SCHOOL SIZE IN THE SUBORDINATE ITEMS
JUDGED MOST USEFUL

RANK	ITEM	PROVIDED EXPERIENCE	
		LARGE PER CENT	SMALL PER CENT
1.	Assume responsibility in absence of principal	82	100
2.	Study scope and sequence of curriculum in building	75	70
3.	Help prepare building budgets	55	65
4.	Study teacher evaluation practices and policy	80	78
5.	Learn the techniques for informing the public regarding the school program	71	65
6.	Be present at teacher-candidate interviews	45	61
7.	Participate in curriculum evaluation	78	65
8.	Understand good disciplinary practices and measures	94	95
9.	Know basis for teacher assignment	83	87
10.	Become well acquainted with instructional materials	89	83
11.	Look for ways to improve classroom instruction	85	74

TABLE X (continued)

RANK	ITEM	PROVIDED EXPERIENCE	
		LARGE PER CENT	SMALL PER CENT
12.	Study procedures for account- ing and safeguarding monies	87	78
13.	Study the personnel procedures and the forms provided for carrying out the personnel program	58	57
14.	Learn classroom visitation techniques	75	74

V. SUCCESS RESPONDENTS HAVE HAD IN SECURING
ADMINISTRATIVE POSITIONS

A third purpose of the study was to determine what successes post-interns in this survey have had in securing administrative positions. To fulfill this purpose the respondents were asked to indicate whether or not they were presently employed in an administrative position; and if yes, were they employed in the same district in which they did their internship? If they were not now serving as administrators, they were asked to indicate the reason from a check list provided on the questionnaire. The results were as follows:

Forty-five (58 per cent) of the respondents are now employed in administrative positions.

Twenty-eight (62 per cent) of those who are now administrators are employed in the same district in which they did their internship.

Those who returned to the classroom or other line of endeavor did so for the following reasons:

1. Lack of certification for an administrative post 6%
2. No position in the locality of their choice . . 67%
3. Did not feel ready for administrative work . . . 15%
4. No longer desired to seek a career in administration 6%
5. Went back to school to pursue a higher degree . 6%

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The internship in educational administration, offered by Central Washington State College, is a part of the required program of preparation for persons aspiring to become administrators. The experiences recommended by the sponsoring institution should provide the student with the opportunity to handle real administrative responsibilities that will be useful to him as a future administrator.

The purpose of this study was to determine the relative usefulness of the training experiences that Central Washington State College recommends for the principal internship program.

Through the use of a questionnaire, evidence was sought to determine the usefulness of these experiences.

Evidence was also sought to determine if size of school had any effect upon the quality and quantity of administrative experiences offered by the sponsoring institution and, what success post-interns from Central Washington State College have had in obtaining administrative positions.

I. SUMMARY

The analysis of the study reveals that experiences in the general area of curriculum were felt to be most useful to interns in their preparation as future administrators. Fifty-two per cent of the respondents indicated this area to be of major usefulness. Within the general area of curriculum, the item "study scope and sequence of curriculum in building" appears to be the experience that post-interns believe to be most useful.

Post-interns included in the study have indicated that evaluation experiences are second in usefulness. Forty-nine per cent of the respondents indicated this area to be most useful. The items "study teacher evaluation practices and policy," and "participate in curriculum evaluation" were indicated as being of most usefulness to future administrators.

The general area which ranked third in usefulness was orientation. Forty per cent of the respondents listed this area to be of major usefulness. One subordinate item, however, was given a significantly high ranking in relation to all of the experience items included in the questionnaire. Respondents indicated "assume responsibility in absence of principal" to be the most useful item.

The general experience area of public relations was ranked fourth by those included in the study. Thirty-nine

per cent of the respondents indicated this area to be of major usefulness. From among the subordinate items listed within this area, "learn the techniques for informing the public regarding the school program" was considered to be most useful.

Ranked fifth in relative usefulness was administrative detail with thirty-five per cent of the respondents indicating this area to be most useful. The subordinate item "help prepare building budgets" ranked first in this area.

The experience items included in the general area of special services, programs, and personnel was ranked significantly lower than the other general experience areas. Within this area there appears to be a significant amount of disagreement.

There appears to be no significant relationship on size of school and quantity and quality of administrative experiences provided for interns. There is no more than five percentage points separating the large and small schools in their provisions for participation in any of the six areas of experience.

A substantial effect upon interns lies in the success they have had in securing administrative positions. Over half of the post-interns (58 per cent) went to administrative positions after their internship. Sixty-two per cent of

these administrators were able to find positions within the district in which they did their internship.

Most of the interns (67 per cent) who were not as yet serving as administrators gave "no administrative position in the locality of their choice" as their reason.

II. CONCLUSIONS

It may be concluded that the experiences within the general areas of curriculum and evaluation were most useful to the intern as a future administrator, and that the experience "assume responsibility in absence of principal" was the most useful single item.

It may be concluded that size of school has no significant bearing on the quantity and quality of administrative experiences.

On the basis of the evidence shown by the study, post-interns from Central Washington State College, do have considerable success in obtaining administrative positions, and that they have most success finding administrative positions within the same district in which they did their internship.

III. RECOMMENDATIONS

The following recommendations regarding guidelines for effective internship programs seem consistent with the foregoing research in this thesis.

1. Objectives of the internship program should be set up so that they can be more easily measured. Those responsible for setting up the activities need to clarify the outcomes they expect and to show the relation of those expected outcomes to the rest of the student's professional preparation program.

2. The intern's activities should be planned by a combination of persons including the sponsoring school district personnel and the university or college coordinators. Individual differences among interns should be taken into consideration when planning the activities. They should be custom-built around his purposes, interests, and needs.

3. The selection of curriculum and evaluation as the most useful areas in the internship program point out the need to develop priorities among the activities suggested for the intern. He must spend more time learning how to work with teachers to improve instruction rather than occupying a considerable portion of his time with managerial, disciplinary, and shopkeeping activities.

4. Activities rated by the respondents to be of little

or no usefulness should not be eliminated but limited as to the number of times they are performed. An activity like "conduct fire drills" needs only to be done once to familiarize the intern with the procedure. About one-third of the intern's time is recommended to general routine duties. The remainder of the time should be designed to encourage participants in the program to concentrate their energies with curriculum, utilization of staff, and teaching and learning.

5. Since Central Washington State College, like most other colleges and universities, does not usually assign the intern to a specific position, but allows him to select the school of his choice, the role of the college supervisor becomes increasingly important. He must be given sufficient time to work with the interns, principals, and other officials at all types of schools to insure that interns are given appropriate experiences. Very few schools have hired staff personnel specifically for the internship, but use professors with other responsibilities which make great demands upon their time. A minimum of three visits each semester is suggested and monthly visits recommended whenever possible.

6. Many respondents in this survey indicated they would appreciate a more formal and lengthy orientation program before launching their internships. Such a program could take place at the college, probably during the summer

months, and last anywhere from two days to two weeks. This program should furnish all the information about the internship which its participants will need, and at the same time create an atmosphere in which questions can be aired, doubts can be examined, and the internship launched in a spirit of cooperation and enthusiasm. Interns also indicated a need for some form of in-service education during the year. If the original seminar is not reinforced, the intern may lose much of its value at the very time when he needs it most. There are several ways in which in-service training can continue. Regional and national seminars allow the intern to compare experiences with others in similar programs. University or college seminars are an essential follow-up experience. They should probably be held approximately six times a year at the school or university.

7. It is recommended that the intern be given varying amounts of released time from his teaching duties so that he can participate in the recommended activities. It would be ideal if this could be put in the form of a contractual agreement and decided well before the internship begins. Part of this released time should be spent in visiting innovative schools both local and away. The future administrator should consider it his responsibility to investigate various programs and become aware of those attempts which hold promise for his own school when he becomes a principal. He must also use some

of this time to work with community agencies. Respondents in this survey indicated the item "learn the techniques for informing the public regarding the school program" a most useful activity. The fact that the respondents indicated the item "assume responsibility in absence of principal" as the most useful single item points out an additional reason for more released time for interns.

8. It is the contention of the author that further study is needed in the direction of determining useful training experiences for interns. Areas of usefulness have been indicated by this study. The most useful experiences have been shown to be within the areas of curriculum and evaluation. Further research is needed to determine additional experiences that may be considered a part of these areas, but are not included in this study.

9. It is also recommended that a follow-up study be made to determine what successes those respondents who were still desirous of an administrative position have had.

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APPENDIX A
QUESTIONNAIRE

AN ANALYSIS OF TRAINING EXPERIENCES FOR PRINCIPAL INTERNS

The following experiences for the principal internship, taken from a list proposed by Central Washington State College, have been arranged within categories that provide a basis for the training program. The purpose of this survey is to attempt to determine which activities interns usually took part in and the relative usefulness of these detailed experiences within each category.

Please read through each experience and place a check (___) in the left-hand column beside the activities that you took part in during your internship.

Next, please rate these experiences in terms of your estimation of their usefulness to a practicing administrator. Base your rating on your experience as a practicing principal or on your opinion of their usefulness if you are not as yet serving as an administrator.

Indicate your selection by circling, from the scale shown below, the number which best describes your opinion.

- Little or no usefulness -- 1
- Some usefulness -- 2
- Considerable usefulness -- 3
- Most useful -- 4

ORIENTATION

- | | | | | | |
|---------|---|---|---|---|---|
| ___ 1. | Assist the principal in general routine duties----- | 1 | 2 | 3 | 4 |
| ___ 2. | Attend school board meetings----- | 1 | 2 | 3 | 4 |
| ___ 3. | Attend all building meetings----- | 1 | 2 | 3 | 4 |
| ___ 4. | Conduct fire drills----- | 1 | 2 | 3 | 4 |
| ___ 5. | Assume responsibility in absence of principal-- | 1 | 2 | 3 | 4 |
| ___ 6. | Visit and observe in other school districts---- | 1 | 2 | 3 | 4 |
| ___ 7. | Know basis for teacher assignment----- | 1 | 2 | 3 | 4 |
| ___ 8. | Participate in new teacher orientation----- | 1 | 2 | 3 | 4 |
| ___ 9. | Learn classroom visitation techniques----- | 1 | 2 | 3 | 4 |
| ___ 10. | Be present at teacher-candidate interviews----- | 1 | 2 | 3 | 4 |
| ___ 11. | Participate in pre-school workshops----- | 1 | 2 | 3 | 4 |
| ___ 12. | Prepare for and conduct teachers' meetings----- | 1 | 2 | 3 | 4 |
| ___ 13. | Assist teachers in instructional program----- | 1 | 2 | 3 | 4 |
| ___ 14. | Learn district teacher education policies----- | 1 | 2 | 3 | 4 |

ORIENTATION (continued)

___15.	Interview pupils referred by teachers-----	1	2	3	4
___16.	Understand good disciplinary practices and measures-----	1	2	3	4
___17.	Gain a practical working knowledge of the philosophy and scientific planning accompanying school construction-----	1	2	3	4
___18.	Observe and study the extra-curricular activities-----	1	2	3	4
___19.	Follow up discipline problems-----	1	2	3	4
___20.	Understand pupil cumulative record system-----	1	2	3	4
___21.	Develop a pupil case study of one or two children and become acquainted with referral agencies which offer psychological assistance--	1	2	3	4

ADMINISTRATIVE DETAIL

___1.	Be responsible for pupil registration-with- drawal-----	1	2	3	4
___2.	Learn attendance posting and recording-----	1	2	3	4
___3.	Aid in pre-registration of primary children---	1	2	3	4
___4.	Help prepare building budgets-----	1	2	3	4
___5.	Learn requisition procedures-----	1	2	3	4
___6.	Study procedures for accounting and safeguard- ing monies-----	1	2	3	4
___7.	Help in building inventories-----	1	2	3	4
___8.	Learn office filing system-----	1	2	3	4
___9.	Know status and duties of building secretary---	1	2	3	4
___10.	Confer and inspect building with custodian----	1	2	3	4
___11.	Organize and conduct school assemblies-----	1	2	3	4
___12.	Prepare teacher bulletins-----	1	2	3	4
___13.	Know district forms and their disposition-----	1	2	3	4
___14.	Know principal's responsibility for pupil transportation-----	1	2	3	4

CURRICULUM

___1.	Participate in textbook evaluation-----	1	2	3	4
___2.	Be a member of a curriculum study committee---	1	2	3	4
___3.	Study scope and sequence of curriculum in building-----	1	2	3	4
___4.	Look for ways to improve classroom instruction-	1	2	3	4
___5.	Become well acquainted with instructional materials-----	1	2	3	4

SPECIAL SERVICES, PROGRAMS, AND PERSONNEL

- | | | | | | |
|---------------|---|---|---|---|---|
| <u> </u> 1. | Study the audio-visual program----- | 1 | 2 | 3 | 4 |
| <u> </u> 2. | Study the music program----- | 1 | 2 | 3 | 4 |
| <u> </u> 3. | Study the library program and facilities----- | 1 | 2 | 3 | 4 |
| <u> </u> 4. | Study the special education program----- | 1 | 2 | 3 | 4 |
| <u> </u> 5. | Learn function and use of county or district
psychologist----- | 1 | 2 | 3 | 4 |
| <u> </u> 6. | Study the health and physical education program | 1 | 2 | 3 | 4 |
| <u> </u> 7. | Study the school lunch program and how it
functions----- | 1 | 2 | 3 | 4 |
| <u> </u> 8. | Supervise the school patrol----- | 1 | 2 | 3 | 4 |

EVALUATION

- | | | | | | |
|---------------|--|---|---|---|---|
| <u> </u> 1. | Participate in curriculum evaluation----- | 1 | 2 | 3 | 4 |
| <u> </u> 2. | Study teacher evaluation practices and policy-- | 1 | 2 | 3 | 4 |
| <u> </u> 3. | Participate in pupil testing program----- | 1 | 2 | 3 | 4 |
| <u> </u> 4. | Observe and study evaluation procedures used
by classroom teachers and administrator to
evaluate pupil progress----- | 1 | 2 | 3 | 4 |
| <u> </u> 5. | Study the personnel procedures and the forms
provided for carrying out the personnel
program----- | 1 | 2 | 3 | 4 |

PUBLIC RELATIONS

- | | | | | | |
|---------------|--|---|---|---|---|
| <u> </u> 1. | Attend lay advisory committee meetings----- | 1 | 2 | 3 | 4 |
| <u> </u> 2. | Cultivate personal relations with lay people--- | 1 | 2 | 3 | 4 |
| <u> </u> 3. | Attend meetings of professional groups----- | 1 | 2 | 3 | 4 |
| <u> </u> 4. | Attend P.T.A. meetings----- | 1 | 2 | 3 | 4 |
| <u> </u> 5. | Participate in community activities----- | 1 | 2 | 3 | 4 |
| <u> </u> 6. | Learn the techniques for informing the public
regarding the school program----- | 1 | 2 | 3 | 4 |
| <u> </u> 7. | Study the community----- | 1 | 2 | 3 | 4 |

The following questions have been designed to assist in the analysis of the preceding survey and to further determine any implications your responses may have in regard to the size of your school and your success in securing an administrative position. Please indicate your responses to the following with a check (___).

In what size school did you do your internship?

Under 200 _____
200-400 _____

400-800 _____
Over 800 _____

Are you presently employed in an administrative position?

Yes _____
No _____

If yes, are you employed in the same district in which you did your internship?

Yes _____
No _____

In what size school are you presently an administrator?

Under 200 _____
200-400 _____

400-800 _____
Over 800 _____

If you are not presently employed in an administrative position, please check the reason.

___ Lack of certification for an administrative post.

___ No administrative position in the locality of your choice.

___ Do not feel ready for administrative work.

___ No longer desire to seek a career in administration.

___ Other (Please specify) _____

APPENDIX B
EXPLANATORY LETTER

4107 North 31st Street
Tacoma, Washington 98407

Dear

A study to determine how post interns rate the value of their internship experiences is being conducted at Central Washington State College. This study is being done as a part of the requirement for a graduate degree in the area of educational administration. Having done your internship under the sponsorship of Central, your assistance is requested in order that this study may be completed. A survey is enclosed for you to complete. Your consideration of this survey will provide valuable information for the training of future principals. As a former masters candidate you can appreciate the need for help and cooperation from other professionals in the pursuance of your degree. If you would take time to read this questionnaire and give your answers, it would be greatly appreciated.

In no way will your name or the name of your school be used in connection with reporting the results of this study. A summary of the findings will be mailed to you upon request.

A pre-addressed and stamped envelope is enclosed for your convenience in returning this form.

Thank you for your time and consideration.

Sincerely yours,

Robert Burdick
Graduate Studies Department
Central Washington State College

APPENDIX C
EVALUATION OF INTERNSHIP EXPERIENCES AS REPORTED
BY POST INTERNS

TABLE A
EVALUATION OF INTERNSHIP EXPERIENCES AS REPORTED
BY POST INTERNS

ORIENTATION	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
1. Assist the principal in general routine duties	0	0	11	15	27	36	36	49
2. Attend school board meetings	2	2.9	23	32	26	38	17	25
3. Attend all building meetings	2	2.6	19	15	30	40	24	32
4. Conduct fire drills	10	16	30	48	14	23	8	13
5. Assume responsibility of principal	2	2.9	2	2.9	9	13	55	81
6. Visit and observe in other school districts	0	0	19	32	17	28	24	40
7. Know basis for teacher assignment	2	3	6	9	22	33	37	55
8. Practice in new teacher orientation	0	0	11	18	27	44	24	39

Note: This table should be read as follows: Eleven respondents indicated "assist the principal in general routine duties" to be of some usefulness. This represents 15% of the total respondents. Similarly, 27 respondents indicated the same item to be of considerable usefulness. This represents 36% of the sample.

TABLE A (continued)

ORIENTATION (continued)	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
9. Learn classroom visitation techniques	1	2	11	18	18	30	30	50
10. Be present at teacher-candidate interviews	1	2.5	2	5	14	35	23	58
11. Participate in pre-school workshops	1	1.7	23	39	24	41	11	19
12. Prepare for and conduct teachers' meetings	0	0	7	11	29	45	29	45
13. Assist teachers in instructional program	0	0	6	10	30	51	23	39
14. Learn teacher education policies	2	2.9	30	43	17	22	21	30
15. Interview pupils referred by teachers	1	1.4	8	12	31	45	29	42
16. Understand good disciplinary practices and measures	1	1.4	10	14	20	29	39	56

TABLE A (continued)

ORIENTATION (continued)	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
17. Gain a practical working knowledge of philosophies of school construction	3	5.6	15	28	23	43	13	24
18. Observe and study the extracurricular activities	2	2.9	20	28	31	45	16	23
19. Follow up discipline problems	1	1.5	6	9	31	46	29	43
20. Understand pupil cumulative record system	4	5.7	16	23	21	30	29	41
21. Develop a pupil case study of one or two children and become acquainted with referral psychological assistance	3	5.8	12	23	22	42	15	29

TABLE A (continued)

ADMINISTRATIVE DETAIL	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
1. Be responsible for pupil registration-withdrawal	1	1.7	20	34	22	38	15	26
2. Learn attendance posting and recording	4	6	22	33	23	34	18	27
3. Aid in pre-registration of primary children	1	3.3	11	37	10	33	8	27
4. Help prepare building budgets	1	2	3	6.5	11	24	31	67
5. Learn requisition procedures	3	4.6	12	18	26	40	24	37
6. Study procedures for accounting and safeguarding monies	2	3.2	6	9.7	23	42	19	28
7. Help in building inventories	2	2.9	19	28	29	42	19	28
8. Learn office filing system	0	0	26	40	21	32	18	28

TABLE A (continued)

ADMINISTRATIVE DETAIL (continued)	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
9. Know status and duties of building secretary	2	2.9	16	23	22	31	30	43
10. Confer and inspect building with custodian	3	5	22	37	21	35	14	23
11. Organize and conduct school assemblies	0	0	12	19	32	50	20	31
12. Prepare teacher bulletins	0	0	17	27	27	43	19	30
13. Know district forms and their disposition	1	1.7	19	32	22	36	18	30
14. Know principal's responsibility for pupil transportation	5	7.5	17	25	18	27	27	40

TABLE A (continued)

CURRICULUM	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
1. Participate in textbook evaluation	0	0	12	18	27	41	27	41
2. Be a member of a curriculum study committee	2	3.3	2	3.3	30	49	27	44
3. Study scope and sequence of curriculum in building	1	1.8	6	11	10	18	40	70
4. Look for ways to improve classroom instruction	1	1.6	7	11	22	34	34	53
5. Become well acquainted with instructional materials	0	0	9	13	24	34	38	54

TABLE A (continued)

SPECIAL SERVICES, PROGRAMS, AND PERSONNEL	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
1. Study the audio-visual program	3	5	18	30	23	38	17	28
2. Study the music program	2	4	14	29	24	49	9	18
3. Study the library program and facilities	1	1.7	11	17	26	45	20	34
4. Study the special education program	3	6	12	24	16	33	18	37
5. Learn function and use of county or district psychologist	3	4.7	8	12.5	29	45	24	37.5
6. Study the health and physical education program	2	3	22	34	29	45	11	17
7. Study the school lunch program and see how it functions	5	8.2	18	30	25	41	13	21
8. Supervise the school patrol	7	15	17	37	13	28	9	20

TABLE A (continued)

EVALUATION	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
1. Participate in curriculum evaluation	0	0	2	3.4	23	39	34	58
2. Study teacher evaluation practices and policy	1	1.6	6	9.7	16	26	39	63
3. Participate in pupil testing program	0	0	14	23	27	43	21	34
4. Observe and study evaluation procedures used by classroom teachers and administrator to evaluate pupil progress	0	0	7	13	25	45	23	42
5. Study the personnel procedures and the forms provided for carrying out the personnel program	0	0	9	20	14	30	23	50

TABLE A (continued)

PUBLIC RELATIONS	DEGREE OF USEFULNESS							
	LITTLE OR NO		SOME		CONSIDERABLE		MOST	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
1. Attend lay advisory committee meetings	0	0	16	31	16	31	20	38
2. Cultivate personal relations with lay people	3	4.6	8	12	31	48	23	35
3. Attend meeting of professional groups	1	1.4	17	24	28	39	25	35
4. Attend P.T.A. meetings	12	16	24	33	20	27	17	23
5. Participate in community activities	1	1.7	10	17	23	39	25	44
6. Study the community	1	1.6	5	8	18	29	39	62
7. Learn the techniques for informing the public regarding the school program	2	3.6	9	16	20	36	24	44

APPENDIX D

PARTICIPATION IN EXPERIENCES BY SCHOOL SIZE

TABLE B
PARTICIPATION IN EXPERIENCES BY SCHOOL SIZE

ORIENTATION	PROVIDED EXPERIENCE			
	LARGE		SMALL	
	NO.	PER CENT	NO.	PER CENT
1. Assist the principal in general routine duties	52	95	23	100
2. Attend school board meetings	46	83	21	91
3. Attend all building meetings	55	100	22	95
4. Conduct fire drills	45	82	20	87
5. Assume responsibility of principal	45	82	23	100
6. Visit and observe in other school districts	44	80	14	61
7. Know basis for teacher assignment	46	83	20	87
8. Participate in new teacher orientation	44	80	19	83
9. Learn classroom visitation techniques	41	75	17	74
10. Be present at teacher-candidate interviews	25	45	14	61
11. Participate in pre-school workshops	38	69	19	83
12. Prepare for and conduct teachers' meetings	44	80	22	95

TABLE B (continued)

ORIENTATION	PROVIDED EXPERIENCE			
	LARGE		SMALL	
	NO.	PER CENT	NO.	PER CENT
13. Assist teachers in instructional program	41	75	19	83
14. Learn district teacher education policies	47	85	21	91
15. Interview pupils referred by teachers	47	85	22	95
16. Understand good disciplinary practices and measures	52	94	22	95
17. Gain a practical working knowledge of the philosophy and scientific planning accompanying school construction	33	60	15	65
18. Observe and study the extracurricular activities	48	87	21	91
19. Follow up discipline problems	47	85	21	91
20. Understand pupil cumulative record system	51	93	21	91
21. Develop a pupil case study of one or two children and become acquainted with referral agencies which offer psychological assistance	35	64	15	65

TABLE B (continued)

ADMINISTRATIVE DETAIL	PROVIDED EXPERIENCE			
	LARGE		SMALL	
	NO.	PER CENT	NO.	PER CENT
1. Be responsible for pupil registration-withdrawal	39	71	19	83
2. Learn attendance posting and recording	49	89	19	83
3. Aid in pre-registration of primary children	19	35	13	57
4. Help prepare building budgets	30	55	15	65
5. Learn requisition procedures	47	85	19	83
6. Study procedures for accounting and safeguarding monies	48	87	18	78
7. Help in building inventories	49	89	20	87
8. Learn office filing system	46	83	18	78
9. Know status and duties of building secretary	49	89	21	91
10. Confer and inspect building with custodian	42	76	19	83
11. Organize and conduct school assemblies	44	80	19	83
12. Prepare teacher bulletins	43	78	19	83
13. Know district forms and their disposition	45	82	17	74
14. Know pupil transportation	49	89	18	78

TABLE B (continued)

CURRICULUM	PROVIDED EXPERIENCE			
	LARGE		SMALL	
	NO.	PER CENT	NO.	PER CENT
1. Participate in textbook evaluation	41	75	22	95
2. Be a member of a curriculum study committee	44	80	15	65
3. Study scope and sequence of curriculum in building	41	75	16	70
4. Look for ways to improve classroom instruction	47	85	17	74
5. Become well acquainted with instructional materials	49	89	19	83

TABLE B (continued)

SPECIAL SERVICES, PROGRAMS, AND PERSONNEL	PROVIDED EXPERIENCE			
	LARGE		SMALL	
	NO.	PER CENT	NO.	PER CENT
1. Study the audio-visual program	42	76	17	74
2. Study the music program	33	60	17	74
3. Study the library program and facilities	40	73	17	74
4. Study the special education program	30	55	14	61
5. Learn function and use of county or district psychologist	44	80	20	87
6. Study the health and physical education program	44	80	18	78
7. Study the school lunch program and see how it functions	42	76	17	74
8. Supervise the school patrol	24	44	17	74

TABLE B (continued)

EVALUATION	PROVIDED EXPERIENCE			
	LARGE		SMALL	
	NO.	PER CENT	NO.	PER CENT
1. Participate in curriculum evaluation	43	78	15	65
2. Study teacher evaluation practices and policy	44	80	18	78
3. Participate in pupil testing program	44	80	17	74
4. Observe and study evaluation procedures used by classroom teachers and administrator to evaluate pupil progress	37	67	18	78
5. Study the personnel procedures and the forms provided for carrying out the personnel program	32	58	13	57

TABLE B (continued)

PUBLIC RELATIONS	PROVIDED EXPERIENCE			
	LARGE		SMALL	
	NO.	PER CENT	NO.	PER CENT
1. Attend lay advisory committee meetings	33	60	16	70
2. Cultivate personal relations with lay people	44	80	20	87
3. Attend meetings of professional groups	51	93	20	87
4. Attend P.T.A. meetings	49	89	21	91
5. Participate in community activities	39	71	19	83
6. Study the community	45	71	19	83
7. Learn the techniques for informing the public regarding the school program	39	71	15	65