

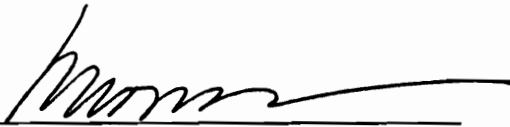
CHARACTERISTICS OF EFFECTIVE INTERSHIPS IN PRINCIPAL
PREPARATION PROGRAMS: A DELPHI STUDY

by

Marie Elizabeth Theobald

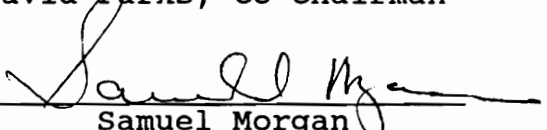
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(ABSTRACT)

The purpose of this study was to determine the characteristics of effective internships in principal preparation programs. A three-round modified policy Delphi was used. The panel consisted of interns, mentors, and university facilitators from 18 of the 22 Danforth Foundation-funded principal preparation programs.

Characteristics of internships were divided into two categories: procedural and experiential. Procedural characteristics were defined as the process and management characteristics of the internship. The procedural characteristics were subdivided into selection, planning, placement, support, and evaluation. Experiential characteristics were defined as the experiences the intern had once placed with the supervising administrator. The experiential characteristics were subdivided into school climate; instructional management; research, evaluation, and planning; resources; staff development; staff evaluation; and community support.

From the data base for Round 1, 132 items were selected for subsequent rounds. Panel members were asked to rate the importance of each item on a five-point scale. Items with a mean of 3.75 or greater were considered a characteristic of an effective internship in a principal preparation program. At the completion of Round 3, 114 out of 132 items met this criterion. Consensus by interns, mentors, and university facilitators was reached on 116 out of 132 items. Consensus was defined as no statistically significant difference among the ratings of the three groups.

The major conclusions drawn from the study were (a) there are a number of different ways that an internship may be implemented in a principal preparation program, (b) the intern should not have full-time teaching (or other job) responsibilities while completing the internship, and (c) educators are somewhat parochial when it comes to recognizing the benefit of experience outside of education.

It was recommended that the characteristics identified in the study be reviewed by those who develop internships in principal preparation programs and that the procedural and experiential characteristics that fit the context of the program be considered for implementation.

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CHAPTER 1

INTRODUCTION

Background of the Problem

Internships are not a new phenomenon in the preparation of school administrators. The roots of the internship in educational administration can be traced back to 1947. That year, at the annual meeting of the Cooperative Program in Educational Administration (CPEA), it was reported that only two universities included an internship as part of their administrator preparation program. Those universities were the University of Chicago, which had an internship as a program component since 1933, and the University of Omaha, which had an internship since 1946. Interest in the internship was sparked at that meeting, for in the following year, five more universities were added to the list of programs with internships.

After 1947, internships steadily became part of administrator preparation programs. A study by Wheaton (1950) on the status of internships in educational administration in 1949-50 identified 17 institutions that had implemented or that were planning to implement the internship as part of their training program for school

administrators. According to Olson (cited in Ramsey & Lutz, 1973), by 1962-63, 117 universities had internships in their administrator preparation programs, although only 62 had actually placed interns.

The major funding that was available from the Kellogg Foundation through the CPEA provided the incentive for many universities to evaluate and reform their administrator preparation programs. That reform in administrator preparation begun in the 1940's, including the emphasis on the internship, would continue into the 1990's.

Research Questions

The research questions addressed in this study were twofold:

1. What are the procedural and experiential characteristics of effective internships in principal preparation programs?

2. Is there consensus among interns, mentors, and university facilitators on the characteristics of effective internships?

Significance of the Study

While reports on the reform of principal preparation

include the internship as an essential component, the reports offer little guidance as to how the internship should be implemented and as to what experiences the intern should have in the internship. Based research which examined the perceptions of Texas high school principals regarding internship programs for principals, Dennis (1979) recommended "a Delphi study...to determine the perceptions of state and national leaders of board, superintendency, and principalship associations regarding the critical tasks of the internship now and in the future" (p. 120).

The significance of the following study is its contribution to the body of knowledge on internships in principal preparation programs. The study provides information upon which to base changes in internship programs. The University of Virginia, Virginia Tech, Old Dominion University and 19 other universities have participated in the Danforth Foundation-funded program for the preparation of principals. Results from this study should be of interest to the Danforth Foundation and may also be of interest to other foundations that sponsor administrator preparation programs. Recommendations should be of interest to those organizations that have included internships in their recommendations for restructuring administrator preparation programs and to state departments of education that are considering changing their

requirements for administrator certification.

Review of Literature

Covering the previous three decades, Miklos (1983) described the evolution of programs for the preparation of educational administrators. His report was organized around four major themes: (a) the growth in programs and diffusion of beliefs about administrator preparation, (b) the major emphasis in defining the content of programs, (c) the attempts to bridge the perceived gap between administrative theory and the practice of administration and (d) the belief and practice regarding program differentiation. The review which follows focuses on the evolution of the internship in administrator preparation programs.

Reform in Administrator Preparation

During the late 1940's and into the 1950's, the Kellogg Foundation-funded CPEA was a major funding source for projects that sought to improve the training of educational administrators. Many of the regional programs funded through the CPEA sponsored internships as one component of administrator preparation. The Handbook for Internships in Principal Preparation Programs (Newell, 1952) was one result

of the work in the Mid-Atlantic Region of the CPEA. In the handbook, a bona fide internship in educational administration was defined as follows:

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

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

3. Must involve the intern's carrying real and continuous administrative responsibilities in the field under the competent supervision of a practicing administrator and a sponsoring university or college (p. 4).

Another document that resulted from the work in the Mid-Atlantic Region of the CPEA was An Appraisal of the Internship in Educational Administration (1958). During the course of the five-year project, eight universities sponsored approximately 140 interns in 120 different field sites. The investigation of the effectiveness of the internship in those programs addressed the following areas: (a) objectives, (b) effect on the intern, (c) effect on the sponsoring field agencies, (d) effect on the cooperating university, and (e) identification of satisfactory practices of the field agencies.

In general, former interns rated the value of the experience as very high. Sponsoring administrators reported that interns provided many valuable services to the school, that the internship served as a measure of identifying administrative ability, and that supervising an intern had a positive effect on their own professional development. At the university level, the internship was still considered an experiment since it was not fully integrated into the academic program.

In its 38th annual yearbook, Professional Administrators for America's Schools (1960), the American Association of School Administrators (AASA) outlined a proposed program for the preparation of educational administrators. The program emphasized the development of technical skills, human skills, and conceptual skills. Characteristics of the program included an admission core, advanced studies, and on-the-job learning in either a full-time internship for one semester or a part-time apprenticeship for one school year.

The AASA continued to update its guidelines for administrator preparation. Hoyle (1985) described the leadership outcome goals, the competencies and skills for goal accomplishment, and the program delivery components in the 1983 AASA guidelines. Field-based clinical experiences were included in the guidelines.

In 1962, discussions between staff members at the National Association of Secondary School Principals (NASSP) and the Ford Foundation Fund for the Advancement of Education revealed a common interest in developing collaborative relationships between principals in innovative schools, prospective principals, and selected university professors. Those discussions led to the development of the NASSP Administrative Internship Project. The purpose of the project was described as follows:

Historically, most internships and apprenticeships in the professions and trades have aimed to preserve the status quo. They transmitted an established body of knowledge and skills from one generation to the next. In this sense, the NASSP's internship for future principals departs from tradition. Its goal is not conservation--but innovation. Its intent--not to preserve the established educational order, but to challenge it. Its method--to change priorities for school principals and some relationships between schools and universities (Trump & Karasik, 1967, p. 1).

With the belief that prospective principals could learn the managerial aspects of the job through other methods, the focus of the internship was the improvement of instruction and the development of a positive climate for learning. The

first group of interns was placed in August 1963. By the end of the five-year project, 433 interns, 343 schools, and 63 universities had participated in the jointly-funded effort to improve the preparation of secondary school principals.

The January 1969 issue of the Bulletin of the National Association of Secondary School Principals contained the final report on the NASSP Administrative Internship Project. Because at the time of publication there was no comprehensive evaluation of the project, the report was presented as a series of guidelines for improving internships. The intern was defined as a participant and learner who shared in the decision-making process but was not ultimately responsible for decisions. Five major areas of participation were identified in the guide: (a) curriculum, (b) staff utilization, (c) teaching and learning, (d) pupil personnel administration, and (e) organization and management.

A retrospective study of the NASSP internship program by Huth (1979) indicated that former interns who were currently practicing secondary principals believed the internship had been very valuable in their professional development and advancement. While the research showed that former interns did not actually administer more innovative instructional practices than non-interns, the former interns

perceived themselves to be significantly higher in instructional leadership than the non-interns.

The NASSP continued to be active in improving the preparation of secondary administrators, releasing Performance-Based Preparation of Principals in 1985. The significance of this special report from the NASSP Consortium for the Performance-Based Preparation of Principals was in the model it presented for re-designing the content and structure of preparation programs to correspond to the changing needs of those who practice in the field. In performance-based preparation, field experiences were identified as an integral part of the program.

In 1964, members of a joint task force from the University Council for Educational Administration (UCEA) and the Committee for the Advancement of School Administration of the American Association of School Administrators developed guidelines that were designed to help make the internship a more meaningful part of administrator preparation. The 18 guidelines included such activities as (a) combining study and practice; (b) cooperatively utilizing the resources of the university, school districts, and other educational agencies; (c) evaluating and developing administrative competencies; (d) facilitating self-actualization; and (e) assessment and placement based

on the needs of the intern (Connor & Culbertson, 1964).

Having sponsored such works as Preparing Administrators: New Perspectives (Culbertson and Hencley, 1962) and The Internship in Administrator Preparation (Hencley, 1963), the UCEA continued its role as a leading organization in educational administration.

With learning for the intern as the primary focus for the internship, Davies (1965) identified four ways to classify the learning experiences deemed appropriate for interns. They were: (a) relationships, (b) kind of operation, (c) degree of responsibility, and (d) functional areas of administration. He also recommended planning activities in each area.

Ramsey and Lutz (1973) reviewed the history of the internship in school administration from the traditional model to the current status. Based on communication theory, they proposed a network model for the administrative internship. Barrilleaux (1972a, 1972b) developed behavioral objectives for administrative internships. These standards for performance were designed to reduce the uncertainty and irrelevance in what the intern experienced.

After a year-long sabbatical spent as an elementary principal, Hills (1975) presented her observations on the preparation of administrators. She suggested that the internship needed to be taken far more seriously as a

component of administrator preparation than it had in the past.

Lincoln (1978) developed a new conceptualization of the administrative internship. Presented as a matrix, the model consisted of two major areas: responsibilities and orientation. Responsibilities were either (a) structured or (b) unstructured. The orientation was either (a) person-centered or role model, (b) mission-, office-, or institution-centered, or (c) function- or process-centered.

Kottkamp (1982), Coleman and Achilles (1987), Hazlett (1987), and Stover (1990) all addressed the need for reform in administrator preparation and included the internship in their recommendations for reform.

In the 1980's, the Danforth Foundation in St. Louis sponsored the Danforth Program for the Preparation of Principals. Donn Gresso, a program officer for the foundation, worked with selected universities "to assist the faculty to think and act boldly in developing alternative programs for the preparation of principals in collaboration with practicing administrators in schools" (Danforth Foundation, 1989, p. 16).

Danforth Foundation requirements for participation included the following:

1. Alliances between the university and local school districts in the development and implementation of the

program, especially in the identification and assessment of skills and requirements. The program should be field rather than university based. Examples of the type of school-university partnerships advocated by the Danforth Foundation may be found in School-University Partnerships in Action by Sirotnik and Goodlad (1988).

2. University professor(s) serve as a liaison between the local districts and the Danforth Foundation. The university facilitator was required to devote at least three-quarter time to the program.

3. Collaboration in the identification and selection of candidates. (The primary purpose of this requirement was to select candidates on merit, hopefully bypassing the "good old boy" route into administrative careers.)

4. Development of an IEP (Individual Educational Program) for each candidate selected for the program.

5. Development of connections between theory and practice through an internship with a mentor principal.

The first descriptive study of the 18 Danforth-funded programs identified those characteristics which reflected the deviation of the Danforth-funded programs from standard principal preparation programs. The characteristics and the number of programs implementing them were as follows: mentors for interns (18), cohort experience for interns (17), advisory committee for the program (16), collaborative

planning by faculty (13), joint university-district selection of interns (12), faculty-practitioner planning (11), significant departures from regular course format (11), full-time internship (10), empowerment of the advisory committee (10), and internship partly outside of education (7) (Ubben & Fowler, 1989).

With their experiences in Danforth-funded principal preparation programs, Milstein, Bobroff, and Restine (1991) published a guide to preparing educational leaders based on an interactive learning model for the internship.

In Approaches to Administrative Training in Education, Cooper and Boyd (1987) described the "One Best Model" for training school administrators. This traditional model was classroom-based, part-time, geared toward credit hours, and grounded more in theory than practice. It allowed teachers to become certified as administrators after completing a series of courses (usually six or seven and not necessarily from the same university.) Depending on the certification policies of each state, an internship to integrate classroom theory into administrative practice may or may not have been a requirement. In regard to the theoretical emphasis of the "One Best Model", Crowson and McPherson (1987) traced the legacy of the "Theory Movement" in educational administration and raised the questions of how the movement could (and should) contribute to reform in administrator

preparation.

As part of the reform movement in education during the 1980's, the "One Best Model" and the "Theory Movement" were challenged in the calls for reform in the preparation of school administrators. There were four major reports that raised issues regarding the traditional model of administrator preparation.

In 1987, the National Commission on Excellence in Educational Administration published Leaders for America's Schools. Their recommendations focused on the links between the identification, recruitment, licensure, employment, and professionalization of educational administrators and their preparation. The report included specific recommendations for the public schools, for universities, for professional organizations, for both state and federal policy makers, and for the private sector.

The University Council for Educational Administration, in its 1988 monograph New Directions for Administrator Preparation, presented different conceptions of the issues related to the reform of preparation programs for educational administrators. The monograph addressed the following issues: (a) the implications of the second wave (specifically the Holmes Group report) of educational reform for school leadership, administration, and organization; (b) whether graduate programs can support competency-based

administrator preparation; (c) connecting theory and practice in the educational administration curriculum; and (d) the application of Karl Weick's "complicated" understanding to educational administration programs.

That same year, the American Association of Colleges for Teacher Education released its agenda for reform in School Leadership Preparation: A Preface for Action (Shibles, 1988). Two central questions were considered in the development of the document: (1) What should be learned in university-based programs? and (2) What should be learned through other means? (p. 9). Recommendations were made in the following areas: program content, program structure, recruitment and selection; instructional approaches, student research, professional development programs, and university faculty.

Improving the Preparation of School Administrators: An Agenda for Reform was a 1989 publication by the National Policy Board for Educational Administration. The board's nine recommendations were grouped into three areas: people, programs, and assessment. The recommendations in the people category included implementing vigorous recruitment strategies to attract a diverse group of capable candidates, raising entrance standards to administrator preparation programs, and strengthening the quality of program faculty. Program recommendations included the following: (a) a

doctorate in educational administration be a prerequisite to national certification and state licensure, (b) one full-time year of academic residency and one full-time year of field residency be included in the doctoral preparation program, (c) the curriculum be grounded in practice and developed to transmit a common core of knowledge and skills, and (d) formal, long-term relationships between universities and school districts be established.

The assessment category included two recommendations that were designed as quality assurance mechanisms. They were: (a) a national professional standards board that would develop and administer a national certification examination and (b) national accreditation of administrator preparation programs based on the recommendations in the report (Education Digest, 1990).

There were recommendations that were common to all of the reform reports. They called for rigorous assessment of candidates prior to admission to preparation programs, changes in the content and the delivery of the curriculum, changes in administrative certification procedures, and increased field experience through the internship.

Reports on Internships in Administrator Preparation

Following the release of each of the recommendations

for reform in administrator preparation programs were reports that described how various institutions had reformed their programs and implemented the recommendations.

The Danforth Foundation-sponsored program at Brigham Young University was described by Wasden, Muse, and Ovard (1987), at Georgia State University by Greer (1988), and at the University of New Mexico by Krueger and Berlin (1990). The efforts that were funded at Auburn University through a Danforth Foundation program to support professors as they worked to reform their preparation programs in educational administration were described by Twale and Short (1989).

Summers (1983) described the development of the guidelines for the administrative internship at Troy State University in Alabama. Achilles and Hughes (1972) described the paired administrator team concept model that was developed at the University of Tennessee. The individual internship planning system at Texas A & M University was described by Erlandson (1979). The training for new administrators in the Los Angeles Unified School District was the topic of an article in Thrust (1987). Curcio and Manning (1986) described the administrative internship program in the Tuloso-Midway Schools in Corpus Christi, Texas.

Based on his experience as an administrative intern, Aidala (1982) reported on the relationship between the

principal and the intern. He emphasized the need for adequate preparation of the intern before embarking on the internship. Slate (1975) applied the principles of a performance-based internship to the training of middle school principals.

Karst (1986) discussed the philosophical implications of assessment methodologies in a review of six student internship case studies in Louisiana. He concluded that while much effort has resulted in the development of internships, the effort has not been directed toward a unifying philosophy of how the internship should function.

Pedicone (1984) classified the format of an internship as (a) the internship plan or (b) competency-based. Based on individualized objectives and activities, the internship plan format is cooperatively developed by the intern, mentor, and university supervisor according to the school setting. After developing the definitions of the two formats, he described how the internship plan was implemented at nineteen different universities.

West and West (1979), Daresh (1986), and Murphy and Hallinger (1989) all described the status of internships at different universities and the ways those internships were being implemented. To some extent, all authors suggested the need to examine the purpose of the internship in terms of the self-interests of the university. Murphy and

Hallinger cautioned that experiential, field-based learning still needed to be grounded in the larger conceptual and theoretical framework while Daresh emphasized the need for continued development, improvement, and university commitment to field-based programs.

A special section in the May 1990 issue of the NASSP Bulletin was devoted to the preparation for the principalship. Richards and Fox (1990) identified (a) responsibility for supervision, (b) responsibility for a specific project, (c) responsibility for leadership, (d) responsibility for routine decision making and problem solving, and (e) responsibility for public speaking and public relations as the basis of a meaningful internship experience. The November 1990 issue of the NASSP Bulletin was also devoted to principal preparation programs.

Research on Internships in Administrator Preparation

In addition to the previously noted descriptive studies and evaluations that accompanied the reform efforts in administrator preparation, there have been a number of research studies on the internship in principal preparation programs. Daresh (1990), in a review of research on the practicum in educational administration between 1971 and 1984, identified three general categories into which

studies could be classified. They were (a) development of a model for a practicum in educational administration, (b) model evaluation, and (c) assessment of selected structural components of the practicum.

In reviewing the methodologies used in that research, he found that (a) the practicum has not been the focus of much systematic research, (b) the majority of the research has been conducted through doctoral dissertations, (c) journals contain few reports of original research on the practicum, (d) the majority of studies have been descriptive studies using questionnaires, and (e) there is an absence of theory-based research in the area (p. 40). He recommended serious and systematic study in learning how people acquire ways of doing their jobs better, not simply studying the same issues regarding internships over and over.

Miskel (1990), after a review of the general literature on administrator preparation, suggested how applied and theoretical research could be used to improve preparation programs in educational administration. The suggestions for research focused on preparation programs, the knowledge base, and faculty.

Murphy and Hallinger (1987) addressed the superficial assessment, based on the attitudes and perceptions of the intern, of the internship in terms of the effects of training. They suggested the need to focus assessment

efforts in the following areas:

1. Participants' perceptions of the quality of the training model in general and of the training within the model in particular.

2. Intrinsic rewards gained by participants (such as personal recognition and professional validation).

3. Specific knowledge, technical skills, and the reflective thinking ability of participants, as appropriate.

4. Changes in participants' behavior at the site level (from observations, analysis of documents, and the perceptions of the staff).

5. Targeted organizational conditions (such as staff participation in implementing staff development activities).

6. Appropriate student outcomes (such as improved test scores) (p. 271).

There have been a number of studies that have assessed internship programs at various universities. Norsted (1974), in an analysis of the internship program at the University of Minnesota, found no significant differences between interns and non-interns on the Leadership Behavior Description Questionnaire (LBDQ). The instrument used in this study was critiqued by Greenfield (1968) and Korman (1966). They challenged the reliability of the instrument

in measuring its two factors: consideration and initiating structure.

Koll (1978), in a study involving professors, interns, and mentors in Minnesota and Wisconsin, found general agreement between the groups on the criteria for evaluating interns. Respondents were asked to indicate their degree of agreement-disagreement on 46 proposed criteria and to classify the criteria as either cognitive or affective. Although there was no statistically significant difference in the degree of agreement between respondents on the cognitive and affective criteria, the rank-ordering of the median values of the criteria showed a greater degree of agreement by the respondents on the affective items than on the cognitive items.

In another Minnesota study, Nefstead (1982), examined the effectiveness of the internship at Mankato State University, 1975-1981. Even with the lack of systematic placement criteria and consistent supervision, former interns perceived the experience very positively.

Dennis (1979) assessed the effectiveness of the internship program for principals in Texas based on the perceptions of practicing principals. While over fifty percent of the respondents had not served an internship and over sixty percent had not served as a cooperating administrator, they provided recommendations for the

development of an internship model.

An evaluation of the internship at East Texas State University by Geren (1981) revealed that the experience was valuable to the former interns and that each of the general experiences listed on the questionnaire was of considerable importance in their internship experience. Overall, the program was judged to be effective. In another study from East Texas State University, Campbell (1985) determined that the majority of colleges and universities in the Southern Association made use of the internship in their training programs in educational administration. Dannenberg (1978) and Wells (1980) both assessed internships based on the subjective perceptions of former interns.

Calling it a research-based model, Wright (1984), in an effort to integrate the reports of internship projects and the descriptions of current programs into a model, developed the Identification and Development of Potential Leaders (IDPEL) program. This comprehensive program was designed to be flexible enough to allow for modification by school districts before implementation.

Despite over 40 years of call for reform and continued effort to improve the preparation of school administrators, a survey of practicing school administrators by Heller, Conway, and Jacobson (1988) revealed dissatisfaction with the training they had received in graduate programs. Fewer

than ten percent of the administrators surveyed indicated that graduate school was the most beneficial part of their training. More than half of the superintendents and two-thirds of the principals identified their on-the-job training as most beneficial. This dissatisfaction with graduate programs led many of the respondents to endorse the internship as the preparation component to make administrator training more realistic and practical. While almost two-thirds of the respondents thought internships were useful, almost two-thirds of them had never participated in an internship.

The preceding statement exemplifies the paradox of internships: Many people believe it makes a difference in the preparation of a school administrator, but there is little evidence to demonstrate how the internship actually contributes to the development of a prospective school administrator or how the intern actually learns the job of school administration.

Delphi Methodology

In order to identify the characteristics of effective internships in principal preparation programs, a Delphi methodology was used. Parker, in a 1969 article that related his experiences in applying the Delphi methodology

to projecting the future of the chemical industry in the United Kingdom, stated that "the person who initiates such an exercise needs the cheek of the devil and the foolhardiness of an amateur bullfighter" (p. 1317).

From Ancient Greece to the Cold War, the term Delphi has evolved from representing a place to describing a process. To the Ancient Greeks, Delphi was the home of the oracle of Apollo. As a process, Delphi emerged in 1953 when it was the name given to a research method invented by Olaf Helmer and Norman Dalky. That first report, "Project Delphi", was part of an intermittent study by the RAND Corporation on the use of expert opinion. Helmer and Dalky developed the method as an experiment in the application of expert opinion on the question of selection (from the viewpoint of a Soviet strategic planner) of optimal targets for a nuclear attack. It wasn't until 1963, when the security restrictions for the initial project were lifted, that the Delphi methodology became public (Helmer, 1983).

Brown (1968) provided the following description of the methodology:

The Delphi method is a name that has been applied to a technique used for the elicitation of opinions with the object of obtaining a group response of a panel of experts. Delphi replaces direct confrontation and debate by a carefully planned, orderly program of

sequential individual interrogations usually conducted by questionnaires. The series of questionnaires is interspersed with feedback derived from the respondents. Respondents are also asked to give reasons for their expressed opinions and these reasons are subjected to a critique by fellow respondents. The technique puts the emphasis on informed judgment. It attempts to improve the panel or committee approach by subjecting the views of individual experts to each other's criticism in ways that avoid face to face confrontation and provide anonymity of opinion and of arguments advanced in defense of those opinions (p. 3.).

Linstone and Turoff (1975) defined the Delphi technique as a "method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (p. 3).

As the original Delphi methodology was applied to an expanding and diverse range of questions, it evolved into three distinct procedures: the classical Delphi, the decision Delphi, and the policy Delphi. The significance of reality, the goal, the panelists, and the methodology are unique to each procedure. These differences were defined by Rauch (1979) as follows:

Classical Delphi--Reality is given; its interpretation is clear; consequences are discussed. The process serves as a forum for facts. The procedure tries to create consensus. Panel members are unbiased experts who try to obtain realistic statements and prognoses. Participation must be high in absolute terms. Feedback serves to obtain realistic answers or prognosis. The participants are not known and all answers are anonymous. Objectivity in the evaluation of the process is for methodological reasons: to be unbiased.

Decision Delphi--Reality will be created. The process serves as a forum for decisions. The procedure tries to prepare and support decisions. The basic concept is the self-fulfilling prophecy. Panel members are decision makers who try to create a basis for realistic and useful decisions. Participation must cover a high percentage of the relevant decision makers. Feedback serves to stimulate and to inform the decision makers. The participants are known from the very beginning; however, their answers are anonymous. Anonymity during the process serves to support personal answers and to raise participation. Objectivity in the evaluation of the process is for ethical reasons: to prevent the director from influencing the decision process.

Policy Delphi--Reality is given; its interpretation will be discussed. The process serves as a forum for ideas. The procedure tries to define and differentiate views. The

basic concept is pluralism. Panel members are lobbyists who try to support and succeed with their standpoints. Participation must consider all relevant groupings. Feedback serves to get well-defined group opinions. Anonymity during the process serves to facilitate extreme viewpoints and objectivity. Objectivity in the evaluation of the process is for pragmatic reasons: to get a complete picture.

Turoff (1970) described the process of a policy Delphi as it was used by the RAND Corporation to examine civil defense. He identified four possible dangers in the use of a policy Delphi. These were as follows:

1. Individuals may misinterpret the Delphi exercise to be a policy decision tool as opposed to a policy analysis tool.
2. Once a Delphi exercise has started, there is no way to guarantee or control for a specified outcome.
3. An item under consideration in the Delphi may be lifted out of the context of the exercise and made public by one of the respondents as a supposed item under consideration by the policy body.
4. The Delphi is being used as a political tool as opposed to an analysis tool (pp. 154-155).

With its roots in technological forecasting, Delphi has been utilized as a research methodology in technology

education. Potential future directions for industrial arts for the year 2000 was a study by Starkweather (1975). Copeland (1977) identified teacher competencies for evaluating industrial arts student teachers. Studies by Barnes (1987) on the curricular organizers for the study of technology and Croft (1989) on the characteristics of technological literacy for high school students reflected the shift in emphasis from industrial arts to technology education in the mid-1980's.

Delphi studies have also been conducted to identify the goals of education (Helmer, 1966, Anderson, 1970, Cyphert & Gant, 1970, Bently, 1971, Uhl, 1971, Swegert & Schabacher, 1974, and Corbin, 1975). Studies to identify characteristics and competencies of teachers have been conducted by Gray (1970), Brown (1971), Chaney (1972), and Starr (1974). Change in education was a study by Adelson, Allkin, Carey, and Helmer (1967). Gomez (1985) used the Delphi methodology as the basis for a curriculum development project in computer science.

Combs (1985) identified possible futures of the public secondary school in the year 2035. An analysis and a projection of the potential of interactive videodisc technology in public school settings was a study by Lowenstein (1988). Cramer (1990) analyzed the issues related to the education of gifted children in the United

States. Jenkins and Jenkins (1991a, 1991b) used the Delphi methodology to examine the possible future directions for the middle school movement in the United States.

Limitations of the Study

The results of the study were limited to the following:

1. The characteristics of effective internships are limited to those identified by participants in the Danforth Program for the Preparation of Principals.
2. The Delphi methodology, with its reliance on the perceptions of a panel and the biases and perceptual filters of the researcher, may itself be a limitation.

Definitions

Internship: A phase of professional education in which a student nearing the completion of his formal preparation works in the field under competent supervision for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities (Newell, p. 4. 1952). In this study, the definition was expanded to include the internship as a component that was integrated into the preparation program, not just occurring near completion of the program. The intern was supervised

by a mentor and a university facilitator.

Experiential characteristics: These are the experiences that the intern has in the internship. They are the experiences that occur once the intern is placed with the supervising administrator.

Procedural characteristics: These describe how the internship is established, managed, implemented, and evaluated. These are the management and process characteristics of the internship.

Summary

The preceding chapter established the need for and significance of this study to identify characteristics of effective internships in principal preparation programs. From a review of literature on recommendations for reform in principal preparation, reports on internships in administrator preparation, and research on internships in administrator preparation, two research questions were developed. They dealt with identifying the procedural and experiential characteristics of effective internships and determining if there was consensus among interns, mentors, and university facilitators on those characteristics. A

three-round, modified policy Delphi was selected as the methodology for the study. The review of literature on the Delphi methodology was also included in the chapter.

Chapter 2 describes the research methodology and data analysis procedures used in the study. Chapter 3 presents the analysis of data obtained from interns, mentors, and university facilitators in the three rounds of a modified policy Delphi. Chapter 4 presents a summary of the study, conclusions drawn from the data, discussion of the conclusions, recommendations for further study, and recommendations for the implementation of internships in principal preparation programs.

CHAPTER 2

METHOD

In order to identify the characteristics of effective internships in principal preparation programs, a modified policy Delphi study was conducted. This chapter contains a description of the research methodology and data analysis procedures used in the study.

Research Methodology

Turoff (1975) defined a policy Delphi as "an organized method for correlating views and information pertaining to a specific policy area and for allowing the respondents representing such views and information the opportunity to react to and assess differing viewpoints" (p. 87). The methodology may be used to meet any or a combination of the following objectives:

1. To ensure that all possible options have been put on the table for consideration.
2. To estimate the impact and consequences of any particular option.
3. To examine and estimate the acceptability of

any particular option (Turoff, 1975, p. 87).

As a group communication process, the policy Delphi can be a demanding exercise for both the researcher and the panel members. There are six phases that can be identified in the implementation of a policy Delphi. They are as follows:

1. Formulation of the issues. What is the issue that really should be under consideration? How should it be stated?

2. Exposing the options. Given the issue, what are the policy options available?

3. Determining initial positions on the issues. What are the ones everyone already agrees upon and which are the unimportant ones to be discarded? Which are the ones exhibiting disagreement among the respondents?

4. Exploring and obtaining reasons for disagreements. What underlying assumptions, views, or facts are being used by the individuals to support their respective positions?

5. Evaluating the underlying reasons. How does the group view the separate arguments used to defend various positions and how do they compare to one another on a relative basis?

6. Reevaluating the options. Reevaluation is

based upon the views of the underlying "evidence" and the assessment of its relevance to each position taken (Turoff, 1975, p. 88).

While the Delphi methodology was originally developed as a tool for technological forecasting, Weaver (1971) identified three educational applications for the technique. They were as follows:

1. A method for studying the process of thinking about the future.

2. A pedagogical tool or teaching tool which forces people to think about the future in a more complex way than they ordinarily would.

3. A planning tool which may aid in probing priorities held by members and constituencies of an organization (p. 271).

Selection of the Panel

With a policy Delphi, the selection of panel members has validity and reliability implications for the study. Weatherman and Swenson (1974) identified the following characteristics that should be considered in the selection of the panel:

1. Representativeness of panel. A sufficient number of panel members have been included in a given

study to insure that the outcome accurately represents thinking in a field.

2. Appropriateness and competence of panel. Each panel member has been appropriately chosen and is competent to render the judgments required.

3. Commitment of panel. Panel members will give carefully considered judgments to repeated questionnaires.

4. Clarity of questionnaire. Respondents will understand the questionnaire items.

5. Independence of responses. Responses will not be affected by statistical reporting of other responses as they would by pressures of a convened group.

6. Personality differences of panel. Individual dispositional differences will not affect response patterns.

7. Nonrespondents. There is no significant difference between respondents and those who fail to complete and return the survey instrument (p. 103).

The population from which the panel for the study was selected consisted of the interns, mentors, and university facilitators in the 22 Danforth Foundation-funded principal preparation programs. Since an internship was one of the Danforth Foundation requirements, participants in this program had, as a group, extensive experience in

designing and implementing internships in principal preparation programs. Ideally, the panel would have consisted of an intern, a mentor, and a university facilitator from each of the programs. This 66 member panel would have been representative of all participants in all five cycles of the Danforth program. Although panel members were recruited, they ultimately volunteered to participate in the study. A balance in the number of interns, mentors, and university facilitators on the panel was maintained throughout the study.

Instrumentation

Delphi Round 1

In initiating a Delphi study, there are two primary types of questionnaires that are used. The first contains a list of items generated by the researcher. Panel members are asked to react to the given items. The second method consists of an open-ended questionnaire where panel members are asked to generate the items that will be used for subsequent reiterations. Since this was a policy Delphi and diversity of opinion was sought, the second type of questionnaire was used for the initial round.

In order to give panel members some direction in generating items, the characteristics of effective

internships in principal preparation programs were classified into two major categories. The first category, procedural characteristics, dealt with the process and management components of the internship. The second category, experiential characteristics, dealt with the activities that actually occurred while the intern was in the school.

From this information, the Round 1 questionnaire (Appendix A) was developed. It was evaluated and revised by faculty members at Virginia Tech and participants in the Regional Program for the Preparation of Principals.

On March 7, 1991, the Round 1 questionnaire was mailed to 137 participants from the Danforth-sponsored meeting in Oklahoma City in April 1989. Representing Cycles I-IV of the Danforth-sponsored programs, participants in the conference included interns, mentors, university faculty, local school administrators, and state legislators. Only the names and addresses of interns, mentors, and university facilitators were taken from the conference roster. The questionnaire was mailed to 44 interns, 31 mentors, and 62 university facilitators. The requested return date for the questionnaire was March 28, 1991.

Since Cycle 5 of the Danforth Foundation Principal Preparation Program was not represented at the Oklahoma City conference, eight stamped envelopes were mailed to each of

the facilitators of those programs with instructions to mail them to four interns and four mentors. These programs were located at California State University-Fresno, Iowa State University, Old Dominion University, and the University of Central Florida.

Because of incorrect mailing addresses on the Oklahoma City conference roster, a number of questionnaires were returned to the sender. University facilitators were then contacted in an attempt to secure current mailing addresses. Ultimately, only six people from the first mailing were not located and therefore, did not receive the Round 1 questionnaire.

On March 28, 1991, there were 29 Round 1 questionnaires returned. Twenty-seven of the questionnaires were completed, with two participants not completing the first round but agreeing to participate in subsequent rounds. The 29 questionnaires had been returned by 10 interns, 6 mentors, and 13 university facilitators.

While the return rate for the Round 1 questionnaire was only 18 percent, the number of respondents was in line with the optimal panel size as recommended by Turoff (1975). He suggested that the panel for a policy Delphi can include from 10 to 50 members. The goal in selecting the representation on the panel is to include members who will expose all the differing positions and pro and con arguments

for those positions.

An analysis of the response indicated there was a disproportionate number of university facilitators in relation to the number of interns and mentors who had returned the questionnaire. In order to balance the panel membership, university facilitators were asked to provide the names and addresses of additional interns and mentors. Thirty-nine additional interns and mentors were contacted either by mail or by telephone and invited to complete the Round 1 questionnaire.

By April 10, 1991, a total of 78 interns, 68 mentors, and 62 university facilitators had been contacted through either the initial mailing to participants in the Oklahoma City conference, the letters to Cycle V facilitators, or the additional mailing and telephone contact. Thirteen interns, 12 mentors, and 13 university facilitators completed the Round 1 questionnaire and committed to participation in the study. Further attempts to contact additional Round 1 panel members were not continued when it was determined that no new items were being generated by respondents.

The results of the Round 1 questionnaire were compiled in a computer data base. In order to facilitate compilation of results, categories were developed for each of the two major areas. The categories emerged from a review of the data. For the experiential characteristics, the categories

were as follows: (a) climate; (b) instructional management; (c) research, evaluation, and planning; (d) resources; (e) staff development; (f) staff evaluation; and (c) community support. Although there were some revisions in how the categories were defined for this study, these categories are the same as those used by Hoyle, English, and Steffy (1990) in Skills for Successful School Leaders.

For the procedural characteristics, the categories were (a) evaluation, (b) placement, (c) planning, (d) selection, and (e) support. As with the experiential characteristics, the categories for this area emerged from a review of the data.

In order to track the source of each item, a number was assigned to each intern, mentor, and facilitator. Role (intern, mentor, university facilitator), program (name of the university), and cycle (I-V) codes were also assigned and entered into the data base.

Delphi Round 2

Feedback is an essential element in the Delphi methodology. The purpose of the Round 2 questionnaire was to provide panel members with the results of the Round 1 questionnaire and to solicit their perceptions of the importance of each item in an internship in a principal preparation program.

With over 400 entries in the Round 1 data base, items

needed to be condensed while still preserving the essence and intent of the individual items. A review of the data base yielded 124 items for the Round 2 questionnaire (Appendix B). These items were organized by sub-category. While not all items were included on the questionnaire, it was determined that there were enough general items to be representative of items in the data base. The specific items that were selected for the Round 2 questionnaire were items that were identified by more than one panel member, that represented various points on a range of options, or that were unique to this study when compared to characteristics of other internships in principal preparation programs.

In order to assess each panel member's perception of the importance of each item, a five-point scale was developed. The scale items ranged from 5 (of extremely high importance) to 3 (of medium importance) to 1 (of no importance) in an internship in a principal preparation program.

The Round 2 questionnaire was evaluated and revised by faculty members and participants in the Regional Program for the Preparation of Principals. While the reviewers felt the instructions for completing the questionnaire were clear, they suggested revisions to clarify specific items. The major revision was in the experiential characteristics.

Panel members recommended using the same stem to begin each item and to revise each item to be consistent with the stem.

Sixty-four Round 2 questionnaires were mailed on May 7, 1991. Thirty-eight were mailed to panel members who had completed Round 1. When it was determined that not all cycles from the Danforth-funded principal preparation programs were represented on the panel, an additional 26 questionnaires were mailed. This expanded panel consisted of 23 interns, 22 mentors, and 19 university facilitators. Panel members were requested to return the questionnaire within one week of receipt.

By June 7, 1991, 51 completed questionnaires were received. The return consisted of 19 interns, 16 mentors, and 16 university facilitators. There were 18 out of the 22 Danforth Foundation-sponsored principal preparation programs represented on the panel. Out of the 18 programs, eight had a complete team, or a minimum of one representative from each of the three groups (intern, mentor, and faculty), participating in the study.

Two additional faculty members returned the Round 2 questionnaire after the data had been compiled. While their responses were not included in the calculation of the results from Round 2, it was determined that they should have the opportunity to respond in Round 3 since the item means would be the determining factor in the identification

of characteristics of effective internships.

Delphi Round 3

On June 7, 1991, 53 Round 3 questionnaires (Appendix C) were mailed to panel members with instructions to return the completed questionnaires by June 17, 1991. The questionnaire contained the percentages in each of the five response categories for each item. The modal response was in bold type and underlined. The individual panel member's response from Round 2 was circled. Panel members were asked to consider the group response from Round 2 and to again rate the importance of each item in an internship in a principal preparation program. If a panel member's rating on Round 3 was more than one category away from the modal response for Round 2, that panel member was asked to comment on the item.

In order to facilitate the rating of each item on a five-point scale, the mode was selected as the measure of central tendency. The rating scale consisted of whole numbers, and, unlike the mean and the median, the mode was represented by whole numbers. This was the methodology used by Copeland (1977).

From the comments by panel members on the Round 2 questionnaire, eight additional items were added to the Round 3 questionnaire. These items were as follows:

Planning #11. The internship should place more

emphasis on practice and less on theory.

Planning #12. The mentors should be trained in program processes and expectations.

Planning #13. There must be a great deal of flexibility in the program to allow for the personal interests on the part of the intern.

Evaluation #13. Evaluation of mentors should occur before placement of the intern.

Instructional Management #20. Have some experience using technology (computer software, video disk, etc.)

Staff Development #4. Create a professional development plan for the non-teaching staff.

Community Support #10. Visit with business leaders.

Community Support #11. Attend school board meetings and administrator meetings and visit the state department of education.

Panel members were asked to rate their perception of the importance of each of these eight additional items.

The number of participants by round may be found in Table 1.

Analysis of the Data

To determine if there were significant differences in the ratings of each of the three groups (interns, mentors,

Table 1. Participation in Delphi by Round

	Intern	Mentor	Facilitator	Total
Round 1				
Mail/Telephone	78	68	62	208
Returned	13	12	13	38

Round 2				
Mailed	23	22	19	64
Returned	19	16	18	53

Round 3				
Mailed	19	16	18	53
Returned	17	13	14	44

Participated in All 3 Rounds	9	9	10	28

university facilitators), a one-way analysis of variance was run on each item. A one-way analysis of variance was also run on randomly selected items to determine if there were significant differences in (a) the perceptions of participants across the five cycles of the Danforth Program for the Preparation of Principals and in (b) the perceptions of panel members who had completed both Rounds 1 and 2 and those who had only completed Round 2. The cycle and round analysis was also run on those items that showed significant differences in the ratings of interns, mentors, and university facilitators. A Fisher's Least Significant Difference post hoc comparison was run on items that showed significant differences between groups in the one-way analysis of variance.

The mean and standard deviation were also calculated for each item. It was determined that items with a mean greater than or equal to 3.750 on a five-point scale for Round 3 would be considered a characteristic of an effective internship. Consensus was defined as no statistically significant differences among the ratings of interns, mentors, and university facilitators on a characteristic.

CHAPTER 3

RESULTS

This chapter presents the analysis of data obtained from mentors, interns, and university facilitators in the three rounds of the modified policy Delphi. The study sought to answer two primary research questions:

1. What are the procedural and experiential characteristics of effective internships in principal preparation programs?
2. Is there consensus among interns, mentors, and facilitators on the characteristics of effective internships in principal preparation programs?

Items with a mean equal to or greater than 3.750 were considered a characteristic of an effective internship in a principal preparation program. Consensus was defined as no statistically significant differences among the ratings of interns, mentors, and university facilitators on a characteristic.

Description of the Panel Members

The panel members for this study were recruited from

the participants in the Danforth Foundation's Program for the Preparation of Principals. While only 18 of the 22 programs were represented on the panel, all five cycles were represented. Eight of the 18 programs had representatives from all three groups or a minimum of one intern, one mentor, and one university facilitator on the panel.

Depending on the Danforth cycle, some of the interns had already experienced the internship while others were still participating in their internship when participating in the study. The same holds for the mentors. Some had previously worked with two or more interns while others were presently working with an intern. In general, interns and mentors in Cycles I-III had completed their internship experience while those in Cycles IV-V were still completing the internship. For the university facilitators, some had finished one cycle of their program while others were just beginning or in the middle of the first cycle of their program.

For the three rounds of the study, there was a total of 58 people who participated in at least one round. Of these 58 participants, 23 were interns, 17 were mentors, and 18 were university facilitators. Panel members listed by role, cycle, and program may be found in Table 2.

Table 2. Panel Members by Role, Danforth Cycle, and Program

Interns (N=23)	Mentors (N=17)	University Faculty (N=18)
<u>Cycle I</u>		
<u>University of Alabama</u> Marcia W. Burke (1)*		Lanny Gamble (2,3)
<u>Cycle II</u>		
<u>University of Houston</u> Cary Partin (1,2,3)		
<u>University of Massachusetts at Amherst</u> Brenda Finn (1)		James B. Tynan (1,2,3)
<u>University of Oklahoma</u> Gail Good (1,2,3) Carol Brogan (1,2,3)	Lynn Miller (2)	Gene Shepherd (1,2,3) Charles E. Butler (1,2,3)
<u>University of Washington</u> Robert Cooper (2,3) Joyce Swanson (2,3)	Carolann Watness (1,2,3) Susan Galletti (1,2,3) Ann Foley (1,2,3)	Kathy Mueller (1,2,3)

(table continues)

Interns	Mentors	University Faculty
<u>Cycle III</u>		
<u>Brigham Young University</u>		
Don Johnson (1,2,3)	Holly B. Peterson (1,2,3)	Ivan Muse (1,2,3)
Marjean Bingham (1)	John Childs (2)	
<u>East Tennessee State University</u>		
Richard Watson (2,3)	Donna J. Raines (1,2)	Donn Grosso (2,3)
<u>University of Tennessee-Knoxville</u>		
Hardy DeYoung (2,3)	Allen Morgan (1,2,3)	Mary Jane Connelly (1,2,3)
Donna Wright (2,3)	Jody N. McLoud (1,2,3)	
	Betty Sue Sparks (1)	
<u>San Diego State University</u>		
Ana Castro (2,3)	Lowell Billings (2,3)	Larry Frase (2)
<u>University of Virginia</u>		
James R. Washington (1)	Anne Coughlin (2,3)	Dan Duke (2)
<u>Cycle IV</u>		
<u>University of Connecticut</u>		
Mary Monroe Kolek (2,3)	Gregory J. Plunkett (1,2,3)	Paula Cordeiro (1,2,3)
<u>University of New Mexico</u>		
Mary Mercado (1,2,3)		Mike Milstein (1,2,3)

(table continues)

Interns	Mentors	University Faculty
<u>Virginia Tech</u>		
Cris Bartgis (1,2,3)	Margaret S. Moles (1,2,3)	
Dollie Cottrill (1,2,3)	Paul Linkenhoker (1,2,3)	
Sarah Campbell (1,2,3)	Martha Cobble (1,2,3)	
<u>Western Kentucky University</u>		L. Nan Restine (1,2,3) Dwight Cline (1,2,3)
<u>Cycle V</u>		
<u>California State University-Fresno</u>		
Jill Tafoya (2)		Don Coleman (1,2)
<u>Iowa State University</u>		
Lori Alexander (2,3)	Gene Haigh (2,3)	William Poston (2,3)
Mary Magnani (2)		
<u>Old Dominion University</u>		William G. Cunningham (1,2)
<u>University of Central Florida</u>		
Kaye Harris (1,2,3)		Marie Hill (1,2,3)

- *1--Participated in Round 1
- 2--Participated in Round 2
- 3--Participated in Round 3

Delphi Round 1

In order to allow the panel to identify as many characteristics of an internship in a principal preparation program as possible, the Round 1 questionnaire was open-ended. Panel members were asked to list the characteristics of effective internships in a principal preparation program in two major areas: procedural characteristics and experiential characteristics.

Subcategories were developed in each of the two major areas in order to facilitate the organization of the characteristics. The subcategories were not mutually exclusive. With some duplication of items, there were over 400 entries in the data base for Round 1. The following are written descriptions of the Round 1 data by subcategory.

Procedural Characteristics

Selection

Items in this category included qualities of interns as well as process characteristics. Desirable characteristics of interns included such ambiguous traits as maturity, thoughtfulness, commitment to the program, and passion for education. Other characteristics included the ability to write effectively, to speak clearly and effectively, and to

conceive and initiate new ideas and programs. With the selection criteria and training of mentors identified as vital components of the internship, panel members recommended that mentors be selected by the school district in consultation with the university. For both interns and mentors, panel members recommended that the screening process needed to be designed to select the most capable people for the program.

Planning

The characteristics in this category included the processes for the initial planning of the program and the ongoing planning as the program is implemented. Panel members emphasized the need for cooperation and inclusion of multiple constituencies (school district and university) on the planning committee. Articulation and integration of course work and the internship were also emphasized. The assignment and responsibilities of the intern were to be specifically defined. Training for mentors and continual program improvement were also identified.

Placement

This category not only had the greatest number of items in the procedural characteristics, it also had the greatest diversity of opinion on those items. Placement included the length of time of the internship and the settings in which the intern would be placed.

Panel members identified such options as (a) placement in the intern's home school to placement in another school and preferably in a different district; (b) placement at one level to placement in at least two and preferably three levels; (c) placement for a continuous 90 days to placement for 90 days distributed throughout the program to placement for an entire year; (d) allowing the intern to have input in placement to assigning the intern to a mentor; and (e) placement with no teaching responsibilities to placement with part-time teaching responsibilities. Panel members were also divided on the concept of "shadowing" or observing the mentor and on the extent to which the intern would actually participate in activities.

Support

This category included characteristics that provided support to all participants in the planning and implementation of an internship. Panel members emphasized the importance of the cohort for the interns. A cohort for mentors was also recommended. Panel members recommended regular, structured meetings with the intern, mentor, and university supervisors. Other panel members made such specific recommendations as weekly, bi-weekly, and monthly meetings of the triad.

Evaluation

Items in this category included characteristics for the

evaluation of both programs and individual interns. Program evaluation components included assessing the mission, purposes, and activities of the program. This evaluation would consist of both oral and written feedback from all parties involved in the program. Interns would also evaluate the program after securing their first administrative position.

Panel members recommended that interns keep a log of experiences and a journal to reflect on practices and experiences. They emphasized the need for regular feedback, both oral and written, to the intern. Some panel members recommended that the intern be evaluated by teachers, etc. in the school where the intern served and that the work of the intern be evaluated by his or her supervisor once the intern has graduated and is working in an administrative position.

A complete list of the procedural characteristics identified in Round 1 may be found in Appendix D.

Experiential Characteristics

School Climate

The items in this category included the activities related to establishing the working relationships with students, parents, and staff that define the culture and

climate of the school. Activities in this category included the following: (a) assessment of school climate, (b) preparation of the agenda and conduct of a faculty meeting, (c) attendance and discipline management, (d) conflict resolution, (e) work with at-risk students, (f) work with culturally different groups, and (g) supervision of student activities. Panel members disagreed as to whether the intern should have first hand experience in these types of situations or should only observe the mentor dealing with them. This disagreement was particularly evident in discipline management.

Instructional Management

Items in this category related to the activities of the principal in administering the instructional program. Panel members recommended that interns participate in the opening and closing of school activities. At both the elementary and secondary levels, panel members recommended experience in the development of the master schedule. Panel members emphasized leadership in curriculum and instruction and in the improvement of the instructional program. Operating the school when the principal was gone, participating on a special education IEP committee, and shadowing department heads, guidance counselors, and other student services personnel were also suggested activities.

Research, Evaluation, and Planning

Recommendations in this category included conducting and sharing research; evaluating instruction, programs, and policies; and participating in needs assessment, problem solving, change, strategic planning, and goal setting.

Resources

Items in this category related to the procurement and management of both material and human resources. Financial and material resources activities included administering the budget at the building level, participating in the budget development process at both the building and district levels, purchasing materials and equipment, and assessing the condition and needs of the building. Other areas included policy, governance, and law. Human resource activities focused on interviewing applicants for teaching and non-teaching positions.

Staff Development

This category had the fewest total number of items in the data base. Panel members recommended such activities as organizing an in-service day for the professional staff to creating a professional development plan for the non-certified staff.

Staff Evaluation

The supervision and evaluation of both professional and classified staff were the major activities in this category. Recommendations in the evaluation of instructional personnel

ranged from the intern having full responsibility for observing and conferencing a teacher to the intern pre-conferencing, observing, and post-conferencing a teacher first with the mentor then alone to no responsibility or practice in teacher evaluation, that this was an activity better suited as a simulation in course work. Developing strategies for working with and supervising secretarial and custodial staff was also recommended.

Community Support

Items in this category related to those publics outside of the individual school. These ranged from the central office and school board to parents and business leaders. Recommended areas of activity included (a) parent involvement programs, (b) business partnerships, (c) community groups, and (d) professional organizations. Panel members emphasized the need for the intern to develop effective skills in written and oral communication and in networking with the larger community.

A complete list of the experiential characteristics identified in Round 1 may be found in Appendix E.

Delphi Round 2

The data base from Round 1 served as the source of items for Round 2. Items were reviewed and those that were

determined to be representative of the data base were selected for the questionnaire. The criteria for inclusion on the questionnaire included those items that were identified by more than one panel member, that represented various points on a range of options, or that were unique to this study when compared to characteristics of other internships in principal preparation programs.

Panel members were asked to rate their perception of the importance of each item in an internship in a principal preparation program on a five-point scale. The scale of importance in an internship in a principal preparation program was as follows:

- 1--Of no importance
- 2--Of low importance
- 3--Of medium importance
- 4--Of high importance
- 5--Of extremely high importance

Panel members reached consensus on 117 out of 124 items. With 3.750 as the criterion, 101 out of 124 items met the criterion for inclusion as a characteristic of an effective internship in a principal preparation program.

The means and standard deviations for each item on the Round 2 questionnaire may be found in Tables 3-14.

Comments pertaining to items on the Round 2 questionnaire may be found in Appendix F.

Table 3. Mean Ratings for Round 2: Selection

Characteristic	N	Mean	SD
1. There should be some indication that prospective interns will be successful in graduate level courses.	49	4.225	.621
2. The selection process should result in a pool of mentors/interns that is heterogeneous in terms of gender, race, and school level.	51	4.157	1.027
3. The intern must have the ability to write effectively.	51	4.392	.635
4. The intern must have the ability to speak effectively and clearly.	51	4.529	.542
5. The screening process assesses the prospective intern's commitment to the program.	51	4.235	.737
6. The intern demonstrates maturity.	51	4.588	.572
7. The intern demonstrates a passion for education.	51	4.490 ^a	.731
8. The intern demonstrates the ability to initiate and to conceive new ideas and programs.	51	4.255	.771

(table continues)

Characteristic	N	Mean	SD
9. The interns are selected through interviews, recommendations, and a test of writing abilities.	51	4.255	.891
10. The intern demonstrates thoughtfulness.	49	4.143	.736
11. The nomination process for interns includes a validation process by the district.	51	3.843	.967
12. The mentors are chosen by the school district in consultation with the university.	50	4.180	.850
13. The mentors model self-renewal.	51	4.588	.572
14. The mentors model the attitude, knowledge, and behavior outcomes of the program.	51	4.529	.644

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 4. Mean Ratings for Round 2: Planning

Characteristic	N	Mean	SD
1. The program management/leadership should exemplify modeling and mentoring.	51	4.686	.469
2. The planning process should be a joint effort of the university and the school districts.	51	4.569	.575
3. The internship should consist of specific assignments related to program content and skills.	51	4.353	.688
4. The internship should consist of specific areas of responsibility which are helpful to the school and to the mentor.	50	4.380	.725
5. The mentors should be trained before being assigned to an intern.	51	4.177	.910
6. The interns should receive some course work before being assigned to a mentor.	51	3.510	1.084
7. The internship should not just be busywork.	50	4.860	.452
8. The internship should allow the intern to develop confidence.	50	4.820	.388

(table continues)

Characteristic	N	Mean	SD
9. The internship should allow the intern to take risks.	51	4.726	.532
10. The internship should integrate theory into practice.	51	4.765	.473

Table 5. Mean Ratings for Round 2: Placement

Characteristic	N	Mean	SD
1. The intern is formally recognized as a significant and contributing member of the administrative team.	51	4.647 ^a	.559
2. The intern may not be treated as a vice principal with limited school responsibilities (i.e. only handling discipline and attendance.)	51	4.549	.702
3. The intern receives the most benefit when given the opportunity to "shadow" an administrator.	51	3.549	.986
4. The internship should be one semester without teaching responsibilities.	46	3.609	1.256
5. The internship should be a full academic year without teaching responsibilities.	51	3.353	1.454
6. The internship should be 90 days or more of unencumbered time to be distributed throughout the program.	47	3.532	1.333
7. The internship should be 90 days in an academic year.	47	3.021	1.375

(table continues)

Characteristic	N	Mean	SD
8. The internship activities occur during the school day, not exclusively before and/or after the school day or during the summer.	50	4.460	.973
9. The intern should be placed at a school other than where the intern is assigned as a teacher.	51	3.961	1.232
10. The internship should be at the level for which the intern is preparing to be a leader.	51	4.059	.904
11. The intern should concentrate on one level.	51	2.902	.985
12. The intern should have at least two and preferably three different internship experiences at different levels.	49	3.612	1.187
13. The internship should allow the intern to broaden his/her experience.	49	4.714	.540
14. The intern should have input in placement.	50	4.140	.756
15. Part of the internship should be in a business outside of education.	50	3.020	1.253

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 6. Mean Ratings for Round 2: Support

Characteristic	N	Mean	SD
1. The intern should be a member of a cohort group which meets weekly with the university supervisor.	49	3.857	1.290
2. The mentor should be a member of a cohort group which meets monthly with the university supervisor.	49	4.000	1.061
3. The university supervisor visits the internship site once a month with the intern and mentor.	48	4.146	.850
4. There are regular, structured, meetings with the mentor, the intern, and the university supervisor.	48	4.458	.713
5. The intern provides a written update that guides the session with the mentor and the university supervisor.	49	4.041	.957
6. The mentors and university supervisors should practice cognitive coaching.	50	4.180	.897
7. The mentors are in classes and seminars with interns when possible.	50	3.300	1.147

(table continues)

Characteristic	N	Mean	SD
8. The network developed during the program continues after completion of the program.	50	4.280 ^a	.882

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 7. Mean Ratings for Round 2: Evaluation

Characteristic	N	Mean	SD
1. The intern maintains a diary/log of the experiences day by day.	49	3.449	1.174
2. The intern keeps a journal to reflect on what did and what did not work.	50	4.330	1.015
3. The intern receives regular feedback about his/her work.	50	4.700	.463
4. Graduates are invited to campus once a year to discuss work and to recommend program improvements.	50	4.020	1.000
5. All parties provide oral and written feedback to evaluate the program.	50	4.540	.706
6. The interns also evaluate the program after they get their first administrative position.	50	4.500	.707
7. The mentor must have an oral evaluation of the intern's experience with the intern.	47	4.085	.996

(table continues)

Characteristic	N	Mean	SD
8. At the end of each experience, the intern is evaluated (questionnaire type instrument) by the mentor and a sample of the professional and classified staff in the building.	50	3.600	1.069
9. Following graduation and every year after, the supervisor of each graduate receives an evaluation form to complete on the work of the graduate.	50	3.280	1.107
10. The participants evaluate and assess the "mission" of the program.	49	4.327	.826
11. Diagnostic assessments, including leadership style, should be made to make interns aware of their weaknesses and to improve on them.	49	4.449	.914
12. The mentor should be evaluated by the intern and the university supervisor.	50	4.100	1.093

Table 8. Mean Ratings for Round 2: School Climate

Characteristic	N	Mean	SD
1. Use a survey to make an assessment of school climate.	49	3.367	1.014
2. Assist a student group in the accomplishment of some goal.	50	3.940	.935
3. Have high levels of contact with students in positive proactive settings.	50	4.460	.646
4. Work with problem or at risk students and their teachers.	50	4.580	.575
5. Work with a minority or culturally different group.	50	4.460	.613
6. Observe a parent/teacher/administrator conference where possible and appropriate.	50	4.720 ^a	.497
7. Prepare the agenda and conduct a faculty meeting.	50	4.400	.783
8. Supervise evening school events (dances, games, club meetings, etc.)	50	4.080	.877
9. Solve a conflict between a teacher and a student and/or a teacher and a parent.	50	4.660	.519

(table continues)

Characteristic	N	Mean	SD
10. Have first hand experience in a difficult situation that may have negative consequences (i.e. working with difficult parents.)	50	4.700	.505
11. Have discipline experiences that range from the simple to the severe.	50	4.520	.580

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 9. Mean Ratings for Round 2: Instructional Management

Characteristic	N	Mean	SD
1. Chair a planning and placement team meeting, including the preparation and background work that precedes the meeting.	46	4.500	.691
2. Perform a leadership activity which involves instituting a change in some meaningful aspect of the school.	51	4.373	.799
3. Work with department chairpersons or teachers on an instructional improvement project.	51	4.412 ^a	.669
4. Become involved with some aspect of a planning activity that is long term and ongoing.	51	4.255	.821
5. Supervise some aspect of the co-curricular program.	51	4.059	.785
6. Participate in the development of the master schedule.	51	4.275	.874
7. Operate the school when the principal is gone.	51	4.333	.909
8. Shadow for a period of time the school counselor, department heads, dean of students, etc.	50	3.920	.922
9. Demonstrate teaching techniques.	50	3.880	.918

(table continues)

Characteristic	N	Mean	SD
10. Be responsible from start to finish on a project.	51	4.647	.559
11. Participate in opening of school procedures.	50	4.240	1.021
12. Participate in closing of school procedures.	50	4.200	1.030
13. Monitor at co-curricular activities.	51	3.863	.895
14. Monitor hall duty/doing hall duty and ground duty.	51	3.686	1.208
15. Play a role (not just attend) monthly district-wide curriculum meetings.	51	3.923	.935
16. Be part of a special education IEP committee.	51	4.373	.774
17. Be part of the textbook adoption process.	51	3.647	.956
18. Participate in special programs--Chapter 1, etc.	51	3.863	.872
19. Participate in new teacher, new student orientations.	51	4.118	.887

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 10. Mean Ratings for Round 2: Research, Evaluation, and Planning

Characteristic	N	Mean	SD
1. Read/study the most recent accreditation report.	51	4.059	.968
2. Participate in a program evaluation activity.	51	4.333	.739
3. Utilize and share research.	51	4.235	.839
4. Participate in a policy evaluation activity.	51	4.235	.815
5. Participate in grant writing.	51	3.569 ^a	1.153
6. Analyze student test scores.	50	4.440	.733
7. Conduct a needs assessment survey.	51	4.059	.988
8. Interpret test scores to teachers and parents.	50	4.260	.828
9. Have an opportunity for off-site experiences, i.e. being a member of a regional accreditation visiting team.	50	3.620 ^a	1.292

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 11. Mean Ratings for Round 2: Resources

Characteristic	N	Mean	SD
1. Discuss the school-district office relationship with the school principals.	51	4.255	.796
2. Interview applicants for a teaching position.	51	4.353	.868
3. Negotiate the purchase of major equipment or other major expenses.	51	3.745	1.017
4. Prepare and administer the school budget.	51	3.902	1.044
5. Assess the condition and needs of the building.	51	4.177	.842
6. Attend budgeting sessions within the school and within the district.	51	4.294	.901
7. Work with district food service supervisor.	51	3.725	1.060
8. Work with district transportation supervisor.	51	3.804	1.040

Table 12. Mean Ratings for Round 2: Staff Development

Characteristic	N	Mean	SD
1. Create a professional development plan for the secretarial staff.	51	3.314	1.122
2. Conduct a staff development activity with the professional staff.	51	4.275	.750
3. Prepare an in-service day (not necessarily presenting.)	50	4.200	.857

Table 13. Mean Ratings for Round 2: Staff Evaluation

Characteristics	N	Mean	SD
1. Supervise custodial personnel.	51	3.765	1.031
2. Pre-conference, observe, and post-conference teachers (first with the mentor for two or three times, then alone.)	51	4.569	.831
3. Develop a strategy for working effectively with secretarial, custodial, and food service staff.	51	4.039	1.039
4. Conduct performance evaluation of instructional personnel.	51	4.431	.922
5. Conduct performance evaluation of support personnel.	51	4.157	1.027
6. Conduct a self-evaluation, assessment, and appraisal of performance and outcomes.	51	4.588	.638

Table 14. Mean Ratings for Round 2: Community Support

Characteristic	N	Mean	SD
1. Initiate and conduct a parent involvement program.	51	3.961	.894
2. Chair or serve on a community or a business partnership committee.	51	3.686	.990
3. Work with a parent advisory committee or a group of parents on a project.	51	4.255	.771
4. Present a report at a faculty meeting and/or a board of education meeting.	50	4.420	.703
5. Attend a professional meeting/conference of school administrators/principals.	51	4.431	.755
6. Write and speak effectively to parents and faculty.	51	4.804	.401
7. Work on a district level committee.	51	4.020	.883
8. Evaluate school communications.	51	4.137	.800
9. Present to professional groups or organizations.	51	3.706	1.205

Delphi Round 3

The feedback to panel members on the Round 3 questionnaire consisted of the distribution of responses from Round 2 with the group mode underlined and in bold type. Panel members were asked to consider the responses and to re-rate the importance of each item in an internship in a principal preparation program. After completion of Round 2, eight items were added to the Round 3 questionnaire based on the comments from participants in Round 2. The eight items were as follows:

Planning #11. The internship should place more emphasis on practice and less on theory.

Planning #12. The mentors should be trained in program processes and expectations.

Planning #13. There must be a great deal of flexibility in the program to allow for the personal interests on the part of the intern.

Evaluation #13. Evaluation of mentors should occur before placement of the intern.

Instructional Management #20. Have some experience using technology (computer software, video disk, etc.)

Staff Development #4. Create a professional development plan for the non-teaching staff.

Community Support #10. Visit with business leaders.

Community Support #11. Attend school board meetings and administrator meetings and visit the state department of education.

The following are the results of Round 3 by category.

Procedural Characteristics

Selection

Panel members reached consensus on 11 out of 14 items in this subcategory. Consensus was not reached on the items that dealt with (a) the indication that prospective interns would be successful in graduate level courses, (b) the ability of the intern to write effectively, and (c) the maturity of the intern. For the success in graduate level courses item, there was a significant difference between the interns and the mentors, with the interns rating the item lower than the mentors who rated the item higher than the facilitators. There were significant differences between all three groups on the item that dealt with the writing ability of the intern. Mentors rated it higher than the interns who rated it higher than the facilitators. For the maturity item, there was a significant difference in the ratings of the mentors who rated it higher than the facilitators who rated it lower than the interns.

Means for all items ranged from 3.841 to 4.750. Thus,

all items met the 3.750 criterion for consideration as a characteristic of an effective internship.

The means and standard deviations for the selection characteristics may be found in Table 15.

Planning

Panel members reached consensus on all 13 items in this subcategory. Item means ranged from 3.364 to 4.930. Two items did not meet the 3.750 criterion for consideration as a characteristic of an effective internship. They dealt with (a) the intern receiving some course work before being assigned to a mentor and with (b) more emphasis on practice and less on theory during the internship.

The means and standard deviations for the planning characteristics may be found in Table 16.

Placement

Panel members reached consensus on 13 out of 15 items in this subcategory. University facilitators rated the item dealing with the formal recognition of the intern as a significant and contributing member of the administrative team significantly lower than both the interns and mentors. Interns rated the item lower than mentors. Interns rated the item that dealt with the opportunity to "shadow" an administrator significantly higher than the facilitators. Mentors also rated the item higher than facilitators.

Means for all items ranged from 2.568 to 4.773. Nine

Table 15. Mean Ratings for Round 3: Selection

Characteristic	N	Mean	SD
Criteria			
Interns			
4. The intern must have the ability to speak effectively and clearly.	44	4.750	.438
6. The intern demonstrates maturity.	44	4.568 ^a	.546
3. The intern must have the ability to write effectively.	44	4.523 ^a	.590
7. The intern demonstrates a passion for education.	44	4.500	.699
8. The intern demonstrates the ability to initiate and to conceive new ideas and programs.	44	4.341	.713
1. There should be some indication that prospective interns will be successful in graduate level courses.	44	4.273 ^a	.499
10. The intern demonstrates thoughtfulness.	44	4.163	.652
Mentors			
13. The mentors model self-renewal.	44	4.682	.471

(table continues)

Characteristic	N	Mean	SD
14. The mentors model the attitude, knowledge, and behavior outcomes of the program.	44	4.682	.561
Process			
9. The interns are selected through interviews, recommendations, and a test of writing abilities.	44	4.364	.865
2. The selection process should result in a pool of mentors/interns that is heterogeneous in terms of gender, race, and school level.	44	4.273	.997
5. The screening process assesses the prospective intern's commitment to the program.	44	4.182	.540
12. The mentors are chosen by the school district in consultation with the university.	44	4.091	.772
11. The nomination process for interns includes a validation process by the district.	44	3.841	.680

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 16. Mean Ratings for Round 3: Planning

Characteristic	N	Mean	SD
Criteria			
7. The internship should not just be busywork.	43	4.930	.338
8. The internship should allow the intern to develop confidence.	43	4.930	.258
9. The internship should allow the intern to take risks.	44	4.886	.321
10. The internship should integrate theory into practice.	44	4.864	.409
4. The internship should consist of specific areas of responsibility which are helpful to the school and to the mentor.	44	4.581	.626
3. The internship should consist of specific assignments related to program content and skills.	44	4.500	.550
11. The internship should place more emphasis on practice and less on theory.	38	3.711	.802
Process			
1. The program management/leadership should exemplify modeling and mentoring.	44	4.818	.390

(table continues)

Characteristic	N	Mean	SD
2. The planning process should be a joint effort of the university and the school districts.	44	4.682	.471
12. The mentors should be trained in program processes and expectations.	37	4.541	.588
5. The mentors should be trained before being assigned to an intern.	44	4.455	.761
13. There must be a great deal of flexibility in the program to allow for the personal interests on the part of the intern.	39	4.026	.778
6. The interns should receive some course work before being assigned to a mentor.	44	3.364	.917

out of 15 items met the 3.750 criterion to be considered a characteristic of an effective internship. Those items that did not meet the criterion included (a) the opportunity for the intern to "shadow" an administrator, (b) the length of the internship as one semester without teaching responsibilities, (c) the length of the internship as a full year without teaching responsibilities, (d) the length of the internship as 90 days in an academic year, (e) the concentration on one level during the internship, and (f) serving part of the internship in a business outside of education.

The means and standard deviations for the placement characteristics may be found in Table 17.

Support

Panel members reached consensus on seven out of eight items in this subcategory. There was a significant difference between interns and facilitators in rating the item that dealt with the network that developed during the program continuing after completion of the program. Interns rated the item higher than facilitators. Mentors also rated the item higher than facilitators.

Seven out of eight characteristics met the 3.750 criterion to be considered a characteristic of an effective internship. Item means ranged from 3.205 to 4.581. The item that did not meet the criterion dealt with the mentors

Table 17. Mean Ratings for Round 3: Placement

Characteristic	N	Mean	SD
Criteria			
1. The intern is formally recognized as a significant and contributing member of the administrative team.	44	4.773 ^a	.476
13. The internship should allow the intern to broaden his/her experience.	43	4.767	.527
2. The intern may not be treated as a vice principal with limited school responsibilities (i.e. only handling discipline and attendance.)	44	4.750	.534
8. The internship activities occur during the school day, not exclusively before and/or after the school day or during the summer.	44	4.477	.976
Process			
14. The intern should have input in placement.	44	4.159	.645
3. The intern receives the most benefit when given the opportunity to "shadow" an administrator.	44	3.546 ^a	.901

(table continues)

Characteristic	N	Mean	SD
Location			
9. The intern should be placed at a school other than where the intern is assigned as a teacher.	44	4.205	1.112
10. The internship should be at the level for which the intern is preparing to be a leader.	44	4.159	.776
12. The intern should have at least two and preferably three different internship experiences at different levels.	43	3.791	1.103
15. Part of the internship should be in a business outside of education.	44	3.136	1.070
11. The intern should concentrate on one level.	44	2.568	.818
Length			
6. The internship should be 90 days or more of unencumbered time to be distributed throughout the program.	41	3.756	1.241
4. The internship should be one semester without teaching responsibilities.	42	3.714	1.066

(table continues)

Characteristic	N	Mean	SD
5. The internship should be a full academic year without teaching responsibilities.	44	3.659	1.413
7. The internship should be 90 days in an academic year.	41	2.732	.895

*At least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

being in classes and seminars with the interns when possible.

The means and standard deviations for the support characteristics may be found in Table 18.

Evaluation

Panel members reached consensus on 11 out of 13 items in this subcategory. On both (a) all parties providing oral and written feedback to evaluate the program and (b) diagnostic assessments of interns, university facilitators rated the items significantly lower than interns and mentors. The interns rated the oral and written feedback item lower than the mentors. On the diagnostic assessment item, the means for interns and mentors were almost equal.

Item means ranged from 3.114 to 4.773. Ten of 13 items met the 3.750 criterion for consideration as a characteristic of an effective internship in a principal preparation program. Items that did not meet the criterion dealt with (a) the intern maintaining a day-by-day log of experiences, (b) the intern being evaluated by a sample of the professional and classified staff, and (c) after the intern completes the program and begins work in an administrative position, the supervisor of the intern evaluating the work of the intern.

The means and standard deviations for the evaluation characteristics may be found in Table 19.

Table 18. Mean Ratings for Round 3: Support

Characteristic	N	Mean	SD
Team			
8. The network developed during the program continues after completion of the program.	44	4.523 ^a	.699
4. There are regular, structured, meetings with the mentor, the intern, and the university supervisor.	43	4.581	.545
6. The mentors and university supervisors should practice cognitive coaching.	44	4.364	.718
3. The university supervisor visits the internship site once a month with the intern and mentor.	43	4.209	.675
Intern			
1. The intern should be a member of a cohort group which meets weekly with the university supervisor.	44	4.182	1.105
5. The intern provides a written update that guides the session with the mentor and the university supervisor.	44	4.182	.724

(table continues)

Characteristic	N	Mean	SD
Mentor			
2. The mentor should be a member of a cohort group which meets monthly with the university supervisor.	44	4.273	.845
3. The mentors are in classes and seminars with interns when possible.	44	3.205	.930

3 At least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 19. Mean Ratings for Round 3: Evaluation

Characteristic	N	Mean	SD
Program			
5. All parties provide oral and written feedback to evaluate the program.	44	4.705 ^a	.594
6. The interns also evaluate the program after they get their first administrative position.	44	4.705	.553
10. The participants evaluate and assess the "mission" of the program.	44	4.455	.730
4. Graduates are invited to campus once a year to discuss work and to recommend program improvements.	44	4.205	.878
Intern			
3. The intern receives regular feedback about his/her work.	44	4.773	.424
11. Diagnostic assessments, including leadership style, should be made to make interns aware of their weaknesses and to improve on them.	44	4.614 ^a	.784
7. The mentor must have an oral evaluation of the intern's experience with the intern.	43	4.535	.592

(table continues)

Characteristic	N	Mean	SD
2. The intern keeps a journal to reflect on what did and what did not work.	44	4.386	1.039
8. At the end of each experience, the intern is evaluated (questionnaire type instrument) by the mentor and a sample of the professional and classified staff in the building.	44	3.682	.857
1. The intern maintains a diary/log of the experiences day by day.	44	3.159	.861
9. Following graduation and every year after, the supervisor of each graduate receives an evaluation form to complete on the work of the graduate.	44	3.114	.841
Mentor			
13. Evaluation of mentors should occur before placement of the intern.	44	4.436	.754
12. The mentor should be evaluated by the intern and the university supervisor.	44	4.341	.888

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Experiential Characteristics

School Climate

Panel members reached consensus on 10 out of 11 items in this subcategory. University facilitators rated the observation of the parent/teacher/administrator conference item significantly lower than both interns and mentors. Interns rated the item lower than mentors.

Item means ranged from 3.386 to 4.818. Ten out of 11 items met the 3.750 criterion to be considered a characteristic of an effective internship. The item that did not meet the criterion dealt with using a survey to make an assessment of school climate.

The means and standard deviations for the school climate characteristics may be found in Table 20.

Instructional Management

Panel members reached consensus on 18 out of 20 items in this subcategory. University facilitators rated the item that dealt with demonstrating teaching techniques significantly lower than the interns. Mentors rated the item higher than the facilitators. Interns rated being part of a special education IEP committee significantly higher than both mentors and facilitators.

Item means ranged from 3.523 to 4.705. Nineteen out of 20 items met the 3.750 criterion to be considered a

Table 20. Mean Ratings for Round 3: School Climate

Characteristic	N	Mean	SD
Conflict Resolution			
10. Have first hand experience in a difficult situation that may have negative consequences (i.e. working with difficult parents.)	44	4.818	.390
9. Solve a conflict between a teacher and a student and/or a teacher and a parent.	44	4.773	.424
4. Work with problem or at risk students and their teachers.	44	4.705	.509
11. Have discipline experiences that range from the simple to the severe.	44	4.659	.526
Faculty			
6. Observe a parent/teacher/administrator conference where possible and appropriate.	44	4.727 ^a	.451
7. Prepare the agenda and conduct a faculty meeting.	44	4.477	.699
Students			
3. Have high levels of contact with students in positive proactive settings.	44	4.591	.583

(table continues)

Characteristics

	N	Mean	SD
8. Supervise evening school events (dances, games, club meetings, etc.)	44	4.318	.674
2. Assist a student group in the accomplishment of some goal.	44	4.023	.664
Other			
5. Work with a minority or culturally different group.	44	4.568	.587
∞ 1. Use a survey to make an assessment of school climate.	44	3.386	.841

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

characteristic of an effective internship in a principal preparation program. The item that did not meet the criterion dealt with being part of the textbook adoption process.

The means and standard deviations for the instructional management characteristics may be found in Table 21.

Research, Evaluation, and Planning

Panel members reached consensus on eight out of nine items in this subcategory. The item on which the panel did not reach consensus dealt with participation in grant writing. Interns rated the item significantly higher than mentors who rated it higher than university facilitators.

Item means ranged from 3.409 to 4.558. Eight out of nine items met the 3.750 criterion to be considered a characteristic of an effective internship in a principal preparation program. The item that did not meet the criterion was also the item on which the panel did not reach consensus.

The means and standard deviations for the research, evaluation, and planning characteristics may be found in Table 22.

Resources

Panel members reached consensus on all eight items in this subcategory. Item means ranged from 3.364 to 4.500. Seven out of eight items met the criterion for inclusion as

Table 21. Mean Ratings for Round 3: Instructional Management

Characteristic	N	Mean	SD
Projects			
10. Be responsible from start to finish on a project.	44	4.705	.553
2. Perform a leadership activity which involves instituting a change in some meaningful aspect of the school.	44	4.614	.655
3. Work with department chairpersons or teachers on an instructional improvement project.	44	4.568	.587
4. Become involved with some aspect of a planning activity that is long term and ongoing.	44	4.205	.734
Committees			
1. Chair a planning and placement team meeting, including the preparation and background work that precedes the meeting.	42	4.548	.550
16. Be part of a special education IEP committee.	44	4.455 ^a	.663
15. Play a role (not just attend) monthly district-wide curriculum meetings.	44	4.136	.702

(table continues)

Characteristics	N	Mean	SD
18. Participate in special programs--Chapter 1, etc.	44	3.977	.664
17. Be part of the textbook adoption process.	44	3.523	.902
Supervision			
5. Supervise some aspect of the co-curricular program.	44	4.068	.661
13. Monitor at co-curricular activities.	44	4.000	.807
14. Monitor hall duty/doing hall duty and ground duty.	44	3.932	1.087
Building Management			
12. Participate in closing of school procedures.	44	4.500	.928
6. Participate in the development of the master schedule.	44	4.500	.731
11. Participate in opening of school procedures.	44	4.455	.927
7. Operate the school when the principal is gone.	44	4.409	.816

(table continues)

Characteristics	N	Mean	SD
Human Resources			
19. Participate in new teacher, new student orientations.	44	4.438 ✓	.587
8. Shadow for a period of time the school counselor, department heads, dean of students, etc.	44	3.886	.784
Teaching			
9. Demonstrate teaching techniques.	44	3.955 ^a	.834
Technology			
20. Have some experience using technology (computer software, video disk, etc.)	34	4.529	.615

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 22. Mean Ratings for Round 3: Research, Evaluation, and Planning

Characteristic	N	Mean	SD
Testing			
8. Interpret test scores to teachers and parents.	43	4.558	.666
6. Analyze student test scores.	44	4.523	.590
Evaluation			
4. Participate in a policy evaluation activity.	44	4.477	.549
2. Participate in a program evaluation activity.	44	4.455	.627
Research			
3. Utilize and share research.	44	4.432	.789
7. Conduct a needs assessment survey.	44	4.295	.795
5. Participate in grant writing.	44	3.409 ^a	.844
Accreditation			
1. Read/study the most recent accreditation report.	44	4.318	.857

(table continues)

Characteristic	N	Mean	SD
9. Have an opportunity for off-site experiences, i.e. being a member of a regional accreditation visiting team.	44	3.864	.930

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

a characteristic of an effective internship in a principal preparation program. The item that did not meet the 3.750 criterion dealt with the negotiation of the purchase of major equipment or other major resources.

The means and standard deviations for the resources characteristics may be found in Table 23.

Staff Development

Panel members reached consensus on three out of four items in this subcategory. The item where they did not reach consensus dealt with the preparation of an in-service day. Interns rated the item significantly higher than university facilitators. Mentors rated the item higher than the facilitators.

Item means ranged from 3.318 to 4.341. Two out of the four items met the 3.750 criterion to be considered a characteristic of an effective internship in a principal preparation program. The items that did not meet the criterion dealt with the creation of a professional development plan for the secretarial staff and the creation of a professional development plan for the non-teaching staff.

The means and standard deviations for the staff development characteristics may be found in Table 24.

Staff Evaluation

Panel members reached consensus on four out of six

Table 23. Mean Ratings for Round 3: Resources

Characteristic	N	Mean	SD
Support			
1. Discuss the school-district office relationship with the school principals.	44	4.500	.629
8. Work with district transportation supervisor.	44	3.841	.888
7. Work with district food service supervisor.	44	3.795	.878
Human			
2. Interview applicants for a teaching position.	44	4.500	.821
Material			
5. Assess the condition and needs of the building.	44	4.318	.708
3. Negotiate the purchase of major equipment or other major expenses.	44	3.364	.810
Financial			
6. Attend budgeting sessions within the school and within the district.	44	4.455	.901

(table continues)

Characteristic	N	Mean	SD
4. Prepare and administer the school budget.	44	4.023	.927

Table 24. Mean Ratings for Round 3: Staff Development

Characteristic	N	Mean	SD
Instructional Staff			
2. Conduct a staff development activity with the professional staff.	44	4.341	.713
3. Prepare an in-service day (not necessarily presenting.)	43	4.326 ^a	.808
Classified Staff			
4. Create a professional development plan for the non-teaching staff.	31	3.742	.729
1. Create a professional development plan for the secretarial staff.	44	3.318	.909

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

items in this subcategory. For the intern pre-conferencing, observing, and post-conferencing teachers first with the mentor and then alone item, the facilitators rated the item significantly lower than both the interns and mentors. Facilitators also rated the self-evaluation, assessment, and appraisal of performance and outcomes items significantly lower than the interns and mentors.

Item means ranged from 3.773 to 4.750. Thus, all items met the 3.750 criterion to be considered a characteristic of an effective internship in a principal preparation program.

The means and standard deviations for the staff evaluation characteristics may be found in Table 25.

Community Support

Panel members reached consensus on 10 out of 11 items in this subcategory. On working with a parent advisory committee or working with a group of parents on a project, the interns rated the item significantly higher than the facilitators. Mentors rated the item higher than the facilitators.

Item means ranged from 3.818 to 4.932. Thus, all items met the 3.750 criterion to be considered a characteristic of an effective internship in a principal preparation program.

The means and standard deviations for the community support characteristics may be found in Table 26.

On the Round 3 questionnaire, panel members were asked

Table 25. Mean Ratings for Round 3: Staff Evaluation

Characteristics	N	Mean	SD
Instructional Staff			
2. Pre-conference, observe, and post-conference teachers (first with the mentor for two or three times, then alone.)	44	4.750 ^a	.615
6. Conduct a self-evaluation, assessment, and appraisal of performance and outcomes.	44	4.705 ^a	.594
4. Conduct performance evaluation of instructional personnel.	44	4.500	.849
Classified Staff			
3. Develop a strategy for working effectively with secretarial, custodial, and food service staff.	44	4.364	.838
5. Conduct performance evaluation of support personnel.	44	4.318	.934

(table continues)

Characteristic	N	Mean	SD
1. Supervise custodial personnel.	44	3.773	.774

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

Table 26. Mean Ratings for Round 3: Community Support

Characteristic	N	Mean	SD
Communication			
6. Write and speak effectively to parents and faculty.	44	4.932	.255
4. Present a report at a faculty meeting and/or a board of education meeting.	44	4.523	.628
8. Evaluate school communications.	44	4.114	.618
9. Present to professional groups or organizations.	44	4.068	.900
Parents			
3. Work with a parent advisory committee or a group of parents on a project.	44	4.454 ^a	.697
1. Initiate and conduct a parent involvement program.	44	4.023	.821
Other Groups			
5. Attend a professional meeting/conference of school administrators/principals.	44	4.659	.450

(table continues)

Characteristic	N	Mean	SD
11. Attend school board meetings and administrator meetings and visit the state department of education.	37	4.378	.639
7. Work on a district level committee.	44	4.114	.784
10. Visit with business leaders.	38	3.974	.822
2. Chair or serve on a community or a business partnership committee.	44	3.818	.724

^aAt least two of the three groups (interns, mentors, and university facilitators) differed in rating the perceived importance of the characteristic. The test was a one-way analysis of variance with alpha set at .05.

to comment on those items where they were more than one rating category away from the group mode. Those comments may be found in Appendix G.

Summary of Characteristics of Effective Internships

The characteristics of an effective internship in a principal preparation program were defined as those items with a Round 3 mean greater than or equal to 3.750. After Round 3, 114 out of 132 items met this criterion. Interns, mentors, and university facilitators reached consensus on 116 out of 132 items.

CHAPTER 4

DISCUSSION

This chapter presents a summary of the study, conclusions drawn from the data and discussion of the conclusions, and recommendations for further study and for implementation of internships in principal preparation programs.

Summary

The purpose of this study was to determine the characteristics of effective internships in principal preparation programs. A three-round modified policy Delphi was used. The panel consisted of interns, mentors, and university facilitators from 18 of the 22 Danforth Foundation-funded principal preparation programs.

Characteristics of internships were divided into two categories: procedural and experiential. Procedural characteristics were defined as the process and management characteristics of the internship. The procedural characteristics were subdivided into selection, planning, placement, support, and evaluation. Experiential characteristics were defined as the experiences the intern

has once placed with the supervising administrator. The experiential characteristics were subdivided into school climate; instructional management; research, evaluation, and planning; resources; staff development; staff evaluation; and community support.

For Round 1, panel members were asked to complete an open-ended questionnaire asking them to list the procedural and experiential characteristics of an effective internship in a principal preparation program. Thirteen interns, 12 mentors, and 13 university facilitators completed the questionnaire for a total response of 38 panel members for Round 1.

Items from Round 1 were entered into a data base. With some duplication of items, there were over 400 items in the data base.

Items from the Round 1 data base were selected for the Round 2 questionnaire. While not all items were included on the questionnaire, it was determined that there were enough general items to be representative of items in the data base. The specific items that were selected for the Round 2 questionnaire were items that were identified by more than one panel member, that represented various points on a range of options, or that were unique to this study when compared to characteristics of other internships in principal preparation programs. There were a total of 124 items on

the Round 2 questionnaire.

Panel members were asked to rate the importance of each item in an internship in a principal preparation program on a five-point scale. With a mean of 3.750 as the criterion for inclusion as a characteristic of an effective internship, 101 out of 124 items met the criterion. Panel members reached consensus on 117 out of 124 items on the questionnaire. There were 19 interns, 16 mentors, and 18 university facilitators who completed the Round 2 questionnaire for a total response of 53 panel members.

For the Round 3 questionnaire, panel members were given the feedback from Round 2 and asked to re-rate each item. The feedback consisted of the percentages of responses in each rating category. The individual panel member's rating from Round 2 was circled. If a panel member rated an item more than one rating category from the group mode from Round 2, the panel member was asked to comment on the item. Eight additional items were added to the questionnaire based on the comments from panel members from Round 2.

With a mean of 3.750 as the criterion for inclusion as a characteristic of an effective internship in a principal preparation program, 114 out of 132 items met the criterion in Round 3. Panel members reached consensus on 116 out of 132 items. Consensus was defined as no statistically significant differences among the ratings of the interns,

mentors, and facilitators.

There were 17 interns, 13 mentors, and 14 university facilitators who completed the Round 3 questionnaire for a total response of 44 panel members. There were 9 interns, 9 mentors, and 10 university facilitators who completed all three rounds of the study.

Conclusions

This study sought to answer two research questions. The conclusions and discussion for each question are as follows:

1. What are the procedural and experiential characteristics of effective internships in principal preparation programs?

A. With a criterion of 3.750, 114 out of 132 items were rated by panel members as a characteristic of an effective internship. One-hundred one out of 132 items were rated higher than 4.000.

With the high percentage of items that were rated "of high importance" or greater, it is speculated there is the possibility of rating inflation by panel members. The panel considered almost every item on the questionnaire as important in an internship in a principal preparation program.

It is suggested this general agreement as to the importance of items may be due to the fact that all panel members were participants in Danforth Foundation-sponsored principal preparation programs which included an emphasis on the internship.

B. In general, interns tended to rate the items higher than the mentors and university facilitators. It is suggested this may be due to the fact that the interns had never actually experienced the activity and that they believed that since an item was on the questionnaire, it had to be part of the important work of a principal.

C. Procedural elements of an effective internship are:

1. Selection. The identification of selection criteria for both interns and mentors should be an activity that program planners conduct early in the development of the program. The process for selecting both interns and mentors should be developed to accompany the criteria.

2. Planning. The establishment of criteria for determining the content of an effective internship should be part of the planning process. Program developers should consider the planning process characteristics before actually beginning planning the program.

3. Placement. In determining the placement of an intern, program planners should first consider the process and criteria characteristics. The location and length

characteristics of the internship should be determined by the contextual factors of the program.

4. Support. As well as providing individual support to both the intern and the mentor, the development of a support system for the team (intern, mentor, and facilitator) should also be established.

5. Evaluation. With the focus on process, the individual interns and mentors should be evaluated as well as the program. The scope of this study did not include specific evaluation criteria, but it may be extrapolated from the characteristics.

D. Experiential elements of an effective internship are:

1. School Climate. The intern should have experiences in conflict resolution and in working through a difficult situation. The intern should have high levels of contact with both faculty and students, including the opportunity to work with a minority or culturally different group.

2. Instructional Management. The intern should have the opportunity to work on projects and committees in a leadership position. If the intern has not already done so as a teacher, there should be opportunities to supervise co-curricular activities. Management of the building, including operating the school when the principal is gone,

should also be an experience for the intern. The intern should also have experiences that lead to better understanding of the roles of other staff members. Demonstrating teaching techniques to other teachers and having experience in the use of technology should also be included in the experiences of the intern.

3. Research, Evaluation, and Planning. The intern should have experience in analyzing and interpreting test scores. Policy and program evaluation, utilizing research, and having some experience with the accreditation process should also be considered for the intern.

4. Resources. The intern should have experience in working with the human, material, and financial resources as well as the support services in the school and school district.

5. Staff Development. The intern should have experience in creating and conducting staff development activities for the instructional staff.

6. Staff Evaluation. The intern should have actual experience in the supervision and evaluation of both the instructional and classified staff.

7. Community Support. The intern should have opportunities to work with parent groups, professional groups, and community groups. Overall, the experiences should provide the intern with the opportunity to develop

written and oral communication skills.

2. Is there consensus among interns, mentors, and university facilitators on the characteristics of effective internships?

For 116 items, the Delphi methodology did succeed in directing the panel members toward consensus. Consensus was defined as no statistically significant differences among the ratings of interns, mentors, and university facilitators on a characteristic. In Round 2, there were seven items where the panel did not reach consensus. In Round 3, there were 16 items where the panel did not reach consensus. There were four items (Placement #1, Support #8, School Climate #6, and Research, Evaluation, and Planning #5) on which panel members did not reach consensus in both Rounds 2 and 3. Panel members did reach consensus on all eight items that were added to the Round 3 questionnaire.

It is suggested that the increase and divergence in the number of items where the panel did not reach consensus was generally due to university facilitators not converging toward the mode from the Round 2 questionnaire during Round 3. It appears as though facilitators were less influenced by group opinion and more willing to defend their initial positions than other respondents.

In summary, the general conclusions that can be drawn from the study are as follows:

A. The internship must not be an activity that is added to full-time teaching (or other job) responsibilities. The intern must have released time from teaching and other job responsibilities in order to accomplish the objectives and to participate in the activities of a comprehensive internship. This conclusion is supported by the high ratings of the experiential characteristics and the high ratings of such procedural characteristics as the intern may not be treated as a vice principal with limited school responsibilities, the internship experiences should be at two or three different levels, and the internship should allow the intern to broaden his/her experience.

It is suggested that this conclusion has implications for policy makers who are responsible for administrator certification. In determining when the internship should occur, it should be done at a time when the intern has the opportunity to work at different levels, to experience a variety of activities, and not be encumbered by job responsibilities. A policy that allows an internship to be served during the first year of employment in an administrative position may not meet the definition of a comprehensive internship nor provide the opportunities for the intern to experience the activities identified by the panel members. Policies regarding when the internship is served need to be examined to determine the effects of those

policies on meeting the objectives of a comprehensive internship.

B. There is no "One Best Model" for implementing an internship in a principal preparation program. Based on the experiences and opinions of panel members, it is suggested that there are a number of different options regarding the length and location of the internship. Within these options, the activities in the internship must be comprehensive as reflected in the ratings of the importance of the experiential characteristics. With the lack of experimental or evaluative data in this study, one characteristic must be considered just as effective as another.

C. Educators are somewhat parochial when it comes to recognizing the benefit of experience outside of education. While panel members agreed that the internship should allow the intern to broaden his or her experience, the panel did not have a high rating for serving part of the internship in a business outside of education.

Recommendations

There are a number of recommendations for further study as well as recommendations for those who are involved in planning and implementing an internship in a principal

preparation program. With the quantity and quality of items, the following recommendations for further study are but a sample of the potential research activities that could derive from the data base:

1. A policy Delphi with a panel consisting of members who have not been involved in the Danforth Foundation Program for the Preparation of Principals should be conducted. The items in this study could be replicated or the data base reviewed and other items selected.

2. The data base should be the source for the development of an evaluation instrument for evaluating internships in principal preparation programs.

3. The experiential items in the data base should be reviewed in terms of developing a knowledge base for participants in principal preparation programs. The items in the data base should serve as the foundation for building the practice objectives for a principal preparation program.

4. The organizational categories for the data base were not mutually exclusive. The data base should be reviewed and possibly re-organized to more precisely classify items.

5. The information in the placement subcategory should be used to develop a study using methodology other than the Delphi to investigate the effects of the length of the internship on the preparation of the intern.

6. The characteristics identified in this study should be compared to the characteristics identified in studies of the NASSP internship program and the CPEA internships. The characteristics could also be compared to those identified in other innovative principal preparation programs that occurred during the 1980's and 1990's.

7. The characteristics in this study reflect the preferences of the panel members. The true effectiveness of the procedures and content is unknown. Evaluative research and experimental studies to determine the effects and outcomes of implementation should be conducted.

Recommendations for those who are involved in planning and implementing an internship in a principal preparation program are as follows:

1. An input-process-output model should be adopted for the design of each internship. This will allow the planning committee to consider the individual skills and experiences of each intern (input), the strengths of the mentor and the opportunities available through the assignment (process), and the pre-determined outcomes or changes in the behavior of the intern (output).

2. The procedural and experiential characteristics identified in this study should be evaluated to determine their usefulness in the implementation of the internship in the principal preparation programs at individual

universities. Those activities that fit the context of the program should be considered for implementation.

3. The characteristics identified in this study should be integrated into principal preparation as advocated by the Danforth Foundation and published as a guide for program revision.

4. A new definition of internship should be developed. With course work occurring concurrently with the internship, this definition should reflect the integration of course work with the experience. The definition should also reflect the need for the internship to occur prior to certification and to employment as an administrator.

Post Note

In conducting a study that dealt with the perceptions of individuals regarding characteristics of an effective internship in a principal preparation program and in having worked for two years with a Danforth Foundation-funded program, it was difficult for the author not to let her personal biases and opinions enter into the study. The following recommendations do reflect the personal experiences and perceptions of the author.

1. From the procedural characteristics, the five that should first be considered by program planners are (a)

collaborative planning, (b) not treating the intern as a vice principal with limited school responsibilities, (c) internship experiences at two or three different levels, (d) the cohort for the interns, and (e) regular feedback to the interns.

2. From the experiential characteristics, the five that should first be considered by program planners are (a) participating in opening and closing school procedures; (b) analyzing and interpreting test scores; (c) interviewing applicants for teaching positions; (d) pre-conferencing, observing, and post-conferencing teachers; and (e) having first hand experience in a difficult situation.

In implementing both the procedural and experiential characteristics, the development of oral and written communication skills should be an overall objective.

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Appendix A

Round 1 Cover Letter and Questionnaire

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, Virginia 24061-0302

March 7, 1991

Dear ,

One recommendation common to many of the recent reports calling for the reform of principal preparation is the internship. With this renewed focus on the internship, we are interested in identifying the characteristics of effective internships in principal preparation programs. Because of your expertise and experience with an internship in the Danforth Program for the Preparation of Principals, we would like to invite you to be part of a panel for a Delphi study to identify the characteristics of effective internships.

In order to identify these characteristics, a panel of interns, mentors, and university facilitators from the 22 Danforth-sponsored principal preparation programs is being recruited. The study will consist of a three-round Delphi. The purpose of a Delphi is to allow a panel of experts to reach consensus on an issue without face-to-face meetings. The Round 1 questionnaire is open-ended and will allow panel members to identify those characteristics they perceive to be part of an effective internship. The Rounds 2 and 3 questionnaires will solicit panel members' perceptions of the importance of each component using a five-point Likert scale. It is anticipated that participation in this study will require a total of two hours of your time over a two-month period. Participants in the study will remain anonymous to other panel members until completion of the study.

The Round 1 questionnaire is enclosed with this letter. If you would like to be a member of the Delphi panel and are willing to commit to completing the questionnaires for Rounds 2 and 3, please complete the questionnaire and use the enclosed self-addressed, stamped envelope to return it to Virginia Tech by **March 28, 1991**. Also, please complete the mailing information on the attached sheet and return it with the Round 1 questionnaire. The second round questionnaire will be mailed to you within three weeks of March 28.

Virginia Polytechnic Institute and State University

Thank you for your consideration and participation in this study. If you have any questions, please contact Marie Theobald at 703-231-9633 or 703-951-5224.

Sincerely,

Marie Theobald

Marie Theobald
Project Assistant

Wayne Worner

Wayne Worner
Co-facilitator

David Parks

David Parks
Co-facilitator

Regional Program for the Preparation of Principals

Detach here. Please return with the Round 1 questionnaire.

Yes, I would like to be a member of the Delphi panel to identify characteristics of effective internships in principal preparation programs. I have enclosed the Round 1 questionnaire. Please send the Rounds 2 and 3 questionnaires to the following:

Name _____

Address _____

_____ Zip _____

Telephone (work) _____
(home) _____

During my participation in the Danforth Program for the Preparation of Principals, my primary role was (check one):

_____ Intern

_____ Mentor

_____ University Facilitator

**Characteristics of Effective Internships in
Principal Preparation Programs
Questionnaire 1**

Directions: For each of the two major areas that follow, please list the characteristics that you believe to be part of an effective internship for a person preparing to be a principal. Try to be comprehensive and as specific as possible in describing each characteristic. If you need additional space, please continue on the back of the page.

Procedural Characteristics: These describe how the internship is established, managed, implemented, and evaluated. These are the management and process characteristics of the internship. Examples are: placement of intern outside of the building where he/she is teaching, 90 days of unencumbered time, placement at more than one level, monthly team meetings of the intern, mentor and university supervisor, and others.

Experiential Characteristics: These are the experiences that the intern has in the internship. Examples are: performance evaluation of instructional personnel, interviewing applicants for teaching positions, supervision of custodial personnel, preparing the agenda and conducting a faculty meeting, and others.

Appendix B
Round 2 Cover Letter and Questionnaire

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, Virginia 24061-0302

May 7, 1991

Dear

We are currently in the process of conducting a three-round Delphi study to identify the characteristics of effective internships in principal preparation programs. The purpose of a Delphi is to allow a panel of experts to reach consensus on an issue without face-to-face meetings.

We have already conducted Round 1 of the study. Round 1 consisted of an open-ended questionnaire where panel members identified the characteristics of an effective internship in a principal preparation program. The data base from Round 1 contains over 400 statements.

At this point, we feel it is necessary to expand the panel so there is better representation of the interns, mentors, and university facilitators from all 22 Danforth Foundation-funded principal preparation programs. Because of your participation in a Danforth principal preparation program, you have been recommended by your program facilitator to be a member of our panel of experts.

Enclosed is the Round 2 questionnaire. For Round 2, we are seeking your perception of the importance of the characteristics identified in Round 1. Please complete the questionnaire and return it in the enclosed self-addressed, stamped envelope **within one week** of receipt. From our experience with the Round 1 questionnaire, there were major delays with the postal service. Therefore, we are not setting a specific date for return, but would appreciate your prompt response. We would like to have all of the Round 2 questionnaires back so we can analyze the response and get the Round 3 questionnaire out to you before the Memorial Day weekend. It is anticipated that participation in Rounds 2 and 3 will require less than one-half of an hour of your time.

On behalf of Wayne Worner and David Parks, co-facilitators of the Regional Program for the Preparation of Principals, our thanks for your participation in the Delphi study. Please contact me at 703-231-9633 or 703-951-5224 if you have any questions.

Sincerely,

Marie Theobald, Project Assistant
Regional Program for the Preparation of Principals

Virginia Polytechnic Institute and State University

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, Virginia 24061-0302

May 7, 1991

Dear

Thank you for participating in Round 1 of our Delphi study to identify characteristics of effective internships in principal preparation programs. The data base from Round 1 contains over 400 statements from interns, mentors, and university facilitators on the procedural and experiential characteristics of effective internships!

We have taken that data base and developed the Round 2 questionnaire. To make the data base more manageable, we have developed sub-categories within the two major categories. In developing the Round 2 questionnaire, we have attempted to glean the major ideas from Round 1. This was a difficult task since some of the statements were very specific while others were very general. Therefore, some of the statements in the Round 2 questionnaire will be general while others will be specific. If you feel that your characteristics were not properly represented or were omitted on the questionnaire, please comment in the additional comments section on page four of the questionnaire.

For Round 2, we are seeking your perception of the importance of the characteristics identified in Round 1. Please complete the enclosed questionnaire and return it in the enclosed self-addressed, stamped envelope within one week of receipt. From our experience with the Round 1 questionnaire, there were major delays with the postal service. Therefore, we are not setting a specific date for return, but would appreciate your prompt response. We would like to have all of the Round 2 questionnaires back so we can analyze the response and get the Round 3 questionnaire out to you before the Memorial Day weekend.

On behalf of Wayne Worner and David Parks, our thanks for your participation in the Delphi study. Please contact me at 703-231-9633 or 703-951-5224 if you have any questions.

Sincerely,

Marie Theobald, Project Assistant
Regional Program for the Preparation of Principals

Virginia Polytechnic Institute and State University

Characteristics of Effective Internships in Principal Preparation Programs Round 2 Questionnaire

Directions: For each of the characteristics, please circle the number that reflects your perception of its importance in an internship in a principal preparation program.

- 5--Of extremely high importance
- 4--Of high importance
- 3--Of medium importance
- 2--Of low importance
- 1--Of no importance

Procedural Characteristics

Selection

- | | |
|---|-----------|
| 1. There should be some indication that prospective interns will be successful in graduate level courses. | 5 4 3 2 1 |
| 2. The selection process should result in a pool of mentors/interns that is heterogeneous in terms of gender, race, and school level. | 5 4 3 2 1 |
| 3. The intern must have the ability to write effectively. | 5 4 3 2 1 |
| 4. The intern must have the ability to speak effectively and clearly. | 5 4 3 2 1 |
| 5. The screening process assesses the prospective intern's commitment to the program. | 5 4 3 2 1 |
| 6. The intern demonstrates maturity. | 5 4 3 2 1 |
| 7. The intern demonstrates a passion for education. | 5 4 3 2 1 |
| 8. The intern demonstrates the ability to initiate and to conceive new ideas and programs. | 5 4 3 2 1 |
| 9. The interns are selected through interviews, recommendations, and a test of writing abilities. | 5 4 3 2 1 |
| 10. The intern demonstrates thoughtfulness. | 5 4 3 2 1 |
| 11. The nomination process for interns includes a validation process by the district. | 5 4 3 2 1 |
| 12. The mentors are chosen by the school district in consultation with the university. | 5 4 3 2 1 |
| 13. The mentors model self-renewal. | 5 4 3 2 1 |
| 14. The mentors model the attitude, knowledge, and behavior outcomes of the program. | 5 4 3 2 1 |

Planning

- | | |
|---|-----------|
| 1. The program management/leadership should exemplify modeling and mentoring. | 5 4 3 2 1 |
| 2. The planning process should be a joint effort of the university and the school districts. | 5 4 3 2 1 |
| 3. The internship should consist of specific assignments related to program content and skills. | 5 4 3 2 1 |
| 4. The internship should consist of specific areas of responsibility which are helpful to the school and to the mentor. | 5 4 3 2 1 |
| 5. The mentors should be trained before being assigned to an intern. | 5 4 3 2 1 |
| 6. The interns should receive some course work before being assigned to a mentor. | 5 4 3 2 1 |
| 7. The internship should not just be busywork. | 5 4 3 2 1 |
| 8. The internship should allow the intern to develop confidence. | 5 4 3 2 1 |
| 9. The internship should allow the intern to take risks. | 5 4 3 2 1 |
| 10. The internship should integrate theory into practice. | 5 4 3 2 1 |

Placement

- | | |
|---|-----------|
| 1. The intern is formally recognized as a significant and contributing member of the administrative team. | 5 4 3 2 1 |
| 2. The intern may not be treated as a vice principal with limited school responsibilities (i.e. only handling discipline and attendance.) | 5 4 3 2 1 |
| 3. The intern receives the most benefit when given the opportunity to "shadow" an administrator. | 5 4 3 2 1 |
| 4. The internship should be one semester without teaching responsibilities. | 5 4 3 2 1 |
| 5. The internship should be a full academic year without teaching responsibilities. | 5 4 3 2 1 |
| 6. The internship should be 90 days or more of unencumbered time to be distributed throughout the program. | 5 4 3 2 1 |
| 7. The internship should be 90 days in an academic year. | 5 4 3 2 1 |
| 8. The internship activities occur during the school day, not exclusively before and/or after the school day or during the summer. | 5 4 3 2 1 |
| 9. The intern should be placed at a school other than where the intern is assigned as a teacher. | 5 4 3 2 1 |
| 10. The internship should be at the level for which the intern is preparing to be a leader. | 5 4 3 2 1 |
| 11. The intern should concentrate on one level. | 5 4 3 2 1 |

- | | | | | | |
|--|---|---|---|---|---|
| 12. The intern should have at least two and preferably three different internship experiences at different levels. | 5 | 4 | 3 | 2 | 1 |
| 13. The internship should allow the intern to broaden his/her experience. | 5 | 4 | 3 | 2 | 1 |
| 14. The intern should have input in placement. | 5 | 4 | 3 | 2 | 1 |
| 15. Part of the internship should be in a business outside of education. | 5 | 4 | 3 | 2 | 1 |

Support

- | | | | | | |
|--|---|---|---|---|---|
| 1. The intern should be a member of a cohort group which meets weekly with the university supervisor. | 5 | 4 | 3 | 2 | 1 |
| 2. The mentor should be a member of a cohort group which meets monthly with the university supervisor. | 5 | 4 | 3 | 2 | 1 |
| 3. The university supervisor visits the internship site once a month with the intern and mentor. | 5 | 4 | 3 | 2 | 1 |
| 4. There are regular, structured, meetings with the mentor, the intern, and the university supervisor. | 5 | 4 | 3 | 2 | 1 |
| 5. The intern provides a written update that guides the session with the mentor and the university supervisor. | 5 | 4 | 3 | 2 | 1 |
| 6. The mentors and university supervisors should practice cognitive coaching. | 5 | 4 | 3 | 2 | 1 |
| 7. The mentors are in classes and seminars with interns when possible. | 5 | 4 | 3 | 2 | 1 |
| 8. The network developed during the program continues after completion of the program. | 5 | 4 | 3 | 2 | 1 |

Evaluation

- | | | | | | |
|--|---|---|---|---|---|
| 1. The intern maintains a diary/log of the experiences day by day. | 5 | 4 | 3 | 2 | 1 |
| 2. The intern keeps a journal to reflect on what did and what did not work. | 5 | 4 | 3 | 2 | 1 |
| 3. The intern receives regular feedback about his/her work. | 5 | 4 | 3 | 2 | 1 |
| 4. Graduates are invited to campus once a year to discuss work and to recommend program improvements. | 5 | 4 | 3 | 2 | 1 |
| 5. All parties provide oral and written feedback to evaluate the program. | 5 | 4 | 3 | 2 | 1 |
| 6. The interns also evaluate the program after they get their first administrative position. | 5 | 4 | 3 | 2 | 1 |
| 7. The mentor must have an oral evaluation of the intern's experience with the intern. | 5 | 4 | 3 | 2 | 1 |
| 8. At the end of each experience, the intern is evaluated (questionnaire type instrument) by the mentor and a sample of the professional and classified staff in the building. | 5 | 4 | 3 | 2 | 1 |
| 9. Following graduation and every year after, the supervisor of each graduate receives an evaluation form to complete on the work of the graduate. | 5 | 4 | 3 | 2 | 1 |
| 10. The participants evaluate and assess the "mission" of the program. | 5 | 4 | 3 | 2 | 1 |
| 11. Diagnostic assessments, including leadership style, should be made to make interns aware of their weaknesses and to improve on them. | 5 | 4 | 3 | 2 | 1 |
| 12. The mentor should be evaluated by the intern and the university supervisor. | 5 | 4 | 3 | 2 | 1 |

Experiential Characteristics

School Climate The intern should:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Use a survey to make an assessment of school climate. | 5 | 4 | 3 | 2 | 1 |
| 2. Assist a student group in the accomplishment of some goal. | 5 | 4 | 3 | 2 | 1 |
| 3. Have high levels of contact with students in positive proactive settings. | 5 | 4 | 3 | 2 | 1 |
| 4. Work with problem or at risk students and their teachers. | 5 | 4 | 3 | 2 | 1 |
| 5. Work with a minority or culturally different group. | 5 | 4 | 3 | 2 | 1 |
| 6. Observe a parent/teacher/administrator conference where possible and appropriate. | 5 | 4 | 3 | 2 | 1 |
| 7. Prepare the agenda and conduct a faculty meeting. | 5 | 4 | 3 | 2 | 1 |
| 8. Supervise evening school events (dances, games, club meetings, etc.) | 5 | 4 | 3 | 2 | 1 |
| 9. Solve a conflict between a teacher and a student and/or a teacher and a parent. | 5 | 4 | 3 | 2 | 1 |
| 10. Have first hand experience in a difficult situation that may have negative consequences (i.e. working with difficult parents.) | 5 | 4 | 3 | 2 | 1 |
| 11. Have discipline experiences that range from the simple to the severe. | 5 | 4 | 3 | 2 | 1 |

Instructional Management The intern should:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Chair a planning and placement team meeting, including the preparation and background work that precedes the meeting. | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|

2. Perform a leadership activity which involves instituting a change in some meaningful aspect of the school. 5 4 3 2 1
3. Work with department chairmen or teachers on an instructional improvement project. 5 4 3 2 1
4. Become involved with some aspect of a planning activity that is long term and ongoing. 5 4 3 2 1
5. Supervise some aspect of the co-curricular program. 5 4 3 2 1
6. Participate in the development of the master schedule. 5 4 3 2 1
7. Operate the school when the principal is gone. 5 4 3 2 1
8. Shadow for a period of time the school counselor, department heads, dean of students, etc. 5 4 3 2 1
9. Demonstrate teaching techniques. 5 4 3 2 1
10. Be responsible from start to finish on a project. 5 4 3 2 1
11. Participate in opening of school procedures. 5 4 3 2 1
12. Participate in closing of school procedures. 5 4 3 2 1
13. Monitor at co-curricular activities. 5 4 3 2 1
14. Monitor hall duty/doing hall duty and ground duty. 5 4 3 2 1
15. Play a role (not just attend) monthly district-wide curriculum meetings. 5 4 3 2 1
16. Be part of a special education IEP committee. 5 4 3 2 1
17. Be part of the textbook adoption process. 5 4 3 2 1
18. Participate in special programs--Chapter 1, etc. 5 4 3 2 1
19. Participate in new teacher, new student orientations. 5 4 3 2 1

Research, Evaluation, and Planning The intern should:

1. Read/study the most recent accreditation report. 5 4 3 2 1
2. Participate in a program evaluation activity. 5 4 3 2 1
3. Utilize and share research. 5 4 3 2 1
4. Participate in a policy evaluation activity. 5 4 3 2 1
5. Participate in grant writing. 5 4 3 2 1
6. Analyze student test scores. 5 4 3 2 1
7. Conduct a needs assessment survey. 5 4 3 2 1
8. Interpret test scores to teachers and parents. 5 4 3 2 1
9. Have an opportunity for off-site experiences, i.e. being a member of a regional accreditation visiting team. 5 4 3 2 1

Resources The intern should:

1. Discuss the school-district office relationship with the school principals 5 4 3 2 1
2. Interview applicants for a teaching position. 5 4 3 2 1
3. Negotiate the purchase of major equipment or other major expenses. 5 4 3 2 1
4. Prepare and administer the school budget. 5 4 3 2 1
5. Assess the condition and needs of the building. 5 4 3 2 1
6. Attend budgeting sessions within the school and within the district. 5 4 3 2 1
7. Work with district food service supervisor. 5 4 3 2 1
8. Work with district transportation supervisor. 5 4 3 2 1

Staff Development The intern should:

1. Create a professional development plan for the secretarial staff. 5 4 3 2 1
2. Conduct a staff development activity with the professional staff. 5 4 3 2 1
3. Prepare an in-service day (not necessarily presenting.) 5 4 3 2 1

Staff Evaluation The intern should:

1. Supervise custodial personnel. 5 4 3 2 1
2. Pre-conference, observe, and post-conference teachers (first with the mentor for two or three times, then alone.) 5 4 3 2 1
3. Develop a strategy for working effectively with secretarial, custodial, and food service staff. 5 4 3 2 1
4. Conduct performance evaluation of instructional personnel. 5 4 3 2 1
5. Conduct performance evaluation of support personnel. 5 4 3 2 1
6. Conduct a self-evaluation, assessment, and appraisal of performance and outcomes. 5 4 3 2 1

Community Support The intern should:

1. Initiate and conduct a parent involvement program. 5 4 3 2 1
2. Chair or serve on a community or a business partnership committee. 5 4 3 2 1

- | | | | | | |
|--|---|---|---|---|---|
| 3. Work with a parent advisory committee or a group of parents on a project. | 5 | 4 | 3 | 2 | 1 |
| 4. Present a report at a faculty meeting and/or a board of education meeting. | 5 | 4 | 3 | 2 | 1 |
| 5. Attend a professional meeting/conference of school administrators/principals. | 5 | 4 | 3 | 2 | 1 |
| 6. Write and speak effectively to parents and faculty. | 5 | 4 | 3 | 2 | 1 |
| 7. Work on a district level committee. | 5 | 4 | 3 | 2 | 1 |
| 8. Evaluate school communications. | 5 | 4 | 3 | 2 | 1 |
| 9. Present to professional groups or organizations. | 5 | 4 | 3 | 2 | 1 |

Additional comments: _____

Name: _____

Address: _____

Zip: _____

Primary role: _____ Intern _____ Mentor _____ University Facilitator

Appendix C

Round 3 Cover Letter and Questionnaire

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, Virginia 24061-0302

June 6, 1991

Dear

Thank you for returning Round 2 of our Delphi study to identify characteristics of effective internships in principal preparation programs. We have 51 interns, mentors, and university facilitators participating in this study.

Enclosed is the Round 3 questionnaire. It consists of feedback on how the items on the Round 2 questionnaire were rated. In the Round 2 Results column, percentages are given in each rating category for each item. The panel modal (given most often) response is in bold type and underlined. In some cases, the item is bi-modal. Your response from Round 2 is circled.

Next to the Round 2 Results column is the Round 3 Response column. Once again, please rate each item as to its importance in an internship in a principal preparation program. You may change your response or keep it the same. If your Round 3 response is more than one category away from the Round 2 modal response, please state your reason for doing so in the "Comments" section on the last page.

Some additional items were recommended by panel members and have been added to the Round 3 questionnaire. These are items that have no Round 2 results given. Please rate them in the Round 3 Response column. Since this is a policy Delphi, it is important that all different viewpoints are represented. This type of study serves as a forum for ideas. Thus, the diversity and extensiveness of the items on the questionnaire.

In order to meet our deadlines (and to get this off of your desk), we need to have the Round 3 questionnaire returned by **June 17, 1991**. If you would like to return the questionnaire by fax, the number is 703-231-9628. Be sure to include my name and address on the transmission sheet. In a Delphi, it is essential that Round 2 participants also complete Round 3.

On behalf of Wayne Worner and David Parks, our thanks for your participation in the Delphi study. Please contact me at 703-231-9633 or 703-951-5224 if you have any questions.

Sincerely,

Marie Theobald, Project Assistant
Regional Program for the Preparation of Principals

Virginia Polytechnic Institute and State University

Characteristics of Effective Internships in Principal Preparation Programs 1
Round 3 Questionnaire

Directions: After considering the responses of the other panel members (interns, mentors, and university facilitators), write the number that reflects your new perception of its importance in an internship in a principal preparation program in the column labeled "Round 3 Response". If your new rating is more than one category away from the modal rating of the group, indicate your reason in the "Comments" section on the last page of the questionnaire. Be sure to complete both sides of each page.

	Example					
	5	4	3	2	1	
Intern demonstrates maturity.	<u>5.3%</u>	33%	4%	0%	0%	<u>4</u> New rating one category away or the same as modal response, no reason needed.
Nomination for interns includes validation by the district.	25%	<u>4.5%</u>	20%	8%	2%	<u>2</u> New rating more than one category away from modal response, reason should be stated.

- 5--Of extremely high importance
- 4--Of high importance
- 3--Of medium importance
- 2--Of low importance
- 1--Of no importance

Procedural Characteristics

Selection	Round 2 Results					Round 3 Response
	5	4	3	2	1	
1. There should be some indication that prospective interns will be successful in graduate level courses.	33%	<u>5.7%</u>	10%	0%	0%	_____
2. The selection process should result in a pool of mentors/interns that is heterogeneous in terms of gender, race, and school level.	<u>4.7%</u>	31%	16%	2%	4%	_____
3. The intern must have the ability to write effectively.	<u>4.7%</u>	45%	8%	0%	0%	_____
4. The intern must have the ability to speak effectively and clearly.	<u>5.5%</u>	43%	2%	0%	0%	_____
5. The screening process assesses the prospective intern's commitment to the program.	39%	<u>4.7%</u>	12%	2%	0%	_____
6. The intern demonstrates maturity.	<u>6.3%</u>	33%	4%	0%	0%	_____
7. The intern demonstrates a passion for education.	<u>6.1%</u>	29%	8%	2%	0%	_____
8. The intern demonstrates the ability to initiate and to conceive new ideas and programs.	<u>4.3%</u>	41%	14%	2%	0%	_____

9. The interns are selected through interviews, recommendations, and a test of writing abilities.	<u>47%</u>	37%	12%	2%	2%	2%	2%	2%	2%
10. The intern demonstrates thoughtfulness.	33%	<u>51%</u>	14%	2%	0%	0%	0%	0%	0%
11. The nomination process for interns includes a validation process by the district.	25%	<u>45%</u>	20%	8%	2%	2%	2%	2%	2%
12. The mentors are chosen by the school district in consultation with the university.	38%	<u>48%</u>	10%	2%	2%	2%	2%	2%	2%
13. The mentors model self-renewal.	<u>63%</u>	33%	4%	0%	0%	0%	0%	0%	0%
14. The mentors model the attitude, knowledge, and behavior outcomes of the program.	<u>51%</u>	31%	8%	0%	0%	0%	0%	0%	0%
Planning									
1. The program management/leadership should exemplify modeling and mentoring.	5	4	3	2	1	1	1	1	1
2. The planning process should be a joint effort of the university and the school districts.	<u>69%</u>	31%	0%	0%	0%	0%	0%	0%	0%
3. The internship should consist of specific assignments related to program content and skills.	<u>61%</u>	35%	4%	0%	0%	0%	0%	0%	0%
4. The internship should consist of specific areas of responsibility which are helpful to the school and to the mentor.	<u>47%</u>	41%	12%	0%	0%	0%	0%	0%	0%
5. The mentors should be trained before being assigned to an intern.	<u>52%</u>	34%	14%	0%	0%	0%	0%	0%	0%
6. The interns should receive some course work before being assigned to a mentor.	<u>47%</u>	27%	22%	4%	0%	0%	0%	0%	0%
7. The internship should not just be busywork.	22%	27%	<u>35%</u>	12%	4%	4%	4%	4%	4%
8. The internship should allow the intern to develop confidence.	<u>90%</u>	6%	4%	0%	0%	0%	0%	0%	0%
9. The internship should allow the intern to take risks.	<u>82%</u>	18%	0%	0%	0%	0%	0%	0%	0%
10. The internship should integrate theory into practice.	<u>76%</u>	20%	4%	0%	0%	0%	0%	0%	0%
11. The internship should place more emphasis on practice and less on theory.	<u>78%</u>	20%	2%	0%	0%	0%	0%	0%	0%
12. The mentors should be trained in program processes and expectations.									
13. There must be a great deal of flexibility in the program to allow for the personal interests on the part of the intern.									
Placement									
1. The intern is formally recognized as a significant and contributing member of the administrative team.	5	4	3	2	1	1	1	1	1
	<u>69%</u>	27%	4%	0%	0%	0%	0%	0%	0%

2. The intern may not be treated as a vice principal with limited school responsibilities (i.e. only handling discipline and attendance.)	6.5%	27%	6%	2%	0%
3. The intern receives the most benefit when given the opportunity to "shadow" an administrator.	18%	35%	33%	12%	2%
4. The internship should be one semester without teaching responsibilities.	33%	24%	19.5%	19.5%	4%
5. The internship should be a full academic year without teaching responsibilities.	35%	10%	21.5%	21.5%	12%
6. The internship should be 90 days or more of unencumbered time to be distributed throughout the program.	32%	23%	19%	17%	9%
7. The internship should be 90 days in an academic year.	23%	9%	30%	23%	15%
8. The internship activities occur during the school day, not exclusively before and/or after the school day or during the summer.	70%	14%	10%	4%	2%
9. The intern should be placed at a school other than where the intern is assigned as a teacher.	49%	17.5%	17.5%	12%	4%
10. The internship should be at the level for which the intern is preparing to be a leader.	37%	37%	20%	6%	0%
11. The intern should concentrate on one level.	4%	27.5%	27.5%	37%	4%
12. The intern should have at least two and preferably three different internship experiences at different levels.	33%	20%	22%	25%	0%
13. The internship should allow the intern to broaden his/her experience.	76%	20%	4%	0%	0%
14. The intern should have input in placement.	36%	42%	22%	0%	0%
15. Part of the internship should be in a business outside of education.	18%	12%	36%	22%	12%
Support	5	4	3	2	1
1. The intern should be a member of a cohort group which meets weekly with the university supervisor.	45%	20.5%	16.5%	12%	6%
2. The mentor should be a member of a cohort group which meets monthly with the university supervisor.	45%	20%	25%	10%	0%
3. The university supervisor visits the internship site once a month with the intern and mentor.	39.5%	39.5%	17%	4%	0%
4. There are regular, structured, meetings with the mentor, the intern, and the university supervisor.	56%	35.5%	6.5%	2%	0%
5. The intern provides a written update that guides the session with the mentor and the university supervisor.	39%	35%	18%	8%	0%

6. The mentors and university supervisors should practice cognitive coaching.	42%	40%	14%	2%	2%	4
7. The mentors are in classes and seminars with interns when possible.	18%	24%	34%	18%	6%	
8. The network developed during the program continues after completion of the program.	52%	28%	16%	4%	0%	
Evaluation	5	4	3	2	1	
1. The intern maintains a diary/log of the experiences day by day.	25%	20%	37%	12%	6%	
2. The intern keeps a journal to reflect on what did and what did not work.	56%	28%	10%	2%	4%	
3. The intern receives regular feedback about his/her work.	70%	30%	0%	0%	0%	
4. Graduates are invited to campus once a year to discuss work and to recommend program improvements.	38%	36%	18%	6%	2%	
5. All parties provide oral and written feedback to evaluate the program.	66%	22%	12%	0%	0%	
6. The interns also evaluate the program after they get their first administrative position.	62%	26%	12%	0%	0%	
7. The mentor must have an oral evaluation of the intern's experience with the intern.	43%	32%	19%	4%	2%	
8. At the end of each experience, the intern is evaluated (questionnaire type instrument) by the mentor and a sample of the professional and classified staff in the building.	24%	30%	30%	14%	2%	
9. Following graduation and every year after, the supervisor of each graduate receives an evaluation form to complete on the work of the graduate.	16%	26%	32%	22%	4%	
10. The participants evaluate and assess the "mission" of the program.	53%	29%	16%	2%	0%	
11. Diagnostic assessments, including leadership style, should be made to make interns aware of their weaknesses and to improve on them.	65%	21%	10%	2%	2%	
12. The mentor should be evaluated by the intern and the university supervisor.	50%	22%	18%	8%	2%	
13. Evaluation of mentors should occur before placement of the intern.						

Experiential Characteristics

School Climate The intern should:	5	4	3	2	1
1. Use a survey to make an assessment of school climate.	14%	31%	35%	18%	2%
2. Assist a student group in the accomplishment of some goal.	30%	42%	22%	4%	2%

3. Have high levels of contact with students in positive proactive settings.	<u>54%</u>	38%	8%	0%	0%	0%	0%
4. Work with problem or at risk students and their teachers.	<u>62%</u>	34%	4%	0%	0%	0%	0%
5. Work with a minority or culturally different group.	<u>52%</u>	42%	6%	0%	0%	0%	0%
6. Observe a parent/teacher/administrator conference where possible and appropriate.	<u>74%</u>	24%	2%	0%	0%	0%	0%
7. Prepare the agenda and conduct a faculty meeting.	<u>56%</u>	30%	12%	2%	0%	0%	0%
8. Supervise evening school events (dances, games, club meetings, etc.)	<u>40%</u>	30%	28%	2%	0%	0%	0%
9. Solve a conflict between a teacher and a student and/or a teacher and a parent.	<u>68%</u>	30%	2%	0%	0%	0%	0%
10. Have first hand experience in a difficult situation that may have negative consequences (i.e. working with difficult parents.)	<u>72%</u>	26%	2%	0%	0%	0%	0%
11. Have discipline experiences that range from the simple to the severe.	<u>56%</u>	40%	4%	0%	0%	0%	0%

Instructional Management The intern should:

1. Chair a planning and placement team meeting, including the preparation and background work that precedes the meeting.	<u>61%</u>	28%	11%	0%	0%	0%	0%
2. Perform a leadership activity which involves instituting a change in some meaningful aspect of the school.	<u>57%</u>	23%	20%	0%	0%	0%	0%
3. Work with department chairpersons or teachers on an instructional improvement project.	<u>51%</u>	39%	10%	0%	0%	0%	0%
4. Become involved with some aspect of a planning activity that is long term and ongoing.	43%	<u>45%</u>	6%	6%	0%	0%	0%
5. Supervise some aspect of the co-curricular program.	31%	<u>45%</u>	22%	2%	0%	0%	0%
6. Participate in the development of the master schedule.	<u>49%</u>	35%	10%	6%	0%	0%	0%
7. Operate the school when the principal is gone.	<u>55%</u>	31%	6%	8%	0%	0%	0%
8. Shadow for a period of time the school counselor, department heads, dean of students, etc.	30%	<u>38%</u>	28%	2%	2%	0%	0%
9. Demonstrate teaching techniques.	30%	<u>34%</u>	30%	6%	0%	0%	0%
10. Be responsible from start to finish on a project.	<u>69%</u>	27%	4%	0%	0%	0%	0%
11. Participate in opening of school procedures.	<u>54%</u>	26%	12%	6%	2%	0%	0%

12. Participate in closing of school procedures.	52%	26%	14%	6%	2%	6
13. Monitor at co-curricular activities.	27%	37%	30%	6%	0%	
14. Monitor hall duty/doing hall duty and ground duty.	33%	23.5%	27.5%	10%	6%	
15. Play a role (not just attend) monthly district-wide curriculum meetings.	29%	41%	24%	4%	2%	
16. Be part of a special education IEP committee.	53%	33%	12%	2%	0%	
17. Be part of the textbook adoption process.	23.5%	27.5%	39%	10%	0%	
18. Participate in special programs--Chapter 1, etc.	23%	47%	22%	8%	0%	
19. Participate in new teacher, new student orientations.	41%	33%	22%	4%	0%	
20. Have some experience using technology (computer software, video disk, etc.)						
Research, Evaluation, and Planning The intern should:	5	4	3	2	1	
1. Read/study the most recent accreditation report.	41%	29%	26%	2%	2%	
2. Participate in a program evaluation activity.	49%	35%	16%	0%	0%	
3. Utilize and share research.	49%	25.5%	25.5%	0%	0%	
4. Participate in a policy evaluation activity.	45%	35%	18%	2%	0%	
5. Participate in grant writing.	25.5%	27.5%	31%	10%	6%	
6. Analyze student test scores.	58%	28%	14%	0%	0%	
7. Conduct a needs assessment survey.	41%	31%	22%	4%	2%	
8. Interpret test scores to teachers and parents.	50%	26%	24%	0%	0%	
9. Have an opportunity for off-site experiences, i.e. being a member of a regional accreditation visiting team.	30%	32%	18%	10%	10%	
Resources The intern should:	5	4	3	2	1	
1. Discuss the school-district office relationship with the school principals	45%	37%	16%	2%	0%	
2. Interview applicants for a teaching position.	53%	35%	8%	2%	2%	
3. Negotiate the purchase of major equipment or other major expenses.	29%	28%	31%	12%	0%	

4. Prepare and administer the school budget.	33%	37%	18%	10%	2%	—
5. Assess the condition and needs of the building.	41%	39%	16%	4%	0%	—
6. Attend budgeting sessions within the school and within the district.	51%	33%	12%	2%	2%	—
7. Work with district food service supervisor.	27.5%	33%	25.5%	12%	2%	—
8. Work with district transportation supervisor.	29%	35%	24%	10%	2%	—
Staff Development The intern should:	5	4	3	2	1	—
1. Create a professional development plan for the secretarial staff.	18%	23%	37%	16%	6%	—
2. Conduct a staff development activity with the professional staff.	43%	43%	12%	2%	0%	—
3. Prepare an in-service day (not necessarily presenting.)	40%	46%	10%	2%	2%	—
4. Create a professional development plan for the non-teaching staff.	—	—	—	—	—	—
Staff Evaluation The intern should:	5	4	3	2	1	—
1. Supervise custodial personnel.	27.5%	35%	25.5%	10%	2%	—
2. Pre-conference, observe, and post-conference teachers (first with the mentor for two or three times, then alone.)	70.5%	22.5%	4%	2%	2%	—
3. Develop a strategy for working effectively with secretarial, custodial, and food service staff.	45%	23%	22%	10%	0%	—
4. Conduct performance evaluation of instructional personnel.	64.5%	19.5%	12%	2%	2%	—
5. Conduct performance evaluation of support personnel.	49%	27%	16%	6%	2%	—
6. Conduct a self-evaluation, assessment, and appraisal of performance and outcomes.	65%	31%	2%	2%	0%	—
Community Support The intern should:	5	4	3	2	1	—
1. Initiate and conduct a parent involvement program.	31%	39%	24%	6%	0%	—
2. Chair or serve on a community or a business partnership committee.	22%	39%	27%	10%	2%	—
3. Work with a parent advisory committee or a group of parents on a project.	43%	41%	14%	2%	0%	—
4. Present a report at a faculty meeting and/or a board of education meeting.	52%	40%	6%	2%	0%	—

5. Attend a professional meeting/conference of school administrators/principals.	57%	31%	10%	2%	0%	8
6. Write and speak effectively to parents and faculty.	80%	20%	0%	0%	0%	
7. Work on a district level committee.	35%	35%	26%	4%	0%	
8. Evaluate school communications.	35%	47%	14%	4%	0%	
9. Present to professional groups or organizations.	33%	25.5%	25.5%	10%	6%	
10. Visit with business leaders.						
11. Attend school board meetings and administrator meetings and visit the state department of education.						

Comments:

Name: _____

Address: _____

In order to help us better understand the demographic composition and professional preparation and experience of the panel for this study, please complete the following information. Individual results will remain confidential.

Age: _____

Sex: _____

Education:

<u>Degree</u>	<u>Institution</u>	<u>Date</u>
---------------	--------------------	-------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Professional Experience:

Teaching

<u>School</u>	<u>Location</u>	<u>Grade/Subject</u>	<u>Date</u>
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Administration

<u>School</u>	<u>Location</u>	<u>Grade/Subject</u>	<u>Date</u>
---------------	-----------------	----------------------	-------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other

<u>Position</u>	<u>Location</u>	<u>Date</u>
-----------------	-----------------	-------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

Interns only: Please list the following information about your internship in the Danforth Foundation-sponsored principal preparation program. Under Full Time, list "yes" if you were released from all teaching duties during the internship and "no" if you were not released.

<u>Date</u>	<u>Location</u>	<u>Level</u>	<u>Full Time</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Mentors only: Please list the following information about the interns you have supervised in the Danforth Foundation-sponsored principal preparation program. Under Full Time, list "yes" if the intern was released from all teaching duties during the internship and "no" if the intern was not released.

<u>Date</u>	<u>Name</u>	<u>Level</u>	<u>Full Time</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Appendix D
Data Base from Round 1
Procedural Characteristics

Data Base from Round 1

Procedural Characteristics: Evaluation

- *A journal or compilation of reflective writings on experiences, recommendations, suggestions, or facets of the program
- *Evaluation by university supervisor and "mentor" principal
- *Mentors should be evaluated by intern and university supervisor
- *Interns should receive regular feedback about their work
- *Diagnostic assessments including leadership style should be made to help them improve their weaknesses and to be aware of them
- *Design, conduct, personnel, experiences, etc.
- *What are the purposes, who is involved and to what degree, how is it conducted, for what use, and who is the audience?
- *Evaluation and assessment of the "mission" of the program (e.g., examining the subjective experience of participants)
- *Reflection of practice is important and should be a constant in the internship program
- *Journal or other written report of experiences
- *At the end of each experience, intern evaluated (questionnaire type instrument) by the mentor, three teachers, school secretary and custodian
- *Mentor must have an oral evaluation of the intern's experience with the intern
- *Following graduation and every year after, supervisor of each graduate receives evaluation form to complete on the work of the graduate, determine program changes
- *All parties provide oral and written feedback to evaluate the program
- *Interns also evaluate the program after they get their first administrative position
- *Interns keep a journal to reflect on what did and didn't work
- *Triad (mentor, intern, university supervisor) are involved in the evaluation of the internship, preferably blindly and independently
- *Intern maintains a diary/log of the experiences by day
- *Cooperative evaluation between the 3 based on research-based principal or administrator competencies and/or local-state competency list
- *Intern writes a reflective essay as culminating internship activities
- *Written/meeting by mentor (principal)

- *Self-evaluation by intern--narrative at conclusion of each term
- *Team evaluation-formal evaluation compiled annually on experiences
- *Evaluation of growth experiences should be written by those who can give best assessment i.e. faculty advisor, mentor, associate, then a summary report prepared by the faculty advisor

Procedural Characteristics: Placement

- *Visitation to several other schools of the same level for discussion with other interns regarding policies, procedures and structure
- *One semester without teaching responsibilities
- *Placement of the intern in more than one (school) setting
- *Inclusion in district or system-wide administrative meetings, seminars, committees of staff development where feasible
- *Placement should be at a school other than where the teacher is assigned.
- *Experience should include whole days with at least one full week to give the intern a chance to follow through w/events and meetings etc.
- *Interns should concentrate on one level
- *Should have a full year experience (build rapport with staff, take advantage of workshops, to be able to contribute to meetings
- *At least two and preferably three different internship experiences at different levels
- *Some choice of internship locations and levels
- *Placement outside of the home school
- *An effective mentor who will utilize the intern effectively and give guidance as well
- *An individual internship should not be shorter than 90 days
- *Provide experience at a variety of levels
- *Allow intern release time to "shadow" administrator
- *Flexible to fit the needs and constraints of the particular districts. Part could be accomplished during the summer and part during the school year
- *Conducted outside of the intern's school and preferably in another district
- *Internship should be at the level for which the intern is preparing to be a leader
- *Level and degree of immersion into the reality of administration should increase during the program
- *Maximum opportunities to observe (shadow) practicing administrators, particularly in the initial phase of the internship experience

- *Full year internship experiences, participate in the entire flow of annual site-based events from schools start-up to school closing
- *Internship activities occur during the school day, not before and/or after the school day
- *Work at more than one site (elementary, secondary, central office) so observe leaders with different styles and participate in dynamics of different situations
- *Be assigned a mentor/supervisor
- *Placement in two or more different settings
- *90 days or more of unencumbered time
- *90 days in academic year
- *Serve internship in two different levels
- *Internship may be with own principal
- *Internship may be with principal outside of home building
- *Alternative placements
- *110 days of unencumbered time
- *Placed in new school setting
- *Placed in home school
- *Remained in one placement for the internship experience
- *220 day administrative contract
- *Interns only placed in schools with trained mentor principals
- *Interns must have three 13 week experiences
- *Students must have one experience at a level other than teaching experience
- *Students must have one experience outside of school district
- *Students may have one experience at district office or state office of education (if maturity and prior experience indicates ability to work in those areas)
- *Interns should not stay in their own school unless under unique circumstances
- *Activities undertaken w/mentor over a sustained period of time can be as vital-comparable as 90 days
- *Interns do not have to be placed at different levels but they should have opportunities for activities and interaction with other levels
- *Placement in different schools of the same level
- *Placement is a result of prior agreements and not a function of local school/district politics
- *Intern is formally recognized as a significant and contributing member of the administrative team
- *Intern receives the most benefit when given the opportunity to "shadow" an administrator.
- *Placement of intern outside of the building where he/she is teaching
- *Placement at more than one level

- *Options provided in internships for experiences beyond just building level administration
- *Sites based on high level district (superintendent) recommendations
- *Placement at 2-3 different internship sites, at least one in an inner city or urban school
- *Placement at more than 1 level (elementary, middle, high, alternative) within the system
- *Placement in more than one district (if possible)
- *Principal submits a portfolio of materials about their personal leadership and the school
- *Interns select mentors based on a review of available data, portfolios, observations, and visits
- *Minimum 1/2 time release for the entire academic year
- *Interns may not be treated as vice principals with limited school responsibilities
- *Placement of 90 days at one school
- *Placement outside of current assignment (different school)
- *90 days at least
- *Placement at several sites on same level (for example 2 other elementary schools) for several days at each site
- *Association with a business-to learn operation etc.
- *Level-appropriate to intern's goal
- *Location-different from home school but geographically close
- *Broad-based school of appropriate level (students, programs)
- *Central office experience
- *School at different levels
- *Community involvement with local government, business, etc.
- *Total commitment of 2 to 3 years
- *Days committed to practical on-site experience 45 to 60 days annually to include summer and between term experiences
- *Time devoted to professional studies and seminars 10 to 15 hours weekly in class and preparation time 20 hours maximum
- *Placement with good role model who will provide opportunities and experience typical of the principal
- *Placement at different levels allows articulation of curriculum, awareness of the developmental needs of students
- *Placement should be voluntary with individuals who are compatible
- *Outside of building where intern is teaching
- *90 days of unencumbered time
- *Interns have input in placement
- *Opportunity for approved off-site experiences generated by mentor's networking i.e. evaluation

- *Needs to be at least 20 consecutive school days to gain a comprehensive look at the total school program from an administrative perspective
- *Placement with experienced administrator (3 years experience)
- *Length of internship--needs to be at least 20 consecutive school days to gain a comprehensive look at the total school program from an administrative perspective.
- *Interns should not have any other school commitments during the time they are doing their administrative internship. All their energy and time need to be focused on their internship. They need to have time to reflect on what they are learning.
- *Important to be in another school for the internship. Have the opportunity to see how things are handled differently in other places. Share innovative ideas with each other from each school setting.
- *Should spend this time on the level you are interested in becoming an administrator but should also spend some time at each of the other levels just to gain a better understanding of the "whole picture". (Elementary, Middle School, High School)

Procedural Characteristics: Planning

- *Specific assignments related to content and skills
- *Developing specific areas of responsibility which are helpful to the school and the mentor
- *Should be the joint effort of the university and the school districts
- *Mentors should be trained as a group before being assigned to an intern, training should be five hours
- *Interns should train, as a group before being assigned to a mentor, ten hours of training
- *Multiple constituents in initial planning stages-college and department faculty, school district personnel (line and staff), community members (business and lay people), graduate students and others
- *Advisory committee (or another collaborative and representative entity) for ongoing and continual program improvement
- *Program management/leadership should exemplify modeling and mentoring
- *Implementation must begin with commitment from the involved parties
- *Continual and sustained revision, a "working draft"
- *Integration and linking of course work and internship experience
- *Site experiences and academic experiences are coterminous

- *Interns have opportunities to use sites to gather data for course expectations
- *On-campus opportunities to share experiences at field sites
- *Theory and practice are intimately interrelated
- *Articulation with "course" work
- *Selection, preparation, and support of those selected for mentors and/or university support
- *Integrity of interfacing "course" experience and "field" experience
- *Spend at least 12 full months in the program under the direction of the university
- *Spend one full summer on campus and nine months as a principal intern
- *During nine month internship, return to campus one full day a week for course work and reflection on weekly intern experience
- *Initial meeting, mentor, intern, and university supervisor need to agree on special objectives
- *Completion of internship is an advantage in consideration for placement as a principal or assistant principal
- *University supervisors are assigned to no more than 10 interns per semester/period
- *Mentors and university supervisors are trained for the responsibilities they assume
- *A clear handbook for the intern to know what is expected
- *A clear handbook for the building supervisor to know what is expected
- *Supervisor, intern, and mentor jointly develop internship plan
- *Outline of specific experiences and objectives of internship developed by university supervisor, mentor, and intern
- *Correlation of intern's responsibilities with Bureau of Education's competencies for principal
- *Involvement in planning and orchestrating sessions (instructional modules, seminars, etc.)
- *Inform participants up front of costs involved
- *Professional studies-courses or seminars in theory, law, research, program development, and practical applications for the principal
- *Growth experience should be jointly planned by cluster group
- *The 90 days need to be planned to be goal specific

Procedural Characteristics: Selection

- *Effective screening process to assess ability and commitment to program
- *Characteristics: maturity

- *An indication of success in graduate level courses
- *An ability to write effectively
- *An ability to speak effectively and clearly
- *The ability to initiate and conceive new ideas and programs
- *A passion for education
- *A willingness to be thoughtful
- *Interviews, recommendations, test of writing abilities
- *Mentors chosen by school district in consultation with the department
- *Selected by a rigid screening of university and school district
- *Mentors are selected by superintendents and trained by university staff
- *Original criteria for mentor selection and training a the vital ingredients to an internship
- *Process attempts to achieve a pool of mentors/interns that is heterogeneous in terms of gender, race, and school level
- *Mentor principals are nominated for participation in the program by their district
- *Personal interviews with administrators of candidates when final selection of fellows who participate in the program are made
- *Minimum of three years of successful teaching experience
- *Professional preparation and continuing education
- *Letters of recommendation-at least three

Experiential Characteristics: Support

- *Monthly meetings with university supervisor and other interns
- *Intern and mentor meet weekly
- *Intern and university staff meet monthly
- *Intern, mentor, and university staff meet at least two times a semester
- *The mentor and university advisor should supervise together
- *A cadre of interns who can develop some group support in both the internship and academic areas
- *An open and honest relationship between professors and interns (free interchange of ideas, concerns, and direction)
- *Weekly meetings with university supervisor
- *Mentor should work with the intern, daily contact especially in the beginning
- *A university supervisor should be assigned to the intern/mentor team
- *University supervisor should meet bi-weekly with the intern, mentor and with them together as needed

- *Intern should be a member of a cohort group which meets weekly with the university supervisor
- *Mentor should be a member of a cohort group which meets monthly with the university supervisor
- *Intern and mentor groups should meet together three times a year
- *The most valuable and viable piece of such program should involve the cohort.
- *Cohort development (provides support structure through initial rites-of-passage)
- Networking (helps create job opportunities, support structures)
- *Have a peer group seminar/meetings
- *Follow-up by university supervisor
- *University supervisor visits the internship site once a month with intern and mentor
- *Meet with interns alone as a group once a month
- *All day or half day workshops with mentors and proteges
- *Support of academic department
- *Twice monthly meeting of intern, mentor, and supervisor
- *Meeting of interns (two in a month)
- *Interns and university supervisor participated in a weekly reflective practice seminar
- *University supervisor monitored each site on a monthly basis
- *Cohort group meets on a weekly basis on campus
- *Interns supervised by university supervisor and mentors at each experience
- *All graduates invited to campus once a year to discuss work and to recommend program improvements
- *Regular, structured meetings with mentor, intern, and university professor
- *At meetings, intern provides written update that guides session with mentor and university supervisor
- *Regularly scheduled seminars are attached to the internship
- *Monthly team meetings of the intern, mentor, and university supervisor
- *Understanding for building supervisor and intern that the college contact is available anytime
- *A visit by the building supervisor the first or second day of the internships
- *Weekly reflective seminar to allow interns to share and discuss concerns and learnings and to integrate theoretical and practical perspectives
- *Internship supervisor meets with mentors and interns twice each quarter at the internship site
- *Mentors are encouraged to meet regularly, daily if possible, for discussion and debriefing with interns

- *Weekly meetings of intern with mentor and/or university supervisor
- *Monthly meetings of intern, mentor and supervisor
- *Perhaps two sessions with other university supervisors who are directly involved with the program to interact, exchange views, get new perceptions
- *Team meets at least bi-monthly (intern, mentor, school system advisor, university advisor, administrator from participant's home school
- *Monthly meetings of interns, as a cohort group with their university supervisor
- *Supervisor on site visit within first 4 weeks to determine the compatibility and desirability of intern's situation

Appendix E
Data Base from Round 1
Experiential Characteristics

Data Base from Round 1

Experiential Characteristics: Climate

- *Conduct a faculty meeting
- *Working directly with personnel disputes/problems
- *High levels of contact with students in positive proactive settings
- *Contact with students in disciplinary settings
- *First hand experience with angry parents or patrons
- *Access to sensitive problems which the mentor may have to deal with personally
- *Conducting faculty meetings/department meetings/grade level meetings
- *Considering and developing fruitful working relationships with staff
- *Solve a conflict between a teacher and a student and/or a teacher and a parent
- *Work with problem or at risk kids and their teachers
- *Active participation in assessing and enhancing school climate
- *Attendance and discipline management
- *School climate surveys
- *Administrative and faculty meetings
- *Assist a student group in accomplishment of some goal
- *Work with minority or culturally different group
- *Work with some discipline problem
- *Make an assessment of school climate
- *Preparing the agenda and conducting a faculty meeting
- *Conflict resolution events
- *Student discipline
- *Supervise evening school events (dances, games, club mtgs., etc.)
- *Parent and student discipline conferences
- *School supervision
- *School hours supervision
- *Observation of handling of various discipline problems
- *Ride (a) bus schedule(s)
- *Observe a parent/teacher administrative conference where possible and appropriate
- *Sitting in on a parent conferences of a confrontational nature
- *Conflict resolution liaison between parent/teacher; teacher/child; custodian/teacher
- *Opportunities to discipline students
- *Prepare staff notices; parent newsletters

Experiential Characteristics: Instructional Management

- *Chair a planning and placement team meeting, including the preparation and background work that precedes the meeting
- *Chair a committee of teachers working on a project
- *Perform a leadership activity which involves instituting a change in some meaningful aspect of the school
- *Work with department chairmen or teachers on an instructional improvement project
- *Become involved with some aspect of a planning activity preferably one that is long term and ongoing
- *Supervise some aspect of the co-curricular program
- *Leadership in curriculum and instruction
- *Evaluation, assessment, and appraisal of performance and outcomes-students
- *Conducting meetings-professional groups and organizations
- *Master schedules
- *Extra-curricular activities
- *Instructional leadership
- *Work with some extra-curricular activity (sports, band, etc.)
- *Work with teaching staff on some instructional improvement activity
- *Assist in curriculum development
- *Demonstrate teaching techniques
- *Leadership
- *Improvement of educational program
- *Curriculum
- *Supervise fire drills
- *Meet in teacher curriculum meetings
- *Opening school procedures
- *Closing school procedures
- *Operate school when principal is gone
- *Being responsible from start to finish on a project
- *Playing a role (not just attending) monthly district-wide curriculum meetings
- *Monitoring at co-curricular activities
- *Monitoring hall duty/doing hall duty and ground duty
- *Experience as part of a special education IEP committee
- *Shadow for a period of time the school counselor, department head(s), and dean of students etc.
- *Developing and implementing an improvement area
- *Help with scheduling to identify the myriad of school variables
- *District level technology development
- *Opportunities to be solely responsible (acting principal) for part of school day
- *Supervise cafeteria/playground areas

- *Involved in screening/team meetings (referral to SPED services)
- *Schedule, i.e. parent/teacher conferences; cultural performances; bookfairs
- *Curriculum development, i.e. research/observe advantages/disadvantages to cooperative learning, heterogeneous grouping, etc.
- *Participate in student scheduling or placement process
- *Scheduling of classes

Experiential Characteristics: Research, Evaluation, and Planning

- *Review and suggest improvements (cafeteria, library, office, public relations, budgeting, buildings & grounds)
- *Utilizing and sharing research
- *Vision, mission, and goal setting
- *Strategic planning
- *Problem solving
- *Change
- *Evaluation
- *Conduct some research activity
- *Conduct needs assessment survey
- *Analyze student test scores
- *Evaluation activities: instruction
- *Evaluation activities: program
- *Evaluation activities: policy
- *Reading/studying most recent accreditation visit/report
- *Central role in developing participatory programs of goal setting, mission development, planning
- *Review data (attendance, standardized, absentees of personnel, etc) to identify patterns
- *Earthquake preparedness plans
- *Preparation/implementation of testing programs
- *Review school systems' policies, i.e. bus behavior, kindergarten registrations, medical incidents
- *Explore grants funded and needed
- *District strategic planning

Experiential Characteristics: Resources

- *Interviewing applicants
- *Preparation of a budget
- *Negotiations for purchase major equipment of other expense
- *Interviewing applicants for teaching positions
- *Dealing pragmatically with a real school budget
- *Discussing the school-district office relationship with the school principals

- *Interviewing faculty and staff for open positions
- *Writing or interpreting school policy
- *Assessing an approach to time management
- *Assessing the condition and needs of the building itself
- *Managing fiscal resources
- *Managing material resources
- *Managing program resources
- *Policy awareness, governance, law
- *Textbook and materials ordering
- *Policy initiation, development, implementation
- *Work with budget and fiscal activities
- *Areas of competency to be evaluated: state requirements
- *Legal
- *Governance and politics
- *School management
- *Interviewing applicants for teaching positions
- *Budget planning and management
- *Applicant interviews
- *Attending budgeting sessions within the school and within the district
- *Interviewing applicants for any school site position
- *Spend formally structured amount of time in the central administrative office(s) if appropriately structured
- *Visiting district centers of textbooks, transportation, facilities, etc.
- *Review accounts, traffic patterns, handbooks, policies, delegated duties
- *The architectural design of a new building and a remodel
- *Working as part of a planning team for a demonstration school
- *Prepare budget/order instructional materials
- *Interview candidates for staff positions
- *Resource acquisition/political skills

Experiential Characteristics: Staff Development

- *Conduct staff development activity
- *Preparing an in-service day (not necessarily presenting)
- *Creating a professional development plan for secretarial staff
- *Staff inservice

Experiential Characteristics: Staff Evaluation

- *Supervision of custodial personnel
- *Evaluating teachers
- *Developing a strategy for working effectively with secretarial and custodial staff

- *Maintaining respect for secretarial and custodial staff, appreciating their contributions in appropriate ways
- *Work with teachers on evaluating their teaching performance
- *Deal with the non-professional support staff of the school
- *Supervision of professional staff
- *Supervision of classified staff
- *Managing human resources
- *Evaluation, assessment, and appraisal of performance and outcomes-staff
- *Evaluation, assessment, and appraisal of performance and outcomes-self
- *Administration of school personnel and related issues
- *Faculty observation, supervision, and evaluation
- *Work with classified staff (secretaries, custodians, cafeteria, etc.)
- *Observe teachers
- *Conduct teacher conferences
- *Management of educational personnel
- *Classroom observations
- *Performance evaluation of instructional personnel
- *Evaluation activities: personnel
- *Supervision of staff
- *Pre-conferencing, observing, and post conferencing--first with the mentor 2 or 3 times, then alone
- *Supervising support personnel
- *Observe and evaluate teachers (with teacher permission; not used as teacher's formal evaluation)
- *Performance evaluation of support personnel

Experiential Characteristics: Community Support

- *Initiate and conduct parent involvement program
- *Chair or serve on community or business partnership committee
- *Writing and speaking effectively to parents and faculty
- *Work with a parent advisory committee or a group of parents on a project
- *Work on a district level committee
- *Present a report at a faculty meeting and/or board of education meeting
- *Attend central office meetings for district principals
- *Exploring and evaluating communications
- *Presenting to professional groups and organizations
- *Experiences for professional network building and promoting collegial relationships
- *Opportunities to interact with the larger community
- *Parent/student/community relations programs
- *District, state, and national meetings
- *Communications

- *Become involved in some school-community activity
- *School community relations
- *Attend district principal meetings
- *Conduct PTA meetings
- *Memos to faculty
- *Attending and presenting at a board meeting
- *Attendance at school board meeting(s)
- *Completion of a community-based project (interviewing of persons in the community, report of study of census track data)
- *Attend a professional meeting/conference of school administrators/principals
- *Working with parent advisory groups
- *Business partnership development
- *Social services coordination
- *Developing school marketing materials
- *CPR/First aid certification
- *Prepare agenda/conduct PTO meeting
- *Attend superintendent's monthly meetings for principals
- *Involvement with community, i.e. coordinate after school program; partnership with business

Appendix F
Comments Pertaining to Items on the
Round 2 Questionnaire

Comments Pertaining to Items on the Round 2 Questionnaire

**Questions pertaining to placement-4,5,6,7. I believe the internship is absolutely necessary to be 1 full year! However, if it can only be 1 semester it needs to be without teaching duties (Intern).

**The most valuable part of any principal preparation program is the shadowing of the #1 administrator. The intern needs to be involved from the opening of school to the closing of the school. Course studies cannot prepare one for the day to day realities, only supplement (Intern).

**Many of the responses are dependent upon the level at which internship is completed and prior experience of the intern. The overall goal I believe should be to be exposed to the variety of pieces which must be synthesized into a comprehensive whole appropriate to each principal's school community (Intern).

**The placement section #4-7. The internship is more effective if it is longer (1 year) and provides diverse experiences (i.e. secondary and elementary). The many items I listed as a 5 would require a longer experience as an intern (not only 90 days). Some aspects of the intern experience items might be better measured by some types of forced rank order survey system (Intern).

**I think your survey is very comprehensive! I am

amazed at the number of experiences I had. I served at my original school and think that helped to make many of the opportunities work for me (Intern).

****All** of the above areas play a major role in an administrator's life. However, many times, at least in my experience as an intern, I was left with many of the low-level supervisory jobs, i.e. lunch duty, bus duty, etc. that did not give me the kind of time I needed to be involved in other aspects of the program (Intern).

****The** weekly meetings with the university facilitator to discuss theory and practicum were of most value. Knowing activities required at the beginning of internship helps intern develop objectives for the year. Developing objectives with mentor was very useful. Mentor required MBO's and at end of year met with me to discuss outcome. "Shadow" opportunities provided excellent learning experiences for a new intern. Beginning and ending a school year at the same school was also very valuable (Intern).

****The** intern/mentor relationship--placement should allow for at least one week prior to starting for participants to spend time together to see if there is a good "fit" for continuing the experience (Intern).

****Although** all of these activities are important and regular encounters of administrators, there needs to be a lot of flexibility within the program to allow for personal

interests on the part of the intern (Intern).

**I see this as a theory/practice experience. While daily tasks are important in the internship, I believe the focus should be on analyzing the work of school leadership and developing a philosophy and personal vision for the intern (Mentor).

**They all seem so important! How can we do them all effectively and/or expect interns to have activities which will prepare them for effective leadership? (Mentor).

**Some of the items the intern might have experience with in a simulation activity or through courses (such as "performance evaluation of staff") but should not be expected as a responsibility in the school setting (Mentor).

**Most items were of high importance. This is a good list of needed experiences. Most, if not all, were provided to my intern (Mentor).

**Every item on this survey is important. In answering I found myself trying to evaluate what an intern needs to learn "most". One semester is really not long enough but I think its a more reasonable demand on everyone's time than a full year. There are so many things that simply cannot be learned until you are actually in the administrative position and have the full responsibility of that position (Mentor).

**Under the heading Placement--There were several

options not listed. I'm not sure a delphi can get at them. For some interns, 90 consecutive days is the way to go. For others (for those who have particularly strong backgrounds) I'd like to spread experiences over a year or two. Example: the two weeks before school starts. Also, these same people are the ones I'd like to place in other settings (University facilitator).

**...Not always able to accomplish all this in a short internship--would have to be selective (University facilitator).

**Very comprehensive. Note that to do much of the above, "official" status may be required (licensure, on payroll, under insurance, etc.) (University facilitator).

**I agree with the categories selected for the delphi process. However, more attention to technology use, understanding, and creative approaches to use might be included (University faculty).

Appendix G
Comments Pertaining to Items on the
Round 3 Questionnaire

Comments Pertaining to Items on the Round 3 Questionnaire

Selection: The selection process should result in a pool of mentors/interns that is heterogeneous in terms of gender, race, and school level.

****I feel the ability, motivation, etc. of individual is more important than race, gender, age, etc. (Intern)**

****My belief is that the selection of mentors/interns should seek primarily to identify the most qualified individuals. If that is done, questions about gender, race, and school level will resolve themselves. (Mentor)**

****The best applicants/nominees with greatest potential should be selected. (Facilitator)**

****The pool should be composed of most capable individuals-- need may prescribe selecting more elementary or secondary supervisors if pool is limited in number. (Facilitator)**

Selection: The intern demonstrates maturity.

****How can you tell? Is there a test for maturity? Age certainly isn't a factor. Important but other tests will tell. (Facilitator)**

Selection: The intern demonstrates a passion for education.

****This may develop in many interns over time! (Facilitator)**

****Certainly, but is passion that important? How is passion defined? Dedicated yes but certainly not passionate.**

(Facilitator)

Selection: The interns are selected through interviews, recommendations, and a test of writing abilities.

**Not sufficient, prefer assessment centers. (Facilitator)

**I would not give a test. A writing sample would be sufficient. (Facilitator)

Planning: The internship should consist of specific areas of responsibility which are helpful to the school and to the mentor.

**The internship is for the learner, not as a convenience to the mentor or district. (Facilitator)

Planning: The interns should receive some course work before being assigned to a mentor.

**Certainly, what theory will the student take to the experience? What knowledge will the student know?

(Facilitator)

Placement: The intern receives the most benefit when given the opportunity to "shadow" an administrator.

**My response reflects my problem with the superlative "most". I think my intern received the most benefit when given opportunities to work on her own. (Mentor)

**The "most" is what I have trouble with. Shadowing can be a waste of time. (Facilitator)

**Shadowing is good but not the most beneficial.

Accomplishing the tasks is of the most benefit.

(Facilitator)

**I'm not convinced that "shadowing" per se always does what it is intended to do. May even hinder development of interns. (Facilitator)

Placement: The internship should be a full academic year without teaching responsibilities.

**This would be the ideal. (Intern)

**I think that spreading the internship over a longer period of time rather than 1 continuous semester allows the intern an opportunity to understand the principalship in a more holistic manner. In addition, there is more time for reflection before, during, and after practice when the internship is spread out over time. (Intern)

**Not necessary for it to be that length of time to get a good understanding of the position--training will come at a later time for that position. (Intern)

**In our program each intern has three placements during the year. Most of the placements are half-time with the intern also having a half-time teaching assignment. I followed this pattern until my last placement where I was assigned full time. Based on this last internship I feel a full time placement facilitates the most growth in the development of administrative skill. (Intern)

**The more comprehensive an internship can be the better for an intern. A quality experience involves time to know a

school/faculty and really benefit them. 90 days is a minimum for this. After school internships I view as generally ineffective. (Intern)

**There are many other suitable ways to achieve the same goal. (Mentor)

**Items 4, 5 and 7 reflect my concern that if intern experiences are too specifically defined in terms of time, many quality individuals may not participate. (Mentor)

**The placement may depend to some degree on the intern and/or mentor's perception of their peers. _____, an intern, was a teacher here five years before serving her internship. She was respected by both staff and students; therefore she was really accepted. (Mentor)

**Full academic year is not feasible. An internship is as close to being as real as possible but is not ever going to feel like the ultimate principalship feels--so extensiveness eventually isn't necessarily "better". (Facilitator)

**Ideal but not probable. We can create alternatives that are viable. (Facilitator)

**I think the more time spent in the internship the better. I don't know that the differences between a semester and a year will yield proportionally higher results.

Particularly, this is so, given the practical and logistical difficulty of doing the year-long experience. (Facilitator)

**Not only is this unrealistic, it's not necessary for 99%

of our students. (Facilitator)

Placement: The internship should be 90 days or more of unencumbered time to be distributed throughout the program.

**90 days is not a golden number. Some interns need more time while others had enough exposure by 60-75 days. It depends on previous experiences. (Facilitator)

Placement: The internship activities occur during the school day, not exclusively before and/or after the school day or during the summer.

**The quality of the experience should be measured not the time when it occurs. (Facilitator)

Placement: The intern should be placed at a school other than where the intern is assigned as a teacher.

**I've had interns who were previously teachers in the same building who have done an outstanding job. I think it depends on the person and they need to know up front the additional barriers. (Mentor)

**One of our best intern/mentor remained at the same school- was a good match. I am more interested in the fit than hard and fast criteria. (Facilitator)

Placement: The internship should be at the level for which the intern is preparing to be a leader.

**A diverse internship will allow a person to be versatile in job application. If a high school teacher interns at a high school there is a real handicap in being considered for

elementary and junior high positions. Interns need marketability. (Intern)

****I've had interns who have changed their minds about a level to be an administrator after an internship in a different level--besides, this is an important aspect of administration--understanding different levels and articulation. (Mentor)**

Placement: The intern should concentrate on one level.

****In my opinion, those with elementary teaching experiences should focus on principalship training in areas of greatest knowledge i.e. elementary principalship. The same would apply to the secondary level. (Facilitator)**

Placement: The intern should have at least two and preferably three different internship experiences at different levels.

****Most people will concentrate on one area or level. (Mentor)**

****On items 11 and 12, I believe that there is a difference in levels and the first priority of the program should be to prepare principals to be effective at their chosen level. (Mentor)**

****Some interns may never want to be at a certain level. I'm more interested in depth of experiences. (Facilitator)**

Placement: Part of the internship should be in a business outside of education.

****I believe the internships with mentor principals is too important and the time too valuable to shorten it by spending time in a business. (Intern)**

****This type experience should come later, after they are appointed as assistant principal or principal. We can't do everything during the internship. (Facilitator)**

****The theories and styles of administration, management and leadership weren't all conceived in education.**

(Facilitator)

Support: The intern should be a member of a cohort group which meets weekly with the university supervisor.

****I have problems with meeting weekly. I could go along with the term frequently. (Mentor)**

****"Weekly" is the word I have trouble with. Frequently or regularly are better terms. (Facilitator)**

Support: The mentor should be a member of a cohort group which meets monthly with the university supervisor.

****Unrealistic and almost inhibiting. (Facilitator)**

****I think that the mentor is a member of the team but asking too much to meet monthly. Some are 200 miles apart.**

(Facilitator)

Support: The intern provides a written update that guides the session with the mentor and the university supervisor.

****The mentor and supervisor should have outcomes identified in advance and should observe their implementation and not**

rely on a replay from the intern through impersonal writing.

(Facilitator)

****Some groups/persons work well and need written preparation. But I believe this is a good opportunity for oral expression with some prior thought. (Facilitator)**

Support: The mentors are in classes and seminars with interns when possible.

****I believe that not much can be gained by having the mentors in class. I doubt they would come. There may even be an intimidation factor involved, especially for the intern. (Facilitator)**

****Needed for their understanding and professional development. (Facilitator)**

Evaluation: Graduates are invited to campus once a year to discuss work and to recommend program improvements.

****Doesn't need to be so formalized. (Facilitator)**

Evaluation: The mentor should be evaluated by the intern and the university supervisor.

Mentors should be selected based on specific criteria and if that is done effectively there should be no further need for their evaluation! (Intern)

School Climate: Supervise evening school events (dances, games, club meetings, etc.)

****If an intern has never supervised an evening activity, its a good thing to do, but I don't think it should be a big**

part of the internship responsibilities. (Intern)

Instructional Management: Demonstrate teaching techniques.

****They should not be considered for preparation as a principal until they have demonstrated their proficiency in teaching. (Facilitator)**

Instructional Management: Monitor hall duty/doing hall duty and ground duty.

****They did this as a teacher. Why waste time with so many other skills to learn? (Facilitator)**

****Monitoring is one of the least important tasks for concentration. Students will get this regardless. They should concentrate on important duties first. (Facilitator)**

Instructional Management: Participate in new teacher, new student orientations.

****Important but not essential. (Facilitator)**

Research, Evaluation, and Planning: Read/study the most recent accreditation report.

****Have you read any of them lately? Informative but not essential--material usually slanted and not meaningful. (Facilitator)**

Research, Evaluation, and Planning: Utilize and share research.

****Share research with whom? Important but not essential. Will happen as a course of the days interactions. (Facilitator)**

Research, Evaluation, and Planning: Conduct a needs assessment survey.

****Another busy work assignment for a project to keep someone busy. Who will read it and why? (Facilitator)**

Resources: Interview applicants for a teaching position.

****It would not be proper to subject an applicant to an interview by an intern; do this through simulation or role play. (Facilitator)**

****The most (one of) important tasks. (Facilitator)**

Resources: Assess the condition and needs of the building.

****Assess the building needs? Why? The principal already knows what is needed. Busy work to keep the intern out of the way. (Facilitator)**

Resources: Attend budgeting sessions within the school and within the district.

****Attending budgeting sessions may be important but I don't believe that the nature of the budgeting process is such that it is absolutely necessary. In my state much of the budgeting for schools is done at the district level and is micromanaged from there. (Facilitator)**

Staff Evaluation: Pre-conference, observe, and post-conference teachers (first with the mentor for two or three times, then alone.)

****Again, I would not subject employees to pilot evaluations by an intern. This can be done through simulations/role**

play. (Facilitator)

Staff Evaluation: Develop a strategy for working effectively with secretarial, custodial, and food service staff.

****Who wants this information?** Busy work! (Facilitator)

Community Support: Present to professional groups or organizations.

****I think presentations are useful but they probably are not critical at this level if given to professional groups. It is probably more important to make presentations to community groups.** (Facilitator)

General Comments:

****Continued staff development is essential. I'd also suggest bringing the interns, mentors and Danforth individuals together to have open discussions as to where change is needed.** (Intern)

****Many of the responses certainly are dependent upon size, level and culture of school interning in.** (Intern)

****Expectations for interns need to be very high.** (Mentor)

****My differences may be due to my 25 years of school administrative experience which gives a more valid picture of the role demands upon administrators.** (Facilitator)

VITA

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Educational Background

Ed.D. Virginia Polytechnic Institute and State University, 1991

Major: Educational Administration

M.S. Iowa State University, 1982

Major: Industrial Education

Certification: Educational Administration

B.S. Iowa State University, 1977

Major: Industrial Education

Professional Experience

- 1989-91 Project Assistant, Regional Program for the Preparation of Principals, Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Responsible for coordinating activities between the university and school divisions; writing and distributing program newsletter; participating in all planning and evaluation activities; participating in the implementation of issues seminars, cluster seminars, and instructional modules. Team-taught school community relations course. Coordinated annual Executive Leadership Conference.
- 1987-89 Coordinator of Staff Development, Newton Community Schools, Newton, Iowa and Coordinator of Instruction and Staff Development, Grinnell-Newburg Community Schools, Grinnell, Iowa (shared position). Responsible for implementation of Phase III of the Educational Excellence Program. Coordinator of district curriculum and staff development programs. Taught Tactics for Thinking and TESA (Teacher Expectations and Student Achievement) staff development courses.
- 1985-87 Associate Principal, Central Junior High, Central Clinton Community Schools, DeWitt, Iowa. Responsible for curriculum and instruction, NCA accreditation, teacher evaluation, implementation of the middle school concept, staff development, and district newsletter. Taught teacher effectiveness staff development course.

- 1983-85 Administrative Intern/Assistant Principal, Peet Junior High, Cedar Falls Community Schools, Cedar Falls, Iowa. Responsible for attendance, discipline, and student activities.
- 1979-83 Industrial Arts Teacher/Department Chairperson, Stilwell Junior High, West Des Moines Community Schools, West Des Moines, Iowa. Taught energy and power, graphic communications, and production. Taught adult education introduction to woodworking course.
- 1977-79 Industrial Arts Teacher/Coach, City High School, Iowa City Community Schools, Iowa City, Iowa. Taught metals and welding, woodworking, power mechanics, and plastics. Coached boys' golf, girls' tennis, and 8th grade basketball.

Consulting

- Iowa Department of Education, Des Moines, Iowa, 1989, Phase III: Restructuring Iowa's Schools.
- Norwalk Community Schools, Norwalk, Iowa, 1989, TESA (Teacher Expectations and Student Achievement).

Professional Affiliations

- Association for Supervision and Curriculum Development 1982-
- National Association of Secondary School Principals 1985-89
- Educational Administrators of Iowa 1983-89
- National Staff Development Council 1987-89
- Phi Delta Kappa 1991-
- Phi Kappa Phi 1982-
- Epsilon Pi Tau 1977-
- Iowa State Education Association 1977-83
- National Education Association 1977-83

Service to University, Public, and Profession

- Cedar Rapids Community Schools, Cedar Rapids, Iowa, 1989, Harding Middle School, North Central Association of Schools and Colleges Evaluation, School Plant and Facilities.
- Iowa Industrial Arts Cadre for Curriculum Improvement, 1979-84.

American Industrial Arts Association, Regional Director, 1982-83.

Iowa Vocational Education State Plan Planning and Accountability Advisory Committee, 1982-83.

Iowa Vocational Education Sex Equity Council, 1982-83.

Iowa Entry Level Industrial Arts Demonstration and Evaluation Project, 1981-82.

West Branch Community Schools, West Branch, Iowa, 1981, Department of Education, Team Visit, Industrial Arts.

National Standards for Industrial Arts Programs Project, 1981-82.

Professional Papers or Major Presentations

"Principal Preparation: The Old Order Falls," Professional Development and Certification Conference, Fredericksburg, Virginia, 1989 (with David Parks, Patrick Carlton, and Jean Brammer).

"How to Win Friends and Influence Principals," Iowa Industrial Education Association Conference, Waterloo, Iowa, 1988.

"How to Win Friends and Influence Principals," Illinois Industrial Education Association Conference, Peoria, Illinois, 1986.

Prior to 1986, over 20 presentations on such topics as sex equity in vocational education and industrial arts curriculum development at state, regional, and national conferences.

Selected Professional Publications

Theobald, Marie, (ed.) The Link (Information newsletter for the Regional Program for the Preparation of Principals.)

Volume 1, Number 1, October 1989

Volume 1, Number 2, November 1989

Volume 1, Number 3, December 1989

Volume 1, Number 4, January 1990

Volume 1, Number 5, February 1990

Volume 1, Number 6, March 1990

Volume 1, Number 7, April/May 1990

Volume 2, Number 1, September 1990

Volume 2, Number 2, October 1990

Volume 2, Number 3, November 1990

Volume 2, Number 4, January 1991

Volume 2, Number 5, February/March 1991

Volume 2, Number 6, April 1991

Volume 2, Number 7, May/June 1991

Theobald, Marie, "RP3: Identification and Selection of Participants," Exchange (Bulletin of the National Network for Innovative Principal Preparation), Volume 2, Number 1, pp. 8-10.

Worner, Wayne and Marie Theobald. Year 2 Planning and Evaluation of a Field-Based Principal Preparation Program (AEL Minigrant Report No. 45). Appalachia Educational Laboratory, November 1990.

Betts, M. R., and A. W. Van Dyke (eds.): Technology Student Organizations. 38th Yearbook of the Council on Technology Teacher Education. Mission Hills, CA: Glencoe Publishing Company, 1989. (Chapter 4, "The Scope of Student Organizations." Marie Theobald, pp. 73-86).

Theobald, Marie, (ed.) The Central Connection. (Quarterly newsletter to all residents of the Central Community Schools, DeWitt, Iowa.)
Volume 1, Number 1, Fall 1986
Volume 1, Number 2, Winter 1987
Volume 1, Number 3, Spring 1987
Volume 1, Number 4, Summer 1987

O'Hara, John and Marie Theobald. "Organizing Two Schools Into One Manufacturing Enterprise," The Technology Teacher, April, 1985, pp. 11-12.

Theobald, Marie. Concepts and Experiments in Alternative Energy for Junior High Industrial Arts. (Iowa Department of Public Instruction Teacher Incentive Award Final Report) 1982.

Marie E. Theobald 7/25/91