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The identification of appropriate experiences for an administrative internship program for the Council Bluffs Community School District.

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THE IDENTIFICATION OF APPROPRIATE EXPERIENCES
FOR AN ADMINISTRATIVE INTERNSHIP PROGRAM FOR THE
COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT

A Field Project

Presented to the

Department of Educational Administration

and the

Faculty of the Graduate College

University of Nebraska

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education Degree

University of Nebraska at Omaha

by

Mary M. Dickerson

December, 1988

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FIELD PROJECT ACCEPTANCE

Acceptance for the faculty of the Graduate College, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education Degree, University of Nebraska at Omaha.

COMMITTEE

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CHAPTER I

INTRODUCTION

In the last decade, school research has given considerable attention to effective elementary schools and the role of the elementary principal as the educational manager and the instructional leader. Elementary school principals perform a complex and demanding role. Just who and what are elementary school principals today?

Since 1928, the National Association of Elementary School Principals has gathered data every decade to analyze this question. In the recent 1978 study, Corr (1980) describes the typical elementary principal as a white male who is married, forty-five years of age, and usually a Democrat or someone conservative in political outlooks. He has a master's degree, a very high professional moral, and feels secure in the job. He has been a principal for ten years, all of which are current in the school district, and has had seven years of experience as an elementary school classroom teacher or other positions such as coach or assistant elementary principal. He relies on other principals and teachers as a main source of ideas and feels the classroom teaching and on-the-job experience as the most valuable contributions to his ability to succeed. He supervises one school of 430 pupils and eighteen full time teachers. He has primary responsibility for supervision and instructional improvement and faculty selection at the building. He has some influence on decisions

about elementary education and feels good about the quality of education kids get today. He feels uncomfortable and has serious trouble in dismissing teachers who do not do their job.

Barth (1980) describes principals as having highly personalized jobs that are complex and demanding. The principalship has an imbalance of authority and responsibility. Principals are responsible for personnel, accountable to parents, protecting of the physical safety of children, accountable for children's achievement, providers of social services, generators of resources, and assumers of a fixed budget and central curriculum guides. Each day is spent moving from place to place and problem to problem making immediate ad hoc decisions. In addition, principals are alone at the top--they don't feel close to anyone. They are set apart because they monitor and supervise teachers. The principal suffers from a lack of collegiality. Principals have little control over how they spend their time. Management time consists of fifty eight percent of the principal's time while instructional time consists of seventeen percent and personnel activity is less than five percent of the principal's observed school-day time. Principals would like to be instructional leaders who work closely with children, teachers, and the curriculum.

Another case study (Miller, 1982) shadowed an assistant principal for a week to capture the flavor of the principalship. The study found a huge gap between the reality of what is and what ought to be in the role of the elementary principal. A principal ought to be a leader, a helper, a sharer of knowledge, democratic,

concerned with individuals, a long-range planner, an innovator, and a champion of ideas. In reality, most principals are a manager, an evaluator and judge, a keeper of secrets, autocratic, concerned with the total organization, a maintainer, a master of the concrete, ad hoc, spontaneous, and situation specific.

As mentioned earlier, the principal can be the major factor in the school's effectiveness. Wilson (1982) spent one day a week for the entire school year shadowing a principal through his daily schedule. This principal was a leader of the building. He did not run the building on consensus or a participatory democracy model but rather the rational, humanistic, due process concepts of governance. Teachers saw him as someone to trust, who gives them respect, is up front, open to suggestions and discussion, and supports their efforts in working with children. He shows children he cares about their progress because of the displays of student's work, a twice yearly read aloud activity complete with comprehension activities, monitoring of the school curriculum and test scores, establishing an excellent library, and daily attention to the instruction and details that stimulate quality instruction.

STATEMENT OF THE PROBLEM

The purpose of this study is to identify the appropriate experiences necessary for the development of an effective

elementary principal internship program in the Council Bluffs Community School District.

With more than sixty percent of the current administrators retiring at the end of the decade, the preparation of the future leaders to replace them is crucially important. There will be more people entering the field of school administration for the first time than has been the case in recent years. There is a tremendous opportunity for school systems to find new people with new ideas and solutions to old problems. Unfortunately, there is also the chance that many inexperienced principals will fail when faced with the first challenges of leadership because of the changing role of the principal and larger schools with more teachers to supervise. How can more appropriate experiences be provided for incoming principals to insure for their success?

Ohio State University (Daresh, 1986) has examined the conditions faced by principals during their first years on the job so that more effective and supportive strategies for professional development can be identified. This study concluded that administrators in the earliest stages of their careers needed to have more satisfying and successful experiences. Practicum experiences are not sufficient in their ability to enable someone to experience administration before they take their first job. There needs to be a greater reduction in the culture shock experienced so often by new administrators. The goal is to reduce the feelings of isolation,

anxiety, and ineffectiveness so often described by those in their first jobs.

Furthermore, our society is reluctant to accept women as leaders. Less than twenty percent of elementary principals are women. Women's socialization causes them to question their ability to lead. Internship programs can provide opportunities for women who possess a high degree of potential but have had no experience.

Frequently, principals are moved directly from the classroom to the principalship with little district preparation other than directions on how to get to the school. Internships can provide practice in a controlled structured program with experienced practitioners available for guidance and counsel. In the 1987-88 school year, the Council Bluffs Community School District began an elementary principal internship program. The district selected an individual to be the intern principal of Glendale School, a school with a kindergarten through sixth grade student population of about 150 students and eight full-time teachers to supervise. This intern principal was directly responsible for all activities in the building. In addition, the district provided experiences that would lead to effective principal/effective school practices.

DELIMITATIONS

This study will only be concerned with elementary principalships.

This study will not evaluate the individual who is the current intern for the Council Bluffs Community School District.

METHODOLOGY TO BE EMPLOYED

In order to pursue this study, the following steps will be taken:

1. A detailed review of the literature of the effective schools/effective principals research will be conducted. Of special interest and concern will be the administrative procedures that identify what makes for an effective elementary principal in an effective elementary school. These practices will be matched with activities in which the intern could and should participate to gain experiences as a first-year principal.
2. A monthly log of experiences and activities will be kept. This log will be used with the effective principal research to match and evaluate appropriate experiences for an intern principal. Experiences could include staff development, evaluation and supervision, budgeting, facility reports and building needs, discipline activities, parent communication-PTO, teacher interviews, classified staff appraisal, test analysis, communications-written and oral, Peer Assisted Leadership-shadowing, workshops, inservices, conferences, Principal Assessment Center Evaluations, district committees, and others.

3. A survey of the metropolitan area and the larger districts in Iowa will be made to identify types of administrative internship programs currently in operation.

4. The goals for the program and the selection procedure will be written. The Executive Director of Employee Relations, the Executive Director of Educational Services, and the Director of Elementary Education will be the contact people within the district to facilitate this study and finalize the criteria for the internship program.

DEFINITION OF TERMS

1. Internship Principal. In the Council Bluffs Community School District, an internship principal is someone who has taken a leave of absence from teaching for a maximum of two years to pursue an administrative elementary principal experience. At the end of the first year the district has the option to continue the person in the internship experience for another year, offer another administrative position, or request that the intern return to teaching. The intern has the option to leave the internship at the end of the first year and return to the classroom or pursue other administrative positions in the district as they are available.

ORGANIZATION OF THE PROJECT

- Chapter I - Introduction
- Chapter II - A Review of the Literature
- Chapter III - Methodology of the Study
- Chapter IV - Presentation of the Data
- Chapter V - Summary, Conclusions, and Recommendations

CHAPTER II

A REVIEW OF THE LITERATURE

This chapter will review the literature on the effective principal and his/her behavior as they relate to the effective schools research and an overview of some of the current programs designed to train and develop instructional leaders (principals).

EFFECTIVE PRINCIPALS

Soon after the effective schools research was analyzed, several researchers began to ask the question, "Do principals make the difference in effective schools and if so what do they do to make effective schools?" Many studies were undertaken and soon effective principal research was flowing from the presses. Robinson (1982) found that instructional leadership by the principal is a critical characteristic of effective schools. To further prove this point, Robinson, in the synthesis of information, summarized several key research studies. The following is a summary of these important studies:

Weber (1971) found that strong leadership was a factor common to the four inner-city schools which demonstrated high reading achievement.

Heim and Perl (1974) concluded that significant gains in reading and mathematics achievement for the primary grades could be gained if \$100 per pupil was applied toward the upgrading of a principal's educational degree.

The State of New York Office of Education Performance Review (1974) found that schools with high reading achievement scores had principals who emphasized stability, maintained good teacher-principal relationships, delegated authority, engaged in informal observation practices, provided support to the staff, and were goal/achievement oriented.

Gigliotti and Brookover (1975) reported that higher achieving schools had elementary principals who put significantly higher emphasis on the evaluation of and expectations for pupil performance.

Moody and Amos (1975) demonstrated that an elementary principal's removal of involvement in an educational program for primary students resulted in lower reading and mathematics scores. His resumption of involvement led to higher scores for all but one grade level.

The Rand Corporation Study (Armor et al, 1976) found that principals who were effective leaders of the school's reading program achieved a balance between their strong leadership role and maximum autonomy for classroom teachers.

The System Development Corporation Study (Marcus et al, 1976) found that principals who communicated a point of view concerning teaching practices and assumed more responsibility for policy

decisions and the selection of basic instructional materials had gains in mathematical achievement occur in their schools.

Austin in the Studies of Exemplary Schools in Six States: California 1977, Delaware 1977, Maryland 1978, Michigan 1974, New York 1976, and Pennsylvania 1978 found that principals in exemplary schools had a sense of direction, displayed strong leadership, communicated high academic expectations, recruited their staff, possessed advanced training, had an elementary teaching background, and were particularly skilled in one area of the curriculum such as math or reading.

Vallina (1978) found that principals in high reading achievement schools were involved in instructional assessment, effected greater inclusion of staff and parents in planning program improvements, displayed a greater use of creative approaches to school organization, were more adept at community relations, provided greater leadership in the area of pupil personnel services, and were more concerned with staff selection, assimilation, evaluation, and improvement.

Brookover and Lezotte (1979) concluded that principals in improving schools were more apt to be instructional leaders, assume responsibility for evaluation, and be disciplinarians.

Kean et al. (1979) found that principals who had experience in the field of reading and principals who often observed the fourth grade reading classes had fourth grade students who exhibited higher reading growth.

School Improvement Project/New York City Public Schools (1979) identified improving schools to have strong administrative leadership, an emphasis on basic skills instruction, a school climate conducive to learning, high teacher expectations concerning student ability, and continuous evaluation of student progress.

Venezky and Winfield (1979) found that reading success in low socioeconomic areas had achievement oriented principals who had strong building-wide curricular leadership and an efficient implementation of the instructional program.

Deguire (1980) found that the schools experienced improvement in sixth grade reading achievement when principals exhibited greater involvement in the reading program and were less frustrated with limitations of time and resources.

Phi Delta Kappa (1980) found that principals who had high expectations for achievement, were highly visible to students, related well to others, clearly communicated their role expectations to staff, and were action-oriented had high achievement schools.

Additional effective schools/effective principals research was reported by James Sweeney (1982). Sweeney identified studies that clearly indicated that principals do make a difference with their leadership behavior.

The California School Effectiveness Study (Madden et al, 1976) found five factors that seemed to differentiate the effective from the less effective. They were: teachers reported receiving significantly more support, the principal had more impact on educational decision-

making, there was an atmosphere conducive to learning, there was more emphasis on achievement, and more evidence of pupil progress monitoring.

Wellish et al. (1978) in the ESAA in-depth Study found four facets of instructional leadership in schools with significant achievement gains. Principals had concern for instruction (felt strongly about instruction, had definite views, and promoted a point of view), communication about instruction (performance of teachers was regularly viewed and discussed), responsibility for instruction (decision for instruction, basic instructional materials, and planning and evaluating programs), and perceptions of staff (staff estimates of the instructional program as coordinated by the school leader).

Rutter et al. (1979) found that school outcomes were better if the approaches to curriculum and discipline were agreed upon and supported by the staff acting in unison, decisions tended to be made at a higher level than the staff room, general attitudes and specific actions by staff emphasized academic expectations, and the school functioned as a coherent whole with agreed upon ways of doing things.

In research conducted by Ronald Edmonds (1979), he concludes that effective schools share a climate in which it is incumbent on all personnel to be instructionally effective for all pupils. In addition, effective schools are anxious to avoid things that do not work and committed to implementing things that do work. He feels one of the most tangible and indispensable characteristics of effective schools is

the strong administrative leadership that brings together and keeps together the elements of good schooling. In other words principals are instructionally effective in setting a climate of expectation, maintaining an orderly atmosphere, demanding that basic school skills have precedence above other school activities, monitoring pupil progress, and diverting resources to achieve these fundamental objectives.

Instructional leadership, as defined by De Bevoise (1984) are the actions principals take or delegate to others to promote growth in student learning. She also identifies several studies to emphasize this point.

Blumberg and Greenfield (1980) observed that instructional leaders had the ability to set clear goals and to have these goals serve as a continuous source of motivation for teachers and students. In addition, they had a high degree of self-confidence and openness to others, a tolerance for ambiguity, a tendency to test the limits of interpersonal and organizational systems, sensitivity to the dynamics of power, an analytic perspective, and an ability to be in charge of their jobs.

Gersten and Carnine (1981) identified support functions of the principals that are considered essential to instructional improvement. These include implementing programs of known effectiveness, monitoring student performance and teacher performance, providing concrete technical assistance such as inservice programs and coaching to teachers, demonstrating visible commitment to

programs for instructional improvement, and providing emotional support and incentives for teachers.

Huff, Lake, and Schaalman (1982) found that a clear sense of mission, a commitment to high standards, a desire to test the limits in providing needed resources, the use of participatory style, and discontentment to maintaining the status quo characterized outstanding elementary principals.

Sizer (1983) found that a variety of styles can be effective in achieving academic success and that the match of styles (student and teacher) is important.

Dwyer et al. (1983) found that the community had a dramatic impact on the work of each principal observed to be an effective leader.

In a more current study conducted by the Inner London Education Authority (Mortimore 1987), results indicated that variations between schools are accounted for by differences in school policies and practices that are within the control of the principal and teachers. A principal should provide purposeful leadership to the staff by understanding their needs, influencing teachers' strategies, making curriculum decisions, and monitoring student progress throughout the years. In addition, principals should involve teachers in curriculum planning, developing curriculum guidelines, identifying resources to spend, and deciding on policy decisions. There should be a consistency among teachers in following guidelines and in the staffing of the school. Students should be involved in structured sessions in which work is organized for them but freedom for the

student is allowed through choices of activities. Intellectually challenging teaching which stimulates discussion, uses higher-order questions, strives for creative imagination and problem solving and allows teachers to communicate their interest and enthusiasm for teaching should be present. The school should demonstrate a work-centered environment in which students are eager to do their daily work, the noise level is low, movement is not in excess, and students are given feedback about their work. There should be maximum communication between teachers and students in individual, small, and large group situations. Record keeping should show planning by teachers and monitoring of progress. Parental involvement should be both at school and in the home with easy communication links to the principal. A positive climate that depicts firm but fair class management techniques, encourages self-control, and praises and rewards students for their behavior should be developed. The level of difficulty should be geared to the individual needs of the student with particular attention to the amount to be studied (introduced) in a specific time period.

In yet one more current study conducted by Andrews (1987), it was found that the perceptions of teachers of the leadership of their principal is directly related to gains in student test scores. Of particular mention is that teachers place priorities on the visible presence of the principal in schools to observe instructional matters and observe student behavior, the vision or purpose the principal

identifies for the building, and the resources delivered to help teachers provide for effective instruction.

A final study to consider here has a different viewpoint in that the researchers, the Far West Laboratory for Educational Research and Development, looked at the effective principal from the eyes of students.(Kojimoto, 1987). They found that students put a high emphasis on principals being visible. Students want principals to "cruise the school" so that they know what is going on. They want an active principal who is fair and understanding in discipline matters. They want someone who is nice and caring for their emotional needs in that they listen to their problems and do not "yell" when they have done something wrong. They want a principal who observes them in the classroom and praises their work they have achieved. They want a principal who provides books for the library and develops challenging curriculum. In essence they want a strong instructional leader.

Summarizing this part of the review of the literature, it is important to highlight the overall expectations of principals as they determine effective schools. Principals who make a difference in student learning emphasize achievement, set instructional strategies, provide for an orderly atmosphere, frequently evaluate student progress, coordinate instructional programs, and support teachers. If it is know that this is what effective principals/instructional leaders do in schools, how then are programs developed to help principals

achieve these skills and maintain them? The second part of the literature review addresses this research.

TRAINING FOR EFFECTIVE PRINCIPALS

Training for effective school administrators as seen by Cawelti (1982) needs to focus on the Human Resource Development plan. This plan incorporates leader behavior skills of task behaviors, relationship behaviors, and leadership style; management function of planning, organizing, directing, and controlling; instructional leadership skills of curriculum development, clinical supervision, staff development, and teacher evaluation; and the usual standard topics of law, finance, theory, and policy analysis.

Effective principals need to identify their leadership style and know which leadership style to use to accomplish specific objectives, (Ernest 1982). The leadership styles theory was developed by Blake and Mouton. Styles vary from the impoverished management (low concern for production and low concern for people), task management (high concern for production and low concern for people), middle of the road management (a median level of concern for production and people), country club management (low concern for production and high concern for people) and team management (high concern for production and people). The successful and effective principal is able to blend a high concern for production with a high concern for people.

To help principals become better evaluators of teachers several new techniques have been developed. The coaching of teachers (Joyce 1982), the script taping during the observation session (Hunter 1983), and the programs for effective teaching (Evans 1982) have helped administrators identify good teaching practices, teach teachers to acquire these new techniques, and provided a more systematic and clinical review of a teacher observation.

Lessons from the best run companies have also provided a framework for program development. Peters and Waterman (1982) in their book, *In Search of Excellence*, have identified behaviors that exemplify excellence. Rogers et al. (1984) identified these behaviors as they related to excellence in schools. Rogers reported implications for education from the findings in business to be in the areas of respect and meaning in the lives of people (the dignity and worth of an individual are very important), on fun and excitement (leaders unleash excitement, they have the ability to create enthusiasm), bigness vs. smallness (small in almost every case is beautiful), communication (rich informal communication leads to more action and the ability to stay on top of things), the role of management (getting management out of the office, MBWA-Management By Walking Around), listening to the consumer (paying attention to what the consumer wants), importance of values (must have a sound set of beliefs on which it premises all its policies and actions), and innovation, experimentation, success, and failure (we hire really

great people and we create an environment where people can make mistakes and grow).

Peer-Assisted Leadership (PAL) is a unique professional development program for principals, (Barnett, 1986). This program allows principals to help one another to become better instructional leaders. One principal "shadows" another for part of the school day and then participates in "reflective interviews" to assess behaviors and purposes for the day. This program allows principals to develop collegiality with other principals, develops a common vocabulary, helps principals become more reflective and implement new ideas and methods, and allows principals to see how others run their schools.

Another new concept in professional development for principals is the idea of a principal center as described by Barth (1986). He established a center in which principals are able to reflect on practice, articulate practice, better understand practice, and improve practice. Another similar idea is that of the Principal Academy as discussed by Donaldson (1987) in the state of Maine. This academy addresses the functions of principals. Functions such as supervising adults, supervising a system of student behaviors and growths, directing a program of effective teaching, and shaping and maintaining an environment conducive to student participation and public access. The academy allows principals time to have structured interactivity when they are asked to try out new practices and

programs they have learned from their peers. The principals themselves direct the program as they are the planners.

Programs that reflect and incorporate the effective schools research and help principals apply this research make up another program format. Blum (1987) identified five content strands in which principals receive professional development to become an educational leader. The vision building strand helps principals to identify their clear visions of where their school is going and how to build commitment from their staff. The strand of school climate and culture gives principals the opportunity to assess and improve the school environment to promote collegiality and cooperative decision making in addition to establishing an environment conducive for learning. The strand of curriculum implementation helps principals to identify priority goals to be taught, instructional strategies, and assessments of student learning. The strand of improving instruction helps principals learn new teaching strategies and techniques, identify quality use of time (on task) and observe teachers regularly to provide feedback on their teaching efforts. The last strand monitors the performance of the teacher and helps principals collect and analyze data and establish priorities.

Special programs designed to help new principals or first year principals are the internship program and the assistant principal academies. Internship programs offer a way to provide for effective/instructional leadership skills for aspiring principals. (McDermott, 1984; White, 1980). Most internship programs are on a

two year basis with on-the-job experience supervised by a committee of experienced principals. Some interships have prospective principals continue in teaching assignments while others reduce or eliminate these to provide for a real administrative experience. The assistant principal programs can provide inservice opportunities, mentorships, and observation activities. (La Rose 1987) These programs build on the individual strengths and weaknesses of the participant and offer opportunities for refinement and continued growth. Both the district and the individual seem to prosper from this type of program.

CHAPTER III METHODOLOGY OF THE STUDY

To identify appropriate experiences for an administrative internship program for the Council Bluffs Community School District, the following activities were completed:

1. A summarized list from the research on the effective activities of the principal in an effective school and the appropriate training experiences needed for effective principals was completed and used as a match with the log of experiences and activities written by the intern for the year.
2. A monthly log of experiences and activities was completed to be used in a comparison study with the effective principals research gathered.
3. A survey was sent to the twenty largest school districts in Iowa and to the Omaha metropolitan schools to determine the extent and nature of internship programs currently in existence.
4. A program overview stating the goals and selection procedure for the internship in the Council Bluffs Community Schools was completed.

Each of these methodologies will now be explained in greater detail and will be presented in their entirety.

SUMMARIZED RESEARCH FINDINGS

The review of research, as explained in detail in Chapter II of this document, clearly identifies the following as important principal activities that make effective schools.

1. Emphasizes student achievement by direct involvement (contact) in student's learning, monitoring of student progress, high visibility during the instructional process, and setting high expectations for student achievement.
2. Sets instructional strategies through formal teacher observations and evaluations, recruitment of staff, advanced training and specialization in a particular academic area (reading/math), secures necessary teaching resources, and provides staff training/development.
3. Provides an orderly atmosphere by establishing consistent discipline policies, clear and open communication practices, positive teacher and student work-centered environment, and maintains building/facility needs
4. Involves the community through parental involvement in school activities, decision making opportunities, interpersonal relations/skills with people, and consistent communications.
5. Uses democratic leadership/participatory management through involvement of teachers and parents in decision making, delegating authority and responsibilities purposefully, creative approaches to school organization, and sensitivity to the dynamics of power.
6. Establishes a clear vision and sense of direction for the school through goal setting, maintaining high teacher and student expectations, self-confidence and action oriented personality, and commitment to high standards/values.

In addition, the research also states that certain skills or training should be provided for principals, particularly first year or new principals. The following is a summary of this research.

1. Learns the leadership style of participatory management where the principal identifies the dignity and worth of an individual, communicates informally and with consistency, listens to needs of the employees, allows for being a valued person in the organization.
2. Understands and can demonstrate use in the management functions of planning, organizing, directing, and controlling.
3. Has attained instructional leadership skills through continued and current training in curriculum development/research, clinical supervision, staff development, and teacher evaluation practices using script taping, conferencing, and written summaries.
4. Is aware of school laws, policies, and procedures of the state and district and makes decisions based on these principles.
5. Understands the financial procedures used in the district and operates the building within the limitations of the budget and financial policies.
6. Has a support system of other principals within the district that can provide opportunities for shadowing experiences, reflective interviews, development of collegiality, and exchange of ideas to become more effective as a principal.

MONTHLY LOG

The monthly log (See Appendix A) was completed by identifying experiences and activities the intern principal had on a monthly basis. The purpose of this log is to help in identifying what experiences the intern principal had and how they relate to the research on effective principals. A summary of the experiences/activities includes:

1. Staff development
2. Evaluation and supervision
3. Budgeting
4. Facility reports and building needs
5. Discipline
6. Parent/community involvement
7. Teacher interview/selection
8. Classified staff appraisals
9. Test analysis
10. Communications
11. Support opportunities with other administrators
12. Educational conferences, workshops, inservices
13. Principal Assessment Center Evaluation
14. District curriculum committee
15. Other (personal illness, death of an employee)

SURVEY

A survey (see Appendix B) to identify the types of administrative internship experiences other school districts are currently providing or are not providing was sent to the twenty largest school districts in Iowa and the metropolitan schools in the Omaha area.

A cover letter, an additional information sheet, the survey, and a self-addressed stamped envelope were prepared and distributed on July 12, 1988. The survey was completed August 12, 1988. The results were then tabulated.

Additional information was gathered from educators who had been involved in an internship program through phone calls, as their names were identified on the survey as someone who had participated in an administrative experience or internship.

PROGRAM OVERVIEW

The Council Bluffs Community Schools have identified the following as goals for the Internship Program during the 1987-88 school year. They are:

1. To provide in-district employees who have administrative certification a practical first hand experience in order to gain knowledge and skill development to become an effective principal.
2. To establish a principal reserve of candidates from within the district who might better compete with experienced candidates from outside the district for administrative openings in the district.
3. To give women and minorities more of an opportunity to enter the administrative field.
4. To demonstrate to employees of the district that the degree of training and staff development currently expected is in fact valued and used when advancement or promotion opportunities exist.

The selection process used in identifying from all of the prospective candidates the intern principal has many facets. Each of these steps gives the district an opportunity to identify the potential strengths of the candidates. The selection process includes the following:

1. Submission of a letter of application including a current resume and appropriate credentials or transcripts.
2. Interview by the selection panel of building principals and administrators from the central office of the district. This interview includes the following:
 - A. Teaching segment demonstrating the candidate's knowledge of content, presentation style, teaching expertise, organization of material, and rapport with teaching adults.
 - B. In-Basket Simulation activity designed to identify problem solving skills and written communication skills.
 - C. Teacher observation/conference simulation to identify ability to script tape, analyze teaching characteristics, present information orally to evaluate oral communication skills.
 - D. Panel interview to identify organizational skills, time management skills, leadership style, problem solving approaches, views on the role of the elementary principal, decision making processes, interpersonal skills in involvement of staff and community, and knowledge of the curriculum and current research practices.
3. Finalists are then identified by the selection panel. The finalists are required to complete a structured interview

through Ventures for Excellence, Inc., of Lincoln, NE. The areas evaluated on the structured interview include affective needs, knowledge of educational issues, organizational skills, and leadership style. The data collected is once again reviewed by the selection panel and a finalist is recommended.

4. The finalist is interviewed by the superintendent. The superintendent then offers the intern position to the candidate.

CHAPTER IV

PRESENTATION OF THE DATA

The information gathered from the research will be displayed in two parts. They are:

1. Two charts showing the match of effective principal practices with what the intern principal did for the year and effective training for principals and the training the intern had for the year. In addition there is a summarization of feelings identified by the intern.
2. The tabulated results of the survey and the additional comments obtained by phone conversation.

MATCH OF EFFECTIVE PRINCIPALS WITH INTERN EXPERIENCES

<u>EFFECTIVE PRINCIPALS</u>	<u>INTERN EXPERIENCES</u>
1. Emphasizes student achievement	1. Test analysis, Teacher observation-Curriculum committee study
2. Sets instructional strategies	2. Staff development, evaluation and supervision, teacher interview and selection, educational conferences, work-shops, inservice
3. Provides an orderly atmosphere	3. Facility reports and building needs, discipline, communications

- | | |
|--|---|
| 4. Involves community | 4. Parent community involvement, communications |
| 5. Uses democratic leadership and participatory management | 5. Communications, Principal Assessment Center |
| 6. Clear vision, direction | 6. Staff development, budgeting, communications, parent/community involvement, teacher interviews/selection |

EFFECTIVE TRAINING

INTERN TRAINING

- | | |
|--|--|
| 1. Learns leadership style of participatory management | 1. Principal assessment Center, workshops, inservices, support opportunities with other principals |
| 2. Understands and uses management functions | 2. Communications, staff development, evaluations, district reports, parent involvement |
| 3. Attained instructional leadership | 3. Educational conferences, inservices, workshops, curriculum development, staff development |
| 4. Aware of school law policies, procedures | 4. Discipline, parent communications, |

- | | | |
|----|--|---|
| | | evaluation and supervision, classified staff appraisals, budget, facility reports and building needs. |
| 5. | Understands financial | 5. Budgeting procedures |
| 6. | Has a support system of other principals | 6. Support opportunities with other administrators, educational conferences, workshops, inservices |

The above charts show the experiences gained by the intern this year and the match with the criteria for developing effective principals and providing effective training. To provide further data, the intern expressed the personal transition experience from the teaching field to the administrative field. In the early transition stages, the intern felt there was a feeling of not belonging to either the teaching group or the administrator group. The intern expressed a feeling of loss and aloneness that made the transition a difficult personal period. The intern also expressed a real concern with the amount of time principals spend by themselves isolated from other principals. Obviously this is due to the nature of the position, but nevertheless a concern. The intern stated experiencing the pressures of decision making and the tension, anxiety, and stress that may accompany this. The total support by the entire administrative team the intern worked with was a positive experience as seen by the intern. Their support, continued interest, constant availability to

unusual or difficult situations that arose, and overall supervision, monitoring, and feedback to the intern was greeted as a powerful advantage of the internship program.

The intern, also, expressed midway through the year, that an overload of new information was beginning to take its toll. The intern felt that all of the experiences to date had been very beneficial and that much of the information was being put into practice. But, there was only so much an individual could learn and assimilate in a given time period and some attention needed to be given to that.

The intern expressed a great deal of satisfaction from the participation in and the evaluation from the Principal Assessment Center. The intern received valuable personal information on personal skills in problem solving, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interest, personal motivation, and educational values.

SURVEY TABULATIONS

Of the twenty five surveys sent out, twenty were returned providing an eighty percent return rate. The survey was divided into two areas, information about the administrative experience (internship/ assistant principal) program of which five schools responded and information about school districts with no administrative experience (internship/assistant principal) program

of which fifteen schools responded. It should be noted that the Council Bluffs Community Schools was not given a survey to complete and the tabulated information that follows does not reflect what that district is doing in the internship program.

The results from the five schools with administrative experiences programs is as follows:

1. The most identified way applicants were selected for the administrative internship was through previous teaching experience, interview, and structured interview. Only one school checked a simulation activity.
2. The length of time for the administrative experience averaged from one to two years in duration.
3. The average elementary school enrollment in which the administrative experience took place was from 200-500 students.
4. The majority of the interns participated in all of the activities identified on the survey (see Appendix B, Survey I, Question four, for the complete list of activities). The only activity not showing experience was in the area of facility assessment and planning.
5. Most interns received information/evaluation from the building principal they were assigned to or from another supervisor which is comparable to how other principals in the district are supervised.
6. The majority of the interns were evaluated on all of the areas identified on the survey (see Appendix B, Survey I, Question six, for the complete list of areas). The only two areas receiving less than a majority were the areas of building/program improvement plans and personal goals.

7. Most interns when finished with the internship became primary candidates for administrative positions in the district or returned to their teaching position in the district.
8. A wide variety in the length of operation of an internship program was found. One district has had a program for only one year, while another district has had it for fourteen years.
9. There were as many as eleven women and seven men involved in internship programs during the 1987-88 school year. No district reported the involvement of minorities in the internship program.
10. The majority of districts with internship programs felt that the people who participated in the program were more successful (effective) as principals than those principals who did not participate in the program.

Additional information was received by calling the educators who had participated in the program. One intern identified his experience as a year long position in which he worked with another principal who was responsible for two buildings. During the first semester, he shadowed the principal daily. During the second semester, he would be in one school while the principal was in the other school. They would meet daily and communicate events and plan the operation of the buildings. The intern expressed a positive feeling toward the program stating that the experience was invaluable and helped him to get his current principal position.

Another intern I spoke with described her experiences as a shared responsibility with the building principal. She worked daily with the principal and was given specific activities to administer

under his guidance and supervision. She also expressed a very positive feeling toward the program stating that the personal first-hand experience was the best opportunity to have. At the present time she does not have a principal position, but feels confident that she will have a better opportunity to get one because of her intern experience.

One intern operated the summer school program which was considered the internship. She was responsible for the entire program including the scheduling of buses, student class assignments, hiring of staff, registration of students, selection of materials, and promotional brochures to advertise the summer school program. She worked a great deal in isolation and not with a committee of principals or even one principal. She felt the experience was very beneficial, but feels an experience during the school year would be more valuable.

One last intern that provided additional information stated that the program was only half time. The other half time was spent as a teacher in the district. The purpose of the internship was to gain experience but also to provide relief for principals in large buildings (650 students). The biggest problem identified by this intern was the concern the district had with how long a person should remain an intern. The intern felt the program was invaluable as far as providing first-hand experience and opportunities, but also was very stressful because of the teaching duties required. This intern did go on to secure an elementary principal position in another district.

The results from the fifteen districts not having an administrative program were as follows:

1. It is the current policy of twelve districts not to hire elementary principals who have not had previous experience.
2. The majority of the districts used previous teaching experience, previous administrative experience, interviews, and structured interviews as procedures for the selection process of an elementary principal.
3. The majority of the districts provide support to their new principals through another principal acting as a mentor, special inservices, and a handbook on procedures and policies for the district.
4. Of the districts surveyed, 501 was the average of the largest school enrollment, 189 was the average of the smallest school enrollment, and 342 was the average of the average school enrollment.
5. All fifteen districts identified all the performance areas listed (see Appendix B, Survey II, Question five for a complete list of the performance areas).

CHAPTER V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to identify the appropriate experiences necessary for the development of an effective elementary principal internship program in the Council Bluffs Community School District. A review of the effective schools/effective principals literature identified practices effective principals do that make effective schools. In addition, information was gathered on the types of training effective principals have had that helps them to achieve the effective schools. Information from this review of the literature was summarized and placed in a chart to compare with what the intern had in fact experienced for the year. The intern kept a monthly log of activities experienced for the year. These activities were summarized and then compared with the activities effective principals had. This comparison identified how the effective principals' activities and training would compare with the intern's activities and training.

A survey was sent to the twenty largest school districts in Iowa and the six metropolitan schools in the Omaha-Council Bluffs area. The purpose of the survey was to determine which schools had internship programs and then to identify what types of activities these internship programs contained. In addition, the survey identified what school districts did if there was not an internship

program and the effect this had on new principals to their district. Those school districts responding with internship programs also gave a name of a person involved as an intern in that program. Phone calls to these individuals gave additional insight into the types of activities and experiences other districts had for their interns.

A final part of the study was to identify the goals for the program and the selection procedure. This was added to the study to show the congruence between the activities the intern experiences and the goals identified. The selection process identifies the district's goal of attracting qualified people to the administrative positions in the district and the accountability the district has toward the quality of education provided.

CONCLUSIONS

1. The selection process currently in practice with the district is stronger than most as recorded from the survey.
2. The Council Bluffs Community Schools internship program gives greater responsibility to the intern, especially in the area of teacher evaluation and total building control, than did other districts surveyed.
3. Most districts that did not have internship programs want to hire principals who have had experience, thus making the districts who have provided experience through internship programs more at

risk of losing a valued employee by giving them experience and therefore an opportunity to be more marketable for a principal's job.

4. The goals of the Council Bluffs Community Schools internship strongly reflect the mission of the district in providing opportunities for the employee to grow to his/her potential and provide the best educational situations for the schools and the children of the district.

5. The data gathered supports the activities completed by the intern to be congruent with activities and experiences necessary to be an effective elementary principal.

6. The Principal Assessment Center experience was extremely beneficial in the intern's development as an effective administrator because of the personal information gathered and assessed which gives direction and vision for the future of the intern administrator.

7. During the transition from teacher to principal there is a sense of loss for group identity creating a very fragile period for the intern.

8. Throughout the intern year, a sense of information overload occurred for the intern because of the feeling of job isolation experienced so often by principals.

9. Districts with internship programs felt that the people who participated in the program were more successful (effective) than principals who did not participate in the program.

10. More women than men participated in the internship programs.

RECOMMENDATIONS

It is the recommendation of this researcher that:

1. The Council Bluffs Community Schools continue the internship program with the goals and the selection process as outlined in this study.
2. The Council Bluffs Community Schools continue the internship program with similar experiences and conditions as provided for the intern during the 1987-88 school year.
3. The Council Bluffs Community Schools identify a specific mentor-principal to work with the intern on a one-to-one basis to provide the personal reassurance and support needed when making the transition from the teaching field to the administrative field.

APPENDIX A

MONTHLY LOG AS AN INTERN PRINCIPAL
AUGUST 1987-JUNE 1988

AUGUST, 1987:

- August 19 - Administrative Intern experience begins
- August 19-27- Acquaint myself with building files, read Administrator Information Handbook, organize office, acquaint secretary with management style/office procedures, inspect building site, etc...
- August 20 - Write welcome letter to teachers
- August 27 - Teacher's report for 1st day, 1st faculty meeting (schedules for music, P.E., art, procedures, policies, curriculum updates, expectations, etc...)
- August 27 - Safe Ride to School Night, meet kindergarteners and parents

SEPTEMBER, 1987:

- September 1 - 1st day of school, meet students, outline school rules and procedures in all-school assembly
- September 1 - Monthly parent letter sent with calendar information and lunch menu
- September 2 - Memo to teachers
- September 9 - Teacher Effectiveness Training (TET) Workshop for district inservice, (1/2 day) I will conduct in association with another school/principal
- September 9 - Faculty meeting
- September 15 - Special Education Staffing/Team meeting for referral of student
- September 15 - Open House and Ice Cream Social
- September 16 - Memo to teachers
- September 16 - Celebration of Citizenship, school assembly (students perform in skits to explain the constitution)
- September 17 - TET inservice, (1st meeting) 4:00-8:30
- September 17 - Constitution Day, all students participate in the ringing of bells and release of balloons
- September 18 - Memo to teachers

- September 18 - Met with supervisor to go over budget information and procedures
- September 22 - Building goals meeting with teachers
- September 25 - Spoke to 4th, 5th, and 6th grade students on recent broken window vandalism at the building
- September 28 - TET coaching begins for teachers
- September 29 - PTO meeting
- September 30 - Building Goals due to my supervisor and Superintendent

OCTOBER, 1987:

- October 2 - Monthly parent newsletter/calendar
- October 2 - Memo to teachers
- October 2 - Attend 1st principal's meeting
- October 5-6 - Participate in Principal Assessment Center
- October 6 - TET coaching with teachers in building
- October 7 - TET workshop (1/2 day)
- October 8-9 - Mastery Teaching I workshop with George Barker (gives additional information for TET inservice)
- October 12 - Special Education procedures meeting
- October 13 - Memo to teachers
- October 13 - Special Education staffing/team meeting for referral of a student
- October 13-15 - Clinical Supervision with Marilyn Bates
- October 13 - PTO meeting (Curriculum Night)
- October 14 - TET inservice, 2nd meeting 12:30-5:00
- October 16 - Memo to teachers
- October 20 - Memo to teachers
- October 21 - All Iowan's Read for 15 mins. to honor the "Year of the Reader"
- October 21-23 - Iowa Reading Association Regional Conference
- October 26 - School Improvement Council meets to discuss facility study
- October 27 - TET coaching with teachers in building
- October 28 - Building Needs Assessment Study due
- October 28 - Faculty meeting - Compacting curriculum for Talent Pool students

NOVEMBER, 1987:

- November 2 - Monthly newsletter/calendar for parents
- November 2-6 - Parent Teacher Conference Week and PTO.Book Fair
- November 3 - Memo to teachers
- November 6 - Memo to teachers
- November 10 - Special Education staffing/team meeting for referral of student
- November 11 - TET coaching with teachers in building
- November 16 - Begin as Instructional Strategist to work with Talent Pool students in TAG program 3 afternoons a week
- November 16 - Student of the Week program begins
- November 16 - Meeting with supervisor to support need for teacher associate in 2nd grade
- November 16 - Helped in the interview process for TAG Challenge Center teacher at another building
- November 18 - Interviewing for TAG Challenge Center teacher
- November 18 - TET inservice, 3rd meeting 12:30-5:00
- November 20 - Results of Principal Assessment Center evaluation
- November 23-28 -Family Week (letter and information sent home)
- November 24 - Special Education staffing/team meeting for referral of student
- November 25 - Salvation Army Food Drive, pickup at school

DECEMBER, 1987:

- December 1 - Monthly parent newsletter/calendar
- December 1 - Special Education staffing/team meeting for referral of student
- December 1 - PTO meeting, "Toys and Treasures
- December 2 - Memo to teachers
- December 4 - Principal's meeting
- December 4 - Memo to teachers
- December 7 - Thinking Skills Workshop (District Committee)
- December 8 - Invited speaker on efficient use of workbooks
- December 8 - First grade Christmas Program for Parents
- December 9 - Memo to teachers
- December 10 - Memo to teachers
- December 11 - Meeting with supervisor to go over goal, committee activities at school, evaluation of teachers.
- December 15 - Memo to teachers

- December 15 - Christmas Program
- December 16 - Standardized Testing Committee meeting
- December 17 - Meeting with supervisor, observation of teacher, critique of scripttape, plan for conference with teacher.
- December 18 - Conference with teacher on classroom observation
- December 18 - Shadow another principal during observation of teacher
- December 18 - Red Cross sponsored Toy Drive
- December 21 - Shadow another principal to plan for the conference with the teacher
- December 21 - PTO present Christmas gifts of games for each classroom
- December 22 - Shadow another principal to hold a summary conference with the teacher
- December 22 - Collect data with janitor for the Annual Maintenance Report (teachers have already received input information on this)

JANUARY, 1988:

- January 4 - Monthly parent letter/calendar
- January 5 - Special Education staffing/team meeting on referral of student
- January 8 - Memo to teachers
- January 8 - Annual Maintenance Report due
- January 12 - Memo to teachers
- January 12 - School-Wide Enrichment Committee meeting
- January 13 - TET workshop for new material to present
- January 14 - 6th grade parent meeting on test results
- January 14-15 - Mastery Teaching II inservice with George Barker (all day)
- January 18 - Memo to teachers
- January 18-21 - Observe teachers and use of TET techniques
- January 21 - Observe 2 teachers for evaluation process
- January 22 - Conference with teachers on TET techniques to date
- January 22 - Present workshop on Learning Styles for teachers
- January 22 - TET inservice, (4th meeting) from 1:00-5:00
- January 22 - Conference with teacher on observation
- January 25 - Conference with teacher on observation

- January 25 - P.E. Teacher has a stroke at school, ambulance called
- January 26 - Observe teacher for evaluation process
- January 27 - Conference with teacher on observation

FEBRUARY, 1988:

- February 1 - Monthly parent letter/calendar
- February 2 - Memo to teachers
- February 3 - Memo to teachers
- February 3 - TET inservice (5th meeting) 12:30-4:30
- February 3 - P.E. Teacher dies, complications from the stroke
- February 4 - Letter to all parents concerning the death of the P. E. teacher
- February 4 - School psychologist, social worker, nurse, and parent volunteers to be at school to help kids accept death of teacher.
- February 4 - School Improvement Council meets to talk about school house levy and work to do
- February 5 - Elementary Principal's meeting
- February 7 - Funeral for teacher, U. S. flag presented to school at grave site.
- February 8 - Memo to teachers
- February 9 - Memo to teachers
- February 9 - TET coaching in building with teachers
- February 9 - School-Wide Enrichment Committee meeting
- February 10 - Cooperative Learning demonstration
- February 10 - TET conferencing after scripting
- February 11 - Learning Styles workshop
- February 12 - Meet with another principal (committee member) to work on budget
- February 12 - Observe a teacher for evaluation process
- February 16 - Staff Meeting, Type III information for Talent Pool
- February 17 - Memo to teachers
- February 17 - TET lesson and sample conference
- February 17 - Conference with teacher on observation
- February 18-19 -Mastery Teaching II with George Barker
- February 23 - Secondary TAG meeting (planning for a new program in the district)
- February 23 - TET coaching in building with teachers
- February 25-26 -Teacher observation for evaluation data

- February 25 - Observation of teacher for evaluation process
- February 26 - Memo to teachers
- February 26 - Observation of two teachers for evaluation process
- February 26 - Phase III meeting for principals
- February 29 - Memo to teachers
- February 29 - Conference with teacher on observation

MARCH, 1988:

- March 1 - Special Education staffing/team meeting for referral of student
- March 2 - TET leaders session
- March 2 - Iowa Dept. of Education Accreditation interview
- March 7 - Conference with teacher on observation
- March 8-11 - Ill with bronchitis
- March 9 - TET inservice meeting (6th meeting)
- March 14 - Conference with teacher on observation
- March 15 - Special Education staffing/team meeting for referral of student
- March 16 - Memo to teachers
- March 17 - Secondary TAG meeting
- March 21 - Memo to teachers
- March 21 - Budget Due to supervisor
- March 21 - Meet with supervisor for critique on summary evaluations.
- March 22 - Phase III meeting, principals only
- March 24 - Visionary Leadership workshop with Lori Manasie
- March 28 - School-Wide Enrichment Committee meeting
- March 28 - Observation of 3 teachers for evaluation process
- March 29 - PTO meeting, budget priorities for next year
- March 30 - All school pizza party for Book It! and character dress-up day
- March 30 - Conference with 2 teachers on observations

APRIL, 1988:

- April 5 - Conference with teacher on observation
- April 6 - Observation of teacher for evaluation process
- April 6 - Staff meeting
- April 6 - TET workshop
- April 7-8 - Iowa Reading Association State Spring Reading Conference

- April 11 - School-Wide Enrichment Committee meeting
 April 11 - Conference with teacher on observation
 April 11-22 - Metropolitan Achievement Test to grades 1, 2, and 4.
 April 12 - PTO skating party
 April 13 - Kindergarten Ahead
 April 14 - TET inservice (6th meeting) 4:00-7:00
 April 15 - Teacher allocations for next year, meeting. Teacher contracts due.
 April 15 - Speech Contest for 5 and 6
 April 18 - Principals meeting
 April 19 - Memo to teachers
 April 19 - Computer class, Phase III grant monies, (4:00-6:00)
 April 19 - Special Education staffing/team meeting for referral of student
 April 20 - Observation of teacher for evaluation process
 April 21 - Curriculum Strategist presents information on problem solving
 April 21 - Observation of 2 teachers for evaluation process
 April 25 - Conference with 3 teachers on observations for evaluation process
 April 25 - Observation of a teacher for evaluation process
 April 26 - Special Education staffing/team meeting for referral of student
 April 26 - Computer Class (Phase III grants) 4:00-6:00
 April 26 - Conference with teacher on observation for evaluation process
 April 28 - Meeting with supervisor to discuss assessing ratings for teachers
 April 29 - Enrichment Day
 April 29 - Summative Evaluations due on teachers evaluated this year (4 teachers were evaluated)

MAY, 1988:

- May 1-6 - International Reading Association Annual Convention
 May 10 - PTO roller skating party
 May 11 - Kindergarten Ahead
 May 12 - TET inservice (7th session) 4:00-6:30

- May 15-21 - Pride Week Activities (Dress-up Day, Pride in self, Students Helping Other Students, Hobbie Day, Field Day, Pride Week Parade (1st place float))
- May 25 - Evaluation of Secretary/clerk and library associate
- May 26 - Memo to teachers
- May 26 - Science Fair (4-6 grades)
- May 31 - Special Education staffing/team meeting for referral of student
- May 31 - Evaluation of custodian

JUNE, 1988:

- June 1 - Memo to teachers
- June 1 - Special Education staffing/team meeting for referral of student
- June 2 - Awards Day
- June 8 - Phase III Appeals Committee meeting
- June 8 - Special Education staffing/team meeting for referral of student
- June 13 - Evaluation with Supervisor
- June 13 - 1988-89 building assignment (full administrator)
- June 14 - Finalize orders for supplies, equipment, texts
- June 16 - Principal's meeting, Student Progress
- June 20 - Last day of principal intern program

APPENDIX B

Council Bluffs Community School District

GLENDALE SCHOOL
R.R. #4 COUNCIL BLUFFS, IOWA 51503
PHONE (712) 323-6459

July 12, 1988

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-
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Dear :

I have completed one year as an elementary intern principal in the Council Bluffs Community Schools. I was principal of Glendale School, a school with a K-6 student population of about 150 students and 8 full time teachers to supervise. I was directly responsible for all activities in this building and participated in other experiences the district provided that would lead to developing effective principal/effective school practices. Enclosed you will find additional information about this administrative experience program.

I am currently enrolled in the Specialist in Elementary Educational Administration Degree program at the University of Nebraska at Omaha. As a part of my study on the appropriate experiences necessary for the development of an effective elementary principal internship program in the Council Bluffs Community School District, I am conducting a survey of the twenty largest school districts in Iowa and the school districts in the Omaha metropolitan area. You will find enclosed a short survey to complete and return to me. I have enclosed a self-addressed stamped envelope to assist in this process. Please complete and return the survey by August 12, 1988.

Your school will not be individually identified in the study. All information provided in this survey will be used as part of an overall composite of information. Your cooperation in this study is greatly appreciated.

Sincerely,

Mary Dickerson

. . . where dreams begin!

COUNCIL BLUFFS COMMUNITY SCHOOLS ADMINISTRATIVE INTERNSHIP PROGRAM

The Council Bluffs Community Schools administrative internship program allows a teacher in the district with administrative certification to take a leave of absence from teaching duties for a minimum of one year and a maximum of two years to pursue an elementary principal administrative experience at a school with an enrollment of 150-200 students. An administrative team is identified to help the intern in the transition from teacher to administrator. In addition, several in-district and out of district workshops will be provided for the intern. Because the intern will be in charge of one elementary school, the same evaluation instrument used for other principals in the district will also be used for the intern.

Two significant reasons for developing this principal internship program deal with school enrollment and advanced staff development training. Most of the elementary Council Bluffs Community Schools have an enrollment of 400 students or more, a figure which school officials feel is too high for a beginning principal with no previous administrative experience. In addition, the district will be able to develop an administrator to the school district's specifications. The skill level of current district administrators has reached a level found in relatively few outside applicants. It is also hoped that this program will offer more opportunities for women and minorities to become administrators.

At the end of the first year of the internship, the district has the option to continue the person in the internship experience for another year, offer another administrative position, or request that the intern return to the classroom. The intern has the option to leave the internship at the end of the first year and return to the classroom or pursue other administrative positions in the district as they are available. In essence it provides an opportunity for the intern to experience administration and for the district to evaluate how this educator performs as an administrator.

APPROPRIATE EXPERIENCES NECESSARY FOR THE DEVELOPMENT
OF AN EFFECTIVE ELEMENTARY PRINCIPAL INTERNSHIP PROGRAM
IN THE COUNCIL BLUFFS COMMUNITY SCHOOLS
SURVEY

Has your district designed a program such as an internship or assistant principal position which enables aspiring administrators to gain administrative experience in the elementary schools?

_____ yes (complete only Section I of this survey)

_____ no (complete only Section II of this survey)

Your school will not be individually identified in the study. All information provided in this survey will be used as part of an overall composite of information.

Return survey by August 12, 1988.

Return in enclosed self-addressed stamped envelope.

If additional information is needed, please call:

Glendale School (712)328-6459

Home (402)493-8022

Your cooperation in this study is greatly appreciated.

I. INFORMATION ABOUT THE ADMINISTRATIVE EXPERIENCE
(INTERNSHIP/ASSISTANT PRINCIPAL) PROGRAM

1. How are applicants selected for the administrative experience program? Check any of the following procedures used in the selection process.

- previous teaching experience
 interview
 structured interview
 live teaching segment
 simulation activity (i.e. conducting a teacher conference)
 in-basket problem solving activity
 others (please explain)

2. What is the length of time for the administrative experience program? Please check appropriate response(s).

- one semester one year two years
 other (please explain)

3. What is the enrollment of the elementary school in which this administrative experience takes place?

- under 200 200-350 350-500
 500-700 over 700

4. Check any of the following activities the intern/assistant would be involved with during the administrative experience.

- teacher interview/selection process
 curriculum planning at district and/or building level
 staff development (in-service workshops)
 fiscal management (budget, purchasing, etc...)
 parent/community involvement (PTA's, committees)
 student discipline
 teacher observation/conference/evaluation
 facility assessment and planning

- _____ goal setting for building and district
- _____ testing (diagnosis, evaluation, reporting)
- _____ special education (referrals, staffings, etc...)
- _____ scheduling (classes, duties, performances, etc...)
- _____ evaluation of non-certified employees
- _____ instructional leadership
- _____ school climate
- _____ implementing school board policy and procedures
- _____ others (please explain)

5. During the administrative experience program, who provides feedback and assistance to the intern/assistant. (More than one may be checked)

- _____ building principal intern/assistant is assigned
- _____ one principal assigned as a mentor
- _____ a committee of principals as mentors/advisors
- _____ a supervisor (similar to how other principals in the district are given assistance and feedback)
- _____ other (please explain)

6. Identify which areas of performance are evaluated upon completion of the administrative experience.

- _____ management skills
- _____ school and community relations
- _____ professional responsibilities
- _____ instructional leadership
- _____ building/program improvement plans
- _____ personal goals
- _____ other (please explain)

7. At the completion of the administrative experience, which of the following opportunities exist for the intern or assistant?

- continue in another administrative experience
(please explain the new experience)
- return to teaching in the district
- become a primary candidate for an administrative position in the district
- continue in current position
- leave district
- other (please explain)

8. How many years has your district operated the administrative experience program? _____

9. During the 1987-88 school year, how many participants were involved in the administrative experience program in your district?

- number of women _____
- number of men _____
- number of minorities (men) _____
- number of minorities (women) _____

10. How would you describe the administrative success (becoming a more effective principal) of the participants who have completed the administrative experience program?

- more successful (effective) than principals who did not participate in the program
- no difference from principals who did not participate
- very successful (effective) principals of schools at this time
- other (please explain)

11. Additional information you would like to provide about your district's administrative experience program. (If you would like to send any of your district brochures on any aspects of the information provided, it would be greatly appreciated.)

12. Person who has completed a successful administrative experience in your district that I may contact for additional information:

Name:

Address:

Phone: (School)

(Home)

II. INFORMATION ABOUT SCHOOL DISTRICTS WITH NO ADMINISTRATIVE EXPERIENCE (INTERNSHIP/ASSISTANT PRINCIPAL) PROGRAM

1. Is it the current policy of your district to hire elementary principals who have had no previous administrative experience as an elementary principal?

_____ yes _____ no

Please give reasons for your response.

2. Check any of the following procedures used in the selection process for elementary principals in your district.

- _____ previous teaching experience
- _____ previous administrative experience
- _____ interview
- _____ structured interview
- _____ live teaching segment
- _____ simulation activity (i.e. conducting a teacher conference)
- _____ in-basket problem solving activity
- _____ other (please explain)

3. What type of support assistance do you provide for new principals to your district?

- _____ another principal acting as a mentor
- _____ a committee of principals to assist
- _____ special in-services (within or outside the district)
- _____ handbook on procedures and policies of your district
- _____ other

4. Please provide the following enrollment information about the elementary schools in your district.

- _____ largest enrollment of an elementary school
- _____ smallest enrollment of an elementary school
- _____ average enrollment of an elementary school

5. Of the following performance areas, upon which are the principals in your district evaluated?

- _____ management skills
- _____ school and community relations
- _____ professional responsibilities
- _____ instructional leadership
- _____ building/program improvement plan
- _____ personal goals
- _____ other (please explain)

SCHOOLS SURVEYED

IOWA'S TWENTY LARGEST:

Des Moines Indep. Comm. Sch. Dist.
Davenport Comm. Sch. District
Cedar Rapids Comm. Sch. District
Sioux City comm. Sch. District
Waterloo Comm. Sch. District
(Council Bluffs Comm. Sch. Dist. - survey not sent)
Dubuque Comm. Sch. District
Iowa City Comm. Sch. District
West Des Moines Comm. Sch. District
Burlington Comm. Sch. District
Muscatine Comm. Sch. District
Ottumwa Comm. Sch. District
Clinton Comm. Sch. District
Marshalltown Comm. Sch. District
Cedar Falls Comm. Sch. Dist.
Mason City Comm. Sch. District
Fort Dodge Comm. Sch. District
Ames Comm. Sch. District
Bettendorf Comm. Sch. District
Ankeny Comm. Sch. District

OMAHA METROPOLITAN SCHOOLS

Omaha Public Schools
Bellevue Public Schools
Westside Community Schools
Papillion-LaVista Public Schools
Millard Public Schools
Ralston Public Schools

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