A STUDY CONTRIBUTING TO THE PROFESSIONALIZATION OF THE ROLE OF INTERN CONSULTANT

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY
JOHN THEODORE GOELDI

1967

This is to certify that the

thesis entitled

A STUDY CONTRIBUTING TO THE
PROFESSIONALIZATION OF THE ROLE OF
INTERN CONSULTANT

presented by

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has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Elementary Education

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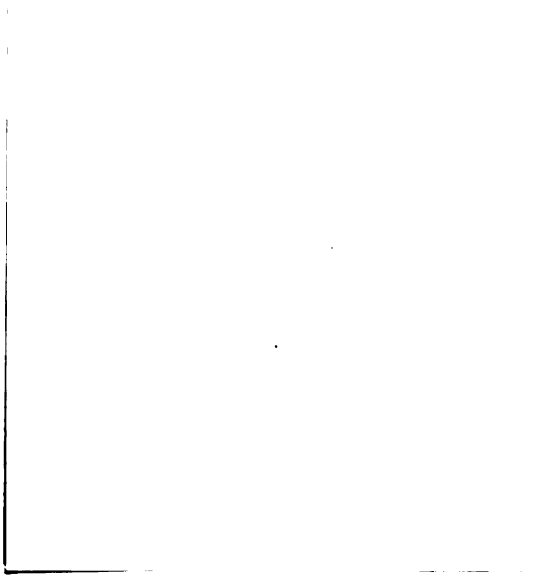
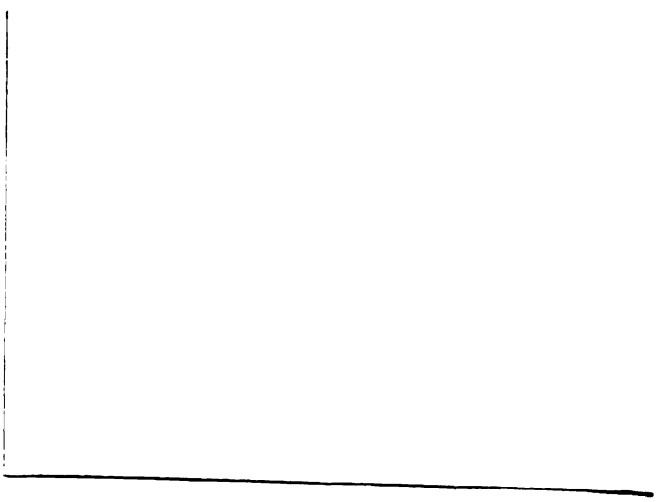
Date July 11, 1967





ABSTRACT

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by John T. Goeldi

Purpose of the study

The role of support and guidance in the preparation of pre-service teacher education candidates is a constant concern to those charged with this responsibility. This study sought to examine the multi-role performance of the intern consultant who, within the Elementary Intern Program at Michigan State University, is mainly responsible for this task of support and guidance. Role evaluations of intern consultants (as derived from the Recl, the Role evaluation check list, an instrument designed for use in this study) as perceived by both interns and intern consultants were related to the choice of superior perceived most "responsible to" as selected by the respondents. Similarly, investigations were directed toward the examination of the male and female composition of each respective group together with an examination of possible differences which might exist among the participating teacher education centers.

Finally, some additional questions, for which no formal hypotheses had been posited, were considered. These included an examination of the major strengths and weaknesses of the Elementary Intern Program (EIP) as perceived by both interns

and consultants together with an examination of intern and consultant differences, if any, according to their respective selections of a person or persons perceived "responsible for." Also, several selected socio-economic and educational variables were considered in their relation to the self-perceived role evaluations of intern consultants.

Methodology

Within six teacher education centers fully operational in the framework of the internship concept at Michigan State University, (24) intern consultants and (84) interns voluntarily participated. Intern consultants were instructed to evaluate their own individual performance according to the fifty behavioral descriptions of the check list (Recl), while interns were instructed to consider their respective consultant, not consultants in general, in reference to the same statements. Total check list scores were reported in terms of both total instrument and five additional sub-factor scores derived from within the instrument. By means of the instrumentation further data was sought regarding several selected socio-economic and educational variables as well as respondent perceptions, through an open-ended question technique, regarding the Elementary Intern Program and the function of personnel within it.

Conclusions

The self-perceived role evaluations of intern consultants were not significantly related to their choice of superior perceived most "responsible to." However,

consultants generally selected university coordinator as perceived superior suggesting, that for these individuals, a professional model has been identified.

No statistical differences were found between male and female consultants; although in terms of raw scores, some differences were apparent with females perceiving themselves higher in areas associated with human relations while males indicated higher scores in areas related to instructional skills and general school services.

No significant differences among centers could be determined through consultant response.

No significant relationship could be established between the role evaluations of consultants as perceived by interns according to their selection of superior perceived most "responsible to." Unlike the almost unanimous choice of consultants, interns selected public school personnel, university coordinator and intern consultant, in that order. This finding tends to indicate that for interns, public school personnel more than consultants, are regarded as professional models.

No significant differences were found between male and female interns regarding their selection of perceived superior, nor was a difference among centers established.

Regarding the additional questions, in response to the person or persons perceived "responsible for" interns chose "children taught" while consultants selected "intern." The differential response to this question tends to provide an

explanation, in part, regarding the intern choice of public school personnel as perceived superior.

Interns and consultants were in consistent agreement regarding program strengths which were categorized as: (1) actual classroom experience, (2) support and guidance of intern consultants, (3) interweaving of methods with practical experience, and (4) the convenience and economy provided by the program. They agreed that these four features (strengths) of the EIP program were of definite, positive aid and value in the training of teachers while they also agreed that four weaknesses (disadvantages) of the program were in most need of attention and correction. The program weaknesses cited were: (1) too much pressure, (2) insufficient time, (3) lack of communication, and (4) inadequate evaluation procedures.

Only two of the sixteen socio-economic and educational variables were significantly related to the self-perceived role evaluations of consultants. These were: (1) years experience as an intern consultant, and (2) outside time devoted to program work. In both cases a linear relationship was established, i.e., the greater the number of years of consultant experience and/or the greater amount of outside time devoted to program work, the higher the role evaluation score while the inverse was true for low evaluation scores and the following variables: (1) years of teaching experience, (2) age, (3) community of origin, (4) quality of work in secondary school, (5) family income, (6) quality of work in undergraduate school, (7) future educational plans,

(8) extra curricular activities in undergraduate school, (9) highest degree attained, (10) marital status, (11) first consideration of teaching as a vocational choice, (12) final decision to enter teaching profession, (13) education as a first vocational choice, (14) a significant other as an influence in vocational choice.

A STUDY CONTRIBUTING TO THE PROFESSIONALIZATION OF THE ROLE OF INTERN CONSULTANT

by

John Theodore Goeldi

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1967

ACKNOWLEDGEMENTS

The writer wishes to express his grateful appreciation to Dr. Horton C. Southworth, his doctoral committee chairman, for his friendship and continual support and guidance without which this study may not have been undertaken.

Appreciation is also extended to the members of the doctoral committee: Dr. William W. Joyce, Dr. Troy L. Stearns, and Dr. Sheldon G. Lowry for their constructive criticism and encouragement.

For technical assistance, a debt of gratitude is owed Dr. Jean LePere, Mrs. Natlie Sproull, and Mr. David Wright for their contributions in the analysis of data.

Additional thanks are in order for those interns, intern consultants, and university faculty members connected with the Elementary Intern Program whose cooperation made this study possible.

Finally, sincere appreciation is expressed to my wife, Marijean, and children, Tarianne and Pauline for their faith, patience, and understanding throughout the duration of this study.

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CHAPTER I

Introduction. For decades teacher education has been predicated upon the liberal arts model. Implied within this assumption was the idea that the only ingredient necessary for one to teach was an adequate knowledge of the subject matter to be taught. Beyond this the only other concession made for the prospective teacher was a period of supervised practice devoted usually to the organization and presentation of factual material.

With the emphasis placed upon education in a changing society a new demand upon the quality and quantity of teachers being prepared for our public schools received greater priority in the list of educational needs. The need for innovation and change was at hand and it became the obligation of education to deliver.

The typical teacher education program consists of three years of academic preparation with the fourth year being devoted to professional preparation. The professional preparation year is usually divided into two parts: (1) methods and materials of instruction and social philosophical foundations of education; (2) a professional laboratory experience within a cooperating school. The nature of guidance, professional models and supervision for teacher education candidates is held to be the key to quality preparation. The success or failure of many programs can be traced to the adequacy of resource for initial teaching experiences. The

teaching profession generally is open to serious indictment today concerning guidance for new teachers.

One of the basic reasons responsible for indifference towards the task of teacher education has been the inability of universities, public schools, and teacher organizations to fulfill their necessary roles within the preparation process. Dr. Horton C. Southworth in a monologue at the AST, 1966 summer workshop, addressed himself to this problem.

In reference to universities he cited their failure to develop a spirit of partnership. A partnership in which the university provides adequate orientation to teacher education for school board members, school administration officials, and both teachers and students. This partnership should encompass the shared responsibilities of selection and preparation of supervising teachers and should also entail the development of basic guidelines for placement, supervision and evaluation. Other than these most basic considerations each member of the partnership must contribute consistent fruitful dialogue, which can be realized in new and more effective means of utilizing the laboratory experience.[1]

With regard to school districts, Dr. Southworth suggested that local cooperating institutions have failed to understand that teacher education is an on-going process. there exists no magical transformation between the stages of

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[1]A Monologue presented by Dr. Horton C. Southworth, Associate Professor, Michigan State University, at the AST Summer Workshop 1966, p.2. (Mimeographed.)

pre-certification and tenure status. The success of many programs depends upon this understanding. Too frequently teacher education is identified solely with student teaching, a limited perception. In terms of a much broader perception, teacher education within the local school district should encompass faculty growth, innovation through instructional teaming, improved instructional ratios, and additional aid for all pupils. More specifically, role responsibilities for supervising teacher, principal, and student teachers must be defined as well as systematic procedures for an accounting of these roles.[2]

Concerning teacher organizations, Dr. Southworth detected a reluctance on the practitioner's part to examine the needed competencies necessary to become a successful supervising teacher. Directly related to the idea of competencies there also exists an unwillingness to share in the identification, selection and orientation of a competent corps of supervisors. The realization of the importance of good supervision must precede a defined role. A role which is realized and evidenced by adjusted teaching loads, salary supplements, adequate guidance, supervision and evaluation.[3]

Taking a view less macroscopic and more microscopic, individuals, too, have been responsible for shortcomings within teacher education programs. The principal has been termed the instructional leader of his building, but modern

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[2]Ibid., p.2. (Mimeographed.)
[3]Ibid., p.3. (Mimeographed.)

education has divided his loyalties. The central administrative staff has placed upon him the duties of chairing, organizing, researching, proposing, attending and guiding the various functions of the public school system. Little time is allocated for insight and innovation in the instruction in his building, let alone concern himself with teacher education candidates. Besides the element of time, the task of instructional supervision has traditionally been considered distasteful by both teachers and principals. For this reason it has been easy for principals, even with sufficient time, to abdicate their responsibilities in favor of the clerical duties of their office.

The position of helping teacher in public schools is traditionally that of resource gatherer. Little assistance is given the teacher education candidate in regard to an explicit model of teaching behavior. The numbers of first and second year teachers require her to be a "rover," and in the case of the student teacher, is unable to consistently provide the needed professional model.

The continuing attempt to achieve quality as well as quantities of teacher education candidates has produced some new trends in teaching as a process and behavior. Judson Shaplin has described well the new look in teacher education when he stated:

> Teaching is behavior, and as behavior is subject to analysis, change and improvement. The concept of improvement implies that there are controlling objectives in teaching and that the behaviors of teaching are organized to accomplish

> these objectives. A large part of teaching is the result of a conscious process of controlling behavior to accomplish certain purposes. The assumption is also made here that practice conditions can be established which will enable the teacher to learn to control his behavior.[4]

Currently, at Michigan State University a program quite similar in its operational assumptions as those suggested by Shaplin provides a basis for the training of elementary education candidates. This program is entitled "The Elementary Internship Program."[5] Basic to the program rationale is the belief that teaching is a behavior unique unto itself. Operating upon this premise the professional segment of a candidate's preparation is placed within a framework in which the observation of teaching behavior is made as meaningful as possible--the reality of the public school. Within this setting interns are able to examine their previous modes of behavior in light of their new autonomous environment. These new surroundings provide an example of the stress in the teaching situation, along with its complex matrix of thought processes, verbal behavior and physical actions. Exceedingly important in this reality test is the development of the intern's ability to analyze, criticize

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[4]Judson T. Shaplin, "Practice in Teaching." From a paper prepared by Judson T. Shaplin, Harvard University, for a conference at the Center for Advanced Study in the Behavioral Sciences, June 22-August 20, 1960, p.1. (Mimeographed.)

[5]"EIP *Elementary Intern Program / Another Way of Learning to Teach." (Michigan State University College of Education. Final Report to the Ford Foundation, 1964.)

and control his own reactions to the situation. The orientation to this approach, if it is to be effective, must be as individual as possible, and as such in the case of the Michigan State program, is provided for by the intern consultant. The intern consultant, a master teacher, as a fully employed member of a cooperating school district helps bridge the gap between the theory of the university setting and the practice of the public school classroom.

Unlike student teaching, the internship experience at Michigan State University is a paid full time responsibility. Interns who are working in the program are fully supported and guided by intern consultants whose sole task it is to provide resources, demonstrate, supervise, cooperate, analyze, criticize, reinforce, instruct, evaluate and nurture those desired behaviors demonstrated by professional teachers.

Each consultant is responsible for five to six interns which he visits periodically or upon request of an individual intern. The purpose of these visitations can best be described as multiple. Visitations may range in purpose from the consultant's need to familiarize himself with his intern's students to the delivery of a promised resource. On other occasions his presence may indicate the initiation of a pre-planned demonstration lesson or a team presentation of a particular topic. At times his presence will indicate an evaluation of his intern's progress, culminated by a conference discussing the intern's strengths and weaknesses,

while mapping future plans for the achievement of desired behaviors.

His task also entails the responsibility of keeping school officials as well as university personnel well informed of candidate progress and to continually add insight to present practices which might result in a more effective program.

The internship at Michigan State University offers the time and framework in which an analysis of teaching as behavior can be examined, understood and practiced in terms of the present milieu. Corman and Olmsted in their analysis of the Michigan State Program indicated the importance of the intern consultant to this program when they stated, "The intern consultantship position is, we believe, the key to exploiting the potential inherent in the internship."[6]

In reflecting upon the teaching profession in general, we find traditionally that one has had limited choice in his aspirations. The alternatives in education have been restricted to teacher or administrator. With expanding efforts to continually improve education a new era of specialization has developed. This logically has expanded the number of alternatives within the profession. In order that each of these new positions achieves proper status and permanence within the profession, a task remains. This task is one of

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[6]Bernard R. Corman and Ann G. Olmsted, The Internship in the Preparation of Elementary School Teachers (Bureau of Education Research, Michigan State University, East Lansing, Michigan, 1964), p.88.

professionalizing each new position through the development of adequate and specific criteria which will insure its status and permanence within the educational structure.

The intern consultantship is one of the new alternatives within the teacher education structure. The criteria which will professionalize this position will be derived from a continuous evaluation of the professional models presently functioning in the position. Each consultant must look at himself in terms of introspection envisioning a continuum which can only be described as an index of becoming. Consultant evaluation is an act which by its very nature must be individual, guided solely by the frankness and honesty of each professional consultant. The individual needs of consultants cannot be separated from the needs of the program. The quality of the consultantship function is the quality of the program.

Statement of the Problem. The purpose of this study was (1) to examine the role evaluations of intern consultants as perceived by interns and intern consultants and their relationship to an individual of particular status perceived as most "responsible to"; (2) to show the differences in selection of an individual of particular status perceived as most "responsible to" for each group, i.e., interns and intern consultants as they exist in reference to the male and female composition of each group; (3) to examine the differences between male and female intern consultants and their self-perceived role evaluations; (4) to examine the

differences among centers concerning interns' selection of an individual of particular status perceived as most "responsible to."

Also, consideration will be given to three additional questions for which no formal hypothesis has been posited. These are: (1) What differences exist among centers concerning intern consultants with regard to role evaluations and status of superior selected as most "responsible to"? (2) What differences exist between interns and intern consultants with regard to the individual perceived as most "responsible for"? and (3) What influence does selected socio-economic factors have on role evaluations of intern consultants?

Finally, a comparison of responses by interns and intern consultants regarding various questions of particular concern to program participants such as perceived strengths and weaknesses of the total program, the advantages and disadvantages of consultants acting as methods instructors and procedures and responsibilities for intern consultant evaluation will be presented.

Importance of the Study. The lack of support and guidance in pre-professional laboratory experiences has precipitated an indictment against teacher educators and the methods of training they provide. Several institutions responsible for the training of pre-service teachers have responded to this challenge through the form of new programs more closely allied to the concepts of support and guidance. The intern

consultant within the framework of the Elementary Internship Program at Michigan State University is responsible for this primary level support and guidance. The importance of this study existed in its ability to examine how well this primary level of support and guidance is perceived by both intern consultant, the supporter; and the supported, the intern. In other words, does this multi-role position render aid where more traditional approaches have been lacking?

Hopes for successful evaluation of situations of this nature rest upon the utilization of many techniques. Each technique should provide bits and pieces of pertinent information which, when placed within the large matrix of teaching behavior, provides the information for the continual analysis necessary for top quality teacher education programs. This study utilized a self-report, supervisee rating technique, in examining the task of the intern consultant. An attempt was made to eliminate the various short-comings of self-report, supervisee rating techniques as suggested by Cronback.[7]

Limitations of the Study. Although internship and student teaching have similar objectives for pre-service teachers basic differences exist between the two training approaches which limit the conclusions of this study in its application.

Specific conclusions can only be generalized to those programs which, in point of fact, operate upon the basic

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[7]Lee J. Cronback, Essentials of Psychological Testing. (New York: Harper & Row, 1960), p.506-9.

guidelines as that of the Elementary Internship at Michigan State University and involve populations which demonstrate similar characteristics. More specifically, such programs should: (1) utilize internship as the final laboratory experience, a "last step" preceded by observation, participation, and student teaching; (2) have interns formally contracted and paid by cooperating local school boards; (3) have candidates enrolled in credit courses paralleling their professional experience; (4) provide intern supervision by competent personnel employed by the local cooperating district with released time to devote to this activity; and (5) engage a college supervisor to work closely with the public school contact.

In relation to the more traditional pre-service experience of student teaching little generalization of the findings can be made, although the findings of this internship study may be indicative of trends which will characterize new directions in the kinds of relationships which exist between student teachers and supervisors and the styles of supervision used.

Definition of Terms. In this study the term internship will be defined in the same manner as that set forth by the AST Commission on Teacher Education in February, 1966.

> The internship in teacher education is an integral part of the professional preparation of the teacher candidate, and is the final laboratory experience necessary for provisional teacher certification, having been preceded by observation-participation and student teaching experiences in a

> school classroom; is planned and coordinated by the teacher education institution in cooperation with one or more schools during which the intern is 1) contracted by and paid by a local school board, 2) assigned a designed number of classes to teach for a school year, 3) enrolled in credit courses that parallel his professional experiences and 4) supervised by both a highly competent teacher or administrator who is employed by the cooperating school and has been assigned released time to devote to this activity and a college supervisor who makes periodic observations and works closely with the school supervisor.[8]

An intern consultant is that person employed by the local school district, in cooperation with the sponsoring teacher education institution for the purposes of providing instruction, supervision and resource to the employed intern teacher.

Interns are those personnel in attendance at Michigan State University contracted and paid by a cooperating school district for the sole purpose of instruction that is supervised, guided and supported by an intern consultant.

Status will be defined as the relative ordering of individuals occupying given roles within the Elementary Intern Program. For purposes of this study the following rank of particular statuses has been established: (1) University Coordinator, (2) Public School Personnel, (3) Intern Consultant, (4) Intern, (5) Students, and (6) Parents and General Public.

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[8] "Paid Teaching Internships" (Chicago: AST Commission on Internships, February, 1966). (Mimeographed.)

University Coordinator is that person residing in a community, associated with a particular teacher education center, possessing full university faculty status, and responsible for the total operation of university sponsored teacher education programs as well as individuals functioning within them.

Public School Personnel refers to those persons in administrative positions charged with the responsibility of assuring the quality of instruction in a particular school district. For purposes of this study it will include School Board Members, Superintendents of Schools, Principals, and Teachers.

"Responsibility to" refers to that person or persons perceived as answerable to or accountable to.

"Responsibility for" refers to that person, or persons perceived of as a charge, needing particular attention.

Supervising teachers are those personnel selected to act as professional models and supervisors for teacher education candidates during that portion of the candidate's program designated as a professional laboratory or field experience.

Helping teachers are those personnel hired specifically by public schools for the sole purpose of supporting and guiding new and experienced teachers desiring such help.

A role evaluation refers to those scores derived from the Role Evaluation Check List. Throughout the remainder of this study it will be referred to as RECL.

Role is defined as that suggested by Hartley and Hartley:

> Accordingly to include all aspects of role requirements we must define social role as an organized pattern of expectancies that relate to the tasks, demeanors, values and reciprocal relationships to be maintained by persons occupying specific membership positions and fulfilling desirable functions in any group.[9]

Sociological data refers to age, sex, educational background and experience, individual and family economic circumstance, family background and related demographic data.

Hypotheses

A-1. Self-perceived role evaluations of intern consultants will be positively related to the rank of the individually selected superior (person) perceived as most "responsible to."

A-2. There will be a difference between male and female self-perceived Role Evaluations of Intern Consultants.

A-3. There will be a difference between male and female intern consultants and their choice of an individually selected superior (person) perceived as most "responsible to."

B-1. Role evaluations of intern consultants as perceived by interns will be positively related to the rank of an individually selected superior (person) perceived as most "responsible to."

B-2. There will be a difference between male and female interns and their choice of an individually selected superior (person) perceived as most "responsible to."

C-1. There will be a difference among centers as to the choice of a perceived superior felt most "responsible to" as selected by interns.

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[9]E. L. Hartley and R. E. Hartley, Fundamentals of Social Psychology. (New York: Alfred A. Knopf, 1952), p.486.

Additional questions to be considered:

1. What differences exist among centers concerning Intern Consultants with regard to: (a) role evaluations and, (b) choice of superior felt most "responsible to"?

2. What differences exist between intern consultants and interns with regard to their perceived choice of the person felt most "responsible for"?

3. What differences exist between intern consultants and interns individually perceived strengths and weaknesses of the Elementary Intern Program?

4. What relation exists between role evaluations of intern consultants as perceived by intern consultants and the following variables: (a) years of teaching experience, (b) years of experience as an intern consultant, (c) use of personal time devoted to EIP, (d) age, (e) community of origin, (f) quality of work in secondary school, (g) family income, (h) quality of work in college, (i) participation in extra-curricular activities in college, (j) future educational plans, (k) academic degrees, (l) marital status, (m) first consideration of teaching as a career, (n) final decision to enter teaching as a profession, (o) significant other influencing vocational choice.

CHAPTER II

Related Literature

Introduction. This chapter includes a review of related literature in three areas, (1) theories of instruction and role, which viewed in terms of the concept of internship, providing tools for the analysis of human interaction and its by-products, (2) an overview of several internship programs with regard to the various practices of support and guidance provided for teacher education candidates, and (3) an examination of the relevant findings in the area of supervision and leadership as it relates to those who function in this capacity. A familiarity with these topics is important if the reader is to understand the task of the intern consultant in terms of both the Elementary Intern Program and the total framework of teacher education.

Theories of Instruction and Role. Discussing the need for research and theory as a means of producing desirable models for utilization in the training of pre-service teachers and the general improvement of classroom instruction Berj Harootunian commented:

> Like the quest for the legendary Holy Grail the efforts of educators to identify the "good teacher" have been most frustrating. The "good teacher" has proved to be a slippery and elusive fellow. While some individuals still wait for an educational Gallahad or Percival, educational researchers in recent years have shifted their

> focus from the teacher as he ought to be to the teacher as he is.[10]

In an article, Smith[11] proposed a theory by which the act of teaching could be investigated. The theoretical construct involves three classifications of variables, (1) independent variables (the action of teaching), (2) dependent variables (the action of pupils) and (3) intervening variables (the responses of students to teacher as influenced by memory, beliefs and needs). In reality, teacher actions produce student responses which have been shaped by the students' past experiences. As a result of student responses new teaching actions are formulated and the cycle begins again. The author believes the strength of his construct is its ability to categorize all teaching and learning behavior in a manner that allows not only researchers to examine this complex situation, but also gives practicing professionals an opportunity to analyze and evaluate.[12]

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[10]Berj Harootunian, "The Teacher As Problem Solver: Extra-Class Decision-Making," (Paper presented for Symposium: Curriculum and Instruction: A Dialogue on the Reconstruction of Theory, 50th Annual Meeting, American Educational Research Association, Pick-Congress Hotel, Chicago, Illinois, February 19, 1966). (Mimeographed.)

[11]B. Othanel Smith, "A Concept of Teaching," Teachers College Record, 61:229-241, February, 1960.

[12]Ibid.

Closely aligned to the work of Smith is that of Arno Bellock.[13] Bellock attempted a linguistic analysis of the various verbal behaviors of both students and teachers which, he found, yields common elements from various situations. An examination of the prescribed rules governing these common elements may provide the basis for a descriptive model that actually illustrates what happens in the real classroom situation.

Utilizing the vehicle of interaction analysis for the ultimate purpose of producing models and guidelines focused at instructional improvement, Flanders[14] constructed a system to measure classroom dialogue between teacher and student. All verbal interaction is tabulated in matrix form providing for (1) teacher talk, (2) pupil talk, and (3) a category designed to record any behavior unclaimed by (1) or (2). The products of the matrix offers a description of the "living classroom."

Several other researchers have investigated the concept of interaction. Hughes,[15] in her approach, attempted to define good teaching and the process by which it could be

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[13] A. Bellock, (ed.) Theory and Research in Teaching, (New York: Bureau of Publications, Teachers College, Columbia University, 1963).

[14] N. Flanders, "Teacher Influence in the Classroom," in A.Bellock (ed.) Theory and Research in Teaching, (New York: Bureau of Publications, Teachers College, Columbia University, 1963).

[15] Marie Hughes, "Teaching Is Interaction," Elementary School Journal, 58:457-64, May, 1958.

determined with reliability. Taba,[16] in her examination of teacher behavior in the classroom, focused attention on the behaviors utilized by teachers which tend to stimulate and elicit higher mental processes on the part of students, while Aschner[17] suggested from her work that the effectiveness of teaching cannot be measured by the achievement of the learner alone, but must encompass an analysis of all participants in the learning process.

A further avenue explored in hopes of constructing models and unearthing significant information pertinent to teaching styles has been the work of those interested in studying teaching as a problem solving process. Turner,[18] in using the problem solving approach has classified all teacher tasks into one of three types. A type I task deals with the teacher's ability to form categories from raw data (pupil responses) and determine whether it is the best behavior for this category. A teacher's ability to order materials to be used with pupils according to their achievement level constitutes a type II task, while type III concerns itself with the relation of assigned exercises resulting in specific behavior on the part of students. To this

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[16]H. Taba and F. Elzey, "Teaching Strategies and Thought Processes," Teachers College Record, 65:524-38, March, 1964.

[17]Mary Jane McCue Aschner, "The Analysis of Verbal Interaction in the Classroom" in the A. Bellock (ed.) Theory and Research in Teaching. (New York: Bureau of Publications Columbia University, 1963), pp. 53-78.

[18]Richard L. Turner, "Task Performance and Teaching Skill in the Intermediate Grades," Journal of Teacher Education, 14:299-307, September, 1963.

time the author has attempted to construct valid estimates of skill in particular branches of teaching such as reading and arithmetic in grades three through six. Various others have followed the same path, yet moved in slightly different directions. Popham[19] explored the area of achievement of instructional goals, while Harootunian[20] considered the process of decision making. In still another direction, Herbert[21] sampled the area of lesson analysis; and in much the same manner as Turner, Fattu[22] also considered instructional theory in terms of the task.

A notable contributor to research in teacher education has been David Ryans. In contrast to his colleagues, Ryans[23] conceived of the teacher as a "system" and as a system, therefore, capable of information processing. Basic to this systems approach are the input factors which are represented

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[19]W. James Popham, "Relationships Between Highly Specific Instructional Video Tapes and Certain Behaviors of Pre-Service Teachers," (Paper presented at the 1966 American Educational Research Association Meeting, Chicago, Illinois, February 17-19, 1966). (Mimeographed.)

[20]Berj Harootunian, loc. cit.

[21]John Herbert, "Analysis of Lessons: Teacher, Subject Matter, and Pupils," (Paper read at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, 1966). (Mimeographed.)

[22]Nicholas A. Fattu, "A Model of Teaching as Problem Solving," Theories of Instruction, (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), pp. 62-87.

[23]David G. Ryans, "Teacher Behavior and Research: Implications for Teacher Education," Journal of Teacher Education, 14:274-93, September, 1963.

by the environmental, physical and psychological conditions which structure the teaching situation. The results of the system are indicated in terms of the observable behaviors of teachers. The primary purpose of this approach is to determine the influence of input variables on teacher behavior in hopes of constructing models and discovering particular styles unique in instruction.

In terms of the elementary internship and more specifically the intern consultant, instructional theory provides a basis for an examination of the present practices associated with the tasks of support, guidance and supervision with which the consultant is charged. In reality, instructional theories provide a more penetrating means of examining the work of interns, while at the same time providing data for consultants to consider, with regard to the kinds of models and styles they are exhibiting in terms of the candidates' needs. Not only have efforts been made to examine the teacher with reference to model and style through instruction, but considerable work has been done through the utilization of role theory. Unlike an examination of instruction, role theory seeks analysis in a broader framework, seeking to examine all aspects of a person. By all aspects is meant those varied roles such as father, member of a community, politician, member of a church, and mediator of a culture which merge within this large framework to produce an unique individual, the teacher.

Sarbin[24] discussed role theory in reference to an interaction formulation, though different from most conventional interaction theory. The difference is found in the addition of two finer units of analysis. The first of these is the designation of role to that phase of interaction theory known as reciprocal interaction. The second unit is the interaction which takes place between self and role. Roles are learned through two widely defined processes: (1) intentional instruction, and (2) incidental learning. Intentional instruction is a process fostered by those responsible for the mediating of culture within a society attempting to teach a prescribed act. The incidental learning of roles is the adoption of behavior practiced by others in a particular environment. The product of intentional or incidental instruction is viewed as role expectation. Each role expectation is bi-dimensional. That is, for every role expectation of another, there is a reciprocal role expectation of self. The organized efforts of persons directed at fulfilling particular expectations are the ingredients which comprise a role. Variations in role behavior the author indicated are a function of at least three variables:

(1) the validity of role perception,
(2) skill in role enactment,
(3) the current organization of the self.[25]

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[24]T. R. Sarbin, "Role Theory," In G. Lindzey (ed.), Handbook of Social Psychology. Vol. I, (Cambridge, Mass., Addison-Wesley, 1954), pp. 223-255.

[25]Ibid., p. 255.

Suggested here is the theoretical framework for analysis with regard for a particular individual within a particular environment.

Taking a more microscopic view of role, Lowry[26] proposed a social systems model. A basic element within the model is role and described as follows:

> The concept "role" implies a functional process. It is the part one plays in the system. It is the active aspect of a given position in a system such as teacher, student, son, daughter, etc.[27]

In terms of total structure within the model, role becomes significant when viewed in relation to beliefs, sentiments, objectives, norms, sanctions (both negative and positive), status, rank, power (both authority and influence) and facilities. In order that the system be functional, specific processes operate "which mesh, stabilize and alter relationships between the elements through time and give the system a dynamic functioning continuity."[28] The processes responsible for the dynamic functioning of the system are, (1) communication (both formal and informal), (2) decision making and problem solving (autocratic, democratic or some combination of the two), (3) boundary maintenance (continual identification of the system), and (4) systematic linkage (the

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[26]Sheldon G. Lowry, "The Social Systems Model," (East Lansing: Michigan State University, Department of Sociology and Anthropology). (Mimeographed.)

[27]Ibid., p.2.

[28]Ibid., p.4.

convergence of elements between two systems). In regard to teacher education programs, which basically are social systems, the model provides a dual means of analysis in terms of individual and total program contributions.

Utilizing role theory, Brookover[29] designed a theoretical construct appropriate for the examination of role behavior and role conflict within the educational milieu. The model is predicated on the assumption that the concept of role and role taking are only meaningful in a social interaction situation. Expectations which direct the dynamics of the situation are provided by communication which produces new expectations and understandings. The construct contains seven dynamic elements:

A. An actor as he enters a situation with previous experience in related situations, personality needs and the meaning of the situation for him.
S I. Self-involvement, the actors image of the enls anticipated from participation in the status as he projects his self image into the role.
D. The actor's definition of what he thinks others expect of him in the role.
B I. The actor's behavior in interaction with others which continually redefines R and D.
R. Others' expectations of actor "A" in situation B.
s. Status in situation - Others expectations of any actor in a particular situation.
S. General status - Others expectations of any actor in a broadly defined position, i.e., teacher.[30]

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[29] W. B. Brookover, "Research on Teacher and Administrative Roles," Journal of Educational Sociology, 29:2-13, September, 1955.

[30] Ibid., p.4.

The author concluded that in reality the nature of the setting in which the concept functions is not fixed or static, but in continual flux. Suggested here is a means of analysis in terms of an occupational type, the teacher or more specifically, the intern consultant.

In the absence of a theory of professional training, Rex[31] developed a theoretical construct aimed at providing a framework for the evaluation of this kind of experience and its actual contribution as a means of professional preparation. The proposed construct probes three areas in terms of analysis; self, role and community. Each one of these concepts provides an index for the participants in regard to the total experience. Self perceptions acquired in internship even though affected by social environment give the individual "an intrinsic index of personal worth"[32] while the concept of role provides the intern with an understanding of the dynamic qualities of professional service and also serves as "an index of the reciprocal qualities of professional interaction."[33] Unlike self and role, community perceptions "act as an extrinsic index of the relationships which exist between the practitioner and the professional community of which he is a part."[34] An examination of the

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[31]Ronald G. Rex, "A Theory of the Internship in Professional Training," (Unpublished Doctoral Dissertation, Michigan State University, 1962).

[32]Ibid., p.116.

[33]Ibid.

[34]Ibid.

total construct shows that the concept of role is conceded the central position and suggests that the internship experience centers here. "In other words, an intern will realize little in terms of professional perceptions outside the contact situation of his experience."[35] With reference to the Elementary Intern Program, a framework for the analysis of a particular kind of experience has been established in consideration of both consultant and intern.

Various researchers have gathered information pertinent to the multi-role function of the intern consultant by use of the concept of role. Viewed as independent efforts their meaning remains obscure. Considered in total, they provide a limited source of data by which consultant behavior could be reviewed.

Doyle[36] in a study of role expectations of elementary teachers in three communities, using a check list and interview technique, sought responses from administrators, school board members, parents and teachers themselves. In terms of convergence and divergence, teachers saw themselves in greatest harmony with administrators and to a lesser extent with school board members and parents. Doyle concluded that in reference to professional role, teachers provide a much

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[35] Ibid., p.114.

[36] Louis A. Doyle, "A Study of the Expectations Which Elementary Teachers, School Administrators, Board Members and Parents Have of the Elementary Teachers Role," (Unpublished Doctoral Dissertation, Michigan State University, 1956).

narrower definition of their task than do administrators, board members or parents.

A sample of one hundred teachers interviewed in depth were the subjects of a study by Terrien.[37] The study attempted to examine an occupational type that he hypothesized had been formed by the member's behavior. Teachers were found to describe themselves as loyal, public servants, martyrized and nonaggressive. Unlike typical Americans they seemed to lack a positive conception of self. Contributing to this were three factors, (1) collective behavior, (2) social control, and (3) status and role which were considered to be dependent upon factors (1) and (2).

An examination of the teacher's role in a social system, the American high school, led Gordon to conclude that the existence of a typical teacher is one of continual stress.[38] The cause of this stress is attributed to the continual striving of adolescents for social status. With regard to the teacher, continual adjustment to protect personality, tending to be accomplished in private. Gordon concluded, "The problems of the classroom are not shared on a colleague-wide basis due to the competitiveness of the status system among teachers. The success ideology of the

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[37]F. W. Terrien, "The Occupational Roles of Teachers," Journal of Educational Sociology, 29:14-20, September, 1955.

[38]C. W. Gordon, "The Role of the Teacher in the Social Structure of the High School," Journal of Educational Sociology, pp. 21-29, September, 1955

school states that successful teachers do not have problems."[39]

In order to distinguish between the role of special area teachers and consultants, Hoffman[40] sampled teachers, administrators, special area teachers and consultants in seventeen communities utilizing a questionnaire technique. Teachers having daily contact with both roles saw little difference between them, while special area teachers followed by consultants and administrators saw the greatest difference. Hoffman concluded from his data that the possibilities of role conflict were definitely established.

Getzels and Guba[41] sampling 344 teachers in eighteen schools representing six school systems attempted an examination of role structure and conflict. Based on data gathered from an examination of three particular roles, (1) the socio-economic roles of teachers, (2) the citizen role of teachers, and (3) the professional role of teachers. The researchers concluded:

> The teacher is defined both by core expectations common to the teaching situation in general and by significantly varying expectations that are a function of local school

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[39] Ibid., p.29.

[40] James D. Hoffman, "A Study of the Perceptions That Administrators, Elementary Teachers, Consultants and Special Area Teachers Have of the Elementary Special Area Teacher and Consultant Role," (Unpublished Doctoral Dissertation, Michigan State University, 1959).

[41] J. W. Getzels and E. G. Guba, "The Structure of Role and Role Conflict in the Teaching Situation," Journal of Educational Sociology, 29:30-40, September, 1955.

> and community conditions.... The existence of role conflict may be taken as evidence that the teacher role is imperfectly integrated with other roles. The consequence of role conflict may be frustration for the individual teacher and ineffectiveness for the educational institution.[42]

Administrative roles and teaching satisfaction were the topic of a study by Bidwell.[43] Satisfaction and dissatisfaction were hypothesized to be synonymous with convergence and divergence of expectations held by teachers. A change in satisfaction was also hypothesized in terms of expectation fulfillment with regard to principals in relation to superintendents. A sample of 368 teachers in five school districts responding to a questionnaire and interview technique supplied the data. Satisfaction in terms of divergence and convergence were proved to be significant, while change in satisfaction with regard to expectation fulfillment of principals in relation to superintendents could not be proven.

In reference to the above forms of analysis and cited studies, a starting point has been established to provide a continual examination of the multi-role functions of the intern consultant, and similarly provide feedback in reference to the total Elementary Internship Program.

Internship Programs. This section of literature deals with an overview of some internship programs and the various

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[42] Ibid., p.32.

[43] Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, 29:41-47, September, 1955.

kinds of support, guidance and supervision offered teacher education candidates.

A study conducted by Bishop[44] sought to determine the purposes of internship as seen by teacher education specialists and cooperating public school personnel. Various institutions utilizing the internship concept were also surveyed as to the purpose of their particular program. Agreement between teacher education specialists and public school personnel was considered remarkable. A noticeable difference did exist, however, where public school people picked purposes more closely related to techniques responsible for classroom climate and classroom management. The examination of university program purposes revealed six common points of concern; (1) independence, (2) gradual induction, (3) exposure to reality, (4) knowledge of the school as a social agent, (5) integration of theory and practice, and (6) an understanding of child growth and development. Implied within the findings of the study is the task charged to supervision, guidance and support, and in reality encompasses a much larger view of the educational setting than ever assigned to the supervising teacher. Suggested here is the evolving need for a catalyst, a multi-role agent.

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[44] Clifford L. Bishop, "The Purposes of Teacher Internship," Educational Administration and Supervision, 34:35-43, January, 1948.

Chase,[45] discussing the University of Chicago internship program, described the three basic assumptions which direct its operation and also implies the need for multi-role support for pre-service candidates. He stated:

> Effective teaching is based upon a substantial body of knowledge and the methods of inquiry by which the knowledge is discovered, tested and extended. Secondly, the practice of teaching can only be accomplished on a professional level when a candidate has developed productive ways of thinking about learning and the roles of schools in various social settings. And thirdly the act of teaching is most likely to develop where there is ample opportunity to observe skilled professionals under varying conditions with particular regard to academic disciplines, educational philosophy and theories of learning.[46]

Hurlburt[47] concluded from an analysis of eleven internship programs that the purpose and implication generated from this type of pre-professional experience are far reaching and far more encompassing than traditionally believed. He examined programs at Brown, California, Cornell, Duke, Harvard, Johns Hopkins, Southern California, Stanford, North Carolina, Vanderbilt and Yeshiva. His examination indicated that no one pattern of field experience and candidate guidance is predominante, although contact experiences

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[45]Francis S. Chase, "Chicago Initiates New Two-Year Graduate Programs for High School Teachers," The High School Journal, 43:196-200, February, 1960.

[46]Ibid., pp. 199-200.

[47]Allan S. Hurlburt, "Student Teaching as a Part of a Post Liberal Arts Professional Year," In 40th Yearbook of the Association for Student Teaching, 1961, pp. 75-80.

range from one semester to fifteen months. In terms of focus, eight of the eleven programs were concerned with the functional relationship between theory and practice.

Reporting on the internship experience at Stanford University, Bush and Allen[48] reviewed the advantages of their new program in relation to their older and more traditional program of student teaching. Cited as a distinct advantage to the new program is the greater amount of time devoted to the candidate's teaching of a particular subject and less to theoretical course work in education. This new direction is seen in the total program structure. The traditional program called for forty-two quarter units, while the newer experimental program contains thirty-four quarter units, nine of which are credited to internship and eight for field work and practicum. Secondly in the way of advantage, the program offers continuous, realistic experience with candidates acting as a teaching assistant, observer and finally teacher. The third advantage represents a change in the professional education segment of theprogram from one of prescribed courses to a continuing professional seminar which is directly related to practice. Guidance and supervision are undertaken by both public school and university personnel. Experimentation with micro-teaching has also supplied a new means of supervision through educational technology.

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[48]Robert N. Bush and Dwight W. Allen, "The Winds of Freedom," The High School Journal, 43:168-73, February, 1960.

The internship program at Yeshiva University is structured to attract liberal arts graduates as discussed by Fine.[49] The program, by utilizing the summer before the internship year, allows each one of the interns to apply for a provisional teaching certificate which permits them to teach within the limits of the New York City system. The supervision of interns is a shared responsibility between university and public school personnel with mephasis placed upon the latter. Compensation for supervisory personnel is given in the form of tuition free credits at the university in an attempt to constantly strengthen those individuals participating.

San Diego State University, in cooperation with the San Diego public schools, has developed an elementary internship program. Fisher and Frautschy[50] indicated that the program was designed to attract liberal arts graduates desiring to teach in the public schools. Candidates attend a nine week summer session concentrating on courses in curriculum, methodology and child growth and development, supplemented by direct observation in the university laboratory school. During the internship year candidates are assigned four to a building, and appointed an advisory teacher. The principal responsibility for support, guidance and supervision rests

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[49]Benjamin Fine, "Teachers for Tomorrows Schools," The High School Journal, 43:223-30, February, 1960.

[50]Sherrick J. Fisher and Frances Frautschy, "San Diego Intern Teachers," NEA Journal, 46:244-45, April, 1957.

with the advisory teacher and the building principal. Basic to their function is classroom observation and the direction of professional seminars focused on the candidate's actual situation.

McIntosh[51] reported on a study at the University of British Columbia which attempted to assess the differences between traditional teacher preparation approaches and internship. From general observations while conducting the study and an examination of participants' daily logs and diaries, he suggested three problem areas which he considered critical to the development of internship: (1) acquiring capable master teachers willing to supervise and support interns, (2) a larger attrition rate on the part of interns in relation to traditionally trained candidates, and (3) a characteristic on the part of interns to become quickly bored with all aspects of practical experience except classroom teaching. In relation to (1) teachers commented that the task of supervision of interns was difficult and demanding, and for the most part unrewarding in terms of the efforts put forth.

The internship at San Francisco University,[52] similar to many other programs in its attempt to attract liberal arts graduates, operates with its interns under provisional

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[51]J. R. McIntosh, "A Pilot Study of a Form of Internship in Teacher Education," Canadian Education and Research Digest, 2:115-27, June, 1962.

[52]George D. Miner, "A Teacher Interne Program," School Executive, 74:48-49, September, 1954.

certification at a reduced rate of compensation. The article suggested that the key to a quality internship program is quality supervision. In order to obtain this end two recommendations are made representative of the San Francisco program, (1) a change in the ratio of supervisor to intern, and (2) an established provision for in-service university directed workshops focusing on the development of master supervisory personnel.

Keppel, Shaplin and Robinson[53] described the internship at Harvard University that serves both for the training of elementary and secondary teachers. Three plans for the utilization of the laboratory experience are offered, (1) apprenticeship teaching, (2) part-time teaching, and (3) team teaching. Plan C, the team teaching approach, is most widely used and has all but replaced plans A and B. The team operates within a framework of flexible scheduling, allowing frequent seminars at both the formal and informal levels. The directed concern of these seminars deals with the immediate affairs of the laboratory experience, such as course content, methodology, student progress and evaluation, and matters of professional concern. The program has frequently appealed to professional teachers who invest their sabbatical year to participate in this training and return to their schools ready to act as team leaders for intern

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[53]Francis Keppel, Judson T. Shaplin and Wade M. Robinson, Recent Developments at the Harvard Graduate School of Education," The High School Journal, 43:242-61, February, 1960.

groups. An outgrowth of Plan C has been the establishment of the Harvard-Newton Summer Program where all participating members of the program intern teams, team leaders, and university faculty meet to begin preparation for the coming year. The summer session is spent in planning, demonstration teaching, clinical observation and short periods of practice teaching for interns. The start of the intern supervisor relationship begins here.

The internship at Southern Illinois University as described by Neal[54] provides for three types of training: (1) classroom teaching, (2) supervision, and (3) school administration. The objective of the internship for classroom teachers is the development of the master teacher. The program consists of half-time teaching coupled with university college courses. Compensation is based at one-half the annual teaching salary. The supervisory internship is directed at the development of a specialist within a discipline area. Candidates work with supervisory personnel and are charged with the responsibility of participating in existing programs and contributing to the initiation of new ones. Assignments in the administrative internship involve the candidate's participation in the affairs of the central administration staff where he is guided and assisted in planning, organizing and initiating those tasks germaine to administration, such as the development of budgets, pupil

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[54]Charles D. Neal, "Internship in Teacher Training," Education, 71:183-89, November, 1950.

accounting, the organization of instructional meetings and participation in school board meetings. Personnel responsible for the guidance of interns must possess the minimum of a masters degree and exhibit to both university and public school officials their competence in the area considered for placement.

Sleeper,[55] in discussing the internship at Central Michigan, indicated that the program represents a combination of the most current trends in teacher preparation. The supervision of interns is based on a five to one ratio categorized as a team approach. Students spent three semesters off the campus under guidance acting as teacher assistants, teacher interns, and finally associate teachers at full salary.

The Brown University plan of teacher education as described by Smith[56] was designed by the liberal arts faculty. Of particular interest is the fact that no department or college of education exists at the university which has led to a total faculty responsibility for teacher education. At the internship level, fifty-two courses have been developed for candidates through the efforts of both university faculty and public school consultants. Interns receive state certification by attending a pre-intern summer session.

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[55]William R. Sleeper, "The Internship," In 40th Yearbook of the Association for Student Teaching, 1961, pp. 71-74.

[56]Elmer R. Smith, "The Brown Plan of Teacher Education," The High School Journal, 43:283-93, February, 1960.

The team approach is used within the laboratory experience with the master teacher designated as the clinical leader and totally responsible for the reality experiences encountered. Team leaders are granted full tuition graduate fellowships to insure their own professional growth and foster dialogue in terms of the quality of the total program.

Ward and Gubser[57] described the internship in the state of Oregon which has developed into a framework within which all participating educational institutions must comply. Pre-internship includes a professional course block and a session of observation-participation experiences. The internship year begins for the intern with complete responsibility for the organization and implementation of the instructional program in a regular self-contained classroom. For each group of four interns there is a team leader responsible for their supervision. Planning and conference sessions are utilized three times per day, culminated by a weekly seminar. Supervision by the college or university sponsoring the intern is only periodic.

The National Teacher Corps[58] was created by Congress under title V-B of the Higher Education Act of 1965. The program has two primary objectives, (1) the creation of

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[57]William T. Ward and J. H. Gubser, "Developing the Teacher Internship Concept in Oregon," Journal of Teacher Education, 15:252-59, September, 1964.

[58]United States Department of Health, Education and Welfare, Programs and Services, (Washington, D.C.: Government Printing Office, September, 1966), p. 207.

specially trained teachers to work in slums, and (2) to involve colleges and universities in the training of teachers for slum areas. Program emphasis is placed upon the psychology and sociology of poverty, complemented by courses in basic teaching methods. Experienced teachers act as team leaders and tend to the practical aspects of transferring what is learned on the campus. Extensive support is rendered interns in terms of teaching materials, remedial instruction and various kinds of diagnostic work.

Corman and Olmsted,[59] in a descriptive analysis of the Michigan State University Internship Program, traced its development from its inception as a five year program to its present structure of four years. Although the first two years of the program are much like any other undergraduate liberal arts program, the difference appears in the third and fourth years. Here, interns move from the traditional campus setting to the public school environment, where methods, participation and observation are interwoven. The fourth year is devoted to complete internship under the guidance of an intern consultant. Corman and Olmsted find the potential inherent in internship keyed to this particular individual. They concluded:

> What is required is the establishment of relationships such that, in the formative

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[59]Bernard R. Corman and Ann G. Olmsted, The Internship in the Preparation of Elementary School Teachers. (Bureau of Educational Research, Michigan State University, East Lansing), 1964.

> years, counterpressures may be exerted against routine and conformity. Whether the internship approach will succeed depends, in our opinion, on the kind of persons who are selected for the consultant position, and whether the administrative arrangements are those that will facilitate or inhibit the consultants' maintenance of an independent presence. Granted that, even if established, this presence will not make a difference for all interns. But the interns for whom it will are to be cherished.[60]

Although it is apparent that no one approach is used in the supervision, guidance and support of interns, its place in terms of a definite need is evident. The approach of a one to one correspondence in the supervisory situation is diminishing as a more macroscopic view of the teacher and her task is examined with regard to style and its implication for teacher education candidates.

Supervision and Leadership. The traditional concept of instructional supervision was predicated on the model of a master teacher. The fitness of one's ability to supervise was measured primarily in terms of his or her competence as a teacher.

In 1941, Caswell,[61] concerning himself with the question of advancing the status of supervision, broke away from the traditional concept of master teacher and wrote:

> The best classroom teacher might not be a good supervisor, and the best supervisor

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[60] Ibid., p. 88.

[61] H. L. Caswell, "How Should Supervision Be Advanced?" Educational Method, 21:7-20, October, 1941.

> might not be a superior classroom teacher. The supervisor must be effective in cooperative leadership with adults in organization, and in the identification of problems. A broad knowledge must be possessed of teaching procedures and of materials of instruction. But it should be expected that classroom teachers may be frequently more able in actually working with children than is the supervisor. In fact, one of the problems of the supervisor is to discover the high levels of competence among teachers and to utilize them for the good of the entire group. A competent supervisor and a competent teacher will work effectively together, because their activities and areas of competence are complementary and not competitive.[62]

Caswell had implied a new time, a new day and a new task for supervision and the supervisor.

Considering the same topic, Spears[63] indicated that the new supervisor must be able to work effectively with people in both individual as well as in group situations, while as a process, supervision must be considered in terms of needs and resources. In other words, the capable supervisor is the one able to determine needs and bring to bear upon them the appropriate resources. In emphasizing this point, Spears wrote, "No amount of either general education or skill in classroom management will make up for the lack of ability to work with others."[64]

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[62] Ibid., p. 7.

[63] Harold Spears, Improving the Supervision of Instruction. (New York: Prentice-Hall, Inc., 1953).

[64] Ibid., p. 164.

Muheriji and Shumsky[65] discussing the role of consultation with regard to the education of pre-service teachers indicated that the basic function of the consultant is to help groups define and meet their needs. As such a new role is defined, "a facilitator of group - a process man."[66] The writers concluded:

> The major function of the process leader is to help classroom teachers realize what they want, in what direction they want to move and to help them reach their goals.[67]

Most recently, Bishop[68] considered the challenges facing the supervisor of today. Foremost, among the challenges facing this person is a considerable knowledge of process, media, students, and the role of the professional. He stated:

> Needed today is a new emphasis on the dynamics rather than on the stuff of curriculum. Curriculum must be restated as the act and art of the transactional, the dynamic, the personal, the confrontation, and the individualized grappling with the weight of truth; the jousting with wit; the creation of structure, the extraction, the utilization, and the weighing. We must plan for response, for action and interaction.[69]

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[65] R. Muheriji and A. Shumsky, "Critical Look at the Teacher of Teachers," Journal of Educational Sociology, 35:134-40, November, 1961.

[66] Ibid., p. 136.

[67] Ibid.

[68] Leslee J. Bishop, "Challenges for Supervisors," The Supervisor: Agent for Change in Teaching, (Washington, D.C.: ASCD, 1966), pp. 96-106.

[69] Ibid., p. 96.

The key to meeting this challenge, as indicated by Bishop, begins at the undergraduate level of our teacher education institutions. Through the proper utilization of support and guidance, candidates must be directed to experience and recognize the place of academic discipline, the individual, the new curriculum, the new technology and its numerous implications, the appropriate methods of inquiry and development of knowledge; and they must be given adequate opportunity to develop a set of beliefs about education, learners, self and above all must be made to understand that their professional education has just begun. The supervisor is charged with this responsibility. Commenting on this responsibility Bishop stated:

> Changes coming from new and powerful forces require knowledge of change processes and competence on the part of the supervisor as the agent of change. These and many other realities that the supervisor working with teachers in these activities today also have new roles, new tools, new responsibility. We must grasp this significant responsibility before we lose it - the task is to research it, delineate it, nurture it, professionalize it.[70]

Confronted with the task of acting as an agent of change, serious consideration must be given to the competencies necessary to carry out such a responsibility. Various means, ranging from the descriptions of observable behavior to the listing of traits considered most desirable, have been used to determine competency.

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[70] Ibid., p. 100.

Ryans and Wandt[71] attempted to examine competence through a factor analysis technique of behaviors exhibited by 275 high school teachers. Their findings revealed several teacher behaviors related to competence, defined in terms of student satisfaction. Instructors that tended to be sociable, businesslike, reactive, tolerant and pleasing were found to be most competent in terms of the investigator's definition.

The New York State Association for Student Teaching[72] attempted to define competence through the use of verbal behavior descriptions in the selection of supervising teachers. Their descriptions considered seven needs:

The candidate:

1. is well prepared to teach in the subject matter area involved in the student teachers practicum.
2. is socially and emotionally mature, relates well to peers and has demonstrated effective cooperative working relationships.
3. is capable of accepting the student teacher as one who is becoming a professional.
4. has a sincere interest in the growth of children toward personal fulfillment of their individual potential.
5. applies basic principles of learning to daily teaching activities through use of

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[71]A. S. Barr, David E. Eustice, E. J. Noe, "The Measurement and Prediction of Teacher Efficiency," Review of Educational Research, 25:261-70, June, 1955.

[72]John Wilcox, "Selecting the Supervising Teacher," Commission on the Study of the Role of the Supervising Teacher, NYSAST, Oneonta, New York, 1964. (Mimeographed.)

a variety of teaching materials and demonstrates versality in the use of a variety of methods and techniques.

6. has prepared for the responsibility of guiding the activities of a student teacher.

7. demonstrates sincere concern for advancement of the teaching profession.[73]

Unlike the work of Ryans and Wandt,[74] this approach attempts to define competence in terms of what should be rather than what is.

A third approach to competence is revealed in a discussion by Blackman and Edelfelt[75] considering graduate programs and the development of educational leadership. Basic to their approach is not only a description of desirable behaviors, but the creation of a climate which allows candidates to both demonstrate and utilize those skills developed in training. The following behaviors were considered most important by the authors:

1. Competence in planning for and directing (guiding) educational change.

2. Competence in improving instruction.

3. Competence in human relations.

4. Competence in educational research and evaluation.

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[73] Ibid.

[74] Barr, Eustice, Noe, loc. cit.

[75] C. Blackman and R. Edelfelt, "Planning for Leadership," Educational Leadership, 20:185-88, December, 1962.

5. Competence in communication with appropriate publics, (communication skills, understanding of people with whom, and of climates in which one communicates).[76]

Traditionally, school administrators have been charged with the task of instructional leadership which includes the supervision, support, and guidance of teachers at all levels. The conclusions of a study by Gross and Herriott[77] showed that school districts selecting instructional leaders, used as a basis for their selections, criteria which have little empirical justification. Typically, consideration was given to individuals based, primarily, on the type and/or amount of teaching experience, administrative experience as assistant or vice principal, the number of undergraduate and graduate courses taken in education or educational administration, sex and marital status of those considered. Superintendents were asked to respond to the Executive Professional Leadership (EPL) which by definition of the authors, measured the efforts of a principal to conform to the definition of his executive role which stresses his obligation toward the improvement of quality teacher performance.[78] The results of the compiled profiles indicated that serious consideration for positions of leadership should be given to those who exhibited a high level of academic performance, a

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[76] Ibid., p. 186.

[77] N. Gross and R. Herriott, "EPL of Elementary Principals: A Study of Executive Professional Leadership," National Elementary Principal, 45:66-71, April, 1966.

[78] Ibid.

demonstrated ability in human relations, a willingness to devote time, off-duty, to their work and relatively little seniority as a teacher.

In a report of research done in the area of leadership behavior, Faber and Campbell[79] reviewed the work of Lipham, who, by utilization of the Edwards Personality Preference Schedule, attempted to identify effective and ineffective leaders. The authors found that effective principals were those inclined toward engaging in strong and purposeful acts, concerned with achieving success and higher status, able to relate well with others and exceptionally secure in their home and working environments. On the other hand, ineffective principals were deliberate and preoccupied with speculative thinking, exhibiting satisfaction with their present levels of achievement and status. With respect to the guidance and support of teachers, ineffective principals found little satisfaction; however, they were quite anxious to work with children and, individually, they were highly dependent on support from others and were prone to exhibit highly emotional feelings in upsetting situations.

Willower[80] examined leadership styles in terms of a Nomothetic model (conformity by subordinates) and the Idiographic model (self-direction by subordinates). The author

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[79]C. F. Faber and R. F. Campbell, "Administrative Behavior: Theory and Research: Analysis of Leadership Behavior," Review of Educational Research, 31:359, October, 1961.

[80]D. J. Willower, "Leadership Styles and Leader's Perceptions of Subordinates," Journal of Educational Sociology, 34:58-64, October, 1960.

examined both older and younger principals who had been classified into one of the two models by superiors. In both groups younger principals were found to regard teachers as being less professional than did the older principals within the respective group. From this, the author suggested that when threatened by persons of lower status, persons of higher status tend to minimize the competence of subordinates. The data further suggested, according to the author, that those included in the Idiographic model tend to operate more effectively in an unrestricted atmosphere in contrast to a setting structured by explicit expectations.

Self-esteem and the diffusion of leadership was examined by Bowers.[81] He suggested that traditionally, supervisory behavior was thought to emanate from one of two sources, (1) supervisors as a lower level tend to imitate the behavior of their own immediate superiors, and (2) supervisory behavior stems from personality and motivational forces. Supervisory behavior between levels is attributed to the fact that all supervisors think alike and the upper echelon tend to promote those who think as they do. In terms of alienation, the results of the study showed that the more poorly a supervisor was perceived by his subordinates, the further the supervisor alienates himself from them. In turn, the more alienated the supervisor becomes, the less supportive he will be of his subordinates. From his data, Bowers

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[81]D. G. Bowers, "Self-esteem and the Diffusion of Leadership Style," Journal of Applied Psychology, 47:135-40, April, 1963.

concluded that "leadership climate is a matter of perceived selective reward, mediated by the cognitive and connative structure of the lower level individual."[82]

Social scientists engaged in researching the area of leadership have approached the problem in various ways. Typical of these investigations have been examinations of the personality of leaders and followers plus various examinations of elected or sociometrically chosen leaders. Currently, the trend in this area is to probe the related aspects between leader and group. Several studies have indicated that successful leadership occurs under conditions allowing the leader to exhibit a democratic stance in contrast to an authoritarian position. Berkowitz,[83] in discussing leadership, questioned the consistent need for democratic leadership when he stated:

> The characteristics of the leader, whether personality-wise or behavioral, become significant only in terms of the leader's group. A leader's behavior, thus, may or may not satisfy the needs of the group, and a group member's behavior may or may not be in conformity with the traditions of his group.[84]

He suggested, therefore, that the training of leaders should include exposure to both styles of leadership as the needs of the group dictate.

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[82] Ibid., p. 140.

[83] Leonard Berkowitz, "Sharing Leadership in Small Decision Making Groups," Journal of Abnormal and Social Psychology, 48:231-38, April, 1953.

[84] Ibid., p. 231.

From his review of the literature which attempted to determine the traits and characteristics of leaders, Stogdill[85] categorized them under five general headings as follows:

1. Capacity (intelligence, alertness, verbal facility, originality, judgment).
2. Achievement (scholarship, knowledge, athletic accomplishments).
3. Responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel).
4. Participation (activity, sociability, cooperation, adaptability, humor).
5. Status (socio-economic position, popularity).[86]

The author concluded from his examination:

> A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers. Thus leadership must be conceived in terms of the interaction of variables which are in constant flux and change.... The personal characteristics of leaders and of the followers are, in comparison, highly stable. The persistance of individual patterns of human behavior in the face of constant situational change appears to be a primary obstacle encountered not only in practice of leadership, but in the selection and placement of leaders. It is quite another matter to place these persons indifferent where they will be able to function as leaders.[87]

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[85] R. M. Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature," Journal of Psychology, 25:35-71, January, 1948.

[86] Ibid.

[87] Ibid., pp. 64-65.

In conclusion, a review of the literature provides answers to three important questions pertinent to an examination of the intern consultant and the elementary internship. (1) There do exist sufficient constructs in terms of instructional theory and role analysis which may provide data as a means of assessment for both program participants and total program objectives. (2) Supervision, support and guidance, though following no one particular organizational pattern, is a vital integral part in the training of preservice teachers who must integrate the worlds of theory and practice. (3) The task of supervision is no longer singularly focused on the immediate act of instruction, but has been broadened in its function to incorporate the responsibility of educational leadership, suggesting a new basis upon which to predicate selection criteria.

CHAPTER III

Methodology

Introduction. This chapter includes a complete statement of the methodology utilized in the study, beginning with a brief description of the geographical location of intern centers and a short statement concerning the total population in terms of their response to the inquiry. Also included in this chapter is a brief statement concerning the collection of data, the nature of the instrument utilized and a description of the analysis of the data.

Centers. Individuals participating in the fourth year of the Elementary Intern Program, the internship year during the 1966-67 school year, represented six off-campus centers located in various parts of the state of Michigan. At Michigan State University, these centers represent a unique means of providing a "living laboratory" for teacher education candidates and at the same time ofster a partnership with the public schools dedicated to a mutual concern, teacher education. The following table indicates the names of all fully operational centers, their approximate distance from the main campus in East Lansing, and the number of cooperating public schools associated with each.

Table 1. A listing of all intern centers, approximate distances from East Lansing campus and number of cooperating school districts associated with each.

Centers	Approximate Distance from main campus	Number of cooperating school districts
Alpena	230 mi.	2
Bay City-Saginaw	80 mi.	3
Port Huron	120 mi.	4
Grand Rapids	65 mi.	1
Battle Creek	50 mi.	3
Macomb	90 mi.	10

*For those unfamiliar with the State of Michigan a map is provided in Appendix A.

Sample. Pursuing the internship year within these centers are 119 interns supported by 25 intern consultants representing a total universe of 144 persons. A distribution of participants according to centers is presented in table 2.

Table 2. A listing of all EIP centers and the number of interns and intern consultants associated with each.

Centers	Interns	Intern Consultants
Alpena	12	2
Bay City-Saginaw	19	5
Port Huron	24	4
Grand Rapids	34	7
Battle Creek	19	5
Macomb	11	2

All interns and intern consultants were approached and asked to cooperate in the study. Of the 119 interns approached, 84 responded to the instrumentation representing 70.59 percent of the intern population. Within the intern sample

68 respondents were female, 80.95 percent, and 16 males, 19.05 percent. With regard to intern consultants, 24 of the total of 25 responded, representing 96.00 percent response. Within the intern consultant sample, six males responded, 25.00 percent, while 18 females, representing 75.00 percent, responded.

Information Collection. The collection of information for this study was carried out in three phases which, in terms of time, represents the months of February, March and April, 1967.

Phase I - Through personal correspondence to the university coordinator of each teacher education center sponsoring fourth year interns, appointments were made to visit with both interns and intern consultants to discuss the study and begin the initial collection of data. Prior arrangements had been made for separate meetings for interns and intern consultants on the day of visitation to preclude any prohibitive behavior on the part of either group. Initial meetings lasted from forty-five minutes to one hour during which time the study was discussed and questions answered. During this time it was indicated that the cooperation of individuals would be needed twice, once following this first visitation. The university coordinator was asked to participate on this first visitation only. Each participant was provided with a check list which represented five basic roles played by the intern consultant; each of the roles was described by twenty behavioral statements making a

total of one hundred items contained within the list. Consultants, interns, and university coordinators alike were asked to select from each section of the check list the ten statements they considered most essential to a particular role as they perceived it now or saw it evolving in the future. It was further explained that all choices from all centers would then be item analyzed to find the ten items of highest consensus for each of the five sections of the check list. For the final instrument each item selected would then be matched with a rating to provide respondents with a means of indicating their perceptions of a particular behavior. In addition to this, the final instrumentation would contain two additional sections in an attempt to gather personal data and opinions about the total program regarding its benefits and shortcomings. In order to provide participants sufficient time to consider the second instrumentation it was decided to have this material distributed by the university coordinator to be returned to the researcher within two weeks in the pre-addressed, stamped envelopes precluding contamination.

Phase II - Upon completion of visits to all centers the analysis of statements from the original check list began. The Spearman Rank Correlation Method as suggested by Siegel[88] was used. Statements ranked high by all groups with

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[88]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences. (New York: McGraw-Hill Book Company, Inc.) 1956, pp. 202-213.

sufficient correlation coefficients were accepted, while the remainder were rejected. Upon completion of the analysis, packets of instruments and pre-addressed, stamped envelopes were mailed to six Intern Centers for distribution. All instruments contained specific directions and were therefore self explanatory, requiring no more than the cooperation of the respondents.

Phase III - All instruments had been coded according to Intern Center prior to mailing and as returned, were recorded on coding sheets to be key punched on cards for computer analysis at a later date. Throughout this period reminders in the form of personal contacts were utilized to get the best possible response from each center.

Nature of the Instrument. One instrument was utilized in this study and will be described in this section.

The Role Evaluation Check List was first conceived by Thomas Fitch[89] in an effort to provide intern consultants with some technique that would enable them to take some accounting of their performance, which in terms of self-evaluation could be regarded as guidelines for the development of professional growth. The check list in its entirety represented the joint efforts of a consultant evaluation committee which had been contributing to its content for nearly a year and a half. It was assumed that the instrument

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[89]Thomas Fitch, "Intern Consultant Evaluation Form." (Macomb, Michigan: Michigan State University Teacher Education Center), 1966. (Mimeographed.)

could not consider total role performance of intern consultants, but rather would focus on five basic roles common to all intern consultants. They are as follows:

A. Personal Characteristics - the consultant as a person.

B. Intern--Consultant Relations - the consultant as a participant in human relations.

C. Instructional and Guidance Skills - the consultant as a professional model.

D. General School Services - the consultant as a public school resource.

E. Professional Growth - the consultant as a practicing professional educator.

The original instrument, for purposes of this study, was rewritten in part to meet the requirements of behavioral descriptions. Statements which were duplicated or redundant were rewritten, incorporated to produce a single item, while others were deleted completely. Upon completion of the revision the list contained one hundred items, twenty items descriptive of each role. (A copy of the revised list may be found in Appendix B.) The list was then presented to all participants in teacher education centers as described in the section, Information Collection. Through the selection and analysis of participants' responses, ten basic behavioral descriptions considered most important by respondents to each role was determined. The analysis was made by the ranking of responses through the construction of a frequency distribution among groups (University Faculty, Intern Consultants and Interns) which was applied to the Spearman

Rank Coefficient of Correlation as suggested by Siegel.[90] The presentation of this data is found in tables 3, 4, and 5. This information served as the basis for the formulation of the final Role Evaluation Check List.

For the final instrumentation a scale had been devised and was inserted following each selected statement for the purpose of providing respondents with a means of indicating their perception of the performance of a particular behavioral description. The scale presented five alternatives, excellent, good, adequate, poor, and deficient. Also included with each scale was a choice labeled "no basis for judgment" which could be used when no evidence to form an opinion was present. For convenient reference a master scale was presented at the top of each page of the check list. The scales were varied in order, throughout the portion of the instrument in which they were utilized, forcing the respondents to read all statements and consider them in relation to each scale of listed alternatives.

Together with the check list itself, additional information was sought by use of an objective multiple-choice type of questionnaire aimed at gathering information about the individual participants and further, an open-end type of questionnaire was used for the purpose of gathering the opinions of the respondents concerning the total Elementary Intern Program.

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[90]Siegel, loc. cit.

Table 3. Item selection of interns and intern consultants with regard to the Spearman Rank Coefficient of Correlation

	I Rank			II Rank			III Rank			IV Rank			V Rank	
I	C	In	I	C	In	I	C	In	I	C	In	I	C	In
A	15.5	14	A	9	6	A	8	14	A	9	3	A	8	5
B	15.5	15.5	B	9	4.5	B	12.5	7.5	B	6	10	B	3	2.5
C	5	2	C	5	9	C	6	3	C	20	12	C	1	1
D	2	3	D	15	14	D	2	1	D	6	8.5	D	6	4
E	13	9	E	16.5	13	E	15.5	13	E	3	4	E	8	10
F	11	5	F	11.5	10	F	1	2	F	15	18	F	13	7
G	15.5	8	G	16.5	18.5	G	12.5	10	G	19	19	G	15	16
H	3.5	7	H	18	11.5	H	3	4.5	H	16.5	20	H	10.5	11
I	12	19	I	13.5	18.5	I	7	9	I	13.5	11	I	12	15
J	15.5	17	J	20	17	J	12.5	11	J	4	1	J	8	14
K	20	20	K	13.5	15	K	9.5	4.5	K	8	5	K	14	12
L	1	1	L	2	4.5	L	9.5	7.5	L	2	6.5	L	16.5	17
M	8	10	M	5	8	M	17	19	M	12	8.5	M	3	9
N	10	13	N	9	7	N	12.5	15	N	6	6.5	N	3	2.5
O	7	12	O	7	11.5	O	20	20	O	11	16.5	O	5	13
P	19	18	P	19	20	P	4.5	16.5	P	18	15	P	16.5	8
Q	6	4	Q	5	1	Q	18	12	Q	13.5	13.5	Q	18	18
R	3.5	6	R	11.5	16	R	19	16.5	R	16.5	16.5	R	20	20
S	18	15.5	S	3	2.5	S	4.5	6	S	1	2	S	19	19
T	9	11	T	1	2.5	T	15.5	18	T	10	13	T	10.5	6
	R=.82			R=.84			R=.76			R=.81			R=.77	

(Significance at .01 level = .534)

I - Item
C - Consultant
In - Intern

I Personal Char.
II Intern--Consultant Relations
III Instructional & Guidance Skills
IV General School Services
V Professional Growth

Table 4. Item selection of interns and university faculty with regard to the Spearman Rank Coefficient of Correlation.

I	I Rank F	I Rank In	II	II Rank F	II Rank In	III	III Rank F	III Rank In	IV	IV Rank F	IV Rank In	V	V Rank F	V Rank In
A	18.5	14	A	6	6	A	3.5	14	A	5	3	A	5	5
B	18.5	15.5	B	10.5	4.5	B	14	7.5	B	5	10	B	2	2.5
C	8	2	C	6	9	C	8.5	3	C	20	12	C	2	1
D	1.5	3	D	19.5	14	D	3.5	1	D	8.5	8.5	D	2	4
E	6	9	E	19.5	13	E	14	13	E	8.5	4	E	7	10
F	13.5	5	F	15	10	F	3.5	2	F	17.5	18	F	15	7
G	10.5	8	G	17	18.5	G	17.5	10	G	17.5	19	G	19	16
H	10.5	7	H	10.5	11.5	H	3.5	4.5	H	17.5	20	H	12	11
I	15	19	I	10.5	18.5	I	11	9	I	17.5	11	I	15	15
J	18.5	17	J	17	17	J	14	11	J	2.5	1	J	7	14
K	18.5	20	K	14	15	K	19	4.5	K	11	5	K	10	12
L	3.5	1	L	1.5	4.5	L	8.5	7.5	L	2.5	6.5	L	15	17
M	6	10	M	3.5	8	M	8.5	19	M	13	8.5	M	10	9
N	16	13	N	3.5	7	N	14	15	N	13	6.5	N	7	2.5
O	3.5	12	O	10.5	11.5	O	17.5	20	O	8.5	16.5	O	4	13
P	10.5	18	P	17	20	P	3.5	16.5	P	13	15	P	15	8
Q	6	4	Q	1.5	1	Q	20	12	Q	8.5	13.5	Q	19	18
R	1.5	6	R	10.5	16	R	14	16.5	R	15	16.5	R	19	20
S	13.5	15.5	S	6	2.5	S	3.5	6	S	5	2	S	15	19
T	10.5	11	T	10.5	2.5	T	8.5	18	T	1	13.5	T	10	6
	R=.72			R=.73			R=.30			R=.61			R=.75	

(Significance at .01 level = .534)

I - Item
F - Univ. Faculty
In - Intern

I Personal Char.
II Intern--Consultant Relations
III Instructional & Guidance Skills
IV General School Services
V Professional Growth

Table 5. Item selection of intern consultants and university faculty with regard to the Spearman Rank Coefficient of Correlation

	I Rank			II Rank			III Rank			IV Rank			V Rank	
I	F	C	I	F	C	I	F	C	I	F	C	I	F	C
A	18.5	15.5	A	6	9	A	3.5	8	A	5	9	A	5	8
B	18.5	15.5	B	10.5	9	B	14	12.5	B	5	6	B	2	3
C	8	5	C	6	5	C	8.5	6	C	20	20	C	2	1
D	1.5	2	D	19.5	15	D	3.5	2	D	8.5	6	D	2	6
E	6	13	E	19.5	16.5	E	14	15.5	E	8.5	3	E	7	8
F	13.5	11	F	15	11.5	F	3.5	1	F	17.5	15	F	15	13
G	10.5	15.5	G	17	16.5	G	17.5	12.5	G	17.5	19	G	19	15
H	10.5	3.5	H	10.5	18	H	3.5	3	H	17.5	16.5	H	12	10.5
I	15	12	I	10.5	13.5	I	11	7	I	17.5	13.5	I	15	12
J	18.5	15.5	J	17	20	J	14	12.5	J	2.5	4	J	7	8
K	18.5	20	K	14	13.5	K	19	9.5	K	11	8	K	10	14
L	3.5	1	L	1.5	2	L	8.5	9.5	L	2.5	2	L	15	16.5
M	6	8	M	3.5	5	M	8.5	17	M	13	12	M	10	3
N	16	10	N	3.5	9	N	14	12.5	N	13	6	N	7	3
O	3.5	7	O	10.5	7	O	17.5	20	O	8.5	11	O	4	5
P	10.5	19	P	17	19	P	3.5	4.5	P	13	18	P	15	16.5
Q	6	6	Q	1.5	5	Q	20	18	Q	8.5	13.5	Q	19	18
R	1.5	3.5	R	10.5	11.5	R	14	19	R	15	16.5	R	19	20
S	13.5	18	S	6	3	S	3.5	4.5	S	5	1	S	15	19
T	10.5	9	T	10.5	1	T	8.5	15.5	T	1	10	T	10	10.5
	R=.75			R=.77			R-.75			R=.79			R=.86	

(Significance at .01 level = .534)

I - Item
F - University Faculty
C - Consultant

I Personal Char.
II Intern--Consultant Relations
III Instructional & Guidance Skills
IV General School Services
V Professional Growth

Analysis of the data. The first hypothesis (A-1), which sought to examine the relationship of self-perceived role evaluations of intern consultants and their selection of an individual superior selected as most "responsible to" was examined through the use of chi square. While the selection of superior had been categorized by definition the dicotomy applied to role evaluations was based on the median of all mean scores reported for intern consultants. Total instrument scores as well as sub-factor scores were reported in terms of means, which accounted only for statements which had been marked in terms of the scale eliminating the response, "no basis for judgment."

In addition to investigating the relationship in terms of total instrument scores, a chi square analysis was also undertaken regarding each sub-factor of the instrument using the same categorization and dicohtomy described above.

The second hypothesis (A-2) was examined in the same manner as (A-1). Total instrument scores as well as sub-factor scores were submitted to chi square analysis. Unlike hypothesis (A-1), hypothesis (A-2) examined differences in self-perceived role evaluations of intern consultants with regard to sex. Because of the limited number of male respondents, cells within the analysis containing five or less members were also submitted to a correction formula.

Hypothesis (A-3) which examined the differences between male and female intern consultants with regard to a superior perceived as most "responsible to," was analyzed through chi

square. Again, where necessary a correction formula was applied.

An examination of role evaluations of intern consultants as perceived by interns with regard to rank of superior chosen as most "responsible to" was the concern of hypothesis (B-1). Implementation in terms of analysis was followed in the same manner as described for hypothesis (A-1). Subfactors were also analyzed in like manner.

Hypotheses (B-2) and (C-1), which were directed at probing differences regarding the selections made by interns of a superior perceived as most "responsible to" examined, (A) choice with regard to sex of interns, and (B) choice with regard to teacher education center. Data gathered concerning both of these hypotheses were submitted to a chi square analysis. Correction formulas were used where necessary.

Additional Questions. Although no hypothesis was posited additional questions were considered. The first of these examined differences among centers with regard to intern consultants' self-perceived role evaluations and their selection of superior perceived most "responsible to." Due to the small number of consultants in particular centers a conventional chi square representing individual centers could not be used. Instead, a series of chi squares was utilized in which each individual center was plotted against the remaining centers. Correction formulas were used where necessary.

A second question comparing interns and intern consultants with regard to the individual or individuals perceived as most "responsible for" was considered. Data was analyzed through use of chi square.

A third question which compared the strengths and weaknesses of the Elementary Intern Program as perceived by both interns and intern consultants was investigated. Responses with regard to strengths and weaknesses were categorized for purposes of reporting. Frequencies were then determined for each category and reported in terms of percentage for the total of each group responding.

A final question considered the relation of sixteen selected variables and the self-perceived role evaluations of intern consultants. These variables are representative of the socio-economic and educational backgrounds of intern consultants and were analyzed through the use of chi square. Correction formulas were applied where necessary.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction. To facilitate the analysis of the data presented in this chapter, the sequence of hypotheses and questions as established in Chapter I will be followed. Where chi squares were utilized, a correction formula was applied to cells with five or less members. In several instances where the collapsing and correcting of cells was of no benefit, such indication was made. The analysis begins with a presentation of mean and median scores as generated by the responses of interns and intern consultants for both total instrument and sub-factor scores. This information is of notable importance since, in the majority of the analysis, it operated as the control variable as stipulated in computer programming.

Table 6 contains the mean scores for the total instrument and sub-factors as well as median scores for each section which provided the dicotomy utilized in the chi square analysis for both interns and intern consultants. Various differences are apparent in examining these raw scores although no t-tests were used to test significance for the following reasins, (1) the data was not collected in matched pairs (intern to intern consultant) to eliminate the possible existence of threat, and (2) the differences in size of the two groups, interns (84), intern consultants (24), lent

itself more readily to chi square analysis for the purposes of this study.

Table 6. Mean and median scores of interns and intern consultants as regards the Role Evaluation Check List for both total instrument and sub-factor scores.

Total & Sub-Factor Sections	Interns		Intern Consultants	
	Mean	Median	Mean	Median
Total Instrument	2.04	1.98	1.82	1.76
Personal Characteristics	1.90	1.80	1.71	1.60
Intern--Consultant Relations	1.98	1.89	1.76	1.60
Instructional and Guidance Skills	2.37	2.00	1.85	1.80
General School Services	2.12	2.00	1.84	1.80
Professional Growth	2.01	2.00	1.91	1.90

Several reasons can be put forth at this time in support of the contention that the scores derived from the participants represent an accurate picture of their perceptions of the intern consultant. They are as follows: (1) for both interns and intern consultants, participation in this study was wholly voluntary, (2) the objectives and procedures of the study were presented and explained initially at a meeting between the researcher and separate groupings of interns and intern consultants during which time all questions asked were answered to alleviate any unnecessary apprehension, (3) assurances were given in this regard--no attempt was made to evaluate individuals or their performance, (4) participants utilized their own time to complete the instrument

in order to preclude a time pressured response.

Hypothesis A-1. Table 7 contains a chi square analysis of intern consultants' role evaluation scores in relation to the superior perceived as most "responsible to." Five categories were derived from total participant response and of these possible choices consultants selected three; university coordinator, public school administrative personnel and the general tax-paying public with the university coordinator as the major choice. A similar pattern existed for all sub-factor analysis presented in Tables 7.1-7.5. In this case, an examination of the distribution indicated that there would be no benefit in the collapsing and correcting of cells. From the analysis it is evident that no significance exists between role evaluation scores of intern consultants and their choice of superior perceived as most "responsible to."

Table 7. A chi square analysis of intern consultants' role evaluation scores and their choice of superior perceived as most "responsible to."

Person Perceived Responsible To	University Coordinator	Public School Personnel	Intern Consultant	Other	Total
Consultant High	10	1	0	1	12
Consultant Low	10	1	0	0	11
Total	20	2	0	1	23
N = 23 x^2 = 2.00 $x^2.05(3)$ = 7.82					

Table 7.1. A chi square analysis of intern consultants' role evaluation scores (Personal Characteristics) and their choice of superior perceived as most "responsible to."

Person Perceived Responsible To	University Coordinator	Public School Personnel	Intern Consultant	Other	Total
Consultant High	11	1	0	1	13
Consultant Low	9	1	0	0	10
Total	20	2	0	1	23
N = 23 x^2 = 2.05 $x^2.05(3)$ = 7.82					

Table 7.2. A chi square analysis of intern consultants' role evaluation scores (Intern--Consultant Relations) and their choice of superior perceived most "responsible to."

Person Perceived Responsible To	University Coordinator	Public School Personnel	Intern Consultant	Other	Total
Consultant High	10	1	0	1	12
Consultant Low	10	1	0	0	11
Total	20	2	0	1	23
N = 23 x^2 = 2.00 $x^2.05(3)$ = 7.82					

Table 7.3. A chi square analysis of intern consultants' role evaluation scores (Instructional and Guidance Skills) and their choice of superior perceived most "responsible to."

Person Perceived Responsible To	University Coordinator	Public School Personnel	Intern Consultant	Other	Total
Consultant High	10	1	0	1	12
Consultant Low	10	1	0	0	11
Total	20	2	0	1	23
N = 23 x^2 = 2.00 $x^2.05(3)$ = 7.82					

Table 7.4. A chi square analysis of intern consultants' role evaluation scores (General School Services) and their choice of superior perceived most "responsible to."

Person Perceived Responsible To	University Coordinator	Public School Personnel	Intern Consultant	Other	Total
Consultant High	11	1	0	1	13
Consultant Low	9	1	0	0	10
Total	20	2	0	1	23
N = 23 x^2 = 2.05 $x^2.05(3)$ = 7.82					

Table 7.5. A chi square analysis of intern consultants' role evaluation scores (Professional Growth) and their choice of superior perceived most "responsible to."

Person Perceived Responsible To	University Coordinator	Public School Personnel	Intern Consultant	Other	Total
Consultant High	10	1	0	1	12
Consultant Low	10	1	0	0	11
Total	20	2	0	1	23
N = 23 x^2 = 2.00 $x^2.05(3)$ = 7.82					

Hypothesis A-2. An examination of the two-by-two contingency tables which sought to examine the differences between male and female intern consultants and their self-perceived role evaluations could not provide any significant evidence that a difference between the two groups existed. Table 8, utilizing role evaluation scores (total instrument) as the control variable in relation to sex as the spread variable, indicated that the majority of males fell below the median for the total group while females, in terms of percentage, are nearly identically above the median. All the subfactors (tables 8.1-8.5) for hypothesis A-2 were analyzed in similar fashion to those of hypothesis A-1. Regarding subfactors, particular attention should be paid to the change of male and female distribution in the areas of instructional and guidance skills and general school services. The

vast majority of female scores fell above the median in the areas of Personal Characteristics, Intern--Consultant Relations, and Professional Growth. However, male scores appeared above the median in two other areas, Instructional and Guidance Skills and General School Services. A correction formula has been utilized on the following contingency tables.

Table 8. A chi square analysis of male and female intern consultants and their self-perceived role evaluation scores.

Sex	Male	Female	Total
Consultant High	2	10	12
Consultant Low	4	8	12
Total	6	18	24
N=24 x^2=0.89 x^2.05(1)=3.84			

Table 8.1. A chi square analysis of male and female intern consultants and their self-perceived role evaluation scores (Personal Characteristics).

Sex	Male	Female	Total
Consultant High	2	11	13
Consultant Low	4	7	11
Total	6	18	24
N=24 x^2=1.40 x^2=.05(1)=3.84			

Table 8.2. A chi square analysis of male and female intern consultants and their self-perceived role evaluation scores (Intern--Consultant Relations)

Sex	Male	Female	Total
Consultant High	2	10	12
Consultant Low	4	8	12
Total	6	18	24
N=24 x^2=0.89 x^2.05(1)=3.84			

Table 8.3 A chi square analysis of male and female intern consultants and their self-perceived role evaluation scores (Instructional and Guidance Skills)

Sex	Male	Female	Total
Consultant High	3	9	12
Consultant Low	3	9	12
Total	6	18	24
N=24 x^2=0.00 x^2.05(1)=3.84			

Table 8.4. A chi square analysis of male and female intern consultants and their self-perceived role evaluation scores (General School Services).

Sex	Male	Female	Total
Consultant High	4	9	13
Consultant Low	2	9	11
Total	6	18	24
N=24 x^2=0.50 x^2.05(1)=3.84			

Table 8.5. A chi square analysis of male and female intern consultants and their self-perceived role evaluation scores (Professional Growth).

Sex	Male	Female	Total
Consultant High	2	10	12
Consultant Low	4	8	12
Total	6	18	24
N=24 x^2=0.89 x^2.05(1)=3.84			

Hypothesis A-3. Differences between male and female intern consultants and their choice of a superior perceived as most "responsible to" could not be detected through a chi square analysis. An examination of the distribution in Table 9 indicates that male and female consultants alike perceive the university coordinator as their choice of superior most "responsible to." Percentage-wise this represents 83.33 of

each group and tends to suggest that for the majority of intern consultants the university coordinator has become the professional model. No collapsing or correction was applied in the analysis for reasons evident to the reader.

Table 9. A chi square analysis of male and female intern consultants and their choice of superior perceived as most "responsible to."

Person Perceived Responsible To	University Coordinator	Public School Personnel	Intern Consultant	Other	Total
Male	5	0	0	0	5
Female	15	2	0	1	18
Total	20	2	0	1	23
N = 23 x^2 = 4.00 $x^2.05(3)$ = 7.82					

Hypothesis B-1. Role evaluations of intern consultants as perceived by interns with regard to their choice of superior perceived as most "responsible to" were analyzed in much the same manner as that done for hypothesis A-1. Analysis was made in terms of both total instrument and all sub-factor scores. No evidence pointing toward the existence of a significant relationship between role evaluation scores as perceived by interns and their choice of superior most "responsible to" could be generated. Unlike the limited choice of consultants, the distribution of choices made by interns was of a wider range. Percertage-wise, public school personnel was the most frequently selected choice although the remaining

categories also received notable response. While consultants were apparently able to identify with one particular individual (university coordinator), interns had no such defined identification in this regard. Tables 10 - 10.5 contain an examination of interns' perceptions in terms of total instrument scores and sub-factors and their choice of superior selected as most "responsible to."

Table 10. A chi square analysis of role evaluation scores (Total Instrument) of intern consultants as perceived by interns and their choice of superior indicated most "responsible to."

Person Perceived Responsible To	Univ. Coor.	Public School Personnel	Intern Consultant	Self	General Public	Total
Consultant High	6	21	8	3	4	42
Consultant Low	11	16	3	4	3	37
Total	17	37	11	7	7	79
N = 79 x^2 = 4.73 $x^2.05(5)$ = 11.07						

Table 10.1. A chi square analysis of role evaluation scores (Personal Characteristics) of intern consultants as perceived by interns and their choice of superior indicated most "responsible to."

Person Perceived Responsible To	Univ. Coor.	Public School Personnel	Intern Consultant	Self	General Public	Total
Consultant High	7	21	6	3	3	40
Consultant Low	10	16	5	4	4	39
Total	17	37	11	7	7	79
N = 79 x^2 = 1.78 $x^2.05(5)$ = 11.07						

Table 10.2. A chi square analysis of role evaluation scores (Intern--Consultant Relations) of intern consultant as perceived by interns and their choice of superior indicated most "responsible to."

Person Perceived Responsible To	Univ. Coor.	Public School Personnel	Intern Consultant	Self	General Public	Total
Consultant High	5	22	6	3	3	39
Consultant Low	12	15	5	4	4	40
Total	17	37	11	7	7	79
N = 79 x^2 = 4.78 $x^2.05(5)$ = 11.07						

Table 10.3. A chi square analysis of role evaluation scores (Instructional & Guidance Skills) of intern consultants as perceived by interns and their choice of superior indicated most "responsible to."

Person Perceived Responsible To	Univ. Coor.	Public School Personnel	Intern Consultant	Self	General Public	Total
Consultant High	5	20	8	2	4	39
Consultant Low	12	17	3	5	3	40
Total	17	37	11	7	7	79
N = 79 x^2 = 6.73 $x^2.05(5)$ = 11.07						

Table 10.4. A chi square analysis of role evaluation scores (General School Services) of intern consultant as perceived by interns and their choice of superior indicated most "responsible to."

Person Perceived Responsible To	Univ. Coor.	Public School Personnel	Intern Consultant	Self	General Public	Total
Consultant High	8	18	8	3	4	41
Consultant Low	9	19	3	4	3	38
Total	17	37	11	7	7	79
N = 79 x^2 = 4.44 $x^2.05(5)$ = 11.07						

Table 10.5. A chi square analysis of role evaluation scores (Professional Growth) of intern consultants as perceived by interns and their choice of superior selected most "responsible to."

Person Perceived Responsible To	Univ. Coor.	Public School Personnel	Intern Consultant	Self	General Public	Total
Consultant High	8	18	8	3	5	42
Consultant Low	9	19	3	4	2	37
Total	17	37	11	7	7	79
N = 79 x^2 = 3.81 $x^2.05(5)$ = 11.07						

Hypothesis B-2. No statistical differences were detected through an examination of a superior perceived as most "responsible to" in relation to the male and female composition of the intern group. As a total group, in terms of the frequency of selections made, an order did exist with public school personnel first, followed by university coordinators and intern consultants in that order. As a group, males were split evenly regarding their first choice which was divided equally between public school personnel and university coordinator. It appears that interns have not been able to identify with consultants in the same way that consultants have with their university coordinator. This tends to suggest that the total potential of the intern consultant as a professional model has not been realized. In terms of purpose and function, the consultant role still begs

definition for interns. Table 11 illustrates the total distribution of male and female interns with regard to their selection of a superior perceived as most "responsible to."

Table 11. A chi square analysis of male and female interns and their selection of a superior perceived as most "responsible to."

Person Perceived Responsible To	Univ. Coor.	Public School Personnel	Intern Consultant	Self	General Public	Total
Male	4	4	3	2	1	14
Female	13	33	8	5	6	65
Total	17	37	11	7	7	79
N = 79 x^2 = 4.12 $x^2.05(5)$ = 11.07						

Hypothesis C-1. In addition to an examination of the differences between male and female interns and their choices of superior perceived most "responsible to," hypothesis C-1 attempted to discern any differences which existed in this regard among centers. A chi square analysis of the control variable (center) in relation to the spread variable (perceived superior) was unable to detect a significant statistical difference. A pattern, similar to that derived from the examination of male and female interns, was found. It should be noted, however, that in center C, fifty percent of the interns did select the intern consultant as their choice while at the same time, no selections in favor of public school personnel were made. This particular distribution is

in distinct opposition to that of fellow interns who responded to public school personnel first, followed by university coordinators. Unlike all other centers, apparently Center C has a unique triatic relationship between teacher education center personnel, public school personnel and teacher education candidates. Center F was also of particular interest because of the frequent responses made to the "other" category which represented self and the general public, although in regards to public school personnel and university coordinator Center F responded in much the same manner as did the other centers. The "other" category represents 20.80 percent for Center F, a comparatively large number who find themselves unaligned with individuals responsible for their pre-professional and professional training. An illustration of the distribution for all centers and their choice of perceived superior can be found in Table 12.

Table 12. A chi square analysis of interns' perceptions of superior selected most "responsible to" with regard to teacher education center.

Person Perceived Responsible To	University Coordinator	Public School Personnel	Intern Consultant	Other	Total
Center A	1	5	2	2	10
Center B	1	3	1	2	7
Center C	3	0	4	1	8
Center D	5	9	2	1	17
Center E	1	9	1	1	12
Center F	6	11	1	7	25
Total	17	37	11	14	79
N = 79	x^2 = 24.17	$x^2.05(15)$ = 25.00			

Some additional questions.

Question 1. Although no formal hypotheses were posited, four additional questions were considered. The first of these concerned itself with possible differences which might exist among centers with regard to perceived role evaluations and choice of superior perceived most "responsible to" as indicated by intern consultants. As explained in Chapter III, the analysis was based on a series of chi squares in which each individual center was tabulated against the remainder. The small population of intern consultants necessitated this procedure. No statistical significance was found in the analysis of role evaluations among centers as presented in Table 13. The limited number of observations

in the majority of centers prevented the large numbers necessary in diagonal cells from occuring. Center F with seven consultants had the greatest probabilities for reaching a significance level, but when submitted to the median dicotomy the potential power of the large cell was lost. Continued analysis of this type with larger numbers of observations is needed and should be considered in terms of program growth.

Table 13. A chi square analysis of interns self-perceived role evaluations among centers.

Recl Score	High	Low	Total
C-A	2	3	5
All	10	9	19
Total	12	12	24
x^2=.25	x^2.05(1)=3.84		

Recl Score	High	Low	Total
C-B	0	2	2
All	12	10	22
Total	12	12	24
x^2=0.33	x^2.05(1)=3.84		

Recl Score	High	Low	Total
C-C	1	1	2
All	11	11	22
Total	12	12	24
x^2=0.00	x^2.05(1)=3.84		

Recl Score	High	Low	Total
C-D	3	1	4
All	9	11	20
Total	12	12	24
x^2=1.20	x^2.05(1)=3.84		

Recl Score	High	Low	Total
C-E	1	3	4
All	11	9	20
Total	12	12	24
x^2=1.20	x^2.05(1)=3.84		

Recl Score	High	Low	Total
C-F	5	2	7
All	7	10	17
Total	12	12	24
x^2=1.81	x^2.05(1)=3.84		

Table 14 deals with the second portion of question one, the selection of superior perceived most "responsible to" by consultants among centers. In similar fashion to that established by the analysis of role evaluations, the analysis of perceived superior failed to establish any kind of significant difference among centers. Cells were collapsed to a two-by-two contingency table, but based on the same population as analyzed in Table 13, the necessary large diagonal cells could not be produced. Unlike interns, consultants responded overwhelmingly to university coordinator as the superior perceived most "responsible to" leaving only a small number to complete the distribution already hindered by the limited size of the total consultant population.

Table 14. A chi square analysis of interns choice of superior perceived most "responsible to" among centers.

Superior	Univ. Coor.	Other	Total
C-A	5	0	5
All	15	3	18
Total	20	3	23
x^2=.99	x^2.05(1)=3.84		

Superior	Univ. Coor.	Other	Total
C-B	2	0	2
All	18	3	21
Total	20	3	23
x^2=.33	x^2.05(1)=3.84		

Superior	Univ. Coor.	Other	Total
C-C	2	0	2
All	18	3	21
Total	20	3	23
x^2=.33	x^2.05(1)=3.84		

Superior	Univ. Coor.	Other	Total
C-D	2	1	3
All	18	2	20
Total	20	3	23
x^2=1.25	x^2.05(1)=3.84		

Superior	Univ. Coor.	Other	Total
C-E	2	2	4
All	18	1	19
Total	20	3	23
x^2=.00	x^2.05(1)=3.84		

Superior	Univ. Coor.	Other	Total
C-F	7	0	7
All	13	3	16
Total	20	3	23
x^2=.51	x^2.05(1)=3814		

Question 2. A major portion of the analyses thus far has dealt with an examination of the choice of superior perceived most "responsible to" by both interns and intern consultants. Question two changes focus and has as its primary concern the opposite end of the responsibility continuum, i.e., the person or persons perceived as "responsible for." The following categories were derived from total participant response regarding "responsibility for": (1) students, (2) interns, (3) self, and (4) other (which represented such responses as EIP program, the school system or tax-paying public).

In response to the question of "responsibility for," interns generally chose the "student" response realizing the students they teach as their first consideration. However, a very small percentage responded to the "self" category and an examination of the data concerned with a person perceived as "responsible to" shows that these same individuals responded to "self" in that inquiry. This tends to suggest that these individuals have been unable to fix themselves within the program or public school setting. Some interns responded to the "other" category as defined above, suggesting that "responsibility for" can only be viewed macroscopically, i.e., in terms of the total objectives of an educational effort.

As first choice, intern consultants selected "interns" in response to the person or persons felt "responsible for." Of the twenty-three respondents, only two consultants

selected the "student" response in respect to "responsibility for" which tends to suggest that the basic consideration of the consultant as defined within the job description, i.e., students taught, has been overlooked through a more immediate concern of support and guidance of teacher education candidates. A comparison of the responses of interns and intern consultants regarding "responsibility for" is presented in Table 15 reported in terms of observations and percentages of each group.

Table 15. A comparison of intern and intern consultant perceptions of a person or persons viewed as "responsible for."

Responses	Interns		Consultants	
	No.	%	No.	%
Pupils	64	86.00	2	9.00
Interns	0	0.00	20	87.00
Self	2	3.00	1	4.00
Other	9	11.00	0	0.00

Question 3. Question three considers an examination of the strengths and weaknesses of the Elementary Intern Program as viewed by interns and intern consultants. For convenience of reporting five categories of program strengths were derived from the overall response of both groups. They are as follows: (1) benefit of actual classroom experience, (2) continuous guidance and support by an intern consultant,

(3) more practical methods courses interwoven with actual experience, (4) mutual concern for teacher education on the part of public school and university staff, and (5) "other," including such responses as being able to reside at home and earning a salary while completing the program.

In like manner, five categories were also derived for reporting program weaknesses, and they are as follows: (1) lack of time for communication between interns and consultants, (2) a lack of structured definition of intern and intern consultant role within the public school setting, (3) a lack of communication between the teacher education centers and their needs and campus personnel, (4) the extreme pressures created by a full time teaching load and university course work, and (5) a lack of selection criteria and continuous structured evaluation for the mutual benefit of interns and consultants.

The responses of participants in terms of observations and percentages of each group are indicated in Tables 16 and 17. In total, percentages appear to exceed one hundred percent; this is accounted for, however, by the fact that respondents were requested to indicate <u>two</u> weaknesses and strengths of the program as it exists.

Table 16. A comparison of Elementary Intern Program Strengths as perceived by both interns and intern consultants.

Categories	Interns		Consultants	
	No.	%	No.	%
Actual Classroom Experiences	39	46.33	10	41.67
Guidance and Support	51	60.71	21	87.50
Practical Methods Courses	23	27.38	10	41.67
Teacher Education Partnership	8	9.52	2	8.33
Accommodations and Economy	12	14.29	3	12.50

Table 17. A comparison of Elementary Intern Program Weaknesses as perceived by both interns and intern consultants.

Categories	Interns		Consultants	
	No.	%	No.	%
Lack of time for communication	19	22.62	5	20.83
Lack of definition of role	15	17.86	1	4.17
Lack of communication between campus and teacher education centers	7	8.33	4	16.67
Extreme pressure	16	19.05	8	33.33
Selective criteria and evaluation	32	38.10	11	45.83

Question 4. This fourth and final question deals with sixteen selected socio-economic and educational variables and their relation to the self-perceived role evaluations of intern consultants. Of the sixteen variables listed in Table 18 only two were found to be significant; years experience as an intern consultant and the amount of weekend time devoted to EIP. Regarding the first of these significant variables, years of consultant experience, and its relation to role evaluation scores several possible interpretations could be suggested. Foremost among these possibilities would be the consideration of each year of experience as a performance index whereby consultants could review their own assets and liabilities in terms of previous performance. Thus, consultants with limited experience have had little opportunity to review their own behavior and to test new-found direction which, in terms of their role perception, necessarily restricts their insight. A further question begs consideration, however, and that is, at what point does the experience variable no longer significantly relate to role evaluation or is it possible for it to become inherent to the role of consultantship.

The second variable of significance, weekend time devoted to EIP work, appears to support the work of Gross and Herriott,[91] who found in their study of the elementary principal, that desire to devote spare time to their position

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[91]Gross and Herriott, loc. cit.

was indicative of educational leadership. In terms of program growth, further analysis of such variables as; years of teaching experience, age, future educational plans, academic degrees attained and the influence of significant "others" regarding vocational choice may provide additional pertinent information as the population to be analyzed enlarges.

Table 18. A chi square analysis of sixteen selected variables and self-perceived role evaluation scores of intern consultants.

Variables Down	Across		x^2	(df)	P
Recl	1.	Years of teaching experience	2.80	1	N.S.
"	2.	Years experience as intern consultant	10.29	3	.05
"	3a.	Evening work devoted to EIP	0.69	1	N.S.
"	3b.	Weekend work devoted to EIP	6.75	1	.05
"	4.	Age	3.60	1	N.S.
"	5.	Community of origin	0.75	1	N.S.
"	6.	Quality of work in secondary school	0.89	1	N.S.
"	7.	Family income	0.00	1	N.S.
"	8.	Quality of work in undergraduate school	0.00	1	N.S.
"	9.	Extra Curr. Activities in undergraduate school	0.00	1	N.S.
"	10.	Future educational plans	2.66	1	N.S.
"	11.	Highest degree attained	3.10	1	N.S.
"	12.	Marital status	0.25	1	N.S.
"	13.	First consideration of teaching as a vocational choice	0.00	1	N.S.
"	14.	Final decision to enter teaching profession	0.00	1	N.S.
"	15.	Education as a first vocational choice	0.49	1	N.S.
"	16.	A significant other as an influence in vocational choice	2.28	2	N.S.

A. $x^2.05(1) = 3.84$
B. $x^2.05(2) = 5.99$
C. $x^2.05(3) = 7.82$

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction. The purpose of this chapter is threefold: (1) to summarize the findings of this study, (2) to present the conclusions and implications of these findings in regard to the Elementary Intern Program and its personnel, and (3) to present recommendations which should be considered in terms of program change and indicate various topics which are still in need of research.

Summary

Hypotheses A-1 and A-2. No positive relationship was found between the self-perceived role evaluation scores of intern consultants and their choice of superior perceived as most "responsible to." Consultants in general, regardless of high or low total instrument scores, selected university coordinator as the superior perceived most "responsible to" although the prevailing choice of a small number of consultants was public school personnel and the tax-paying public in that order. No significance was detected when the subfactor scores of the instrument were submitted to chi square analysis, in fact, a pattern similar to that established by the total instrument was followed. However, it should be noted that regarding their role evaluations, consultants perceived themselves most lacking in two of the five roles examined; those activities and understandings related to general school services and professional growth.

No statistically significant differences between male and female intern consultants and their self-perceived role evaluations in terms of both total and sub-factor scores was found. An investigation of raw instrument scores did show that although, in terms of total instrument scores male and female consultants appeared identical, some mean differences were detected on the sub-factor scores. In the areas of personal characteristics and consultant--intern relations, females had a higher self-perception while males perceived their greatest strengths in the areas of instructional and guidance skills and general school services. A contrast was thus distinguishable with females associating themselves more predominantly with human relation skills and males identifying more clearly with instructional and service skills. In earlier dissertations, the studies made of the personality patterns of male and female teachers have indicated that a difference between the two groups does exist. A further explanation of this contrast may be found in an examination of the academic backgrounds of the participants involved; the perceived strengths may be a reflection of the areas most strongly reinforced within this background.

Hypothesis A-3. The third hypothesis which predicted differences between male and female consultants and their choice of superior perceived as most "responsible to" could not be substantiated. Although the choice of consultants generally focused on university coordinator, public school personnel and general tax-paying public, an analysis with regard to

sex could not establish any statistical evidence indicating that a difference did exist. In this case, sex, as a variable, had no significant relationship to a consultant's choice of superior perceived most "responsible to."

Hypothesis B-1. No statistical evidence in support of hypothesis B-1, which attempted to examine the relationship of role evaluations of consultants as perceived by interns and its relation to a choice of superior perceived most "responsible to," was found. Unlike the majority of consultants who selected a single individual (university coordinator) as their choice of superior perceived most "responsible to," an examination of the choice of interns regarding the selected superior showed no such single identification. Their selections varied from public school personnel to university coordinator followed by intern consultant in that order. In terms of a model, the university coordinator appears to have established himself for consultants but for interns an identifiable model apparently is much less certain. Regarding role evaluation perceptions, interns indicated that of the five roles examined, those activities and understandings related to general school services are most lacking.

Hypothesis B-2. An examination of male and female interns and their choice of a superior selected as most "responsible to" yielded no statistical evidence that a difference existed between the two groups. A pattern, similar to that established by the total intern group, was revealed when

intern sub-groups of males and females were examined separately. It is also interesting to note that a minor percentage of interns both male and female selected "self" as their response to superior perceived most "responsible to."

Hypothesis C-1. It was found that, in relation to the interns' choice of superior perceived most "responsible to," no differences statistically significant existed among centers; this can be attributed to the similarities of the distributions. A closer look at the data did show that one center, unlike the others, differed in its selection of superior perceived most "responsible to." While public school personnel was the first choice of most centers the choice of this particular center was divided evenly between university coordinator and intern consultant. Apparently, a unique relationship between teacher education personnel, public school personnel and interns exists within this particular center.

Question 1. Patterns, with regard to role evaluations and superior selected most "responsible to" as perceived by consultants, which had been established by earlier hypotheses remained constant even when individual centers were analyzed against all remaining centers. Limitations due to the small size of the consultant population (24) could not be overcome in this case.

Question 2. When differences between the selections made by interns and consultants regarding their choice of a person or persons perceived "responsible for" were

scrutinized it was found that consultants responded largely to "intern" while interns generally selected "students taught" as their response. Here again, a small number of interns responded to "self." Interestingly enough, a recheck of previous data indicated that these same individuals responded to "self" regarding a superior perceived most "responsible to." This may suggest that these individuals are "program users," i.e., for these individuals the Elementary Intern Program has not been a unique means of preparing for this profession but simply a means to an end. A further possibility bearing consideration is that which arises from the pairing of intern with consultant. Suggested here is the possible initiation of conflict especially in the areas of values and attitudes which may result from the cross-pairing of male and female interns and consultants.

Question 3. In an open-ended question portion of the role evaluation instrument participants were requested to cite two major strengths and weaknesses of the Elementary Intern Program as they perceived them; from the total participant response the following categories of strengths and weaknesses were derived. (See Tables 16 and 17, Chapter IV, pp. 90.) The following were cited as major program strengths: (1) actual classroom experience, (2) guidance and support of the intern consultant, (3) methods courses interwoven with actual experience, (4) a mutual concern for teacher education candidates on behalf of public school and university personnel, and (5) the convenience and economy which the

program provides. A comparison of the responses of both groups revealed that consultants and interns were in consistent agreement regarding program strengths. Guidance and support of the intern consultant together with actual classroom experience were the outstanding strengths cited by both groups.

From total participant response the following program weaknesses were derived: (1) lack of time for communication between intern and intern consultant, (2) undefined roles of intern and intern consultant within the public school setting, (3) a lack of communication between teacher education center and campus, (4) extreme pressure produced in taking university courses together with the assignment of the actual classroom and (5) lack of adequate evaluation and selection criteria for program personnel. By comparison, there was much less agreement between interns and consultants regarding program weaknesses. Total participant response to the question of weaknesses was much more limited than it was for strengths. Lack of communication between teacher education center and also between intern and intern consultant were the program's most pronounced weaknesses.

Question 4. Only two of the sixteen socio-economic and educational variables analyzed in relation to the self-perceived role evaluations of intern consultants were found to be statistically related. Years of experience as an intern consultant was the first of these; chi square analysis indicated that the larger the number of years experience, the

higher the role evaluation. The amount of outside time devoted to program work was the second variable of significance which was found. In this case, chi square analysis indicated that the more personal time utilized, the higher the self-perceived role evaluation.

Conclusions and Implications

Hypotheses A-1 and A-2. Although no significant relationship could be determined between the self-perceived role evaluations of intern consultants and their choice of superior perceived most "responsible to," by their almost unanimous choice of university coordinator, apparently a professional model with which consultants identify has been established. Several possible reasons can be offered for the selection made by consultants. First, in terms of his university position and affiliation the coordinator represents a status which is far more appealing to consultants than that of his public school colleagues whether on an administrative or teaching level. The prestige which accrues to the university coordinator because of a high degree of academic training and influence in both university and public school circles provide a further attraction for consultants who recognize this position as a "step-up" from their own. The coordinator, as a professional model, may have been selected by consultants for another, perhaps more basic reason, i.e., the coordinator personifies the professional educator at both the university and public school levels, a

recognition which public school personnel have had great difficulty in achieving.

The university coordinator acts as the spark plug within the operation of teacher education centers and thus, serious consideration should be given to the characteristics of a successful coordinator. The professional stance of consultants in their relationship with interns may very likely be reflections of their particular coordinators. An intensive look at the attitudes, values, skills, personality traits and operational patterns of coordinators could conceivably answer many questions about intern consultants.

Although no statistical evidence was found to support the hypothesis that there was a difference between male and female consultants regarding self-perceived role evaluations and their choice of superior perceived most "responsible to" some raw score differences did appear. A closer look at these raw scores showed that females perceived themselves highest in those roles associated with human relations. Males, on the other hand, had a higher self-perception in skill areas. From this one can conjecture that in terms of consultantship style, males and females are inclined to emphasize different aspects of their roles. Need patterns of male and female teachers together with the intensity of these needs have been examined by various studies. This type of investigation could provide better and more positive evidence regarding the differences between male and female consultants. Of primary importance in this regard would be

the detection of differences, should any occur, when male consultants are paired with male interns and females with females. Further, an examination of the consultantship styles of males and females may indicate that distinctive approaches are taken by each group toward the task of support and guidance. In the course of placing interns with consultants such information could prove to be invaluable and most essential to the processes of communication and evaluation.

Hypothesis A-3. No significant differences were found between groups of male and female consultants and their choice of superior perceived most "responsible to." The university coordinator, as derived from hypothesis A-1, remained the outstanding consultant choice, concluding that the university coordinator has fulfilled the professional role expected by intern consultants. Coordinators, by understanding and assisting consultants in the solution and avoidance of problems, render a level of support and direction while providing, at the same time, a reciprocal relationship with consultants encouraging their participation in all phases of the teacher education program on a "give and take" basis. This type of reciprocal cooperation together with active involvement in the total EIP program tends to induce a sense of colleague-ship (equality of status in terms of ability to contribute) between intern consultants and university coordinators and may very well be listed among the reasons

accounting for consultant selection of coordinators over their public school colleagues.

Hypotheses B-1 and B-2. No significant relationship between the role evaluations of intern consultants, as perceived by interns and their choice of superior perceived most "responsible to" could be determined. Unlike consultants, interns were unable to identify with a single individual representative of a professional model. In order of selection, interns chose first, public school personnel followed by university coordinator and intern consultant. When intern choices were examined in terms of male and female sub-groups a pattern, similar to that established by the total group, occurred.

It can be concluded that contrary to the consultant-coordinator relationship which was clearly identifiable, for interns and consultants no such consistent recognizable relationship has yet been discerned. Insufficient role definition for both interns and consultants may, in large part, account for this lack of identification. A clarified definition of the consultant role must be made in terms of actual purpose, responsibility and position within the organizational construct. The internship role must likewise be clarified in these terms with the important addition of and stress upon intern needs. Definition of this type may provide the missing link in the intern--consultant relationship whereby interns will look toward the consultant as a professional model, a multi-functional resource in terms of analysis, communication and evaluation. Barriers due to a

misconception of status levels affecting the intern--consultant relationship can also be overcome through a more specific definition of roles. Benefits, most profitable to the intern--consultant relationship, can be derived when interns and consultants regard themselves on a colleague basis bound by a common goal of quality education for children. The timing of consultant visitations to intern classrooms should be given serious consideration as a practical and positive step toward the betterment of the intern--consultant relationship. The dreaded traditional concept of direct supervision may be promoted by visits which are too frequent while on the other hand, infrequent visits may produce a detrimental impact in terms of threat to the intern. Pressures and anxieties produced by minimum time and maximum obligations imposed by the program could be lessened and alleviated for both interns and consultants through the reciprocal aid and mutual concern potentially inherent in an intern--consultant relationship.

As was earlier stated, interns, in reference to their selections of perceived superiors, selected public school personnel as first choice. This tends to suggest that, in some cases, the relationship which should exist between interns and consultants has been transferred to the teachers and administrators working daily in the public school setting who have come to be regarded as professional models by some interns. The following reasons can be offered for this conclusion: (1) in terms of accessibility, public school

personnel are immediately available as they pursue a task similar to that of the intern, (2) daily contact within the school atmosphere promotes a colleague type relationship and diminishes the saliency of status levels, (3) the possibility of threat is lessened within an environment of co-workers and interns are able to seek support and guidance informally through casual observation or by simple questioning, and (4) interns desire to become fully accepted members of the profession. Serious consideration should be directed toward the kind of school environment in which interns are placed, and the personnel within the schools selected should be made aware of the fact that their professional behavior is being utilized as a model by the intern teachers with whom they work.

Hypothesis C-1. No significant differences were found when centers were analyzed in reference to the interns' selection of superior perceived most "responsible to." An examination of the raw data did distinguish one center from the others in that it singularly did not respond to the selection of public school personnel as did the majority within the remaining centers. The selection made by this particular center was evenly divided between university coordinator and intern consultant. This finding leads to the conclusion that within this particular center a relationship between interns, teacher education center personnel and public school personnel differs from that which exists among the remaining centers. Reasons contributing to this differentiated

response may include: (1) the geographical location of the center which separates it largely from the mainstream of educational trends, (2) personnel involved are traditionally conservative, slow in accepting and experimenting with newer educational concepts, and (3) in this traditionally oriented public school setting the innovation of the teacher education center in its attempt to create an awareness of current educational trends on the part of interns may be unconsciously producing a gap between interns and the schools they service. An examination of the holding power which these cooperating school districts have in retaining interns as fully licensed professional personnel would be a meaningful test of this conclusion.

Question 1. An examination among centers in reference to the self-perceived role evaluations of intern consultants and their choice of superior perceived most "responsible to" yielded no significant differences. As established earlier in this section, consultants readily identify themselves with the university coordinator. In terms of role evaluation consultants perceive themselves as doing a good job but with a recognized awareness of the need for professional growth. Although it can be concluded that these role evaluations represent a realistic evaluation of the consultant's current performance, additional influencing factors which may also affect consultant self-perceptions should also be considered. Counted first among these additional influencing factors is the positive reinforcement which individuals

receive regarding their professional image when selected from various applicants for the consultant position. The professional mobility and possibilities for personal contact and opportunity on all educational levels which accrue to the consultantship position, again, afford a source of positive reinforcement to the professional self. Another factor important in influencing the consultant's self-perception is the responsibility entrusted to him for the support and guidance of intern teachers. Thus, since the inception of the Elementary Intern Program consultants, before ever considering a specific evaluation of their performance, had developed a high professional self-concept.

Question 2. Interns selected "students taught" while consultants generally chose "interns" in their response to the person or persons perceived "responsible for." These responses according to the respective tasks of the participants within the framework of the program seem to be quite appropriate, although a question can be raised in respect to the consultant response as an instructional model. What relationship between children and consultant has seemingly gone unnoticed? Should not consultants, in fact, recognize as an inherent part of their responsibility for intern teachers the children being taught? Children are essentially the heart of the program and as such must be assured of top quality efforts in their behalf not only by interns, but consultants alike. The unique contribution which can be made by a consultant in terms of a model should be accomplished

at the child, intern teacher interaction level. Consultants, by removing themselves from this opportunity, run the risk of becoming quasi-administrators in the eyes of interns as well as the children for whom they are responsible. Children can be a common focal point for both interns and consultants where ideas, insights and dialogue should be in flux providing a means of continuous evaluation and improvement. The quality of relations between interns and consultants will become more firmly enhanced as consultants recognize more fully the opportunity which children provide as catalytic agents in the accomplishment of their task.

Question 3. In terms of intern and consultant response regarding the strengths of the Elementary Intern Program as they perceived them, remarkable similarities occurred. The advantage of support and guidance in an actual classroom setting was the outstanding strength named by the majority of both groups. A second strength recognized largely by both groups was the important benefits derived from having methods courses interwoven with practical classroom experience. From these participant responses it can be concluded that consultants and interns alike have an acute awareness of the potentialities of a teacher education program such as EIP not singularly in terms of the internship year but also in light of those activities and experiences encountered by candidates at the pre-intern stage. Several reasons can be rendered for the similiarity of intern and consultant response to this question of program strengths. The most

obvious reason can be summed up in three words, "learning is doing"; in this case, the classroom provides a working laboratory where the implementation of teaching concepts can be observed, tested, discussed, analyzed, retained or rejected in favor of others perhaps more suitable and beneficial to the particular individuals involved. In terms of a teaching and consultantship repertoire the Elementary Intern Program provides the basis for a broader exposure to working styles. The feedback communication of campus and off-campus personnel, whether formal or informal, provides interns and consultants with an index of comparison between the two types of teacher education programs offered by the university. Finally, the possibility cannot be overlooked that as an innovative approach to teacher education the Elementary Intern Program has been highly propagandized among the participants involved with it and realistically, this may be the basic reason underlying the similarity of intern and consultant response regarding program strengths. At this time, however, no positive evidence exists indicating which of the two alternative teacher education programs produce superior candidates if, in fact, there is a difference.

Both groups, especially consultants, were more reluctant to express weaknesses regarding the program than were they regarding the strengths. Perhaps this is a case of "not being able to see the forest for all the trees." The participants are so close to, and actively involved in, their own functional capacities within the program they tend to

develop a restrictive and narrow scope toward the program as a whole. Another reason for this hesitant response may be the possibility that an admission of program weaknesses is a reflection on program personnel; therefore, a personal threat. Although varying in proportion, the interns and consultants who responded to this question agreed on four fundamental weaknesses of the program: (1) too much pressure, (2) too little time, (3) a lack of inter and intra-communication, and (4) too little consistent evaluation. Apparently these weaknesses bear an interrelatedness and a solution for any one also provides a beginning for the correction and elimination of the remainder.

It might also be concluded that the original model of EIP has become obsolete through program expansion and is no longer able to accommodate a growing population in regards to communication and evaluation. As the program grows it necessarily follows that its system of communication increases in complexity as do the means and methods of evaluation essential for the progress of such a program. Solutions to the problems of time and pressure also rest in a model change. Serious consideration, within a new construct, should be given to time allocations for all program participants for the purpose of alleviating emotional and work load pressure in terms of a total classroom responsibility together with University commitments. Necessary adjustments made to the existing model would surely improve the system of communication and provide for a type of consistent

evaluation which is sorely lacking in the present model. Provision for adequate time as well as propinquity of personnel could provide quality and consistency of communication between intern, consultant and coordinator forming a basis for continual evaluation.

Question 4. Only two of the sixteen socio-economic and educational variables examined in relation to the self-perceived role evaluations of intern consultants were found to be significantly related. They are: (1) years experience as an intern consultant, and (2) the amount of outside time devoted to EIP. A linear relationship was established between years of consultant experience and the consultant's self-perceived role evaluation, i.e., the longer a person has served as a consultant, the higher his role evaluation. In explanation of this finding, two reasons appear obvious: (1) the longer an individual has served as a consultant, the more opportunity he has had to examine and adjust his multi-role behavior according to the various experiences encountered within the program, and (2) the fact that a consultant is retained in this position over an extended period of time tends to assure the individual that he is accomplishing his task satisfactorily thus reinforcing his professional self.

The second significant variable, the amount of outside time devoted to EIP, appears to be in agreement with the findings of Gross and Herriott[92] who found this type of

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[92]Gross and Herriott, loc. cit.

variable to bear a relationship to their concept of professional educational leadership. In terms of a conclusion, this type of behavior is indicative of those genuinely interested in putting forth their best possible performance and pursue efforts beyond the normal expectation. An additional possibility which bears consideration is that consultants may measure the quality of their performance in terms of their extra time investment thereby deriving reinforced satisfaction through their self-perceived role evaluations.

Recommendations

The burden of proof of the positive contributions which can be made by a teacher education program such as the Elementary Internship Program rests primarily on the shoulders of its facilitators.

Continuous assessment, which has been lacking since the inception of the program, holds the key for providing the necessary information pointing to the effectiveness or ineffectiveness of such a venture. The excellence of the program in its ability to prepare pre-service teachers is dependent, in large part, on an investment in research which can isolate and identify strengths and weaknesses in terms of program participants and total program objectives. The program director should provide leadership in this task and establish a list of priority studies which could be undertaken by any one of three groups: (1) university faculty

involved in EIP, (2) program participants involved in EIP, and (3) graduate students interested in all phases of teacher education, thus allowing for at least two or more research projects operational each year.

This study represents an initial attempt at examining the existing multi-role performance of the intern consultant. Much research remains to be done regarding the intern consultant position and the influence of such a position in terms of its effectiveness in the preparation of teacher education candidates.

The following recommendations are drawn directly from data of this study and are focused upon (A) program personnel, and (B) future operational practice. The following recommendations have been based on the data presented in Tables 7-7.5 and 10-10.5. (See Chapter IV, pp. 68-79.) An examination of these tables shows that although consultants identified with their respective university coordinators, the same was not true for interns and consultants. These recommendations are, therefore, proposed to aid consultants and interns in the task of establishing a colleague-ship.

A. Program Personnel:

1. The university coordinator, through an established colleague-ship with the consultant, must be more directive in defining the consultant task.
2. The pre-orientation of interns must include a definite explanation of the purpose and

task of the consultantship; this would be most beneficial at the pre-intern level.

3. Consultant participation during the instructional methods sequence may provide an important opportunity for familiarizing pre-interns with the consultant role.
4. A colleague type relationship between intern and consultant can best be promoted through mutual concern for and interaction with children in the classroom.

Regarding (B) future operational practice, the following recommendations have been predicated on participant perceptions of program strengths and weaknesses presented in Tables 16 and 17. (See Chapter IV, p. 90.) The fourth recommendation in this section is directed toward the elimination of possible personality conflict that may result from limited model exposure, i.e., interns and consultants working strictly on a one-to-one basis.

B. Future Operational Practice:

1. Continual efforts must be extended to the creation and formulation of instruments, both objective and subjective, which can help in the assessment of consultant performance in light of the professional objectives of the consultantship.
2. A systematic procedure for the implementation of evaluation must be devised which considers

not only the individual, but which provides for "inter" as well as "intra" interaction among centers by consultants.

3. Consistent dialogue between all participants must be attained. One-way dialogue is not conductive to the promotion of professional growth.

4. Multi-model, style and exposure advantageous to both interns and consultants may be facilitated through utilization of a team approach.

In addition, several other recommendations should be made which are not drawn directly from the data of this study. The following recommendations have been derived from the writer's contact and experience with the Elementary Intern Program and further, the insight resulting from conducting this study.

1. Replication studies should be undertaken with a method of data collection through which matched pairs would be identifiable. These additional studies should re-examine the intern consultant role as well as those of the intern and university coordinator.

2. Besides an examination of participant roles, an investigation of the Elementary Intern Program as a social system should be undertaken. Of particular importance would be the processes of communication, decision making and problem solving by and among individuals involved at all levels of the program.

3. A systematized procedure must be developed to investigate, more effectively, the importance of support and guidance, currently the chief duty of the intern consultant and its relationship to quality in terms of teacher education candidates.

4. The investigation of Gross and Herriott[93] indicated that the traditionally accepted criteria for the selection of elementary school principals has been ineffective in terms of leadership, although heavy emphasis has been placed on criteria such as degrees attained, previous classroom and/or administrative experience; thus the way has been paved for further research in investigating criteria for the selection of intern consultants and their specialized function within the teacher education program. What factors are most important in the selection of intern consultants in light of their role of support and guidance of interns?

5. Another area of significant interest to teacher educators and of particular interest to those utilizing the internship concept would be the measurement of changes in behavior resulting from a particular kind of experience, such as internship. Academic achievement, personality traits, attitudes, values, and interests should be examined closely; data documenting what changes, if any, occurred during the training of prospective teachers would be highly valuable to teacher education institutions. Similar undertakings could

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[93]Gross and Herriott, loc. cit.

also provide valuable information where comparisons of campus and off-campus programs are made in terms of participants and supervisory personnel.

6. Finally, follow-up studies of graduates from the Elementary Intern Program should be made; evidence can be gathered regarding the effectiveness of graduates as practicing professional teachers. This type of data would provide a basis from which to make continual adjustment of the existing training model in terms of program structure and participant roles.

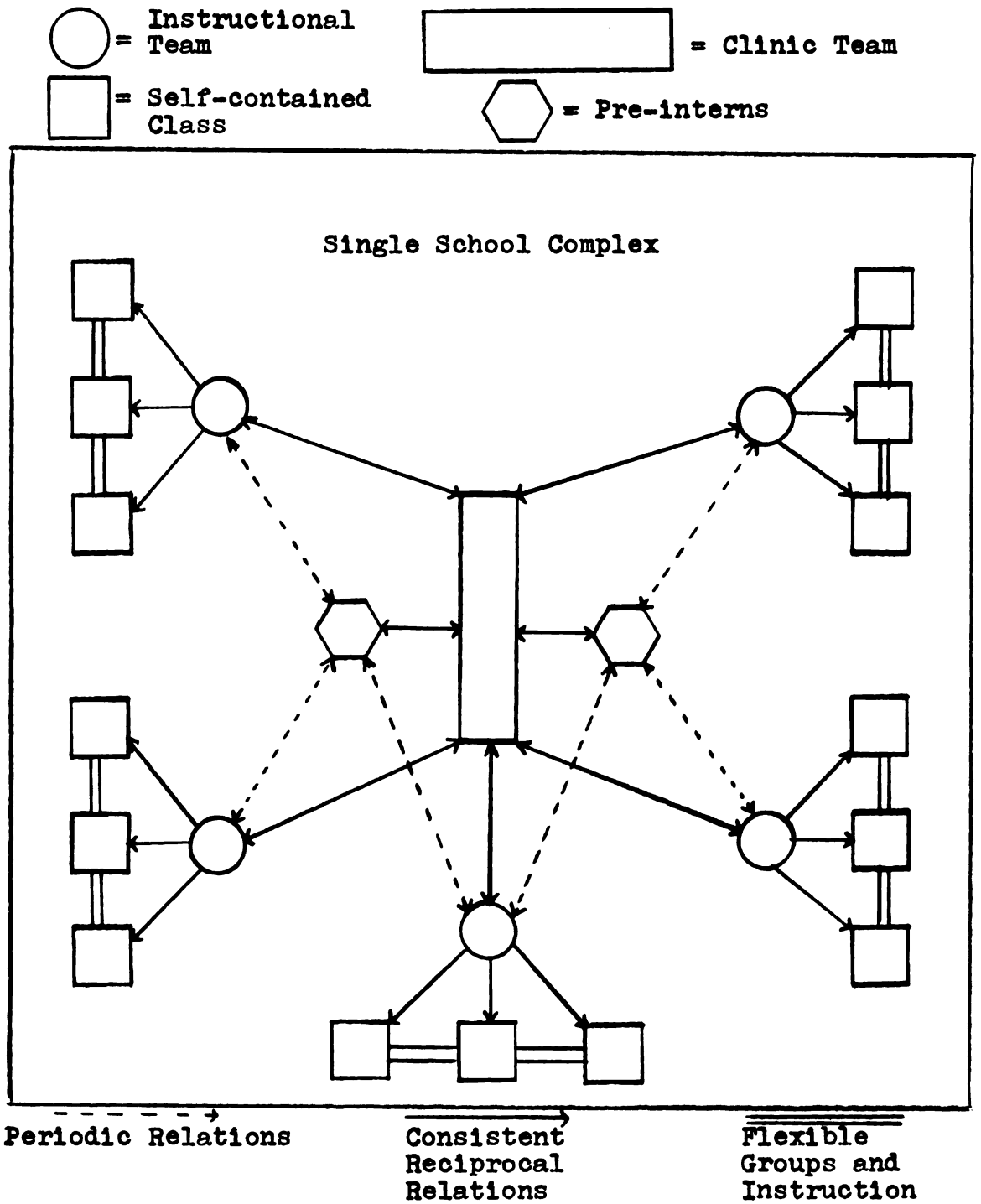
7. Deliberate consideration should be extended to the creation of a new training model. The variant form of the internship model proposed is that of an "intern station," one school within each cooperating school district used solely for internship training. The model proposed, through an adjustment in consultant, intern, and pre-intern operational patterns retains the strengths of the current model while providing for the elimination of its recognized weaknesses. (See Tables 16 and 17, Chapter IV, p. 90.) The staffing of these stations would be predicated on a clinical team approach. In this case the total school faculty would be composed, ideally, of a permanent team including intern consultants (team leaders), university coordinator (teacher education specialist) and additional university resource personnel including an educational and/or child psychologist (a learning process researcher), and a sociologist (a group process researcher). All colleges contributing to the

education of elementary teachers would be encouraged to send representative personnel to join the permanent team at various times when the aid of their additional expertise and resource is needed. Each station could accommodate ten to fifteen fourth year interns plus fifteen to twenty third year pre-intern candidates (see Figure 1).

Essentially, the clinical team would be charged with the responsibility of ordering and planning various kinds of experiences necessary for the promotion of individualized intern support and guidance based on the most recent advances in educational media and instructional theory. The function of the team's psychologist and sociologist would be to conduct continuing seminars on pertinent community problems together with seminars in learning theory and educational psychology focused at, and suited to, the needs of interns. The undertaking of continuous research for purposes of program evaluation and change must be a responsibility assumed by the clinical team.

Consultants and interns would be organized on the basis of instructional teams, functioning on a flexible schedule--permitting exposure to more than one grade level. Interns could be provided with an advantage of multi-model exposure regarding teaching styles and special area interests by the altering of team composition throughout the internship year. This type of organizational pattern would also promote the development of a colleague type relationship among team members and provide the opportunity for released time by

Figure 1. Proposed Intern Station



reducing classroom contact for interns which can then be utilized by interns for purposes of meeting their other program obligations. In this way, the pressures produced by the existing training model as cited by both interns and consultants, can be reduced and alleviated. For consultants and interns alike, communication would be improved and evaluation facilitated under this proposed organizational structure. A further advantage provided by the intern station construct and close inter-contact of a clinical team would be the establishment of criteria, not only for assignments during the intern year, but also information essential to the selection of incoming pre-interns. The segment of the pre-intern's third year which concentrates on teaching-methods courses could be conducted within the intern station in the "true life" situation it affords. Methods' instructors would be expected to demonstrate, as well as lecture. Pre-interns could have the advantage of joining instructional teams of interns and consultants to test, in limited periods of exposure, those ideas and concepts which had been presented.

The intern station, as a proposed differentiation to the existing EIP model, embodies the notable strengths of the current program while it provides corrective measures to eliminate the weaknesses of time, communication, evaluation and pressure as they exist within the present program. Implicit in a structural model change is the creation of new roles and the adjustment of existing ones. Consultants, in

particular, must adjust the scope of their influence within this framework and focus directly on the task of instruction; of primary importance is their knowledge of instructional theory and educational media, their skill in instructional analysis and use of support and guidance through leadership.

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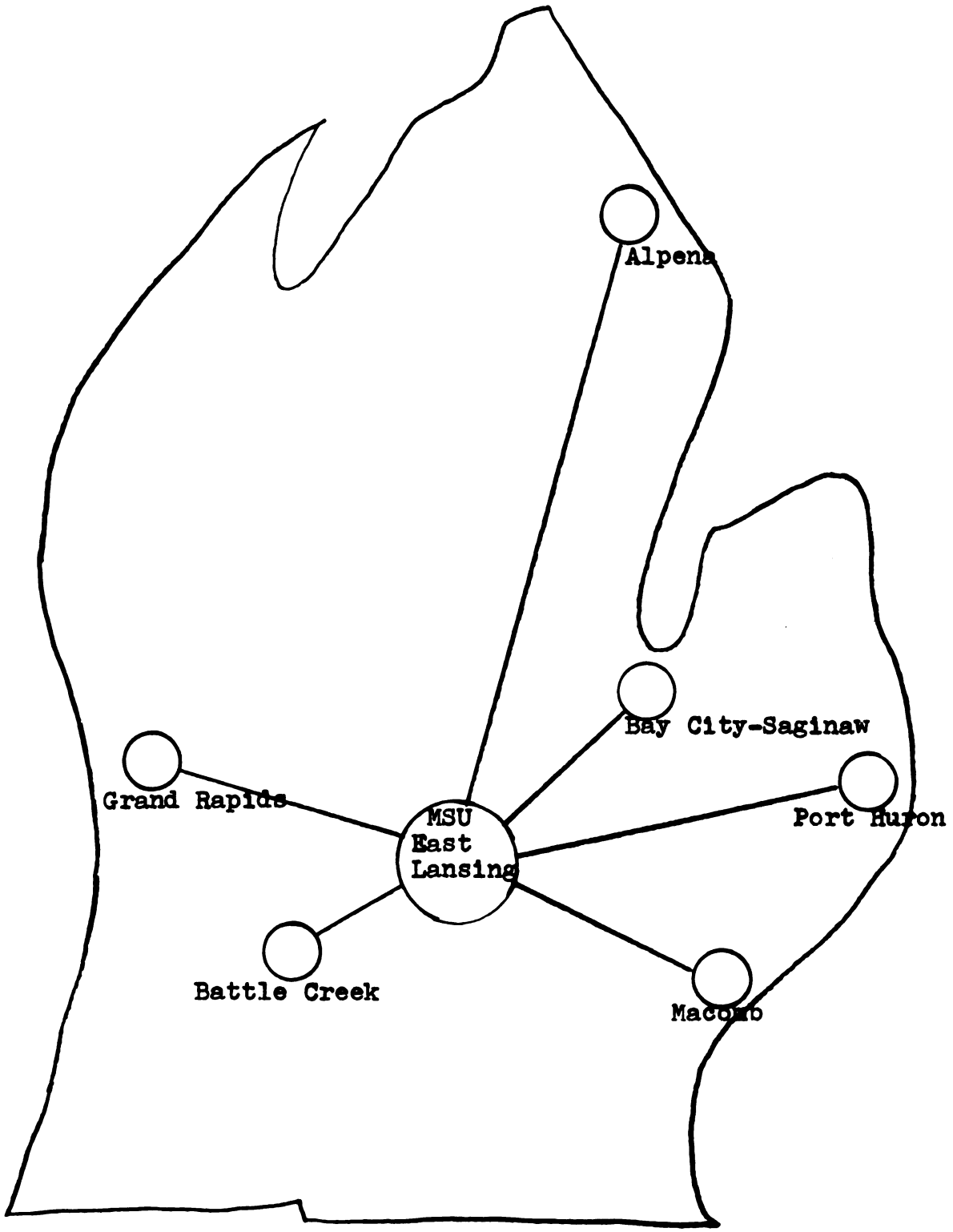
APPENDIX A

MAP OF EIP CENTERS

Michigan State University

Fourth Year Internship Centers 1966-67



APPENDIX B

INITIAL INSTRUMENTATION

Role Perception Check List

1. The following check list is an attempt to examine the multi-role aspects of the intern consultant. Each of these roles is described by statements of behavior which could be important to the function of this role. In examining these statements we would like you to select the ten you consider to be the most important to the performance of that particular role. The ten descriptions you select can be signified by placing a check in the appropriate space next to the statements of your choice.

2. Please check one of the following which most appropriately describes your position.

   A. ___ Intern Consultant

   B. ___ Intern

   C. ___ University Faculty or Staff

I. Personal Characteristics

The intern consultant gives positive evidence that he

___ a. Is well groomed and dresses appropriately.

___ b. Has a pleasant voice appropriate for both everyday conversation, classroom demonstration and lecture.

___ c. Is friendly and tactful with all personnel involved in the educational setting.

___ d. Has enthusiasm for the task of education and in particular for intern consulting.

___ e. Uses good common sense even in those situations bound by anxiety.

___ f. Is alert and open minded.

___ g. Is consistent in behavior patterns.

___ h. Is receptive to new ideas contributed by all concerned.

___ i. Avoids use of sarcasm.

___ j. Uses good English correctly and effectively whether spoken or written.

___ k. To the best outward appearances possesses good physical health.

___ l. Has a positive attitude which is demonstrated by acceptance of constructive criticism, genuine interest in pupils and interns, and sensitivity to the needs and feelings of others.

___ m. Demonstrates initiative and seeks opportunities to assume responsibilities.

___ n. Demonstrates interest through persistence and completion of tasks.

___ o. Demonstrates sound mental health by such signs as absence of continual moodiness, acceptance of praise with poise, a sense of humor and an objectivity about himself.

___ p. Is able to control the ambiguity of authority.

___ q. Demonstrates flexibility in thought, word and deed in opposition to rigidity.

Part I continued . . . . . .

___ r. Demonstrates a professional stance in his support and guidance of interns.

___ s. Is aware of the psychological principles which guide his multi-role behavior.

___ t. Demonstrates his ability to consider and make decisions.

II. Intern--Consultant Relations

The intern consultant gives positive evidence that he

___ a. Is a good team worker as well as leader.

___ b. Is willing to participate as well as verbally suggest.

___ c. Is committed to internship as a unique means of contributing to teacher education.

___ d. Is aware of the contributions made by administrators, office staff and custodial help.

___ e. Offers opinions that, whether agreed or disagreed with, are respected.

___ f. Does not talk unfavorably about other interns, teachers, parents or students.

___ g. Does not belittle the work being performed in other schools.

___ h. Is willing to compromise when necessary.

___ i. Is willing to ask for help when he needs it.

___ j. Renders prompt, accurate and objective reports.

___ k. Observes channels when operating in matters affecting the welfare of interns.

___ l. Can pace and individualize his approach from intern to intern.

___ m. Recognizes various levels of intern growth.

___ n. Represents an active professional model to interns.

___ o. Develops a receptive ear that is evidenced by good listening habits.

Part II continued . . . . . .

___ p. Distinguishes between friendliness and familiarity towards interns.

___ q. Assists interns in setting realistic work goals.

___ r. Provides opportunities for intern participation and leadership through seminars and professional activities.

___ s. Is consistently attempting to improve the interns self-concept.

___ t. Demonstrates his belief in the dignity and worth of the individual.

III. Instructional and Guidance Skills

The intern consultant gives positive evidence that he

___ a. Has an understanding of the multiple causes of intern behavior.

___ b. Provides a wide range of enrichment experiences.

___ c. Suggests and provides a wide range of teaching aids suitable for intern classrooms.

___ d. Suggests and demonstrates a variety of teaching techniques.

___ e. Understands the emotional and social needs of interns.

___ f. Suggests meaningful approaches to preparation, lesson continuity, motivation and the general organization of classroom activities.

___ g. Assists interns in the process of teacher-pupil planning.

___ h. Provides evaluations for interns that promote self-direction.

___ i. Demonstrates an understanding of the objectives and content of the elementary and middle school years.

___ j. Exhibits an above average knowledge of the subject matter or skills being taught in a particular grade.

___ k. Shows and demonstrates interest and enthusiasm for elementary and middle school children.

Part III continued . . . . . .

___ l. Is continually learning facts and skills to add to his teaching repertory.

___ m. Approaches problem solving through a process of analysis.

___ n. Demonstrates his ability to use and foster critical thinking.

___ o. Gives evidence of achieving individual goals while maintaining and improving his self-direction.

___ p. Continually seeks analysis of his own behavior in terms of its relation to interns.

___ q. Accepts responsibilities for helping and sharing with interns in co-curricular activities.

___ r. Aids in developing and maintaining faculty and student morale.

___ s. Continually shares professional literature which may provide new inroads to the solving of classroom problems and the refinement of teaching behavior.

___ t. Continually demonstrates to interns the value of action research as a means of gathering information to bolster the process of decision making.

IV. General School Services

The intern consultant gives positive evidence that he

___ a. Helps interns to interpret individual school and district policies.

___ b. Helps interns to interpret individual school and district educational philosophies.

___ c. Assists interns in preparing for social functions requested of classroom teachers.

___ d. Assists interns at reporting time whether it be written or oral evaluation.

___ e. Keeps principals and other appropriate school administrators informed of his candidates progress.

___ f. Works with local school faculty members that seek his assistance.

Part IV continued . . . . . .

___ g. Attends local school faculty meetings to keep constantly aware of the "pulse beat" of the school.

___ h. Attempts to facilitate school principals with tasks that he feels are within his province and power to undertake.

___ i. Provides resources to local schools which the school is limited in supplying, such as A.V. equipment, supplemental texts, and resource personnel.

___ j. Is familiar with both school and district material centers.

___ k. Is familiar and aware of the personal and guidance services of the districts he works with.

___ l. Is aware of and familiar with the innovations and special instructional programs offered by the districts he works with.

___ m. Is aware of and familiar with the testing programs utilized by each school district.

___ n. Is aware of and familiar with the socio-economic conditions of the clientele his interns service.

___ o. Assumes initiative in demonstrating the "professional model" for the serviced public as well as pre-service and professional teachers.

___ p. At invitation criticizes existing programs, accepting the responsibility of offering favorable alternatives in their place.

___ q. Participates in activities necessary for the promotion of teacher welfare, such as professional standards, educational legislation and participation in local teacher organizations.

___ r. Is aware of the contribution the educational institution makes to the local community and does all possible to maintain its contributing power.

___ s. Assumes initiative for public relations for the E.I.P. program as a unique contributor to both teacher education and the local school district.

___ t. Assumes responsibility for furthering a teacher education partnership between university, public schools and professional teacher organizations.

V. Professional Growth

The intern consultant gives positive evidence that he

___ a. Has sufficient academic preparation in subject matter areas; that is, disciplines outside the general area of education.

___ b. Has sufficient professional preparation in methods and techniques pertinent to the elementary and junior high school years.

___ c. Has sufficient understanding of child growth and development pertinent to the elementary and junior high school levels.

___ d. Has sufficient understanding of learning theory and its meaning for children of elementary and junior high school levels.

___ e. Has sufficient understanding of the social philosophical foundations of education and their implications for interns, consultants and the school districts they service.

___ f. Has sufficient experience with various type school organizations, program innovations and varied student abilities to assess strengths and weaknesses.

___ g. Affords himself of opportunities offered by professional organizations and their publications.

___ h. Attends night classes, workshops, summer schools and institutes seeking to constantly improve himself as teacher, professional and intern consultant.

___ i. Attends professional meetings and conferences to participate in the professional process of "give and take."

___ j. Subscribes to or reads consistently those professional publications helpful to him as intern consultant and professional educator.

___ k. Thoughtfully experiments with new ideas in terms of action research or a more formal structure, which might entail analysis or diagnosis.

___ l. Contributes to professional research in terms of participation as well as initiation.

Part V continued . . . . . .

___ m. Seeks and accepts help from teachers, administrators, fellow consultants, and university faculty and staff.

___ n. Is aware of his major strengths and weaknesses as a consultant, and strives to maintain his strengths and improve upon his weaknesses.

___ o. Attempts to evaluate his performance whether it be through formal instruments or self-report.

___ p. Is constantly aware of current community interests and their meaning for his work and the E.I.P. program.

___ q. Takes an active interest in professional organizations at all levels.

___ r. Contributes as an author to professional journals, university publications or school publications as a means of furthering the professional dialogue.

___ s. Is an activist in regard to legislation affecting education whether it be national, state, or local.

___ t. Is aware that interns provide for the development of good consultants as well as consultants for interns.

APPENDIX C

FINAL INSTRUMENTATION

To all Interns and Intern Consultants:

The success of this inquiry is wholly dependent on your fullest cooperation in completing and returning promptly the enclosed data booklet in the self-addressed, stamped envelope provided for your convenience.

I am hopeful that this material will be given your consideration without delay and that all returns be made on or preferably before March 30.

Thank you

Intern Intern Consultant

Questionnaire

1. You will find that each question within the questionnaire can be completed rather quickly. Please read each question carefully.

2. If you have difficulty in answering any question, please give us your best estimate or appraisal. If, after responding to a question, you would like to comment on it you may do so in the margin.

3. It is hoped that Intern Consultants will answer all questions within the questionnaire.

4. Interns need not answer questions 3, 4, 5, 6, 7, 8, 9, 10, 23, 24, 25, 26, 27, 31, 32, and 34. Each of these questions will be marked by an asterisk for your convenience.

5. Please do <u>not</u> place your name anywhere on the questionnaire.

Personal Data

1. Are you:

___1) An Intern
___2)An Intern Consultant

2. Are you:

___1) Male
___2) Female

*3. How many years have you been a licensed teacher?

___1) One year
___2) Two years
___3) Three years
___4) Four years
___5) Five years
___6) 6-10 years
___7) 11-15 years
___8) 16-20 years
___9) 21-25 years
___10) 26 years or more

*4. What grades have you taught during your teaching experience? (Please check any grade level you have had experience at.)

___1) Kindergarten
___2) Grade one
___3) Grade two
___4) Grade three
___5) Grade four
___6) Grade five
___7) Grade six
___8) Grades 7,8 or 9 (specify _____)
___9) Grades 10,11 or 12 (specify ____)

*5. How many different school districts have you had experience in as a teacher?

___1) One school system
___2) Two school systems
___3) Three school systems
___4) Four school systems
___5) Five school systems
___6) Six school systems
___7) Seven school systems
___8) Eight school systems
___9) Nine school systems
___10) Ten or more school systems

*6. Which one of these best describes the kind of environment in which your experience has taken place?

___1) Urban
___2) Suburban
___3) Rural
___4) Urban and Suburban
___5) Urban and Rural
___6) Suburban and Rural
___7) Urban, Suburban and Rural

*7. How many years have you been an Intern Consultant?

___1) One year
___2) Two years
___3) Three years
___4) Four years
___5) Five years or more

*8. Which of the following positions have you held during your teaching career? (Check more than one if necessary.)

___1) Classroom teacher
___2) Subject Matter Consultant
___3) Principal
___4) Counselor
___5) Curriculum Coordinator
___6) Assistant Superintendent
___7) Superintendent
___8) Any other (specify _____)

*9. Approximately how often do you work on school activities at home?

___1) No evenings per week
___2) One evening per week
___3) Two to three evenings per week
___4) Four to five evenings per week
___5) More than five evenings per week

*10. Approximately what portion of your weekend is taken up with school work?

___1) None at all
___2) Somewhere between one and four hours
___3) Somewhere between five and six hours
___4) Somewhere between seven and eight hours
___5) More than eight hours

11. When were you born?

___1) 1900-1905
___2) 1906-1910
___3) 1911-1915
___4) 1916-1920
___5) 1921-1925
___6) 1926-1930
___7) 1931-1935
___8) 1936-1940
___9) 1941-1945
___10) 1946-1950

12. Where were your parents born?

___1) Both are native born Americans
___2) One born in U.S. and one foreign born
___3) Both are foreign born

13. What was your father's major life-time occupation?

___1) Education
___2) Professional (other than education) or scientific
___3) Managerial, executive or proprietor of large business
___4) Small business owner or manager
___5) Farm owner or renter
___6) Clerical or sales
___7) Skilled worker or foreman
___8) Semi-skilled worker
___9) Unskilled worker or farm laborer
___10) Other (specify _____)

14. What was your father's highest educational attainment?

___1) No formal education
___2) Some elementary school
___3) Completed elementary school
___4) Some high school, technical school or business school
___5) Graduated from high school, technical school or business school
___6) Some college
___7) Graduated from college
___8) Graduate or professional school

15. What was your mother's major life-time occupation?

___1) None
___2) Education
___3) Professional (other than education) or scientific
___4) Secretarial, clerical
___5) Small business owner or manager
___6) Skilled worker
___7) Domestic worker or unskilled worker
___8) Semi-skilled worker
___9) Other (specify _____)

16. What was your mother's highest educational attainment?

___1) No formal education
___2) Some elementary school
___3) Completed elementary school
___4) Some high school or business school
___5) Graduated from high school or business school
___6) Some college
___7) Graduated from college
___8) Graduate or professional school

17. In what type of a community did you spend most of your youth?

___1) Rural (farm)
___2) Village or town (under 10,000 population)
___3) Small city (10,000 - 50,000 population)
___4) City (50,000 or more in population)

18. In what type of schools did you receive the greatest portion of your elementary school education?

___1) Public
___2) Parochial
___3) Private

19. In what type of school did you receive the greatest portion of your secondary education?

___1) Public
___2) Parochial
___3) Private

20. Approximately what was the quality of your work in secondary school?

___1) Way above average
___2) Above average
___3) Average
___4) Below average

21. How active were you in extra-curricular activities in secondary school?

___1) Way above average
___2) Above average
___3) Average
___4) Below average

22. What was the income situation of your parents at the time of your graduation from secondary school?

___1) Top 25% of the community
___2) Second highest 25% of the community
___3) Third highest 25% of the community
___4) Lowest 25% of the community

*23. At what kind of institution did you do most of your undergraduate work?

___1) State university
___2) Private university or college
___3) State teachers college or normal school
___4) Private teachers college or normal school
___5) Other Parochial college or university

*24. In general, what was the quality of your work in college?

___1) Graduated with honors
___2) Above average
___3) Average
___4) Below average

*25. How active were you in extra curricular activities in college?

___1) A great deal above average
___2) Above average
___3) Average
___4) Below average

*26. In your teacher education program, what kind of pre-service laboratory experience did you encounter?

___1) None at all
___2) Student teaching in a university laboratory school
___3) Student teaching in a public school
___4) An internship (similar to the model offered by MSU)
___5) Other (specify _____)

*27. At what type of university did you do most of your graduate work?

___1) I have not done graduate work
___2) State University
___3) State teachers college or normal school
___4) Private university or school of education
___5) Private teachers college or normal school
___6) Parochial university or school of education

28. When you were in undergraduate school, what percent of your expenses did your parents contribute to your education?

___1) 0 to 25%
___2) 26 to 50%
___3) 51 to 75%
___4) 76 to 100%

29. What are your plans for future formal education?

___1) I have no plans
___2) I have no specific plans for a degree program, but am considering taking courses
___3) I plan on pursuing a masters degree
___4) I plan on pursuing an educational specialists degree
___5) I plan to undertake a doctoral program

30. How many credits of education courses did you complete as an undergraduate?

___1) None
___2) 1-15
___3) 16-30
___4) 31-45
___5) 46-60
___6) 61 or more

*31. How many graduate credits have you completed?

___1) None
___2) 1-15
___3) 16-30
___4) 31-45
___5) 46-60
___6) 61 or more

*32. What is the highest academic degree conferred upon you to this time?

___1) Certificate
___2) Bachelors degree
___3) Masters degree
___4) Educational specialist
___5) Doctorate

33. What is your marital status?

___1) Single
___2) Married
___3) Separated
___4) Divorced
___5) Widow or widower

*34. Which category best represents your current income?

___1) Less than $5,000
___2) $5,000 - $7,000
___3) $7,001 - $9,000
___4) $9,001 - $11,000
___5) More than $11,000

35. When did you first consider entering teaching?

___1) Before attending high school
___2) During high school
___3) During college
___4) After graduating from college

36. When did you make your final decision to enter teaching?

___1) Before attending high school
___2) During high school
___3) During college
___4) After graduating from college

37. Was teaching your first or second preference as a vocational aspiration?

___1) First
___2) Second, because I was unable to enter another

38. Who was most influential in your entering teaching?

___1) A member of your family
___2) A friend
___3) A person active in education or connected with it
___4) No one at all

39. What subject matter areas do you feel most competent in teaching?

___1) English (Language Arts)
___2) History (Social Studies)
___3) Science
___4) Mathematics
___5) Foreign Language
___6) Home Economics or Industrial Arts
___7) Reading
___8) Physical Education
___9) Fine Arts (Music, Art)
___10) Other (specify _____)

Intern Intern Consultant

Questionnaire - Part I

1. The following statements have been item analyzed from selections previously made by interns, intern consultants and center coordinators.

   Following each statement is a five point scale on which the performance of a particular behavior can be rated. In addition to the scale there is a space which can be marked when available information is insufficient for making a judgment.

2. Read and inspect <u>each statement and every scale carefully</u>. A number on each scale should then be circled which, in <u>your</u> judgment most accurately indicates the performance of the behavior described. If, in your estimation, insufficient information is available for making a judgment then place an X on the line indicating "no basis for judgment."

3. For your convenience, a master scale has been placed at the top of each page. It defines for the rater the specific meaning of the terms as they are being used in reference to this instrument.

4. Intern consultants responding to each scale are therefore rating <u>themselves</u>. Interns responding to each scale are rating <u>their particular</u> intern consultant, not consultants in general.

5. Please do not place your name anywhere on the questionnaire.

5 Deficient	4 Poor	3 Adequate	2 Good	1 Excellent
Behavior not utilized	Inconsistent professional model	Sufficient professional model	Above average professional model	Outstanding professional model

I. Personal Characteristics

A. Is friendly and tactful with all personnel involved in the educational setting.

Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1 ____ No basis for judgment

B. Has enthusiasm for the task of education and in particular for intern consulting.

____ No basis for judgment Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5

C. Uses good common sense even in those situations bound by anxiety.

Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1 ____ No basis for judgment

D. Is receptive to new ideas contributed by all concerned.

____ No basis for judgment Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5

E. Has a positive attitude which is demonstrated by acceptance of constructive criticism, genuine interest in pupils and interns, and sensitivity to the needs and feelings of others.

Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5 ____ No basis for judgment

F. Demonstrates initiative and seeks opportunities to assume responsibilities.

Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1 ____ No basis for judgment

5	4	3	2	1
Deficient	Poor	Adequate	Good	Excellent
Behavior not utilized	Inconsistent professional model	Sufficient professional model	Above average professional model	Outstanding professional model

G. Demonstrates his ability to consider and make decisions.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

H. Demonstrates a professional stance in his support and guidance of interns.

	Excellent	Good	Adequate	Poor	Deficient
No basis for judgment	1	2	3	4	5

I. Demonstrates sound mental health by such signs as absence of continual moodiness, acceptance of praise with poise, a sense of humor and an objectivity about himself.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

J. Demonstrates flexibility in thought, word and deed in opposition to rigidity.

	Deficient	Poor	Adequate	Good	Excellent
No basis for judgment	5	4	3	2	1

II. Intern--Consultant Relations

A. Is a good team worker as well as leader.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

B. Is willing to participate as well as verbally suggest.

	Deficient	Poor	Adequate	Good	Excellent
No basis for judgment	5	4	3	2	1

5 Deficient	4 Poor	3 Adequate	2 Good	1 Excellent
Behavior not utilized	Inconsistent professional model	Sufficient Professional model	Above average professional model	Outstanding professional model

C. Is committed to internship as a unique means of contributing to teacher education.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

D. Can pace and individualize his approach from intern to intern.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

E. Is consistently attempting to improve the interns self-concept.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

F. Represents an active professional model to interns.

	Excellent	Good	Adequate	Poor	Deficient
No basis for judgment	1	2	3	4	5

G. Recognizes various levels of intern growth.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

H. Develops a receptive ear that is evidenced by good listening habits.

	Deficient	Poor	Adequate	Good	Excellent
No basis for judgment	5	4	3	2	1

I. Assists interns in setting realistic work goals.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

5 Deficient	4 Poor	3 Adequate	2 Poor	1 Excellent
Behavior not utilized	Inconsistent professional model	Sufficient professional model	Above average professional model	Outstanding professional model

J. Demonstrates his belief in the dignity and worth of the individual.

No basis for judgment ____ Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5

III. Instructional and Guidance Skills

A. Has an understanding of the multiple causes of intern behavior.

Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1 ____ No basis for judgment

B. Suggests and demonstrates a variety of teaching techniques.

Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5 ____ No basis for judgment

C. Demonstrates an understanding of the objectives and content of the elementary and middle school years.

No basis for judgment ____ Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5

D. Shows and demonstrates interest and enthusiasm for elementary and middle school children.

Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5 ____ No basis for judgment

E. Continually seeks analysis of his own behavior in terms of its relation to interns.

Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1 ____ No basis for judgment

5 Deficient	4 Poor	3 Adequate	2 Good	1 Excellent
Behavior not utilized	Inconsistent professional model	Sufficient professional model	Above average professional model	Outstanding professional model

F. Is continually learning new facts and skills to add to his teaching repertory.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

G. Continually shares professional literature which may provide new inroads to the solving of classroom problems and the refinement of teaching behavior.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

H. Suggests meaningful approaches to preparation, lesson continuity, motivation and the general organization of classroom activities.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

I. Provides evaluations for interns that promote self-direction.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

J. Suggests and provides a wide range of teaching aids suitable for intern classrooms.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

IV. General School Services

A. Is familiar and aware of the personal and guidance services of the districts he works with.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

5	4	3	2	1
Deficient	Poor	Adequate	Good	Excellent
Behavior not utilized	Inconsistent professional model	Sufficient professional model	Above average professional model	Outstanding professional model

B. Helps interns to interpret individual school and district policies.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

C. Is aware of and familiar with the socio-economic conditions of the clientele his interns service.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

D. Assumes initiative for public relations for the E.I.P. program as a unique contributor to both teacher education and the local school district.

	Deficient	Poor	Adequate	Good	Excellent
No basis for judgment	5	4	3	2	1

E. Assumes initiative in demonstrating the professional model for the serviced public as well as pre-service and professional teachers.

Excellent	Good	Adequate	Poor	Deficient	
1	2	3	4	5	No basis for judgment

F. Assists interns at reporting time whether it be written or oral evaluation.

	Excellent	Good	Adequate	Poor	Deficient
No basis for judgment	1	2	3	4	5

G. Is aware of and familiar with the innovations and special instructional programs offered by the district he works with.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

5 Deficient	4 Poor	3 Adequate	2 Good	1 Excellent
Behavior not utilized	Inconsistent professional model	Sufficient professional model	Above average professional model	Outstanding professional model

H. Keeps principals and other appropriate school administrators informed of his candidates progress.

Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5 ____ No basis for judgment

I. Helps interns to interpret individual school and district educational philosophies.

____ No basis for judgment Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1

J. Is familiar with both school and district material centers.

Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1 ____ No basis for judgment

V. Professional Growth

A. Has sufficient academic preparation in subject matter areas; that is, disciplines outside the general area of education.

Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5 ____ No basis for judgment

B. Has sufficient professional preparation in methods and techniques pertinent to the elementary and junior high school years.

____ No basis for judgment Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5

C. Has sufficient understanding of child growth and development pertinent to the elementary and junior high school levels.

Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1 ____ No basis for judgment

5 Deficient	4 Poor	3 Adequate	2 Good	1 Excellent
Behavior not utilized	Inconsistent professional model	Sufficient professional model	Above average professional model	Outstanding professional model

D. Has sufficient understanding of learning theory and its meaning for children of elementary and junior high school levels.

Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5 ____ No basis for judgment

E. Has sufficient understanding of the social philosophical foundations of education and their implications for interns, consultants and the school districts they service.

____ No basis for judgment Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1

F. Is aware of his major strengths and weaknesses as a consultant, and strives to maintain his strengths and improve upon his weaknesses.

Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5 ____ No basis for judgment

G. Seeks and accepts help from teachers, administrators, fellow consultants, and university faculty and staff.

Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5 ____ No basis for judgment

H. Attempts to evaluate his performance whether it be through formal instruments or self-report.

Deficient 5 | Poor 4 | Adequate 3 | Good 2 | Excellent 1 ____ No basis for judgment

I. Is aware that interns provide for the development of good consultants as well as consultants for interns.

____ No basis for judgment Excellent 1 | Good 2 | Adequate 3 | Poor 4 | Deficient 5

5 Deficient	4 Poor	3 Adequate	2 Good	1 Excellent
Behavior not utilized	Inconsistent professional model	Sufficient professional model	Above average professional model	Outstanding professional model

J. Subscribes to or reads consistently those professional publications helpful to him as intern consultant and professional educator.

Deficient	Poor	Adequate	Good	Excellent	
5	4	3	2	1	No basis for judgment

Intern Intern Consultant

Questionnaire
Part II

1. Are you:

___a. an intern
___b. an intern consultant

2. In your estimation, what are the two greatest needs in Teacher Education today?

3. As you consider them, what are the two greatest strengths of the Elementary Internship Program at Michigan State University?

a.

b.

4. As you consider them, what are the two greatest weaknesses of the Elementary Internship Program at Michigan State University?

a.

b.

5. To whom do you feel responsible, in your present position in the Elementary Internship Program?

6. For whom do you feel responsible, in your present position in the Elementary Internship Program?

7. Of what value have the Clinic School Materials (LSI - green original prototype and blue inner city manuals) been to you in the Elementary Internship Program?

8. What kind of professional career plans are you considering in the future?

9. What kind of educational aspirations do you have for the future?

10. As you work within the Elementary Internship Program, what do you presently consider as your two greatest strengths?

    a.

    b.

11. To date, as you work within the Elementary Internship Program, what do you consider as your two greatest weaknesses?

    a.

    b.

12. Cite the most significant advantage of having an intern consultant as a methods instructor.

13. Cite the most significant disadvantage of having an intern consultant as a methods instructor.

14. What method or procedure do you feel should be used in evaluating the effectiveness of the intern consultant?

15. What part do you feel the following personnel should play in consultant evaluation?

    a. Intern Consultant

    b. Intern

    c. University Coordinator

    d. Cooperating Public School Personnel (Principal, etc.)

16. Please rank (1 to 6) these roles in the order of their importance to you, as you function within the Elementary Internship Program.

    ___a. Member of a Community
    ___b. Mediator of the Culture
    ___c. Director of Learning
    ___d. Guidance and Counseling Person
    ___e. Liaison Between School and Community
    ___f. Member of a Profession

17. Would you be interested in knowing the results of this inquiry?

    ___a. yes
    ___b. no