ROLE EXPECTATIONS FOR INTERN CONSULTANTS: VIEWS OF INTERN TEACHERS AND INTERN CONSULTANTS IN THE MICHIGAN STATE UNIVERSITY ELEMENTARY INTERN PROGRAM

By

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ABSTRACT

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This study was designed to investigate perceptions held by intern teachers and intern consultants for selected intern consultant role characteristics. Specifically, the investigation focused upon interns' and consultants' expressed (1) preference for, and (2) perceived frequency of, selected intern consultant tasks. These tasks included classroom management, conditions of learning, planning for learning, evaluation of learning, analyzing teaching behavior, and supportative behavior. A second aspect of the study focused upon interns' and consultants' expressed (1) preference for, and (2) perceived actual intern consultant method of operation. This aspect was designed to determine the degree of (1) theoretical or practical, (2) consultant or intern initiative, and (3) directive or non-directive method of operation used by the intern consultant in actual practice.

The sample of this study included one hundred eighty-seven intern teachers and forty intern consultants involved

in the Elementary Intern Program at Michigan State University, spring term, 1969. The Intern Consultant Inventory, an instrument developed for this study, was administered to the subjects at ten off-campus teacher education centers. Responses by subjects on this instrument were analyzed by the Analysis of Variance procedure. Eight hypotheses were posed and tested by the Scheffe post-hoc comparison technique. The results are reported below.

Conclusions of the Study

Within the limitations of this study, the following conclusions were supported:

1. Intern consultants expressed a higher preference for each selected consultant task than elementary intern teachers.
2. Intern consultants expressed a greater frequency of occurrence for each selected consultant task than elementary intern teachers. Consultants perceived interns receiving greater assistance with greater frequency than interns.
3. Both interns and consultants preferred practicalness in intern consultant method of operation. When interns experienced problems they desired assistance which delineated particular procedures that had worked in the past. Consultants preferred to give practical alternative solutions to interns' teaching problems.
4. Consultants perceived their method of operation as theoretically based while interns perceived consultant

assistance as practical. Interns preferred and perceived themselves receiving practical consultative assistance. Consultants, however, preferred to be practical but perceived themselves as being theoretical (examining underlying educational theory before considering specific action).

5. Interns and consultants preferred a consultant method of operation that allowed interns to initiate action toward the solution of problems. Both groups felt that the intern learns best by actual involvement in the solution of teaching problems. Interns perceived themselves as responsible for solving their problems while the consultants' responsibility was to provide the autonomy for them to do so.
6. Interns and consultants perceived consultants as encouraging interns to initiate action in problem situations. Both groups preferred and perceived interns as initiating solutions to intern teaching problems.
7. Interns and consultants preferred directiveness (consultant prescribing, insisting on specific steps, telling the intern what to do) in consultant method of operation. Consultants preferred to be more directive than interns preferred consultants to be.
8. Both interns and consultants perceived the consultant method of operation as actually indirective (during discussion the intern identifies procedures, the consultant

asks questions). Consultants did not prescribe, insist and tell interns what to do in actual practice, rather they probed by questioning the origin, description, and solution to intern's problems.

9. Interns and consultants wanted consultants to assist interns with planning. Yet, interns and consultants perceived interns receiving the least assistance with planning than any other selected consultant task. Interns desired help with planning and preceived themselves as not receiving this assistance with great frequency.
10. The analysis of teaching task was preferred highly but was perceived to occur with little frequency. Interns wanted: (1) help in analyzing their teaching weaknesses, (2) to be involved in analyzing demonstration lessons, (3) consultant evaluations, and (4) written observation notes left by consultants. Interns were not receiving this kind of assistance very frequently. Consultants did not prefer nor did they perceive themselves extending this assistance to interns.

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CHAPTER I

THE NATURE OF THE INVESTIGATION

Introduction to the Study

Internships as a means of preparing teachers are of vital interest in teacher education. Teacher internship is analogous to the medical profession internship. An internship is predicated on the assumptions that (1) theory must be integrated with practice, (2) gradual induction into the profession over time is desirable, (3) internship is one part of a series of learning experiences, (4) learning should be based upon actual participation and involvement in the real professional milieu, and (5) continuing individualized guidance and supervision by an experienced practitioner is essential.

Concern recently has been expressed by teacher educators regarding the quality of supervision afforded inductees into the teaching profession. D. D. Darland and Roy Edelfelt expressed the following observations:

> The neophyte teacher has long been neglected. Although experienced educators seldom forget their beginning days, weeks, and years of teaching, they have done little in studying the plight of the beginners. They have done even less in helping young professionals to get

> started properly . . . Induction to teaching must be dealt with as a pertinent stage in career development. A new teacher should not be left to the isolation of his own classroom, to succeed or fail depending on his ability, ingenuity, and resilience . . . He should be treated for what he is --- a beginner --- and given the time and assistance he needs to develop his own teaching style.[1]

Jerome S. Bruner, chairing a symposium devoted exclusively to the manner in which elementary school teachers are prepared, reported the following in a list of recommendations:

> School systems should take a hard look at the kind of supervision which they have in their schools and the role of the supervisor should be re-examined, especially as it relates to the new teacher.[2]

Others concerned with initial supervision raise some of the following questions: What is presently being done to help the beginning teacher? How productive and effective is it? What should be done that is not being done? What help and guidance in getting started effectively does every beginning teacher have the right to expect?

In 1959, the College of Education at Michigan State University initiated a program of internship for the preparation of elementary school teachers. In 1964 the Elementary

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[1]National Commission of Teacher Education and Professional Standards, The Real World of the Beginning Teacher (National Education Association: Washington, D. C., 1965) p. vii.

[2]Jerome S. Bruner, A Symposium on the Training of Teachers for Elementary Schools, and IDEA Occasional Paper, (Kettering Foundation, Dayton, Ohio, 1968).

Intern Program (E.I.P.) became a regular part of the College of Education's elementary education curriculum. To provide supervision for intern teachers a position was created which freed competent and experienced elementary classroom teachers to work exclusively with intern teachers on a full-time basis. This position was called "intern consultant." The intern consultant was selected jointly by the public school districts and the university to supervise interns.

Funding from the Ford Foundation partially supported the early development of E.I.P. The final report to the Ford Foundation states:

> The intern consultants, selected from the most able teachers in the cooperating school districts, have developed in-service education of new teachers far beyond the initial expectations. The low ratio of interns to intern consultants (5 to 1) and the closeness and continuity of their relationship has made it possible for very specific help to be offered and accepted. Typically, the consultants have found that at the beginning of the internship they are able to aid the intern in securing teaching materials, in offering support and advice on instructional problems, in demonstrating effective teaching methods, and the like. As the intern becomes more secure, the consultant is able to raise the intern's horizons, encourage experimentation and creative solutions of teaching problems, and prevent routinization. Most importantly, the consultants have helped bridge the gap between the college course work and the public school classroom by helping the intern to relate 'theory' and 'practice.'[3]

This account of the effectiveness of the intern consultant was based upon oral communication with interns and

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[3]Michigan State University College of Education, "Elementary Intern Program: Another Way of Learning to Teach," 1966.

public school administrators and supplemented by off-campus directors' hunches and intuitions. The conclusion was not based upon carefully designed research. With the exception of a study by Corman and Olmsted,[4] no research has been undertaken to discover, either descriptively or analytically, how intern consultants relate with intern teachers in the clinical elementary classrooms.

Corman and Olmsted suggested that Michigan State University had created a qualitatively new and unique position in the intern consultant.[5] They stated, on the basis of their analysis, that the intern consultant position is the key to exploiting the potential inherent in the internship. No specific formal guidelines, however, were written for those initially selected to assume the role. As a result,

> . . . there were few pressures to establish firm bureaucratic controls on their practices . . . adjustment to the position was complicated by the fact that the initial group of consultants were given few operational guidelines. The most commonly repeated admonition they received was that, 'until we see how things go, we can only guess at what the problems and answers may be, so you will have to play it by ear.'[6]

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[4]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).

[5]Ibid.

[6]Ibid., p. 65.

Need for the Study

In the absence of written guidelines, the intern consultant role may have evolved beyond the "play it by ear" posture during the past decade. Clearly a need exists to study the role expectations for intern consultants in the Michigan State University Elementary Intern Program because: (1) In internship experiences, positions are created in order to provide guidance for interns. Expectations for behavior become attached to the positions involved, thus defining roles such as methods instructor, student teaching supervisor, intern consultant, center director, and others. The role expectations for the intern consultant position have not been explicitly described. (2) Intern teachers hold a set of expectations concerning supervisoral behaviors which is helpful in improving their teaching behaviors. An understanding of such expectations could cause certain supervisoral behaviors to be emphasized while others could be modified or eliminated. (3) Intern consultants would be explicitly aware of what interns expect from them. At present they can only surmise these expectations from subtle feedback. This knowledge could direct their efforts as they work with intern teachers. (4) A study of role relationships may ultimately contribute to an understanding of which specific consultant supervisoral behaviors will produce specified and desired results in intern teaching practices. (5) Of the lack of

continued empirical research related to consultant-intern professional relationships as E.I.P. enters its second decade.

Importance of this Study

This problem is important to study because:

1. an exploratory study of these expectations will contribute to the baseline information needed to carry out further evaluative research within the E.I.P. In addition, further program planning could be based upon varified information, i.e. intern consultant selection, orientation, in-service education, evaluation, and the improved assistance delivered to intern teachers.
2. it seems reasonable to expect that some of the problems of the first year of teaching are shared by both interns and first-year teachers. In too many instances, first-year teachers are assigned to isolation chambers. Supervision may be nonexistent, punitive, or solely evaluative for tenure purposes. Understanding interns' expectations for supervision may hold implications for the supervision of beginning teachers.
3. the findings of this study may have implications for teacher education in terms of the quality of supervision of direct laboratory experiences.

Based on the above-stated need and rationale, a statement of the purpose of the study follows. The purpose was three fold.

Purpose of the Study

The purpose of this study was to investigate three basic questions:

(1) How do incumbent intern consultants perceive the role of the Intern Consultant position?

(2) How do intern teachers perceive the role of the Intern Consultant position?

(3) How are the perceptions of incumbent intern consultants and intern teachers for the role of the Intern Consultant position alike, and how are they different?

These questions were central to an initial description of the intern consultant's role in the Elementary Intern Program. The perceptions of role incumbents, intern consultants, and those most directly affected by the intern consultant position, intern teachers, were of primary interest in this investigation.

Statement of the Problem

Many persons come in contact with the intern consultant position and as a result hold beliefs relative to the role. These persons include interns, their principals, superintendents and central office administrative personnel, university center director, professors and staff of the university, children in the interns' classrooms and indirectly their parents. Each of these populations holds certain

beliefs concerning who the intern consultant is, what he does, and his status. Each vantage point casts new light on the status of the intern consultant role. However, the major affected groups, and the ones most concerned with the work of the intern consultant is the consultant himself and the intern with whom he works. This study was concerned with the role of the intern consultant as perceived by these two populations.

What are the perceptions for selected intern consultant role characteristics upon which both consensus and divergence is held by intern teachers and intern consultants in the Michigan State University Elementary Intern Program? The consultant's role is multi-faceted. This investigation was concerned with general components of the role. Thus, these components led to the development of the general hypotheses which follow.

Research Hypotheses

This study was designed to test one major proposition:

> Intern teachers and intern consultants perceive differently the role of the intern consultant in the Michigan State University Elementary Intern Program.

In exploring this proposition, eight hypotheses were posed and tested.

1. Intern teachers and intern consultants express different preferences for selected intern consultant tasks.

2. Intern teachers and intern consultants perceive a different frequency of occurrence of selected intern consultant tasks.

3. Intern teachers and intern consultants express different preferences for a theoretical approach in intern consultant method of operation.

4. Intern teachers and intern consultants perceive differently the actual theoretical approach in intern consultant method of operation.

5. Intern teachers and intern consultants express different preferences for initiating intern consultant method of operation.

6. Intern teachers and intern consultants perceive differently initiating intern consultant method of operation.

7. Intern teachers and intern consultants express different preferences for directiveness in intern consultant method of operation.

8. Intern teachers and intern consultants perceive differently the actual directiveness in intern consultant method of operation.

Definition of Terms

The following describes the operational definition of terms used in this study:

The Elementary Intern Program (hereafter referred to as E.I.P.) is a teacher education program that prepares elementary and special education teachers, using a full-year internship as the culminating laboratory experience, and which is offered by the College of Education at Michigan State University.[7]

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[7]This program is extensively described in CHAPTER II of this report.

The intern teacher (also referred to as intern) is contracted by and paid by a local school board, assigned a carefully planned teaching load for a school year, supervised by an intern consultant, and is a student enrolled at Michigan State University in college courses that parallel his professional experiences.

The intern consultant (also referred to as consultant) is assigned to supervise intern teachers on a full-time basis and regularly weekly visits the intern in the interns' classrooms. He offers support, guidance, instruction, demonstration lessons, teaching ideas and materials, and other assistance to the employed intern teacher. Approximately 85% of the consultants' time is spent in working with interns on an individual basis. Consultants are employed by the local school district through a cooperative agreement with Michigan State University's College of Education.

A perception is a unique and individual sensory construct or awareness in the mind of a human being; i.e., "1) how an individual sees himself, 2) how he sees the situations in which he is involved, and 3) the interrelations of these two."[8]

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[8]Arthur W. Combs, The Professional Education of Teachers: A Perceptual View of Teacher Preparation (Allyn and Bacon, Inc., Boston, 1965), p. 12.

A position is the location of an individual or class of individuals in a system of social relationships.

A role expectation is an evaluative standard applied to an occupant of a position; i.e., what an individual is expected to do in a given situation.

A role is a set of expectations applied to an occupant of a particular position.

Role consensus exists when similar expectations are held for an occupant of a position.

Role conflict exists when contradictory expectations are held for an occupant of a position.

Selected intern consultant tasks are those behaviors which the intern consultant exhibits while working directly to improve the instruction afforded the children in the intern teachers' classrooms. Specifically they include Classroom Management Techniques, Conditions of Learning, Planning Learning Experiences, Evaluation of Learning Experiences, Analyzing Teaching Behavior, and Supportative Behavior.

Preference for is choosing or selected from alternatives on the basis of an individual's unique system of priorities.

Frequency of occurrence is the number of times an event happens or a behavior is exhibited.

Theoretical orientation is the tendency to examine underlying educational theory before considering specific action.

Method of operation refers to patterns of assisting behaviors or habitual responses perceived integral to the conduct of the intern consultant's role.

Initiating behavior is taking the offensive in a situation or beginning action to solve a problem.

Directiveness is prescribing, insisting on specific steps to take, or telling someone exactly what to do.

Summary of Procedures

Subjects

The sample of intern teachers included 187 of 191 individuals who were (1) supervised by an elementary intern consultant, (2) teaching during the 1968-1969 academic year in a public school elementary classroom in Michigan, and (3) enrolled in the Elementary Intern Program at one of ten off-campus teacher education centers operated by Michigan State Universiey.[9] Of all E.I.P. intern teachers who met the above criteria during the spring of 1969, ninety-eight percent participated as subjects in this study.

The intern consultant subjects were (1) engaged full-time in supervising intern teachers, (2) employed by their

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[9]A map of Michigan indicating specific center locations is found in APPENDIX A.

local cooperating school districts, and (3) affiliated with Michigan State University by agreement with public school districts. Forty intern consultants, 100 percent, participated in this study.

Instrumentation

The Intern Consultant Inventory,[10] was constructed for the purpose of this study to elicit subjects' perceptions of (1) preference for, and frequency of, selected intern consultant tasks, and (2) preference for, and perceived actual, intern consultant method of operation. The instrument consisted of two discrete parts. Part A was designed to present a consultant behavior followed by two continua, one for preference and one for frequency. Subjects responded on answer sheets indicating their perceptions of preference and frequency of occurrence of that specific consultant behavior. Four such consultant behavioral descriptions represented a selected consultant task. There were six consultant tasks. Part B was constructed to present problem situations typically encountered by first year teachers. There were five problem situations. Each situation was followed by six continua. Three continua for preference and three for perceived actual intern consultant method of operation. Intern teachers responded to one form of this instrument. The wording was

[10]This instrument is found in APPENDIX B.

changed slightly to accomodate intern consultants responses to a similar form. Both forms are presented in Appendix B.

Data Collection and Analysis

The subjects indicated their individual perceptions by responding to scaled continua on the Intern Consultant Inventory and placing their responses on answer sheets. Interns assigned to a consultant were treated as one individual observation and their mean score compared with the observation of their consultant. The mean scores of paired interns and their consultant were compared by post-hoc comparisons after the Analysis of Variance indicated significance.

The Analysis of Variance was employed to test for overall significance of the Intern Consultant Inventory. The 5 percent level for acceptance or rejection of the null hypothesis was selected as being sufficiently rigorous for the conditions of this study. The statistic used to test each of the eight hypotheses was the Scheffe post-hoc comparison.

Organization of the Study

Following the development of the rationale for and purposes of the study in Chapter I, the related literature and research are summarized in Chapter II. Studies examined include those concerned with: (1) the supervision of beginning teachers; (2) role theory; (3) internship in teacher education, and (4) the Elementary Intern Program.

The research design is outlined in Chapter III. The population of the study, instruments, and research procedures employed are described. The rationale for the selection of statistical procedures and their underlying assumptions are discussed.

Statistical analyses utilized in testing the eight hypotheses of the study and in evaluating data related to the problems posed are presented in Chapter IV. Chapter V is the concluding chapter of the report, and includes a summary of findings and the conclusions drawn from the study. Implications for teacher education, for the Elementary Intern Program, and for further research are drawn.

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED RESEARCH

Introduction

The review of the literature focused upon four areas, they were (1) supervision of the beginning teacher, (2) role theory, (3) internships in teacher education, and (4) the Elementary Intern Program. This review served several purposes: (1) it served as a conceptual and theoretical frame of reference for this study, (2) it selectively sampled descriptions of research findings related to this study, and (3) it guided and substantiates the research methods employed in this study.

Supervision of Beginning Teachers

Supervision has been defined by Good as

> All efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation and professional growth and development of teachers.[1]

Most writers in this field concur that supervision is a process. It has as its goal the modification of behavior toward the improvement of instruction.

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[1]Carter V. Good, (ed.), Dictionary of Education (New York: McGraw-Hill, 1945), p. 495.

Allen[2] proposes that new kinds of supervision are needed for the beginning teacher. He suggests that to the classroom teacher, the term supervision has several connotations, most of them unpleasant: (1) to some it means "snoopervision," and unwarranted encroachment on teachers' professional status, (2) to others it is threatening, irrelevant, and unnecessary. The emphasis has been on critical evaluation rather than providing direction toward the improvement of instruction. His penetrating analysis touches the root of the problem of providing assistance to beginning teachers. He states,

> The crux of the problem is that we have isolated the teacher in his classroom and thus closed off the most potent avenues of direction and aid. In limiting the concept of supervision to evaluation, we have vitiated its power to bring about real change and new insight to the teacher.[3]

Chaltas, et al., concur with Allen's assessment. They write,

> A critical look at the practice (of supervising beginning teachers) across America reveals that the situation is more bleak than the profession cares to admit publicly. Great numbers of 200,000 new teachers each year are assigned to convenient isolation chambers. A cursory bit of observation and evaluation is all one finds when tenure appointments must be made. Tragically, supervision for tenure is too exclusively evaluation.

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[2]Dwight W. Allen, "A New Face for Supervision," Remaking the World of the Career Teacher (Washington, D.C.: N.C.T.E.P.S. of the National Education Association, 1966), pp. 121-126.

[3]Ibid., pp. 121-122.

> It is rarely a part of a realistic professional growth pattern extending through to retirement.[4]

The transplanted supervisory model from industry with its authoritatively established input-output emphasis upon product, largely ignores the needs, interests, abilities, and aspirations of the beginner. It is mechanistic, dehumanizing, and fails to yield long term or career returns.

Shaplin[5] also agrees with this position. He points out that supervision, with helpful intent, requires an enormous amount of time. The novice teacher is isolated from other teachers but has just as much responsibility as his more experienced colleagues. He contends that (1) schools must accept more direct responsibility for the training of teachers, (2) present supervisory arrangements in the schools are inadequate, especially for beginning teachers, and the work tends to be done by principals, supervisors and department heads who are themselves removed from teaching children, (3) the highly specialized nature of supervision, and the skills and knowledge required, are little understood, or disregarded, by the schools. He suggests that supervision of beginning or intern teachers

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[4]John G. Chaltas, with Jannene M. Kain and Horton C. Southworth, "The Supervision of Intern Teachers," Internships in Teacher Education, the Forty-seventh Yearbook of the Association for Student Teaching, ed. by Horton C. Southworth (Washington, D.C.: National Education Association, 1968), p. 77-78.

[5]Judson T. Shaplin, "Practice in Teaching" in Teacher Education: A Reappraisal, ed. by Elmer R. Smith (New York: Harper and Row, Publishers, 1962), pp. 80-124.

can best be done by those who remain in close contact with teaching and that sufficient time be allocated for the observation, analysis, and evaluation of teaching.

Bruner reported, "there is an urgent need for continuing on the job training and assistance for new teachers."[6] Hermanowicz wrote, "more supervision and assistance with instructional problems should be given the beginning teacher."[7] Denemark recommended, "assigning able career teachers to supervisory or helping teacher roles, particularly in relation to beginning teachers, which could provide immediate on-the-scene help to new teachers."[8] Chandler, et al., proposed that

> Teacher education institutions should retain an active interest in and concern for the professional growth and welfare of their graduates during the initial year of employment or longer . . . through the use of supervisory personnel appointed jointly by the teacher education institutions and the city school system.[9]

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[6]Bruner, op. cit., p. 12.

[7]Henry J. Hermanowicz, "The Pluralistic Work of the Beginning Teacher," The Real World of the Beginning Teacher (Washington, D.C.: NCTEPS of the National Education Association, 1966), p. 20.

[8]George W. Denemark, Remaking the World of the Career Teacher (Washington, D.C.: NCTEPS of the National Education Association, 1966), p. 92.

[9]B. J. Chandler, et al., Research Seminar on Teacher Education (Washington, D.C.: United States Office of Education, Cooperative Research Project No. G-011, 1963), p. 164.

Many writers agree that beginning teachers need assistance during their first year. Bond and Smith[10] conducted a study which attempted to identify and analyze methods used in the selection, appointment, orientation, supervision, and inservice training of beginning teachers. Their findings indicated that, in many instances, supervisors were not effective in providing support and guidance to new teachers. They concluded that the introduction of beginning elementary school teachers to their new profession was a "haphazard affair at best."[11]

The process of supervision has a substantial body of theory. Wiles[12] and Harris,[13] Heald and Moore,[14] and many others describe the principles of "good" supervisory practice. The problem is not a lack of theory; rather it is the application of the theory into practice in real life situations. This process of applying supervisory theory is not well understood. Erickson urged research in the area of

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[10]George W. Bond and George J. Smith, "First Year of Teaching," The National Elementary Principal (September, 1967), pp. 55-59.

[11]Ibid., p. 59.

[12]Kimball Wiles, Supervision for Better Schools (Englewood Cliffs, New Jersey: Prentice-Hall, 1967), p. 399.

[13]Ben Harris, Supervisory Behavior in Education (Englewood Cliffs, New Jersey: Prentice-Hall, 1963), p. 557.

[14]James E. Heald and Samuel A. Moore, II, The Teacher and Administrative Relations in School Systems (Toronto, Canada: The Macmillan Company, Inc., 1968), p. 304.

school supervisory personnel practices. He saw the,

> . . . need for descriptive studies of practices in supervision that would include data on styles of supervision, time allotted for supervision, personnel involved, and subjective evaluation of effectiveness of supervisory practices.[15]

A recently reported study, closely paralleling the methodological procedures used in this investigation, was designed to determine the extent of variation in supervisory techniques. A major conclusion of that study was that, "apparently many variations exist in the procedures used by supervisors of teachers, especially of beginning teachers."[16] This conclusion was drawn from a survey which was conducted to evaluate the variability of attitudes toward supervisory techniques among beginning mathematics teachers in public schools in the Middle Atlantic States Region. It was an analytical appraisal of the various attitudes of beginning teachers with five years or less experience. A questionnaire was mailed to schools in Pennsylvania, New York, New Jersey, Maryland, and Delaware and 300 responses were returned.

The techniques investigated and evaluated by the teachers were: orientation of new teachers, classroom visitation, individual conference, faculty meeting, departmental meeting, the workshop, small group activity and

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[15]John E. Erickson, "On the Development of School Supervisory Personnel: A Case in Point," The Journal of Teacher Education, Vol. 20, No. 1, Spring, 1969, p. 69.

[16]Sandra N. Smith, "Supervisory Techniques with Beginning Mathematics Teachers," Educational Leadership, (January, 1969), p. 378.

teacher committees within the school, curriculum development and implementation, demonstration teaching, inservice education and professional growth, instruction in the use of audio visual aids, evaluation, and research and experimentation. Each, of these thirteen categories, was subdivided into scales eliciting perceptions of frequency and value by the responding teachers.

In each state and in the composite summary, the perceived value was greater than the frequency of occurrence of that technique. Smith found that evaluation and demonstration teaching were among the least utilized supervisory techniques. She did not indicate the specific statistical procedures utilized in analyzing the data. Ten recommendations were reported in the article.

A study reported by Gentry and Kenney[17] examined possible divergencies between the way elementary school principals evaluated their performance in carrying out certain administrative practices and an evaluation of the principals' performance as judged by the teaching staff. Randomly selected teachers and principals in 60 elementary schools in the state of Georgia were respondents in the study. The sample group responded to 200 administrative practices included in an evaluative instrument. The administrative

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[17]Harold W. Gentry and James B. Kenney, "The Performance of Elementary School Principals as Evaluated by Principals and Teachers," The Journal of Educational Research, Vol. 60, No. 2 (October, 1966), p. 64-67.

functions sampled included: (1) planning, (2) coordinating, (3) actuating, and (4) evaluating. The sample indicated their perceptions using a seven category response set.

A Chi-square analysis was performed to test the difference in the response of the two groups regarding the performance of the principal in carrying out these administrative practices. The findings indicated that: (1) teacher and principal perceptions differed significantly (.05 level of confidence) in their evaluation of the principals' performance, (2) they differed significantly at the (.05 level) on six of nine items related to the planning function, on six of twelve items related to the organizing function, on six of seventeen items related to actuating function, and on four of eight items relating to the evaluative function, (3) the principals saw their performance as more satisfactory than did their teachers on 18 of the 22 administrative practices on which the ratings of the two groups differed significantly, and (4) the teachers gave the principals a higher rating on the actuating function than on the functions of planning, organizing, and evaluating. The findings of the Gentry and Kenney study are similar to the findings reported in this study of intern consultant supervisory functions.

The review of the literature on the supervisory practices involved in helping beginning teachers yielded a key link to the instrumentation developed for this study of the

intern consultant. Shaplin,[18] in his excellent chapter contained in Teacher Education: A Reappraisal, identified and described fundamental types of supervisory practices that should be included in the systematic training of a teacher. Many of the categories found in the Intern Consultant Inventory were grounded in Shaplins' theoretical construct. The development of categories was also influenced by Smith.[19] A detailed description of the development of this instrument is presented in Chapter III of this report.

Role Theory

Role theory is a system of interrelated concepts which occupies a significant position in the literature of the social sciences. It is an interdisciplinary theory, with variables drawn from studies of culture, society, and personality. Sarbin[20] states that, "the broad conceptual units of the theory are role, the unit of culture; position, the unit of society; and self, the unit of personality." Because the concept is employed by writers representing several disciplines, differences exist in the way in which

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[18]Shaplin and Judson, op. cit., pp. 88-103.

[19]Elmer R. Smith, "Specialized Knowledge" in Teacher Education: A Reappraisal, ed. by Elmer R. Smith (New York: Harper and Row, Publishers, 1962), p. 61.

[20]Theodore R. Sarbin, "Role Theory" in Handbook of Social Psychology, ed. by Gardner Lindzey (Cambridge, Mass.: Addison-Wesley Publishing Company, Inc., 1954), p. 223.

it is defined. The focus of the particular discipline and the problems peculiar to it often determine the theoretical construct and operational research procedures employed.

Thomas and Biddle[21] indicate that role theory owes much to the theater; and that its perspective and language allow for more than a metaphorical characterization of human behavior. They report,

> The field of role consists of a body of knowledge, theory and characteristic research endeavor, and a domain of study, in addition to a particular perspective and language. In these respects role theory is not unlike its sister specializations in behavioral science, and like any scientific endeavor role theory aspires to understand, predict, and control the particular phenomena included in its domain of study.[22]

The common elements which characterize the concept of role theory as used by many writers are summarized by Gross, Mason, and McEachern.[23] They suggest that,

> The three basic ideas which appear in most conceptualizations are that individuals in (a) social locations (b) behave with reference to (c) expectations. There are two major points of emphasis within these common elements. The first is that human behavior does not occur at random; the behavior of the individual is influenced to some extent by his expectations and by the expectations of others in the group or society of which he is a part. The second is

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[21]Edwin J. Thomas and Bruce J. Biddle, Role Theory: Concepts and Research (New York: John Wiley and Sons, Inc., 1966), p. 3.

[22]Ibid., p. 17.

[23]Neal Gross; Ward S. Mason; and Alexander McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 3.

> that expectations are assigned to individuals on the basis of their positions or locations in systems of social relationships.

Thus, a role is defined by expectations of self and others and is a dynamic of interacting within a social system.

Brookover[24] used role theory to design a theoretical construct applicable to the examination of role behavior and role conflict within an education context. His model is based on the assumption that the concept of role is only meaningful in a social interaction situation. He suggests that expectations which direct the dynamics of the situation are generated by communications which produce new expectations and new understandings. In reality the nature of the setting in which the concept functions is not fixed nor static, but in continual flux.

Corrigan and Garland[25] point out that the Association for Student Teaching has attempted to help define roles and solve role conflict problems in student teaching situations by publishing several yearbooks and other publications. The focus of these reports have been on primary roles operating in the student teaching situation. They suggested that these have not had extensive impact on role conflict problems

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[24]Wilbur B. Brookover, "Research on Teacher and Administrative Roles," Journal of Educational Sociology, Vol. 29 (September, 1955).

[25]Dean Corrigan and Colden Garland, "Studying Role Relationships," a pamphlet ed. by Leon F. Miller (Cedar Falls, Iowa: The Association for Student Teaching, 1966), p. 5.

since they are of a general descriptive nature. Another shortcoming is that they treat only one role at a time instead of viewing roles in their relationships to other roles.

The importance of role theory as it applies to teacher education can be understood when one surveys the current educational scene. In a relatively short period, greater enrollments in teacher education programs accompanied by an emphasis upon realistic direct experience has resulted in the movement from laboratory schools into off-campus cooperating schools. New coalitions between schools and colleges have been established. Under these cooperative arrangements new positions such as clinical associates, clinical professors, student teaching coordinators, and intern consultants, to mention a few, have been created. In many instances these positions involve dual appointments to schools and colleges. These positions have been added to already existing cadres of helping teachers and various subject matter consultants and coordinators within the public school supervisory structure.

The most striking consequence of these developments is the greater number of people becoming involved in teacher education. The result is that new roles must now relate with one another in this teacher education interaction system. The need for clarity of purpose and harmony within

these interacting roles is necessary if role conflict is to be minimized.

Recent recognition of the need for research on the interaction of roles in internship programs of teacher education was noted in The Association for Student Teaching Forty-Seventh Yearbook.[26] Various writers in this yearbook called for investigations of programs, modes of supervision, and the internship experience. They emphasized the use of role theory as a framework for the needed research. This study is an outgrowth of the admonitions of these writers to researchers in teacher education.

Southworth and others suggested that those involved in teacher internship programs must make relevant connections between the apparently valid findings of research in role theory and the task of the supervisor. They also made the point, central to this research, that,

> If the behavior of any individual is influenced to some degree both by his expectations and by the expectations of others in his social system, then it is not enough for the supervisor alone to perceive his role. The intern's perceptions of the supervisor's role must overlap with those of the supervisor if a feeling of satisfaction with the work achieved is to prevail.[27]

Recognition of the need for research criteria suggest that one way to attack the problems of role and role conflict

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[26] Internships in Teacher Education, ed. by Horton C. Southworth (Washington, D.C.: The Association for Student Teaching, Forty-Seventh Yearbook, 1968), p. 91.

[27] Ibid., p. 89.

is through perceptions--through identifying what is expected of professional personnel (intern consultants), what they expect of themselves, and what others (intern teachers) expect of them.[28] This study utilized procedures selected from role theory and various studies reported in the teacher education literature.

Review of Selected Studies Based on Role Theory

Many investigations have been conducted for the purpose of determining role expectations for various positions in teacher education. The bulk of these studies have been concerned with the supervising teacher role and the student teacher role. No studies were reported which had investigated role relationships in teacher internship programs, with the exception of a study by Corman and Olmsted.[29] Consequently, the focus of this review was upon research methods, design, and analysis used in investigating role expectations and perceptions. Findings are included only where appropriate.

Beckwith[30] studied the role of the English teacher as perceived by student teachers and supervising teachers of English. She developed an original instrument which evolved

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[28]Corrigan and Garland, op. cit., p. 6.

[29]This study is reported in greater detail in a later section of this Chapter.

[30]Gladys M. Beckwith, "A Study of the English Teacher Role in the Secondary School as Perceived by Student Teachers and Supervisory Teachers of English." (Unpublished doctoral dissertation, East Lansing, Michigan: Michigan State University, 1968).

from the model employed by Gross, Mason, and McEachern[31] in their study of the school superintendency role. Her "English Teacher Role Inventory" consisted of ninety-six items related to six dimensions of the teacher role. This inventory contained sixteen items per category. Responses were solicited by means of a five-step scale, ranging from a positive position of "absolutely must" to a negative position of "absolutely must not." This instrument was divided into three parts: Part I described behaviors of the high school English teacher; Part II described beliefs or values of the high school English teacher; and Part III described expectations of duties, functions, and working conditions of high school English teachers. The questionnaire was sent to various participants in the Michigan State University Student Teaching Program. She used the analysis of variance to determine the degree of difference in responses of supervisory teachers and students. Her procedures were closely akin to this study of intern consultant role expectations.

Garland[32] investigated role expectations for student teachers. He used the framework of role theory developed by

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[31]Gross, Mason, and McEachern, op cit.

[32]Colden B. Garland, "An Exploration of Role Expectations for Student Teachers: Views of Prospective Student Teachers, and College Supervisors" (unpublished doctoral dissertation, Rochester, New York: University of Rochester, 1964).

Parsons and Shils,[33] with adaptations advanced by Gross, Mason, and McEachern.[34] In accordance with this framework, role expectations were defined in terms of behaviors expected of position incumbents rather than observed behaviors. He developed a role expectation instrument consisting of seventy-six items designating behaviors which could be expected of student teachers. Respondents indicated their expectations on a four-step scale: absolutely must, preferably should, preferably should not, absolutely must not. Chi-square values were obtained to test for differences in expectations among prospective student teachers, cooperating teachers, and college supervisors. He recommended the framework of role theory adapted to his study be employed in further examination of the interacting positions involved in student teaching situations.

Fleming[35] explored the role expectations of elementary school student teachers and supervising teachers on four dimensions of communications and the interrelationships among the communication dimensions. He developed two instruments for his study; one measured the role expectations for the

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[33]Talcott Parsons and Edward A. Shils, editors, Toward A General Theory of Action (Cambridge, Mass.: Harvard University Press, 1951).

[34]Gross, Mason, and McEachern, op. cit.

[35]James S. Fleming, "An Investigation of Role Expectations and the Communication Process Between Elementary School Student Teachers and their Supervising Teachers" (unpublished doctoral dissertation, Ann Arbor: The University of Michigan, 1968).

student teacher-supervising teacher relationship and the other measured the quantity (frequency) of communication, quality of communication, and concerns related to the communication process. Relationships among the various scores obtained were provided in the form of Pearson product-moment correlation coefficients. Differences between means of student teacher and supervising teacher groups were evaluated by analysis of variance procedures. He found that student teachers consistently expressed a desire for more frequent communication. Frequency of oral comments by supervising teachers was found to be significantly related (at the .01 level) in a positive direction to all qualitative aspects of communication. Results indicated a somewhat less effective job of communicating was accomplished by those supervising teachers who were older, had taught elementary school longer, and had previously supervised more student teachers.

Kaplan[36] in a study of the role of the college supervisor of student teaching at the elementary level also defined role expectations in terms of behavior expected of position incumbents rather than observed behaviors. He developed a role expectation instrument which included forty items. The

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[36]Leonard Kaplan, "An Investigation of the Role Expectations for College Supervisors of Student Teaching as Viewed by Student Teachers, Supervising Teachers, and College Supervisors" (unpublished doctoral dissertation, Rochester, New York: University of Rochester, 1966).

items designated behaviors expected of college supervisors. He also used a four-point scale which ranged from "absolutely must" to "absolutely should not." The Chi-square procedure was used in analyzing the data. His findings indicated that the major factors which student teachers, supervising teachers, and college supervisors view as contributing to lack of agreement were different perceptions of the role of the college supervisor in evaluation and in acting as a resource consultant.

Doyle[37] studied role expectations for elementary teachers as viewed by administrators, school board members, parents, and teachers in three school communities. He developed a check list of behaviors and used an oral interview. He found that teachers saw themselves in greatest harmony with administrators than either school board members or parents in relationship to role expectations. He concluded that teachers had a much narrower set of expectations of their task than did administrators, board members, or parents.

Hoffman[38] designed a study to distinguish between the role of elementary special area teachers and consultants.

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[37]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, East Lansing, Michigan: Michigan State University, 1956).

[38]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, East Lansing, Michigan: Michigan State University, 1959).

He developed a questionnaire from open-ended interviews with teachers, administrators, special area teachers, and consultants. The items were superimposed on the questionnaire form and scale used by Gross, Mason, and McEachern from their analysis of the school superintendency role. After analyzing the difference in the means of the four respondent groups by F Tests, he concluded that teachers who had daily contact with both roles saw little difference between them.

Getzels and Guba[39] examined the perception of roles and role conflict in teaching situations. They focused on expectations attached to the teacher role, the degree of conflict among these expectations, and the effect of conflict upon the teacher. They used extensive oral interviews with forty-one teachers as a basis for constructing a questionnaire. The analysis of responses from one hundred sixty-six teachers from six school systems indicated three different patterns of role conflict.

Twyman and Biddle[40] reported their extensive study of role conflict of public school teachers. Their purpose was an attempt to determine operationally the extent of disagreement among four social positions on what teachers do,

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[39]Jacob W. Getzels and Edwin G. Getzels, "The Structure of Role and Role Conflict in the Teaching Situation," Journal of Educational Sociology, Vol. 29 (September, 1955), p. 30-40.

[40]J. Paschal Twyman and Bruce J. Biddle, "Role Conflict of Public School Teachers," The Journal of Psychology, Vol. 55 (January, 1963), p. 183-98.

should do, and should not do. They obtained perceptions from teachers, parents, pupils, and school officials. The results indicated a number of significant disparities exist among respondent groups concerning teacher role cognitions.

Internships in Teacher Education

The examination of research concerning teacher internship programs with specific emphasis upon intern teacher and intern supervisor or consultant perceptions of the role of the intern consultant reveals few studies paralleling the emphasis of this particular investigation. Although the literature is especially fruitful in program descriptions and the theoretical bases of programs, it is largely devoid of actual research findings. Dyer, charged by the North Central Association of Accreditation for Schools and Colleges with conducting a study of teacher internship programs in member institutions, concluded:

> Reports about internships are numerous. Few studies appear, however, documenting the extent, nature, problems, and potentialities of internship programs.[41]

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[41]Prudence Dyer, "Teaching Internship Programs in N.C.A. Institutions," The North Central Association Quarterly, Vol. 43, No. 2 (Fall, 1968), p. 229.

Shaplin[42] and Gardner[43] reported that the history of the teaching internship in the United States dates back to 1895 at Brown University in Rhode Island. In the Brown program graduates in teacher education were placed in the Providence Public Schools for a full school year as a half-time, salaried teachers under the close supervision of a professor of education and a supervising teacher. Students were required to complete a specified amount of course work at the university during their internship.

In 1967 a survey of member institutions of the American Association of Colleges for Teacher Education (AACTE) revealed the existence of fifty-one internship programs. This survey also indicated that nearly 3,000 undergraduate and graduate students were involved nationwide in teaching internship programs.[44]

The Association for Student Teaching, in an attempt to embrace the concept of internship broadly enough to be inclusive, yet to define its boundaries so that the term conveys the essential components, in 1968 adopted the following definition:

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[42]Judson Shaplin, "A Comparison of Internship Programs," 1963 N.C.T.E.P.S. Columbus Conference Report (Washington, D.C.: National Education Association, 1968), p. 321.

[43]Harrison Gardner, "The Teacher Education Internship in Historical Perspective" in Internships in Teacher Education, op. cit., p. 1.

[44]Ibid., p. 168.

> The internship in teacher education is an integral part of the professional preparation of the teacher candidate, 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 designated number of classes to teach for a 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.[45]

This definition served as the framework within which this study operated.

Bishop[46] conducted a study to determine the purposes of internship as perceived by teacher education specialists and cooperating public school personnel. He found considerable agreement between these groups regarding the purposes of internship. Agreement centered on the following common elements: (1) independence or autonomy, (2) gradual induction, (3) exposure to reality, (4) knowledge of the school as a socializing agent, (5) the integration of theory and practice, and (6) understanding of child growth and development. Differences were found to exist, however, where public school personnel rated purposes related to classroom climate

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[45] Ibid., p. xi.

[46] Clifford L. Bishop, "The Purposes of Teacher Internship," Educational Administration and Supervision, Vol. 34 (January, 1948), pp. 35-43.

and classroom management higher than college personnel. The implication he drew from this study applied to the supervision, guidance, and support of intern teachers. He suggested that the intern supervisor role is far more encompassing than the supervising teacher role.

McGlothlin[47] reported that to be of high quality, an internship must meet the following criteria:

1. It challenges the capacity of the intern.
2. It does not exceed the capacity of the intern.
3. It actively involves the intern.
4. It provides competent supervision.
5. It helps the intern to analyze and evaluate his experience.

He described and contrasted the internship concept as applied to the various professions of architecture, medicine, psychology, social work, and teacher education.

More recently, Stone[48] was charged with accounting for and synthesizing the research findings of $70 million dollars expended by the Ford Foundation over a period of fifteen years of "Breakthrough" funding for teacher education. He indicated that Michigan State University reported in its statement of purpose that the Elementary Intern Program was designed,

> to achieve greater commitment and cooperation from public schools in the preparation of teachers, to integrate theory and practice in

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[47]William J. McGlothlin, Patterns of Professional Education (New York: G. P. Putnam's Sons, 1960), p. 97-99.

[48]James C. Stone, "Breakthrough in Teacher Education" (San Francisco, California: Jossye-Bass Inc., Publishers, 1968).

> the professional training sequence, to establish internship as a part of a teacher education program, and to give greater and more effective help to beginning teachers.[49]

Michigan State University also cited the value of joint efforts of public schools and a university in preparing teachers. The Director of the School of Teacher Education, Leland W. Dean, said:

> Public school people have a fine contribution to make in teacher preparation. Extended laboratory experiences, the development of an internship, and more extensive help for beginning teachers are necessary for improvement in teacher education. Probably our programs' major contribution has been its development of a new dimension in teacher preparation, the intern consultant position.[50]

Stone concluded that supervision of intern teachers often fell short of a true professional overview. The ideal balance of supervising responsibilities between teacher training institutions and school districts escaped many programs. He suggested that this critical element deserves much closer attention. And finally, he said,

> The really outstanding programs--Claremont, Cornell, Hawaii, North Carolina, Northwestern, Michigan State, Reed, Stanford, Webster, and Wisconsin, to mention the top ten in this connection--stood out in part because of their notable success in relating theory and practice.[51]

Bush and Allen[52] reviewed the advantages of the internship experience at Stanford University. They cited:

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[49] Ibid., p. 46-47.

[50] Ibid., p. 47.

[51] Ibid., p. 168

[52] Robert N. Bush and Dwight Allen, "The Winds of Freedom," The High School Journal, Vol. 43 (February, 1960), pp. 168-173.

(1) greater time devoted to teaching and less to theoretical course work in education, (2) continuous realistic experience, (3) gradual induction, i.e., teaching assistant, observer, intern teacher, (4) change from prescribed courses to continuing professional seminar directly related to classroom practice, and (5) guidance and supervision jointly undertaken by public school and university personnel. They also describe the application of micro-teaching, video taping, and other educational technology to the process of supervision.

Haberman[53] in a comparative study of intern teachers and regular first-year teachers found a significant difference in favor of interns. He found that on the Ryans' Observational Record--Pattern Y: responsible, systematic, businesslike vs. evading, unplanned, slipshod--interns were superior to graduates of a regular program at the .01 level of confidence. He suggested that this resulted from interns having had broader work experience, broader life experiences, and better motivation. He attributed some of this difference to the self-selection process of the internship program at the University of Wisconsin--Milwaukee.

In another study, Haberman[54] reported behaviors distinguishing successful from unsuccessful intern teachers. He

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[53]Martin Haberman, "A Comparison of Interns with Regular First-Year Teachers," Journal of Educational Research, Vol. 59, No. 2, (October, 1965).

[54]Martin Haberman, "The Teaching Behavior of Successful Interns," Journal of Teacher Education, Vol. 16, No. 2 (June, 1965), pp. 215-220.

and a colleague observed extensively in the classrooms of 28 beginning intern teachers. He summarized their perceptions which indicated that (1) grade point average and other academic measures, (2) communication skills, and (3) attitudes towards children did not discriminate between successful and unsuccessful interns. The five characteristics which did seem to discriminate between successful and unsuccessful interns included: (1) a belief in the potential of each pupil, (2) enthusiasm for subject matter, (3) ability to organize, (4) ability to set appropriate standards and expectations for various pupils, and (5) willingness to listen to pupils. Although this study was admittedly not a sound piece of research, it was useful for the purpose of hypothesis generation.

An extensive review of the literature comparing internship programs with the more traditional student teaching program was conducted by Halliwell.[55] He analyzed the major research findings and reports of experimental teacher education programs based on the internship concept and concluded that, "there is a genuine need for adequately designed, longitudinal, experimental studies of the efficacy of experimental programs for elementary teachers." This position

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[55]Joseph W. Halliwell, "A Review of the Research Comparing the Teaching Effectiveness of Elementary School Teachers Compared in Intensive Teacher-Training Programs and in Regular Undergraduate Programs," Journal of Teacher Education, Vol. 15, No. 2 (June, 1966), pp. 184-192.

of needed research studies of internship programs was supported by Bruner,[56] Corrigan and Garland,[59] Chaltas, et al.,[58] and Rex.[59]

The Elementary Intern Program

The Elementary Intern Program (E.I.P.) was an undergraduate elementary teacher preparation program sponsored by cooperating community colleges, cooperating public school districts and Michigan State University. Upon completion of four years and the equivalent of three five-week summer terms the successful teacher candidate was awarded a Michigan Elementary Provisional Teaching Certificate by the State Board of Education and a baccalaureate degree from Michigan State University.

The essential characteristics of the program were presented in Illustration 2.1. The student completed the first two years at any accredited community college or university. The course work consisted of study in the liberal arts and general education areas. The student who met the entrance requirements could transfer up to 96 term credits which

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[56]Bruner, op. cit., p. 15.

[57]Dean C. Corrigan and Colden B. Garland, "Role Analysis Applied to Internship Processes," in Internships in Teacher Education, op. cit., p. 97.

[58]Chaltas, Kain, and Southworth, op. cit., p. 89.

[59]Roland G. Rex, "A Theory of the Internship in Professional Training" (unpublished doctoral dissertation, East Lansing, Michigan: Michigan State University, 1964), p. 117.

applied toward a program of study at Michigan State University. The student attended a ten-week summer session at Michigan State University following the completion of the sophomore year. An additional 15 term credits in the liberal arts were earned during this period.

The third calendar year, beginning in the fall, consisted of one additional term on the Michigan State University campus with continued study in the liberal arts. The student spent two terms in residence at an off-campus teacher education center. (See map in Appendix A for the location of the ten E.I.P. centers.) He studied elementary school teaching methods which were integrated with his student teaching experience. The course work was taught by Michigan State University faculty assigned to the center. An outstanding classroom teacher and Michigan State University resident staff member supervised the student teaching experience. Observation and participation experiences in elementary classrooms occurred in the cooperating public school districts. The student earned 48 term credits during this period. Following the third calendar year he returned to the Michigan State University campus for the last five-week summer term. During this period, ten term credits were earned in the liberal arts. The student had generally completed one 38 term credit major and two 23 term credit minors at this point in the program.

ILLUSTRATION 2.1.--A Conceptual Scheme of the Michigan State University Elementary Intern Program.

Year			Third Year			Fourth Year		
	1st Year	2nd Year	Summer School	Fall Term	Winter Term	Spring Term	Summer School	School Year
Where	Cooperating Community College (or other)		MSU Campus	MSU Campus	Off-Campus EIP Center	EIP Center Area Schools	MSU Campus	EIP Area Classroom in Cooperating School District
Time	Four Semesters		10 week Term	10 week Term	10 week Term	10 week Term	5 week Term	School Year
Area	Academic Areas		Majors & Minors	Majors & Minors	Teaching Methods Courses	Pre-Intern Teaching (Student Teaching)	Majors & Minors	Internship (with consultant) assistance)
Special Courses	Basic Courses (Liberal Arts)		Electives (Liberal Arts)	Electives (Liberal Arts)	ED 321A ED 321B ED 321C Reading, Math, Science, Lang., Arts, Social Studies	ED 200 Individual & the School ED 482 Ind. Study ED 446 Pre-Intern Teaching	Elec-tives (Liberal Arts)	ED 450 School & Society ED 446 Intern Teaching
Term Credits	45 (Plus P.E.)	45	15	14	18	16	10	17
Cumulative Credits	45	90	105	119	137	153	163	180 (Plus PE)

A.B. Degree — 180 Term Credits (Plus P.E.)

Michigan Certification — 1 Major (36 Term Credits)
2 Minors (23 Term Credits each)

The fourth calendar year was devoted to intern teaching. Typically, the student had completed over 90 percent of his course work and had completed his major and minor areas of concentrated study in the liberal arts. In addition, the student had completed most of the required professional education courses, including student teaching. He had already had six months of experience in various elementary classrooms under the supervision of one or more highly qualified teachers. The student received a special teaching certificate from the State Board of Education, and was under contract with a public school district to teach in an elementary, special education (with appropriate training), or middle school classroom. During the 1968-69 school year the average stipend paid an intern teacher was approximately $4,300.

The intern teacher was supervised by an elementary intern consultant, the resident university faculty member, and the school principal during the school year. The intern consultant, typically, was involved in the interns' classroom at least one day per week. The school principal and university faculty member were involved less frequently. The intern teacher was charged with the responsibility for the operation of the classroom under the guidance of the intern consultant. The intern attended one evening class per week studying the sociological foundations of education. A frequent practice in some E.I.P. centers included one

meeting per month of an informal seminar devoted to practical teaching problems.

Research Studies Related to the Elementary Intern Program

To date, four research studies related to E.I.P. have been reported. The studies are presented below in summary fashion.

Conley[60] identified and described the composite characteristics of females who chose E.I.P. and those who selected the student teaching program at Michigan State University. His sample included 178 females enrolled in E.I.P. and 170 females enrolled in the student teaching program. The Minnesota Teacher Attitude Inventory was used to measure attitudes; the Edwards Personal Preference Schedule was used to examine manifest needs; and the Teacher Education Inventory[61] was administered to examine biographical data from each student. The instruments were administered during the first two weeks of the student's professional course work. The statistical procedures used in the study were the t-test

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[60]James L. Conley, "A Study of Selected Biographical Data, Personality Characteristics and Attitudes of Elementary Intern Program Students at Michigan State University" (unpublished doctoral dissertation, East Lansing, Michigan: Michigan State University, 1968), pp. 1-121.

[61]The Teacher Education Inventory was a questionnaire designed by the E.I.P. faculty at Michigan State University to elicit biographical information, i.e., sex, age, type of community residence, father's education, etc.

for examining the M.T.A.I. and E.P.P.S. results, and the Chi-square analysis for examining the results of the Teacher Education Inventory. The findings of this study indicated that:

1. initial attitudes toward children and teaching as measured by the M.T.A.I. were higher for female student teaching program students than for female E.I.P. students.
2. female E.I.P. students indicated higher needs than female student teaching program students in the areas of deference, autonomy, abasement, and endurance but lower needs of succorance and heterosexuality as measured by E.P.P.S.
3. on the basis of the Teacher Education Inventory, E.I.P. female students were different from female student teaching program students in the following ways:
   a) E.I.P. females were older (23.7 vs. 21.7 years of age),
   b) E.I.P. females were more likely to have been married,
   c) 70 percent of E.I.P. females spent one year at a two year college as opposed to 17 percent of student teaching program female students,

d) the education level for both the mother and father of E.I.P. students was lower,

e) family income was lower for E.I.P. female students,

f) E.I.P. female students came from a larger family,

g) E.I.P. female students indicated they decided to become a teacher earlier than female student teaching students,

h) E.I.P. female students indicated they were more likely to derive satisfaction from teaching than student teaching students.

i) E.I.P. female students indicated they were less likely to doubt the "rightness" of their decision to become a teacher,

j) E.I.P. female students were less "risk-taking" than female student teaching students,

k) E.I.P. students tended to view teaching as a profession while student teaching students viewed teaching as a profession but one which is not highly specialized,

l) E.I.P. students viewed the opportunity of controlling their own marketing conditions less important than female student teaching students.

Houston[62] reported a study of the teaching status of graduates of the Elementary Intern Program. A survey was conducted in the spring of 1967 to determine the proportion of E.I.P. graduates still involved in teaching. The first groups of students to complete the E.I.P. graduated in 1963. The 1963 and 1964 E.I.P. graduates completed a two-year teaching internship. All classes since 1964 interned only one year. This resulted from a program change reducing the time period of the internship experience. In the first seven years of E.I.P., 416 students were graduated. Data were available on 403 graduates. The findings of the study indicated that:

1. a mean of 93 percent of E.I.P. graduates were teaching two to six years after graduation.
2. of the 93 percent, 80 percent were teaching in Michigan.
3. of the 80 percent teaching in Michigan, 57 percent were teaching in the same school district where they had interned.

It was concluded that graduates of the E.I.P. had longer teaching tenure than the national average teaching tenure. (90 percent vs. 50 percent.) Similar results were reported by Stone[63] in a six-year follow up study of the graduate

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[62] W. Robert Houston, "A Study of the Teaching Status of Graduates of the Elementary Intern Program at Michigan State University", (Mimeographed) East Lansing, Michigan: College of Education, Michigan State University, May, 1967, pp. 1-4.

[63] Stone, op. cit., p. 158.

internship program of the University of California at Berkeley. Taken as a group, the "staying power" of the graduates of teacher internship programs is impressive.

Goeldi[64] sought to examine (1) the multi-role performance of the intern consultant position, (2) the strengths and weaknesses of E.I.P., and (3) biographical data collected on intern consultants in a study conducted in 1967. The subjects in the study included 24 intern consultants and 84 intern teachers. The role performance of intern consultant as perceived by both interns and consultants was measured by an instrument developed for the study. This instrument, the Role Evaluation Check List, was an adaptation of a self-evaluation instrument developed by Fitch[65] for intern consultants. The focus of the instrument was upon five basic role common to all intern consultants and included:

1. Personal characteristics--the consultant as a person.
2. Intern-Consultant Relations--the consultant as a participant in inter-personal dynamics with the intern teacher.
3. Instructional and Guidance Skills--the consultant as a professional teaching model.

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[64] John T. Goeldi, "A Study Contributing to the Professionalization of the Role of the Intern Consultant" (unpublished doctoral dissertation, East Lansing, Michigan: Michigan State University, 1967), pp. 1-159.

[65] Thomas C. Fitch, "Intern Consultant Self-Evaluation Form" (Van Dyke, Michigan: Macomb Teacher Education Center, Michigan State University, 1966). (Mimeographed.)

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

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

Each of the above categories was sampled by ten representative items. Responses were analyzed by the Spearman Rank Coefficient of Correlation. Significant positive correlations (.01 level) between interns' and consultants' perception of consultant role performance were reported. No statistical differences were found between male and female intern consultants; however, female consultants perceived themselves higher in areas associated with human relations while males perceived themselves higher in instructional skills and general school services.

In addition, Goeldi found intern teachers perceived themselves most "responsible to" (1) public school personnel, (2) the University center director, and (3) the intern consultant, in that order. Intern teachers perceived themselves most "responsible for" the elementary school children in their classroom. On the other hand, consultants perceived themselves most "responsible to" (1) the University center director, public school personnel, and (3) the tax-paying public, in that order. Intern consultants perceived themselves as most "responsible for" intern teachers.

Interns and consultants were found to be in agreement regarding strengths of E.I.P. They perceived, in rank order; first, actual classroom experience; second, support

and guidance of intern consultants; third, blending of professional methods of teaching courses with classroom observation and participation; fourth, the convenience and economy of the program due to its location in their home community. Both cited the weaknesses of the E.I.P. as; first, lack of time for communication between intern and consultant; second, undefined roles of the intern teacher and intern consultant positions within the public school setting; third, a lack of communication between the teacher education and the university campus; fourth, extreme pressure produced in taking course work together with the assignment in the actual classroom; and fifth, lack of adequate evaluation and selection criteria for program personnel.

Goeldi reported 81 percent of the intern teachers were female while 19 percent were males. He found 75 percent of the intern consultants were female while 25 percent were males.

The first study of the teacher internship program at Michigan State University was undertaken by Dr. Bernard R. Corman, an educational psychologist, and Dr. Ann G. Olmsted, a sociologist. They were charged with directing the evaluation unit included in the original program design. Corman and Olmsted contributed in two ways; first, they initiated a five year longitudinal study of the socialization of the elementary school teacher, and secondly, they provided

continuous feedback into the operation of the program with evaluations based upon systematic in-depth interviews with students, their instructors and supervisors, and with the project staff.

Those excerpts of their observations and conclusions based upon interview methodology and considered pertinent to this study are reported below:

1. The intern consultantship differed in three ways from the helping teacher position; first, the consultant enjoyed University involvement which provided additional autonomy; second, intern consultants were assigned fewer individuals to supervise; thirdly, consultants visits to intern's classroom were both regular and frequent.

2. The character of the relationship that could be established between intern and consultant was substantially different and the helping teacher model failed to provide clear guidelines for those asked to assume the consultantship.

3. The original general expectations, of both University and public school personnel, for the intern consultant position included (1) aid for interns in analyzing their classroom situation, (2) fusing theory with practice by relating previous formal study to day-to-day teaching practices, and (3) maintenance of high quality standards within the intern's classroom.

4. Consultants were not to infringe upon the building principal's authority by assuming any direct role in the evaluation of the intern.

5. Both the University and the school cast the consultant as an "expert," but gave her only the power of persuasion to enforce her "expertness."

6. A working relationship had to be established with the intern and with her pupils which would permit the consultant to be a "second teacher in the classroom" without diminishing the authority of the intern.

7. The initial response of the consultants was to back away from establishing a "supervisory" relationship in the usual sense, and to seek to develop a non-directive colleague relationship with their interns.

8. A period of watchful waiting appeared to be a necessary prerequisite to the establishment of a "successful" consultant-intern teacher relationship, if success meant a relationship where the consultant's suggestions were acted upon by the intern.

9. The more successful consultants appeared to be those who were willing to "get their hands dirty;" to illustrate their suggestions by demonstration.

10. The real test came in being able to shift from one intern to another in both the pacing and the substance of the guidance offered.

11. The consultant had to be perceptive enough to determine the kind of teacher the intern wished to become and wise enough to assist the intern achieve that goal even though it might conflict with what the consultant herself valued.

12. Consultants hoped to be sympathetic listeners to guard against the isolation which occurs when a beginning teacher finds herself in a school situation where discussion of teaching is not encouraged.

13. Consultants hoped by their consistent availability and by encouraging dialog they could help interns make the basis of their teaching practice more explicit.[66]

And finally, Corman and Olmsted wrote in their conclusions and summarizing statements:

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[66]Corman and Olmsted, op. cit., pp. 62-75.

> If our assertion is correct, then the internship, with its provision for guidance during the students' transformation into a teacher, is of critical importance. A readily accessible, nonthreatening, and knowledgeable consultant may importantly influence the beginners' assessment of her first experimental tries, and her understanding and response to the constraints on her practice.[67]

Summary

In summary, the review of literature on the supervision of beginning teachers revealed; (1) a discrepancy between supervisory theory and practice, (2) that perceptive observers, whatever their other differences, agreed on the need for a supervised practice for beginning teachers, (3) studies of supervisory practice with beginning teachers are needed, and (4) a theoretical framework for the instrument developed in this study. In addition, research studies that were similar in purpose and methodology to this investigation were reported.

Role theory is a useful scientific tool for analysis of the supervisor role in real life field settings. The proliferation of new supervisory positions in Teacher Education highlights the need for role clarity. Research reports based on the concept of role indicate that: (1) role behavior of individuals result from and are modified by expectations, and (2) a basic assumption of role theory, and of this study, is that these expectations and perceptions

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[67] Corman and Olmsted, op. cit., p. 93.

can be measured. This review revealed that many investigations of role perception used questionnaires (which scaled responses to items) to collected data. Various statistical analyses were performed on the data thus collected.

The literature concerning internship in teacher education revealed an abundance of descriptive accounts. However, this literature was largely unsupported by substantive research studies. Many writers emphasized the need for research in this area.

Finally, four research studies related to the Elementary Intern Program have been reported to date and were reviewed in this chapter. Personal characteristics of intern teachers provided the focus for two studies, intern teaching graduates on-the-job longivity was the subject of one investigation, and an analytic-descriptive account of the elementary intern consultant was the focus of the last study.

CHAPTER III

PROCEDURES UTILIZED IN THE STUDY

Introduction

This chapter has seven parts. The primary purpose was to describe the research design of the study. Other parts included are: a description of the intern teacher and intern consultant sample, the construction of the reactionnaire--the Intern Consultant Inventory, a description of the data-collection process, the statement of specific hypotheses developed, and the statistical procedures employed, including the rationale for selecting these procedures and the level of significance used.

The Study Sample

Intern teachers and intern consultants in E.I.P. were selected as the subjects of this study. Intern teachers were selected because they (1) were directly affected by intern consultant role through intensive professional contact with the intern consultant, (2) were believed to hold expectations for the intern consultant role being investigated, (3) had worked with their consultant for nearly a school year, and (4) were accessible and cooperative as an

an entire population, due to the E.I.P. faculty interest in this study.

Intern consultants were selected as subjects because they (1) were occupants of the role being investigated, (2) were believed to hold expectations concerning the conduct of their role, (3) had held the consultant position for a school year or more, and (4) were accessible and cooperative as an entire population due to the E.I.P. faculty interest in this study.

The intern teacher subjects represented nearly the entire population of intern teachers involved in the Elementary Intern Program, Spring Term, 1969. Four individual intern teachers did not participate because they did not wish to cooperate in this investigation. The intern consultant subjects represented the entire population of intern consultants involved in the Elementary Intern Program for 1969. All intern consultants cooperated and participated in this study.

The subjects of this study, while closely approximating the specific population of interest, were treated as a sample. It was assumed that there may exist a population in teacher education of elementary intern teachers and elementary intern supervisors or consultants from which these subjects could be considered to be a representative sample. If this assumption is accepted, then (1) the results of this study could be generalized to the specific Michigan State

University Elementary Intern Program population of interest, and (2) where appropriate, the results could be generalized to encompass other comparable programs, of which E.I.P. may be representative, in the larger universe of teacher education.

The additional advantage of this sample representativeness assumption is that it allows the incorporation of the most powerful parametric statistical technique in the design and data analysis of this study. Greater precision is gained in testing the hypotheses of interest and more information is generated. Specifically, precision is gained by decreasing the standard error of the mean and increasing the power of the test against whatever hypothesis is true. More information is generated by the most appropriate design be cause of the possibility of (1) looking at interactions which may exist among variables of interest, and (2) asking more questions of the data.

Intern Teachers

During the 1968-69 school year, 191 interns were teaching in elementary school classrooms and enrolled in E.I.P. Of this number, 187 participated in this study. This represented responses from more than 98 percent of the intern population. Of this number, 155 interns or 83 percent were females while 32 interns or 17 percent were males.

Corman and Olmsted[1] reported in 1964 that 23 percent of E.I.P. interns were male. There appeared to be some stability over time in percentage of males selecting E.I.P.

Data were gathered at the beginning of the Fall Term, 1967 on the 1968-69 class involved in E.I.P. These data described selected personal characteristics of interns at entrance into the program. Of the 214 interns who responded to the original 1967 demographic questionnaire, 185 (or 85 percent) completed the program twenty-one months later. Selected personal characteristics describing 185 (or 99 percent) of the 187 subjects of this study are reported below. Two intern teachers, who participated as subjects in this study, were not included in this description because they entered the program after these data were collected.

Table 3.1 includes a description of the age distribution of intern subjects. Approximately 77 percent of the intern population fell in the twenty-one to twenty-five age range near the completion of their internship year. The average age of all interns included in this study was twenty-four and one-half years.

In Table 3.2, the intern sample is described by grade point average at entrance to the program. All of the interns, including the six in the 1.50 to 1.99 range, completed the program. Michigan State University requires a 2.00 accumulative grade point average by a student to qualify

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[1]Corman and Olmsted, op. cit., p. 22.

TABLE 3.1.--Age Distribution* of the Intern Population, 1969.

	Age Groups						
Subjects	21-25	26-30	31-35	36-40	41-45	46-50	Over 50
Number	136	8	11	14	6	4	1
Percent	77	4	6	7.5	3	2	.5

*Corrected by 24 months

TABLE 3.2.--Distribution of Intern Population by Grade Point Average at Entrance to the Elementary Intern Program, 1967.

	Grade Point Average Range--4.0 Scale				
Subjects	1.50-1.99	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
Number	11	67	55	33	6
Percent	6	39	32	19	4

for student teaching. It is assumed that these six students received very high grades for the methods of teaching courses to raise their average to qualify for student teaching or special arrangements were made to excuse them from this college requirement. The bulk of the students, 71 percent, fell within the 2.00 to 2.99 grade point average range. The average for all interns was 2.59.

In Table 3.3 the distribution of interns by colleges attended is shown. About 48 percent of the interns had attended another college for one or two years. About 26 percent attended another college for more than two years. Together, 74 percent, of the intern subjects attended another college for more than one year.

Annual family income distribution is shown in Table 3.4. About 35 percent of interns in this study came from families where incomes ranged from $10,000 to $15,000. Most interns or about 74 percent came from families where incomes ranged from $5,000 to $15,000.

Table 3.5 includes information on type of pre-college community where interns resided. The intern population represented a broad range and rather evenly distributed sample of each of the types of communities listed. Slightly more than half of the intern subjects came from a metropolitan center with its suburb--and from a large city with its suburb. The largest percentage of interns in this study, however, came from medium-sized cities.

TABLE 3.3.--Distribution of Intern Population by Colleges Attended.

Subjects	Attended only MSU	One Year or less at another college	1-2 years at another college	More than 2 years at another college
Number	38	9	87	48
Percent	21	5	48	26

TABLE 3.4.--Distribution of Intern Population by Annual Family Income.

	Family Income Ranges				
Subjects	Less than $5,000	$5,000 to $7,499	$7,500 to $9,999	$10,000 to $15,000	More than $15,000
Number	20	35	29	60	24
Percent	12	21.5	17.5	35	14

TABLE 3.5.--Distribution of Interns by Pre-College Community Type.

Type of Community	Number	Percent
Metropolitan Center (City of more than 500,000)	28	15
Suburban Community close to Metropolitan Center	29	16
City (100,000-500,000)	34	19
Suburban Community adjacent to city	10	5
Medium-sized City (10,000-100,000)	41	22
Small Town (2,500-10,000)	26	14
Rural Community (2,500 or less) or on Farm	17	9

A description of the marital status of intern teachers in this study is presented on Table 3.6. The most dramatic change in marital status occurred within the single to married categories. The highest percentage of students upon entry and exit were in the single status. During the course of the program nearly 21 percent of the single subjects married. Presumably those married remained married, while two of those separated at entry were divorced by exit. Two pairs of interns were married to each other while participating in E.I.P. while one pair reported they were married to each other at entry.

Table 3.7 contains a distribution of the number of children for married interns in this study. All of the 41 married students at entry to E.I.P. reported having one or more children. Nearly four-fifths had three or more children.

TABLE 3.6.--Marital Status Distribution of Students Entering and Near Exit of the Elementary Intern Program, 1969.

Marital Status	Subjects			
	At Entry 1967		Near Exit 1969	
	Number	Percent	Number	Percent
Single	135	74	101	54
Married	41	22	80	42.8
Separated	3	2.5	1	.5
Divorced	2	1	4	2.2
Widowed	1	.5	1	.5

TABLE 3.7.--Distribution of Children for Married Intern Teachers Entering the Elementary Intern Program, 1967.

Number of Children	Married Interns Response
One	7
Two	7
Three	14
Four	3
Five	7
Six	3

Ninety-five percent of the interns followed the regular elementary education curriculum at Michigan State University while 5 percent selected an area of special education. The regular curriculum prepares classroom teachers for grades kindergarten through eighth. Special education areas were deaf and hard of hearing, blind, mentally retarded-trainable, and mentally retarded-educable.

The Composite Intern Teacher

The composite intern teacher in the Michigan State University Elementary Intern Program was likely to:

1. be a female;
2. be 24.5 years of age;
3. carry a 2.59 all-university grade point average;
4. have attended a community college for a year or more;
5. come from a family with an annual income of approximately $10,000;
6. have spent her pre-college years in a medium-size city of from 10,000 to 100,000 population;
7. have been single when she entered the program and single at exit; and
8. have followed the regular elementary education curriculum (as opposed to special education).

This composite description combines and summarizes the averages computed for the 187 intern teachers who participated in this study.

Intern Consultants

All of the forty intern consultants assigned to supervise intern teachers during the 1968-69 school year participated in this study. Of this number, 35 consultants or 87 percent were female, while 5 or 13 percent were male.

Table 3.8 includes a description of the age distribution of intern consultants. Approximately 25 percent were between thirty-four to thirty-eight years of age. Over half were between thirty-four and forty-eight years old, while the mean age for all consultants was forty-three years.

A description of the Marital Status of intern consultants in this study is presented on Table 3.9. Approximately 72 percent of the intern consultants were married, 15 percent were single, and approximately 12 percent were divorced or widowed.

In Table 3.10, the intern consultant sample is described by earned college degrees. All intern consultants reported having an earned bachelor's degree and nearly sixty percent of these were Bachelor of Science degrees. Of the forty consultants, thirty reported having earned the master's degree. This represents 75 percent of all consultants. The Educational Specialist Degree represented the highest level of educational degrees earned and three intern consultants reported having reached this plateau. In addition, 19 intern consultants reported having taken 15 or more college term credits beyond the master's degree and of these 19, the average number of credits earned beyond the M.A. was 40 hours.

TABLE 3.8.--Age Distribution of the Intern Consultant Population, 1969.

Intern Consultants	28 or less	29-33	34-38	39-43	44-48	49-53	54-58	59-63	64-68
Number	3	3	10	7	6	3	4	3	1
Percent	7.5	7.5	25	17.5	15	7.5	10	7.5	2.5

TABLE 3.9.--Marital Status Distribution of Intern Consultants, 1969.

Intern Consultants	Marital Status				
	Single	Married	Separated	Divorced	Widowed
Number	6	29	---	3	2
Percent	15	72.5	---	7.5	5

TABLE 3.10.--Distribution of College Degrees Earned by Intern Consultants, 1969.

Intern Consultants	Bachelor's Degree		Master's Degree		Educational Specialist's Degree
	B.A.	B.S.	M.A.	M.A.+15	Ed. S.
Number	17	23	30	19	3
Percent	42.5	57.5	75	47.5	7.5

The distribution by rank order of undergraduate and graduate degree awarding institution attended by intern consultants is presented in Table 3.11. Most intern consultants, approximately 52 percent, were awarded either an undergraduate or graduate degree from Michigan State University.

TAble 3.11.--Rank Order Distribution of Undergraduate and/or Graduate Degree Awarding Institution Attended by Intern Consultants, 1969.

	I.C. Subjects	
Name of Undergraduate and/or Graduate Degree Awarding Institution	Number	Percent
Michigan State University	21	52.5
University of Michigan	12	30
Western Michigan University	12	30
Wayne State University	7	17.5
Central Michigan University	5	12.5
Eastern Michigan University	4	10
Bob Jones University	2	5
Illinois State University	2	5
Marygrove College	2	5
Northern Michigan University	2	5
Others*	12	30

*Others include: Albion College, Arkansas State University, Ferris State College, Glassboro State College, Northwestern University, Oakland University, Southern Connecticut State College, Syracuse University, Teachers College - Columbia University, University of Detroit, University of Kentucky, University of Pennsylvania.

Table 3.12 contains a distribution of the year the master's degree was earned by the thirty intern consultants. The largest number of consultants earned the master's degree in the five-year period between 1961 through 1965. Of the thirty consultants with earned master's degrees, 83 percent were earned in the last 13 years, and 56 percent were earned in the last eight years. The three consultants who earned the Educational Specialist Degree reported that one was awarded in 1965 and the other two in 1967.

TABLE 3.12.--Distribution of the Year the Master of Arts Degree was Earned by Intern Consultants.

	Year Degree Awarded				
I. C. Subjects	1940-50	1951-55	1956-60	1961-65	1966-69
Number	1	4	8	10	7
Percent	5	13	27	33	23

The distribution of the number of years of teaching experience for intern consultants is shown on Table 3.13. The largest number of consultants, eleven, have taught between six to ten years, while ten reported having taught for twenty-six or more years. One consultant reported over 44 years of teaching, while another reported four years of

teaching experience. The average, however, for all consultants was 18 years of experience.

TABLE 3.13.--Distribution of the Number of Years of Teaching Experience for Intern Consultants, 1969.

I. C. Subjects	Number of Years of Teaching Experience					
	5 or less	6-10	11-15	16-20	21-25	26 or more
Number	3	11	7	5	4	10
Percent	7.5	27.5	17.5	12.5	10	25

Table 3.14 contains the distribution of grade level of teaching experience for intern consultants. Over three-quarters of all consultants had experience teaching at the fourth-grade level, while first, third, fourth, and fifth grades represented the greatest concentration of consultant teaching experience. The range of experience ran from pre-school through college. This tends to suggest that intern consultants taught at a variety of grade levels during their teaching experiences.

In Table 3.15 the distribution of the number of different school districts in which intern consultants obtained teaching experience is described. The range of different school districts in which consultants have taught was from

TABLE 3.14.--Distribution of the Grade Level of Teaching Experience for Intern Consultants, 1969.

I. C. Subjects	Grade Level of Teaching Experience													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Other*
Number	18	26	24	27	31	26	23	19	17	9	6	7	6	12
Percent	45	65	60	67.5	78	65	58	48	43	23	15	18	15	33

*Other includes: Nursery School, Rural K through 12, Special Education, Remedial Reading, Music K through 12, and College Instructor.

one to nine, while 67.5 percent of all consultants taught in either three, two, or a single school district. The mean for intern consultants was teaching experience in three different school districts.

TABLE 3.15.--Distribution of the Number of Different School Districts in which Intern Consultants have Obtained Teaching Experience, 1969.

	Number of Different School Districts								
Subjects	1	2	3	4	5	6	7	8	9
Number	10	7	10	4	3	4	1	--	1
Percent	25	17.5	25	10	7.5	10	2.5	--	2.5

The distribution of the number of years experience as an intern consultant is found on Table 3.16. Most subjects (70 percent) have had one or two years experience as an intern consultant. The mean for intern consultants was two years of experience with the Elementary Intern Program.

The Composite Intern Consultant

The composite intern consultant in the Michigan State University Elementary Intern Program was likely to:

1. be a female;
2. be forty-three years of age;
3. be married;

TABLE 3.16.--Distribution of Years Experience as an Intern Consultant, 1969.

	Years Experience as Intern Consultant							
Subjects	1	2	3	4	5	6	7	8
Number	13	15	3	1	--	4	2	2
Percent	32.5	37.5	7.5	2.5	--	10	5	5

4. have earned a Bachelor of Science undergraduate degree;
5. have earned a Master of Arts degree, and have taken an additional 40 hours credit beyond this degree;
6. have attended undergraduate or graduate school at Michigan State University;
7. have taught in schools for 18 years;
8. have taught first, third, fourth, and fifth grades;
9. have taught in three different school districts;
10. have been a consultant for two years.

This composite description combines and summarizes the average computed for the forty intern consultants who participated in this study.

Instrumentation

An extensive search of the literature for an appropriate standardized instrument to measure the variables of interest in this study failed to yield positive results. It was

concluded that no suitable measuring device was available. As a result, an instrument was constructed for the purpose of this study.

This instrument--referred to as the Intern Consultant Inventory[2]--was developed in collaboration with a colleague. Each contributor to the construction of the instrument previously served as an intern consultant in E.I.P. for a period of three years. First-hand experience as an occupant in the role was helpful in developing items for categories describing intern consultant tasks and methods of operation. This experience was also helpful in developing both items and categories that were believable, representative, and typical of the intern consultant role.

The Intern Consultant Inventory was developed in two distinct sections: Part A and Part B. Part A of this instrument was designed to measure perceptions of (1) preference for selected intern consultant tasks and (2) frequency of occurrence of selected intern consultant tasks. Part B of the reactionnaire was designed to measure perceptions of (1) preference for selected intern consultant method of operation and (2) the most likely intern consultant method of operation.

Specifically, Part A consisted of six categories selected on the basis of representativeness of intern

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[2]A copy of the instrument used in this study is found in Appendix B.

consultant supervisoral behaviors in working with intern teacher in the intern teacher's classroom. The categories selected were (1) classroom management techniques, (2) conditions of learning, (3) planning for learning experiences, (4) evaluation of learning, (5) analyzing teaching behavior, and (6) supportive consultant behaviors.

In Illustration 3.1, below, the organization and presentation of Part A of the instrument is shown. Each of the six categories consisted of four behavioral descriptions of intern consultant tasks. Each of the four behavioral tasks was followed by two continua. The first continuum was designed to measure degree of preference for that specific intern consultant behavior. The second continuum was designed to measure frequency of occurrence for that same specific intern consultant behavior. The sequence presented in Illustration 3.1 was repeated four times per category and followed across the six categories for Part A. See Illustration 3.2.

Part B of the Intern Consultant Inventory presented six problem situations typically encountered by interns during their first year of teaching. The categories for selected intern consultant method of operation were theoretical-practical, intern-intern consultant actuator, and directive-non-directive. Respondents estimated their preference for, and perceived likely, consultant method of operation. This resulted in six continua for each problem

ILLUSTRATION 3.1.--The Organization and Presentation of Preference and Frequency Scales Under the Behavioral Description of Consultant Task within a Category on Part A of the Intern Consultant Inventory.

Category: Classroom Management Technique

Behavioral Description: The consultant urges the intern to give continued attention to ventilation, lighting, seating, and other physical conditions within the intern's classroom

Preference Item: 1.

A	B	C	D	E
Definitely not preferred behavior			Very highly preferred behavior	

Frequency Item: 2.

A	B	C	D	E
Never Occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

ILLUSTRATION 3.2.--A Conceptual Scheme Representing the Data Collected on Part A of the Intern Consultant Inventory.

Part A: Preference and Frequency for Selected Intern Consultant Tasks

		Preference		Frequency	
		I*	C*	I*	C*
Category 1 - Management Techniques	Item 1				
	Item 2				
	Item 3				
	Item 4				
Category 2 - Conditions of Learning	Item 1				
	Item 2				
	Item 3				
	Item 4				
Category 3 - Planning Learning Experiences	Item 1				
	Item 2				
	Item 3				
	Item 4				
Category 4 - Evaluation of Learning	Item 1				
	Item 2				
	Item 3				
	Item 4				
Category 5 - Analyzing Teaching Behavior	Item 1				
	Item 2				
	Item 3				
	Item 4				
Category 6 - Supportative Behavior	Item 1				
	Item 2				
	Item 3				
	Item 4				

*I = Interns; C = Consultants

situation; one scale of preference for and one scale of perceived actual consultant method of operation for each of the above stated categories (See Illustration 3.3).

For the development of this instrument, nearly one hundred specific behavioral tasks were identified each describing intern consultant behaviors. The categories of interest evolved from this pool of items.

Validity

Three independent "panels of experts" were involved in the item, category, and test construction phase of this study. These panels served to help establish the validity of the instrument. Each individual panel member was by past experience, as a director of an E.I.P. off-campus center, knowledgeable about the role of the intern consultant. They were no longer directly involved in the supervision of subjects in this study, interns and consultants. The panels offered unique, relevant, and objective criticisms which tended to strengthen both face and content validity for the Intern Consultant Inventory. After several trials and refinements it was their unanimous judgment that the sample and content within the completed instrument was representative of the role of the intern consultant.

To test appropriateness, objectivity, and sensitivity, a prototype was administered to fifteen former intern teachers, each a graduate of E.I.P. This sample was considered similar to incumbent interns.

ILLUSTRATION 3.3.--A Conceptual Scheme Representing the Data Collected on Part B of the Intern Consultant Inventory.

Part B: Preference for and Perceived Actual Intern Consultant Method of Operation

Problem Situation	Items	Perceived Actual	Preferred
1) Diagnosing learning difficulty and planning specific individual lessons	a) Theoretical/ Practical		
	b) Active Participation		
	c) Directive/ Non-directive		
2) Pacing lessons during the school day	a) Theoretical/ Practical		
	b) Active Participation		
	c) Directive/ Non-Directive		
3) Difficulty teaching a science concept	a) Theoretical/ Practical		
	b) Active Participation		
	c) Directive/ Non-Directive		
4) Difficulty with clear and concise directions	a) Theoretical/ Practical		
	b) Active Participation		
	c) Directive/ Non-directive		
5) Child retention and Principal misunderstanding	a) Theoretical/ Practical		
	b) Active Participation		
	c) Directive/ Non-Directive		

Responses from this former intern pre-test group suggested several changes which were incorporated into the final revision of the instrument. They indicated that the directions and items were clear. They felt the descriptions were typical of consultant behaviors and indicated they could easily identify with the specific problem situations.

The instrument appeared to be sensitive enough to make discriminations required for the research problem. Variability of responses by the pilot sample indicated the instrument's ability to measure differences between individuals. The printed instructions were clear and provided the necessary information needed by the pilot sample to complete the instrument. This group offered stylistic changes which were incorporated into the instructions for the final instrument. Their reactions indicated that the instrument was objective because it did not introduce a pre-disposition or bias toward responding in any particular manner. They concurred with the "panel of experts" that the sample content was representative of the intern consultant role. Although the pilot sample did not specifically say so, the instrument appeared to meet the test of appropriateness as they were able to meet the demands imposed by the instrument; i.e., reading vocabulary level, following written instructions, the symbolic thinking required by reacting to the scales. Upon completion of changes resulting from the pilot study, the final draft was printed. For convenience in data processing, an answer sheet accompanied the final instrument booklet.

Reliability of the Instrument

The purpose of the Intern Consultant Inventory was to measure differences hypothesized to exist between the populations of interest in this study; intern teachers and intern consultants. It was assumed that real differences between these subjects were measurable. The most critical criteria for the reliability or the constructed instrument was the degree to which it accurately and precisely produced "true" measures of the dependent variables of interest: preference and frequency of occurrence for intern consultant tasks and method of operation.

Kerlinger[3] in defining reliability indicates that it consists of several components; they are:

1) stability, dependability, or predictability. Other researchers describe this quality as repeatability. This component refers to the generation of similar results as measured by an instrument upon several administrations over time.

2) accuracy or precision. This component refers to the degree to which the measures obtained from a measuring instrument produce "true" measures of the property measured. It asks simply, are the measurements accurate?

The crucial test of the reliability of the instrument was precision or accuracy. As Kerlinger points out:

> We can inquire how much error of measurement there is in a measuring instrument. Recall that there are two general types of variance: systematic and

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[3]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, and Winston, Inc., 1967), p. 430.

> random. Systematic variance leans in one direction: scores tend to be all positive or all negative, or all high or all low. Error in this case is constant or biased. Random or error variance is self-compensating: scores tend now to lean this way, now that way. Errors of measurement are random errors. They are the sum or product of a number of causes: the ordinary random or chance elements present in all measures due to unknown causes, temporary or momentary fatigue, fortuitous conditions at a particular time that temporarily affect the object measured or the measuring instrument, fluctuations of memory or mood, and other factors that are temporary and shifting. To the extent that errors of measurement are present in a measuring instrument, to this extent the instrument is unreliable. In other words, reliability can be defined as the relative absence of errors of measurement in a measuring instrument. Reliability is associated, then, with random or chance error.[4]

It was assumed that if real differences existed between interns' and consultants' perceptions, and if the instrument performed such that it detected differences when real differences were hypothesized to have existed, then it might be tentatively concluded that the criteria of precision for the instrument was met.

The difficulty in establishing and reporting a reliability coefficient for the instrument in this study was three-fold. First, the instrument was designed to measure perceptions. If a scientific approach was to be followed in the conduct of this study, then no response was better than any other. There was no right or wrong response. Second, the various split-half statistical procedures normally employed to estimate reliability were not applicable in this case. These methods assume a correct response.

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[4] Ibid., p. 430.

This assumption could not be met because of the reason stated above. Third, the test--re-test procedure may not have yielded the specific information desired from the respondents. A measure of perceptions of the respondent groups near the end of the school year was the objective of this study.

Data collected by the Intern Consultant Inventory were analyzed to provide a measure of internal consistence. The measure of internal consistency for this multi-variate instrument are summarized in the form of an inter-item correlational matrix. These data are presented in Appendix D.

Design of the Study

The two populations of this study were intern teachers and intern consultants. Each intern consultant was assigned to work with one or more interns. The maximum number of interns assigned to any one consultant was seven. The mode average supervisoral ratio of interns to consultants at the time of this study was approximately five to one (5.2 to 1). The supervisoral ratio of interns to consultants by centers are listed on Table 3.17.

The experimental unit selected for this study was the intern consultant and the interns assigned to that intern consultant. Each of the forty consultants were paired with the interns they were responsible for supervising. Thus, the experimental unit was forty (N = 40). This unit of analysis was selected because it was the smallest unit over which the experimenter had control. Each of these forty units

TABLE 3.17.--A Listing of E.I.P. Centers with the Number of Intern Teachers and Intern Consultants Associated with Each Center, and the Supervisoral Ratio of Interns to Consultants, 1969.

Name of Center	Number of Intern Teachers	Number of Intern Consultants		Supervisoral Ratio of Interns to Consultants
		Full Time	Part* Time	
1. Alpena	14	3	0	4.6 to 1
2. Battle Creek	24	3	3	6 to 1
3. Bay City-Saginaw	12	2	1	5.2 to 1
4. Detroit	7	1	1	5 to 1
5. Grand Rapids	27	5	1	5.2 to 1
6. Lansing	29	5	2	5.2 to 1
7. Livonia	24	4	0	6 to 1
8. Macomb	18	3	0	6 to 1
9. Pontiac	14	2	0	7 to 1
10. Port Huron	22	4	0	5.5 to 1
Total:	191	32	8	
Mean:				5.6 to 1
Median:				5.4 to 1
Mode:				5.2 to 1

*Several Intern Consultants were part-time, sharing responsibility for one or more interns with another assignment in the local schools or with E.I.P.

met the criteria of operating independently of every other unit. Independence existed both between and within pairs because of the nature of the assignment of the interns to their consultant and assignment to teaching station.

The categories within the reactionnaire were designed, by selected sampling of behavioral descriptions of consultant tasks, to be (1) internally consistent, dependent, and mutually related within each category, and (2) mutually independent and exclusive of every other category included in the instrument.

The dependent variables for Part A of the instrument were perceptions of preference for, and perceived frequency of, occurrence of intern consultant tasks. The two dependent variables were measured by two scales following each behavioral description. Each scale measured the variable of interest on at least an ordinal basis, and approximated internal measurement. The data generated from these scales were assumed to be interval. If the scale possesses this property, equal intervals, we can then utilize the assumption of normality needed for a parametric statistical test of differences between means. On this point Kerlinger says:

> Though most psychological scales are basically ordinal, we can with considerable assurance often assume an equality of interval. The argument is evidential. If we have, say, two or three measures of the same variable, and these measures are all substantially and linearly related, then equal intervals can be assumed. This assumption is valid because the more nearly a relation approaches linearity, the more nearly equal are the intervals of the scales. This also applies, at least to some extent, to certain psychological

> measures like intelligence, achievement, and attitude tests and scales.
>
> A related argument is that many of the methods of analysis we use work quite well with most psychological scales. That is, the results we get from using scales and assuming equal intervals are quite satisfactory.[5]

Illustration 3.4, below, represents the research paradigm utilized in the treatment and analysis of data on Part A of this study. A legend appears below the schematic, indicating the symbols used.

Data for Part A were treated as a 2 x 6 x 2 x 40 factorial design for purposes of analysis, where: C_1 and C_2 represented preference for, and frequency of, occurrence of intern consultant behavior, R_1 through R_6 were categories of specific intern consultant behaviors treated as repeated measures, T_1 and T_2 represented interns and consultants, P_1 through P_{40} represented the contrast of interns paired to their consultant. The arrangement of the independent variables in this manner enabled the experimenter to utilize a Four-Way Analysis of Variance, Mixed Effects Model, Repeated Measures Design to test for overall significance in Part A of the instrument.

The second section of the written reactionnaire, Part B, was designed to measure preferred and likely intern consultant method of operation. The two populations of

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[5] Ibid., pp. 426-427.

ILLUSTRATION 3.4.--Research Paradigm for Part A of the Intern Consultant Inventory.

C_1

	R_1	R_2	R_3	R_4	R_5	R_6
P_1	$\overline{X}$					
P_2						
P_3						
T_1 . . . P_{40}						

C_2

R_1	R_2	R_3	R_4	R_5	R_6

P_1	$\overline{X}$					
P_2						
P_3						
T_2 . . .						
P_{40}						

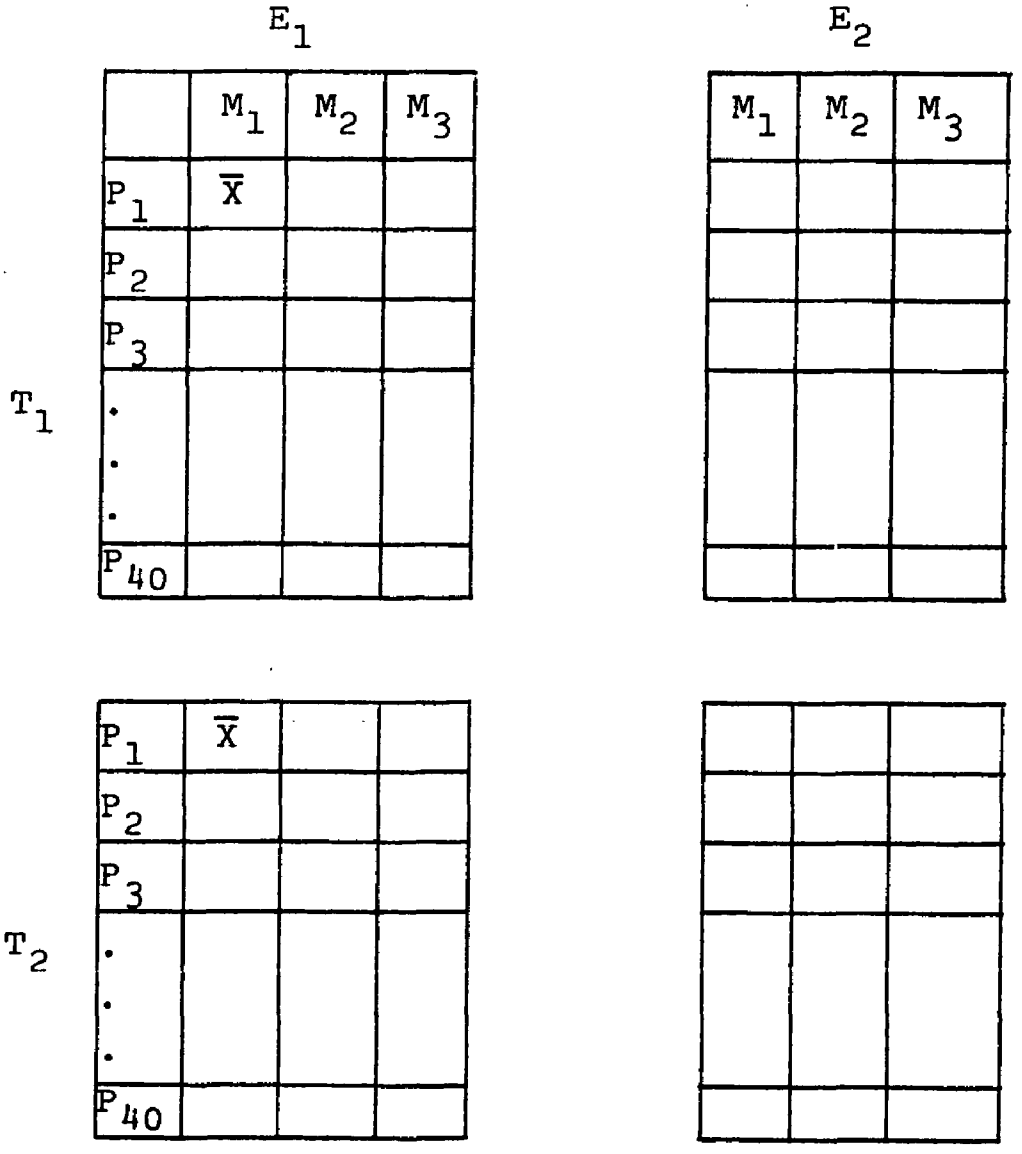
Legend:
- C_1 = Preference
- C_2 = Frequency
- R_1 = Management Techniques
- R_2 = Conditions of Learning
- R_3 = Planning for Instruction
- R_4 = Measurement of Learning
- R_5 = Analysis of Teaching
- R_6 = Supportative Behavior
- T_1 = Intern Teachers
- T_2 = Intern Consultants
- P_1 . . . P_{40} = Paired Interns to their Consultant

interest and experimental unit of analysis remain the same as in Part A, interns and consultants and forty pairs, respectively. However, intern consultant method of operation was represented by three categories. They were: theoretical-practical orientation, intern-intern consultant active initiative orientation, and directive-non-directive orientation.

Illustration 3.5, portrays the research paradigm for the treatment and analysis of data of Part B. A legend is presented below, indicating the symbols used to identify the components of the design.

Data for Part B were treated as a 2 x 3 x 2 x 40 factorial design, where: E_1 and E_2 indicated preference for and perceived actual, M_1 through M_3 represented theoretical-practical, intern-consultant actuating, and directive-non-directive orientation of consultant method of operation, T_1 and T_2 indicated interns and consultants, and $P_1 \ldots P_{40}$ represented the contrast of interns paired with their consultant. The arrangement of the variables in this manner enabled the experimenter to utilize a Four-Way Analysis of Variance, Mixed Effects Model, Repeated Measures Design to test for overall significance in Part B of the instrument. This design was treated as independent of Part A, although both sections were administered at the same time.

ILLUSTRATION 3.5.--Research Paradigm for Part B of the Intern Consultant Inventory.



Legend:

E_1 = Preferred Behavior
E_2 = Likely Behavior
M_1 = Theoretical Orientation
M_2 = Active Behavior
M_3 = Directiveness Consultant Behavior
T_1 = Interns
T_2 = Consultants
P_1 . . P_{40} = Paired Interns to their Consultants

Thus, the design of this study included the various factors built into the instrument to explore role perceptions for the intern consultant. The multi-factorial design and analysis of variance allowed the manipulation and control of two or more variables simultaneously. Another advantage was the study of the interactive effects of the independent variables on dependent variables. Finally, the multi-factorial design and analysis of variance was more precise than other combinations of research design and statistical considerations available.

The Statistical Hypotheses of this Study

The following hypotheses were posed for testing in this study:

1. There is no difference of preference for selected intern consultants' tasks between intern teachers and intern consultants in the Michigan State University Elementary Intern Program as measured by the Intern Consultant Inventory.

   Symbolically: $Ho_1 : \mu_1 = \mu_2$

   Where: $\mu_1 = T_1C_1$

   $\mu_2 = T_2C_1$

   : on Part A in the design of this study

Alternate Hypothesis:

Intern teachers' mean score of preference for selected intern consultant tasks is different from intern consultants' mean score.

Symbolically: $H_{A1} : \mu_1 \neq \mu_2$

2. There is no difference of perceived frequency of selected intern consultant tasks between intern teachers and intern consultants in the Michigan State University Elementary Intern Program as measured by the Intern Consultant Inventory.

Symbolically: $Ho_2 : \mu_1 = \mu_2$

Where: $\mu_1 = T_1C_2$

$\mu_2 = T_2C_2$

: on Part A in the design of this study

Alternate Hypothesis:

Intern teachers' mean score of perceived frequency of selected intern consultant tasks is different from intern consultants' mean score.

Symbolically: $H_{A_2} : \mu_1 \neq \mu_2$

3. There is no difference of preference for a theoretical approach in intern consultant method of operation between intern teachers and intern consultants in the Michigan State University Elementary Intern Program as measured by the Intern Consultant Inventory.

Symbolically: $Ho_3 : \mu_1 = \mu_2$

Where: $\mu_1 = T_1M_1E_1$

$\mu_2 = T_2M_1E_1$

: on Part B in the design of this study.

Alternate Hypothesis:

Intern teachers' mean score of preference for a theoretical approach in intern

consultant method of operation is different from intern consultants' mean score.

Symbolically: $H_{A_3} : \mu_1 \neq \mu_2$

4. There is no difference of perceived actual theoretical approach in intern consultant method of operation between intern teachers and intern consultants in the Michigan State University Elementary Intern Program as measured by the Intern Consultant Inventory.

Symbolically: $Ho_4 : \mu_1 = \mu_2$

Where: $\mu_1 = T_1M_1E_2$

$\mu_2 = T_2M_1E_2$

: on Part B in the design of this study.

Alternate Hypothesis:

Intern teachers' mean score of perceived actual theoretical approach in intern consultant method of operation is different from intern consultants' mean score.

Symbolically: $H_{A_4} : \mu_1 \neq \mu_2$

5. There is no difference of preference for initiating intern consultant method of operation between intern teachers and intern consultants in the Michigan State University Elementary Intern Program as measured by the Intern Consultant Inventory.

Symbolically: $Ho_5 : \mu_1 = \mu_2$

Where: $\mu_1 = T_1M_2E_1$

$\mu_2 = T_2M_2E_1$

: on Part B in the design of this study.

Alternate Hypothesis:

Intern Teachers' mean score of preference for initiating intern consultant method of operation is different from intern consultants' mean score.

Symbolically: $H_{A_5} : \mu_1 \neq \mu_2$

6. There is no difference of perceived actual initiating intern consultant method of operation between intern teachers and intern consultants in the Michigan State University Elementary Intern Program as measured by the Intern Consultant Inventory.

Symbolically: $Ho_6 : \mu_1 = \mu_2$

Where: $\mu_1 = T_1M_2E_2$

$\mu_2 = T_2M_2E_2$

: on Part B in the design of this study.

Alternate Hypothesis:

Intern teachers' mean score of perceived actual initiating intern consultant method of operation is different from intern consultants' mean score.

Symbolically: $H_{A_6} : \mu_1 \neq \mu_2$

7. There is no difference of preference for directiveness in intern consultant method of operation between intern teachers and intern consultants in the Michigan State University Elementary Intern Program as measured by the Intern Consultant Inventory.

Symbolically: $Ho_7 : \mu_1 = \mu_2$

Where: $\mu_1 = T_1M_3E_1$

$\mu_2 = T_2M_3E_1$

: on Part B in the design of this study.

Alternate Hypothesis:

Intern teachers' mean score of preference for directiveness in the intern consultant method of operation is different from intern consultants' mean score.

Symbolically: $H_{A_7} : \mu_1 \neq \mu_2$

8. There is no difference of perceived actual directiveness in intern consultant method of operation between intern teachers and intern consultants in the Michigan State University Elementary Intern Program as measured by the Intern Consultant Inventory.

Symbolically: $Ho_8 : \mu_1 = \mu_2$

Where: $\mu_1 = T_1M_3E_2$

$\mu_2 - T_2M_3E_2$

: on Part B in the design of this study.

Alternate Hypothesis:

Intern teachers' mean score of perceived actual directiveness in intern consultant method of operation is different from intern consultants' mean score.

Symbolically: $H_{A_8} : \mu_1 \neq \mu_2$

Data Collecting Process

Data for this study were collected over a twenty-day period of April/May, 1969. This period of time was necessitated by the geographic distribution of E.I.P. centers scattered throughout the lower peninsula of the State of Michigan. (See Table 3.18 below.)

TABLE 3.18.--A Listing of Elementary Intern Program Off-Campus Centers Cooperating in this Study, and Their Approximate Distances from the Michigan State University Campus, 1969.

	Name of Center	Approximate Distance from MSU Campus
1.	Alpena	230 miles
2.	Battle Creek	50 miles
3.	Bay City-Saginaw	80 miles
4.	Detroit	97 miles
5.	Grand Rapids	65 miles
6.	Lansing	4 miles
7.	Livonia	93 miles
8.	Macomb	90 miles
9.	Pontiac	84 miles
10.	Port Huron	120 miles

Note: A State of Michigan map is provided in Appendix A.

A cover letter was sent to the above-listed centers indicating in global terms the purpose of the research project. The cover letter is found in Appendix B. Through the cooperation of center directors, who were Michigan State University faculty members in residence in the off-campus communities, interns and consultants were scheduled to participate in this study. In every case, intern consultants were scheduled to participate during the afternoon of their normal working day. In most cases, intern teachers participated during the early evening hours, after a full working day, in conjunction with, or in place of, their regularly scheduled college course taught by the center director. In several instances, interns were scheduled after their normal teaching

day, before the supper hour, and expressly for the purpose of participation in this study. In large measure, this accounts for the high rate of involvement of the sample of interest. Thus, an attempt was made to maximize the validity of the data and minimize any inconvenience to the respondents.

The subjects met with a team of researchers. This team consisted of three advanced graduate students in elementary education at Michigan State University. The research team members were introduced to the center directors by the cover letter. The research team met several times before the data-collecting process was initiated to standardize rapport establishing, oral instructions, and test administration procedure.

Ten off-campus centers necessitated twenty separate administrations of the instrument: ten to consultants and ten to interns. The consultants, in an individual center, responded as a group. While the test administration situation was natural and comfortable, it paralleled closely a typical classroom testing situation. The respondents completed the reactionnaire independent of each other. The same procedure was followed for interns with one large group administration for each center. The situation was more formal for interns because of the connection between this research project and their regularly scheduled college class. The average time period for both groups to complete this reactionnaire was thirty minutes each.

Conditions for data collecting varied among centers because of differences in geographic location and physical conditions of the particular center facility. With one exception, 19 of the reactionnaire administrations took place in a classroom within the center facility. The exception was when the interns from one center responded to the instrument in the living room of the center director's home. The practice of this center was that the interns' college class met informally in various homes. They were previously scheduled to meet at the director's home coincidental to the purpose of data collection for this study. Independence of observation was assured by each intern completing the written reactionnaire independently.

Initial Steps in Data Processing

Subjects responded to the scaled continua by placing a mark on their answer sheet. When all the data were collected for all centers, including make-ups, the answer sheets were machine processed to obtain a frequency count for each continuum item response. Data were translated directly from machine readable answer sheets which had been marked by respondents to punched computer cards by an IBM 420. A verification was made at this point to determine that the computer cards corresponded with answers on the answer sheets. In addition, the machine produced a printout frequency count for item responses for Part A and Part

B of the instrument. The frequency count data is summarized in Appendix D.

In the next step, the computer was instructed to categorize specific items imbedded in the instrument for Part A and average the scores for individuals within and across categories. A new computer card for each individual respondent was punched indicating that individual's average score for each category. A validation check was made of this process for accuracy. The same procedure was followed for Part B of the instrument.

Having obtained individual mean scores for categories, mean scores for Pair 1 through Pair 40 for interns and mean scores for Pair 1 through Pair 40 for consultants, both within and across repeated measures (categories 1 through 6) and across the variable of preference were computed. The same procedure was followed for the frequency variable. At this point the data were in a form for an Analysis of Variance program.

Statistical Procedures Used in this Study

The problem in this study, intern consultant role exploration, led to the development of a multi-factorial instrument and design. The design of this study required factorial analysis of variance as the statistical method to analyze the independent and interactive effects of the independent variables upon the dependent variables, preference

and frequency. Thus, analysis of variance was the most powerful and appropriate model adaptable to this study.

Data were analyzed for over-all significance to determine the precision for Part A of the instrument. The analysis of variance was used for this purpose. Hypothesis 1 and Hypothesis 2 were tested by the Scheffe post-hoc comparison technique after the over-all F test had shown significance.

Data were tested for over-all significance to determine the precision for Part B of the instrument by the analysis of variance. Hypotheses 3, 4, 5, 6, 7, and 8 were tested by the Scheffe post-hoc comparison technique after the over-all F test had shown significance.

Hays has pointed out that:

> Considered by themselves, all that the F tests in analysis of variance can tell you is that <u>something</u> seems to have happened. If the F is significant, then some effects presumably exist that can be expected to occur again under similar circumstances; if the test is not significant, something notable still may have happened, but if treatment effects exist they are at least partially obscured by other variation. Other than this, an F test tells almost nothing.[6]

Hays suggests that a powerful statistical technique for evaluating the significance of differences among means <u>after</u> the over-all F test has shown significance is post-hoc comparisons. The Scheffe post-hoc comparison technique has the

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[6]William L. Hays, <u>Statistics for Psychologists</u> (New York: Holt, Rinehart, and Winston, Inc., 1963), pp. 459-460.

advantages of simplicity, applicability to groups of unequal sizes, and any comparison can be made. There is no requirement that post-hoc comparisons be independent. This method is also known to be relatively insensitive to departures from normality and homogeneity of variance.[7]

Statistical Assumptions

The mixed effects model of analysis of variance was used to test over-all significance for the Intern Consultant Inventory, Part A and Part B. This model required the satisfaction of the following assumptions:

1. the distribution of the dependent variable, preference and frequency, be normally distributed in the population sample;
2. the homoscedasticity or variance from the means of the rows and columns tends to be equal;
3. that there be independence of observations among the population sample; and
4. the off-diagonal elements in the repeated measures by repeated measures correlational matrix be equal.

The Scheffe post-hoc comparisons required no further assumptions that those described above for the analysis of variance.

The assumptions of normality and homoscedasticity can be violated without serious consequences because of the robustness of the analysis of variance.[8] Independence of

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[7] Op. cit., p. 484.

[8] Henry Scheffe, The Analysis of Variance (New York: John Wiley and Sons, Inc., 1959), p. 362.

observations in this study were assumed to be met by objectivity in the administration of the instrument. The fourth assumption, that the off-diagonal elements in the repeated measures by repeated measures correlational matrix be equal, was not essential because the conservative test suggested by Greenhouse and Geiser[9] was used. This conservative test, which reduced the degrees of freedom used in producing the F ratio, did not require that this fourth assumption be met.

Significance Level Chosen

The .05 level for rejection of the null hypothesis was selected as being sufficiently rigorous for the purposes of this study. If the probability was at or less than five times in one hundred that observed difference, or one greater could have occurred by chance, then the hypothesis was rejected. However, if the observed difference was of such a magnitude that it or one greater might arise more than five times in one hundred through the operation of chance factors, the null hypothesis of no difference was accepted.

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[9]S. W. Greenhouse and S. Geiser, "On Methods of the Analysis of Profile Data," Psychometrika, 24, pp. 95-112.

CHAPTER IV

ANALYSIS OF DATA

In this chapter: (1) results from Part A of the Intern Consultant Inventory are summarized in an analysis of variance table; (2) Hypothesis 1 and Hypothesis 2 are tested by Scheffe post-hoc comparisons and results presented; (3) further exploration of Part A of the Intern Consultant Inventory are presented; (4) results from Part B of the instrument are summarized in an analysis of variance table; (5) Hypotheses 3 through 8 are tested by Scheffe post-hoc comparisons and results presented, and finally, (7) further results of Part B of the Intern Consultant Inventory are presented. A detailed discussion of each hypothesis follows in Chapter V.

Intern Consultant Inventory Part A

The analysis of variance procedure was used to test over-all significance for Part A of the instrument. The F test results from the analysis of variance are presented below in Table 4.1.

TABLE 4.1.--Analysis of Variance for Part A of the Intern Consultant Inventory.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
T. (Interns and Consultants)	967.01	1	967.01	54.54*
C. (Preference and Frequency)	3970.29	1	3970.29	623.79*
R. (Selected Consultant tasks)	203.21	5	40.64	5.21*
P. (Paired Interns and Consultant)	608.70	39	15.61	
TC. (Interns/Consultants and Preference/Frequency)	10.48	1	10.48	1.65
TR. (Interns/Consultants and Selected Consultant Tasks)	52.70	5	10.54	5.13*
TP. (Interns/Consultants and Paired Interns/Consultants	691.52	39	17.73	
CR. (Preference/Frequency and Selected Consultant Tasks)	105.89	5	21.18	18.70*
CP. (Preference/Frequency and Paired Interns/Consultants	248.22	39	6.36	
RP. (Selected Consultant Tasks and Paired Interns/Consultant)	584.15	195	3.00	
TCR. (Interns/Consultants and Preference/Frequency and Selected Consultant Tasks)	19.04	5	3.81	4.08*
TCP. (Interns/Consultants and Preference/Frequency and Paired Interns/Consultant)	234.55	39	6.01	
TRP. (Interns/Consultants and Selected Consultant Tasks and Paired Interns/Consultant)	400.37	195	2.05	

TABLE 4.1.--Continued.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
CRP. (Preference/Frequency and Selected Consultant Tasks and Paired Interns/Consultant)	220.84	195	1.13	
TCRP. (Interns/Consultants and Preference/Frequency and Selected Consultant Tasks and Paired Interns/Consultant)	181.87	195	0.93	

*Significant at the .05 level of confidence.

Results

Comparison of mean scores on the Intern Consultant Inventory by F tests suggests that:

1. significant difference existed between interns and consultants (Main Effect)
2. significant difference existed between preference and frequency (Main Effect)
3. significant difference existed between selected consultant tasks (Main Effect)
4. no significant difference existed between interns and consultants and preference and frequency (First Order Interaction)
5. significant difference existed between interns and consultants and selected consultant tasks (First Order Interaction)
6. significant difference existed between preference and frequency and selected consultant tasks (First Order Interaction)

7. significant difference existed between interns and consultants, preference and frequency, and selected consultant tasks (Second Order Interaction)

Thus, the tentative conclusion was that Part A of the instrument performed as planned. It discriminated differences between the variables of interest in this study. In the next portion of this report, the hypotheses tested by a variation of the above statistical test and results for each are presented.

Hypothesis One

There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on preference for selected intern consultant tasks on the Intern Consultant Inventory.

Symbolically: $Ho_1 = T_1C_1 = T_2C_1$

Tested by $\hat{\Psi}$ g

Where: $T_1C_1 = 15.7$

$T_2C_1 = 17.5$

Where: $T_1C_1 - T_2C_1 = \Psi$

$15.7 - 17.5 = \bar{}1.8$

Where: $\hat{\Psi}$ g = $\bar{}1.8 \pm .82$*

*Significant at the .05 level of confidence

Result

On the basis of the post-hoc comparison, tested above, Hypothesis 1 was rejected. A difference between the mean

scores for intern teachers and intern consultants on preference for selected intern consultant tasks was found. The difference was significant at the .05 level of confidence. Inspection of the confidence interval indicates the mean score for intern consultants is greater than the mean score for intern teachers on preference for selected intern consultant tasks.

Hypothesis Two

There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on perceived frequency of selected intern consultant tasks on the Intern Consultant Inventory.

Symbolically: $T_1C_2 = T_2C_2$

Tested by $\hat{\Psi}$ g

Where: $T_1C_2 = 11.4$

$T_2C_2 = 13.7$

Where: $T_1C_2 - T_2C_2 = \Psi$

$11.4 - 13.7 = {}^{-}2.3$

Where: $\hat{\Psi}$ g $= {}^{-}2.3 \pm .82$*

*Significant at the .05 level of confidence.

Result

Hypothesis 2, tested by the post-hoc comparison above, was rejected. A difference between mean scores for intern teachers and intern consultants in perceived frequency of

occurrence of selected intern consultant tasks was found. This difference was significant at the .05 level of confidence. Inspection of the confidence interval indicates the mean score for intern consultants was greater than the mean score for intern teachers in perceived frequency of occurrence of selected intern consultant tasks.

Further Exploration of Data from Part A of the Intern Consultant Inventory

The variables of interest in this study were (1) interns and consultants, (2) preference and frequency, and (3) selected consultant tasks. Examination of the F ratios derived from the analysis of variance procedure indicated that each of the three variables of interest were significant at the .05 level of confidence. In addition, three of the four interactions were found to be significant. To determine what information these significant findings portend, the data were further explored by tables, graphs, and post-hoc comparisons. The most meaningful information generated by this reactionnaire were not tapped by Hypothesis 1 and Hypothesis 2; as a result, further probing was essential.

In Table 4.2 below, the F test result is presented for the main effect of subjects. A significant difference was found between interns and consultants. The observed mean score for interns, collapsed over preference and across selected consultant task, was 13.58. The observed mean score, also collapsed, for consultants was 15.59. This

finding indicated that consultants expressed greater preference for, and perceived greater frequency of, the selected consultant tasks than intern teachers.

TABLE 4.2.--F Test Result from the Analysis of Variance for Intern and Consultant Subjects.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
T. (Interns and Consultants)	967.01	1	967.01	54.54*
T.P. (Interns/Consultants and Paired Interns/ Consultant)	691.52	39	17.73	

*Significant at the .05 level of confidence.

Table 4.3 includes the F test result for the variables of preference and frequency. A significant difference was found between preference and frequency. The observed mean score for preference, collapsed over interns and consultants and across selected consultant tasks, was 16.62. The observed mean score, likewise collapsed, for frequency was 12.55. This suggests that both interns and consultants expressed greater preference for the selected intern consultant tasks than their perceived frequency of occurrence for the tasks.

TABLE 4.3.--F Test Results from the Analysis of Variance for Preference and Frequency.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
C. (Preference and Frequency)	3970.29	1	3970.29	623.79*
C.P. (Preference/ Frequency and Paired Interns/ Consultant)	248.22	39	6.36	

*Significant at the .05 level of confidence.

The F test result for the selected intern consultant tasks is found in Table 4.4. A significant difference was found. The selected consultant tasks, when collapsed over interns and consultants and preference and frequency, were significantly different from one another. A rank order of the observed mean scores, collapsed across the other variables, is presented in Table 4.5.

The rank ordering of selected consultant tasks, found in Table 4.5, indicates that the conditions of learning task was both preferred and frequenced more than another consultant task. This category was followed by classroom management, evaluation of learning, supportative behavior, and planning for learning. The analyzing teaching taks was preferred and frequenced less than any other selected consultant task as perceived by both interns and consultants.

TABLE 4.4.--F Test Results from the Analysis of Variance for Selected Intern Consultant Tasks.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
R. (Selected Consultant Tasks)	203.21	5	40.64	13.55*
R.P. (Selected Consultant Tasks and Paired Interns/ Consultant)	584.15	195	3.00	

*Significant at the .05 level of confidence.

TABLE 4.5.--A Rank Order of Mean Scores of Selected Intern Consultant Tasks Combining Intern and Consultant Perceived Preference and Frequency.

Rank Order	Repeated Measure in the Design	Task Category	Combined Mean Score
1.	R_2	Conditions of Learning	15.46
2.	R_1	Classroom Management	14.78
3.	R_4	Evaluation of Learning	14.58
4.	R_6	Supportive Behavior	14.34
5.	R_3	Planning for Learning	14.31
6.	R_5	Analyzing Teaching	14.02

In Table 4.6 below, the F test result is presented for the interaction effect of TR (interns and consultants and selected intern consultant tasks, collapsed across preference and frequency). This interaction effect was significant at

the .05 level of confidence. To determine the precise nature of the interaction the observed mean scores are presented in Table 4.7.

TABLE 4.6.--F Test Result from the Analysis of Variance of Interns and Consultants and Selected Intern Consultant Tasks Collapsed Across Preference and Frequency.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
T.R. (Interns and Consultants and Selected Intern Consultant Tasks)	52.70	5	10.54	5.13*
T.R.P. (Interns and Consultants and Selected Intern Consultant Tasks and Paired Interns with Consultant)	400.37	195	2.05	

*Significant at the .05 level of confidence.

Table 4.7 includes mean scores of intern teachers and intern consultants for selected intern consultant tasks and post-hoc comparison test results. In every case intern consultants' mean scores, collapsed over preference and frequency, for selected intern consultant tasks were greater than intern teachers' mean scores. Significant differences, by Scheffe post-hoc comparison tests, were found to exist between intern teachers' and intern consultants' mean scores

TABLE 4.7.--Mean Scores of Intern Teachers and Intern Consultants for Selected Intern Consultant Tasks, Differences of Mean Scores, and Post-Hoc Comparison Test Results.

Subjects	Categories of Tasks (Repeated Measures within the Design).					
	Classroom Management Tasks R_1	Conditions of Learning Tasks R_2	Planning for Learning Tasks R_3	Evaluating Learning Tasks R_4	Analyzing Teaching Tasks R_5	Supportative Behavior Tasks R_6
Intern Teachers T_1	13.8	14.9	13.3	13.2	13.0	13.2
Intern Consultants T_2	15.8	16.0	15.3	15.9	15.0	15.5
Difference of Mean Scores	- 2.0*	- 1.1	- 2.0*	- 2.7*	- 2.0*	- 2.3*

Tested by $\hat{\Psi}g = \pm 1.86$, *Significant at the .05 level of confidence.

of classroom management tasks, planning for learning tasks, evaluating learning task, analyzing teaching tasks, and supportative behavior tasks. Conditions of learning tasks were selected highest, of all the tasks, by both interns and consultants.

In Illustration 4.1, the first order interaction effects for intern teachers' and intern consultants' mean scores collapsed across preference and frequency on selected intern consultant tasks are presented. Intern consultant mean scores were always higher than intern teachers. Differences between means were greatest between these two groups on the evaluation of learning tasks while differences were smallest between conditions of learning tasks.

In Table 4.8 results of the F test from the analysis of variance for the C.R. (Preference and Frequency for Selected Intern Consultant Tasks) and C.R.P. (Preference and Frequency for Selected Intern Consultant Tasks across Pairs of Interns and Consultant) interaction is presented. Differences were found between preference and frequency for selected intern consultant tasks. These differences were significant at the .05 level of confidence.

Mean scores of preference and frequency for selected intern consultant tasks, differences of mean scores, and post-hoc comparison test results are presented in Table 4.9. All differences between mean scores of preference and frequency were significant across each category of selected

ILLUSTRATION 4.1.--First Order Interaction Effects for Intern Teachers and Intern Consultants Mean Scores on Selected Intern Consultant Tasks Collapsed Across Preference and Frequency.

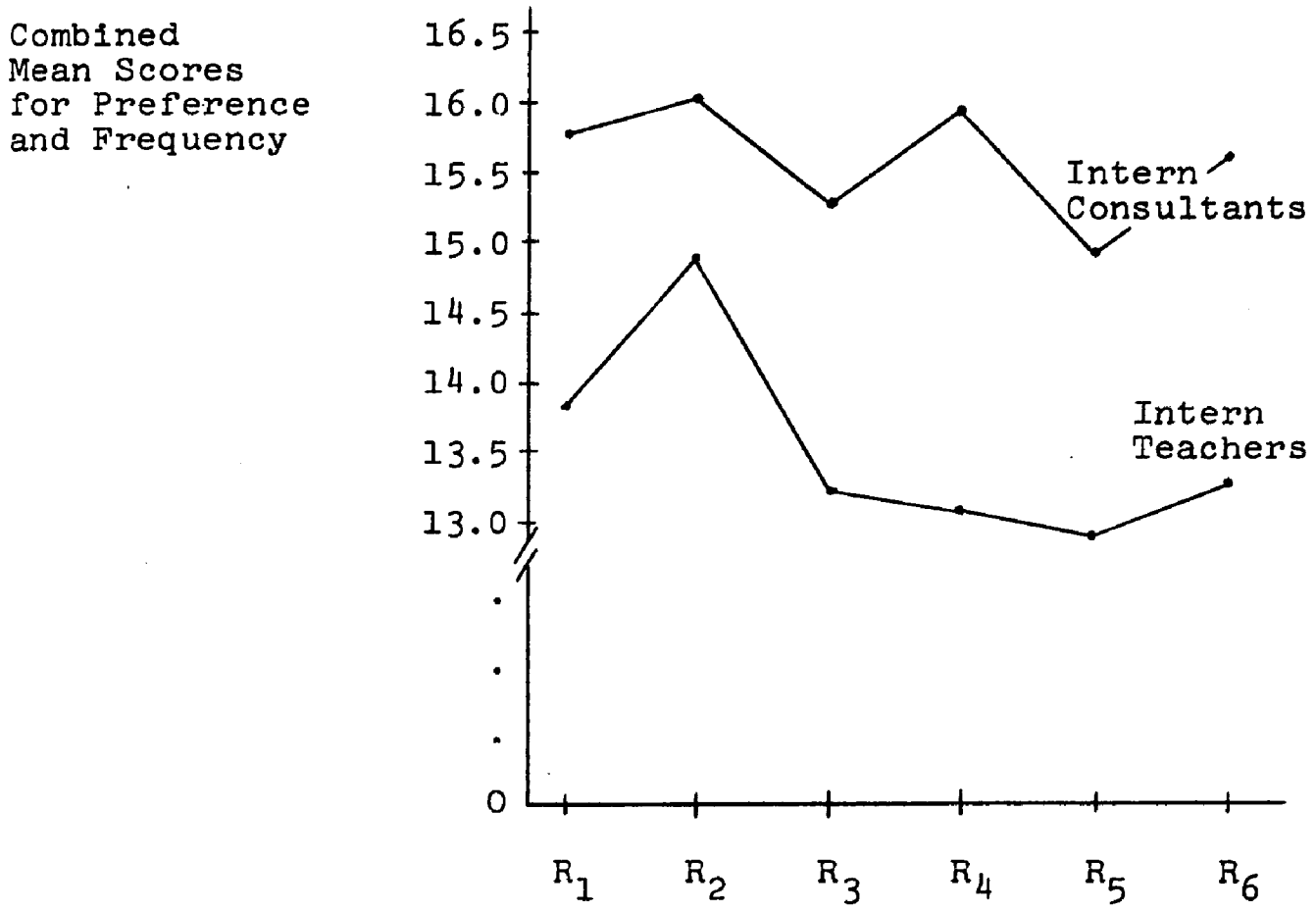


TABLE 4.8.--F Test Results from the Analysis of Variance of Preference and Frequency for Selected Intern Consultant Tasks.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
C.R. (Preference and Frequency for Selected Intern Consultant Tasks)	105.89	5	21.18	18.70*
C.R.P. (Preference and Frequency for Selected Intern Consultant Tasks Across Pairs of Interns with Consultant)	220.84	195	1.13	

*Significant at the .05 level of confidence.

TABLE 4.9.--Mean Scores of Preference and Frequency for Selected Intern Consultant Tasks, Differences of Mean Scores, and Post-Hoc Comparison Test Results.

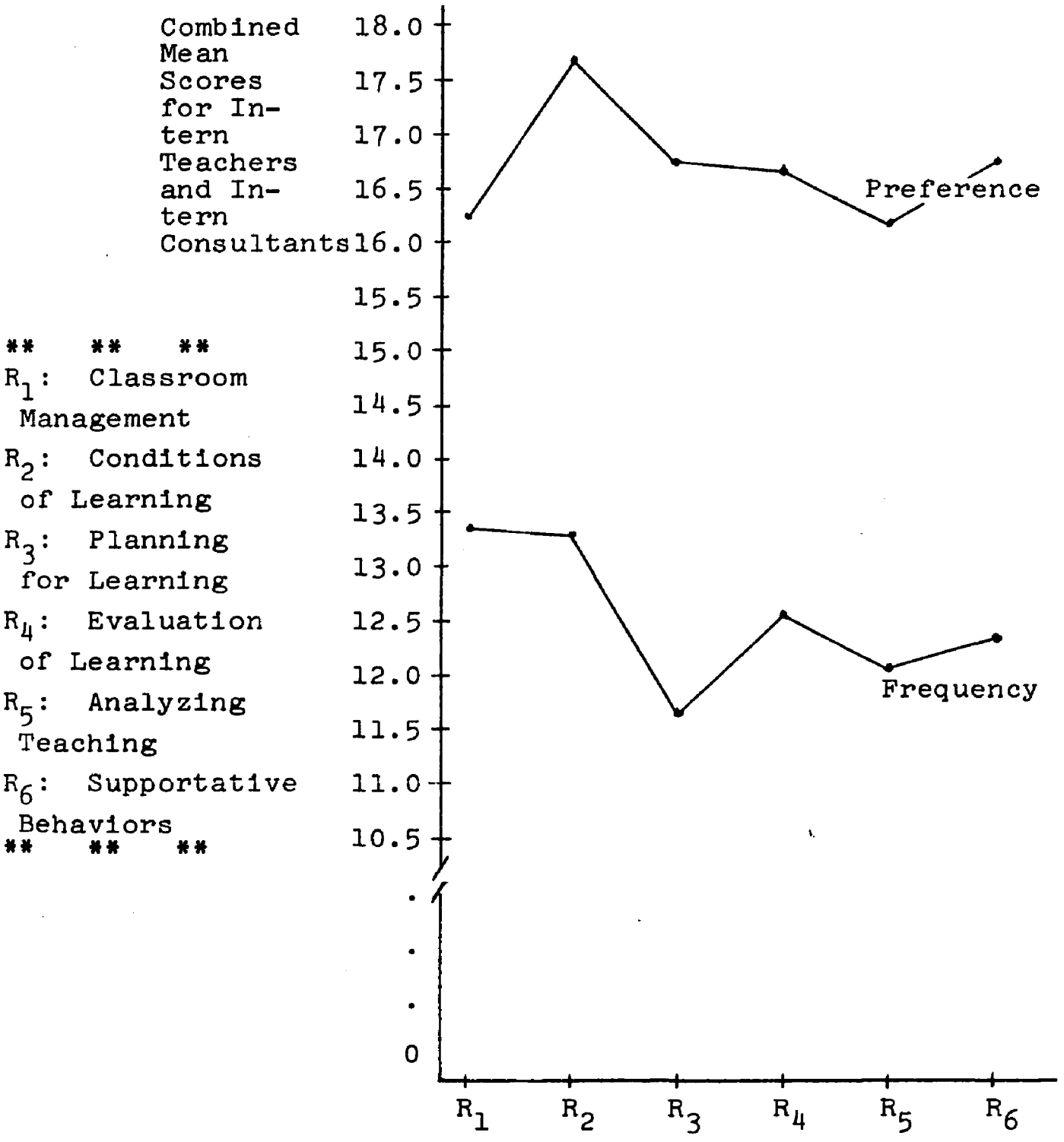
Variables	Categories of Tasks (Repeated Measures within the Design)					
	Classroom Management Tasks	Conditions of Learning Tasks	Planning for Learning Tasks	Evaluating Learning Tasks	Analyzing Teaching Tasks	Supportative Behavior Tasks
Preference C_1	16.2	17.6	16.8	16.6	16.1	16.5
Frequency C_2	13.4	13.4	11.8	12.6	12.0	12.2
Difference of Mean Scores	2.8*	4.2*	5.0*	4.0*	4.1*	4.3*

Tested by $\hat{\Psi}g = \pm 1.36$, *Significant at the .05 level of confidence.

intern consultant task. The differences were significant at the .05 level of confidence. The greatest observed difference between means was on the category of planning for learning tasks while the smallest difference between means was observed on the category of classroom management tasks.

In Illustration 4.2 the interaction effects for preference and frequency of selected intern consultant tasks collapsed across interns and consultants are presented. In every case, preference for selected intern consultant tasks was rated higher than the perceived frequency of occurrence. Conditions of learning tasks was rated highest of all preference across categories; followed by planning for learning, evaluation of learning, supportative behaviors, classroom management, and analyzing teaching. Classroom management and conditions of learning were rated highest in perceived frequency of occurrence; followed by evaluation of learning, supportative behaviors, analyzing teaching, and planning of learning. Planning for learning tasks was rated second highest on preference yet rated lowest in perceived frequency of occurrence. Classroom management tasks, though rated second lowest on preference, was rated highest in perceived frequency of occurrence when intern and consultant mean scores are combined. Analyzing teaching tasks were rated low on both preference and perceived frequency of occurrence.

ILLUSTRATION 4.2.--First Order Interaction Effects for Preference and Frequency Mean Scores on Selected Intern Consultant Tasks Collapsed Across Interns and Consultants.



Repeated Measures of Categories for Selected Intern Consultant Tasks.

Table 4.10 contains the F test result from the analysis of variance for the TCR second order interaction effect. The interaction effect for interns and consultants and preference and frequency and selected consultant tasks were found to interact significantly. To understand this finding the mean scores for interns and consultants preference and frequency for selected intern consultant tasks are presented in rank order.

TABLE 4.10.--F Test Result from the Analysis of Variance for Interns and Consultants and Preference and Frequency and Selected Intern Consultant Tasks.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
TCR. (Interns and Consultants and Preference and Frequency and Selected Consultant Tasks)	19.04	5	3.81	4.08*
TCRP. (Interns and Consultants and Preference and Frequency and Selected Consultant Tasks and Paired Interns with Consultant)	181.87	195	0.93	

*Significant at the .05 level of confidence.

This information is reported in Table 4.11. Interns and consultants differed greatly on their ordering of preference for selected consultant tasks. They differed very

TABLE 4.11.--Rank Order of Interns and Consultants Preference for and Perceived Frequency of Selected Intern Consultant Tasks.

Rank Order	Preference				Perceived Actual			
	Intern Teachers		Intern Consultants		Intern Teachers		Intern Consultants	
	Task Category	Mean Score	Task Category	Mean Score	Task Category	Mean Score	Task Category	Mean Score
1	Conditions of Learning (R_2)	17.2	Conditions of Learning (R_2)	18.0	Conditions of Learning (R_2)	12.6	Classroom management (R_1)	14.3
2	Planning for Learning (R_3)	16.1	Evaluating Learning (R_4)	17.9	Classroom Management (R_1)	12.5	Conditions of Learning (R_2)	14.1
3	Supportative Behaviors (R_6)	15.4	Supportative Behaviors (R_6)	17.6	Evaluating Learning (R_4)	11.2	Evaluating Learning (R_4)	13.9
4	Analyzing Teaching (R_5)	15.3	Planning for Learning (R_3)	17.6	Supportative Behaviors (R_6)	11.0	Supportative Behaviors (R_6)	13.4
5	Evaluating Learning (R_4)	15.2	Classroom Management (R_1)	17.3	Analyzing Teaching (R_5)	10.7	Analyzing Teaching (R_5)	13.3
6	Classroom Management (R_1)	15.1	Analyzing Teaching (R_5)	16.8	Planning for Learning (R_3)	10.5	Planning for Learning (R_3)	13.1

3.5

little on the rank ordering of frequency of occurrence. Interns and consultants preferred conditions of learning task higher than all other tasks. Interns preferred planning for learning second while consultants selected planning for learning third-fourth. Interns preferred supportative behavior tasks third and consultants rated them third-fourth. Interns preferred analyzing teaching tasks fourth contrasted with consultants preference of sixth. Interns preferred the evaluating learning task fifth and consultants rated this task second. Interns rated preference for the classroom management task sixth while consultants preferred the classroom management task fifth.

The rank ordering of perceived frequency of selected consultant tasks between interns and consultants resulted in high agreement. Interns rated frequency of conditions of learning tasks first and consultants rated them second. Interns rated classroom management tasks second while consultants rated them first in order of frequency. Complete agreement existed between interns and consultants on the ordering of the frequency with which the other tasks occurred; evaluating learning third, supportative behavior fourth, analyzing teaching fifth, and planning for learning sixth.

Differences between interns' preference and their perceived frequency of selected intern consultant tasks were found to exist. These differences are presented in Table 4.12.

TABLE 4.12.--Rank Order of Intern Teachers Expressed Preference for and Perceived Frequency of Selected Intern Consultant Tasks.

Expressed Preference for			Perceived Frequency of		
Rank Score	Selected Task Category	Mean Score	Rank Order	Selected Task Category	Mean Score
1	Conditions of Learning	17.2	1	Conditions of Learning	12.6
2	Planning for Learning	16.1	2	Classroom Management	12.5
3	Supportative Behaviors	15.4	3	Evaluating Learning	11.2
4	Analyzing Teaching	15.3	4	Supportative Behavior	11.0
5	Evaluating Learning	15.2	5	Analyzing Teaching	10.7
6	Classroom Management	15.1	6	Planning for Learning	10.5

Conditions of learning tasks was preferred higher than any other consultant task category and also perceived to be frequenced highest by intern teachers. Interns preferred planning for learning consultant tasks second highest of all categories but indicated they frequenced assistance in this area least. Preference for supportative behavior tasks was preferred third, while perceived to be experienced fourth. Interns preferred analyzing teaching fourth but experienced this aid from consultants fifth. Evaluating learning was preferred fifth and experienced third while classroom management was preferred sixth but experienced quite frequently by being rated second.

The information in Table 4.13 indicates intern consultant priorities of preference and indicates the frequency of occurrence for selected consultant behaviors. Conditions of learning and evaluating learning appeared high on preference and frequency. Planning for learning tasks appeared 3.5 on preference and last in frequency of occurrence. Classroom management tasks appeared fifth on preference yet first on perceived frequency by intern consultants. Analyzing teaching tasks appeared sixth on preference and fifth on frequency of occurrence by intern consultants.

TABLE 4.13.--Rank Order of Intern Consultants Expressed Preference for and Perceived Frequency of Selected Intern Consultant Tasks.

Expressed Preference for			Perceived Frequency of		
Rank Order	Selected Tasks Category	Mean Score	Rank Order	Selected Tasks Category	Mean Score
1	Conditions of Learning	18.0	1	Classroom Management	14.3
2	Evaluating Learning	17.9	2	Conditions of Learning	14.1
3.5	Supportative Behavior	17.6	3	Evaluating Learning	13.9
3.5	Planning for Learning		4	Supportative Behavior	13.4
5	Classroom Management	17.3	5	Analyzing Teaching	13.3
6	Analyzing Teaching	16.8	6	Planning for Learning	13.1

The results indicate that interns and consultants differed greatly on their ordering of preference for selected consultant tasks. They differed little on the rank ordering of frequency of occurrence. Both groups indicated a difference between what they would prefer on their expectations for selected intern consultant tasks and what was perceived to occur in rank order of frequency.

Intern Consultant Inventory Part B

The over-all significance for Part B of the instrument was tested by the analysis of variance. The F test results from this analysis are presented below in Table 4.14.

TABLE 4.14.--Analysis of Variance for Part B of the Intern Consultant Inventory.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
T. (Interns and Consultants)	0.02	1	0.02	.002
E. (Preferred and Perceived Actual)	18.02	1	18.02	9.99*
M. (Repeated Measures of Theoretical, Initiating, and Directiveness)	436.99	2	218.50	31.59*
P. (Pairs of interns and consultants)	844.20	39	21.65	
TE. (Interns/Consultants and preferred/ Perceived Actual)	0.35	1	0.35	.19
TM. (Interns/Consultants and Repeated Measures)	88.13	2	44.07	7.30*

TABLE 4.14.--Continued

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
TP. (Interns/Consultants and Paired Interns and Consultant)	786.40	39	20.16	
EM. (Preferred/Perceived Actual and Repeated Measures)	1204.53	2	602.27	218.88*
EP. (Preferred/Perceived Actual and Paired Interns and Consultant)	70.30	39	1.80	
MP. (Repeated Measures and Paired Interns and Consultant)	539.50	78	6.92	
TEM. (Interns/Consultants and Preferred/and Perceived Actual and Repeated Measures)	99.60	2	49.80	19.94*
TEP. (Interns/Consultants and Preferred/Perceived Actual and Paired Interns and Consultant)	73.84	39	1.89	
TMP. (Interns/Consultants and Repeated Measures and Paired Interns and Consultant)	471.14	78	6.04	
EMP. (Preferred/Perceived Actual and Repeated Measures and Paired Interns and Consultant)	214.63	78	2.50	
TEMP. (Interns/Consultants and Preferred/Perceived Actual and Repeated Measures and Paired Interns and Consultant)	194.80	78	2.50	

*Significant at the .05 level of confidence.

Results

Comparison of mean scores on the Intern Consultant Inventory by F tests suggest that:

1. no significant difference existed between interns and consultants (Main Effect)

2. significant difference existed between preferred and perceived actual intern consultant method of operation (Main Effect)

3. significant difference existed between repeated measures of theoretical orientation, initiating, and directiveness in consultant method of operation (Main Effects)

4. significant difference existed between interns and consultants across repeated measures (First Order Interaction)

5. significant difference existed between preferred and perceived actual intern consultant method of operation across repeated measures (First Order Interaction)

6. significant difference existed between interns and consultants, preferred and perceived actual, across repeated measures of intern consultant method of operation (Second Order Interaction)

Thus, the tentative conclusion drawn, was that Part B of the Intern Consultant Inventory performed as planned. It discriminated differences between the variables of interest in this study where differences were hypothesized to have existed. The hypotheses tested by a variation of the above statistical procedure and results for each are presented in the next portion of this report.

Hypothesis Three

There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on preference for a theoretical approach in intern consultant method of operation on the Intern Consultant Inventory.

Symbolically: $Ho_3 : T_1M_1E_1 = T_2M_1E_1$

Tested by $\hat{\Psi}g$

Where: $T_1M_1E_1 = 18.157$

$T_2M_1E_1 = 18.575$

Where: $T_1M_1E_1 - T_2M_1E_1 = \Psi$

$18.157 - 18.575 = \bar{}.418$

Where: $\hat{\Psi}g = \bar{}.42 \pm 1.60$

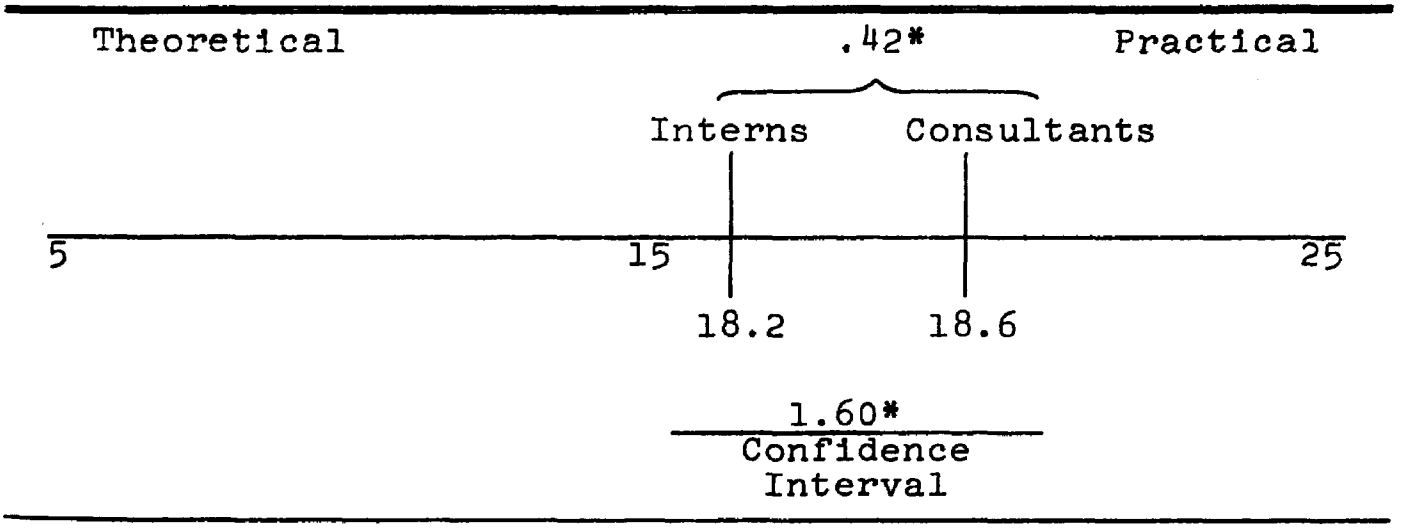
Result

On the basis of the post-hoc comparison, tested above, the decision was to fail to reject the null hypothesis. The conclusion was that no significant difference existed between interns' and consultants' mean scores on preference for a theoretical approach in intern consultant method of operation. Inspection of the confidence interval indicates the mean score for consultants was greater than the mean score for interns on preference for a theoretical approach in intern consultant method of operation.

The practical significance of this finding can be best illustrated by Illustration 4.3. In Illustration 4.3, the theoretical-practical continuum is presented indicating

preferences for orientation of consultant method of operation. The theoretical end of the continuum is distinguished by low mean scores while the practical end of the continuum is distinguished by high mean scores. Therefore, interns expressed a greater preference for a theoretical orientation in consultant method of operation and consultants indicated a preference for practical orientation in consultant method of operation. But, both interns and consultants weighted the balance toward the practical end of the continuum indicating greater preference for a practical intern consultant method of operation. Although differences existed they were not significant at the .05 level of confidence.

ILLUSTRATION 4.3.--Mean Scores of Intern Teachers and Intern Consultants on the Theoretical-Practical Continuum Indicating Preference for Orientation of Consultant Method of Operation.



KEY: * .42 = observed difference in mean scores between interns and consultants
*1.60 = 95 percent confidence interval of $\hat{\Psi}g$ test

Hypothesis Four

There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on perceived actual theoretical approach in intern consultant method of operation on the Intern Consultant Inventory.

Symbolically: $Ho_4 : T_1M_1E_2 = T_2M_1E_2$

Tested by $\hat{\Psi}g$

Where: $T_1M_1E_2 = 16.347$

$T_2M_1E_2 = 14.550$

Where: $T_1M_1E_2 - T_2M_1E_2 = \Psi$

$16.347 - 14.550 = 1.797$

Where: $\hat{\Psi}g = 1.80 \pm 1.60^*$

*Significant at the .05 level of confidence.

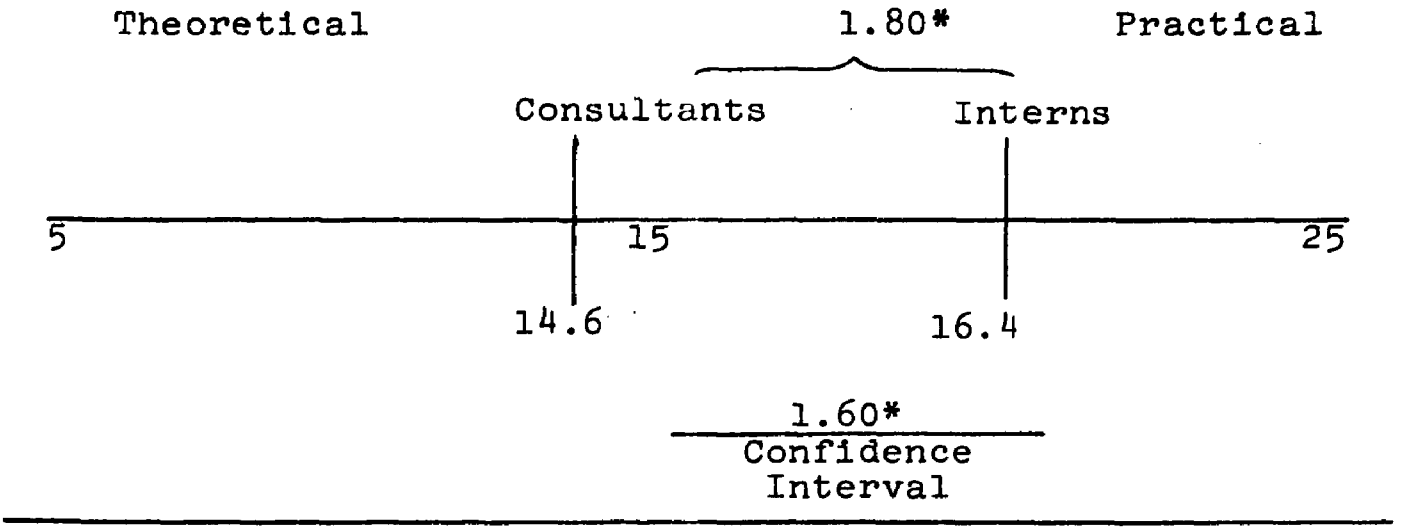
Result

On the basis of the post-hoc comparison test above, the null hypothesis is rejected. A difference existed between interns and consultants in perceived actual theoretical approach in intern consultant method of operation. This difference was significant at the .05 level of confidence. Inspection of the confidence interval indicates the mean score for intern teachers was greater than the mean score for intern consultants on perceived actual theoretical intern consultant method of operation.

This finding can be shown clearly by a diagram. Illustration 4.4 contains the theoretical-practical continuum with

mean scores for intern teachers and intern consultants of perceived actual theoretical approach in intern consultant method of operation. The theoretical end of the continuum is distinguished by low mean scores while the practical end of the continuum is distinguished by higher mean scores. Intern consultants perceived their method of operation as more theoretical than practical. Intern teachers perceived their consultants' method of operation as more practical than theoretical in orientation. This difference between perceptions was found to be significant at the .05 level of confidence.

ILLUSTRATION 4.4.--Mean Scores of Intern Teachers and Intern Consultants on the Theoretical-Practical Continuum Indicating Perceived Actual Theoretical Approach in Intern Consultant Method of Operation.



KEY: *1.80 = observed difference in mean scores between interns and consultants
*1.60 = 95 percent confidence interval of $\hat{\Psi}_g$ test

Hypothesis Five

There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on preference for initiating intern consultant method of operation on the Intern Consultant Inventory.

Symbolically: $Ho_5 : T_1M_2E_1 = T_2M_2E_1$

Tested by $\hat{\Psi}g$

Where: $T_1M_2E_1 = 18.060$

$T_2M_2E_1 = 19.425$

Where: $T_1M_2E_1 - T_2M_2E_1 = \Psi$

$18.060 - 19.425 = {}^{-}1.365$

Where: $\hat{\Psi}g = {}^{-}1.37 \pm 1.60$

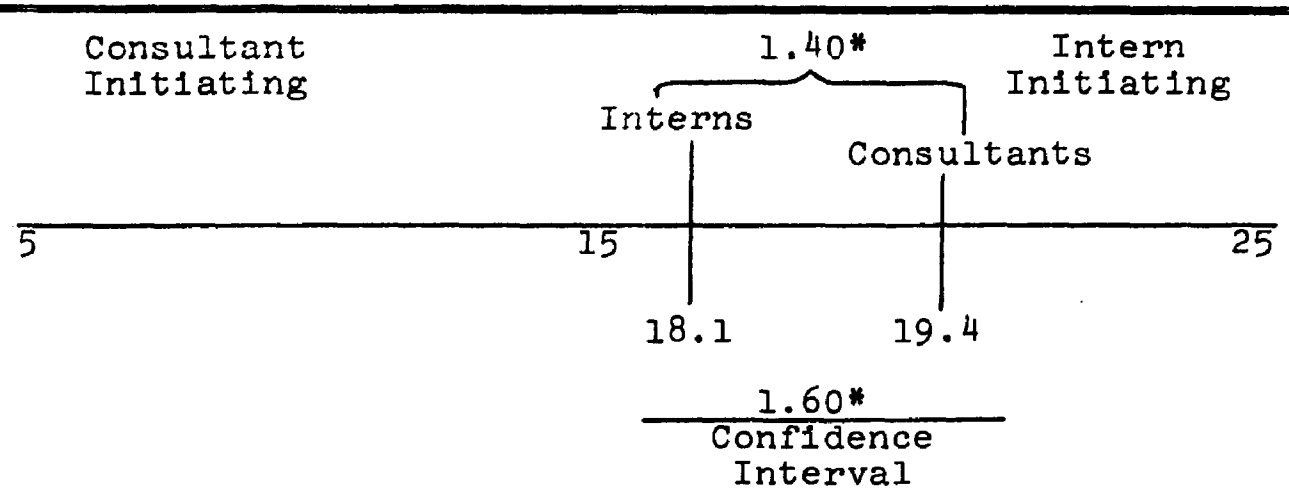
Result

Fail to reject the null hypothesis and conclude no significant differences existed between intern teachers and intern consultants in preference for initiating intern consultant method of operation. However, inspection of the confidence interval indicates intern consultants' mean score, of preference for initiating intern consultant method of operation, was greater than intern teachers' mean scores. This difference is shown in Illustration 4.5.

Mean scores of intern teachers and intern consultants on preference for initiating intern consultant method of operation are presented on the consultant-intern initiating continuum in Illustration 4.5. The consultant initiating

end of the continuum is distinguished by low mean scores while the intern initiating end of the continuum is distinguished by higher mean scores. Both interns and consultants weighted the balance toward the intern initiating end of the continuum indicating their preference for active involvement by interns in the solution of problems. However, consultants preferred interns to initiate action and to be more actively involved in solutions to problems than consultants. Interns preferred consultants to exercise greater initiative in consultant method of operation. Although differences existed they were not significant at the .05 level of confidence.

ILLUSTRATION 4.5.--Mean Scores of Intern Teachers and Intern Consultants on the Consultant-Intern Initiating Continuum Indicating Preference for Initiating Intern Consultant Method of Operation.



KEY: *1.40 = observed difference in mean scores between interns and consultants
*1.60 = 95 percent confidence interval of $\hat{\Psi}_g$ test

Hypothesis Six

There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on perceived actual initiating intern consultant method of operation on the Intern Consultant Inventory.

Symbolically: $Ho_6 : T_1M_2E_2 = T_2M_2E_2$

Tested by $\hat{\Psi}g$

Where: $T_1M_2E_2 = 17.650$

$T_2M_2E_2 = 18.675$

Where: $T_1M_2E_2 - T_2M_2E_2 = \Psi$

$17.650 - 18.675 = -1.025$

Where: $\hat{\Psi}g = 1.03 \pm 1.60$

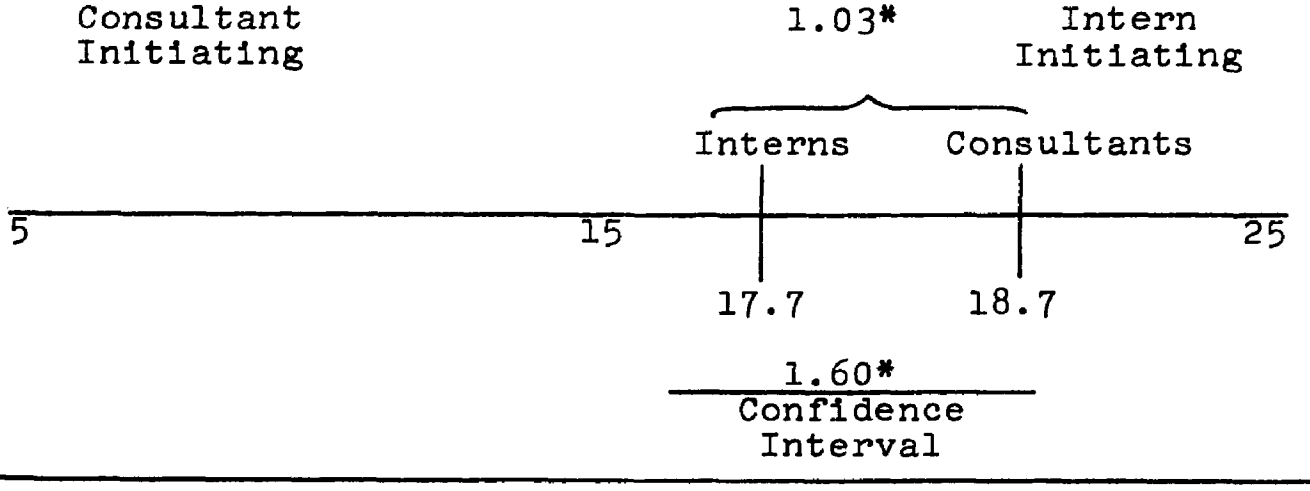
Result

On the basis of the post-hoc comparison tested above the decision was to fail to reject the null hypothesis. No significant difference existed between interns' and consultants' mean scores of perceived actual initiating intern consultant method of operation on the Intern Consultant Inventory. Inspection of the confidence interval indicates intern consultants' mean score on perceived actual initiating intern consultant method of operation was higher than intern teachers mean score.

In Illustration 4.6 the mean scores, of intern teachers and intern consultants on the consultant intern initiating continuum indicating perceived actual initiating intern

consultant method of operation, are detailed. The consultant initiating end of the continuum is distinguished by low mean scores while the intern initiating end of the continuum is distinguished by high mean scores. The balance of interns' and consultants' mean scores were weighted toward the intern initiating end of the continuum indicating their perception of greater actual intern involvement in the solution of problems than consultants. Consultants perceived interns initiating action more frequently than consultant initiated method of operation. Interns perceived consultant initiated action more frequently than intern initiated action but the differences in perception were not significant.

ILLUSTRATION 4.6.--Mean Scores of Intern Teachers and Intern Consultants on the Consultant-Intern Initiating Continuum Indicating Perceived Actual Initiating Intern Consultant Method of Operation.



KEY: *1.03 = observed difference in mean scores between interns and consultants
*1.60 = 95 percent confidence interval of $\hat{\Psi}g$ test

Hypothesis Seven

There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on preference for directiveness in intern consultant method of operation on the Intern Consultant Inventory.

Symbolically: $Ho_7 : T_1M_3E_1 = T_2M_3E_1$

Tested by $\hat{\Psi}g$

Where: $T_1M_3E_1 = 14.662$

$T_2M_3E_1 = 13.00$

Where: $T_1M_3E_1 - T_2M_3E_1 = \Psi$

$14.662 - 13.000 = 1.662$

Where: $\hat{\Psi}g = 1.66 \pm 1.60^*$

*Significant at the .05 level of confidence.

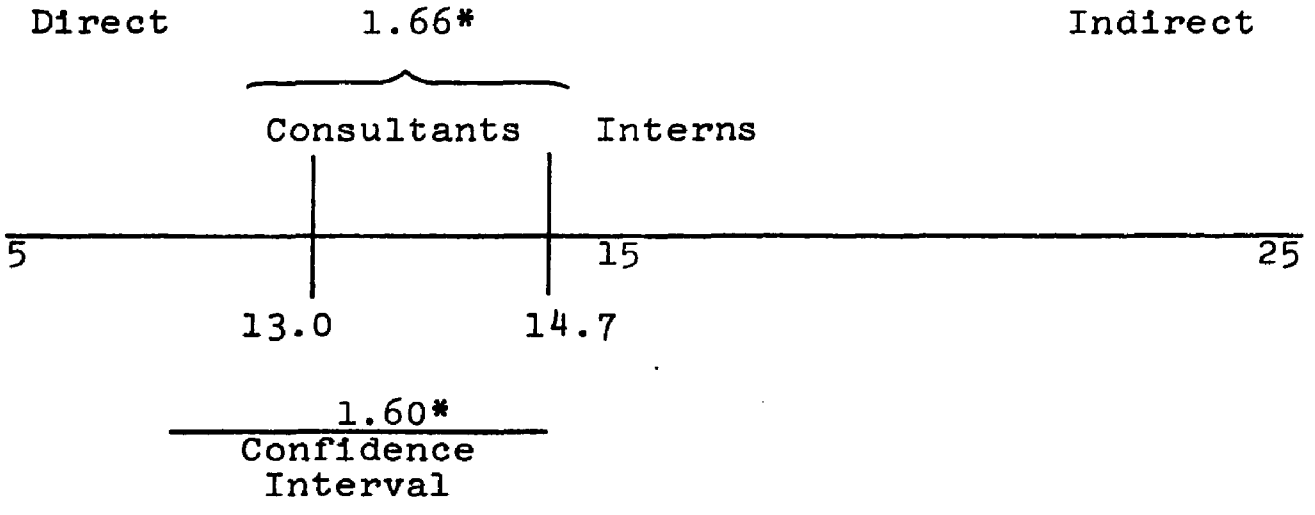
Result

The null hypothesis, tested above by the post-hoc comparison, was rejected. There was a significant difference of mean scores on preference for directiveness in intern consultant method of operation between interns and consultants. The difference is significant at the .05 level of confidence. Inspection of the confidence interval indicates interns' mean score of preference for directiveness in consultant method of operation was greater than consultants' mean scores.

Illustration 4.7 presents the mean scores of intern teachers and intern consultants on the direct-indirect

continuum indicating preference for directiveness in intern consultant method of operation. The directive end of the continuum is distinguished by low scores while the indirect end is distinguished by high mean scores. The balance of interns' and consultants' mean scores were weighted toward the direct end of the continuum indicating interns and consultants preferred directiveness in consultant method of operation. The difference appears to be in degree of directiveness. Intern consultants expressed a greater preference for directiveness in consultant method of operation than intern teachers. Intern teachers expressed their preference for directiveness in consultant method of operation but less directive than consultants' preference. The difference was significant at the .05 level of confidence.

ILLUSTRATION 4.7.--Mean Scores of Intern Teachers and Intern Consultants on the Direct-Indirect Continuum Indicating Preference for Directiveness in Intern Consultant Method of Operation.



KEY: *1.66 = observed difference in mean scores between interns and consultants
*1.60 = 95 percent confidence interval of $\hat{\Psi}_g$ test

Hypothesis Eight

There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on perceived actual directiveness in intern consultant method of operation on the Intern Consultant Inventory.

Symbolically: $Ho_8 : T_1M_3E_2 = T_2M_3E_2$

Tested by $\hat{\Psi}g$

Where: $T_1M_3E_2 = 18.207$

$T_2M_3E_2 = 18.775$

Where: $T_1M_3E_2 - T_2M_3E_2 = \Psi$

$18.207 - 18.775 = {}^{-}.568$

Where: $\hat{\Psi}g = {}^{-}.57 \pm 1.60$

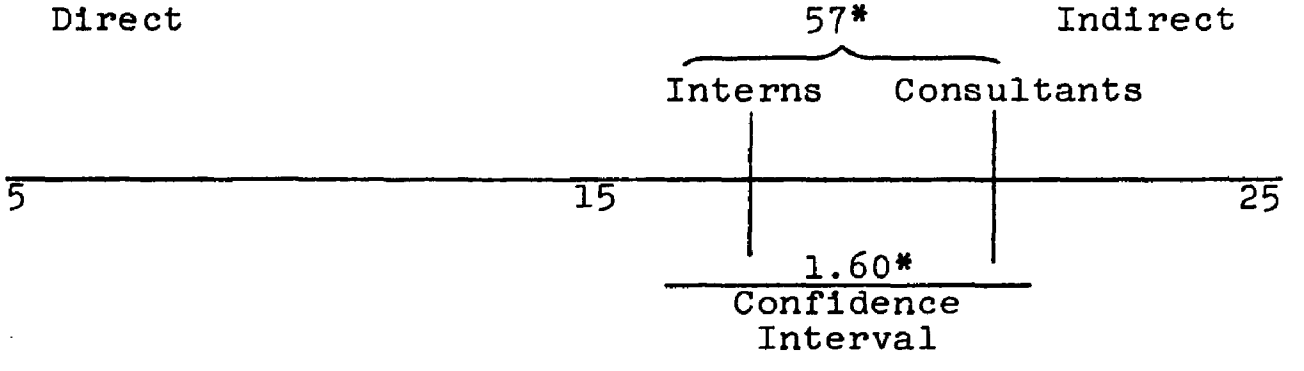
Result

Fail to reject the null hypothesis on the basis of the post-hoc comparison test stated above. No significant differences existed between interns and consultants on perceived actual directiveness in intern consultant method of operation. Inspection of the confidence interval indicates intern consultants' mean score of perceived actual directiveness in intern consultant method of operation was greater than intern teachers' mean scores.

Mean scores of intern teachers and intern consultants on a direct-indirect continuum indicating perceived actual directiveness in intern consultant method of operation are presented in Illustration 4.8. The directive end of the

continuum is distinguished by low mean scores while the indirect end of the continuum is characterized by high mean scores. The balance of the mean scores of interns and consultants were weighted toward the indirect end of the continuum. This indicates that interns and consultants perceive the actual intern consultant method of operation as indirective. Intern consultants perceived themselves as more indirect than interns. Interns perceived the consultant as indirective but less indirect than the consultants' perceptions.

ILLUSTRATION 4.8.--Mean Scores of Intern Teachers and Intern Consultants on the Direct-Indirect Continuum Indicating Perceived Actual Directiveness in Intern Consultant Method of Operation.



KEY: *.57 = observed difference in mean scores between interns and consultants

*1.60 = 95 percent confidence interval of $\hat{\Psi}g$ test

Further Exploration of Data From Part B of the Intern Consultant Inventory

The analysis of data generated by responses to Part B of the Intern Consultant Inventory were sufficient to permit testing of the hypotheses of interest in this study. Important information would be lost if the reporting of the findings ended with the hypothesis testing. Therefore, additional information generated by the analysis is reported below.

The F test result from the analysis of variance for preference and perceived actual intern consultant method of operation is presented in Table 4.15. The results indicated a difference between preference for and perceived actual intern consultant method of operation. The difference was significant at the .05 level of confidence. The observed mean score for preference collapsed over interns and consultants and collapsed over repeated measures of theoretical, initiating, and directiveness was 16.98. The observed mean score for perceived actual intern consultant method of operation collapsed over interns and consultants and collapsed over repeated measures of theoretical, initiating, and directiveness was 17.36. The value of this finding can be understood by an illustration.

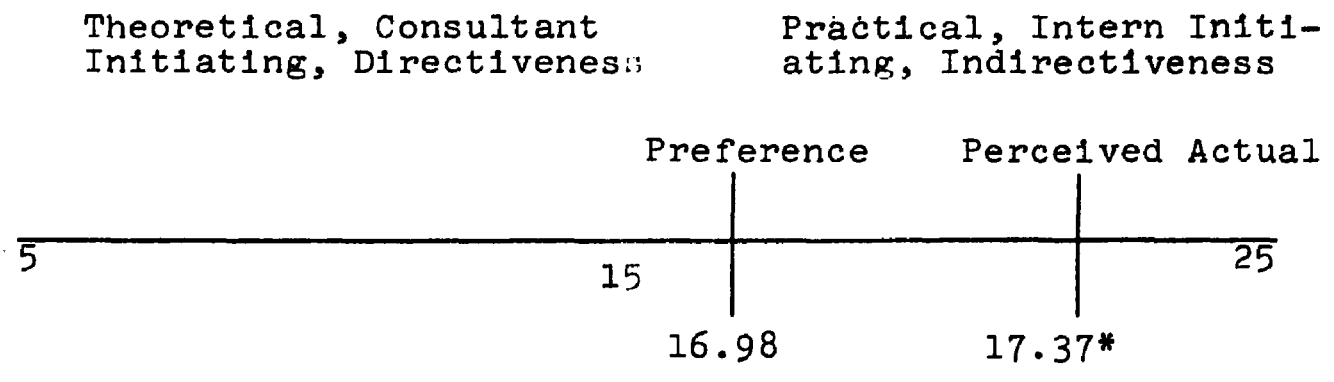
In Illustration 4.9 the mean scores of preference for and perceived actual intern consultant method of operation on a continuum collapsed over theoretical, initiating, and

TABLE 4.15.--F Test Result from the Analysis of Variance for Preference and Perceived Actual Intern Consultant Method of Operation.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
E. (Preference and Perceived Actual)	18.02	1	18.02	10.01*
E.P. (Preference and Perceived Actual across Paired Interns with Consultant)	70.30	39	1.80	

*Significant at the .05 level of confidence.

ILLUSTRATION 4.9.--Mean Scores of Preference for and Perceived Actual Intern Consultant Method of Operation Collapsed over Theoretical, Initiating, Directiveness, and Subjects.



KEY: *Difference between means significant at .05 level of confidence.

directiveness and subjects are presented. The theoretical, consultant initiating, and directiveness end of the continuum is characterized by low mean scores. The practical, intern initiating, and indirectiveness end of the continuum is distinguished by high mean scores. The balance of preference for and perceived actual mean scores were weighted toward the practical, intern initiating, and indirectiveness end of the continuum. The orientation in both the case of preference for and perceived actual intern consultant method of operation tended toward practical, intern initiating, and indirectiveness, however the most likely consultant method of operation tended more in this direction than that preferred by both interns and consultants. The difference was significant at the .05 level of confidence.

The F test result from the analysis of variance for the main effect of consultant method of operation is found in Table 4.16. A significant difference at the .05 level of confidence was found between theoretical, initiating, and directiveness consultant method of operation. To determine the specific variable(s) responsible for this significance, the observed mean scores for the three modes of consultant operation are presented in a table.

The rank order of mean scores for intern consultant method of operation combining the scores of intern and consultant preference and perceived actual are displayed in Table 4.17. The mean score of intern initiating is greater

TABLE 4.16.--F Test Results from the Analysis of Variance for Intern Consultant Method of Operation.

Source of Variance	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
M. (Theoretical, Initiating, Directiveness Method of Operation)	436.99	2	218.50	31.59*
MP. (Theoretical, Initiating, Directiveness Method of Operation and Paired Interns with Consultant)	539.50	78	6.92	

*Significant at the .05 level of confidence.

TABLE 4.17.--Rank Order of Mean Scores for Intern Consultant Method of Operation by Combining Scores for Intern and Consultant Preference and Perceived Actual.

Rank Order	Repeated Measure in the Design	Method of Operation	Combined Mean Score
1.	M_2	Intern Initiator	18.45
2.	M_1	Practicalness	16.91
3.	M_3	Indirectiveness	16.16

than practicalness and indirectiveness. The scores of practicalness and indirectiveness appear closer together than the mean for intern initiator. The mean score for intern initiator is significantly greater at the .05 level than the means for practicalness and indirectiveness. Both interns and consultants were in greatest agreement on the intern consultant allowing interns to initiate action to solve classroom problems. This finding is presented in a graph in the T.M. first order interaction discussion to follow.

The F test result from the analysis of variance for the T.M. (Interns and consultants within repeated measures of theoretical, initiating, and directiveness) and T.M.P. (Interns and consultants within repeated measures across pairs of interns with consultant) first order interaction is presented in Table 4.18.

TABLE 4.18.--F Test Results from the Analysis of Variance of Interns and Consultants Combined Preference and Perceived Actual Intern Consultant Method of Operation within Repeated Measures.

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
T.M. (Interns and Consultants within Repeated Measures)	88.13	2	44.06	7.30*
T.M.P. (Interns and Consultants Within Repeated Measures across Paired Interns with Consultant)	471.14	78	6.04	

*Significant at .05 level of confidence.

Differences were found between interns and consultants within repeated measures. These differences were significant at the .05 level of confidence.

Table 4.19 contains the mean scores for interns and consultants collapsed across preference and perceived actual within the repeated measures of theoretical, initiating, and directiveness of intern consultant method of operation. Intern teachers' mean score of combined preference and perceived actual were higher on the elements of M_1 and M_3 than consultants. This indicated that interns preferred consultants to be practical and indirective in their method of operation.

The table also contains differences in means and the post-hoc comparison test results for the observed means. Inspection of the confidence interval for "initiating consultant method of operation" indicates a sizeable difference between mean scores. This difference is significant at the .05 level of confidence. The differences between mean scores of interns and consultants on theoretical orientation and on directiveness in consultant method of operation were tested and no significant difference was found between them.

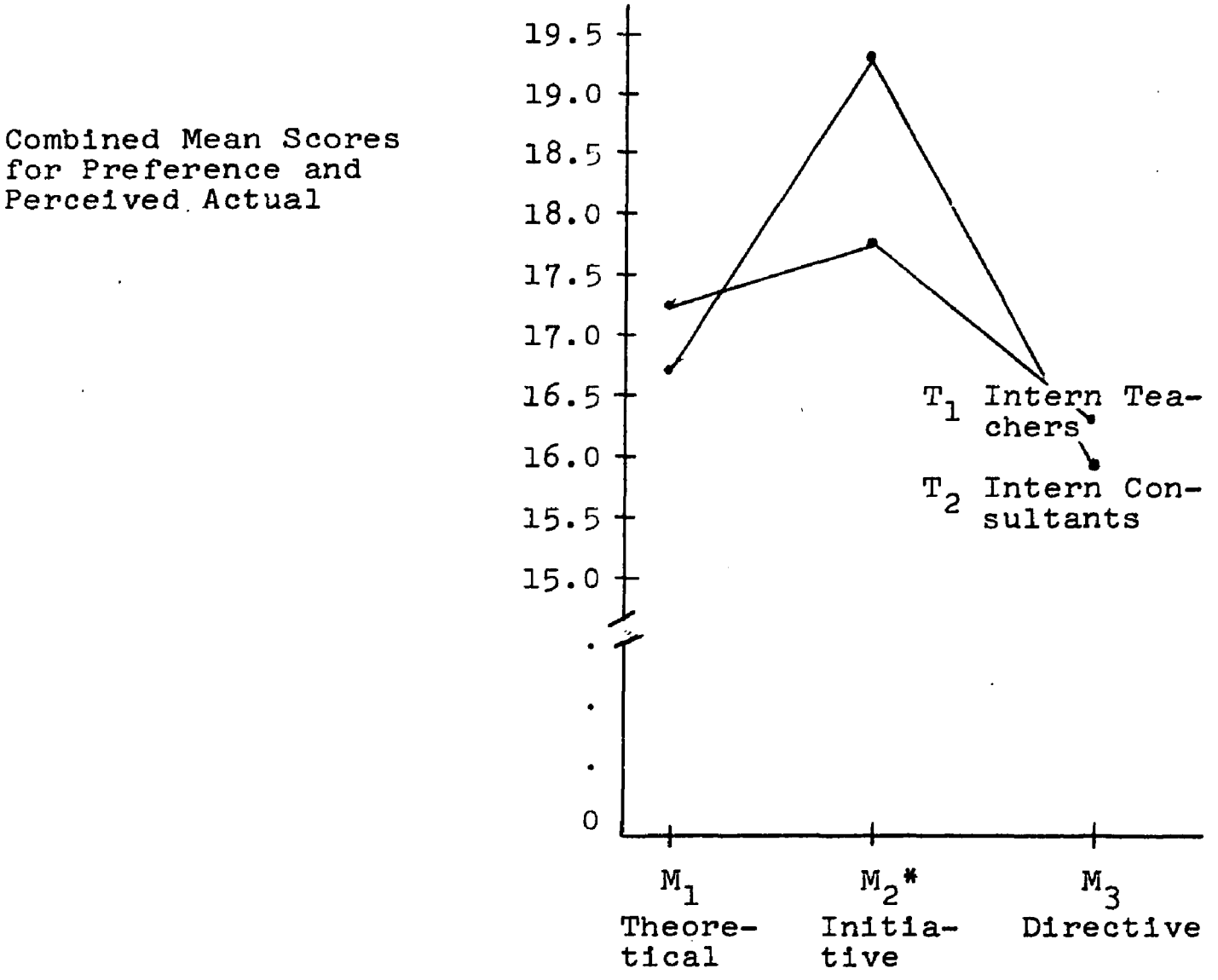
In Illustration 4.10 the first order interaction effect for T.M. (Interns and consultants mean scores on repeated measures of theoretical, initiating, and directive consultant method of operation) is depicted in

TABLE 4.19.--Mean Scores of Intern Teachers and Intern Consultants for Theoretical, Initiating, and Directness in Intern Consultant Method of Operation, Differences of Mean Scores, and Post-Hoc Comparison Test Results.

Subjects	Repeated Measures of Intern Consultant Method of Operation		
	Theoretical M_1	Initiating M_2	Directiveness M_3
Intern Teachers T_1	17.3	17.9	16.4
Intern Consultants T_2	16.6	19.1	15.9
Difference of Mean Scores	.7	- 1.2*	.5

Tested by $\hat{\Psi}g = \pm 1.12$, *Significant at the .05 level of confidence.

ILLUSTRATION 4.10.--First Order Interaction Effects for Intern Teachers and Intern Consultants Mean Scores on Repeated Measures.



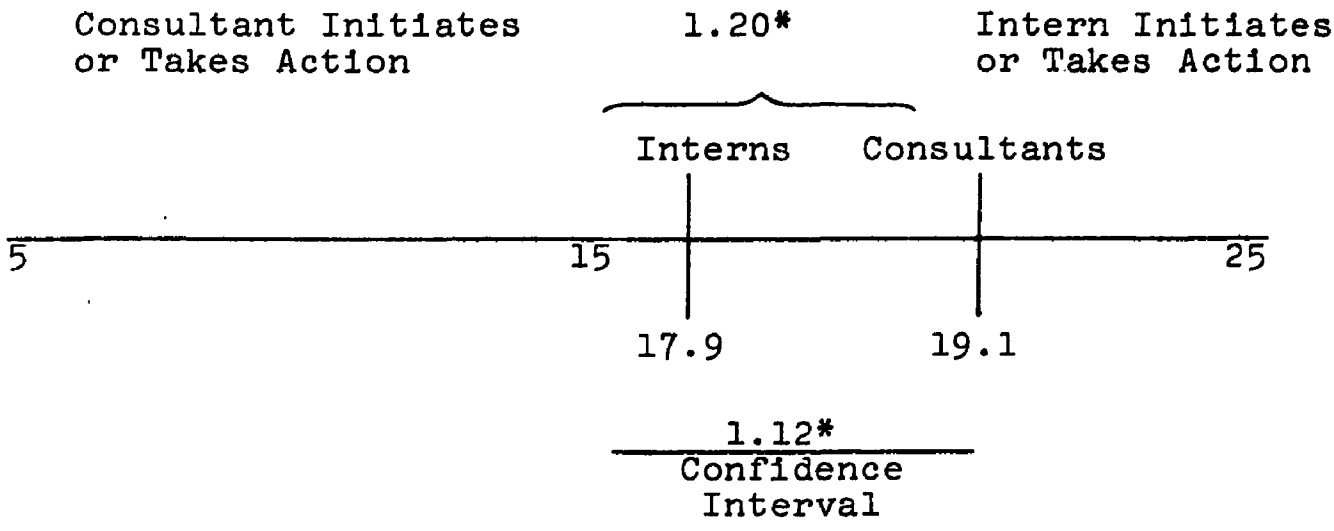
*Significant at the .05 level of confidence.

graph form. The differences between interns' and consultants' mean scores are visibly pronounced. The real meaning of these differences are presented in the illustration below.

Mean scores of intern teachers and intern consultants on the initiating continuum combining preference and perceived actual intern consultant method of operation are presented in Illustration 4.11. Inspection of the confidence interval indicates the mean for consultants was higher than the mean for intern teachers. The mean scores for both interns and consultants were weighted toward the intern initiates end of the continuum. The interval between intern and consultant mean scores was large. This indicates that intern consultants preferred to allow intern teachers to initiate action toward the solution of the problem situations presented on the Intern Consultant Inventory. Intern consultants not only preferred this but perceived interns initiating action more frequently than consultant initiation of action. Intern teachers preferred and perceived interns actually initiating the action toward the solution of the problems presented but not to the degree of intern initiating action preferred and perceived by intern consultants.

Table 4.20 contains the result of the F test from the analysis of variance for the E.M. (Preferred and Perceived Actual within Repeated Measures of Theoretical, Initiating,

ILLUSTRATION 4.11.--Mean Scores of Intern Teachers and Intern Consultants on the Initiating Continuum Combining Preference and Perceived Actual Intern Consultant Method of Operation.



KEY: *1.20 = observed difference in mean scores between interns and consultants.
*1.12 = 95 percent confidence interval of $\hat{\Psi}g$ test.

TABLE 4.20.--F Test Result from the Analysis of Variance of Preference and Perceived Actual Theoretical, Initiating, and Directiveness in Intern Consultant Method of Operation.

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
E.M. (Preferred and Perceived Actual within Repeated Measures)	1204.53	2	602.27	218.88*
E.M.P. (Preferred and Perceived Actual within Repeated Measures across Paired Interns with Consultant)	214.63	78	2.75	

*Significant at the .05 level of confidence.

and Directiveness) and E.M.P. (Preferred and Perceived Actual within Repeated Measures across Paired Interns with Consultant) first order interaction effects. Differences were found between preference and perceived actual consultant method of operation within the repeated measures in the design of this study. The differences were significant at the .05 level of confidence.

The mean scores of preference and perceived actual intern consultant method of operation collapsed across interns and consultants for repeated measures are found in Table 4.21. Differences between means and post-hoc comparison test results are also included in this table. Inspection of the confidence interval indicates differences between mean scores of preference and perceived actual theoretical orientation and directiveness of intern consultant method of operation. These differences were significant at the .05 level of confidence.

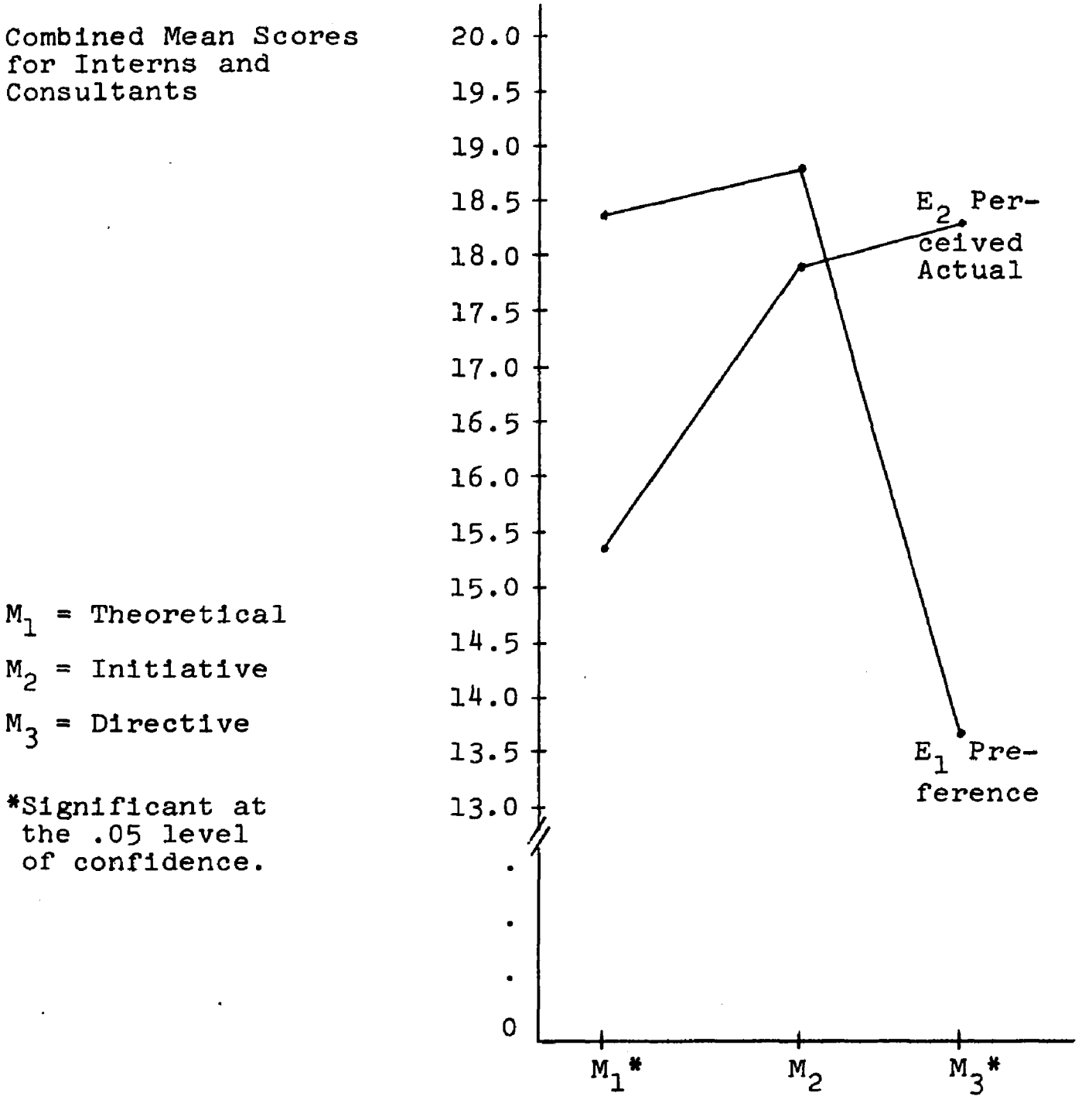
Illustration 4.12 presents the first order interaction effects for E.M. (Preferred and Perceived Actual Intern Consultant method of operation within Repeated Measures) in graph form. The differences between mean scores for theoretical and directive intern consultant method of operation are visibly pronounced.

TABLE 4.21.--Mean Scores of Preference for and Perceived Actual Theoretical, Initiating, and Directive Intern Consultant Method of Operation, Differences of Mean Scores, and Post-Hoc Comparison Test Results.

Categories	Repeated Measures of Intern Consultant Method of Operation		
	Theoretical	Initiating	Directiveness
Preference E_1	18.4	18.7	13.8
Perceived Actual E_2	15.4	18.2	18.5
Differences of Mean Scores	3.0*	.5	- 4.7*

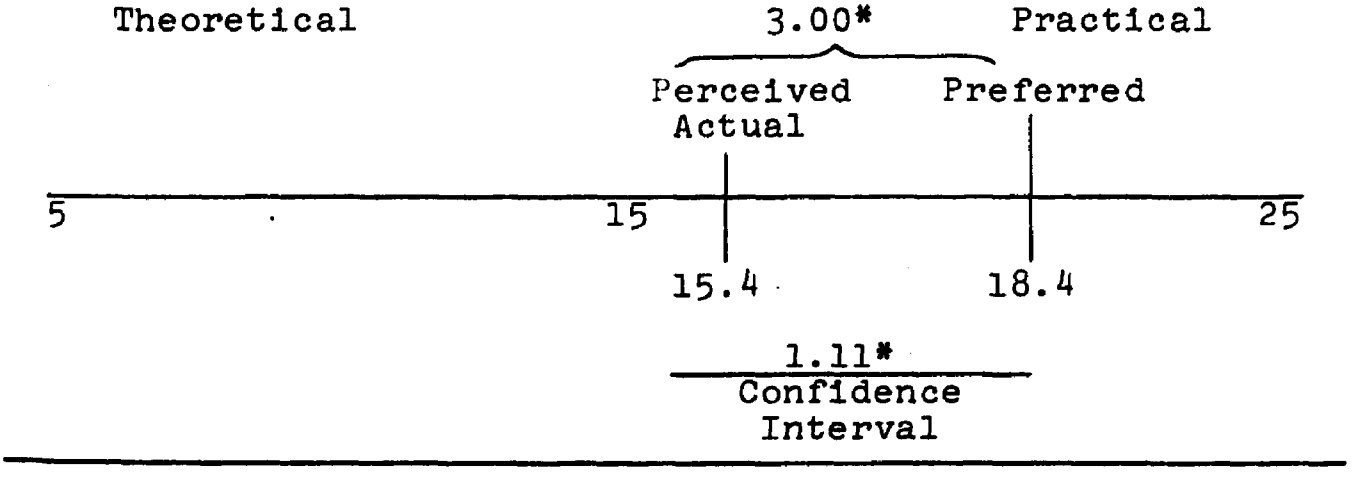
Tested by $\hat{\Psi}g = 1.11$, *Significant at the .05 level of confidence.

ILLUSTRATION 4.12.--First Order Interaction Effects for Preference for and Perceived Actual Theoretical, Initiating, and Directive Intern Consultant Method of Operation.



Mean scores of preference for and perceived actual theoretical intern consultant method of operation are presented on the theoretical-practical continuum in Illustration 4.13. Low mean scores on the continuum indicate a theoretical orientation while high mean scores characterize a practical approach in consultant method of operation. Together, interns and consultants preferred a more practical approach in intern consultant method of operation but they reported they actually perceived a more theoretical approach. This difference in mean scores was significant at the .05 level of confidence. Finally, both mean scores, preference for and perceived actual, tended toward the practical end of the continuum indicating both a preference for and a perceived actual practicalness in intern consultant method of operation.

ILLUSTRATION 4.13.--Mean Scores of Preference for and Perceived Actual Theoretical Intern Consultant Method of Operation on the Theoretical-Practical Continuum.

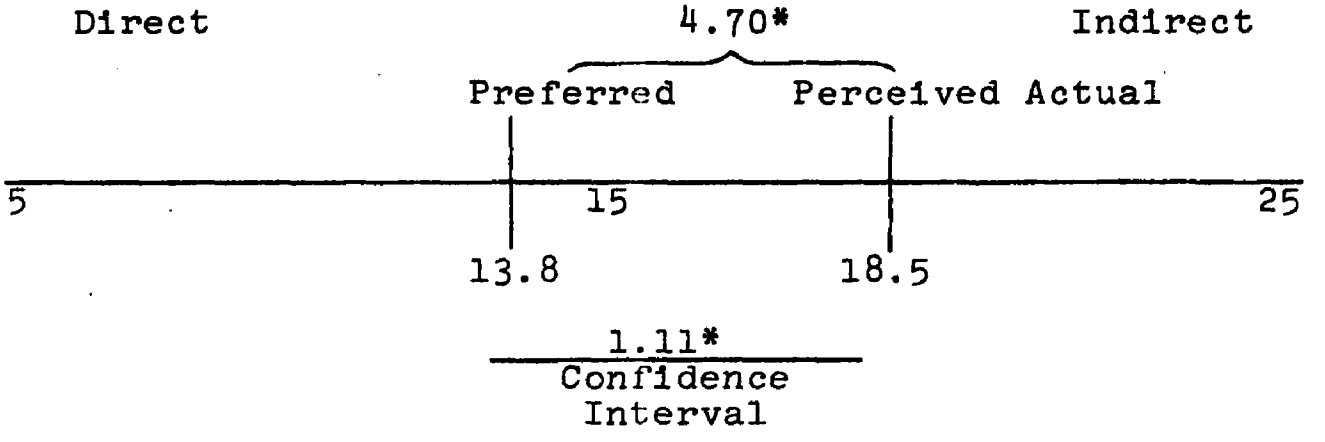


KEY: *3.00 = observed difference between mean scores of preferred and perceived actual.
*1.11 = 95 percent confidence interval of $\hat{\Psi}g$ test.

Mean scores of preference for and perceived actual directiveness in intern consultant method of operation are presented on the direct-indirect continuum in Illustration 4.14. Low mean scores on the continuum indicate directive intern consultant method of operation and high mean scores depict indirect intern consultant method of operation. Both interns and consultants indicated they preferred directiveness in consultant method of operation. They wanted intern consultants to prescribe, insist on specific steps for the intern to take, or the consultant should tell the intern how to solve the problems presented, at least to a greater degree than they perceived the consultants' most likely method of operation. Both interns and consultants perceived the consultants' most likely behavior as being indirective; that is, allowing the intern to identify procedures while the consultant asks questions to sharpen the focus upon the problem and alternative solutions but the intern would decide how to solve the problem presented.

In Table 4.22 the F test result from the analysis of variance for the T.E.M. second order interaction effect is presented. Interns and consultants expressed preference and perceived actual consultant method of operation interacted. This interaction effect was significant at the .05 level of confidence. A rank order of the mean scores for these variables is presented in table form to clarify the meaning of this interaction effect.

ILLUSTRATION 4.14.--Mean Scores of Preference for and Perceived Actual Directive Intern Consultant Method of Operation on the Direct-Indirect Continuum.



KEY: *4.70 = observed difference in mean scores between preferred and perceived actual.
*1.11 = 95 percent confidence interval of $\hat{\Psi}g$ test.

TABLE 4.22.--F Test Result from the Analysis of Variance for Interns and Consultants Preference for and Perceived Actual Intern Consultant Method of Operation.

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Squares	F Ratio
TEM. (Interns and Consultants and preference and perceived actual consultant method of operation)	99.60	2	49.80	19.94*
TEMP. (Interns and Consultants and preference and perceived actual consultant method of operation and paired interns with consultant)	194.80	78	2.50	

*Significant at the .05 level of confidence.

The rank order of interns and consultants preference for and perceived actual intern consultant method of operation is presented in Table 4.23. The significant (at the .05 level of confidence) second order interaction effect may be interpreted by the presentation of data in Table 4.23. Interns expressed preference for consultant method of operation that was: (1) practical, (2) allowed the intern to initiate action toward the solution of problems, and (3) directive. However, interns perceived the consultant method of operation as actually: (1) indirective, (2) allowing interns to initiate action, and (3) practical in orientation. On the other hand, intern consultants preferred to: (1) allow interns to initiate action to solve problems, (2) be practical in dealing with intern's problems, and (3) be directive in working with interns. Consultants perceived themselves as being actually: (1) indirective, (2) allowing for intern initiative, and (3) theoretical in orientation.

TABLE 4.23.--Rank Order of Interns and Consultants Preference for and Perceived Actual Intern Consultant Method of Operation.

Rank Order	Preference				Perceived Actual			
	Intern Teacher		Intern Consultant		Intern Teacher		Intern Consultant	
	Method of Operation	Mean Score	Method of Operation	Mean Score	Method of Operation	Mean Score	Method of Operation	Mean Score
1	Practicalness (M_1)	18.2	Intern Initiative (M_2)	19.4	Indirectiveness (M_3)	18.2	Indirectiveness (M_3)	18.8
2	Intern Intiative (M_2)	18.1	Practicalness (M_1)	18.6	Intern Intitiative (M_2)	17.7	Intern Initiative (M_2)	18.7
3	Directiveness (M_3)	14.7	Directiveness (M_3)	13.0	Practicalness (M_1)	16.4	Theoreticalness (M_1)	14.5

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Chapter V is organized in five sections. The first section is a summary of the result. Limitations of the study are presented in the second section, followed by the conclusions. The implications of the study are discussed in the fourth section. The final section contains the implications for future research.

Summary

The analysis of the hypotheses in this study were examined with the following results:

Hypothesis	Results
1. There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on preference for selected intern consultant tasks on the Intern Consultant Inventory.	Rejected.
2. There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on perceived frequency of selected intern consultant tasks on the Intern Consultant Inventory.	Rejected.

3. There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on preference for a theoretical approach in intern consultant method of operation on the Intern Consultant Inventory.	Fail to reject.
4. There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on perceived actual theoretical approach in intern consultant method of operation on the Intern Consultant Inventory.	Rejected.
5. There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on preference for initiating intern consultant method of operation on the Intern Consultant Inventory.	Fail to reject.
6. There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on perceived actual initiating intern consultant method of operation on the Intern Consultant Inventory.	Fail to reject.
7. There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on preference for directiveness in intern consultant method of operation on the Intern Consultant Inventory.	Rejected.

8. There is no difference of mean scores between intern teachers and intern consultants in the Michigan State University Elementary Intern Program on perceived actual directiveness in intern consultant method of operation on the Intern Consultant Inventory.	Fail to reject.

Findings Regarding Selected Intern Consultant Tasks

Further exploration of the data generated by the Analysis of Variance procedure indicated that:

1. In every case intern consultants mean scores were greater than interns preference for each selected consultant task.
2. Significant differences (at the .05 level of confidence) were found on five of the six selected consultant tasks when preference and frequency scores were combined, with consultants indicating higher means. Those five were (1) classroom management, (2) planning for learning, (3) evaluating learning, (4) analyzing teaching, and (5) supportative behavior.
3. The reactions of interns and consultants were found to be most nearly alike on the conditions of learning task. This category included such items as:
   a. The consultant helps the intern realize that the childs' ability to learn is closely related to the childs' self concept.

b. The consultant helps the intern select learning materials specifically for a particular pupils' needs.

c. The consultant encourages the intern to adjust his teaching to the interests, maturity, and experiential background of the learner.

d. The consultant points out examples of child growth and development to the intern within the interns' classroom.

Both, interns and consultant, expressed greatest preference for the above-stated consultant behaviors. The two groups also indicated that these consultant behaviors occurred with the greatest frequency.

4. The greatest difference (significant at the .05 level of confidence) between mean scores of interns and consultants was found on the evaluation of learning task. This category included such items as:

a. The consultant helps the intern interpret information within the childs' cumulative records.

b. The consultant helps the intern interpret a childs' standardized test results.

c. The consultant aids the intern to inventory the intern's class to determine interests, problems, strengths, self-concepts, and attitudes.

d. The consultant helps the intern to diagnose individual and class learning difficulties.

The findings reveal that consultants preferred this task second highest of the six tasks. The interns preferred this category fifth. Both, interns and consultants indicated these behaviors occurred with moderate frequency.

5. When the mean scores for interns and consultants were combined and the variables of preference and frequency examined, the following results were noted:

   a. across each category of intern consultant tasks the mean scores for preference was always greater than the mean score for perceived frequency. All of these differences in mean scores were significant at the .05 level of confidence.

   b. the greatest difference between preference and frequency occurred on the planning for learning task.

   c. the planning for learning task included the following items:

      1. The consultant helps the intern plan and set behavioral goals for instructional experiences.

      2. The consultant provides the intern with new ideas for lessons and units.

3. The consultant helps the intern locate and select appropriate instructional materials.
4. The consultant recommends specific methods of teaching for the interns' implementation.

d. the planning for learning task was preferred second highest but was perceived with least frequency of any consultant task.

e. the analyzing teaching task was preferred least and was perceived to occur infrequently.

f. the analyzing teaching task included the following items:
   1. The consultant uses questions which subtly point out the intern's teaching weaknesses.
   2. After demonstrating a teaching technique the consultant discusses and analyzes that method with the intern.
   3. The consultant provides evaluations for the intern that promote self-direction.
   4. The consultant follows the classroom observation with a written critique of the interns' teaching.

g. preference for the classroom management task was low but this task was frequent in occurrence.

6. When the mean scores of preference for and frequency of selected consultant tasks were rank ordered, the following results were recorded:
   a. little difference was observed between interns' and consultants' perception of frequency of occurrence.
   b. interns and consultants differed greatly on their expressions of preference.
      1. both preferred conditions of learning higher than all other tasks.
      2. interns preferred the analyzing teaching task fourth, contrasted with consultants preference of sixth. This task was perceived as occurring less frequently than any other selected consultant task.

Findings Related to Intern Consultant Method of Operation

Further examination of the data generated by the Analysis of Variance indicated the following:

1. Interns' and consultants' mean scores of preference for and perceived actual consultant method of operation were weighted toward the intern initiating, practical, and indirectiveness end of the continuum. However, the most likely consultant method of operation tended more in this direction than that preferred by both interns and consultants.

This difference was significant at the .05 level of confidence.

2. Both, interns and consultants, were in greatest agreement that the intern consultant should allow interns to initiate action to solve classroom problems.
3. Intern teachers preferred and perceived interns actually initiating the action toward the solution of classroom problems but not to the degree preferred and perceived by intern consultants. This difference in degree of actuation was significant at the .05 level of confidence.
4. Taken together, interns and consultants preferred a practical approach in intern consultant method of operation but they reported that they actually perceived a more theoretical approach. This difference between preference and perceived actual was significant at the .05 level of confidence.
5. Interns and consultants indicated that they preferred directiveness in consultant method of operation. However, the most frequently perceived actual consultant method of operation was indirective. The difference between mean scores was significant at the .05 level of confidence.
6. Interns expressed preference for consultant method of operation that was (1) practical, (2) allowed

the intern to initiate action toward the solution of problems, and (3) directive.

7. Interns perceived consultant method of operation as actually: (1) practical in orientation, (2) allowing interns to initiate action, and (3) indirective.
8. Consultants, on the other hand, preferred to: (1) allow interns to initiate action to solve problems, (2) be practical in dealing with interns' problems, and (3) be directive in working with interns.
9. Consultants perceived themselves as being actually: (1) allowing for intern initiative, (2) theoretical in orientation and (3) indirective.

Limitations of the Study

Limitations must be evaluated to determine the generalizability of the findings to other population groups. Limitations of the present research are discussed relative to the population of the study and the exploratory nature of the study.

Limitations Related to the Population

The research was conducted in the elementary teaching internship program of one university and utilized ten off-campus teacher education centers. Michigan State University has the largest teacher education program in the United States.

The Elementary Intern Program is the largest undergraduate four-year teacher internship program in the nation. Approximately nine-tenths of the elementary intern teachers in E.I.P. participated in this research study during the Spring Term, 1969. All intern consultants participated. To the extent that the E.I.P. is representative of other internship programs in the larger universe of teacher education, generalizations derived from this study are applicable. The results obtained may not be generalizable to other settings without replication.

Limitations Related to the Exploratory Nature of the Study

A review of the literature revealed no previous research which had focused upon perceptions of intern teachers and their supervisors for the type of supervision provided to interns. Therefore, measures constructed for this study represented an initial attempt to assess preference for supervisory assistance afforded beginning teachers. The extent to which the instrument provided valid and reliable measures of perceptions limit the conclusions drawn.

Conclusions of the Study

Within the limitations of this study, the following conclusions were supported:

1. Intern consultants expressed a higher preference for each selected consultant task than elementary intern teachers.

2. Intern consultants expressed a greater frequency of occurrence for each selected consultant task than elementary intern teachers. Consultants perceived interns receiving greater assistance with greater frequency than interns.

3. Both interns and consultants prefer practicalness in intern consultant method of operation. When interns experience problems they desire assistance which suggests particular procedures that have worked in the past. Consultants prefer to give practical alternative solutions to interns' teaching problems.

4. Consultants perceived their method of operation as theoretically based while interns perceived consultant assistance as practical. Interns preferred and perceived themselves receiving practical consultative assistance. Consultants, however, preferred to be practical but perceived themselves as being theoretical (examining underlying education theory before considering specific action.)

5. Interns and consultants prefer a consultant method of operation that allows interns to initiate action toward the solution of problems. Both groups feel that the intern learns best by actual involvement in the solution of teaching problems. Interns perceive themselves as responsible for solving their problems while the consultants' responsibility is to provide the autonomy for them to do so.

6. Interns and consultants perceived consultants as encouraging interns to initiate action in problem situations. Both groups prefer and perceive interns initiating solutions to intern teaching problems.

7. Interns and consultants prefer directiveness (consultant prescribing, insisting on specific steps, telling the intern what to do) in consultant method of operation. Consultants prefer to be more directive than interns prefer consultants to be.

8. Both interns and consultants perceived the consultant method of operation as actually indirective (during discussion the intern identifies procedures, the consultant asks questions). Consultants do not prescribe, insist and tell

interns what to do in actual practice, rather they probe by questioning the origin, description, and solution to interns' problems.

9. Interns and consultants want consultants to assist interns with planning. Yet, interns and consultants perceived interns receiving the least assistance with planning than any other selected consultant task. Interns desire help with planning and are not receiving this assistance.

10. The analysis of teaching task was preferred highly but was perceived to occur with little frequency. Interns want: (1) help in analyzing their teaching weaknesses, (2) to be involved in analyzing demonstration lessons, (3) consultant evaluations, and (4) written observation notes left by consultants. Interns are not receiving this kind of assistance very frequently. Consultants do not prefer nor do they perceive themselves extending this assistance to interns.

Implications of the Study

The investigation of supervisory techniques preferred and actually experienced by intern teachers suggests several implications. These implications are drawn from the conclusions of the study.

Beginning or intern teachers hold a set of expectations for supervisoral behaviors that are helpful in improving their teaching. Beginning teachers need to know what services they can reasonably expect from their supervisor or consultant. On the other hand, the consultant or supervisor needs to be aware of the beginner or intern expectations for supervision. Understanding such expectations could cause certain supervisoral behaviors to be emphasized while others could be modified or eliminated.

Findings of this study indicated that intern consultants expressed both a greater preference for, and perceived greater frequency of occurrence of selected consultant tasks than intern teachers. These findings are similar to the findings reported by Smith.[1] This tends to imply that supervisors have an inflated perception of the importance and value of their role or that supervisorees have a deflated perception of the importance and value of their supervisors' role. The reasons for this phenonema are not understood.

The findings of this study suggest that, for the most part, consultants are providing interns with helpful assistance desired by interns. However, two qualifications to this conclusion seem warranted. First, intern consultants may not be providing interns with adequate help in planning. And secondly, interns may not be receiving sufficient assistance with analysis of teaching. Further exploration of these two consultant tasks could provide more definitive information. Certainly the bi-annual in-service consultant workshops could focus their attention upon these topics.

Implications for Further Research

This exploratory study was designed to analyze selected aspects of the intern consultant role. The focus was upon the intern-intern consultant professional relationship as the intern consultant sought to assist the intern in becoming an

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[1]Smith, Sandra N., op. cit.

elementary school teacher. Further research is needed to clarify this relationship. Replication of this study would provide comparative data of expectations held by interns and consultants over time.

This study pointed out the need to investigate in greater detail how a supervisor assists a beginning teacher to plan. Planning for instruction is of fundamental importance in effective teaching. What techniques are used by intern consultants in helping interns to plan for instruction? Why was help in planning experienced so infrequently by interns in this study? What skills and prerequisite experiences are essential for a consultant to affectively assist an intern with planning? This area needs further examination.

Analysis of teaching should be a primary goal of the internship year. Yet, a finding of this study indicated interns and consultants did not perceive this kind of assistance as occurring with great frequency. Further study in this area seems warranted.

A study of the peripheral advantages to the public school resulting from the services rendered by intern consultants should be undertaken. Advantages appear to include (1) transmission and cross-fertilization of ideas on both an inter- and intra-school and an inter-school district and intra-school district basis, (2) involvement and leadership in curriculum committees, (3) leadership in in-service teacher

education and workshops, (4) professional assistance to other teachers in the district, (5) identification and recruitment of prospective teacher candidates, and (6) articulation of public school-professional-university involvement in teacher education.

Descriptive studies are needed which would compare and contrast the supervising teacher, helping teacher, and intern consultant roles. How are these roles alike? How are they different? What expectations do role occupants and those directly effected by the roles hold for the role?

A study of individual intern consultant style of supervision is needed. Such a study would provide in-depth descriptive accounts of (1) the way the intern consultant establishes the colleague relationship with interns, (2) how this colleague relationship is maintained, (3) how the consultant offers unique and individualized assistance, (4) how the consultants pace their supervisory practice from one intern to the next, and (5) the consultants' conduct of their intern group monthly seminars. In addition, content analysis of the professional dialogue between intern and consultant in individual conferences with the intern is needed. Analysis of the question types used by the consultant in working with intern teachers would add to our knowledge individual consultant style.

A study is needed of the intern "family seminar." The term "family seminar" refers to periodic meetings on an

informal basis between intern consultant and the five or six interns assigned to that consultant. The topics for discussion and analysis are varied and cover the spectrum of practical, real-life classroom problems experienced by intern teachers for the first time. In at least one intern center, the "family seminar" has been incorporated into the intern teachers monthly schedule. The interns are released from their classroom responsibilities to attend and participate in the "family seminar" one half day per month. The "family seminar" concept is a promising recent innovation in the E.I.P. design. The benefits appear to be (1) objective analysis of real classroom problems, (2) providing interns with a mental cartharsis of problems and frustrations attendent to teaching, (3) sharing of practical procedures, new ideas, and new programs, (4) "bring" and "brag" sessions where interns relate positive instances of their teaching, and (5) the provision of positive feedback from the interns' peers. Intern problems are discussed with openness and candor, seldom if ever observed in individual school faculty meetings. The problems analyzed include professional growth, individual pupil learning problems, inter and intra-faculty relationships, school policy, discipline techniques, and scores of others. An investigation of the topics raised and the analytic problem solving process used could shed light on the professionalization of the elementary school teacher.

Descriptive materials need to be collected concerning problems experienced by new intern consultants. Center directors could encourage new consultants to maintain a log, journal, diary, or running account of questions they have concerning their professional relationship with interns. Such materials could be used to plan the selection, orientation, and in-service education procedures of intern consultants.

A survey study by the E.I.P. staff could be undertaken to investigate the reasons why students are identifying with the program. Are students' reasons for identifying with the program related to the program's purposes? Are students attracted to the program by the (1) paid stipend, (2) convenience of residing in or near the home community, (3) accelerated classroom experience (actual teaching one year sooner than a regular program), (4) supervision provided by the intern consultant, or (5) are there other reasons?

A longitudinal study should attempt to determine what changes in interns occur over the first year. There appear to be discernible stages in growth as the intern gains in experience and confidence. Many interns pass through a survival stage of day-to-day lesson plans, concern for control and maintainance of order. Frequently this stage ends before Christmas and is followed by an experimental stage in which every new idea to come along is tried. This stage may be followed by a routine or doldrum stage during March and

April. The names of these stages may be ficticious but observant and analytic consultants have suggested there are definite and observable stages in intern teaching. These stages necessitate different need patterns for supervision by consultants as the year develops. This presents a new and promising avenue for further research.

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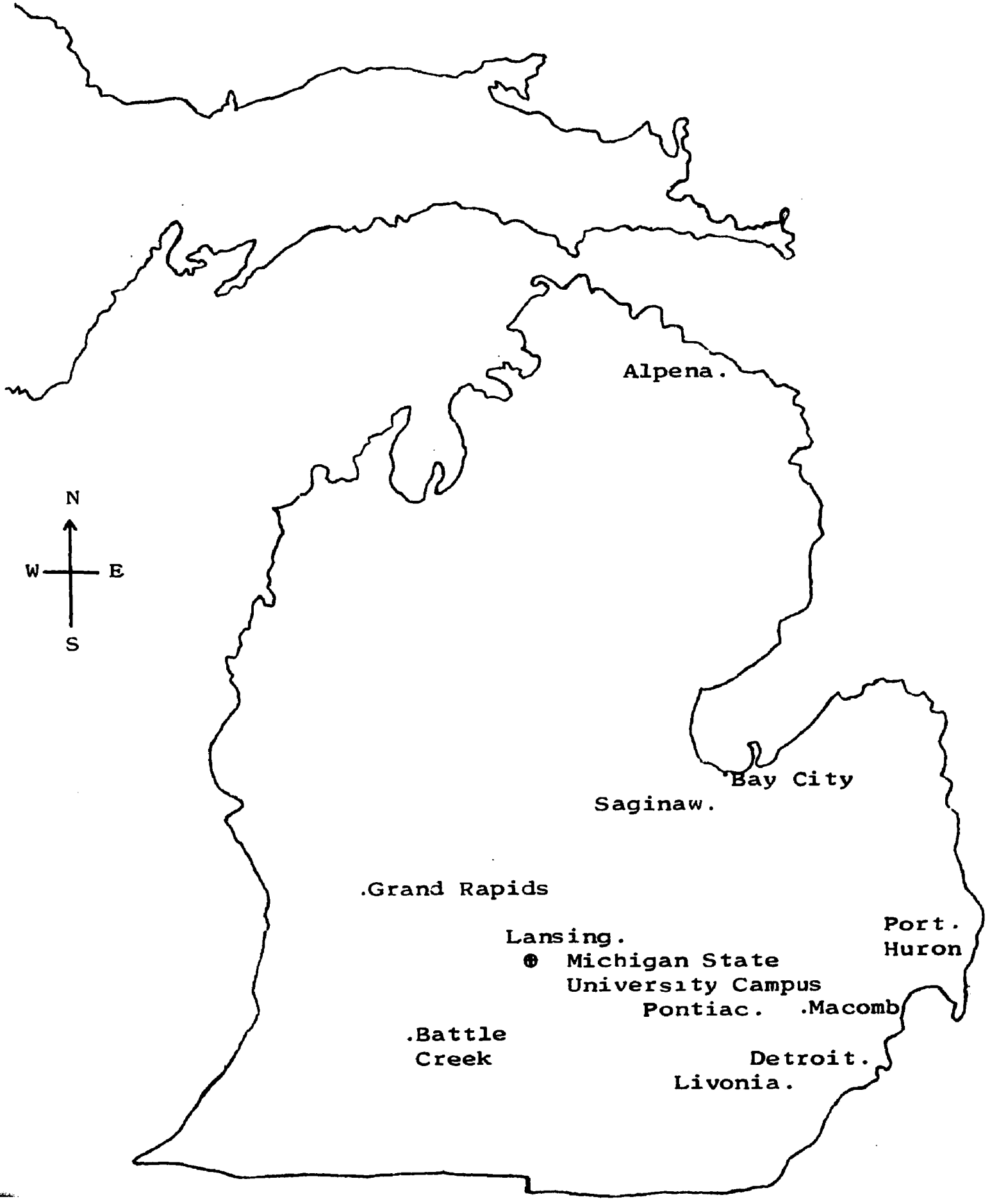
APPENDICES

APPENDIX A

MAP OF MICHIGAN STATE UNIVERSITY ELEMENTARY INTERN PROGRAM CENTER LOCATIONS, 1969

APPENDIX I: Map of Michigan Indicating Michigan State University Elementary Intern Program Center Locations, 1969



APPENDIX B

A. INTERN TEACHER REACTIONNAIRE

B. INTERN CONSULTANT REACTIONNAIRE

C. SAMPLE MACHINE SCORING ANSWER SHEET

Dear Intern - Intern Consultant:

Your cooperation is requested in our attempts to conduct E.I.P. research.

Your participation in this program during this school year has provided you with unique experiences. Your responses to this instrument will enable us to draw conclusions and make generalizations about E.I.P. which we could not do without your involvement.

We appreciate your cooperation and participation in this project. We will be pleased to send you a summary of the reaction results if you desire. The success of this inquiry is wholly dependent upon your completing the entire questionnaire. All information will be held in the strictest confidence and will not be reported either by individuals or by centers.

Thank you very much for your help.

Sincerely,

Gerald Inman
Thomas Fitch
Former Intern Consultants

INTERN REACTIONNAIRE - Part I

INSTRUCTIONS:

1. Place your name and student number on the answer sheet.

2. On the answer sheet where it asks for course name, place your maiden name if appropriate.

3. For item numbered 1 on the answer sheet select one of the following:

   A. Single B. Married C. Separated D. Divorced E. Widow or Widower

4. The information obtained on this reactionnaire will be held in the strictest confidence. It will not be reported to school or college administrators, center coordinators, or intern consultants.

5. On the following pages, you will find a number of descriptive statements of intern consultant behavior.

6. Read each statement carefully.

7. Below each descriptive statement are two scales, please respond to each.

8. The first response scale, under each descriptive statement, will allow you to indicate whether or not you prefer that particular consultant behavior.

9. The second response scale, under each descriptive statement, will allow you to indicate the frequency of occurrance for that specific behavior.

EXAMPLE

Descriptive statement - The consultant encourages the intern to be consistant regarding pupils behavior and academic standards.

94)

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

95)

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

After carefully reading the statement, select the letter on the first scale that most closely approximates your feeling of preference. On the answer sheet mark the letter that corresponds with your selection for each numbered scale.

10. Please respond to each item as it would apply to your specific intern consultant not to intern consultants in general.

The consultant helps the intern interpret information within the child's cumulative records.

2.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

3.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern plan and set behavioral goals for instructional experiences.

4.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

5.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant suggest various seating arrangements for alternating traffic flow, group project work space, and distribution of materials.

6.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

7.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant aids the intern to organize for future events (school calendar, holidays, parent conferences).

8.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

9.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant uses questions which subtly point out the intern's teaching weakness.

10.

A	B	C	D	E
Definitely not preferred behavior				Very Highly preferred behavior

11.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern realize that a child's ability to learn is closely related to the child's self concept.

12.

A	B	C	D	E
Definitely not preferred behavior				Very Highly preferred behavior

13.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant provides the intern with new ideas for lessons and units.

14.

A	B	C	D	E
Definitely not preferred behavior				Very Highly preferred behavior

15.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern locate and select appropriate instructional materials.

16.

A	B	C	D	E
Definitely not preferred behavior				Very Highly preferred behavior

17.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern select learning materials specifically for particular pupil's needs.

18.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

19.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant is available, on-call, to the intern after the normal school day.

20.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

21.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant urges the intern to give continued attention to ventilation, lighting, seating, and other physical conditions within the intern's classroom.

22.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

23.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant encourages the intern to adjust his teaching to the interests, maturity, and experiential background of the learner.

24.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

25.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern to interpret a child's standarized test results.

26.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

27.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant aids the intern to develop within a framework of professional autonomy and freedom.

28.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

29.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant builds up the intern's ego by emphasizing the intern's personal and professional strengths.

30.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

31.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

After demonstrating a teaching technique the consultant discusses and analyzes that method with the intern.

32.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

33.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant points out examples of child growth and development to the intern within the intern's classroom.

34.

A	B	C	D	E
Definitely not preferred				Very highly preferred

35.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant shares with the intern a very close and "open" relationship where each says what they really feel.

36.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

37.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant recommends specific methods of teaching for the intern's implementation.

38.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

39.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant aids the intern to inventory the intern's class to determine interests, problems, strengths, self-concepts, and attitudes.

40.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

41.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant provides evaluations for the intern that promote self direction.

42.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

43.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant follows the classroom observation with a written critique of the intern's teaching.

44.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

45.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern to diagnose individual and class learning difficulties.

46.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

47.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant encourages the intern to establish and maintain a daily, weekly, monthly, yearly schedule.

48.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

49.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

INTERN REACTIONNAIRE - Part II

INSTRUCTIONS

1. On the following pages, you will find six different classroom problem situations to which you are asked to respond.

2. Read each problem situation carefully.

3. Each problem situation is followed by six different reaction scales. Please respond to each of the six scales.

4. After carefully reading a problem situation, select the letter on each scale which is your best estimate or appraisal. On the answer sheet fill in the space that corresponds with your selection for each numbered scale.

EXAMPLE

Assume it is the beginning of the school year, you are experiencing difficulty in attending to the needs of several reading groups simultaneously, . . . in short you lack organization.

IF THIS PROBLEM OCCURRED:

96) How would your consultant most likely behave?

97) What consultant behavior would you prefer?

	A	B	C	D	E	
THEORETICAL						PRACTICAL
	Tends to examine underlying educarional theory before considering specific action.				Tends to suggest particular procedures which have worked in the past.	

5. For the example numbered 96 above, select a letter on the continuum and mark that letter on the answer sheet.

6. Follow the same procedure for each of the five other scales under each problem situation.

SITUATION ONE

Assume as an intern you feel that you are weak in diagnosing a pupil's learning difficulty. You wish to diagnose the pupil's difficulty in arithmetic and plan specific lessons on which will strengthen the pupil's learning weakness.

IF THIS PROBLEM OCCURRED:

50. How would your consultant most likely behave?

	A	B	C	D	E	
THEORETICAL						PRACTICAL

51. What consultant behavior would you prefer?

	A	B	C	D	E	
	Tends to examine underlying educational theory before considering specific action.				Tends to suggest particular procedures which have worked in the past	

52. How would your consultant most likely behave?

	A	B	C	D	E	
CONSULTANT						INTERN

53. What consultant behavior would you prefer?

	A	B	C	D	E	
	Consultant takes necessary action.				Intern takes necessary action.	

54. How would your consultant most likely behave?

	A	B	C	D	E	
DIRECT						INDIRECT

55. What consultant behavior would you prefer?

	A	B	C	D	E	
	Consultant prescribes; insists on specific steps; tells intern.				During discussion, intern identifies procedures; consultant asks questions.	

SITUATION TWO

Assume as an intern you feel something is wrong with the pacing of your lessons during the school day. There is a lull in the middle of the afternoon. Your intern consultant agrees with this analysis.

IF THIS PROBLEM OCCURRED:

56. How would your consultant most likely behave?

57. What consultant behavior would you prefer?

	A	B	C	D	E	
THEORETICAL						PRACTICAL
	Tends to examine underlying educational theory before considering specific action.				Tends to suggest particular procedures which have worked in the past.	

58. How would your consultant most likely behave?

59. What consultant behavior would you prefer?

	A	B	C	D	E	
CONSULTANT						INTERN
	Consultant takes necessary action.				Intern takes necessary action.	

60. How would your consultant most likely behave?

61. What consultant behavior would you prefer?

	A	B	C	D	E	
DIRECT						INDIRECT
	Consultant prescribes; insists on specific steps; tells intern.				During discussion, intern identifies procedures; consultant <u>asks</u> questions.	

SITUATION THREE

Assume as an intern you are teaching a science unit to your class. You are experiencing difficulty in helping children to understand a particular concept.

IF THIS PROBLEM OCCURRED:

62. How would your consultant most likely behave?

A B C D E

THEORETICAL _____ PRACTICAL

63. What consultant behavior would you prefer?

A B C D E

Tends to examine underlying educational theory before considering specific action.

Tends to suggest particular procedures which have worked in the past.

64. How would your consultant most likely behave?

A B C D E

CONSULTANT _____ INTERN

65. What consultant behavior would you prefer?

A B C D E

Consultant takes necessary action.

Intern takes necessary action.

66. How would your consultant most likely behave?

A B C D E

DIRECT _____ INDIRECT

67. What consultant behavior would you prefer?

A B C D E

Consultant prescribes; insists on specific steps; <u>tells</u> intern.

During discussion, intern identifies procedures; consultant <u>asks</u> questions.

SITUATION FOUR

Assume that you and your intern consultant have just watch a video-tape replay of a lesson you taught. In this particular lesson you planned to involve pupils actively. Your directions to pupils were not as clear and concise as you had hoped.

IF THIS PROBLEM OCCURRED:

68. How would your consultant most likely behave?

	A	B	C	D	E	
THEORETICAL						PRACTICAL

69. What consultant behavior would you prefer?

	A	B	C	D	E	
	Tends to examine underlying educational theory before considering specific action.				Tends to suggest particular procedures which have worked in the past.	

70. How would your consultant most likely behave?

	A	B	C	D	E	
CONSULTANT						INTERN

71. What consultant behavior would you prefer?

	A	B	C	D	E	
	Consultant takes necessary action.				Intern takes necessary action.	

72. How would your consultant most likely behave?

	A	B	C	D	E	
DIRECT						INDIRECT

73. What consultant behavior would you prefer?

	A	B	C	D	E	
	Consultant prescribes; insists on specific steps; tells intern.				During discussion, intern identifies procedures; consultant asks questions.	

SITUATION FIVE

Assume that within your intern teaching situation there is not a written or "set" policy related to the rentention of students. However, only on rare occasions have pupils been retained. You believe a particular pupil is emotionally, socially, and intellectually incapable of suceeding in the next grade and therefore wish to retain the pupil. Your principal maintains that the pupil should not be retained. There is obvious conflict.

IF THIS PROBLEM OCCURRED:

74. How would your consultant most likely behave?

	A	B	C	D	E	
THEORETICAL						PRACTICAL

75. What consultant behavior would you prefer?

	A	B	C	D	E	
	Tends to examine underlying educational theory before considering specific action.				Tends to suggest particular procedures which have worked in the past	

76. How would your consultant most likely behave?

	A	B	C	D	E	
CONSULTANT						INTERN

77. What consultant behavior would you prefer?

	A	B	C	D	E	
	Consultant takes necessary action.				Intern takes necessary action.	

78. How would your consultant most likely behave?

	A	B	C	D	E	
DIRECT						INDIRECT

79. What consultant behavior would you prefer?

	A	B	C	D	E	
	Consultant prescribes; insists on specific steps; tells intern.				During discussion, intern identifies procedures; consultant <u>asks</u> questions.	

Dear Intern - Intern Consultant:

Your cooperation is requested in our attempts to conduct E.I.P. research.

Your participation in this program during this school year has provided you with unique experiences. Your responses to this instrument will enable us to draw conclusions and make generalizations about E.I.P. which we could not do without your involvement.

We appreciate your cooperation and participation in this project. We will be pleased to send you a summary of the reaction results if you desire. The success of this inquiry is wholly dependent upon your completing the entire questionnaire. All information will be held in the strictest confidence and will not be reported either by individuals or by centers.

Thank you very much for your help.

Sincerely,

Gerald Inman
Thomas Fitch
Former Intern Consultants

INTERN CONSULTANT REACTIONNAIR - Part I

INSTRUCTIONS:

1. On the following pages, you will find a number of descriptive statements of intern consultant behaviors.

2. Read each statement carefully.

3. Below each descriptive statement are two scales.

4. Please respond to each scale.

5. The first response, under each descriptive statement, will allow you to indicate whether or not you prefer that particular consultant behavior.

6. The second response scale, under each descriptive statement, will allow you to indicate the frequency of occurrance of that specific behavior.

EXAMPLE:

Descriptive statement - - The consultant encourages the intern to be consistan regarding pupils behavior and academic standards.

94)

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

95)

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

After carefully reading the statement, select the letter on the first scale that most closely approximates your feeling of preference. On the answer sheet mark the letter that corresponds with your selection for each numbered scale.

7. Please respond to each item as you would most likely behave.

The consultant helps the intern interpret information within the child's cumulative records.

2.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

3.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern plan and set behavioral goals for instructional experiences.

4.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

5.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant suggest various seating arrangements for alternating traffic flow, group project work space, and distribution of materials.

6.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

7.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant aids the intern to organize for future events (school calendar, holidays, parent conferences).

8.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

9.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant uses questions which subtly point out the intern's teaching weakness.

10.

A	B	C	D	E
Definitely not preferred behavior				Very Highly preferred behavior

11.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern realize that a child's ability to learn is closely related to the child's self concept.

12.

A	B	C	D	E
Definitely not preferred behavior				Very Highly preferred behavior

13.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant provides the intern with new ideas for lessons and units.

14.

A	B	C	D	E
Definitely not preferred behavior				Very Highly preferred behavior

15.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern locate and select appropriate instructional materials.

16.

A	B	C	D	E
Definitely not preferred behavior				Very Highly preferred behavior

17.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern select learning materials specifically for particular pupil's needs.

18.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

19.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant is available, on-call, to the intern after the normal school day.

20.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

21.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant urges the intern to give continued attention to ventilation, lighting, seating, and other physical conditions within the intern's classroom.

22.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

23.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant encourages the intern to adjust his teaching to the interests, maturity, and experiential background of the learner.

24.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

25.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern to interpret a child's standarized test results.

26.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

27.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant aids the intern to develop within a framework of professional autonomy and freedom.

28.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

29.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant builds up the intern's ego by emphasizing the intern's personal and professional strengths.

30.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

31.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

After demonstrating a teaching technique the consultant discusses and analyzes that method with the intern.

32.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

33.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant points out examples of child growth and development to the intern within the intern's classroom.

34.

A	B	C	D	E
Definitely not preferred				Very highly preferred

35.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant shares with the intern a very close and "open" relationship where each says what they really feel.

36.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

37.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant recommends specific methods of teaching for the intern's implementation.

38.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

39.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant aids the intern to inventory the intern's class to determine interests, problems, strengths, self-concepts, and attitudes.

40.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

41.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant provides evaluations for the intern that promote self direction.

42.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

43.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant follows the classroom observation with a written critique of the intern's teaching.

44.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

45.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant helps the intern to diagnose individual and class learning difficulties.

46.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

47.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

The consultant encourages the intern to establish and maintain a daily, weekly, monthly, yearly schedule.

48.

A	B	C	D	E
Definitely not preferred behavior				Very highly preferred behavior

49.

A	B	C	D	E
Never occurs	Occurs yearly	Occurs monthly	Occurs weekly	Occurs daily

CONSULTANT REACTIONNAIRE - Part II

INSTRUCTIONS

1. On the following pages, you will find six different problem situations similar to those encountered by your intern teacher.

2. Read each problem situation carefully.

3. Each problem situation is followed by six different reaction scales. Please respond to each of the six scales.

4. After carefully reading a problem situation, select the letter on each scale which is your best estimate or appraisal. On the answer sheet fill in the space that corresponds with your selection for each numbered scale.

EXAMPLE

Assume it is the beginning of the school year, your intern is experiencing difficulty in attending to the needs of several reading groups simultaneously, . . . in short the intern lacks organization.

IF THIS PROBLEM OCCURRED WHAT WOULD BE YOUR:

96)	Most likely behavior	A	B	C	D	E
	THEORETICAL ———					——— PRACTICAL
97)	Preferred behavior	A	B	C	D	E
		Tend to examine underlying educational theory before considering specific action.				During discussion, intern identifies procedures; sonsultant asks questions.

5. For the example numbered 96 above, select a letter on the continuum and mark that letter on the answer sheet.

6. Follow the same procedure for each of the five other scales under each problem situation.

SITUATION TWO

Assume your intern feels that something is wrong with the pacing of the intern's lessons during the school day. There is a lull in the middle of the afternoon. You agree with this analysis.

IF THIS PROBLEM OCCURRED WHAT WOULD BE YOUR:

56. Most likely behavior

57. Preferred behavior

	A	B	C	D	E	
THEORETICAL						PRACTICAL
	Tend to examine underlying educational theory before considering specific action.				Tend to suggest particular procedures which have worked in the past.	

58. Most likely behavior

59. Preferred behavior

	A	B	C	D	E	
CONSULTANT						INTERN
	Consultant takes necessary action.				Intern takes necessary action.	

60. Most likely behavior

61. Preferred behavior

	A	B	C	D	E	
DIRECT						INDIRECT
	Consultant prescribes; insists on specific steps; <u>tells</u> intern.				During discussion, intern identifies procedures; consultant <u>asks</u> questions.	

SITUATION ONE

Assume your intern feels weak in diagnosing a pupil learning difficulty. The intern wishes to diagnose the pupil's difficulty in arithmetic and plan specific lessons which will strengthen the pupil's identified learning weakness.

IF THIS PROBLEM OCCURRED WHAT WOULD BE YOUR:

50. Most likely behavior

51. Preferred behavior

	A	B	C	D	E	
THEORETICAL						PRACTICAL
	Tend to examine underlying educational theory before considering specific action.				Tend to suggest particular procedures which have worked in the past.	

52. Most likely behavior

53. Preferred behavior

	A	B	C	D	E	
CONSULTANT						INTERN
	Consultant takes necessary action.				Intern takes necessary action.	

54. Most likely behavior

55. Preferred behavior

	A	B	C	D	E	
DIRECT						INDIRECT
	Consultant prescribes; insists on specific steps; <u>tells</u> intern.				During discussion, intern identifies procedures; consultant <u>asks</u> questions.	

SITUATION THREE

Assume your intern is teaching a science unit to the class. The intern is experiencing difficulty in helping children to understand a particular concept.

IF THIS PROBLEM OCCURRED WHAT WOULD BE YOUR:

62. Most likely behavior

63. Preferred behavior

	A	B	C	D	E	
THEORETICAL						PRACTICAL
	Tend to examine underlying educational theory before considering specific action.				Tend to suggest particular procedures which have worked in the past.	

64. Most likely behavior

65. Preferred behavior

	A	B	C	D	E	
CONSULTANT						INTERN
	Consultant takes necessary action.				Intern takes necessary action.	

66. Most likely behavior

67. Preferred behavior

	A	B	C	D	E	
DIRECT						INDIRECT
	Consultant prescribes; insists on specific steps; <u>tells</u> intern.				During discussion, intern identifies procedures; consultant <u>asks</u> questions.	

SITUATION FOUR

Assume that you and your intern have just watched a video tape replay of a lesson taught by your intern. In this particular lesson your intern planned to actively involve the pupil's. The intern's directions to the pupils were not as clear and concise as the intern had planned.

IF THIS PROBLEM OCCURRED WHAT WOULD BE YOUR:

68. Most likely behavior

69. Preferred behavior

	A	B	C	D	E	
THEORETICAL						PRACTICAL
	Tend to examine underlying educational theory before considering specific action.				Tend to suggest particular procedures which have worked in the past.	

70. Most likely behavior

71. Preferred behavior

	A	B	C	D	E	
CONSULTANT						INTERN
	Consultant takes necessary action.				Intern takes necessary action.	

72. Most likely behavior

73. Preferred behavior

	A	B	C	D	E	
DIRECT						INDIRECT
	Consultant prescribes; insists on specific steps; <u>tells</u> intern.				During discussion, intern identifies procedures; consultant <u>asks</u> questions	

SITUATION FIVE

Assume that within your intern's teaching situation there is not a written or "set" policy related to the retention of students. However, only on rare occasions have pupils been retained. Your intern believes a particular pupil is emotionally, socially and intellectually incapable of suceeding in the next grade and therefore wishes to retain the pupil. The principal maintains that the pupil should not be retained. There is obvious conflict.

IF THIS PROBLEM OCCURRED WHAT WOULD BE YOUR:

74. Most likely behavior

75. Preferred behavior

	A	B	C	D	E	
	THEORETICAL					PRACTICAL
	Tend to examine underlying educational theory before considering specific action.				Tend to suggest particular procedures which have worked in the past.	

76. Most likely behavior

77. Preferred behavior

	A	B	C	D	E	
	CONSULTANT					INTERN
	Consultant takes necessary action.				Intern takes necessary action.	

78. Most likely behavior

79. Preferred behavior

	A	B	C	D	E	
	DIRECT					INDIRECT
	Consultant prescribes; insists on specific steps; <u>tells</u> intern.				During discussion, intern identifies procedures; consultant <u>asks</u> questions.	

MICHIGAN STATE UNIVERSITY

ME________ LAST ________ FIRST ________ MIDDLE DATE ________ STUDENT NO. ________ SEX M F

URSE NAME ________ COURSE NO. ________

TION ________ INSTRUCTOR ________

ME OF TEST ________ FORM ________

BE SURE YOUR MARKS ARE HEAVY AND BLACK
ERASE COMPLETELY ANY ANSWER CHANGED

STUDENT NUMBER

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

	1 2 3 4 5 6 7 8 9 10	2	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	4	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	6	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	8	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	12	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	14	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	16	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	18	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	20	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	22	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	24	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	26	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	28	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	30	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	32	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	34	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	36	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	38	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	40	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	42	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	44	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	46	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	48	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	50	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	52	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	54	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	56	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	58	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	60	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	62	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	64	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	66	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	68	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	70	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	72	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	74	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	76	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	78	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	80	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	82	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	84	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	86	1 2 3 4 5 6 7 8 9 10

APPENDIX C

PART A

1. Item Intercorrelation Matrix for Test A, Preference for Selected Intern Consultant Tasks, for Intern Teachers' Responses.

2. Item Intercorrelation Matrix for Test A, Preference for Selected Intern Consultant Tasks, for Intern Consultants' Responses.

3. Item Intercorrelation Matrix for Test A, Frequency of Occurrence for Selected Intern Consultant Tasks, for Intern Teachers' Responses.

4. Item Intercorrelation Matrix for Test A, Frequency of Occurrence for Selected Intern Consultant Tasks, for Intern Consultant's Responses.

PART B

1. Item Intercorrelation Matrix for Test B, Preference for Intern Consultant Method of Operation, for Intern Teachers' Responses.

2. Item Intercorrelation Matrix for Test B, Preference for Intern Consultant Method of Operation, for Intern Consultants' Responses.

3. Item Intercorrelation Matrix for Test B, Perceived Likely Intern Consultant Method of Operation, for Intern Teachers' Responses.

4. Item Intercorrelation Matrix for Test B, Perceived Likely Intern Consultant Method of Operation, for Intern Consultants' Responses.

ITEM INTERCORRELATION MATRIX FOR TEST A,
PREFERENCE FOR SELECTED INTERN CONSULTANT TASKS,
FOR INTERN TEACHERS' RESPONSES

r	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	1.00	.22	.30	.30	.21	.18	.30	.10	.41	.31	.16	.36	.17	.03	.23	.23	.16	.35	.16	.25	.14	.17	.14	.18
2		1.00	.13	.15	.06	.11	.03	.23	.29	.17	.23	.16	.35	.17	.12	.34	.02	.09	.21	.11	.15	.12	.35	.19
3			1.00	.40	.33	.23	.43	.23	.26	.24	.18	.27	.23	.20	.25	.20	.22	.25	.22	.24	.22	.31	.31	.12
4				1.00	.19	.24	.38	.26	.32	.21	.06	.35	.10	.14	.34	.32	.16	.34	.35	.39	.15	.19	.30	.14
5					1.00	.22	.43	.26	.30	.13	.23	.20	.13	.13	.26	.21	.00	.14	.19	.11	-.01	.34	.27	.17
6						1.00	.33	.40	.28	.43	.42	.22	.09	.29	.29	.43	.16	.22	.28	.20	.22	.22	.22	.44
7							1.00	.35	.25	.33	.21	.34	.17	.19	.38	.35	.24	.32	.20	.27	.19	.35	.31	.20
8								1.00	.36	.32	.35	.31	.31	.24	.45	.49	.16	.30	.42	.27	.20	.20	.40	.33
9									1.00	.28	.24	.33	.28	.17	.24	.31	.09	.25	.34	.42	.16	.19	.25	.15
10										1.00	.43	.27	.16	.11	.45	.48	.13	.14	.30	.18	.10	.24	.29	.32
11											1.00	.16	.14	.20	.33	.30	.16	.09	.31	.05	.24	.30	.36	.42
12												1.00	.19	.17	.35	.21	.23	.37	.19	.45	.13	.12	.24	.29
13													1.00	.36	.31	.38	.04	.20	.26	.24	.08	.11	.32	15
14														1.00	.20	.28	.17	.27	.34	.24	.20	.13	.29	.27
15															1.00	.52	-.03	.22	.41	.13	.07	.25	.24	.24
16																1.00	.02	.21	.43	.25	.13	.25	.33	.44
17																	1.00	.19	.16	.16	.08	.09	.20	.13
18																		1.00	.22	.34	.13	.29	.17	.25
19																			1.00	.43	.03	.28	.36	.33
20																				1.00	.15	.04	.24	.21
21																					1.00	.16	.25	.07
22																						1.00	.39	.23
23																							1.00	.30
24																								1.00

ITEM INTERCORRELATION MATRIX FOR TEST A,
PREFERENCE FOR SELECTED INTERN CONSULTANT TASKS,
FOR INTERN CONSULTANTS' RESPONSES

r	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	1.00	.47	.38	-.25	-.21	.13	.22	.17	.38	.29	.12	.37	.12	.37	.23	.08	.14	.27	.13	.00	-.07	.23	-.19	.36
2		1.00	.60	.08	.04	.16	.40	.42	.62	.33	.41	.20	.24	.19	.13	.32	-.01	.11	.12	-.03	.18	.16	.01	.07
3			1.00	.26	.09	.34	.58	.54	.45	.25	.36	.36	.05	.45	.27	.20	-.04	.19	.09	.20	-.02	.40	.06	.26
4				1.00	-.06	.03	.02	.12	-.03	.42	.13	.32	-.18	-.10	-.12	.09	-.11	-.03	.02	.41	-.07	-.01	.36	.14
5					1.00	.18	.24	.27	.22	.16	.17	-.01	.25	-.02	.47	.17	-.19	.14	.17	-.29	.51	.33	.24	-.15
6						1.00	.10	.32	.18	.38	.43	.22	-.10	.39	.25	.27	.01	.08	.27	.09	.04	.17	.28	.02
7							1.00	.29	.42	.24	.26	.22	.02	.27	.23	.26	-.09	.22	.02	.10	.03	.22	.15	.15
8								1.00	.28	.24	.44	.17	.01	.27	.32	.40	.09	.16	.37	.08	.03	.35	.14	.26
9									1.00	.40	.46	.03	.29	.36	.53	.37	-.16	.16	.28	-.05	.41	.20	-.04	.11
10										1.00	.27	.37	.00	.06	.32	.25	-.03	.19	.20	.20	.20	.22	.37	.31
11											1.00	.15	.22	.37	.39	.61	.20	-.06	.63	.04	.34	.01	.06	.01
12												1.00	-.16	-.03	.25	.00	.17	.13	.14	.19	.03	.25	.07	.41
13													1.00	.22	.21	.05	.28	.03	.19	-.09	.58	.33	-.05	.02
14														1.00	.26	.10	-.04	.04	.31	.24	.14	.21	-.03	.08
15															1.00	.20	-.04	.14	.46	-.06	.53	.49	-.00	.20
16																1.00	.19	.12	.55	-.13	.20	-.11	.05	.03
17																	1.00	.13	.12	.11	.00	.02	-.17	.01
18																		1.00	.08	-.28	.09	.54	-.01	.15
19																			1.00	.03	.34	.10	.14	.00
20																				1.00	-.10	-.13	.07	.03
21																					1.00	.39	-.13	-.09
22																						1.00	.07	.23
23																							1.00	.20
24																								1.00

ITEM INTERCORRELATION MATRIX FOR TEST A,
FREQUENCY OF OCCURRENCE FOR SELECTED INTERN CONSULTANT
TASKS, FOR INTERN TEACHERS' RESPONSES

r	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	1.00	.41	.27	.36	.34	.31	.32	.22	.39	.44	.28	.38	.23	.10	.33	.35	.36	.32	.17	.24	.11	.05	.14	.25
2		1.00	.31	.35	.22	.36	.29	.38	.41	.48	.43	.32	.42	.34	.30	.37	.29	.29	.25	.18	.12	.24	.29	.25
3			1.00	.32	.41	.29	.43	.26	.31	.42	.30	.31	.39	.33	.30	.30	.31	.26	.26	.29	.26	.23	.24	.26
4				1.00	.28	.35	.33	.37	.31	.43	.41	.56	.17	.20	.46	.39	.34	.37	.31	.40	.17	.09	.31	.46
5					1.00	.36	.45	.36	.45	.41	.33	.24	.40	.21	.43	.42	.26	.32	.28	.15	.21	.25	.27	.29
6						1.00	.46	.39	.42	.56	.60	.31	.30	.37	.49	.45	.26	.32	.30	.30	.28	.27	.35	.33
7							1.00	.32	.33	.49	.37	.44	.26	.34	.43	.40	.34	.30	.27	.30	.34	.28	.36	.26
8								1.00	.47	.43	.41	.42	.33	.30	.58	.56	.25	.36	.35	.16	.27	.31	.45	.45
9									1.00	.47	.39	.35	.44	.22	.40	.44	.32	.41	.33	.32	.24	.18	.32	.30
10										1.00	.55	.41	.40	.36	.45	.48	.33	.37	.26	.32	.24	.31	.35	.43
11											1.00	.39	.28	.42	.44	.44	.38	.33	.41	.26	.31	.36	.39	.41
12												1.00	.21	.25	.51	.44	.37	.37	.38	.39	.28	.16	.35	.51
13													1.00	.43	.36	.40	.24	.28	.33	.20	.12	.23	.28	.27
14														1.00	.23	.35	.23	.27	.27	.19	.26	.25	.28	.21
15															1.00	.61	.25	.44	.43	.21	.27	.29	.45	.47
16																1.00	.31	.35	.52	.32	.23	.33	.38	.43
17																	1.00	.31	.22	.37	.16	.11	.17	.20
18																		1.00	.21	.24	.24	.33	.37	.37
19																			1.00	.27	.15	.23	.31	.35
20																				1.00	.14	-.05	.22	.21
21																					1.00	.24	.32	.29
22																						1.00	.48	.33
23																							1.00	.54
24																								1.00

ITEM INTERCORRELATION MATRIX FOR TEST A,
FREQUENCY OF OCCURRENCE FOR SELECTED INTERN CONSULTANT TASKS,
FOR INTERN CONSULTANTS' RESPONSES

r	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	1.00	.25	.04	-,19	.14	-.18	.06	.20	.00	.25	.07	-.21	.05	.07	.28	-.06	.34	.25	.05	-.06	-.07	.22	.29	.11
2		1.00	.27	-.24	.10	.04	.29	.03	-.22	.14	.17	-.03	.18	.16	.19	-.02	.32	.06	.40	-.13	.28	.07	.18	.09
3			1.00	.16	-.02	.09	.21	.11	-.28	.09	.16	.39	.17	.04	-.18	-.23	.03	.09	.09	-.02	.26	.29	.26	-.02
4				1.00	.13	.09	-.09	.18	.25	.26	.16	.29	.30	-.06	.01	.25	-.00	-.04	.23	.37	-.00	-.17	.22	.07
5					1.00	.25	.37	.21	.42	.33	.25	-.14	.22	.13	.23	.41	.36	.27	.24	.05	-.05	-.09	.23	.17
6						1.00	.24	.06	.25	.27	.31	.17	.05	.22	.17	.20	.06	.21	.31	.11	.04	-.05	.30	.11
7							1.00	.05	-.11	.12	.23	-.14	.06	.26	.31	.30	.09	.21	.36	.05	.36	.07	.50	.39
8								1.00	.25	.11	-.01	.04	.14	-.06	.08	.29	-.01	.15	.25	-.19	.01	.18	.10	.06
9									1.00	.39	.09	-.09	.25	.04	.17	.23	.16	.30	.18	-.08	-.33	-.35	-.25	-.20
10										1.00	.41	.01	.23	.11	.40	.06	.21	.43	.27	-.03	-.03	-.01	.17	.15
11											1.00	-.12	.35	.25	.09	.08	.23	.16	.20	.35	-.04	-.13	.13	-.07
12												1.00	-.02	.06	.18	-.22	.04	-.07	-.05	-.13	-.01	.46	-.08	-.07
13													1.00	.11	.24	.12	.44	.10	.03	.21	-.06	-.26	-.02	-.06
14														1.00	.02	.04	-.14	.15	.07	.00	.08	.20	.11	.02
15															1.00	.32	.37	.48	.23	-.01	-.02	.20	.15	.30
16																1.00	.01	.23	.47	-.02	.06	-.26	.07	.02
17																	1.00	-.01	.03	.03	.12	-.17	.13	-.06
18																		1.00	.11	-.26	-.14	.11	.21	.29
19																			1.00	.06	.16	-.05	.11	-.05
20																				1.00	-.00	-.29	-.19	-.04
21																					1.00	.05	.23	.32
22																						1.00	.36	.28
23																							1.00	.43
24																								1.00

INTERN INTERCORRELATION MATRIX FOR TEST B,
PREFERENCE FOR INTERN CONSULTANT METHOD OF OPERATION,
FOR INTERN TEACHERS' RESPONSES

r	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00	.50	.46	.46		.16	.13	.16	.17	.15	.17	.17	.18	.12	.11
2		1.00	.44	.50		.15	.21	.22	.28	.15	.13	.17	.26	.17	.10
3			1.00	.42		.13	.17	.24	.21	.03	.21	.12	.19	.20	.04
4				1.00		.12	.10	.15	.23	.10	.11	.15	.12	.17	.05
5						.07	.13	.13	.11	.04	.09	.21	.02	.08	.02
6						1.00	.64	.54	.53	.37	.31	.23	.28	.27	.18
7							1.00	.60	.61	.35	.36	.35	.31	.32	.21
8								1.00	.51	.37	.27	.33	.37	.30	.17
9									1.00	.39	.28	.28	.36	.45	.16
10										1.00	.27	.23	.25	.22	.47
11											1.00	.58	.53	.47	.42
12												1.00	.59	.39	.28
13													1.00	.51	.35
14														1.00	.33
15															1.00

ITEM INTERCORRELATION MATRIX FOR TEST B,
PREFERENCE FOR INTERN CONSULTANT METHOD OF OPERATION,
FOR INTERN CONSULTANTS' RESPONSES

r	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00	.57	.52	.31	.42	.29	.00	.02	-.02	.13	-.23	-.08	-.11	-.03	-.10
2		1.00	.68	.36	.21	.43	.13	.28	.20	.20	.13	.19	.13	.21	.19
3			1.00	.51	.23	.24	.17	.25	.13	.18	.06	.23	.10	.10	.11
4				1.00	.37	.17	.12	.21	.03	.08	.01	.18	.17	-.17	.01
5					1.00	.13	.22	.13	-.14	-.04	-.09	.03	.21	-.10	-.23
6						1.00	.46	.74	.51	.43	.36	.16	.39	.31	.14
7							1.00	.55	.44	.32	.33	.31	.40	.49	.18
8								1.00	.49	.49	.62	.24	.32	.26	.34
9									1.00	.60	.26	.14	.27	.59	.38
10										1.00	.20	.31	.13	.38	.61
11											1.00	.44	.51	.40	.38
12												1.00	.59	.41	.34
13													1.00	.54	.26
14														1.00	.51
15															1.00

ITEM INTERCORRELATION MATRIX FOR TEST B,
PERCEIVED LIKELY INTERN CONSULTANT METHOD OF OPERATION,
FOR INTERN TEACHERS' RESPONSES

r	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00	.44	.54	.34	.28	.16	.16	.09	.15	.12	.08	.17	.19	.16	-.03
2		1.00	.45	.47	.27	.11	.21	.17	.27	.11	.14	.24	.25	.25	.19
3			1.00	.46	.30	.05	.16	.18	.22	.15	.13	.10	.16	.23	.07
4				1.00	.28	.08	.21	.16	.25	.20	.29	.26	.32	.29	.21
5					1.00	.01	.09	.12	.07	.07	.01	.00	.08	.08	.04
6						1.00	.62	.48	.50	.24	.21	.30	.30	.33	.03
7							1.00	.49	.62	.27	.33	.42	.32	.36	.11
8								1.00	.54	.31	.24	.34	.44	.32	.07
9									1.00	.37	.27	.39	.40	.44	.14
10										1.00	.27	.39	.29	.31	.38
11											1.00	.62	.60	.56	.37
12												1.00	.67	.54	.35
13													1.00	.55	.26
14														1.00	.42
15															1.00

INTERN INTERCORRELATION MATRIX FOR TEST B,
PERCEIVED LIKELY INTERN CONSULTANT METHOD OF OPERATION,
FOR INTERN CONSULTANTS' RESPONSES

r	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00	.49	.37	.13	.32	.24	.24	.02	.17	.24	-.07	-.01	-.18	.12	.15
2		1.00	.59	.21	.23	.16	.22	.10	.18	.21	.00	-.11	-.09	.09	.12
3			1.00	.23	.18	.07	-.09	.26	.03	.10	-.13	.18	.05	.19	.00
4				1.00	.06	-.23	.04	-.02	.00	.01	-.07	-.04	-.17	-.14	-.19
5					1.00	.05	.16	-.14	-.05	-.03	-.01	-.27	.01	-.20	-.26
6						1.00	.52	.32	.14	.01	.33	.25	.07	.24	.07
7							1.00	.11	.47	.16	.28	.08	-.07	.24	.27
8								1.00	.24	.09	.37	.32	.45	.28	.06
9									1.00	.43	.34	.03	.18	.29	.56
10										1.00	.06	-.36	.09	.08	.45
11											1.00	.35	.43	.24	.33
12												1.00	.44	.60	-.00
13													1.00	.57	.18
14														1.00	.41
15															1.00

APPENDIX D

FREQUENCY COUNT FOR INDIVIDUAL ITEM SCORES OF INTERNS AND CONSULTANTS ON THE INTERN CONSULTANT INVENTORY

A Listing of Items Within Categories for Test A Showing the Percentage of Highest Response for Preferency & Frequency for Selected Consultant Tasks by Interns and Consultants

Categories		Items	Interns		Consultants	
			Scale Number	Highest Percent Response	Scale Number	Highest Percent Response
Management	6	Seating Arrangement &	3-	34%	5-	40%
	7	Distribution of Materials, etc.	1-	34%	3-	62%
	8	Organization of	5-	34%	5-	47%
	9	the Calendar	3-	42%	3-	62%
	22	Ventilation - light - seating	3-	37%	5-	52%
	23	physical conditions	3-	32%	3-	50%
	48	Maintained monthly, weekly,	3-	29%	5-	72%
	49	daily schedule	3-	29%	3-	40%
Conditions of Learning	12	Ability to learn & childs'	5-	36%	5-	77%
	13	self-concept important	3-	39%	3 4	40%
	18	Selection of specific	5-	57%	5-	72%
	19	individualized materials	3-	34%	3-	65%
	24	Adjust teaching to interests &	5-	34%	5-	85%
	25	experience of learner	3-	38%	4-	55%
	34	Consultant points out child growth	5-	37%	5-	57%
	35	& development in classroom	3-	38%	3-	70%

Categories		Items	Interns		Consultants	
			Scale Number	Highest Percent Response	Scale Number	Highest Percent Response
Planning for Instruction	4 5	Consultant helps plan & set behavioral goals	3- 3-	35% 38%	5- 4-	70% 58%
	14 15	Consultant provides new ideas for lessons/units	5- 3-	65% 40%	5- 4-	55% 58%
	16 17	Consultant locates & selects appropriate materials	5- 3-	68% 39%	5- 4-	65% 65%
	38 39	Consultant recommends specific methods of teaching	5- 3-	31% 38%	3 4 3-	30% 67%
Measurement of Learning	2 3	Consultant helps interpret childs' cumulative record	3- 1-	37% 40%	5- 3-	63% 68%
	26 27	Consultant helps interpret standardized test results	5- 1-	40% 39%	5- 2-	60% 65%
	40 41	Consultant suggest inventory of interests, problems, attitudes, etc.	5- 3-	40% 30%	5- 3-	55% 57%
	46 47	Consultant helps diagnose individual and class learning difficulties	5- 3-	51% 45%	5- 4-	80% 50%

Categories		Items	Interns		Consultants	
			Scale Number	Highest Percent Response	Scale Number	Highest Percent Response
Analyzing Teaching Behavior	10	Consultant questions to	5-	32%	5-	35%
	11	subtly point out weakness	3-	35%	3 4	45%
	32	Demo lesson, then analyze	5-	40%	5-	55%
	33	& discuss lesson	3-	32%	3-	80%
	42	Evaluations to promote self	5-	43%	5-	55%
	43	direction for intern	3-	43%	3-	52%
	44	Follows observation with written	5-	31%	5-	22%
	45	critique of intern's teaching	1-	33%	3-	30%
Supportive Behaviors	20	Consultant is available on	5-	55%	5-	68%
	21	call after hours	5-	46%	5-	38%
	28	Consultant helps intern develop	5-	48%	5-	68%
	29	in professional autonomy & freedom	3-	28%	5-	35%
	30	Consultant emphasizes interns per-	5-	52%	5-	75%
	31	sonal & professional strengths	4-	34%	4-	40%
	36	Consultant shares close and	5-	68%	5-	73%
	37	relationship with intern	4-	33%	4-	48%

A listing of Items Within Categories for Test B Showing the Percentage of Highest Response for Likely and Preferred Consultant Method of Operation by Interns and Consultants

Category		Problem Situation	Interns		Consultants	
			Scale Number	Highest Percent Response	Scale Number	Highest Percent Response
Theoretical/ Practical	50	Diagnosing & planning an	4-	42%	5-	45%
	51	individual math assignment	4-	40%	5-	38%
	56	Pacing of the	4-	35%	5-	33%
	57	school day	4-	36%	3-	40%
	62	Trouble teaching a difficult	4-	32%	3-	33%
	63	concept in science	5-	35%	3 5	30%
	68	Administering clear &	3-	30%	3-	38%
	69	concise directions	5-	33%	3-	38%
	74	Retention - Principal	3-	28%	1 2	28%
	75	Problem	3-	30%	1-	18%
Initiative/ Active	52	Diagnosing & planning an	3-	30%	3-	45%
	53	individual math assignment	3-	32%	3-	40%
	58	Pacing of the	3-	32%	3- 3	45%
	59	school day	4-	33%	4 5	32.5%
	64	Trouble teaching a difficult	4-	30%	3-	53%
	65	concept in science	4-	32%	3-	38%

Category		Problem Situation	Interns		Consultants	
			Scale Number	Highest Percent Response	Scale Number	Highest Percent Response
	70	Administering clear &	3-	33%	3-	45%
	71	concise directions	4-	34%	3 4	33%
	76	Retention - Principal	3-	40%	3-	40%
	77	Problem	3-	35%	3-	43%
Direct/ Indirect	54	Diagnosing & planning an	3-	27%	3-	35%
	55	individual math assignment	5-	32%	5-	45%
	60	Pacing of the	3-	33%	4 5	33%
	61	school day	4-	34%	5-	40%
	66	Trouble teaching a difficult	4-	28%	4-	35%
	67	concept in science	4-	37%	4 5	35%
	72	Administering clear &	3 4	28.9%	3-	38%
	73	concise directions	4-	36%	5-	40%
	78	Retention - Principal	3-	34%	3-	38%
	79	Problem	3-	32%	3-	40%