

AN APPRAISAL OF THE PRACTICUM  
EXPERIENCE IN ADMINISTRATION AND  
SUPERVISION AT AUSTIN PEAY  
STATE UNIVERSITY

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AN APPRAISAL OF THE PRACTICUM EXPERIENCE  
IN ADMINISTRATION AND SUPERVISION AT  
AUSTIN PEAY STATE UNIVERSITY

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An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

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by  
Sharon W. Walker

August 1980

## ABSTRACT

In view of a widely acknowledged belief on the part of many educators and practitioners in the field that present university preparation programs in administration and supervision lack relevance and fail to bridge that ominous gap between theory and practice, and that the field experience is a viable, if not crucial, prescription for relevance in administrator-supervisory preparation, the present study was undertaken to appraise the present Practicum in Administration and Supervision of the Department of Education, Austin Peay State University, and to elicit evaluative input from those individuals who had participated in the program, for purposes of determining its value to them as administrative and supervisory candidates, and for identifying potential areas for improvement.

The evaluative instrument was a questionnaire entitled "An Appraisal of the Practicum Experience in Administration and Supervision at Austin Peay State University." Together with an appropriate letter of transmittal, the questionnaire was mailed to the target population which comprised all 145 of those individuals who had taken the practicum course at either the M.A. or Ed.S. level for endorsement as principal, supervisor, or superintendent. A total of 107 questionnaires were returned for a 73.79 percent response.

In addition to gathering pertinent descriptive data regarding the kind, number, and value of various aspects of the practicum program, the study was designed to test a number of hypotheses pertaining to (1) readiness for administration, (2) the relationship between level of responsibility and perceived value of practicum activities, and (3) the differences in perception between the subgroups male and female.

Conclusions based on findings indicated that the practicum experience had established itself as an integral part of the university's preparation program. Readiness to assume an administrative position based on the practicum was rated as more than adequate to competent. This perception was not, however, significantly different from that of readiness based on formal classroom training. It was thus concluded that, while the practicum may not have been the overriding factor in readiness, it was certainly an essential part of the preparation program.

The level of responsibility and perceived value of practicum activities were consistently below the median of 3.0. Consistently high positive correlations found between level of responsibility and perceived value of these activities made it possible to predict that if the level of responsibility were raised, the perceived value would be raised accordingly.

Significant differences were found between males and females on a number of items--especially on perceived readiness to assume an administrative position based on the practicum experience.

In terms of suggestions for improvement, practicum students felt that the program should remain essentially as it is, but with the additions of university seminars, better method of assignment, and more frequent contacts with the university supervisor. These findings were all consistent with those in the literature pertaining to viable features of field experience programs which had contributed substantially to their evaluated success.

Analysis of activity records, logs, and experience summaries of all participants yielded a high rating of the practicum as a vehicle for relevancy, in spite of its inherent limitations. Students felt that the experience was well worth the time spent, gave them a practical, "hands-on" experience that they otherwise would not have had, and helped them put theory into practice.



AN APPRAISAL OF THE PRACTICUM EXPERIENCE  
IN ADMINISTRATION AND SUPERVISION AT  
AUSTIN PEAY STATE UNIVERSITY

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A Field Study  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

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by  
Sharon W. Walker

August 1980



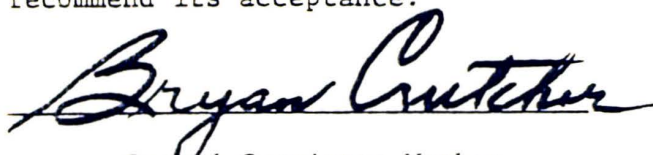
To the Graduate Council:

I am submitting herewith a study written by Sharon W. Walker entitled An Appraisal of the Practicum Experience in Administration and Supervision at Austin Peay State University. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Specialist in Education.



Major Professor

We have read this study and  
recommend its acceptance:




Second Committee Member



Third Committee Member

Accepted for the Graduate Council:



Dean of the Graduate School



## PREFACE

The most crucial need in the preparation of educational leaders continues to be for the systematic evaluation of its effectiveness.

Robin H. Farquhar



## ACKNOWLEDGMENTS

Dr. Donald Lambert, Chairman, Department of Education, for his interest and guidance in all phases of this study.

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## Chapter 1

### INTRODUCTION

The emerging decade of the 1980's will be marked, without doubt, by great social change. Since it is the inherent responsibility of education to respond rationally to this challenge, qualified, professional educational leadership must be developed. It becomes, then, the singular mission of administrative preparation programs in colleges and universities to dedicate themselves to this task, and to provide learning activities and strategies which will best meet these leadership needs.

#### Statement of the Problem

In view of a widely acknowledged belief on the part of many educators and practitioners in the field that present university preparation programs in administration and supervision lack relevance and fail to bridge that ominous gap between administrative theory and administrative practice, and that the field experience is a viable, if not crucial, prescription for relevance in administrator-supervisory preparation, the present study was undertaken to appraise the present Practicum in Administration and Supervision of the Department of Education, College of Education and Human Services, Austin Peay State University, and to elicit evaluative input from those individuals who had participated in the program, for purposes of determining its value to them as administrative and supervisory candidates, and for identifying potential areas for improvement.

The Practicum in Administration and Supervision at Austin Peay State University is a preservice field experience program designed to provide "hands-on" experience for potential elementary and secondary principals, elementary and secondary supervisors of instruction, and superintendents, in terms of prescribed competencies. For purposes of certification, the program, together with an academic core, provides initial endorsement for the principal and the supervisor at the M.A. level, and advanced endorsement for the principal, supervisor, and superintendent at the Ed.S. level.

The program's general objectives are to enable the student to:

1. develop a more comprehensive view of educational administration and supervision;
2. benefit from the experiences and decisions of the supervising school administrator;
3. evaluate and improve, through direct experience, the adequacy of his/her training; and
4. learn the ethical concerns that must permeate the administrator-teacher relationship.

The enabling objectives and/or activities of the course specify that the student will:

1. select, with the aid of a faculty advisor, an appropriate duty station, and arrange a schedule which meets the time requirements noted below;
2. arrange to spend seventy-five clock hours on the job with a practicing administrator or supervisor, excluding conference or seminar time, for each three hours of credit;
3. meet with his or her faculty advisor for seminar and/or



advisement five to ten hours for each three hours of credit;

4. maintain a log of time and activities during the practicum experience;

5. write a brief resume of the practicum experience in which the student will describe his or her insights into the administrator's role, new concepts gained, etc.; and

6. plan and/or select activities to meet the professional goals of the practicum. (A suggested list of such activities may be found in Appendix A.)

The content objectives of the practicum, or topics to be covered include:

1. students' rights and responsibilities;
2. staff's rights and responsibilities;
3. scheduling;
4. budgeting;
5. supervision;
6. evaluation of people and procedures;
7. school-community interaction;
8. improvement of curriculum; and
9. extra-curricular programs.

#### Significance of the Problem

The information obtained in this study--from both the review of the related literature, and from the evaluative data gathered--will be presented to the members of the Department of Education at Austin Peay State University who will, in turn, evaluate its validity for possible program revision, and implement any recommendations for improvement as

deemed necessary for the maintenance of the practicum experience as an integral part of the university's preparation program in administration and supervision.

There has been no formal evaluation of the practicum experience since its inception in 1970.

### Procedures

The evaluative instrument was a questionnaire entitled "An Appraisal of the Practicum Experience in Administration and Supervision at Austin Peay State University." Together with an appropriate letter of transmittal, the questionnaire was mailed to the target population which comprised all 145 of those individuals who had taken the practicum course at either the M.A. or Ed.S. level for endorsement as elementary principal, secondary principal, elementary supervisor, secondary supervisor, or superintendent. A total of 107 questionnaires were returned for a 73.79 percent response. One of the returned questionnaires was not usable.

The questionnaire consisted of several major parts. (The complete questionnaire may be found in Appendix C.) Parts one through five asked for data purely personal in nature (e.g., degree(s) held, areas of endorsement earned, present professional position, years of experience in education, sex). In parts six through twelve, each respondent was asked to evaluate the practicum experience in terms of:

1. his/her perception of readiness to assume an administrative position;
2. his/her perception of the practicum as a vehicle for promotion to an administrative position;

3. the quality of cooperation and supervision on the part of the supervising principal, supervisor, or superintendent;

4. the quality of cooperation and supervision on the part of the university supervisor;

5. the value of various activity relationships with the university during the term of the practicum;

6. areas of possible improvement for the practicum experience;

7. the level of responsibility he/she was given, and the consequent perceived value of a variety of activities and experiences common to practicum students in administration and supervision. The five areas of responsibility were (a) instructional responsibility, (b) management responsibility, (c) leadership responsibility, (d) conferences, and (e) meetings.

In most parts of the questionnaire, except for that of the personal data section, respondents were asked to evaluate each variable on a five-point scale. There was one open-ended question in which each respondent was asked to explain his response, only if that response were "yes", and one optional question in which respondents were asked to comment on any additional ideas they might have for improvement of the practicum experience.

In addition to gathering pertinent descriptive data regarding the kind, number, and value of various aspects of the practicum program, the present study was designed to test the following hypotheses:

1. The perception of readiness to assume an administrative position based on the practicum experience will be significantly higher (at the .05 level) than the perception of readiness based on formal classroom training.



2. There will be a high negative relationship (significant at the .05 level) between the level of responsibility afforded students in the practicum experience, and their perceived value of the activity.

3. There will be a significant number of differences, each significant at the .05 level, between the subgroups male and female in terms of level of responsibility and perceived value on the five specified areas of responsibility, and on other selected items of the questionnaire.

As a further means of evaluation, activity records, logs, and experience summaries of all participants were examined and analyzed.

### Assumptions

In undertaking a study of this nature--especially one utilizing the methods and tools of survey research--certain basic assumptions are necessary. Some assumptions pertinent to this study were:

1. Questionnaire items were answered truthfully since (a) the respondents were mature, adult professionals, and (b) anonymity was ensured.

2. Information collected through the instrument was highly quantifiable because of the design of the questions.

3. The questionnaires returned were a representative sample of those individuals who had participated in the practicum experience.

## Definitions of Terms

The term "field experience" as used in this study shall be taken to mean any block of experience provided by university preparation programs in school administration and supervision, in which the participant works under the supervision of a practicing administrator in actual job-related field roles of various types in order to perfect his skills and further develop an understanding of the dynamics of school administration.

The term "internship" as used in this study shall be taken to mean a sustained block of field experience--usually for the duration of one year--designed for the same purposes as delineated above.

The term "practicum" as used in this study shall be taken to mean a shorter, less-sustained block of field experience--usually for the duration of one semester or one quarter--designed for the same purposes as delineated above.

The term "clinical experience" as used in this study shall be taken to mean the same as the term "field experience."

## Organization

The first chapter of the study presents (1) the statement of the problem, (2) the significance of the problem, (3) the procedures used, (4) the basic assumptions underlying the research, and (5) the organization of the paper.

Chapter 2 presents a review of the related literature on the preservice field experience as an integral part of university preparation programs in administration and supervision. The review of the literature is extensive--by design. All relevant citations in ERIC's Current Index to Journals in Education (CIJE) and ERIC's Resources in Education (RIE),

and Dissertation Abstracts International (DAI) were searched manually and through a computer assisted information retrieval service, and all documents were evaluated for possible inclusion in this chapter.

Chapter 3 presents, through both tabular and expository means, the findings of the study as relative to the hypotheses stated.

Chapter 4 summarizes the findings, draws the conclusions, and makes recommendations for further study and for further use of this study.



## Chapter 2

### REVIEW OF THE RELATED LITERATURE

The purpose of the present review of related literature was to assess the current status of university preparation programs in school administration and supervision, focusing, more specifically, on the preservice field experience: (1) its impact as an integral part of such preparation programs, and its consequent effect on the improvement of administrator-supervisory training; (2) an assessment of extant preservice field experience programs viewed from an historical perspective; and (3) viable features of preservice field experience programs with implications for adoption by colleges of education.

#### The Impact of the Preservice Field Experience on University Preparation Programs in Administration and Supervision

Surprisingly, or, perhaps, not surprisingly to university educators, practitioners in the field, and candidates for certification in school administration and supervision, a review of the literature revealed a rigorous indictment of most current training programs for administrators and supervisors as "absurdly irrelevant" to developing the competencies needed for effective administrative leadership, and consisting largely of a "flat, stale package of traditional master's degree courses" (Brenner, 1971:434):

In order to create a body of effective leadership, there must be an upheaval in present leadership training programs. We must move from the assumption that superior classroom teaching experience, plus covering course work, will in itself prepare anyone adequately for

principalship or supervision. Preparation that involves only teaching effectiveness and/or the traditional descriptive approach to school administration and finance is clearly inadequate in the light of the complexities of educational leadership today. . . . We can no longer afford the naive assumption that the possession of a master's degree indicates leadership potential, much less competence. . . (Brenner, 1971:435).

Frederic Willert (1978), principal of J. F. Magee Elementary School in Wisconsin, offered one of the more candid observations of readiness to "take on" the principalship based on his own preservice training--an experience which he labeled as "typical" of most preservice education for principals:

Granted, preservice training at the graduate level is made available to potential elementary school principals in classroom situations. Classroom instruction is a necessity, but it is only the beginning. Yet, in our schools of education today, it also appears to be the ending; on-the-job training is almost nonexistent. Variables in teaching staff, school system structures and rules, parents' attitudes, and children's behaviors are explored on the printed page and discussed in the classroom, but both are a poor substitute for experience. . . (Willert, 1978:17).

Another observation by Sidney H. Morison (1978), elementary principal in New York City, and member of the National Association of Elementary School Principals (NAESP) Publications Advisory Committee, was equally critical:

As a principal, I find it disheartening to talk about either preservice or inservice training. Preservice training for principals is less than adequate, to put it as kindly as I can. With few exceptions, courses are largely unrelated to actual conditions and too often taught by people who have not been in schools for years. . . (Morison, 1978:18).

Further documentation of the aura of dissatisfaction with preservice programs for administrators came from Neal C. Nickerson (1972), associate professor of educational administration at the University of Minnesota, St. Paul. Nickerson's study explored the work of the National Association of Secondary School Principals (NASSP) Committee of Professors of Secondary School Administration and Supervision (PSSAS)

who became concerned enough to initiate status research on current university preparation programs.

The PSSAS met in April 1971 at Purdue University with approximately twenty invited principals and professors of administrator education to brainstorm ways to improve the preparation and development of secondary school administrators. Recommendations based upon program assumptions, structure, and requirements; recruitment and selection of candidates; systematic program planning; adapting behavioral objectives to the model; a procedure for developing program objectives; and placement and follow-up came out of the Purdue Conference (Brandewie, Johnson, Trump, 1972).

The recommendations of the Purdue Conference led the PSSAS to ask the University of Minnesota's Division of Educational Administration to find out the program content of all colleges and universities having graduate departments of educational administration. By means of a questionnaire, information on current programs was obtained, as well as suggestions for program improvements.

The questionnaire concerned five interest areas. The first dealt with certain particulars of professors' perceptions of the secondary school principal and some broad guidelines for his preservice preparation program. Modal responses indicated that professors perceived the principal spending the greatest share of his on-the-job time on improvement of instruction; working directly with teachers in conceptualizing, planning, and implementing instructional change; using teachers and students as resources for ideas on instructional program development; encouraging evaluation and criticism; delegating some supervision of instruction to department chairmen and subject matter experts; delegating



routine building management detail to administrative assistants. The principal's preparation program, then, should include up-to-date knowledge of curriculum developments and instructional methodology, laced with human awareness training.

The responses to the second section of the questionnaire outlined in general terms the course requirement patterns in current principal preparation programs and suggested tendencies toward desired modifications of these patterns in building an ideal program.

Generally, responses in this area indicated that the balance between subject fields reported in current programs should remain unchanged. Competencies rather than credit hours were the preferred measure of adequacy of preparation.

Section three of the Minnesota/PSSAS questionnaire, the portion most pertinent to the present review of the literature, was concerned with the internship and clinical experience aspect of preparation programs. Responses reflected both established and preferred use of these experiences in principal training programs. While only six states required internships and only four required other clinical experiences for principal certification, both showed high acceptance as potential certification requirements. Modal responses indicated a one-school-year internship should be required late in the program for the sixth year degree (or certificate) and that course credit should be awarded for it. Responses also suggested that clinical/field experience other than the internship should be required at the master's level.

The following extract of sections IIIA and IIIB of the Minnesota/PSSAS questionnaire details the responses concerning the internship/clinical experience:

### III. A. Internship in Educational Administration

Is an internship required for state certification as a secondary school principal?

Yes 6 states No 41 states

Should an internship be required for state certification as a secondary school principal?

Yes 151 No 44

Check degrees for which internship is required at your school:

B.A. 16 M.A. 34 6th Year Degree 52 Doctorate 21

Check degrees for which internship should be required:

B.A. 18 M.A. 83 6th Year Degree 88 Doctorate 51

Is course credit awarded for the internship?

Yes 131 No 18

Should course credit be awarded for the internship?

Yes 162 No 15

Length of time spent  
in internship

Preferred length of time  
spent in internship

26	One quarter	12
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54	One semester	30
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54	One school year	80
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At what point in the preparation program is the internship served?

Early 17 Middle 37 Late 81

At what point should the internship be served?

Early 21 Middle 60 Late 81

### III. B. Clinical Experience

Some institutions require clinical or field experience different from an internship.

Check the degrees at your school for which clinical or field experience is required:

B.A. 11 M.A. 27 6th Year Degree 24 Doctorate 10

Check the degrees for which clinical or field experiences should be required:

B.A. 17 M.A. 53 6th Year Degree 41 Doctorate 33

Is this clinical or field work required for state certification as a principal?

Yes 4 states No 43 states

Should this clinical or field work be required for state certification as a principal?

Yes 72 No 13

(Nickerson, 1972:16-17)

Sections four and five of the questionnaire dealt with the use of

listed instructional methods and materials, and recruitment and screening

practices, respectively. The former indicated a trend toward less rigid,

specific course requirements; the latter, a tendency toward attaching

less importance to standardized tests for purposes of admission to

graduate schools of education (Nickerson, 1972).



In an article briefly restating the design of the model eventually developed by the PSSAS, Thomas J. Johnson (1972) outlined in considerable detail the components of the program to prepare secondary school principals in terms of structure, content, personnel, and activity. According to Johnson, implementation of the proposed model would necessitate varying amounts of modification in policy and structure in different principal preparation institutions and state regulatory agencies. The modification most noteworthy to this review of the literature was that of the off-campus or field experience as an integral part of the preparation program. Johnson detailed this as follows:

Off-campus experience will be an integral part of the preparation program

Clinical Experiences. Exposure to various aspects of the total school program should be provided to the student through short-term (one week to one month) clinical experiences in which he will work with practicing administrators or other personnel in real school tasks such as public relations, budget hearings, research of program effectiveness, plant planning, etc. These should be integrated into his program at points appropriate to his cognitive learnings schedule.

Internship. Unless the student has had considerable on-the-job exposure to real administrative tasks in the school setting as an assistant to the principal or other closely associated position (the merits of which would be evaluated by the student and his professor-advisor), he should be required to engage in a full school-year, full-time internship working closely with a practicing secondary school principal. He should share the duties and responsibilities of the principal rather than be placed in a separately-defined role, and should be particularly involved in developing change strategies within the school organization. (Johnson, 1972:50-51)

McCleary and McIntyre (1972) provided further documentation of the preservice field experience as an integral part of administrator preparation programs, citing the field experience as the culminating activity most likely to produce technical skills at the application level.

Other efforts to improve the structure of preparation programs for administrators were well documented in the literature. Wood (1974) reported that McDonald (1971), in his review of follow-up studies of

graduates of programs in educational administration, found that graduates recommended seven areas of improvement for preparation programs, among which was greater participation in actual situations, including practical internships and other practical experiences. Out of five conclusions from his follow-up study, McDonald drew two which had pertinence to the present review of the literature:

1. The learning of administrative skills needs to transcend the classroom to on-the-job training, computer simulation programming, or a combination of both.

2. Toward the end of the program, the student would be placed in an actual administrative position with real responsibility.

(Wood, 1974:112)

Previous to the efforts of the PSSAS in studying administrator preparation programs in colleges of education was another definitive one which covered the period 1969-1970, and was a follow-through of earlier American Association of School Administrators (AASA) sponsored studies done in 1962-1963. This study, sponsored by the Commission on the Preparation of Professional School Administrators of the National Education Association, held as its basis the premise that it is in graduate school that one receives the initial formal preparation designed specifically for administration in the public schools; therefore, the purpose of the study was to gain information on which to base improvement of existing programs.

Like its successor, the PSSAS study, the NEA study provided an invaluable benchmark in the evaluation of extant administrator preparation programs, and the results were adequate predictors of later PSSAS findings. In the study, data were gathered from questionnaires completed and returned by 250 of the 288 institutions surveyed. The extensive report provided information on (1) the history of administrator



preparation studies; (2) institutions with graduate preparation programs for the school superintendency; (3) preservice and inservice programs; (4) graduate programs; (5) graduate enrollments; and (6) the faculty.

Responses to the survey indicated that, next to courses in administrative theory, administrative internships were the most frequently mentioned new additions to preparation programs during the 1960's. More importantly, greater use of the internship was cited most frequently as the single element contributing most to the improvement of preparation programs for school administrators.

According to the study, approximately ninety-three percent of the doctoral institutions, almost nineteen percent of the two-year degree schools, and almost seventy-two percent of the master's degree colleges and universities made internships available in 1969-1970.

In the area of superintendent preparation programs, the availability of the administrative internship and high faculty quality were cited most often as major strengths, followed by quality of the academic program and the use of special instructional approaches (Knezevich, 1972).

Thus the field experience, more specifically the internship, engendered a great deal of excitement during the 1960's and early 1970's. It provided the means for increased expectations for relevance, for acquiring competency on the job, for the validation of programs in the real setting. In this regard, McCleary, in an important study undertaken in 1973, checked the number of NCATE-approved training programs. Of the 456 NCATE-approved institutions, 191 had approved programs for secondary school principals. Sixty-five of these institutions were surveyed (78.5 percent responded) with responses indicating new departures, new directions or new activities in such areas as:

1. competency based training;
2. extern or off-campus programs with established principals-- usually two days per month for credit;
3. block time for teaching integrated content intensively-- usually team taught;
4. group process experiences; and
5. individualization.

Responses showed that the case study and the internship led the list of methodologies employed when lecture, discussion, and reading were not considered. The following extract from the questionnaire results shows the frequency of the indications of both the formal and the informal internship:

	Req. %	Optional %
Internship (formal)	3.0	21.3
Internship (informal)	0.0	15.6

These cumulative findings were considered by McCleary to be indicative, descriptively, of the directions institutions were taking as of 1973, and of the extent of the use of relatively new methodologies apart from pure lecture, discussion, and reading.

Two other major studies of trends in preparation programs for school administrators were (1) the University Council on Educational Administration (UCEA) Commission Report (1973) which dealt with trends extending back into the 1960's and even before; and (2) Silver's study (1974) of program trends during the period 1969-1974. These studies specifically evaluated preservice training, and tended to report similar findings. Once again, one of the major trends cited was that toward increased field experience, such as the internship.

Higley's study (1975) on the training and certification of school principals was supportive of the findings of McCleary and others. In offering his premise, Higley cited one recurring complaint:

The graduate schools emphasize theory and theoretical models, material "about" education, rather than more practical, work-oriented experiences.

Thus, according to Higley, virtually all of the proposed and implemented changes in program structure have been in response to a general discontent that theory about education was too often emphasized in the graduate schools at the expense of more practical work-oriented experience, broadly termed field experience.

One of the more recent studies on the training and preparation of school administrators was an AASA analysis (1979) which called for a systematic and periodic reexamination of program guidelines on the part of persons involved in the training, employment, evaluation, and promotion of school administrators.

The AASA analysis was prepared by the Committee for the Advancement of School Administrators (CASA). The committee's end product was a flexible statement of beliefs and suggestions to school boards, university personnel, consultants, and AASA members. Among the suggestions offered for the improvement of professional preparation was the field experience, a variety of which, according to the AASA study, should be used to provide "a practical 'hands-off' experience to allow the prospective administrator the opportunity to ascertain whether there is enough interest and desire to further pursue administrative experiences."

In addition to various short-term field experiences, the AASA considered the year-long internship to be an integral, if not essential, part of the preparation program for school administrators. Internship



experiences, when jointly planned and supervised by local administrators and university personnel, were viewed as the "proper laboratory for diagnosing educational management problems and for proposing alternative courses of action."

Another recent evaluation of the adequacy of administrator preparation programs was that of the Assembly Education Committee Task Force of the California State Legislature, 1977-1978, headed by California Assemblyman Dennis Mangers. The investigation resulted in extensive findings and recommendations concerning preservice training and credentialing, among other concerns. One of the Task Force's more stringent recommendations was that all credential candidates have opportunities to complete field experiences, under the direction of exemplary principals, which would allow the candidates to acquire identified competencies, and give them an opportunity to experience the demands placed on the administrator (Mangers, 1978).

Most of the studies found in the review of the literature were undertaken by professional associations, or individuals under the guidance of professional associations, with the subject of the studies being the administrator preparation programs in universities per se. Little documentation was found of studies undertaken to determine the kind of graduate program practitioners in the field need, based upon the perceptions of the practitioners themselves. In 1972 such a study was undertaken by Adolph Unruh. The survey, utilizing as its subjects twenty-four city and suburban, private and public, Metropolitan St. Louis, Missouri high school principals, was structured around some broad areas of graduate professional study. Subjects were given options for identifying useful studies within these cognitive areas, or for



eliminating one or more of the studies. Ample opportunity was given for free expression and recording of opinions. The priorities established for program content were (1) administration studies; (2) studies in foundations of education; (3) studies in supervision of instruction and curriculum development; (4) studies in guidance and counseling; (5) studies in educational psychology and its several branches; (6) studies in research method and statistics; and (7) studies in educational technology. To give substance to theory in all cognitive areas, the subjects recommended more exposure to the principal's work, more practice, and greater variety in field experiences.

As can easily be derived from the present review of the literature there was an obvious lack of documentation of program evaluation for supervisory training per se. It might be assumed, therefore, that many of the programs and field experiences cited were intended for both administrative and supervisory candidates, although it was evident that the majority of the programs cited were intended only for training of the principal (elementary and secondary) or superintendent, as indicated by the description of the program. However, one study was found which related specifically to the training and certification of the supervisor. A study sponsored by the Association for Supervision and Curriculum Development (ASCD), which was the first report of the ASCD Working Group on the Certification of Curriculum Workers, was undertaken to determine certification standards for the curriculum worker (variously referred to as "supervisor", "curriculum coordinator", or "curriculum director"). The director of certification in each state was contacted through a questionnaire which asked about present and recommended certification and preparation procedures for curriculum workers. Out of the thirty-two

states responding to the questionnaire, it was found that only twelve required an internship, or other type field experience, as part of the preparation program. Eight of these twelve states indicated that the required internship was for one semester (Sturges, 1975).

The review of the literature disclosed extensive documentation of the apparent weaknesses of more than a decade of university preparation programs in administration and supervision. The greatest perceived strength of most of these programs was the field experience, which was cited as the single element contributing most frequently to the relevancy of administrator training, and to the improvement of all preparation programs for school administrators.

#### An Assessment of Existing Preservice Field Experience Programs

Research into existing preservice field experience programs revealed that field experiences, more specifically internships, as a part of professional preparation programs are not new--having been rather well identified since 1948. However, the increasing number of such programs is a more recent development, now spanning less than two decades (NEA, 1968).

During this time span the quantity and variety of field experiences in preparation programs increased substantially. The internship was found to be one type of field-oriented experience that has received increased emphasis in preparation, and has undergone much experimentation and innovation (UCEA, 1973).

The landmark, and, without doubt, unparalleled program for the development of the field experience as an integral part of preparation programs for school administrators was The Administrative Internship

Project (The Administrative Internship in Secondary School Improvement) sponsored by the National Association of Secondary School Principals (NASSP), and funded by the Ford Foundation Fund for the Advancement of Education (Trump, et al., 1969a).

The Administrative Internship Project, marked by innovation in its purpose and scope, was directed at the crucial role of the principal in improving instruction. NASSP-sponsored staff utilization studies extending from 1956 through 1962 had well documented the need for more principals with the know-how and leadership skills which would produce the improvements in secondary education whose potential the studies had demonstrated: (1) team teaching; (2) flexible scheduling; (3) the use of instructional assistants and educational technology; (4) changes in the use of funds and facilities; (5) independent study; and (6) curricular innovations designed to improve teaching and learning.

Discussions in 1962, between NASSP personnel and the Ford Foundation, revealed common interests in demonstrating how principals of innovative schools could help promising principals-to-be learn to work with teachers to improve instruction, and in demonstrating how selected university professors could help both groups and, through this process, achieve gains for themselves professionally. The ultimate goal was secondary school improvement for pupils and teachers.

Thus the Administrative Internship Project was announced on February 12, 1963, at the NASSP Annual Convention in Pittsburgh, and the project began the following August with fourteen interns, fourteen principals, seven university supervisors, and two NASSP staff supervisors. During that year and the five years following, the NASSP project included 443 interns, 343 schools, and 63 colleges and universities all of



which were interviewed and selected on pre-established criteria.

In an early publication, Design for Leadership (1964), Trump and others had described the project's goals emphasizing the personal, academic, and experiential qualities of interns. The final two paragraphs of that publication summarized these goals:

What ultimately happens to each intern is one key to the worth of the project. Another is what happens in the schools and the school systems where the interns have been assigned. Some superintendents and boards of education now believe that the time has come for schools to grasp the opportunity to take part in training their own principals. This project is designed to help them begin.

The cost of developing promising people by involving them first-hand in the process of change may be considerable. But the price of neglecting the need for dynamic educational leadership is far greater. (Trump, et al., 1969a:8)

The NASSP administrative internship fostered a goal quite different from that of other administrative internships in which the participants spend a short amount of time in a variety of situations, thus participating in a little of each activity that the would-be administrator might later experience on the job. The purpose of the internship was described as follows:

Historically, most internships and apprenticeships in the professions and trades have aimed to preserve the status quo. They transmitted an established body of knowledge and skills from one generation to the next. In this sense, the NASSP's internship for future principals departs from tradition. Its goal is not conservation--but innovation. Its intent--not to preserve the established educational order, but to challenge it. Its method--to change priorities for school principals and some relationships between schools and universities. (Trump, et al., 1969a:9)

It was the belief of the NASSP that future principals might learn most managerial aspects of the position through classroom instruction at the university level. However, how to work with teachers on the improvement of instruction and how to develop a positive climate for learning were considered different matters that had to be experienced with live



human beings in an actual school setting, especially when the goal was to improve that situation (Trump, et al., 1969a).

In terms of success, for both the interns and the internship, the NASSP Administrative Internship Project was, and probably still is, unprecedented. In the first two years of the project, the typical intern was a thirty-two-year-old married man with two children, who had been a classroom teacher for eight years. As the project continued, this typical intern was older, about thirty-four, and his teaching experience had declined slightly, to seven years. Among the first fifty-five interns there were two women, and this proportion (about four percent) remained the same in later years. About one-fourth of the interns had had some prior administrative experience, however brief and marginal.

After the year's internship, most of the interns (approximately three-fourths) felt they were ready to assume the principalship. The rest considered themselves prepared to be assistant principals or some other kinds of administrators. When asked to evaluate the intern on his growth during the year, the principals and university supervisors felt the interns had shown special growth in the following areas:

(1) achieving self-confidence as an administrator; (2) improving their relations with teachers; and (3) developing their commitment to innovation and the instructional program.

In terms of placement in or promotion to administrative positions, the internship was highly successful for its participants:

62.1 percent assumed administrative positions at the secondary level

3.4 percent assumed administrative positions at the elementary level

17.6 percent assumed administrative positions at the central office level

7.2 percent assumed administrative positions at the university level

9.4 percent pursued higher education or other employment

In terms of the success of the program for the improvement of the secondary school, there is little doubt that the NASSP project precipitated the rapid spread of many innovations by the national impact of its efforts (Trump, et al., 1969n).

Another program, not nearly as broad in scope as that of the NASSP project, but very similar in purpose, was the leadership training program at George Washington University, first begun in 1967 with ten teachers who had been recommended by their school systems as persons destined for leadership roles. Like the NASSP project before it, the program was an attempt to provide a body of competent leaders who could work confidently in an atmosphere of change. Its major thrust was a closely supervised practicum in which candidates on leave (from teaching) for a semester had live field experiences in the real school and community while receiving active supervision and support from university personnel.

The program also attempted to challenge existing ideas of leadership training at two levels: (1) by providing an example to schools of education throughout the country to adopt a practicum as part of the professional training for administrators and supervisors; and (2) by encouraging school systems to give active support to teachers who seek this type of practical professional training.

The George Washington University leadership training program thus offered a viable field experience program which included tasks in schools (with teachers, parents, and community leaders) that made the same kinds of demands upon them as might be made upon any other principal or supervisor. Central to the practicum was the opportunity to supervise, under the guidance of a university professor, one or more beginning teachers.

Concurrent with the practicum was a seminar, the purpose of which was not only to share information, but to provide the student the opportunity through dialogue to "experience his experiences." The seminar was thus considered a valuable tool for clarification and refinement of shared experiences.

Program evaluation deemed the George Washington University leadership training program a valuable vehicle for learning by doing, for testing one's skills in interpersonal relationships, for developing a professional self, for reflecting deeply on the real role of the leader, and for testing one's willingness to cope with the problems of the principal or supervisor (Brenner, 1971).

In a further effort to foster the development of educational leaders in real-life situations, the faculty of the Division of Educational Administration within the School of Education of Indiana State University started action toward the development of an intern program for school principals in 1969. The Indiana Department of Public Instruction permitted departure from traditional preparation programs; university admission requirements such as grade point averages and the Graduate Record Examination were dropped; a new program of course work was designed; and the Experimental Principal Preparation Program was begun in the summer of 1971.

Recognizing that practicing principals must have a decisive role in the program, the education administration faculty first called for the identification and recommendation of a prospective intern by a practicing principal, who would agree to provide the intern with a daily three-hour block of time for hands-on experience in the administration of the school.



The core of the program consisted of the internship and accompanying seminars for the duration of one academic year for which the intern received twelve semester hours of credit. This core and the balance of the program consisting of academic courses permitted the intern to qualify for the master's degree in educational administration and/or certification as an elementary or secondary principal.

Time arrangements and financial considerations were left entirely to the host school and the intern. Some of the interns took pay reductions for periods of the day spent on intern activities; others were paid their regular salaries and accomplished intern duties during free periods; one intern was paid his regular salary and released full time for intern duties.

Host principals made many contributions to the success of each intern's experience by taking full responsibility for exposing him to a broad spectrum of administrative responsibilities, rather than limiting his experience to one or two task areas, or to mere clerical duties.

Enrollment in the experimental program moved from nine to twenty-one by the end of the third year. At that time an evaluation was done to determine the program's future. A portion of this evaluation was an experimental study of placement potential of interns as compared to that of ISU's traditional program participants, utilizing simulated interviews (Snyder and Melvin, 1973). The results were favorable for the intern program participants by a sixteen percent margin.

Beginning with the 1974-1975 academic year, the experimental intern program became a regularly approved program at ISU on an optional basis. The traditional program (Campus Option) was still offered. Also at that time changes were made in the internship requirements: (1) a more

realistic time requirement of two hours daily throughout the academic year was adopted; and (2) time requirements in the accompanying seminars were increased.

As of 1977, a total of 68 different schools had participated in the program since its inception, and the program had been completed by a total of 110 interns, of which 60 became principals or assistant principals; 9 assumed central office administrative positions and 2 assumed superintendencies; and 7 entered the doctoral program in educational administration at Indiana State.

Benefits of the program were not considered limited to participating interns; peripheral benefits were afforded university personnel by releasing them from the "ivory tower" to interact with principals on the "firing-line." Likewise, the principal in the field was given the opportunity to reestablish ties with the university level, to exchange views with professors, but, above all, to be a part of the preparation of future principals (Melvin, 1977).

A continuing review of the literature on field experience programs provided ample documentation of a wide variety of programs, not differing necessarily in kind, but in degree. A few of these programs are summarized in succeeding paragraphs.

The preparation program of the Department of Educational Administration at the University of Wisconsin offered a field component described as "a marriage of theory and practice" which required a one-year experience under a practicing administrator, accompanied by a series of seminars designed to focus on various aspects of the field experience. Students who had completed the program were generally quite satisfied that the experience gained was worthy of time spent in the field training, and that

the seminars were of great value. Especially high value was placed on the relationship developed with the administrator in the field (Cronin and Horoschak, 1973).

In order to meet the needs of aspiring administrators from minority populations, the Philadelphia School District developed an administrator training program which developed a personnel pool of trainees including doctoral degree candidates and vice principals working toward certification. The administrative internship was seen as a significant part of this program for broadening the administrative background of the participants, and for displaying the products of the program to key district and central office leadership (Lauer, 1975).

Benedetti (1977), in presenting the California State College Model, stressed the dynamics of a field-based delivery system, including supervised field experiences and supervised field experience seminars, as part of a program leading to the M.A. and certification as an elementary or secondary school principal.

A report of the California State Legislature (1977) indicated that, in an effort to make administrator training more relevant, at least one course in which students received direct field experience was now a part of all of California's university preparation programs for administrators. In addition, all university administrative internships were required to provide opportunities for students to develop specified competencies in (1) educational program improvement; (2) personnel management; (3) administrative leadership; (4) school-community relations; (5) governance and legal processes; and (6) principals and practices of public school management.



Stanley (1978) presented an evaluation of a Rockefeller Foundation Program for training minority-group school administrators at the superintendent's level (STP). The report of perceptions of participants in the program strongly supported the internship concept and recommended the expanded use of the internship as a viable program for implementation in all university leadership programs.

Another field experience program, not specifically designed for candidates seeking credentials for public school administration, but one which had implications for this review of the literature was the Administrative Intern Program for Women in Higher Education (AIP). Funded by the Carnegie Corporation, the program was designed to provide a pool of qualified women with experience for entry-level positions in all phases of college and university administration. The program was based on several premises:

1. Most academic administrators were selected from the ranks of tenured faculty--and most of them were men.
2. Women's participation in top administrative duties had been minimal.
3. In recent years the number of women in high-level administrative posts had actually decreased.
4. Women had not been groomed for management positions as had rising young men.
5. Women had not been given "clues" about how and when to advance.

The idea for the Administrative Intern Program for Women in Higher Education grew out of a felt need on the part of several presidents of women's colleges to help young women enter administration.

In terms of evaluation, most interns expressed enthusiasm and a sense of accomplishment in their work. However, a few admitted that they were given jobs no one else wanted to do, and several said they were not challenged by their limited assignments.

Most interns agreed that enhanced self-confidence was by far the most important result of the internship. The ultimate success of the program, however, was measured by the employment record of its participants, and that record was very good. Of the first two classes of interns, nineteen found initial employment in, or directly related to, academic administration. One intern, Ann Divine, now assistant dean of instruction at Meramec Community College, revealed that "while my academic background and other experience helped, the dean and president of Meramec stated that my internship was what attracted them to me" (Stringer, 1977:26).

Viable Features of Field Experience Programs  
with Implications for Adoption by  
Colleges of Education

The review of the literature revealed a wide variety of field experience programs in operation in university preparation programs, from the broad-based administrative internship, which implies a full-time assignment in a field situation, to the shorter-term arrangement usually called the practicum, which may range from a full-time assignment for a quarter or a semester to a spare-time arrangement whereby a teacher continues to teach but does observations, and other tasks and projects during free periods. However, there were certain viable features, considered pertinent to the structure of some programs, which contributed substantially to their evaluated success, and which have implications for

adoption by colleges of education who are in the process of evaluating, upgrading, or implementing a field service component as part of their preparation programs in administration and supervision.

Kenneth McIntyre (1979), professor of the University of Texas, Department of Educational Administration, and one of the leading contemporary spokesmen for reform in administrator preparation programs, regarded the full-time internship as essential. McIntyre reported that at the University of Texas a full-time internship was required for all prospective principals, and that former students who had participated in the program unanimously supported the internship and recommended its continuance as a requirement. The internship was considered financially burdensome (on the intern), however, unless it was served in the intern's home district and his salary paid by the district.

McIntyre's concern was a restatement of an earlier concern by Higley (1975) who admitted that although it was generally agreed that internships were a valuable part of prospective administrator training, there were major difficulties in establishing these programs:

The expense of instituting functioning internships is more than most schools can, or are willing to, handle. There is usually no money budgeted, the faculty is committed to other parts of the program, there are not enough school districts willing to participate in such a program, and few students would want to serve without some pay themselves. For these reasons most graduate schools put a low priority on internships.

The American Association of School Administrators (AASA), in a recent analysis of preparation programs, also championed the internship as essential and integral, but called for flexibility in such programs to accommodate different experience backgrounds and career aspirations in a variety of educational settings (AASA, 1979).



The California State Legislature (1978) also endorsed the sustained field experience, or internship, as a program (comparable in value to student teaching) in which the individual is responsible for a task and is supervised while performing it, and is thus prepared for performing the complex combination of informational, interpersonal, and decisional roles of a school principal.

Although some authorities in the area of field experience programs contended that there was little agreement about what an internship should accomplish, or how it should be structured and administered at the university level (Cunningham and Nystrand, 1969), they were, perhaps, not fully aware of the impact of the NASSP Administrative Internship Project (Cf. supra pp. 21-25), which began in 1963 and climaxed in 1968. The ramifications of the NASSP project for the preparation of principals and for the improvement of secondary schools were considered without parallel, and guidelines of the project had significant implications for future professional preparation programs.

The NASSP Internship in Secondary School Improvement was designed to meet two important directives: (1) to complement academic preparation; and (2) to provide for the practice of administration within a complex social setting. It was not designed to provide a casual short-term observation of the administrative process (Trump, et al., 1969a). Specific features of the program included:

1. Identification of the intern. The NASSP administrative intern had the potential abilities of an effective public school leader. He was usually a graduate student and/or teacher whose past history and employment had evidenced innovation in teaching and learning, and a dedication to the improvement of education (Trump, et al., 1969c).

2. Placement of the intern. Schools in which interns were

assigned were selected on the basis of their record of innovation and experimentation. The principal was one dedicated to instructional leadership, and the school district was one committed to the idea that school systems should share in the responsibility for the preparation of school administrators (Trump, et al., 1969g).

3. Relationship with the cooperating administrator. The intern

was viewed by the cooperating principal as a professional colleague. In this regard, the principal gave the intern substantial responsibility and visibility, clearly defined the intern's position to the faculty of the school, explained the nature and purposes of the internship program, and made frequent conference contacts with the intern (Trump, et al., 1969d).

4. Assignment of specific responsibilities. The scope of the

administrative intern's responsibility covered five areas: (a) curriculum; (b) staff utilization; (c) teaching and learning; (d) pupil personnel administration; and (e) organization and management. Under each of these broad categories were a number of specific responsibilities. In addition, the intern assisted in the execution of a number of routine tasks such as preparing staff bulletins, arranging and scheduling extracurricular activities, preparing reports, attending board meetings (Trump, et al., 1969c).

5. Positive working relationship between school and university.

The philosophical basis of the NASSP project focused upon a program of instructional improvement and curricular leadership, rather than upon housekeeping and managerial duties. Such a program necessitated a close working relationship between the schools and the universities; the schools were thus used as laboratories where ideas and theories of the university

could be tested (Trump, et al., 1969e).

6. Regular visitation by the university supervisor. One of the primary services provided by the university professor was regular school visitation. A minimum of three visits each semester was suggested; some professors found monthly visits more valuable. The school visit included discussing strategies for leadership, discussing problems, holding conferences with the cooperating administrator, making suggestions for the use of various kinds of resources, helping the intern evaluate his own progress (Trump, et al., 1969e).

7. Orientation seminars for interns, principals, and university professors. The purpose of the orientation seminars was to present a clear view of the nature of the internship experience, and of the part that each--the intern, the principal, and the university supervisor--were to play (Trump, et al., 1969h).

8. University seminars during the internship. University seminars during the course of the internship provided opportunities for all who were associated with the internship to share their experiences, to discuss relevant issues, and to blend theory and practice into a meaningful whole. It was suggested that both seminars for interns only, and seminars for interns and principals together, be held during the internship. Three seminars per semester were considered minimum (Trump, et al., 1969j).

9. Reporting procedures. Reporting procedures included the Internship Guide, the Internship Log, the Summary of Internship Activities and the Selected Activities Analysis. The Internship Guide was a plan containing the scope of activities the intern planned to accomplish during his year's work. The guide was planned cooperatively with the principal.



The Internship Log was a brief, concise daily record of the intern's school activities. The Summary of Internship Activities was a form for keeping track of how the intern spent his time on a long-range basis. The Selected Activities Analysis was a report, written in essay form, detailing certain highlights of his experience (Trump, et al., 1969i).

10. Evaluation of the internship. Evaluation of the internship was a cooperative venture undertaken by all who were involved in the program--the intern, the cooperating administrator, the university supervisor (Trump, et al., 1969k).

11. University credit for the internship. The amount of credit granted by universities in the project varied from none to eighteen semester credits a year. The median number of credits granted was six semester hours, and a total of nine semester credits when a regularly scheduled seminar paralleled the internship. The NASSP Internship staff strongly recommended that university credit be allowed for the internship. The rationale for this was that, if field work is made an integral part of the university's training program and if it is supervised and conducted properly, the internship is as much a learning experience as formal class instruction (Trump, et al., 1969l).

The NASSP Administrative Internship Project, then, in its depth and scope, was a true benchmark in the development of the preservice field experience, and held many implications pertinent to the development of future programs. It was, without doubt, the model for many current field experience designs. (The NASSP project's "Guidelines for Principals" and "Guidelines for University Supervisors" are presented in full in Appendix D.)

Another program with implications for successful field experience design was the leadership training program at George Washington University (Cf. supra pp. 25-26), which, as the NASSP project had done, used the accompanying university seminar as an important structural component of the practicum experience (Brenner, 1971).

The field experience component of the preparation program at the University of Wisconsin (Cf. supra pp. 28-29) required that, during his one-year experience under a practicing administrator, the student maintain a daily log of activities, an evaluation of his own experiences, and an appraisal of his own job performance. A series of accompanying seminars were held to focus on these aspects of the field experience.

In preparing for the field-training experience, the student was encouraged to set precise objectives for his own performance. The daily activity log thus contained the progress record of achievement of those objectives. The field experience was strengthened by regular visits of the university supervisor which focused on helping the student evaluate his own performance and on guiding him in the achievement of his goals. In addition, monthly seminars were provided as a forum for discussing the theoretical aspects of the administrative role, and for fostering interaction between students and supervising practitioners. Formal evaluation of each student's performance required input from both the supervising administrator and the university supervisor, and was used in conjunction with the student's self-appraisal.

Evaluation of the University of Wisconsin program consisted of a three-part instrument designed for measuring the success of students in achieving individual objectives, for recording attitudes toward each component of the internship, for making recommendations for program

improvement. Former students placed especially high value on the accompanying seminars, and on the relationship developed with the administrator in the field. Suggested improvements for the program included: (1) reexamining the purpose and value of the daily log; (2) exerting more university control over the program; and (3) developing better communication between the university and the school community served by the program (Cronin and Horoschak, 1973).

Features of the Indiana State University field component (Cf. supra pp. 26-28) found to be significant were:

1. weekly communications with the university supervisor describing significant events for the intern during the week's experience;
2. cooperation between host principals and university supervisors on a "partnership" basis;
3. regular monthly visits by the university supervisor in which the intern's progress was discussed and additional beneficial activities planned;
4. monthly seminars (on campus) which helped relate the practical aspects of experiences on the job to the theoretical dimensions of school administration; and
5. evaluation of the intern through a collaborative effort on the part of the host principal, the university supervisor, the intern himself (Melvin, 1977).

Pertinent to any field experience program, in addition to various structural components, should be the need to specify at least minimum projected outcomes for the program. However, a delineation of specific anticipated outcomes was found lacking in the literature, with the exception of a few large-scale programs such as the NASSP project. It was



Barrilleaux's contention that evaluation of outcomes could never be achieved until desired outcomes had been described, and that, in consequence, there was an amazing tendency to defend almost any program because there was no standard against which to measure performance (Barrilleaux, 1972).

Thus Barrilleaux proposed a behavioral objective design for administrative field experiences utilizing a set of projected behaviors developed by former interns, current interns, supervising administrators, school officials, and university supervisors of the Tulane University administrative intern program. The behavioral objective design was based on four key processes--diagnostic, prescriptive, implementive, and evaluative--considered to be cyclical and sequential. Specific suggested objectives were categorized and listed as follows:

#### DIAGNOSTIC PROCESS

1. Distinguish between fundamental school instructional problems and symptoms of instructional problems.
2. Identify a school instructional problem and establish criteria to defend it as an authentic one.
3. Activate at least two groups within his faculty, each to arrive at a statement of a school-wide instructional deficiency.
4. Distinguish between skill deficiencies and performance deficiencies for at least ten members of his faculty.
5. Identify and describe unique competencies for at least 25 percent of his faculty members.
6. Identify on the basis of accepted criteria those faculty members who do not have the potential to perform as desired in their current positions.
7. Distinguish between those duties that must be performed by him and those duties which may be performed by others.
8. Identify neighborhood, city-wide, and state-wide resource personnel with potential contributions to at least two school-wide instructional problems.
9. Describe his three most distinguishing strengths and his three most distinguishing weaknesses as an attendance unit administrator.
10. Poll a representative group of a defined school community to determine problems and attitudes concerning school issues.

## PRESCRIPTIVE PROCESS

1. Present and describe at least two prescriptions (possible solutions) for a school instructional problem or deficiency.
2. Activate at least two groups within his faculty to reach change-oriented instructional decisions on the basis of an analysis of school-wide data.
3. Construct and oversee the complete planning of a minimum of one innovative solution to a school instructional problem involving a minimum of three faculty members.
4. Construct and submit to the superintendent at least two recommendations designed to increase professional growth among teachers.
5. Design an in-service program with "multiplier effects" for a group of at least ten percent of his faculty.
6. Select at least two other schools possessing similar problems and applying some innovative solutions; tour these schools with a group of at least three of his faculty members.
7. Explain a pre-constructed plan for establishing a school advisory panel representing students, parents, and faculty to a school faculty.
8. State legal, economic, socio-cultural, and policy limitations on his administrative behavior.
9. Distinguish between authentic limitations and errors of omission in his discretionary behavior.
10. Distinguish between decisions that are and those that are not his direct responsibility in reference to both superior and subordinate personnel.

## IMPLEMENTIVE PROCESS

1. Execute a minimum of one innovative solution to a school instructional problem in which a minimum of three faculty members is involved.
2. Demonstrate planning and execution of a program of in-service growth for at least one group within the faculty.
3. Utilize faculty members (from at least four subject areas or grade levels) with unique competencies in a manner designed to achieve "multiplier effects."
4. Distinguish between the student-oriented posture of the teacher and teacher-oriented posture of the principal in responses to instructional problems.
5. Utilize neighborhood, city-wide, and state-wide resource persons in the execution of at least one specific instructional program.
6. Extend authority for at least 75 percent of those administrative tasks that may be performed by others.
7. Budget daily blocks of time while establishing instructional improvement priorities and spending at least 75 percent of his time on instructional programs.
8. Schedule and meet with the school advisory panel at least four times during the academic year.
9. Disagree with superiors while maintaining and supporting the integrity of their positions.
10. Execute two presentations to professional peers and superiors.



## EVALUATIVE PROCESS

1. Evaluate on the basis of analysis and interpretation of data a minimum of one innovative instructional improvement project.
2. Conduct an evaluation of the effectiveness of at least one in-service program.
3. Compare the innovations in at least two other schools to the problems and solutions in his school.
4. Execute a process of examination and analysis of school-wide testing data involving all faculty members.
5. Demonstrate improvement in the design and implementation of the school-wide evaluation program.
6. Utilize at least five community lay persons in the evaluation of the school and its programs.
7. Construct an outline for an overall school improvement program for the forthcoming academic year.
8. Demonstrate at least one pilot effort in the improvement of teacher evaluation and/or reporting practices.
9. Describe the three most significant changes in his own style of administrative behavior.
10. Describe a minimum of three strengths and three weaknesses in his own administrative internship experience.

(Barrilleaux, 1972)

The California State College Model (Benedetti, 1977), a competency-based, field-based program, specified, much as Barrilleaux did, a set of learning activities clustered around three major enabling competencies:

1. organize and supervise the instructional program;
2. administer pupil personnel services; and
3. administer funds and facilities.

### Summary

The review of the literature revealed extensive documentation of the apparent weaknesses of more than a decade of university preparation programs in administration and supervision. The greatest perceived strength of most of these programs was the field experience, which was cited as the single element contributing most frequently to the relevancy of administrator training, and to the improvement of all preparation



programs for school administrators. It was viewed as an integral, if not essential, part of these programs.

Research into extant field experience programs provided ample documentation of a wide variety of programs, differing not, necessarily, in kind, but in degree of depth and scope. Among the more noteworthy programs were the landmark NASSP Administrative Internship Project (1963-1968) funded by the Ford Foundation, the leadership training program at George Washington University (1967), the Experimental Principal Preparation Program at Indiana State University (1971), the Administrative Intern Program for Women funded by the Carnegie Corporation.

The review of the literature thus revealed a wide variety of field experience programs, from the broad-based internship, to the shorter-term practicum. However, there were certain viable features, considered pertinent to the structure of some programs, which contributed substantially to their evaluated success, and which have implications for adoption by colleges of education who are in the process of evaluating, upgrading, or implementing a field experience component as part of their preparation programs in administration and supervision. Significant among these features were (1) specification of projected outcomes in the form of behavioral objectives; (2) identification of the participant as having administrative potential; (3) placement with a cooperating administrator willing to accept the participant on a collegial basis; (4) assignment of specific responsibilities; (5) a positive working relationship between the school and the university; (6) regular visitation by the university supervisor; (7) university seminars accompanying the field experience; (8) evaluation of competencies through the cooperative efforts of the participant, the supervising administrator, the university supervisor; and (9) university credit for the field experience.

## Chapter 3

### PRESENTATION AND INTERPRETATION OF DATA

The evaluative instrument used in this study was a questionnaire entitled "An Appraisal of the Practicum Experience in Administration and Supervision at Austin Peay State University." It was mailed to the target population which comprised all 145 of those individuals who had taken the practicum course at either the M.A. or Ed.S. level for endorsement as elementary principal, secondary principal, elementary supervisor, secondary supervisor, or superintendent. A total of 107 questionnaires were returned for a 73.79 percent response. One of the returned questionnaires was not usable.

The questionnaire, containing a total of ninety-four variables, consisted of several major parts. Parts I through V asked for data purely personal or professional in nature. Table 1 shows the distribution of the sample in terms of (1) highest degree held; (2) average year that degree was earned; (3) area(s) of endorsement earned; (4) present professional position; (5) years of experience in education; and (6) sex. As can be seen from the table, a highly significant number of respondents held the M.A. degree as opposed to the Ed.S.; the highest percentage of respondents received the secondary principal endorsement, with the superintendent's endorsement the least pursued; the highest number of respondents were employed as teachers, either at the elementary or at the secondary level, with the number in administrative and supervisory positions being significantly lower; the highest number of respondents had from eight to twelve years experience; and the number of females

exceeded the number of males by a 7.55 percent margin.

Table 1

Distribution of Sample on Personal and Professional Data  
(N=106\*)

Subgroup		Number	Percent
<u>Highest Degree Held</u>			
	<u>Mean Year</u>		
M.A. Education	1977	88	83.01
Ed.S.	1978	18	16.98
<u>Area(s) of Endorsement</u>			
Elementary Principal		38	35.84
Secondary Principal		48	45.28
Elementary Supervisor		34	32.07
Secondary Supervisor		29	27.35
Superintendent		12	11.32
<u>Present Professional Position</u>			
Elementary Teacher		33	31.13
Secondary Teacher		42	39.62
Elementary Principal		12	11.32
Secondary Principal		7	6.60
Elementary Supervisor		1	0.94
Secondary Supervisor		2	1.88
Superintendent		2	1.88
Other		7	6.60
<u>Experience in Education</u>			
1-7 years		28	26.41
8-12 years		44	41.50
13-17 years		20	18.86
18+ years		14	13.20
<u>Sex</u>			
Male		49	46.22
Female		57	53.77

\*N will not equal 106 under Area(s) of Endorsement.



In parts VI, VIII, IX, and X, each respondent was asked to evaluate the practicum experience, on either a five-point or, in one case, a three-point scale, in terms of:

1. his/her perception of readiness to assume an administrative position, based on formal classroom education and training;
2. his/her perception of readiness to assume an administrative position, based on the practicum;
3. the frequency of contacts with the supervising administrator;
4. the quality of arrangements for the contacts with the supervising administrator; and
5. the frequency of contacts with the university supervisor.

Table 2 shows the mean perceptions of respondents in terms of the above variables. As can be seen from the table, the mean perception of readiness based on formal classroom training (3.849) was well above the median of 3.0, as was the mean perception of readiness based on the practicum experience (3.867), indicating a perception of more than adequate to competent in terms of readiness based on these criteria. The mean frequency of contacts with the supervising administrator in the field was also very high (4.405), with the quality of arrangements for those contacts somewhat lower (3.235), indicating that the contacts were frequent, but not always scheduled. The mean frequency of contacts with the university supervisor (1.933) was very near the median of 2.0.

Table 2

Mean Perceptions of Respondents on Parts VI, VIII, IX, and X  
(N=106)

Variable	Mean	SD	Scale
Readiness to assume administrative position based on formal classroom training	3.849	0.998	five-point
Readiness to assume administrative position based on practicum experience	3.867	1.133	five-point
Frequency of contacts with supervising administrator	4.405	0.988	five-point
Quality of arrangements for contacts with supervising administrator	3.235	1.128	five-point
Frequency of contacts with university supervisor	1.933	0.587	three-point

In part VII of the questionnaire, respondents were asked the following question:

Do you feel that the practicum experience, either by giving you an opportunity to demonstrate your ability as an administrator, or by affording you contacts in administration, enhanced the probability of your being promoted to such a position?

Table 3 shows the number and percent of responses to this question. The number of respondents who perceived that the practicum was not, specifically, a vehicle for promotion outranked those who perceived that it was such a vehicle by a 5.65 percent margin.

Table 3  
Number and Percent of Responses on Part VII  
(N=104\*)

Variable	Yes	Percent	No	Percent
Perception of the practicum as a vehicle for promotion	49	46.23	55	51.88

\*two persons did not respond to this question

Section XI of the questionnaire dealt with the perceived value of various activity relationships with the university during the term of the practicum. Respondents were asked to rate the value of these relationships on a five-point numbered scale, with one being the lowest and five being the highest, and to indicate in an appropriately marked column if they had no experience with that particular activity. These latter responses were recorded as zero value.



The mean perceived value of the visits of the university supervisor to the school (2.160) was lower than the median of 3.0, in contrast to the mean perceived value of conferences with the university supervisor on campus (4.028) which was significantly higher. It is suggested here that the lower mean value of the school visits was affected by the number of "no experience" responses on that variable, indicating, not an infrequency of contacts (see Table 3), but an infrequent amount of visits by the university supervisor to the school site.

The mean value of conferences with other university personnel on campus, and the value of instructional materials obtained from the university were also significantly lower than the median of 3.0, as was that of participating in university seminars during the practicum (1.424). It is suggested once again that the means on these variables were affected by the number of zero responses indicating "no experience." There are presently no seminars, other than those of the core curriculum, specifically designed to accompany the practicum.

The mean value of addressing a class at the university received an extremely low value (1.009), also likely affected by the high number of "no experience" responses. Table 4 shows the mean values of these activity relationships.

Table 4

Mean Perceived Value of Activity Relationships with the University  
(N=106)  
(five-point scale)

Relationship	Mean Value	SD
Visit of university supervisor to the school	2.160	1.908
Conference with university supervisor on campus	4.028	3.951
Conferences with other university personnel on campus	1.811	1.918
Instructional materials obtained from the university	1.981	1.758
Participating in university seminars during practicum	1.424	1.868
Addressing a class at the university	1.009	1.712
Other	0.160	0.702

In the second half of part XI of the questionnaire, respondents were asked to check one or more suggested items which they thought would serve to improve the practicum experience. The items were then rank-ordered according to frequency of response. The highest number of respondents suggested leaving the program essentially as it is, but with the additions of university seminars, more structure, better method of assignment to station supervisor (supervising administrator), more frequent contacts with the university supervisor, in that order of priority. Table 5 shows the number and percent of responses to the suggested items.

Table 5

Number and Percent of Responses for Improvement of the Practicum

Suggested Item	Number	Percent
Leave program essentially as is	57	53.77
University seminars	40	37.74
More structure	31	29.25
Better method of assignment to station supervisor	28	26.42
More frequent contacts with university supervisor	26	24.53

In part XII of the questionnaire, respondents were asked to indicate the level of responsibility they were given, and the consequent perceived value of a variety of activities and experiences common to practicum students in administration and supervision. The five areas of responsibility were (1) instructional responsibility, (2) management



responsibility, (3) leadership responsibility, (4) conferences, and (5) meetings. The mean level of responsibility afforded practicum students on thirty-three items was below the median of 3.0 in every case but two--extra-curricular activities and school board meetings. Mean levels of responsibility were significantly low in several areas:

(1) budgeting, finance, and purchasing; (2) coordination with community agencies; (3) supervising and evaluating teachers; (4) coordinating volunteers; and (5) interviewing applicants.

The mean perceived value on each of those same thirty-three items also fell below the median of 3.0 in every case but two--county meetings (fiscal court, etc.) and school board meetings. The mean value was significantly lower in coordination of volunteers. Table 6 shows the means for level of responsibility and consequent perceived value on each of the activities.

Table 6

Means of Level of Responsibility and Perceived Value  
(N=106)  
(five-point scale)

Activity	Mean Level of Responsibility	SD	Mean Perceived Value	SD
<u>Instructional Responsibility</u>				
Curriculum planning	2.632	1.574	2.962	1.676
Curriculum implementation	2.330	1.464	2.679	1.628
Curriculum evaluation	2.481	1.461	2.688	1.701
Classroom observation	2.632	1.650	2.783	1.704
Staffing pupils into programs	2.377	1.645	2.462	1.722
Program coordination/orientation	2.792	1.570	2.820	1.669
Developing schedules	2.735	1.706	2.839	1.781
<u>Management Responsibilities</u>				
Budgeting, finance, purchasing	1.877	1.271	2.207	1.576
Inventory of supplies and equipment	2.698	1.549	2.632	1.706
Building maintenance	2.122	1.502	2.169	1.645
Transportation	2.103	1.559	2.047	1.580
Local, state, federal reports	2.632	1.586	2.801	1.673
Coordination with community agencies	1.933	1.389	2.150	1.576
<u>Leadership Responsibilities</u>				
Supervising and evaluating teachers	1.924	1.364	2.254	1.693
Supervising non-instructional personnel	2.160	1.505	2.405	1.635
Coordinating volunteers	1.754	1.351	1.830	1.417
Interviewing applicants	1.603	1.233	2.150	1.612
Staff development and in-service	2.801	1.562	2.839	1.631
Supervising students	2.962	1.806	2.886	1.787
Discipline of students	2.688	1.739	2.896	1.806
Extra-curricular activities	3.226	1.638	3.113	1.684
Community relations	2.849	1.552	3.047	1.586
<u>Conferences</u>				
Conferences with teachers	2.377	1.488	2.566	1.699
Conferences with students	2.641	1.649	2.735	1.749
Conferences with parents	2.660	1.624	2.745	1.759
Conferences with visitors	2.537	1.512	2.801	1.656
<u>Meetings</u>				
County meetings (fiscal court, etc.)	2.933	1.615	3.132	1.677
School board meetings	3.462	1.408	3.584	1.534
PTO meetings	2.339	1.692	2.179	1.720
Faculty and staff meetings	2.905	1.639	3.028	1.622
Principals' or supervisors' meetings	2.622	1.616	2.867	1.682
Meetings with service personnel	2.433	1.636	2.537	1.786
Committee meetings	2.886	1.568	2.943	1.681

In addition to gathering pertinent descriptive data regarding the kind and number of participants, and the value of various aspects of the practicum program, the present study was designed to test a number of formal hypotheses.

#### Hypothesis I:

The perception of readiness to assume an administrative position based on the practicum experience will be significantly higher (at the .05 level), than the perception of readiness based on formal classroom training.

The null hypothesis was then stated:

There will be no significant difference (at the .05 level) between the perception of readiness to assume an administrative position based on the practicum experience, and the perception of readiness based on formal classroom training.

The mean perception of readiness based on the practicum experience (3.867) was almost identical to the mean perception of readiness based on formal classroom training (3.849). A t test for independent means obviously yielded no significant difference between the two means. Thus the null hypothesis was not rejected.

It was perceived by the researcher that in many practicum experiences the level of responsibility afforded the student might be somewhat low--even, in some instances, reduced to pure observation--but that the perceived value of those activities would be high because of the learning experience involved. Thus the second hypothesis was formulated.

#### Hypothesis II:

There will be a high negative relationship (significant at the .05 level) between the level of responsibility afforded students in the



practicum experience, and their perceived value of the activity.

The null hypothesis was then stated:

There will be no significant difference (at the .05 level) between the level of responsibility afforded students in the practicum experience, and their perceived value of the activity.

The product-moment correlational technique  $r$  was utilized to yield correlation coefficients for each of the variables dealing with level of responsibility and consequent perceived value. High positive, rather than high negative, correlation coefficients were found on each of these pairs of variables, and were significant at not merely the .05 level, but even less than the more stringent .01 level. Thus an extremely high positive relationship was found for each of the pairs of variables, and the null hypothesis was not rejected. Table 7 shows the correlation coefficients for each of the pairs of variables.

Table 7

Correlation Coefficients for Level of Responsibility  
and Perceived Value  
(N=106)

Level of Responsibility	Perceived Value
<u>Instructional Responsibility</u>	
Curriculum planning	0.88856*
Curriculum implementation	0.87493
Curriculum evaluation	0.85324
Classroom observation	0.77317
Staffing pupils into programs	0.86080
Program coordination/orientation	0.92470
Developing schedules	0.81178
<u>Management Responsibility</u>	
Budgeting, finance, purchasing	0.69036
Inventory of supplies and equipment	0.76460
Building maintenance	0.88819
Transportation	0.88209
Local, state, federal reports	0.81493
Coordination with community agencies	0.84007
<u>Leadership Responsibilities</u>	
Supervising and evaluating teachers	0.82051
Supervising non-instructional personnel	0.78195
Coordinating volunteers	0.84010
Interviewing applicants	0.67974
Staff development and in-service	0.87173
Supervising students	0.89867
Discipline of students	0.87846
Extra-curricular activities	0.86594
Community relations	0.82245
<u>Conferences</u>	
Conferences with teachers	0.84050
Conferences with students	0.90851
Conferences with parents	0.90047
Conferences with visitors	0.82223
<u>Meetings</u>	
County meetings (fiscal court, etc.)	0.76939
School board meetings	0.61231
PTO meetings	0.81501
Faculty and staff meetings	0.75995
Principals' or supervisors' meetings	0.79681
Meetings with service personnel	0.85890
Committee meetings	0.79193

\*for this and all succeeding correlation coefficients  $p < .01$

In addition to the high positive correlations found between level of responsibility and consequent perceived value, a number of other significant relationships were found between variables on the questionnaire. Table 8 shows the correlation coefficients, yielded by the product-moment correlation, for readiness to assume an administrative position based on the practicum experience, and all other variables on the questionnaire (excluding the personal and professional, and formal classroom training variables). Significant correlations, both positive and negative, were found on forty-three out of eighty-two items, and twenty-three of these forty-three were significant at the .01 level.



Correlation Coefficients for Readiness to Assume  
Administrative Position Based on the Practicum,  
and All Other Variables  
(N=106)

Variable	Readiness
Practicum as vehicle for promotion	-0.24179*
Contacts with supervising administrator	0.21616*
Arrangements for contacts	0.28241**
Contacts with university supervisor	0.29881**
Visit of university supervisor to school	0.17985
Conference with supervisor on campus	-0.23301*
Conferences with other university personnel	0.20546*
Instructional materials from university	0.12652
Participating in university seminars	0.08441
Addressing a class at university	0.10756
Other	0.01476
More structure	-0.29034**
University seminars	-0.09476
More frequent contacts with university supervisor	-0.20675*
Better method of assignment	-0.22918*
Leave program essentially as is	0.21245*
Responsibility, curriculum planning	0.31120**
Value, curriculum planning	0.28043**
Responsibility, curriculum implementation	0.17402
Value, curriculum implementation	0.20707*
Responsibility, curriculum evaluation	0.14657
Value, curriculum evaluation	0.20866*
Responsibility, classroom observation	0.13543
Value, classroom observation	0.26351**
Responsibility, staffing pupils	0.28983**
Value, staffing pupils	0.23430*
Responsibility, program coordination	0.38213**
Value, program coordination	0.34639**
Responsibility, developing schedules	0.26491**
Value, developing schedules	0.28861**
Responsibility, budgeting, finance, etc.	0.21133*
Value, budgeting, finance, etc.	0.22127*
Responsibility, inventory of supplies, etc.	0.14925
Value, inventory of supplies, etc.	0.17976
Responsibility, building maintenance	0.27538**
Value, building maintenance	0.28017**
Responsibility, transportation	0.24258*
Value, transportation	0.28263**
Responsibility, reports	0.04644

\*p<.05

\*\*p<.01

Variable	Readiness
Value, reports	-0.02872
Responsibility, coordination with community agencies	0.13229
Value, coordination with community agencies	0.05339
Responsibility, supervising and evaluating teachers	0.13385
Value, supervising and evaluating teachers	0.24359*
Responsibility, supervising non-instructional personnel	0.25568**
Value, supervising non-instructional personnel	0.38008**
Responsibility, coordinating volunteers	0.13898
Value, coordinating volunteers	0.14461
Responsibility, interviewing applicants	0.13799
Value, interviewing applicants	0.13481
Responsibility, staff development and in-service	0.12372
Value, staff development and in-service	0.19259
Responsibility, supervising students	0.19112
Value, supervising students	0.23479*
Responsibility, discipline of students	0.15142
Value, discipline of students	0.13616
Responsibility, extra-curricular activities	0.05167
Value, extra-curricular activities	0.15611
Responsibility, community relations	0.25135*
Value, community relations	0.31830**
Responsibility, conferences with teachers	0.20288*
Value, conferences with teachers	0.25927**
Responsibility, conferences with students	0.21187*
Value, conferences with students	0.23452*
Responsibility, conferences with parents	0.18571
Value, conferences with parents	0.19603*
Responsibility, conferences with visitors	0.32221**
Value, conferences with visitors	0.37804**
Responsibility, county meetings	0.02616
Value, county meetings	0.02903
Responsibility, school board meetings	0.03824
Value, school board meetings	0.13118
Responsibility, PTO meetings	0.03321
Value, PTO meetings	0.01698
Responsibility, faculty and staff meetings	0.08466
Value, faculty and staff meetings	0.19190
Responsibility, principals' or supervisors' meetings	0.12730
Value, principals' or supervisors' meetings	0.16894
Responsibility, meetings with service personnel	0.25973**
Value, meetings with service personnel	0.27735**
Responsibility, committee meetings	0.12430
Value, committee meetings	0.31788**

\*p<.05

\*\*p<.01



### Hypothesis III:

There will be a significant number of differences, each significant at the .05 level, between the subgroups male and female in terms of level of responsibility and perceived value on the five specified areas of responsibility, and on other selected items of the questionnaire.

The null hypothesis was then stated:

There will be no significant number of differences, each significant at the .05 level, between the subgroups male and female in terms of level of responsibility and perceived value on the five specified areas of responsibility, and on other selected items of the questionnaire.

A two-tailed test of significance for the difference between means yielded significant differences between the subgroups male and female on seventeen out of seventy-two items, eight of which differences were significant at the .01 level. This number of differences, together with the number of those differences significant not merely at the .05 level, but at the more stringent .01 level, was considered sufficient justification for rejecting the null hypothesis, and concluding that there were, in fact, a significant number of differences between the subgroups male and female on the items tested. The areas in which females differed significantly from males were:

1. level of responsibility on staff development and in-service

( $p < .01$ ); and

2. perceived value on staff development and in-service ( $p < .05$ ).

Areas in which males differed significantly from females were:

1. level of responsibility on program coordination/orientation

( $p < .05$ );

2. level of responsibility on building maintenance ( $p < .01$ );



3. the perceived value on building maintenance ( $p < .01$ );
4. level of responsibility on transportation ( $p < .01$ );
5. perceived value on transportation ( $p < .01$ );
6. perceived value on supervising students ( $p < .05$ );
7. level of responsibility on the discipline of students ( $p < .05$ );
8. perceived value on the discipline of students ( $p < .05$ );
9. level of responsibility on conferences with students ( $p < .01$ );
10. perceived value on conferences with students ( $p < .01$ );
11. level of responsibility on conferences with parents ( $p < .01$ );

and

12. perceived value on conferences with parents ( $p < .05$ ).

In addition to these differences, a significantly higher number of females than males ( $p < .05$ ) felt that the practicum experience did not enhance the probability of their being promoted to an administrative position; thirty-six females felt that it did not enhance that probability, whereas only nineteen males felt that it did not. Also, a significantly higher number of males than females ( $p < .01$ ) felt strong confidence in their readiness to assume an administrative position based on the practicum experience.

Tables 9 and 10 show the mean responses of males and females on the specified items, and indicate those on which males and females differed significantly.

Table 9 shows that mean responses of male practicum students fell below the median 3.0 on level of responsibility on most activities, but exceeded it slightly in a few areas: (1) program coordination/orientation; (2) developing schedules; (3) supervising students; (4) discipline of students; (5) extra-curricular activities; (6) conferences with

students; (7) conferences with parents; (8) school board meetings; and (9) faculty and staff meetings.

In their perceived value of certain activities, males exceeded the median of 3.0 only slightly in a few areas: (1) curriculum planning; (2) program coordination/orientation; (3) developing schedules; (4) supervising students; (5) discipline of students; (6) extra-curricular activities; (7) community relations; (8) conferences with students; (9) conferences with parents; (10) county meetings (fiscal court, etc.); (11) school board meetings; (12) faculty and staff meetings; and (13) principals' or supervisors' meetings.

Mean responses of males fell significantly below the median 3.0 in the areas of: (1) level of responsibility on coordinating volunteers; (2) level of responsibility on interviewing applicants; and (3) perceived value of coordinating volunteers.

Mean responses for female practicum students also fell below the median of 3.0 on level of responsibility on most activities with the exception of a slight excess in: (1) staff development and in-service; (2) school board meetings; and (3) committee meetings. In their perceived value of certain activities, females equalled or exceeded the median 3.0 only slightly in a few areas: (1) staff development and in-service; (2) county meetings (fiscal court, etc.); (3) school board meetings; and (4) committee meetings.

Mean responses of females fell significantly below the median 3.0 in the areas of: (1) level of responsibility on budgeting, finance, and purchasing; (2) level of responsibility and perceived value on building maintenance; (3) level of responsibility and perceived value on transportation; (4) level of responsibility on coordination with community

agencies; (5) level of responsibility on supervising and evaluating teachers; (6) level of responsibility on supervising non-instructional personnel; (7) level of responsibility and perceived value on coordinating volunteers; and (8) level of responsibility on interviewing applicants.



Table 9

Mean Perceptions of Males and Females on Level of Responsibility  
and Perceived Value  
(five-point scale)

Activity	Mean Level of Responsibility				Mean Perceived Value			
	Male N=49	SD	Female N=57	SD	Male N=49	SD	Female N=57	SD
<u>Instructional Responsibility</u>								
Curriculum planning	2.632	1.507	2.709	1.603	3.020	1.584	2.963	1.757
Curriculum implementation	2.448	1.443	2.254	1.492	2.836	1.529	2.581	1.712
Curriculum evaluation	2.530	1.415	2.472	1.511	2.693	1.593	2.672	1.779
Classroom observation	2.714	1.525	2.545	1.735	2.918	1.575	2.654	1.791
Staffing pupils into programs	2.632*	1.637	2.127	1.596	2.857	1.603	2.163	1.765
Program coordination/orientation	3.224*	1.460	2.472	1.570	3.224	1.515	2.527	1.725
Developing schedules	3.040	1.653	2.527	1.714	3.244	1.708	2.545	1.776
<u>Management Responsibilities</u>								
Budgeting, finance, purchasing	2.020	1.269	1.781	1.274	2.346	1.422	2.127	1.706
Inventory of supplies and equipment	2.897	1.528	2.581	1.545	2.897	1.501	2.454	1.847
Building maintenance	2.714**	1.511	1.636	1.312	2.755**	1.545	1.690	1.582
Transportation	2.714**	1.616	1.600	1.315	2.653**	1.464	1.545	1.511
Local, state, federal reports	2.551	1.429	2.763	1.705	2.714	1.616	2.945	1.710
Coordination with community agencies	2.020	1.406	1.890	1.383	2.142	1.456	2.127	1.652
<u>Leadership Responsibilities</u>								
Supervising and evaluating teachers	2.142	1.261	1.690	1.373	2.510	1.617	2.018	1.731
Supervising non-instructional personnel	2.367	1.438	1.963	1.536	2.693	1.514	2.200	1.709
Coordinating volunteers	1.877	1.319	1.672	1.388	1.959	1.261	1.745	1.551
Interviewing applicants	1.734	1.274	1.509	1.204	2.244	1.597	2.036	1.595
Staff development and in-service	2.448	1.512	3.109**	1.521	2.551	1.539	3.090*	1.654
Supervising students	3.428	1.653	2.545	1.827	3.469*	1.579	2.418	1.825
Discipline of students	3.224*	1.669	2.218	1.669	3.285*	1.616	2.472	1.866
Extra-curricular activities	3.591	1.524	2.909	1.654	3.489	1.526	2.854	1.741
Community relations	2.959	1.590	2.818	1.502	3.163	1.556	2.909	1.609
<u>Conferences</u>								
Conferences with teachers	2.367	1.365	2.327	1.573	2.612	1.549	2.509	1.807
Conferences with students	3.224**	1.474	2.145	1.645	3.428**	1.428	2.145	1.803
Conferences with parents	3.061**	1.517	2.290	1.614	3.122*	1.598	2.400	1.815
Conferences with visitors	2.714	1.538	2.436	1.474	2.938	1.633	2.745	1.664
<u>Meetings</u>								
County meetings (fiscal court, etc.)	2.714	1.498	3.127	1.673	3.081	1.536	3.181	1.779
School board meetings	3.489	1.326	3.490	1.463	3.734	1.351	3.545	1.627
PTO meetings	2.448	1.678	2.254	1.718	2.367	1.710	2.018	1.731
Faculty and staff meetings	3.020	1.571	2.818	1.695	3.142	1.498	2.945	1.720
Principals' or supervisors' meetings	2.714	1.564	2.527	1.638	3.040	1.524	2.709	1.785
Meetings with service personnel	2.448	1.578	2.472	1.693	2.510	1.715	2.618	1.853
Committee meetings	2.755	1.558	3.072	1.547	2.979	1.659	3.000	1.662

\*p&lt;.05

\*\*p&lt;.01

Table 10  
Mean Perceptions of Males and Females  
on Other Selected Variables

Variable	Mean Perceptions				Scale
	Male N=49	SD	Female N=57	SD	
Readiness to assume administrative position based on formal classroom training	4.040	0.924	3.745	0.976	(5-pt.)
Readiness to assume administrative position based on practicum	4.163**	0.976	3.636	1.149	(5-pt.)
Frequency of contacts with supervising administrator	4.326	1.057	4.545	0.848	(5-pt.)
Quality of arrangements for contacts with supervising administrator	3.204	1.087	3.327	1.129	(5-pt.)
Frequency of contacts with university supervisor	1.918	0.528	1.981	0.587	(3-pt.)
Perception of practicum as vehicle for promotion	1.387	0.527	1.600*	0.525	(2-pt.)

\* $p < .05$

\*\* $p < .01$

There was one open-ended question on the questionnaire in which each respondent was asked to explain his response, only if that response were "yes", and one optional question in which respondents were asked to comment on any additional suggestions they might have for improvement of the practicum experience.

Selected responses to the open-ended question, which dealt with the practicum as a possible vehicle for promotion, are presented below. (Some respondents chose to expand on this question even though their answers were "no." A catalogue of all responses to this question is presented in Appendix E.)

I came into contact with situations and administrative leaders through the program that should make me more competent and better known to those who make the decisions. It takes one out of the classroom, and into positions of opportunity.

My practicum experience made people aware that I was interested in the administrative field.

I feel that I have become aware of what takes place in an administrative position and through the different experiences I can assume the majority of those responsibilities.

The experience gave me a means to prove my seriousness about my future in administration. It gave me opportunities to show my ability in matters of discipline and public relations which seemed important to the cooperating principal.

"Hands on" experience with professionals in the field is considered extremely valuable. Everyday situations present real opportunities for decision-making and observable follow-up. In other words nothing like battle conditions vs. simulation.

In various interviews concerning administrative positions the employer has been very interested in my practicum class. They have been concerned with the "on-hand" experience the course has offered me.

The experience gave me a true view of the duties related to administrative responsibility. It gave me a basis for determining whether I had the talent, dedication, and willingness to give as an administrator. The experience helped me make a decision as to whether or not I would attempt to compete for an administrative position with all the pressure, political influence and prejudice surrounding administrative appointment.



Selected responses to the optional question on suggestions for improvement of the practicum experience are presented below. (A catalogue of all responses to this question is presented in Appendix F.)

The key word for my practicum was observation. I was with the Principal and observed all she did but I was never given any responsibility. It would be difficult to justify an action taken by a student in the practicum course. It is my feeling that the course is about as involved as the school system will allow under present-day conditions. I feel that the opportunity to observe, question, and discuss was very useful and educational.

Develop areas (of responsibility) and try to structure some work in each. Leave many options (time and activities) but aid in individual plans.

Maybe a seminar (similar to student teaching) would be helpful. You could tell your problems, get suggestions for solutions, and, if you are lucky, even brag a little.

Make sure trainee has specific responsibilities.

Individual principals are not always willing to let females work as they should on a practicum--I had a battle. I did a lot of research.

Principals, supervisors, etc., need to be trained in having students working with them. In many cases, they don't understand what the program is about or how they can best help the student. They end up giving busy work.

The program should outline for the supervisor, principal, superintendent duties that the student should be allowed or taught or trained to perform.

It would be helpful if the Principal or Supervisor was contacted by the college (in advance) explaining the practicum and some activities that might be helpful to the student.

The experience should be much more structured. Additionally, field supervisors (principals, etc.) should take much more interest.

Less hours permitted sponsoring ball games and dances. At least one principals' meeting should be required. Seminar during practicum where ideas could be shared among participants.

As a further means of evaluation, activity records, logs, and experience summaries of all participants were examined and analyzed. Analysis of these records, the data for which was not highly quantifiable,

revealed an extremely high concentration of hours (approximately sixty-percent of total hours) spent on what may be classified as pure management responsibilities as opposed to instructional/leadership responsibilities. Even in these cases, experience summaries revealed that level of responsibility was usually low, and entirely dependent on the discretion of the supervising administrator. Practicum students spent the remainder of their time largely at meetings (faculty, county court, school board), supervising students (one student spent thirty-three hours on bathroom supervision), supervising extra-curricular activities, with some time devoted to curriculum planning and evaluation, and the planning of in-service. Many duties usually classified as clerical were also listed in activity records.

Experience summaries revealed, however, that practicum students, on the whole, felt that their experience was well worth the time spent, gave them a practical, "hands-on" experience that they otherwise would not have had, gave them the opportunity to put theory into practice, and helped them to better understand the pressures and responsibilities of educational leadership.

The overall value of the practicum experience, as documented by the experience summaries, appeared to be directly proportional to the quality of the relationship with the supervising administrator: the time he was willing to give the practicum student; the amount of responsibility he was willing to delegate.

## Chapter 4

### FINDINGS, CONCLUSIONS, RECOMMENDATIONS

The information obtained in this study--from both the review of the related literature, and the evaluative data gathered--provided much insight into the value of the practicum for its participants as administrative and supervisory candidates, and for identifying potential areas for improvement of the program at Austin Peay State University.

#### Findings

The mean perception of readiness to assume an administrative position, based on the practicum experience (3.867) indicated a perception of more than adequate to competent. This perception was not, however, significantly different from that of readiness based on formal classroom training (3.849), which was also high.

Other significant findings were as follows:

1. The frequency of contacts with the supervising administrator in the field was also very high (4.405), with the quality of arrangements for those contacts somewhat lower (3.235), indicating that the contacts were frequent but not always scheduled.

2. The mean frequency of contacts with the university supervisor (1.933) was very near the median of 2.0, indicating a mean contact with the students of three to six times during the term of the practicum.

3. Practicum students, as a whole, did not feel that the program was a vehicle for promotion. In fact, the number who perceived that the practicum was not, specifically, a vehicle for promotion outranked those



who perceived that it was such a vehicle by a 5.65 percent margin.

4. The mean value of the university supervisor's visits to the school (2.160) was lower than the median 3.0, in contrast to the mean perceived value of conferences with the university supervisor on campus (4.028) which was significantly higher.

5. The mean value of participating in university seminars during the practicum (1.424) was significantly lower than the median 3.0.

6. In regard to items suggested for improvement of the practicum, the highest number of respondents suggested leaving the program essentially as it is, but with the additions of university seminars, more structure, better method of assignment to station supervisor (supervising administrator), more frequent contacts with the university supervisor, in that order of priority.

7. The mean level of responsibility afforded practicum students on thirty-three activities was below the median of 3.0, either slightly or significantly, in every case but two--extra-curricular activities and school board meetings.

8. The mean perceived value on each of those same thirty-three activities also fell below the median of 3.0, either slightly or significantly, in every case but two--county meetings (fiscal court, etc.) and school board meetings.

9. High positive correlations were found between level of responsibility afforded practicum students and their perceived value of the activity on each of the thirty-three items, i.e., when the level of responsibility was low in a certain activity, the value of that experience was also comparably low.

10. There were a significant number of differences, each significant, between the subgroups male and female in terms of level of responsibility and perceived value on the various activities, and on other selected items.

11. A significantly higher number of females than males felt that the practicum did not enhance the probability of their being promoted to an administrative position.

12. A significantly higher number of males than females felt strong confidence in their readiness to assume an administrative position based on the practicum experience.

13. Responses to the optional question called for a higher level of responsibility in administrative activities, more structure in terms of areas of responsibility, accompanying seminars (similar to those of the student teaching program), orientation for supervising administrators in the purposes and design of the program.

14. Evaluation of activity records, logs, and experience summaries revealed that practicum students spent the largest portion of their time on management responsibilities as opposed to instructional/leadership responsibilities. Level of responsibility was usually low and entirely dependent on the discretion of the supervising administrator. Practicum students spent the remainder of their time largely at meetings, supervising students, supervising extra-curricular activities, with some time devoted to curriculum planning and evaluation, and the planning of in-service.

15. Experience summaries revealed, however, that practicum students felt that their experiences were well worth the time spent, gave them a practical, "hands-on" experience that they otherwise would not have had, gave them the opportunity to put theory into practice, and

helped them to better understand the pressures and responsibilities of educational leadership.

### Conclusions

In many instances, perhaps far more than those in educational research would care to admit, conclusions based on findings are erroneous, or conclusions are biased to suit the needs of the researcher. It is hoped that the present study will fall heir to neither of those research errors.

The practicum experience in administration and supervision at Austin Peay State University, like its counterparts both past and present, has established itself as an integral part of the university's preparation program. Readiness to assume an administrative position based on the practicum was rated as more than adequate to competent. This perception was not, however, significantly different from that of readiness based on formal classroom training. Thus this finding does not indicate that the practicum was the overwhelming factor in readiness, as maintained by much of the related literature. However, analysis of subjective data found in the experience summaries yielded a high rating of the practicum as a vehicle for relevancy. Thus, it may be concluded that, while the practicum may not have been the overriding factor in readiness, it was certainly an essential part of the preparation program.

Contacts with the supervising administrator in the field were numerous but not always scheduled. Likewise, contacts with the university supervisor were adequate (three to six times), but these contacts were rated more highly when they occurred on campus than at the school site. It is suggested that the perceived value of this, and that of the variable



pertaining to participation in university seminars were affected by the number of zero responses indicating "no experience." Visits to the school by the university supervisor have not been an established practice of the program at Austin Peay; neither has the use of accompanying university seminars. In fact, there are presently no seminars, other than those of the core curriculum, specifically designed to accompany the practicum.

In terms of suggestions for improvement, practicum students felt that the program should remain essentially as it is, i.e., that it is a functional component of total preparation, but with the additions of university seminars, better method of assignment, more frequent contacts with the university supervisor. These findings are all consistent with those in the literature pertaining to viable features of field experience programs which have contributed substantially to their evaluated success.

The level of responsibility and consequent perceived value of practicum activities was, however slightly or significantly, consistently below the median of 3.0. Causal factors cannot, of course, be determined here; however, a few possibly related factors may be suggested: (1) the amount of willingness on the part of the supervising administrator to delegate responsibility; (2) the limitations on the amount of time practicum students have to perform administrative duties; and (3) the level of self-initiation on the part of the practicum student himself.

Consistently high positive correlations found between level of responsibility and perceived value of practicum activities make it possible to predict that if the level of responsibility were raised, the perceived value of those activities would be raised accordingly.

There were significant differences between males and females on a number of items--especially on perceived readiness to assume an administrative position based on the practicum experience. Males far outreached the females in this area. However, causal factors cannot be determined here; neither will any possibly related factors be suggested. There are, however, implications for further study.

Subjective responses to the optional question, and subjective data gathered from activity records, logs, and experience summaries, were all consistent with both quantified findings of the present study, and those of the related literature.

Practicum students did not feel that the experience was a significant vehicle for promotion, that is, that it did not significantly enhance the probability of their being promoted to an administrative position. Although this finding is inconsistent with many of those in the related literature, once again, no causal factors can be determined here. There are, however, implications for further study.

In contrast to many of the field experience programs cited in the literature, the practicum in administration and supervision at Austin Peay State University is not, nor can it be construed to be, an internship, and, because of that fact, the program has some inherent limitations which undoubtedly affect the student's depth of experience, and may consequently be related to his perceived value of it. Practicum students are not released full-time for the term of the experience (largely because of the financial strain which would be placed on the student), but are self-assigned to a supervising administrator (usually in their home school districts, or, more specifically, their own schools), under whose supervision they perform administrative duties based on a set of prescribed

competencies, during their free periods, or after school hours at meetings or extra-curricular activities. Due to the time limitation factor alone (one to two hours per day), students may not be able to assume a level of responsibility any higher than that indicated in the present findings. However, other factors, suggested previously, and borne out in the subjective data, may be (1) the willingness of the supervising administrator to delegate responsibility, and (2) the self-initiating qualities of the participant himself.

In contrast to other viable features of field experience programs found in the related literature, the practicum at Austin Peay State University does not provide specifically for, or does not address itself sufficiently to:

1. identification of the participant as having administrative potential. Currently, entrance into the administration and supervision major, of which the practicum is a part, is dependent on no criterion other than GRE scores, general recommendations for graduate study, and the preference of the participant himself.

2. placement with a cooperating administrator. Placement is usually made in the home school, or home school district, for the convenience of the student. The role of the university is thus negligible in this placement.

3. assignment of specific responsibilities. Practicum students are currently guided by a list of suggested activities which meet the enabling objectives of the practicum. Assignment of specific responsibilities may be, in many cases, contingent upon the discretion of the supervising administrator.



4. a positive working relationship between school and university.

At this time there are no orientation seminars for supervising administrators, and there are few contacts with the school to explain the overall purpose and design of the practicum experience.

5. regular visitation by the university supervisor. This feature is currently not viable, perhaps because of the inherent difficulty of finding a time for observing the practicum student during his limited daily experience.

6. university seminars accompanying the field experience. At this time there are no seminars specifically designed to accompany the practicum.

Consistent with the viable features of field experience programs found in the related literature, the practicum at Austin Peay State University does provide for:

1. specification of projected outcomes in the form of behavioral objectives.
2. evaluation of competencies through the cooperative efforts of the participant, the supervising administrator, the university supervisor. Currently, the participant is evaluated on a pass/fail basis.
3. university credit for the field experience. The credit allowed is either three quarter hours for a seventy-five hour practicum, or six quarter hours credit for the 150 hour experience (the latter is available only at the Ed.S. level).

## Recommendations Based on Findings and Conclusions

The practicum experience at Austin Peay State University, like its counterparts both past and present, has established itself as an integral part of the university's preparation program in administration and supervision--students felt that the experience was well worth the time spent, gave them a practical, "hands-on" experience that they otherwise would not have had, gave them the opportunity to put theory into practice, helped them to better understand the pressures and responsibilities of educational leadership--all in spite of the inherent limitations. However, if the original premise of this study is to be accepted--that professional educational leadership must be developed to meet the challenges of the emerging decade, and that it is the singular mission of administrative preparation programs in colleges and universities to dedicate themselves to this task, and to provide learning activities and strategies which will best meet these leadership needs--then, based on the findings and conclusions of this study, some pertinent recommendations are in order for the enhancement and/or for the improvement of the learning experience the practicum provides:

1. the addition of university seminars specifically designed to accompany the practicum in which participants may share their experiences, discuss relevant issues, and blend theory and practice into a meaningful whole;
2. more structure to the program, which implies greater delineation of specific responsibilities for the practicum student;
3. a better method of assignment to the supervising administrator, which implies university contact for purposes of placement and for explaining the overall purpose and design of the practicum experience;

4. the addition of orientation seminars for practicum students, supervising administrators, and university supervisors for the purpose of explaining the program and the part that each is to play, and for the purpose of training supervising administrators in ways to provide optimum learning experiences for the practicum student;

5. regular visitation by the university supervisor to the school site for purposes of conferences with the practicum student and the supervising administrator;

6. a more positive working relationship between the school and the university for purposes of facilitating the maintenance and improvement of the practicum experience; and

7. raising the level of responsibility, where possible, so that the perceived value of administrative activities may be raised accordingly.

#### Recommendations for Further Study

The field study is a learning experience and should be viewed as such by anyone who undertakes it. There are also implications, which are usually inherent in a study of this kind, upon which recommendations for further study may be made.

The original research plan of the present study was designed to test two additional hypotheses which, unfortunately, could not be tested because of contamination in the design of the evaluative instrument (the questionnaire): (1) the relationship of years of experience to the evaluated success of the practicum experience; and (2) the differences between the perceptions of students in elementary-level practica and those in secondary-level practica. It is still perceived that these generalizations are worth testing, and might well produce some findings



inherently useful to field experience design.

Other pertinent implications for further study are:

1. a follow-up study to determine the perceptions of supervising principals, supervisors, and superintendents on skills developed by students in the practicum experience;
2. a study to examine the performance assessments of participants prior to, and upon completion of, the practicum experience;
3. a study to examine the extent to which practicum participants have actually been engaged in promotional processes since completing the practicum; and
4. a study to further examine the perceptual differences of males and females in the practicum experience, and to determine, where possible, the causal factors involved.

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## APPENDIX A



Activities Designed to Meet the Professional Goals  
of the Practicum

The student should select activities which insure a cross-section of experiences.

1. Conducting a study in extra-curricular activities.
2. Observing extensively and evaluating the instruction at all appropriate levels.
3. Working with all levels of line and staff personnel.
4. Assisting in the orientation of new faculty members to the purposes and problems of the testing program for students.
5. Conducting a grade-level or a departmental meeting to introduce an instructional practice, policy, or theory.
6. Representing the school at a community meeting.
7. Working on enrollment predictions to aid in program planning for the coming year.
8. Developing a plan for the supervision of student activities.
9. Acting as principal of the school for a given period of time.
10. Submitting a report to the superintendent containing an analysis and evaluation of some phase of the instructional program.
11. Conduct and plan a special in-service program.
12. Attend an area principals, superintendents, or supervisors meeting.
13. Visit the state department of education and interview members of the staff there.
14. Survey a particular school building for hazards, unhealthy conditions, improvements which are needed, etc.
15. Work with the cafeteria staff to insure that the cafeteria benefits the school's educational objectives.
16. Ride a school bus in the morning or afternoon on a complete round with a school bus driver.
17. Identify resources which are available in a community which would be helpful to the school's instructional program.
18. Head up an evaluation team for a re-study or for accreditation purposes.
19. Develop a plan for transforming a school into a true community school.
20. Develop plans for implementing career education in a school.
21. Survey the faculty of a school concerning its problems and needs and develop plans for improving the existing situation.
22. Plan and present demonstrations of innovative instructional materials and methods to teachers in a school or school system.
23. Plan and conduct an in-service session for teacher aides.
24. Assist in conducting a comprehensive school survey or some facet of a survey.
25. Attend a district or state meeting of the Tennessee School Boards Association.
26. Attend a ground breaking ceremony or dedication for a new school building.
27. Help select a site for a new school.
28. Help develop educational specifications for a new school building.
29. Help develop specifications for school furniture and equipment.
30. Help develop a contract between a school system and an agency.
31. Attend a meeting of the quarterly county court or city commission.
32. Prepare a five-year enrollment projection for grades K-12 based upon data available in the office of the Superintendent.

## APPENDIX B

The Education Department of Austin Peay State University is preparing for an accreditation visit in the near future. You may have received other questionnaires concerning this accreditation study, but please consider each of those, as well as this one, important to our efforts here at the University.

The enclosed questionnaire is in reference to your administrative practicum (Education 590 and Education 690). The practicum experience has not been evaluated since its inception ten years ago.

Your assistance in completing the questionnaire promptly will be greatly appreciated. Please return it within seven (7) days to the Department of Education. Your responses will be held in strictest confidence.

Thank you,

*Donald Lambert*  
Donald Lambert, Chairman  
Education Department

*Thank you*  
*Sharon Walker*  
Sharon W. Walker  
Research Assistant

DL/hrm

enclosure



## APPENDIX C

(1) \_\_\_\_\_ M.A.Ed. \_\_\_\_\_ year earned (2) \_\_\_\_\_ Ed.S. \_\_\_\_\_ year earned

(1) \_\_\_\_\_ Elementary Principal--Initial or Advanced  
(2) \_\_\_\_\_ Secondary Principal--Initial or Advanced  
(3) \_\_\_\_\_ Elementary--Initial or Advanced, Supervisor  
(4) \_\_\_\_\_ Secondary--Initial or Advanced, Supervisor  
(5) \_\_\_\_\_ Superintendent

(1) \_\_\_\_\_ Elementary Teacher (5) \_\_\_\_\_ Elementary Supervisor  
(2) \_\_\_\_\_ Secondary Teacher (6) \_\_\_\_\_ Secondary Supervisor  
(3) \_\_\_\_\_ Elementary Principal (7) \_\_\_\_\_ Superintendent  
(4) \_\_\_\_\_ Secondary Principal (8) \_\_\_\_\_ Other (specify)

(1) \_\_\_\_\_ 1-7 years                      (3) \_\_\_\_\_ 13-17 years  
 (2) \_\_\_\_\_ 8-12 years                  (4) \_\_\_\_\_ 18+ years

(1) \_\_\_\_\_ Female                                      (2) \_\_\_\_\_ Male

very                      adequate                      very

hesitant                                           competent

A horizontal scale from 0 to 100 with tick marks at 0, 25, 50, 75, and 100. Below the scale are three labels: "very hesitant" under 0, "adequate" under 50, and "very competent" under 100.

(1) Yes (2)          No

- III. How frequently did you confer with your principal, supervisor, or superintendent during your practicum experience?

infrequently		occasionally	frequently

- IX. Please check one point of the scale below that best describes the arrangements for the contacts you had with your principal, supervisor, or superintendent during your practicum experience.

always unscheduled		about half and half	always scheduled

- X. How often did you meet, either at your school or at the university, or converse by telephone, with your university supervisor during your practicum experience?

(1) \_\_\_\_\_ 1-2 times      (2) \_\_\_\_\_ 3-6 times      (3) \_\_\_\_\_ 7 or more times

- XI. In your relationships with the university, please indicate the value that each of the following activities had for you. If you had no experience with the particular activity, check column (a) only. Otherwise, circle one point on the value scale (b), (1) being the lowest point and (5) the highest point.

(a) <u>No Experience</u>		(b) <u>Value to You</u>	
	<u>Topic</u>		
1. _____	Visit of university supervisor to the school	1	2 3 4 5
2. _____	Conference with university supervisor on campus	1	2 3 4 5
3. _____	Conferences with other university personnel on campus	1	2 3 4 5
4. _____	Instructional materials obtained from the university	1	2 3 4 5
5. _____	Participating in university seminars during practicum	1	2 3 4 5
6. _____	Addressing a class at the university	1	2 3 4 5
7. _____	Other (specify)	1	2 3 4 5

Check one or more items which you think would serve to improve the practicum experience.

- \_\_\_\_\_ (1) more structure  
 \_\_\_\_\_ (2) university seminars  
 \_\_\_\_\_ (3) more frequent contacts with university supervisor  
 \_\_\_\_\_ (4) better method of assignment to station supervisor or principal  
 \_\_\_\_\_ (5) leave program essentially as is



## XI. (continued)

## Optional:

Please comment on any additional ideas you may have for improvement of the practicum experience.

- XII. Following is a list of activities and experiences that are common to practicum students in administration and supervision. Please circle one point on the value scale in both (a) and (b), indicating the level of responsibility you had, and the amount of value it had for you. (1) is the lowest point on the scale, and (5) is the highest point.

<u>Instructional Responsibilities</u>	(a) <u>Level of Responsibility</u>					(b) <u>Value</u>				
(1) Curriculum planning	1	2	3	4	5	1	2	3	4	5
(2) Curriculum implementation	1	2	3	4	5	1	2	3	4	5
(3) Curriculum evaluation	1	2	3	4	5	1	2	3	4	5
(4) Classroom observation	1	2	3	4	5	1	2	3	4	5
(5) Staffing pupils into programs	1	2	3	4	5	1	2	3	4	5
(6) Program coordination/orientation	1	2	3	4	5	1	2	3	4	5
(7) Developing schedules	1	2	3	4	5	1	2	3	4	5

<u>Management Responsibilities</u>										
(8) Budgeting, finance, purchasing	1	2	3	4	5	1	2	3	4	5
(9) Inventory of supplies and equipment	1	2	3	4	5	1	2	3	4	5
(10) Building maintenance	1	2	3	4	5	1	2	3	4	5
(11) Transportation	1	2	3	4	5	1	2	3	4	5
(12) Local, state, federal reports	1	2	3	4	5	1	2	3	4	5
(13) Coordination with community agencies	1	2	3	4	5	1	2	3	4	5

<u>Leadership Responsibilities</u>										
(14) Supervising and evaluating teachers	1	2	3	4	5	1	2	3	4	5
(15) Supervising non-instructional personnel	1	2	3	4	5	1	2	3	4	5
(16) Coordinating volunteers	1	2	3	4	5	1	2	3	4	5
(17) Interviewing applicants	1	2	3	4	5	1	2	3	4	5
(18) Staff development and in-service	1	2	3	4	5	1	2	3	4	5
(19) Supervising students	1	2	3	4	5	1	2	3	4	5
(20) Discipline of students	1	2	3	4	5	1	2	3	4	5
(21) Extra-curricular activities	1	2	3	4	5	1	2	3	4	5
(22) Community relations	1	2	3	4	5	1	2	3	4	5

(over)

## XII. (continued)

<u>Conferences</u>		(a) <u>Level of Responsibility</u>					(b) <u>Value</u>			
(23)	Conferences with teachers	1	2	3	4	5	1	2	3	4
(24)	Conferences with students	1	2	3	4	5	1	2	3	4
(25)	Conferences with parents	1	2	3	4	5	1	2	3	4
(26)	Conferences with visitors (other professionals, community members)	1	2	3	4	5	1	2	3	4

Meetings

(27)	County meetings (Fiscal Court, etc.)	1	2	3	4	5	1	2	3	4
(28)	School Board meetings	1	2	3	4	5	1	2	3	4
(29)	PTO meetings	1	2	3	4	5	1	2	3	4
(30)	Faculty and staff meetings	1	2	3	4	5	1	2	3	4
(31)	Principals' or Supervisors' meetings	1	2	3	4	5	1	2	3	4
(32)	Meetings with service personnel--- curriculum specialists, psychologists, counselors	1	2	3	4	5	1	2	3	4
(33)	Committee meetings	1	2	3	4	5	1	2	3	4

## APPENDIX D



### NASSP Guidelines for Principals

1. The principal's skillful introduction of the intern to the school and staff at the beginning of the school year is of paramount importance in establishing the professional climate of the internship. Specifically, each principal:
  - a. Announces and defines clearly the intern's position and title to the staff.
  - b. Introduces the intern widely and gives him considerable visibility throughout the school.
  - c. Gives the intern immediate assignments and responsibilities.
2. Once the intern is established in the school, the principal guides him into particular activities. The properly directed intern:
  - a. Assists teachers to make wider use of learning resources in the school.
  - b. Brings new curricular developments to the attention of the staff.
  - c. Helps teachers develop proposals for experimentation.
  - d. Works with teachers already engaged in experimental studies.
  - e. Devises and conducts evaluation of experimental programs.
  - f. Learns the relationships of educational facilities and the instructional program.
  - g. Calls in consultants where needed.
  - h. Explains school innovations and the internship project to interested visitors.
  - i. Writes and speaks about the school's experimental programs to develop community understanding and support for change.
  - j. Works for improved articulation among the elementary school, the secondary school, and the university.
3. A principal does not give an intern extended assignments of a routine or clerical nature.
4. Apart from direct concern with the intern, each principal carries other responsibilities in relation to the total project. He:
  - a. Informs and engages the superintendent and central office staff in the purposes and problems of the internship project to gain their interest and support.
  - b. Takes part in evaluation conferences with the intern and the university supervisor.
  - c. Makes confidential evaluations of interns midway through the year and at the end of the year on forms provided by the NASSP office.
  - d. Joins with interns and university supervisors to make use of university resources in the school.
  - e. Gives interns appropriate professional guidance toward future employment and study.

NASSP Guidelines for University Supervisors

1. The university supervisor identifies the best possible available schools for this project.
  - a. The schools provide settings that allow interns to observe and participate in curricular innovations and modern staff utilization.
  - b. The principals of these schools have records for successful initiation and support of experimentation and demonstrations.
  - c. The principal has both the time and willingness to supervise an intern.
  - d. The school's participation in the internship project has the approval of the superintendent and board of education.
  - e. The school's interest in the internship is strong enough to predict that it will continue an internship program on its own after the NASSP project ends.
2. The university supervisor identifies topflight interns for selection by school officials.
  - a. Selection criteria are approved by the university and the school system.
  - b. Interns meet certification requirements for the secondary school principalship in the state where they serve the internship.
  - c. Interns have a master's degree.
  - d. Interns show promise of success as doctoral candidates.
3. The university supervisor makes a minimum of three visits to each of his interns at the school.
4. Interns participate in campus seminars and/or confer with the university supervisor on campus.
5. The intern's visits to the campus and the supervisor's visits to the intern's school are planned so that regular personal meetings between the intern and university supervisor occur about every five weeks, with in-between contacts by telephone, letters, and the internship logs.
6. The university supervisor visits classes, confers with teachers and the principal, examines materials, and takes other appropriate steps to evaluate and criticize effectively what the intern is doing or might do in the school. Such appraisals and recommendations are discussed at the Evaluation Conference in the principal's office.

## APPENDIX E



Catalogue of Responses to the Open-Ended Question

In various interviews concerning administrative positions the employer has been very interested in my practicum class. They have been concerned with the "on-hand" experience the course has offered me.

I was observed in my ability to handle discipline problems, in my working relationship with the faculty, in providing supervision of students in an away ballgame. The practicum offered many experiences (on-hand) that are not covered in classroom settings.

In a limited manner--probably in proportion to actual contact with the administrator--he's aware of the ambition but probably not that aware of competency.

capabilities proven by demonstration

mainly the contacts in administration

afforded contacts and gave opportunity to demonstrate ability

no, politics--rotten

no, I performed bookwork activities--would like to have had more contact with actual decisions and program planning

no, I'm female

Working at the administrative level in my school system gave the administrators a chance to see my proficiency in that capacity. I feel like I proved that I was capable to make decisions and take appropriate actions at the administrative level.

"Hands on" experience with professionals in the field is considered extremely valuable. Everyday situations present real opportunities for decision-making and observable follow-up. In other words nothing like battle conditions vs. simulation.

I feel that the practicum experience probably enhanced my being promoted to a supervisory position, but only to a small degree.

It gave me the opportunity to view the role of an administrator from the inside.

because the experience is very rewarding and has enlightened me on the many problems and adjustments of an administrative position.

I believe that my experience in working with \_\_\_\_\_, principal, has made him more aware of my capabilities for a future position as an assistant principal. I have also become more aware of what is involved in administration.

This experience gave me the opportunity to work closely with my principal, supervisor, and, particularly, my superintendent. Hopefully I handled myself in such a manner that they believe I could be a successful administrator.

I feel that I have become aware of what takes place in an administrative position and through the different experiences I can assume the majority of those responsibilities.

I definitely feel that making contacts with administration enhances your chances.

The experience gave me a means to prove my seriousness about my future in administration. It gave me opportunities to show my ability in matters of discipline and public relations which seemed important to the cooperating principal.

In the \_\_\_\_\_ School System it is who you know that gets you advancement, not ability. The practicum experience was very helpful.

first-hand experience

I came into contact with situations and administrative leaders through the programs that should make me more competent and better known to those who make the decisions. It takes one out of the classroom, and into positions of opportunity.

recommended for administrative assistant at \_\_\_\_\_ on various occasions

I met very influential people in the school system who liked my ideas.

It exposed me to problems the teacher is not aware of.

My practicum experience made people aware that I was interested in the administrative field.

At the present time I'm changing schools so an administrative position is not probable at this time. I do feel that my practicum experience will help me later.

People that can seem to be preferred to those that can't.

The experience gave me a true view of the duties related to administrative responsibility. It gave me a basis for determining whether I had the talent, dedication, and willingness to give as an administrator. The experience helped me make a decision as to whether or not I would attempt to compete for an administrative position with all the pressure, political influence and prejudice surrounding administrative appointment. If positions were appointed on talent and competence, then I could truthfully say my experience under the practicum program was successful.

I did my practicum with Superintendent \_\_\_\_\_ in the Central Office. He at that time, and not before, became aware of my administrative ability. He subsequently recommended me for principal of both the Junior High, and the Elementary. The Board voted me down. He selected me as his Supervisor of Instruction. I ran for superintendent, lost by 300 votes; have applied for other principal positions. But no luck so far.

gave me a chance to demonstrate initiative and competence



## APPENDIX F

## Catalogue of Responses to the Optional Question

I think additional emphasis (seminars, etc.) should be included in the practicum dealing with law, due process, students' rights, teacher-administrator rights.

The key word for my practicum was observation. I was with the Principal and observed all she did but I was never given any responsibility. It would be difficult to justify an action taken by a student in the practicum course. It is my feeling that the course is about as involved as the school system will allow under present-day conditions. I feel that the opportunity to observe, question, and discuss was very useful and educational.

Develop areas (of responsibility) and try to structure some work in each. Leave many options (time and activities) but aid in individual plans.

Maybe a seminar (similar to student teaching) would be helpful. You could tell your problems, get suggestions for solutions, and, if you are lucky, even brag a little.

Make sure trainee has specific responsibilities.

My personal practicum experiences were not very beneficial but I feel that was because of the structure of the situation I was in. I personally benefited more from in-class experience.

The practicum isn't suited for small school systems. A substitute is needed in this case.

Individual principals are not always willing to let females work as they should on practicum--I had a battle. I did a lot of research.

Assign student to his or her own school principal. It is very impractical to assign them to another school principal because of the time element.

Principals, supervisors, etc., need to be trained in having students working with them. In many cases, they don't understand what the program is about or how they can best help the student. They end up giving busy work.

Having a practicum partner during the summer practicum proved to be very helpful because the tasks were so enormous and time consuming.

Make practicum students complete the experience outside their respective systems. Possibly have one-half of the practicum with one administrator and one-half with another.

The practicum experience I had at APSU was truly gratifying and a rewarding experience for me personally.