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ABSTRACT
                Described and evaluated is the 1973-74 Mark Twain
Internship Program, a demonstration project to train teachers of
emotionally disturbed adolescents who experience learning and human
relations difficulties. It is noted that the program was sponsored by
the Montgomery County, Maryland public school system and was funded
under Title IV, Education of the Handicapped Act. Sections I and II
cover aspects such as the program's history, goals and context and
provide an overview of program operations and management (including
curriculum and staff development). Evaluated in Section III is
attainment of such program objectives as establishing a teacher
education faculty for the Mark Twain center, formulating intern
selection procedures, developing a competency-based teacher training
curriculum, and implementing learning experiences for trainees in
five competency areas: psychoeducational assessment, human relations,
curriculum development, behavior management, and systems analysis.
Section IV summarizes the report. Appendixes include reports by an
independent program auditor and by a curriculum review panel. (LH)

Project No. 21-3566
Grant No. OEG-0-72-5151 (603)

THE MARK TWAIN TEACHER INTERNSHIP PROGRAM
FOR THE PREPARATION OF PERSONNEL
IN THE EDUCATION OF ADOLESCENTS
WITH SPECIAL NEEDS

Mark Twain School
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

December, 1974

Homer O. Elseroad
Superintendent of Schools

JUN 0 2 1975

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MARK TWAIN TEACHER INTERNSHIP PROGRAM

1973-74 Program Year

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I. INTRODUCTION

The second year of operation of the Mark Twain Teacher Internship Program has been completed, and its third and final year of federal funding as a Montgomery County Public Schools program for the preparation of personnel to teach adolescents with special needs has come to a close. The 10-month Internship Program was preceded by a Staff Development Institute which trained the staff of Mark Twain School in the skills and techniques needed to work with emotionally handicapped adolescents; it served as the first step in establishing Mark Twain School as a staff development center for the teaching of adolescents with emotional and learning problems. Supported by a special innovative project planning grant from the U.S. Office of Education, Bureau of Education for the Handicapped, the six-month Institute served as the basis for the teacher training curriculum and format of the subsequent Internship Program. A report on the Mark Twain Staff Development Institute was submitted to the granting authority in 1972.

A report on the initial year of the Mark Twain Teacher Internship Program was submitted in March, 1974. The present report focuses primarily on describing and evaluating the ten-month Mark Twain Teacher Internship Program which began in August, 1973, and ended in June, 1974. Since this was the final year of funding under Title IV of Public Law 91-230, Education of the Handicapped Act, some review of the 1971-72 Mark Twain Staff Development Institute and the 1972-73 Internship Program is included. Preparations for the 1974-75 program year also are noted. Progress toward the basic goal of developing and implementing a public school training program for personnel to teach adolescents with emotional and learning difficulties is examined and assessed.

Section I presents the history of the program, its goals and objectives, and the context within which it operates. Section II provides an overview of program operations and management. Progress toward attainment of program goals with recommendations for the future are presented and discussed in Section III, including the impact of the Mark Twain Teacher Internship Program on staff development in MCPS and elsewhere, both for general and special education. Section IV summarizes the report.

HISTORICAL BACKGROUND

Like other school systems across the nation, Montgomery County Public Schools has become increasingly concerned about students who are unable to succeed in academic tasks and human relationships and about the shortage of facilities and trained personnel to work with them. Many of these students are adolescents who are overwhelmed by failure. They fail to achieve academically, to exercise proper judgment, to organize their thoughts and energies for constructive activities, and to behave in socially acceptable ways. These continuing failures isolate them from their peers and alienate them from adults. Without resolution of these problems, a large number of these young people will enter the community with poor vocational and social preparation and with strong feelings of inadequacy and hostility. Many withdraw from work or social demands and become a burden on the community.

In order to prevent this waste of human resources, a 1961 Youth Services Advisory Committee began considering programs which would better serve Montgomery County students with special needs. To promote the development of strategies and the

delineation of services necessary to implement a comprehensive, countywide sup-
plementary education program, a grant was awarded to Montgomery County Public
Schools in 1966 under the Elementary and Secondary Education Act to study the
feasibility of designing and operating a model demonstration school for children
whose special needs were not being met by existing school programs. One of two
recommendations with highest priority was the development of multilevel school
programs for the evaluation, education, and adjustment of emotionally handicapped
adolescent boys and girls in three types of settings." These were to include a
"year-round day program in a special school for seriously handicapped adolescents,
programs in selected junior and senior high schools for students able to function
with appropriate support in the regular school environment, and a satellite school
for mildly retarded adolescents who are emotionally handicapped (MCPS, 1967)."

Implementation of the first part of this recommendation was approved by Montgomery
County Public Schools; and the appointment of the supervisory staff of Mark Twain
School was completed by September, 1970. At the same time, the second part of the
recommendation was implemented when Mark Twain School-Based Programs were
launched on a pilot basis in three junior high schools. The Mark Twain Programs
serve as a means of fulfilling a commitment toward implementation of the Montgomery
County Continuum of Educational Services, shown in Figure 1, which was adapted from
a plan developed by the Maryland Department of Special Education. The continuum
concept is a plan to provide educational services to all children according to the
degree of program specialization needed to meet the severity of the problem.
Implementation of continuum programming requires the preparation of additional
personnel with special training at all levels of educational service. From the
earliest planning for Mark Twain School, its role as a teacher education center
was recognized and documented in its basic objectives. Toward this end, in April,
1971, Montgomery County Public Schools received a grant under Title IV of Public
Law 91-230, Education of the Handicapped Act, to supplement funding of the Mark
Twain Staff Development Institute. Following that grant period (July 1, 1971, to
June 30, 1972), a two-year continuation grant (FY 73 and FY 74) was awarded to
develop the project as a prototype for continuing staff development, the Mark
Twain Teacher Internship Program.

Now beginning its third year of operation, the Mark Twain Teacher Internship Pro-
gram helps fill the growing need at Mark Twain School and Mark Twain School-Based
Programs, as well as at other Montgomery County schools, for trained personnel to
work with adolescents who have special needs.

FACILITIES

Mark Twain Programs provide the setting for the Mark Twain Teacher Internship
Program. The major portion of the training, including the seminars, takes place
at Mark Twain School. Montgomery County schools which are sites for the Mark
Twain School-Based Programs are used, along with Mark Twain School, for practicum
experience. County and area special education facilities, both public and private,
are additional training resources.

Mark Twain School

Mark Twain School is one of five special schools in the Montgomery County public
school system. Located on 22 acres in Rockville, Maryland, and constructed at a
cost of $3.2 million, the school opened for students in February, 1972. To
establish an educational environment with balanced groups of students in small

Fig. 1. Montgomery County Public Schools Continuum of Educational Services

SEVERITY OF PROBLEMS

Most

Least

Least

Level 7: <u>Specialized Facilities –</u>
<u>Nonpublic School</u>
Pupil needs more protective or more
intensive educational setting than can
be provided in public schools. (Day
or residential program)

Level 6: <u>Special School</u>
Pupil receives prescribed program under the
direction of a specially trained staff in a
specially designed facility within the public
school system. (Mark Twain School)

Level 5: <u>Full-time Special Class</u>
Pupil receives prescribed program under the direction of
a special class teacher.

Level 4: <u>Regular Classroom and Resource Room</u>
Pupil receives prescribed program under the direction of the regu-
lar classroom teacher; in addition, he spends time in a specially
staffed and equipped resource room. (Mark Twain School-Based
Programs)

Level 3: <u>Regular Classroom with Supplementary Instruction and Service</u>
Pupil receives prescribed program under the direction of the regular cl
room teacher; in addition, he receives supplementary instruction or ser
from an itinerant or school-based specialist. (Mark Twain School-Based
Programs)

Level 2: <u>Regular Classroom with Consultation to Teacher</u>
Pupil receives prescribed program under the direction of regular classroom t
who is supported by ongoing consultation from specialists. (Mark Twain Sch
Programs)

Level 1: <u>Regular Classrooms</u>
Pupil receives prescribed program under the direction of the regular classroom te

CONTINUUM PROGRAMMING: A BLUEPRINT FOR MEETING EDUCATIONAL NEEDS

Most *(diagonal, upper left)*

Least *(diagonal, upper right)*

OF PROBLEMS *(diagonal, left)*

NUMBER OF PUPILS *(diagonal, right)*

Most *(diagonal, lower right)*

**Level 7: Specialized Facilities –
Nonpublic School**
Pupil needs more protective or more
intensive educational setting than can
be provided in public schools. (Day
or residential program)

Level 6: Special School
Pupil receives prescribed program under the
direction of a specially trained staff in a
specially designed facility within the public
school system. (Mark Twain School)

Level 5: Full-time Special Class
Pupil receives prescribed program under the direction of
a special class teacher.

Level 4: Regular Classroom and Resource Room
Pupil receives prescribed program under the direction of the regu-
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l receives prescribed program under the direction of regular classroom teacher
is supported by ongoing consultation from specialists. (Mark Twain School-Based
rams)

Regular Classrooms
eives prescribed program under the direction of the regular classroom teacher.

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units, based on age, physical maturation, and social development, Mark Twain has been arranged as three schools within one. The lower school is composed of 2 instructional teams, each with 50 students, 9-12 years old, Grades 5-7, staffed by 6 teachers and 1 team leader. The middle school comprises 100 students, aged 12-14, Grades 7-9, with 12 teachers and 2 team leaders. The upper school consists of 50 students, aged 14-18, Grades 9-12, with 6 teachers and 1 team leader. At maximum enrollment, approximately 250 students can be served.

The major objective of Mark Twain School is to provide an individualized educational program for preadolescents and adolescents of at least average intellectual potential who display problems in the area of human relationships, self-organization, or behaviorally-linked learning problems. The ultimate goal is to promote student return and successful functioning in a regular school within a maximum of 2 years. Scholastic skills are developed through a task-oriented curriculum, highly individualized to meet the specific needs of each student. Students' strengths and weaknesses are identified by perceptual, cognitive, and affective assessment and the results used for programming and instruction. The intent of the instructional program is to remediate deficiencies while maintaining academic progress. At the same time, emphasis is placed on the development of appropriate behaviors for positive interaction with peers and adults. Each student is assigned to a teacher/advisor who counsels him and serves as his liaison with other staff members.

Three seminar rooms were designed for training purposes when the school was built. Also potentially available for training are 26 classrooms, 3 science labs, 7 art labs, 37 offices, 6 conference rooms, and 1 observation room. The Instructional Resources Center, available to trainees, contains a print collection of 3,500 items, 4,000 nonprint items (tapes, filmstrips, etc.) and professional periodicals. Trainees have the opportunity to consult with support staff including a psychologist, psychiatrist, social workers, nurse, medical advisor, and researchers, in addition to teaching and staff development personnel.

Mark Twain School-Based Programs

Mark Twain School-Based Programs were operating during the 1973-74 school year in 18 Montgomery County public schools--5 senior high schools, 11 junior high schools, and 2 middle schools. They will operate in 23 schools in 1974-75 and pending budget funding approval, in 31 schools in 1975-76. These programs serve as practicum sites for the trainees. School-based resource teachers provide support to regular classroom teachers and students by assessing academic and social difficulties and by developing and/or implementing change plans. They suggest more appropriate activities, materials, and techniques to use with students. They develop classroom alternatives with and for teachers and may serve as tutors. School-based teachers serve as practicum supervisors offering trainees the opportunity to work with the resource team and with the regular classroom teachers to utilize the resources of the school where the program is based.

Community Resources

A large number of public and private facilities providing specialized educational, therapeutic, and residential services are located in the area. Various organizations providing services to youth are invited to send representatives to Mark Twain School to inform trainees about their programs and facilities. In addition,

trainees have visited sites and participated in group discussions to share their experiences and increase their understanding of resources in the area. Organizations participating in the community resources program for interns and staff during 1973-74 are listed below:

- Boys Home of Montgomery County, Silver Spring, Maryland
- Community Affairs Office, MCPD, Rockville, Maryland
- Karma House, Rockville, Maryland
- Listening Post, Bethesda, Maryland
- Mental Health Association of Montgomery County, Kensington, Maryland
- Second Mile, Hyattsville, Maryland
- Roving Youth Leaders of Montgomery County, Bethesda, Maryland
- Youth and Family Services, Montgomery County Health Department, Rockville, Maryland

An expanded program of exposure to community services available to teachers is being instituted for 1974-75. It will consist of 1) presentations by representatives of legal, mental health, health, and educational facilities; 2) visits to residential and day care centers; and 3) a panel discussion by members of various community groups (PTA, League of Women Voters, The Allied Civic Group, etc.) which may have impact on MCPS decisions.

Other Resources

The Montgomery County Public Schools Educational Materials Laboratory, containing approximately 20,000 volumes, and the Instructional Materials Center of Montgomery County Public Schools, are available to trainees.

PROGRAM EVALUATION

The purposes of the evaluation of the Mark Twain Teacher Internship Program are to provide appropriate and timely information:

1. During the year so that revisions in the program can be based on this evidence and implemented as feasible (formative evaluation)

2. At the end of each year and/or major sequence so that judgments can be made based on that information with regard to trainee competencies, effectiveness of training activities, and progress toward the development of the prototype program (summative evaluation)

According to its continuation proposal to the Bureau of Education for the Handicapped (May, 1972), the Mark Twain Teacher Internship Program is "intended to test the feasibility of establishing a teacher development center within operational public school programs for adolescents with special needs, and presents an alternative mechanism for attracting and preparing manpower for education of youth facing serious problems in living." As such, the program anticipates several additional results:

1. Montgomery County will be served with the preparation of personnel to implement its continuum of educational services to emotionally handicapped children.

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2. The program will serve as a prototype for others with similar needs.

3. The prototype will be an innovative competency-based model for preparing teachers to work effectively with children and staff.

The purposes and goals of the project as presented in the objectives section of the grant proposal were reviewed to develop clear statements of the scope of the evaluation. This resulted in a restatement of the program goals and objectives and in a set of evaluation objectives to form the basis for communication and action. Table 1 shows the program and evaluation goals and objectives.

Evidence acceptable to the program staff as well as the activities and tasks required to obtain it were identified for each evaluation objective. The statement that this program is following a competency-based model, however, has grown in significance since the original proposal. As a result, the current evaluation report addresses some criteria (such as those suggested by Rosner, 1972) which were not clearly developed at the time of specification of program and evaluation goals and objectives.

The evaluation personnel are members of the Mark Twain School staff. Because of this circumstance, an independent educational accomplishments audit (an external evaluation designed to assess the appropriateness of evaluation procedures, both design and implementation) was contracted with Dr. Malcolm Provus, director of the Evaluation Research Center, University of Virginia. A separate audit report, found in Appendix A, was submitted to the funding agency and to the local school system.

An evaluation of the competency-based curriculum content and delivery was made by a panel or recognized experts, independent of the program and its operations, during a two-day on-site visit in August, 1974. The visit is described and discussed in Section III. The panel's report can be found in Appendix D.

II. PROGRAM DESCRIPTION

The previous section introduced the Mark Twain Teacher Internship Program, its goals and objectives, and the context within which it was created and operates. This section presents a description of program operations in relation to the program objectives, as shown in Table 1. Funding and budget for the two-year period of the federal grant, FY 73-74, also is reviewed.

ESTABLISHMENT OF A TEACHER-EDUCATION FACULTY

The emphasis in the Mark Twain Teacher Internship Program is on a competency-based model with integration of academic instruction and practicum experiences. The strategy for program staffing also revolves around the concept of competency areas. Thus, each of five basic competency areas is coordinated by a member or members of the Mark Twain Programs staff. Each competency area coordinator has responsibility and authority for developing and arranging the implementation of learning experiences in his basic competency area, in consultation with the planning staff and the training director. The role of competency area coordinator is intended to assure staff responsiveness to the needs and reactions of trainees and to provide

TABLE 1

Program and Evaluation Goals and Objectives

Program	Evaluation
1: To establish Mark Twain School as a cialized staff development center for preparation and continuing development personnel to work in educational programs rving preadolescents and adolescents	Goal: To establish evaluation procedures to provide appropriate and timely information during the formative stages of the project for program feedback and modification as well as to determine overall project effectiveness
ective 1. To identify and establish a cher-education faculty for the Mark in teacher-development center	Objective 1. To assess faculty qualifications to determine if they are sufficient for performing required functions and duties
ective 2. To develop processes and cedures for recruitment and selection teacher interns	Objective 2. To assess the effectiveness and feasibility of the recruitment and selection processes
ective 3. To develop a competency- ed teacher-education curriculum	Objective 3. To assess the adequacy of the multicompetency-based teacher-development curriculum for its comprehensiveness and internal consistency
ective 4. To implement the learning eriences and activities that will ure participant attainment of com- ency in each of the following areas:	Objective 4. To assess each participant completing the training program for his competency in each of the following areas:
Psychoeducational assessment and programming	a) Psychoeducational assessment and programming
Human relations and counseling	b) Human relations and counseling.
Curriculum development and implementation	c) Curriculum development and implementation
Behavior management	d) Behavior management
Systems analysis and consultation	e) Systems analysis and consultation
ective 5. To develop a functional tem and methodology for evaluating wledge, attitudes, and skills in ve specific teacher competency areas	Objective 5. To assess competency assessment techniques for validity, reliability, examinee appropriateness, and administrative feasibility
ective 6. To increase the number of ined personnel serving emotionally dicapped children	Objective 6. To determine if personnel completing the training program are effectively serving emotionally handicapped children and are utilizing learned competencies

for consistency and direction in meeting program objectives. While visiting instructors, consultants, and guest lecturers make an important contribution to the overall program, the nature and thrust of the educational program is determined by the Mark Twain Programs staff. The Mark Twain Programs staff assumes the major share of actual instruction and all of the practicum supervision of interns.

Figure 2 presents the continuum model used for defining levels of staff responsibility in the Mark Twain Teacher Internship Program. There are currently about 80 professional staff within the Mark Twain Programs, of whom approximately 50 have participated actively in the operation of the internship program.

Level 1 responsibility (general support) is the minimal expectation of all school faculty. Level 2 responsibility (practicum supervision) is arrived at through the mutual desire of Mark Twain Programs staff and the internship administration and is exercised within the regular professional work day. Seventeen members of Mark Twain School staff and 15 School-Based personnel served as practicum supervisors. Levels 3, 4, and 5 responsibilities (Academic Instruction and Competency Area Planning and Coordination) are optional (for staff) and require an informal contractual agreement between the internship program administrator and the interested staff member. Levels 3, 4, and 5 faculty positions are paid appointments under a second job title of "In-Service Consultant." Appointments are made on the basis of availability, commitment to training, and expertise in the relevant competency area. During the 1973-74 Internship Program, ten of the Mark Twain School staff and ten of the School-Based Programs staff were appointed as in-service consultants. Level 4, which was conceived as an advisory level, is currently active only informally; many of its functions have been subsumed by an enlarged Level 5.

In addition to the faculty of Mark Twain Programs, training support was provided by Montgomery County Public Schools resource staff and outside consultants who were called in for presentations in their special fields.

The 1973-75 staff for the Mark Twain Teacher Internship Program is shown in Appendix B.

RECRUITMENT AND SELECTION OF INTERNS

The Mark Twain Teacher Internship Program of 1973-74 had a total of eight participants, who were selected from among 27 applicants. The group included five women and three men. Three were working toward graduate degrees at universities in the area. All had at least two years of classroom teaching experience. Six of the eight interns were teaching in Montgomery County Public Schools prior to entry into the program. The school system allows teachers who have worked in the schools for seven or more years to take one year of academic leave with 50 to 60 per cent of their annual salary, depending upon whether they agree to continue in MCPS for two or three years. However, due to the pressing needs for highly committed, well-trained teachers of unsuccessful students, the school system authorized a policy enabling tenured Montgomery County teachers with from two to six years of experience to be granted "Unusual and Imperative" (U and I) leave to participate in the program. Teachers selected for U and I leave were also provided 50 to 60 per cent of their salaries. The two participants who had not previously taught in Montgomery County received no salary. Selected characteristics of interns are listed in Table 2.

Level 6. Program Direction: Planning, developing, and managing processes and resources for implementation of total program.

Level 5. Competency Area Coordination: Planning, developing staff and media resources for implementation, and evaluating competency-based curriculum. Instructing as arranged.

Level 4. Competency Area Planning: Assisting competency area coordinator(s) in planning and developing staff and media reso for implementation and evaluating of competency-based curricul Instructing as arranged.

Level 3. Academic Instruction: Instructing one or more seminar se in coordination with competency area coordinator, outside of regula assignment.

Level 2. Practicum Supervision: Directing, guiding, supervising, and practicum teaching activities within the regular assignment.

Level 1. General Support: Cooperation, facilitation, and sharing of ideas with interns and faculty within the regular assignment.

Least

Most

NUMBER OF FACULTY

Most

Fig. 2. Levels of Staff Responsibility in Mark Twain Teacher Education Programs
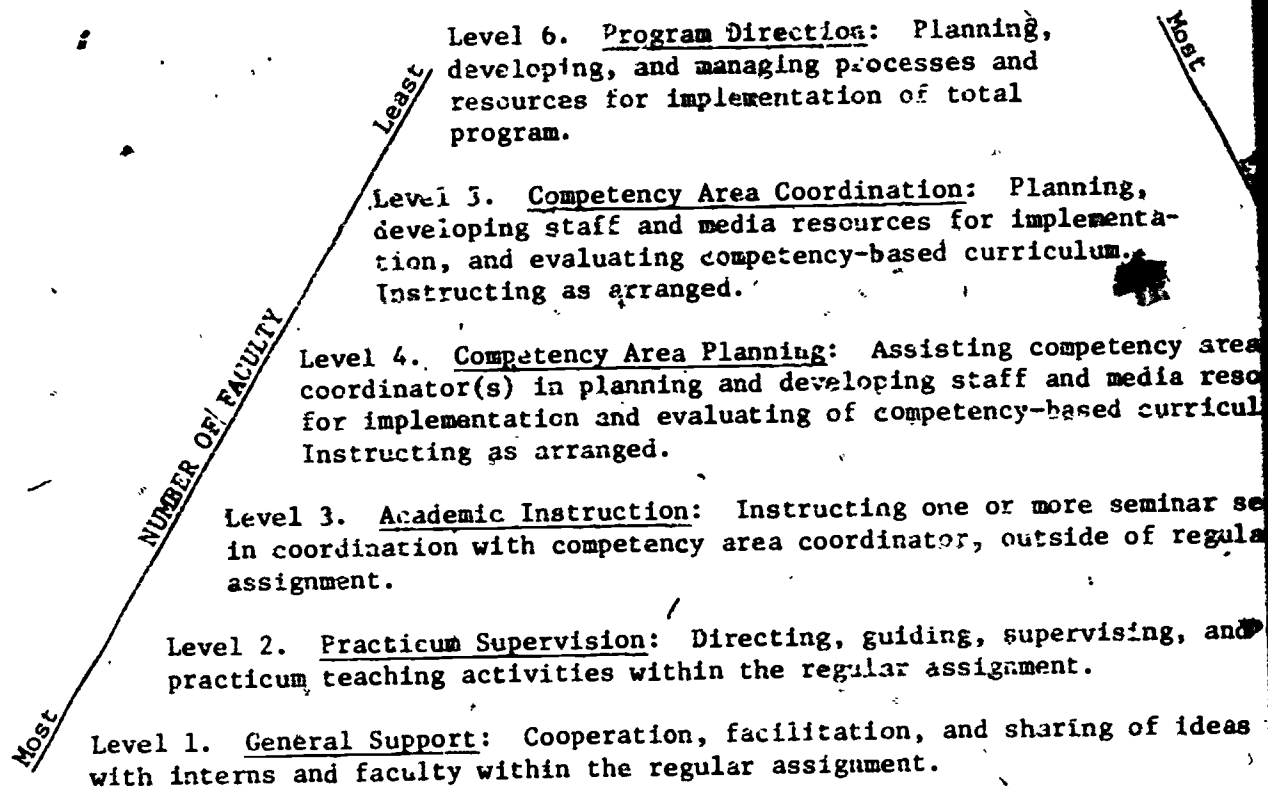
9

Level 6. <u>Program Direction</u>: Planning, developing, and managing processes and resources for implementation of total program.

Level 5. <u>Competency Area Coordination</u>: Planning, developing staff and media resources for implementation, and evaluating competency-based curriculum. Instructing as arranged.

Level 4. <u>Competency Area Planning</u>: Assisting competency area coordinator(s) in planning and developing staff and media resources for implementation and evaluating of competency-based curriculum. Instructing as arranged.

Level 3. <u>Academic Instruction</u>: Instructing one or more seminar sessions, in coordination with competency area coordinator, outside of regular assignment.

Level 2. <u>Practicum Supervision</u>: Directing, guiding, supervising, and evaluating practicum teaching activities within the regular assignment.

1. <u>General Support</u>: Cooperation, facilitation, and sharing of ideas and resources interns and faculty within the regular assignment.

NUMBER OF FACULTY

Most

EXTENT OF ACCOUNTABILITY & INVOLVEMENT

Least

The detailed·and rigorous selection procedures used for the original Staff
Development Institute of 1971-72 were used for the 1972-73 and 1973-74 Internship
Programs. The procedures were designed to provide relevant data from multiple
sources regarding the qualifications of applicants. Recruitment procedures
beginning in February, 1973, consisted of (a) announcement of teacher internships
in the Superintendent's Bulletin, a weekly publication going to all MCPS personnel;
(b) six orientation sessions for interested persons, held at Mark Twain and
selected other Montgomery County public schools; and (c) dissemination of basic
information and reference material about the program.

The selection process consisted of two phases. Phase I was a review by a Selec-
tion Committee of four sources of data on applicants:

   1. A summary of the applicant's MCPS personnel folder

   2. Mark Twain Supplementary Application Form

   3. Personal references obtained by telephone or mail

   4. Group interview

The Selection Committee was made up of eight persons, including the Internship
Program director, two representatives from the Mark Twain Competency Coordination
Group (Level 5 staff), the Mark Twain School principal, the supervisor of School-
Based Programs, t.o representatives from the MCPS Department of Staff Development,
and one representative from the MCPS Department of Professional Personnel. Those
applicants who passed Phase I returned 'for Phase 'II which consisted of intensive
individual interviews. A maximum of 16 internships had been authorized for
1973-74, 12 for regular MCPS teachers with two or more years of successful
experience, and four for teachers not currently employed by MCPS but with high
potential for successful future services. Six MCPS teachers and two non-MCPS
teachers were selected from among 27 applicants.

Recruitment and selection of interns for the 1974-75 program began in February,
1974, and followed the same rigorous procedures. Since recruitment in previous
years resulted in fewer interns than desired, efforts were expanded to contact a
wider audience. In addition to announcement in a February Superintendent's
Bulletin that applications were being accepted, a feature article on the program
and its operations appeared in a March Bulletin. Mark Twain Programs school-based
teachers were given information packets and asked to help recruitment by speaking
to their faculties. Brochures on the program were produced and distributed to
principals of all public schools in Montgomery County. Three orientation sessions
at Mark Twain School and three to the faculties at other county schools were
conducted by program staff assisted by current interns.

Characteristics of 10 interns selected from among 25 applicants are found in Table
2.

CURRICULUM DEVELOPMENT

The curriculum for the Mark Twain Teacher Internship Program is based on a ten-
month, full-time learning experience. This curriculum consists of an integrated
schedule of seminars, practica, and individual projects, organized around the

TABLE 2

Selected Characteristics of Mark Twain Teacher Interns

Characteristic	Internship Year		
	1972-73	1973-74	1974-75[1]
Over 40	1	0	0
31 - 40	1	4	4
30 and Under	6	4	6
Male	2	3	2
Female	6	5	8
Education			
Bachelor's Degree	3	5	4
Master's Degree	1	0	2
Master's Degree in progress [2]	4	3	4
Classroom Teaching Experience			
7 years or more	2	2	2
2 - 6 years	5	6	8
Less than 2 years	0	0	0
None	1	0	0
Years in MCPS			
7 years or more	0	2	2
2 - 6 years	6	4	6
Less than 2 years	0	0	1
None	2	2	1
Previous Assignment			
Secondary School Teacher	2	3	7
Elementary School Teacher	5	4	3
Nonteaching	1	1	0

1 - As of July, 1974
2 - Indicates graduate study in a degree program. Does not include nondegree or in-service course work.

development of trainee competence in five basic areas. Competency area coordina-
tors are responsible for continuous refinement of competencies and identification
of performance and behavioral objectives relevant to each. The presently defined
15 competencies and their related performance and behavioral objectives are found
in Appendix C. A brief description of the five basic competency learning areas
including examples of competencies, performance objectives and topics covered
follow:

1. Psychoeducational Assessment and Programming

Two competencies specified for this area relate to (a) the ability to
complete a psychoeducational profile and (b) use of profiles in planning
programs for individual students. Performance objectives for the first
competency involve the ability to administer and interpret assessment
instruments in the affective, perceptual, cognitive, and educational
domains and to integrate data from these instruments into a valid psycho-
educational profile. Curriculum modules cover the following topics:
extracting and categorizing data from pupil cumulative records; nature of
intelligence; indicators of intelligence, achievement, and aptitude; cog-
nitive development and classification of skills in the cognitive domain;
perceptual development and assessment; assessment of specific learning
disabilities; techniques for teaching children with specific learning
disabilities; assessment of learning styles and human relationships; and
planning student program adjustments.

2. Human Relations and Counseling

The three competencies in this area include (a) the ability to comprehend
and communicate effectively in an educational setting; (b) the ability to
interact with empathy, respect, specificity, self-awareness, and self-
acceptance in an educational setting; and (c) the ability to facilitate
attainment of humanistic educational objectives in groups. An example of
a related performance objective is the demonstration of ability to com-
prehend communications, in terms of content and feelings, with students
and peers, in a counseling interaction. Curriculum modules cover the
following topics: counseling and helping; definition, objectives, and
processes; listening for content and feeling; interacting with respect;
interacting with empathy; interacting with specificity; integrating basic
counseling skills; giving and receiving feedback; self-acceptance and
sending "I Messages;" life space analysis and working towards resolution;
and planning for group counseling: objectives, leadership, format, and
activities.

3. Curriculum Development and Implementation

Four competencies are specified in this area. These are (a) the ability
to plan and organize an instructional system, (b) the development and
selection of appropriate curricula for special students, (c) the planning
and implementation of appropriate learning activities and teaching strate-
gies, and (d) the selection and development of appropriate resource
materials. One performance objective specified is the demonstration of
ability to integrate strategies from various sources into a curriculum
appropriate to students. Curriculum modules include the following topics:

19   12

strategies for promoting individualization of instruction; developing objectives to meet affective, cognitive, and educational needs; teaching basic skills through high interest topics and materials; implementation and evaluation of commercially prepared materials and audio-visual technology and materials.

4. Behavior Management

The following three competencies are defined: (a) the ability to establish and reinforce behavioral values, expectations, and limits in an educational setting; (b) the ability to identify and teach strategies for coping with conflict and frustration in an educational setting; and (c) the ability to develop and use teacher-intervention techniques to manage effectively disruptive school behavior. A related performance objective is the application of operant, surface-management and life-space interviewing principles in problem situations. Curriculum modules cover identifying and meeting the needs of children with emotional and learning problems; alternative approaches to educating children with special needs; clarifying behavior values and limits; strategies for reinforcing behavior values; strategies for coping with frustration and conflict; and intervention techniques for disruptive behavior: surface management, life-space interviewing, and operant procedures.

5. Systems Analysis and Consultation

The three competencies for this area relate to (a) ability through knowledge of systems theory to understand and analyze the operation of the school, family, and community as open systems; (b) ability to use skill and knowledge in conferencing and consulting within and between systems; and (c) ability to use knowledge of education systems and skills in conferencing and consulting to become a more effective resource in a school. An example of a performance objective is the demonstration of the ability to plan and conduct a family conference. Curriculum modules cover analyzing school operations, understanding family and community effects on school functioning, planning and conducting school-family conferences, consulting with and helping other teachers, and designing and implementing educational plans for children with problems. Beginning in 1974-75, the area will be designated "School Resources and Consultation Skills."

Courses are being organized into curriculum modules which include objectives, topics, and learning activities; basic instructional materials; evaluation activities and criteria; and supplemental resources. It is anticipated that modularization will provide greater possibilities for self-instruction and self-pacing of instruction by participants.

Curriculum development was a major goal during 1973-74. In August, 1974, an independent review of the curriculum of the Mark Twain Teacher Internship Program was made. A panel of experts on general education, special education, and competency-based teacher education, with no previous association with the program, conducted a two-day on-site visit. The purpose of the visit was to assess content and delivery of the program relative to the stated program objectives. Prior to arrival, the panel reviewed program documents. During the visit, panel members

met individually and in groups with program staff, participants, graduates, and consumers (principals and pupils). The panel's report appears in Appendix D. Specific comments and recommendations are presented in Section III with the objectives to which they apply.

LEARNING EXPERIENCES AND ACTIVITIES

The 1973-74 Mark Twain Internship Program provided a 41-week training schedule of 75 three-hour seminar sessions and 30 weeks of practice teaching in both Mark Twain School and School-Based Programs. The 10-month learning experience began in late August, 1973, and ended in late June, 1974. Learning components were varied to provide balance in the internship experience and included: (1) seminars, (2) practica, (3) individual projects, and (4) a human relations group.

1. Seminars

   Seminars are the basic elements for competency-based instruction in the Mark Twain Teacher Internship Program. Seminars were conducted in each competency area under the direction of the competency area coordinator and involved 15 three-hour group sessions. Each seminar session usually was structured to include content and activities to promote specified knowledge and skills and to review progress on related practicum activities.

2. Practica

   Practicum experiences are supervised applied learning situations in which the intern participates directly in activities that are real samples of profes- sional role function and responsibility, including teaching students and pro- viding resource services to staff.

   Interns were required to complete 900 hours of supervised teaching in Mark Twain School and Mark Twain School-Based Programs. During the first of three teaching practica, the 1973-74 interns were placed in Mark Twain School for seven weeks. During the second cycle, they spent seven weeks in Mark Twain School-Based Programs placements. The third cycle, occurring after seminar instruction had concluded, was a full-time 16-week practice teaching experi- ence with location arranged on the basis of individual interest and specific training needs.

   During practice teaching cycles, the intern was assigned to a particular teaching team, with one member of that team identified as the primary super- visor. The intern and his supervisor sought to develop shared practicum objectives and met regularly to discuss progress and issues related to those objectives. Progress has been made on identifying goals and expectations within each practicum placement site and relating them to competency area objectives.

3. Individual Projects

   Interns were expected to pursue at least two areas or units of study that were particularly suited to personal needs and interests. Elective projects were offered in each competency area as well as in a cross-competency area relating to issues in special education and analysis of teaching. Most projects were

developed for application to actual teaching roles. Individual projects were arranged with the appropriate competency learning area coordinator, who supervised the work, and were completed during the final practice teaching cycle of the internship. Each project involved approximately 30 hours of work and resulted in the award of one in-service credit upon satisfactory completion. Interns could elect to carry out a single more extended project for which two credits were awarded. Table 3 lists the projects completed during 1973-74.

4. Human Relations Group

All interns participated in a small self-study group with a trained group leader. The purpose of this laboratory group was to enhance acceptance and awareness of self and others through sharing of professional concerns in a mutually supportive setting. In this context, interns had an opportunity to explore many areas of human relations such as building trust and risk taking, seeking and providing feedback, listening and consulting, transition and separation, and confronting limits and expectations.

The 10-month training period was divided into seven learning sequences, as can be seen in Figure 3. The sequences are designed to keep pace with interns' developmental needs, e.g., beginning with understanding general approaches to helping adolescents and ending with assuming responsibility for providing specialized services to students and teachers.

Practice teaching sequences were followed by periods for review and evaluation. During these periods, interns were expected to demonstrate competencies gained during the sequence, complete instructional assignments, and participate in program and self-evaluation.

DEVELOPMENT OF COMPETENCY EVALUATION METHODOLOGY

A variety of procedures, both formal and informal, were used to assess intern attainment of competency. Validating tasks were presented as part of seminar instruction, as outside assignments, and during review and evaluation periods. In keeping with the model of performance-based instruction, interns were given multiple opportunities to improve performance until reaching acceptable levels. The results of performance measures, along with informal observations, were used by instructors for ratings on seminar performance in the competencies. In addition, interns were rated by each of their three practicum supervising teachers to indicate the extent to which the competency was in evidence at the practicum site. The final practicum rating was weighted and averaged with the seminar rating, producing a final performance rating average for each competency. Final averages were then categorized and competency performance recorded as Highly Effective, Effective, or Needs Strengthening. Finally, Level 5 program staff assigned a consensus rating, weighted equally with the rating from practicum of the extent to which the intern demonstrated the highly valued and encouraged personal characteristics of (1) emotional stability, (2) positive interpersonal relations, and (3) initiative and follow through. The Intern Evaluation Form is found in Appendix E.

Development of a functional system of evaluating the effectiveness of the program includes determination of (1) a procedure for integrating evaluation data into program modification, (2) the validity and reliability of measurement instruments used, and (3) how program events contribute to competency attainment, in addition to (4) measuring attainment of competencies by interns.

TABLE 3

Individual Projects Completed by Mark Twain Teacher Interns, 1973-74

Title	Related Competency Area	Credits Earned
Multisensory, Multiunit Self-Instructional Spelling Curriculum	Psychoeducational Assessment	2
Typing Curriculum to Improve Reading and Spelling	Psychoeducational Assessment	1
One Week Mini-Units for Teaching Single Concepts	Curriculum Development	1
Resource Unit for Social Studies Instruction on the Yukon/Resource Unit to Teach Spelling Through Coding (Hand Alphabet of the Deaf)	Curriculum Development	1
Multimedia Display of the Services of a Student Resource Center	Systems Analysis	2
Planning and Implementing Group Counseling in School	Human Relations and Counseling	1
Life Space Interviewing for Curriculum Improvement	Behavior Management	1
Planning and Implementing In-Service Course Instruction	Curriculum Development	2
Planning and Implementing In-Service Course Instruction	Psychoeducational Assessment	2
Construction of Innovative Math Instruction Games	Curriculum Development	2
Drama Project to Promote Parent/Student Communication	Systems Analysis	1
Guide for Five-Day Summer Workshop for New School-Based Programs Staff	Systems Analysis	1

Program Planning	First Sequence (3 weeks)	Second Sequence (7 weeks)	Third Sequence (3 weeks)
	Orientation to Mark Twain School and School-Based Programs	Practice Teaching #1 (2 full days plus 3 half days, 26 hours per week)	Review and Evaluatio
	Seminars	Seminars (3 per week)	Visits to Community Resources (1974-75)
	Baseline Evaluation		Seminars (4 per week
	Orientation to Community Resources (1974-75)		
July	August	September	October	November

Fifth Sequence (2 weeks)	Sixth Sequence (16 weeks)	Se
Review and Evaluation	Practice Teaching #3 (5 days, 37 hours)	Complet
Seminars (4 per week)	Individual Projects	Review
Orientation to Individual Projects (1974-75)	Seminars (1 or 2 per week) ending in February	Posttes
	V A C A T I O N	
January	February	March	April	May

Fig. 3. Mark Twain Teacher Internship Program Schedule, 1973-75

17

st Sequence (3 weeks)	Second Sequence (7 weeks)	Third Sequence (3 weeks)	Fourth Sequence (7 weeks)
ion to Mark Twain nd School-Based • Evaluation ion to Community s (1974-75)	Practice Teaching #1 (2 full days plus 3 half days, 26 hours per week) Seminars (3 per week)	Review and Evaluation Visits to Community Resources (1974-75) Seminars (4 per week)	Practice Teaching #2 (2 full days plus 3 half days, 26 hours per week) Seminars (3 per week) V A C A T I O N
September	October	November	December January

equence ks)	Sixth Sequence (16 weeks)	Seventh Sequence (3 weeks)
Evaluation 4 per week) n to Individual 1974-75)	Practice Teaching #3 (5 days, 37 hours) Individual Projects Seminars (1 or 2 per week) ending in February V A C A T I O N	Completion of Requirements Review and Evaluation Posttesting
	February │ March │ April │ May	June

g. 3. Mark Twain Teacher Internship Program Schedule, 1973-75

Events were monitored during the year, resulting in continual modification of schedules, instructional format, and requirements. Feedback slips turned in by participants at the end of each seminar session provided information on the content, pacing, and relevance of the session. More detailed feedback was elicited at the last seminar session and during three review and evaluation periods. This feedback was used in conferences between individual interns and the program director and for interaction sessions with interns and program management staff. Discrepancies between stated or desired objectives and actual practices were identified, with action recommended to reduce them. Throughout the year an intern representative was present at the weekly meetings of the Level 5 management staff. As an example of program modifications resulting from participant feedback, two-credit elective projects were instituted when it became evident that the great amount of effort involved and the lasting value of some of the projects was far in excess of what was initially anticipated. To establish a frame of reference for evaluating intern performance during practica, the interns (with the help of the program director) compiled a list of competency-related activities; this list has been adopted as an illustrative guide to the kinds of classroom behaviors that would indicate competencies. A program of orientation to community resources for teachers and visits to nearby facilities is being reemphasized as the result of strong expressions of the usefulness of these activities by former interns.

Progress was made on the development of teacher-made tests of competence. Some specific task was required, as a demonstration of either skill or knowledge, for most of the stated performance objectives. Discrimination of graded learning activities from assessment tasks was emphasized. Instruments developed during the 1972-73 year were evaluated (MCPS, 1974). Because the report was not completed prior to the 1973-74 program year, results of the formal evaluation could not be used fully in modifications; they are expected to have a greater influence on instrumentation used for 1974-75. Significant progress was made in the institution of measurement of some specific teaching behaviors under actual classroom conditions in practicum for validation of related performance objectives. The development of independent validation at the competency level of related instructor-made performance objective criteria did not progress as far as desired; it remains an evaluation goal to be implemented as feasible.

During the 1972-73 internship year, instruments were developed to test the validity of the program and its relevance to the performance of various roles in the teaching of adolescents with special needs. These include: 1) a critique of the instructional program by the interns (Appendix F), 2) a critique of the relevance of training and effectiveness of use of program competencies by graduates who have been employed for more than a year in Mark Twain Programs, and 3) a critique of the relevance of program competency objectives and graduates' on-the-job effectiveness by their supervisors (Appendix G). In addition, pre- and post-internship inventories provided indications of group shifts in values and attitudes toward adolescents, student behaviors, teaching, and self. These instruments were used in 1972-73 and, with some modifications, will be used again in 1974-75 as continuing documentation of program validity. They are described in Appendix H.

Assessment of progress toward meeting program goals has been directed, to date, by the Evaluation Plan of 1972-74; a revision of the plan will be completed in 1974-75 to address goal development. The design and implementation of program evaluation for 1972-73 was subjected to an independent audit; reports were distributed to the funding agency and to MCPS by the auditor. It was judged to be

"both comprehensive and internally consistent" and "representing a high water mark in the evaluation of a school-based staff training program." The following areas were noted as needing attention: increasing the usefulness of ongoing process information to staff; delineation of staff functions for assessing faculty performance; and implementation of the changes in program which are implied by evaluation. The audit concluded with the comment that "it qualifies along with a very few competency-based programs in the country as a rigorous and determined effort to both measure and improve a teacher training program." The entire audit report appears in Appendix A.

STAFF DEVELOPMENT

Inherent in the concept of the Mark Twain Programs is the conviction that student growth and progress hinges upon the skill, sensitivity, and flexibility of the faculty. Service to pupils is thus seen as inseparable from staff development. The ultimate goal of the Mark Twain Teacher Internship Program is to develop open, mutually supportive, resilient, effectively coping educators who can, through words and actions, truly sustain a "humanizing educational environment" both for themselves and their students.

The Staff Development Program began with a six-month institute for the staff of the Mark Twain School from July 1, 1971, to January 14, 1972. This institute provided a base from which Mark Twain is expanding its continuing education mission for educational personnel throughout the school system as well as for its own staff. Of the 38 participants in the 1971-72 institute, 37 became the staff who opened the Mark Twain School, 32 of whom were still employed in Mark Twain Programs in 1973-74. Seven of the eight 1972-73 interns are employed either in Mark Twain School or in School-Based Programs. Of the eight 1973-74 internship graduates, seven have accepted positions in Mark Twain Programs, three in Mark Twain School, and four as SRT's in school-based programs. The eighth graduate has accepted a position to teach first and second grade children with learning problems in a regular MCPS elementary school. Mark Twain Teacher Internship Program graduates are now employed across multilevels of the MCPS continuum of educational services. Also of note, of the 80 professional staff within Mark Twain School and School-Based Programs, almost 50 participated in internship program instruction.

Montgomery County Public Schools, through the State of Maryland, has approved the program for the awarding of in-service credits toward professional development, salary improvement, and additional certification in special education for originally certified teachers. In 1973-74, 15 in-service credits of instruction were offered to interns through seminar courses. Fourteen in-service credits were awarded for completion of practice teaching (900 hours) in both Mark Twain School and School-Based Programs. One- or two-credit individual projects and the one-credit human relations group brought the core competency-based curriculum to 32 in-service credits as shown on Table 4.

The seminar courses, each carrying three in-service credits, were opened as individual in-service courses during the fall semester to Mark Twain Programs faculty and, in the spring semester, to other interested MCPS staff. Total enrollment in the five basic seminar courses for in-service credit was 47 for Mark Twain Programs staff (not including interns) and 66 for other MCPS staff. For the 1974-75 program year, a series of workshops and minicourses is being developed to meet the needs and interests of a wide range of MCPS staff serving the children of the county.

TABLE 4

In-Service Courses and Credits for the
Mark Twain Teacher Internship Program

Competency Area	Instructional Component	Credits		
		1972-73	1973-74	1974-75
Psychoeducational Assessment and Programming.	Psychoeducational Assessment Seminar	3*	3*	3*
	Psychoeducational Assessment Project	1	1-2	1-2
Human Relations and Counseling	Individual and Group Counseling Seminar	3*	3*	3*
	Counseling Project	1	1-2	1-2
	Techniques in Human Relations	1*	1*	1*
Curriculum Development and Implementation	Curriculum Development and Implementation Seminar	4*	3*	3*
	Curriculum Project	1*	1-2	1-2
Behavior Management	Behavior Management Seminar	3*	3*	3*
	Behavior Management Project	1	1	1-2
	Adolescent Development Seminar	1*	—	—
Systems Analysis and Consultation	Systems Analysis and Consultation Seminar	3*	3*	3*
	Systems Analysis Project	1	1-2	1-2
Cross-Competency		(600 hrs)	(900 hrs)	(900 hrs)
	Practice Teaching	10*	14*	14*
	Issues in Special Education	1* - 3	1	1
	Analysis of Teaching Minicourse	1	1	—
	Adolescent Life Space Experience	1	1	1
Number of Credits required for graduation		30	32	32

Notes: 1. Required credits indicated by asterisks.
       2. Two elective credits required.
       3. Maximum credits attainable = 34.

Levels 1 through 6 of the MCPS continuum now employ teachers who have participated in the internship program or in some of its core courses. MCPS, by directing Mark Twain Programs to develop staff as well as students, has created a useful mechanism for self-renewal.

PROGRAM MANAGEMENT AND BUDGET

Administrative Structure

The Mark Twain Teacher Internship Program is sponsored by the Montgomery County public school system. Figure 4 shows the various administrative levels within the school system which either have formal responsibility for the Mark Twain School and its Teacher Internship Program or serve in an advisory capacity. The internship program is directed by the Mark Twain supervisor of staff development who reports to the principal of the Mark Twain School. The principal reports to the associate superintendent for administration of MCPS. The organizational structure within the program can be seen on Figure 5.

Management and Accountability

Day-to-day decision-making on internship program content and delivery is the responsibility of the program director and the Level 5 management group, the highest level of staff responsibility. (See Figure 2.) This group consists of the program director, coordinators of the five competency areas, coordinators of Mark Twain School and School-Based practica, and the coordinator for evaluation and research.

Program Budget.

The Mark Twain Teacher Internship Program has been sponsored by Montgomery County Public Schools and supported by federal and county funds. The two-year developmental program budget for FY 73 and FY 74 totals approximately $156,500. In addition, Montgomery County Public Schools paid between 50 and 60 per cent of the regular salaries of contracted staff (twelve of sixteen interns for those two years). The 1972 six-month Mark Twain Staff Development Institute had been funded by a federal grant for a budget of $47,083. As an innovative project, the Mark Twain Program had to be especially attentive to program development, evaluation, and to public relations aspects. Funds for instructional salaries for evaluation and for public relations (communications assistant) constituted 17 and 12 per cent, respectively, of the total budget. Table 5 presents the total program budget for the two-year federal grant period, July 1, 1972 to August 31, 1974.

As a result of having established a successful program during the two years of federal funding, the Mark Twain Teacher Internship Program is to be entirely supported by the school system. Montgomery County Public Schools will be able to maintain this new program in Mark Twain School on an additional budgeted cost of $14,180 for FY 75. This budget provides support for the in-service faculty, consultants, office and instructional supplies, and travel. Salaries for the supervisors of staff development (70 per cent time) and evaluation and research (10 per cent time), teacher specialist (50 per cent time), communications assistant (20 per cent time), secretary (50 per cent time) and part-time evaluation and research personnel of approximately $38,000 also will be paid by school system funds.
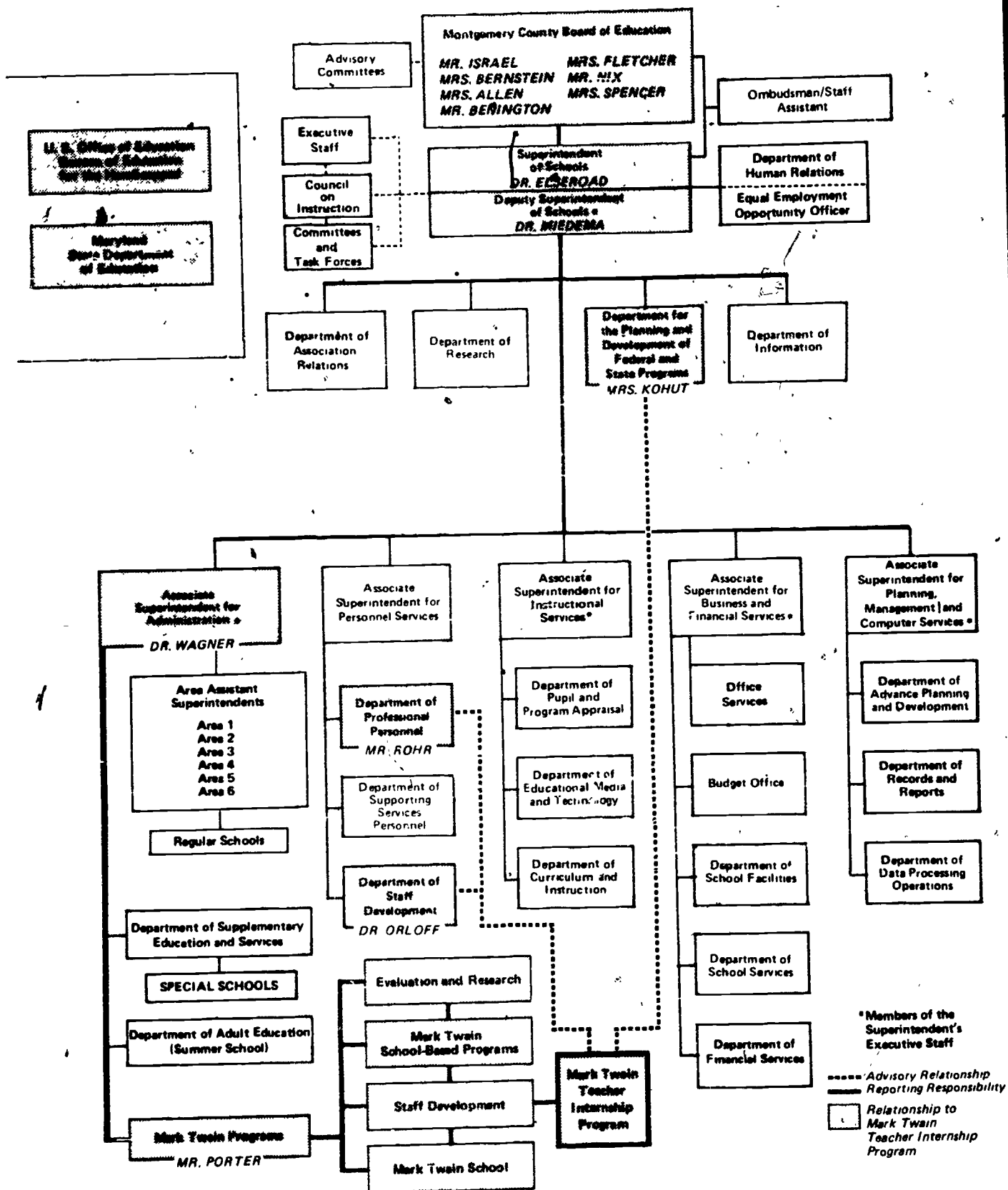
FIG. 4. ORGANIZATION OF MARK TWAIN TEACHER INTERNSHIP PROGRAM
WITHIN MCPS, STATE AND FEDERAL DEPARTMENTS

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                          │  Mark Twain     │
                          │  Programs       │
                          │ -MR. PORTER-    │
                          └─────────────────┘
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┌──────────────────┐   ┌──────────────────┐   ┌──────────────────────┐
│ Mark Twain School│   │ Staff Development│   │ School-Based Programs│
│ -MR. PORTER-   │   │ -Dr. FAGEN-   │   │ -MS. MELTZ-   │
└──────────────────┘   └──────────────────┘   └──────────────────────┘

I N T E R N S H I P   P R O G R A M   O R G A N I Z A T I O N

┌──────────────────┐   ┌─────────────────────────────┐
│ Program Director │   │ LEVEL 5: MANAGEMENT   │
│ -DR. FAGEN-   │   │   Program Director   │
└──────────────────┘   │   Competency Area   │
                              │   Coordinator (5)   │
                              │ Practicum Coordinator (2)   │
                              │ Evaluation Coordinator   │
                              └─────────────────────────────┘

LEVEL 4: SEMINAR COORDINATION

┌──────────────────┐ ┌────────────────────┐ ┌────────────────────┐ ┌────────────────────┐
│ Psychoed. Assessment│ Curriculum Development│ Human Relations   │ │ Behavior Manageme │
│ -MS. TARR-   │ │ -DR. McDONALD-   │ │ and Counseling   │ │ -MR. HILL-   │
                     │   │ │ -DR. FAGEN-   │
PRACTICUM COORDINATION

┌──────────────────┐ ┌────────────────┐
│ Mark Twain School│ │ School-Based   │
│ -MS. INMAN-   │ │ Programs   │   LEVEL 3: SEMINAR INSTRUCTION
                     │ -MS. COUNIHAN- │

                        ┌──────────┐   ┌──────────┐   ┌──────────┐   ┌──────────┐
                        │Instructor│   │Instructor│   │Instructor│   │Instructor│
LEVEL 2: PRACTICUM SUPERVISION │Lecturers│ │Lecturers│ │Lecturers│ │Lecturers│
                        └──────────┘   └──────────┘   └──────────┘   └──────────┘
┌──────────────────┐ ┌──────────────────┐
│ Staff   │ │ Staff   │
│ Mark Twain School│ │ School-Based Program│
└──────────────────┘ └──────────────────┘

LEVEL 1: COOPERATION, FACILITATION, RESOURCES — MARK TWAIN PROGRAMS STAFF

FIG. 5.   ORGANIZATION CHART OF THE MARK TWAIN INTERNSHIP PROGRAM, 1973-74

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                        ┌─────────────────┐
                        │   Mark Twain    │
                        │    Programs     │
                        │  -MR. PORTER-   │
                        └────────┬────────┘
                                 │
     ┌───────────────────────────┼─────────────────────────────┐
┌─────────────────┐      ┌──────────────────┐         ┌──────────────────────┐
│ Staff Development│      │School-Based Programs│       │Evaluation and Research│
│   -Dr. FAGEN-   │      │   -MS. MELTZ-    │         │   -DR. CHECKON-      │
└─────────────────┘      └──────────────────┘         └──────────────────────┘
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- - - I N T E R N S H I P   P R O G R A M   O R G A N I Z A T I O N - - -

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┌──────────────────┐                                    ┌──────────────────┐
│ Program Director │                                    │ Program Evaluator│
│   -DR. FAGEN-    │                                    │  -DR. CHECKON-   │
└──────────────────┘                                    └──────────────────┘
            ┌────────────────────────────┐              ┌──────────────────┐
            │ LEVEL 5:  MANAGEMENT        │              │Evaluation Coordinator│
            │                             │              │  -DR. PROCTOR-   │
            │   Program Director          │              └──────────────────┘
            │   Competency Area           │
            │   Coordinator (5)           │
            │ Practicum Coordinator (2)   │
            │   Evaluation Coordinator    │
            └────────────────────────────┘
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EL 4: SEMINAR COORDINATION

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┌──────────────────┐ ┌──────────────────────┐ ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│Psychoed. Assessment│ │Curriculum Development│ │ Human Relations  │ │Behavior Management│ │ School Analysis │
│   -MS. TARR-     │ │   -DR. McDONALD-     │ │ and Counseling   │ │   -MR. HILL-     │ │   -MS. MELTZ-   │
│                  │ │                      │ │   -DR. FAGEN-    │ │                  │ │                  │
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NATION

:hool-Based
Programs'
COUNIHAN-

LEVEL 3: SEMINAR INSTRUCTION

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┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│  Instructor  │  │  Instructor  │  │  Instructor  │  │  Instructor  │  │  Instructor  │
│  Lecturers   │  │  Lecturers   │  │  Lecturers   │  │  Lecturers   │  │  Lecturers   │
└──────────────┘  └──────────────┘  └──────────────┘  └──────────────┘  └──────────────┘
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VISION

Staff
l-Based Program

LEVEL 1: COOPERATION, FACILITATION, RESOURCES — MARK TWAIN PROGRAMS STAFF

5.   ORGANIZATION CHART OF THE MARK TWAIN INTERNSHIP PROGRAM, 1973-74

TABLE 5

Mark Twain Teacher Internship Program Budget, FY73 and FY74

Category	Local Funding	Federal Funding	Total
Instructional Salaries	35,092	81.388	116,480
Supervisor of Staff Development (70% time)	26,994	-	
Supervisor of Evaluation and Research (20% time)	8,098	-	
Teacher Specialist		13,014	
Communications-Assistant		18,671	
Secretary		9,052	
Professional Part Time			
Evaluation and Research		18,216	
Staff Development		5,246	
Instruction		17,026	
Support Service, Part Time		163	
Other Instructional		27,855	27,855
Consultants		9,000	
Supplies and Materials		6,065	
General		4,500	
Staff Development and Travel			
Out-of-state Travel		4,300	
Local Travel		1,000	
Tuition		1,100	
Furniture and Equipment		1,890	
Fixed Charges: Fringe Benefits	4,562	7,635	12,197
Total	39,654	116,878	156,532

III. EVIDENCE OF ATTAINMENT OF OBJECTIVES

This section will review and evaluate the evidence of attainment of the six program objectives designed to meet the primary program goal, the establishment of Mark Twain School as a specialized staff development center for the preparation and continuing development of personnel to work in educational programs serving preadolescents and adolescents with special needs. The six program objectives are:

Objective 1. To identify and establish a teacher-education faculty for the Mark Twain teacher-development center

Objective 2. To develop processes and procedures for recruitment and selection of teacher interns

Objective 3. To develop a competency-based teacher-development curriculum

Objective 4. To implement the learning experiences and activities that will ensure participant attainment of competency in five specific areas

Objective 5. To develop a functional system and methodology for evaluating knowledge, attitudes, and skills for five specific teacher competency areas

Objective 6. To increase the number of trained personnel serving emotionally handicapped children

These objectives were developed in planning the Internship Program based on the experience of the Mark Twain Staff Development Institute and, with the development of corollary evaluation objectives, serve as the basis for evaluation of the Mark Twain Teacher Internship Program.

OBJECTIVE 1

Program Objective. To identify and establish a teacher-education faculty for the Mark Twain teacher-development center

Evaluation Objective. To assess faculty qualifications to determine if they are sufficient for performing functions and duties

Evidence of Attainment of Objective 1

A. Professional Preparation and Previous Experience of the Mark Twain Teacher Internship Staff

Responsibility for the Mark Twain Teacher Internship Program is a continuum with major involvement and accountability for both planning and instruction at Levels 5 and 6. (See Figure 2.) The professional preparation and previous experience of staff at these levels is given in Appendix B. Of the eleven staff members at these levels, eight have advanced degrees, four at the master's, and four at the doctoral level. Eight, including all learning area coordinators, are involved in supervisory or instructional aspects of the Mark Twain School or the Mark Twain School-Based Programs. Three are experienced in university teacher education programs.

B. Periodic Intern Feedback

Throughout the year interns commented regularly on the events of the week in seminars and in practicum settings. Feedback forms requested specific indications of activities, the content and pacing of instruction, and suggestions for improvement of various aspects of the program. Completed forms were circulated to seminar and practicum coordinators, as appropriate, and used as formative evaluation of program and instruction. Feedback on faculty performance also resulted from "Rap" sessions held during each of the three Review and Evaluation periods when interns and Level 5 staff met for two-to-four-hour discussions to exchange opinions on program content and processes and how to improve them.

As the result of feedback from 1973-74 interns, the faculty has established continuous evaluation and feedback of intern performance as a priority improvement objective for 1974-75. Also, biweekly meetings of the supervisor of school-based programs and interns have been instituted during the 16-week school-based practicum. Feedback concerning practicum supervision and coordination resulted in (a) clarification of the practicum coordinator's role as facilitating rather than evaluative (except for special instances when the coordinator must assume supervisory responsibilities for an intern) and (b) increased emphasis on intern evaluation by practicum supervisors based on performance contracts with interns.

C. Summative Ratings of Faculty Fffectiveness by Interns

Procedures developed during the 1972-73 internship period for participants to assess faculty performance were implemented at the conclusion of 1973-74 seminar instruction. Interns and MCPS in-service course participants responded anonymously to a questionnaire designed to elicit their opinions about several aspects of the program. Questions 1-12, 18, and 21-b refer specifically to instruction. Since the information was to be used for program revision and improvement, answers were requested separately for each competency seminar area. In general, interns responded favorably to questions about faculty performance. As with the previous year's participants, greatest satisfaction was expressed in response to items on instructor availability, helpfulness, and preparation. Ratings of the 1973-74 interns and of the MCPS spring in-service course partic'pants tended to run from one-half to one point higher on the 5-point scale than those of the 1972-73 group. The average rating of the teaching skill of instructors (Q. 18) was 4.3 as compared to 3.4 for the previous year; the average rating on the effectiveness of instruction (Q. 21-b) was 4.2 as compared to 3.5 for the previous year. Average ratings by MCPS spring in-service course participants was 4.3 for each of these same questions. A summary of ratings can be found in Appendix F.

D. Summative Ratings of Faculty Effectiveness by Graduates

In June, 1974, Mark Twain Programs staff who had been participants in the 1972-73 teacher internship program were asked to respond to a questionnaire designed to elicit their opinions of the effectiveness of their training. After performing for a year in the roles for which they were trained, graduates rated, among other aspects of the program, the skill and helpfulness of instructors, the effectiveness of seminar instruction and the effectiveness of practicum supervision (Q. B-2 and Q. B-4c). Ratings for skill of instructors and, the effectiveness of seminar instruction averaged 3.7 and 4.0 on a scale of 1 to 5, an increase over the average ratings of 3.4 and 3.5 made by the same teachers at the conclusion of their training in June, 1973. Rating of practicum supervision by graduates of the 1972-73 program was 3.6; no ratings were obtained by the 1973-74 graduates on this question. Summarized ratings are shown in Appendix G in the form in which they were presented to the graduates for discussion at a reunion held in July, 1974.

E. Judgment of Experts

A panel of independent experts commented on faculty performance in the course of reviewing curriculum content and delivery. The staff was commended for its

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enthusiasm, dedication, and initiative in establishing and attempting to maintain an innovative project. Analysis of the management and instructional processes led the panel to recommend the 1) use of a greater variety of instructional modes, including self-pacing and self-instruction by interns and greater use of technological resources; 2) better utilization of the skills of seminar leaders; and 3) greater provision for staff assessment, improvement, and self-renewal. See Appendix D for the panel's report.

Discussion and Recommendations

Formative assessment of faculty performance by means of periodic feedback from participants while in program was highly favorable and led to constructive changes in program schedules, activities, and role functions. Summative assessment from participants at the conclusion of training and from graduates who had been on the job for a year was favorable. The 1973-74 interns rated faculty effectiveness higher than did the 1972-73 interns. The 1972-73 graduates rated faculty effectiveness higher after one year on the job than they did at the conclusion of training.

The program management staff recognized the diffi-ulty of determining specific criteria for faculty role qualifications with the resources currently available. Both the independent evaluation audit (Appendix A) and the curriculum review panel report (Appendix D) acknowledged the lack of rigorous specification and evaluation of faculty qualifications. A number of recommendations made by these independent reviewers already had been addressed by the planning and management staff and scheduled as goals for 1974-75. Most prominently, these relate to 1) delineation of job functions to guide assessment of faculty qualifications and role function and 2) relief of primary instructional staff from work overloads.

In order to accelerate progress toward attainment of Objective 1, the following recommendations are made:

Delineation of categories of staff qualifications and job-related competencies, e.g., effectiveness of presentation; success in the field; adequacy of training; personal characteristics; knowledge and use of appropriate and necessary theory, strategies, techniques, and materials; commitment to teacher training.

Establishment of criteria to assess the match of faculty and function based on the above.

Increasing opportunities for trainees to become trainers.

OBJECTIVE 2

Program Objective. To develop processes and procedures for recruitment and selection of teacher interns

Evaluation Objective. To assess the effectiveness and feasibility of the recruitment and selection processes

Evidence of Attainment of Objective 2

A. <u>Feasibility and Effectiveness of Recruitment</u>

Recruitment for the 1973-74 internship began in February, 1973. In addition to periodic announcements of the program in the <u>Superintendent's Bulletin</u>, a weekly publication going to all MCPS employees, presentations were made to nine selected MCPS groups. Three orientation sessions were held at Mark Twain School to publicize the program and to invite applicants. Recruitment efforts for 1973-74 elicited 25 applicants, 9 of whom withdrew their applications, one after Phase II selection.

Recruitment efforts for 1974-75 began in February, 1974. In keeping with the recommendations of the evaluation of the previous year, a more intensive campaign was mounted to reach all possible prospects. Announcements were placed in the MCPS <u>Superintendent's Bulletin</u>. Current interns participated in presentations to selected MCPS groups and in orientation sessions at Mark Twain School. School-Based Mark Twain Programs staff were enlisted in publicizing the program at their schools. Every Montgomery County public school principal was sent information on the internship program with a letter requesting his cooperation in informing his teachers about the program. Twenty-five applicants resulted from the recruitment efforts for 1974-75. Of these, two withdrew their applications before decision by the selection committee and three after selection. Table 6 shows final disposition of applicants for Mark Twain Teacher Internships.

B. <u>Feasibility and Effectiveness of Selection</u>

The selection process for interns required completion and review of personnel data, applications, and references, as well as group and individual interviews. Of the 25 applicants for the 1973-74 internship, 8 were accepted, 7 were not recommended, and 1 was recommended for reapplication the following year. Of 25 applicants for 1974-75, 10 were recommended and accepted, 1 was recommended but not approved by MCPS Department of Personnel, and 9 were not recommended. Five withdrew their applications, 3 after Phase II acceptance.

Discussion and Recommendations

The recruitment procedure for 1972-73 had proved less effective than desired, resulting in only 21 applicants, 6 of whom withdrew their applications prior to decision by the selection committee and one after selection. Earlier and more extensive recruitment efforts for 1973-74 resulted in 25 applicants, 9 of whom withdrew; one after Phase II selection. This high rate of withdrawal of applicants suggested some lack of clarity of information provided in recruitment efforts, particularly since the reasons stated for withdrawal were primarily financial and degree-related.

The intensive information dissemination program conducted for 1974-75 recruitment resulted in 25 applicants, only 2 of whom withdrew prior to selection decision and 3 after selection. The reduction in withdrawals is seen as evidence that recruitment efforts reached more viable candidates and provided them with the information needed for realistic decisions concerning their candidacy.

TABLE 6

Final Disposition of Applicants for
Mark Twain Teacher Internships

Disposition	1972-73		1973-74		1974-75	
	MCPS	Non-MCPS	MCPS	Non-MCPS	MCPS	Non-MCPS
Recommended and Accepted	6	2	6	2	8	2
Recommended but not Accepted[1]	-	-	-	-	1	-
Not Recommended	3	2	4	3	6	3
Withdrew After Selection[2]	1	-	-	1	2	1
Withdrew Before Selection[3]	4	2	7	1	2	-
Recommended for Reapplication Next Year[4]	1	-	-	1	-	-
Total	15	6	17	8	19	6

1. Request for assignment to academic leave was not approved by Department of Professional Personnel because applicant was needed to perform duties as assistant principal
2. Most frequent reasons given: commitment to present position; leaving area as result of spouse's reassignment
3. Most frequent reasons given: financial; no M.A. degree
4. Insufficient teaching experience

The enrollment of 10 applicants as interns for 1974-75 meets the requirement of the preliminary evaluation plan for evidence of successful recruitment and selection. As recommended in the report for the previous year, selection standards were maintained and complete procedures followed. The selection process, while lengthy and time-consuming, does indicate a high degree of commitment on the part of both applicants and staff. Although there is no way of knowing how well those who were not recommended for internship would have performed, it is apparent that those selected each year have successfully completed an intensive and demanding program.

If current explorations into authorization for awarding of the M.A. degree upon successful completion of the program prove fruitful, the feasibility of recruiting candidates who meet high selection standards should be even greater. Present evidence, nevertheless, indicates that the objective of feasible and effective recruitment and selection of interns for the Mark Twain Teacher Internship Program is being met.

OBJECTIVE 3

Program Objective. To develop a competency-based teacher development curriculum.

Evaluation Objective. To assess the adequacy of the multicompetency teacher education curriculum for its comprehensiveness and internal consistency.

Evidence of Attainment of Objective 3

A. **Judgment by Program Staff**

Competency area coordinators continuously reviewed and revised the curriculum through weekly group planning sessions. Learning outcomes based on priorities generally recommended in the literature for teachers of special students were specified for five learning areas in terms of 15 competency statements. Each competency is defined by statements of performance objectives, and these statements are further defined by statements of behavioral objectives. (See Appendix C.) Documentation of the curriculum has been obtained through session-by-session descriptions which include topic, instructor(s), learning activities, resource materials, evaluation criteria, related performance objectives, and behavioral objectives.

The primary curriculum goal of the program staff during 1973-74 was continued progress toward the competency-based model. The match of training objectives to competency statements was again reviewed. Steps were taken to modularize seminar content to facilitate instruction for a specific competency or group of competencies. Cyclical feedback from practicum supervisors and participants and surveys of graduates and their supervisors were solicited and used as appropriate in revision of course content and delivery.

B. **Judgment of Participants**

In addition to cyclical feedback from seminar participants on the content and delivery of each session, intern self-evaluation of curriculum competencies and completion of a form eliciting individual reflections on their experiences were measures assessing the adequacy of the curriculum. Median ratings of intern pre-post training self-evaluations increased significantly from 2.5 to 4.5 points (on a 7-point scale) for all items. Average increases were equally great across all learning areas. Individual reflections were requested from interns in August, November, February, and June of the 1973-74 program year. Opinions about progress toward personal goals and expectations as well as general thoughts and feelings on the strengths and weaknesses of the program were sought. Comment was favorable, with support from staff and other interns and experiences with children being mentioned most often as program strengths. Slow feedback on task evaluations was cited most frequently as a weakness. Increased feelings of professional competence, greater self-confidence, and heightened self-awareness were consistently mentioned. Typical of many summary remarks are the following: "I have learned about my strengths and weaknesses and how to put my strengths to work for me." "I now feel I can deal with adolescents successfully because of my training and practicum experience." "There is more 'caring' here than anywhere else I know of ... I feel trusting and trusted."

At the conclusion of courses, seminar participants responded to a questionnaire about the instructional program. Evidence related to instruction and effectiveness of instructors were presented above with Objective 2. Interns rated scope of seminars and amount of material covered (Item 13), difficulty of material (Item 15), emphasis placed on theoretical considerations (Item 17a), and on practical aspects (Item 17b). Mean ratings across learning areas were 3.3, 2.9, 3.3, and 2.9, respectively, on a scale of 1 (not enough) through 3

(about right) to 5 (too much). Mean ratings across learning areas on the usefulness of skills taught (Item 20) and overall value of seminars (Item 21a) were 4.2 and 4.3 respectively on a scale of 1 (poor) to 5 (excellent), a considerable increase over the ratings of 3.5 and 3.4 of the previous year. Comparison of the ratings made on these items by participants in the fall schedule of seminars limited to interns and Mark Twain Programs staff with those made in the spring by a general enrollment of MCPS staff shows almost identical mean ratings across learning areas. However, interns and Mark Twain Programs staff rated somewhat higher than MCP6 staff on the Systems Analysis course, somewhat lower on the Curriculum Development course. Appendix F shows mean responses by competency learning area for all groups, and also, some frequently cited most and least effective learning experiences in 1973-74.

C. Judgment of Graduates and Their Supervisors

Responses to a questionnaire by 1972-73 graduates after performing on the job for a year were tabulated and compared to their ratings of the program at the conclusion of training. While ratings of all aspects of the program w .e moderately favorable (3.0 to 3.6) in June, 1973, they were markedly higher (3.6 to 4.1) in June, 1974. Former interns were asked to rate the relevance of the 15 competencies which are the learning goals of the program, and also, their effectiveness in role performance. Their principals or supervisors were asked to make the same ratings. Interns' self-evaluations were almost identical to the evaluations of them by their supervisors on each item. Both groups rated all competencies as highly relevant, with the principals noting somewhat higher ratings on relevance for assessment and programming competencies, somewhat lower ratings for interpersonal and facilitating competencies, than the graduates. These results can be seen in Appendix G.

D. Judgment by Experts in the Field

The Maryland State Department of Education examined the curriculum of the 1971-72 Mark Twain Staff Development Institute and the Mark Twain Teacher Internship Program. Both programs were accepted as leading to endorsement of the participants' Maryland professional certificate in the area of special education. Participants also earned at least 30 in-service credits for successful completion of the training program. The five basic learning area courses--Psychological Assessment and Programming, Human Relations and Counseling, Curriculum Development and Implementation, Behavior Management, and Systems Analysis and Consultation--were submitted to the MCPS Division of Career Programs for accreditation as individual in-service courses. Approval was granted in 1973 for awarding MCPS personnel with three credits for each completed seminar course.

A summative evaluation of the competency-based teacher development curriculum was accomplished during a two-day on-site visit of an independent panel of experts on general, special, and teacher education. The panel's report can be seen in Appendix D. Congratulating the program planning and instructional staff for successfully implementing a valid competency-based teacher education program, the panel noted the following: the internship has a "real world approach focusing upon a specific job description and ... role," and "the competency-based aspect of the program is timely; the attempt to develop a competency-based component dealing with the affective domain is a forerunner in educational practice."

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The experts addressed comments and suggestions to specific areas:

1. **Competency Specification.** The five learning areas were found to represent the necessary components for training personnel to work with adolescents having special needs. Some areas (Psychoeducational Assessment and Curriculum Development) could be strengthened by greater depth and intensity. Certain topic areas should be added (e.g., prevocational curriculum) or expanded (e.g., group counseling). The panel recommended the 1) elimination of overlap in statements of competencies, 2) institution of a system of "expert" advisors to consult with learning area coordinators on the further delineation of competency statements, 3) consideration of objectives which are met specifically in practicum, and 4) clearer communication of the competencies to be gained to the interns prior to instruction.

2. **Instruction.** Findings of the panel relative to faculty performance were discussed with Objective 1. Panel recommendations for improving the instructional process included 1) study of the process by the faculty as a group to find ways to use the technical resources of Mark Twain School, to reorder content into more manageable units, and to integrate seminar and practicum experiences; 2) self-pacing of both seminar and practicum activities as soon as procedures can be formulated; and 3) rotation of interns through a greater variety of practicum settings for experience with different models.

3. **Competency Assessment.** Assessment of competencies was found to be related to stated learning objectives and in most cases precisely delineated. The panel recommended 1) greater use of the natural setting, 2) greater consistency among those responsible for determining when competency is attained, 3) more immediate feedback on individual performances, and 4) a deliberate effort to match competencies to be attained with a particular practicum site.

4. **Human Relations.** The strong emphasis in the program on human relations was found to be evident in the warmth and concern of people for each other. However, the panel did see some resentment by interns of certain aspects of the program. It was recommended that self-pacing, self-instruction, and inclusion of interns as "trusted" and "worthy" participants in a "team effort" would be highly desirable.

5. **Program Management.** As was noted under Objective 1, management of the program was seen to be well defined except for "the provision for staff assessment and improvement and some time for self-renewal." The panel recommended 1) use of a resource center retrieval of materials system; 2) elimination of duplication of objectives and finding of more efficient training strategies; 3) analysis of the practicum experience to clarify process and verification and evaluation of competencies; 4) inclusion of a component to develop competencies for training other teachers; and 5) establishment of a cooperative working relationship with a local college or university for new ideas, continuous consultation, and perhaps, a master's degree. Finally, it was recommended that the program attempt to move from an experimental, minimally funded, pilot project to one with adequate

funding, resources, and personnel. Greater public dissemination through articles, conference appearances, etc., of the program's "many outstanding features" was strongly encouraged.

Discussion and Recommendations

Development of the competency-based curriculum was a major goal of the 1973-74 internship year, and evidence presented above supports progress made toward attainment of that goal. A number of modifications in content and delivery resulted from suggestions of staff, participants, graduates, consumers, and outside advisors. These ranged over the entire training spectrum from learning objectives statements to consideration of changes in assessment procedures. Among specific actions taken were 1) use of a practicum activities reference list to guide practicum evaluation, 2) institution of two-credit elective projects, 3) reinstatement of visits to other special education facilities and helping agencies, 4) modification of procedures for practicum placement and orientation of supervisors, 5) some revisions of learning area descriptions and conte. . 6) weekly group meetings with the supervisor of school-based programs for i.   ns doing a 16-week school-based practicum, and 7) institution of a faculty advisor system on request of an intern. Techniques of identifying needs for change through periodic feedback have proved adequate and have led to implementation of the changes.

The curriculum review by a panel of experts constituted a major assessment of attainment of the program curriculum objective and its corollary evaluation objective. The findings and recommendations of the panel were cogent and succinct and will provide useful guidance in advancing the model. Nevertheless, they must be considered in light of the limitations common to short-term site visits: 1) it is impossible to completely inform even so diligent a group of the numerous and complex facets of a program; 2) some misleading impressions arising from the biases of individuals or the limitations of time, understanding, and energy are inevitable; and 3) judgments may be made on past performance and neglect modifications already in process.

A number of the panel's recommendations were recognized by the staff and are being implemented: 1) previous participants (10 a year) are being trained as trainers to co-teach seminars, relieve primary instructional staff, and take in-service courses and workshops into county schools; 2) course modules in group counseling and teaching of reading are under development; 3) institution of a continuing outside advisory panel is being explored; and 4) negotiations are in progress with area universities and the Maryland State Department of Education to obtain a Master's degree for successful completion of the program. Additional panel recommendations must be considered as longer-range goals, given the realities of funding and personnel. These include 1) packaging of materials to utilize the technological resources of Mark Twain School and allow self-pacing of instruction; 2) establishing of criteria and procedures for complete competency assessment in the classroom; 3) acquisition of sufficient funds to provide for additional personnel and equipment needed to implement fully program goals. Still other recommendations, such as complete individualization and self-pacing of program, might alter the character of the program to an extent unacceptable to program staff.

To improve curriculum content and delivery and implement the review panel's suggestions as feasible, it is recommended that:

Procedures and modifications as noted above be continued.

Some topic areas not now covered, such as teaching of basic skills and prevocational curriculum, be added.

Redefinition and clarification of competency learning objectives for greater specificity and reduction of overlap be continued.

Provision be made for continuing program vitality by reactivating Level 4 and encouraging planning and management input from additional Mark Twain staff, consumers, and the community.

Sources of additional funding for materials development and dissemination be explored.

OBJECTIVE 4

Program Objective. To implement the learning experiences and activities that will ensure participant attainment of competency in 1) Psychoeducational Assessment and Programming, 2) Human Relations and Counseling, 3) Curriculum Development and Implementation, 4) Behavior Management, and 5) Systems Analysis and Consultation.

Evaluation Objective. To assess each participant completing the training program for his competency in each of the above five areas.

Evidence of Attainment of Objective 4

Learning sequences were presented for all five competency learning areas during a 41-week training schedule of 75 three-hour seminar sessions, 30 weeks of practice teaching, a human relations group, and a variety of individual projects. To accomplish the evaluation objective, three distinct but interdependent activities were conducted.

A. Assessment at the Competency Level

Intern assessment culminated in a final summary evaluation which indicated performance as Highly Effective, Effective, or Needs Strengthening for each of the 15 competencies. All interns in the 1973-74 Mark Twain Teacher Internship Program completed the internship successfully, with final summary evaluations of effective or better in all competencies, even though some specific task performances were scored as weak and some data were missing because of absence or task incompletion. Table 7 shows the number of interns in each evaluation category by competency for the 1972-73 and 1973-74 program years.

The final summary evaluation of interns was determined by a weighted integration of ratings from seminars and practica. Each competency area coordinator, using results obtained from both criterion-referenced and subjectively evaluated performance tasks, established a formula for rating each intern on a 7-point scale for all of the competencies which it was felt the interns had the opportunity to demonstrate in the field setting. In 1973-74, the

performance ratings for the 16-week practicum (occurring after seminar instruction ended) were used as the summative practicum rating and combined with the seminar performance ratings in a ratio of two practicum to one seminar for the final summary evaluation. The earlier 7-week practicum assessments were considered formative and were used for counseling and for indications of needed modifications in the individual's program. In a few instances either an N (no opinion or opportunity to demonstrate the competency) appeared for the 16-week placement or there was reason to believe it was not the best assessment of the intern's performance. In those cases, the ratings of the two 7-week placements were averaged for the final practicum rating.

TABLE 7

Frequency Distribution of Final Summary Evaluation of Interns by
Competency for the 1972-73 and 1973-74 Program Years

Competency[a]	1972-73			1973-74		
	Needs Strength	Effective	Highly Effective	Needs Strength	Effective	Highly Effective
1.1 Completion of a Psychoeducational Profile	0	6	2	0	1	7
1.2 Use of Assessment Information for Programming	0	6	2	0	0	8
2.1 Effective Comprehension and Communication	0	2	6	0	0	8
2.2 Effective Interaction	0	2	6	0	2	6
2.3 Facilitating Humanistic Education in Groups	0	5	3	0	0	8
3.1 Development of Instructional System	0	3	5	0	1	7
3.2 Development of Appropriate Curriculum	0	2	6	0	0	8
3.3 Implementation of Learning Activities	0	3	5	0	0	8
3.4 Selection of Appropriate Materials	0	2	6	0	0	8
4.1 Reinforcement of Behavior Values	0	4	4	0	0	8
4.2 Teaching Coping with Frustration	0	3	5	0	1	7
4.3 Use of Intervention Techniques	0	4	4	0	1	7
5.1 Communication of Concepts of System	0	2	6	0	3	5
5.2 Use of Organizational Processes	0	3	5	0	2	6
5.3 Use of Consultation Process	0	3	5	0	2	6

a See Appendix E for complete Statement of Competencies.

B. Assessment by Performance Objective

The assessment of intern performance at the competency statement level constituted a summative evaluation. Each competency, however, is further defined by a set of performance and behavioral objective statements. Assessment of intern performance at that level was formative relative to competency attainment. The procedures and techniques for evaluation of intern progress toward competency (formative evaluation) were dictated by the statements of those defining objectives. Since both program and evaluation efforts are still in a developmental stage, intern progress toward competency was assessed only in relation to those performance objectives for which methodology has been developed. For some competency learning areas, primary instructors felt it

more appropriate to their evaluation needs to assess on the basis of task assignments which integrated a number of performance objectives. Interns were permitted to recycle tasks as often as necessary until an adequate level of performance was reached. In some few instances, by arrangement with the instructor, less than adequate scores were allowed to stand when they did not reduce overall ratings below an effective level. However, no final evaluation of a competency as Highly Effective could be reached without completion of all tasks related to that competency at an adequate or better level. Judgment of the validity and reliability of the instruments and procedures used is presented with Objective 5. Assessment results at the performance objective or task assignment level by competency area follow:

1. Psychoeducational Assessment and Programming

The learning area was defined by six performance objectives, each of which was evaluated within the framework of a comprehensive examination that closely simulated role performance. Specific questions yielded 12 scores indicating effectiveness of performance (strong, adequate, or weak). Appendix I shows the number of interns scoring in each evaluation category on each exam section with performance objectives that can be associated with each question. All scores were adequate or better. Instruments are described in Appendix H.

2. Human Relations and Counseling

Assessment of intern competency led to 10 performance ratings related to 7 of the 8 performance objectives. Appendix I shows the distribution of performance ratings. Techniques are described in Appendix H. Although some individual tasks originally received a rating of less than adequate, multiple opportunities were given to meet criteria. All interns averaged effective or better for each competency.

3. Curriculum Development and Implementation

Ratings on 10 of the 12 performance objectives represent the evidence collected for demonstration of competency. Appendix I shows the distribution of scores. Tasks are described in Appendix H. After recycling, no individual task scores were rated as less than adequate; and all interns achieved effectiveness on the competency level.

4. Behavior Management

Assessment of intern competency resulted in 11 performance ratings. These ratings indicated the degree of competency of interns related to 7 of the 7 performance objectives. Distributions of scores by related performance objectives and assessment techniques are shown in Appendix I. Techniques are described in Appendix H. Recycling brought all ratings to adequate or better levels of performance. All interns rated effective or better in all competencies.

5. Systems Analysis and Consultation

   Assessment of intern competency resulted in 5 ratings on task assign-
   ments related to 5 of 8 performance objectives. Appendix I shows the
   distribution of scores. Three task performance scores were recorded
   as less than adequate, but effectiveness was achieved at the compe-
   tency level by all interns. Techniques are described in Appendix H.

In addition to more formalized assessment techniques described in Appendix H,
each seminar instructor utilized informal observation of intern progress in
graded and ungraded learning activities. In most instances, these informal
techniques covered those performance objectives not assessed formally.

C. Assessment of the Impact of the Program on Attitudes and Values

A battery of tests was administered as a measurement of the impact of the
training program on attitudes and values. A brief description of each instru-
ment and a summary of median scores are shown in Appendices H and J, respec-
tively. The Wilcoxen Matched-Pairs Signed-Ranks Test was used to test pre-
and posttraining score differences for statistical significance (Siegel, 1956).
This nonparametric test utilizes information about both the magnitude and the
direction of differences between pairs.

Based on previous findings, e.g., Fagen and Long, 1971; MCPS Report on Institute,
1972, the following hypotheses were generated:

1. Positive shifts on the Specialized Proficiencies for Working with Excep-
   tional Children in "confidence" for "Knowing the Child," "Curriculum
   Materials and Methods," "Counseling and Behavior Management," and "Parent
   and Public Relations" and on both "confidence" and "importance" for
   "Testing and Psychoeducational Assessment," "Teacher as a Professional
   Team worker," and "Teacher as a Worker," indicating increased confidence
   in their abilities and acknowledgement of the importance of these
   competencies

2. Shifts on the Teacher Practices Questionnaire in group role perception,
   with decreases in "disciplinarian" and "referrer" functions and increases
   in "counselor" and "motivator" functions

3. A positive shift on the "Inner Directed" scale of the Personal Orientation
   Inventory, indicating movement toward more of the characteristics of a
   self-actualizing individual

4. Shifts on the FIRO-B toward more balanced and flexible interpersonal
   behavior

5. A positive shift on the Minnesota Teacher Attitude Inventory, suggesting
   increased ability to interact effectively and promote mutual problem
   solving

6. Positive shifts on the Profile of Organizational Characteristics in
   ratings of organizational characteristics, indicating increased preference
   for a democratic school organization

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7. Shifts on the <u>Problem Behavior Analysis</u>, indicating a) anticipation of less frequent "Oppositional Behavior" and more frequent "Failure to Follow Through" and b) being less disturbed by "Overt Aggressive Behavior"

8. Positive shifts on the <u>Self-Evaluation of Competencies</u> indicating increased confidence in their abilities

The <u>Specialized Proficiencies for Working with Exceptional Children Questionnaire</u> (SPQ) was administered to document the impact of the training program on participants' (1) confidence in their abilities in specialized competencies and (2) acknowledgment of the importance of these competencies. This list of teacher competencies was developed as part of a study, <u>Teachers of Children who are Socially and Emotionally Maladjusted</u>, conducted by the Office of Education (Mackie, et al.). Some modification of items and format was made. Table 8 shows the relationship between the seven sections of the test and the five program learning areas along with the results of the statistical testing.

The changes in scores from pre- to postinternship were tested using the Wilcoxen Matched-Pairs Signed-Ranks test. Increases in confidence on six of seven sections were statistically significant, indicating positive changes in trainees' confidence in their competencies in those areas. In contrast to the 1972-73 interns, there was no significant shift in confidence in "Teacher as a Person," but median pretest scores were well above the midpoint of the scale. A statistically significant shift in confidence related to "Parent and Public Relations" was observed. None of the statistical tests performed was statistically significant relative to changes in the importance trainees placed on the competencies. However, as in 1972-73, median pretest scores for importance attributed to the competencies were high.

Changes in "frequency" scores on the <u>Problem Behavior Analysis</u> were statistically significant for all manifestations, indicating anticipation of less frequency in all but "Deviations in Social Development." These results were as hypothesized except for "Failure to Follow Through." No statistically significant changes were observed in ratings of reaction, though changes were in the direction hypothesized.

Using the Wilcoxen Test, none of the five additional standardized instruments showed a statistically significant difference in scores from pre- to posttraining except in isolated subscales. However, many scores were well above average on both pre- and posttest; and most observed changes were in the predicted direction. For example, the median scores for the <u>Personal Orientation Inventory, Inner Directed</u> (the major test scale) were converted to standard scores (mean = 50, standard deviation = 10) using adult norms, yielding 62 on the pretest and 68 on the posttest (as compared to 56 and 57 for the previous year). Similarly, <u>Minnesota Teacher Attitude Inventory</u> median scores placed the interns at about the 90th percentile in both the pre- and posttest (compared to the 76th and 80th for 1972-73), relative to secondary academic teachers with five years experience. On the <u>Teacher Practices Questionnaire</u>, scores changed in the predicted direction for the roles of "Referrer," "Motivator," and "Counselor" but not to a significant degree. These results are in substantial agreement with those observed in 1972-73.

The <u>Self-Evaluation of Competencies</u> discussed earlier, showed marked increases for all items.

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TABLE 8

Relationship Between Learning Areas and Subtests of the <u>Specialized Proficiencies for Working with Exceptional Children Questionnaire</u> with Level of Significance of Change Scores for Importance and Confidence

Learning Area	Test Section		Significance	
			1972-73	1973-74
Psychoeducational Assessment and Programming	Knowing the Child	Importance	N.S.	N.S.
		Confidence	*	**
	Testing and Psycho-educational Assessment	Importance	N.S.	N.S.
		Confidence	**	*
Counseling and Human Relations	Teacher as a Professional Team Worker	Importance	N.S.	N.S.
		Confidence	**	**
	Teacher as a Person	Importance	N.S.	N.S.
		Confidence	**	N.S.
Curriculum Development and Implementation	Curriculum Material and Methods	Importance	N.S.	N.S.
		Confidence	**	**
Behavior Management	Counseling and Behavior Management	Importance	N.S.	N.S.
		Confidence	**	**
Systems Analysis and Consultation	Parent and Public Relations	Importance	N.S.	N.S.
		Confidence	N.S.	*

 * Significant at the 5 per cent level.
** Significant at the 1 per cent level.

Discussion and Recommendations

The 1973-74 Mark Twain Teacher Internship Program reached its objective with all interns attaining at least an adequate level of performance in all competencies. Independent validation of trainee performance relative to stated competencies, however, was not accomplished during this program year. Evidence of progress toward this long-range goal is more conceptual than the result of actual production and use of instruments. That is, successful completion of the program required mastery of stated competencies which was determined by skilled teachers and/or trainers through observation in the natural setting for role performance (e.g., classroom) and performance deriving from the instructional setting (e.g., seminar); and a uniform rating instrument was used to obtain judgments. Ratings on interns were obtained for all 15 of the competencies based on intern performance in both the instructional and the natural setting. To increase confidence in the final evaluation of intern competency, multiple ratings were pooled and were dependent upon the whole range of experiences and data available to the rater.

Exclusion from the final summary evaluation of competencies of ratings earned in practica while seminar instruction was still taking place was a progressive step in methodological development. In addition, the schedule of program events for 1973-74, with all seminar instruction for interns in the first half of the training year, allowed ample time for recycling to complete tasks and improve performance. Higher ratings than in 1973-74 (see Table 7) reflect this change.

Assessment of interns relative to performance and behavioral objectives, directed by the learning area coordinators, was implemented by the use of innovative teacher-made criterion checks. Increasing use was made of behavioral formats such as role playing and simulation activities; whenever possible, behavioral demonstrations rather than paper and pencil tests were devised. The goal of obtaining at least one assessment for each behavioral and/or performance objective was only narrowly missed. Assessment was accomplished relative to 35 of the 41 performance objectives. In addition, care was taken to distinguish assessment tasks from graded learning activities, with only the former contributing to judgment of competency attainment.

In some cases the assessment techniques did not adequately sample the behavior constituting the objective. Some assessments did not require the trainee to demonstrate skill but showed that he understood some behavior, concept, or principle germane to the objective. Formative assessment at the performance objective level had great value in providing diagnostic feedback to students and instructors and in providing feedback about the efficacy of particular segments of the teacher-education program. Some usefulness was lost because of the scheduling of assessment periods too late in the instructional process and because of slow feedback.

It remains a reality that the cost of adequate instrumentation of performance level assessment could exceed the cost of the entire training program. Progress toward solution of the assessment problem is discussed with Objective 5.

The results obtained from administration of the pre- posttest instruments to assess the impact of the training program on attitudes and values were statistically significant only on the Problem Behavior Analysis, the Specialized Proficiencies Questionnaire, and the Self-Evaluation of Competencies. On several other instruments, however, pretest scores were well above average, reflecting high selection standards for the attitudes measured, which tends to validate selection procedures. The small number of participants in the internship dictated a nonparametric statistical analysis; in some instances its lack of power could be responsible for failure to meet the test for significance.

In order to increase the effectiveness of assessment of attainment of competency, it is recommended that:

Continued efforts be directed toward assessment of competency independently in the natural setting after the conclusion of instruction.

Seminar assessment tasks be streamlined to allow prompt evaluation and prescriptive feedback.

Consideration be given to substitution of a two-point rating system for the current seven-point scale.

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Alternative methods be devised for demonstrating a specific competency and to provide greater assessment flexibility.

Efforts be renewed toward competency pretesting or "validating out."

The battery of tests of attitudes and values be revised to exclude those instruments no longer appropriate to current intern needs and numbers.

OBJECTIVE 5

Program Objective. To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas.

Evaluation Objective. To assess competency assessment techniques for validity, reliability, examinee appropriateness, and administrative usability.

Evidence of Attainment of Objective 5

To accomplish Program Objective 5, three distinct but related activities have been initiated: (1) the development of procedures and techniques for an independent validation of trainee performance as specified in each competency statement; (2) the development of procedures and techniques to assess trainee attainment of stated performance objectives; and (3) the development of a battery of tests to assess the impact of the training program on attitudes, values, and general knowledge of participants. In addition, an independent audit of the internship evaluation was contracted.

At this point in the development of the competency-based curriculum and of the evaluation methodology, progress toward meeting Objective 5 is formative and shown by the extent of the evaluation effort, that is, the attempt made to obtain some objective index of the expected performance even if that index could not be considered adequate for demonstration of the stated objective.

To the present, program resources have been concentrated on specification of objectives, development of curriculum, and assessment of competency at a performance objective level. The difficult task of objective measurement at the broad competency level remains a need to be emphasized in the future.

A. Techniques for Validation of Competency Attainment

Validation of trainee performance as specified by each of 15 competency statements was accomplished using the Intern Evaluation Form. (See Appendix D.) Use of this instrument brings with it the usual limitations of rating procedures such as a generosity error, differences in rater standards, halo error, ambiguity in meaning of attributes to be appraised, and instability and unreliability of human judgment. Between-rater reliabilities were not established. However, in addition to the face validity of the items, the uses of multiple sources of data adds to the usefulness of summary ratings. Ratings of attainment of competency learning objectives in seminars rests on performance of clearly specified assessment tasks. While practicum ratings are more subjective, they are aided by a list of illustrative activities as reference for demonstration of each of the 15 competencies. Summary ratings combining practicum and seminar ratings provide more validity and reliability than either would alone.

B. <u>Techniques for Assessment of Skill and Knowledge Attainment</u>

In 1972-73, the procedures and techniques used for skill and knowledge assessment were reviewed by the evaluation staff, and the match between instruments and behavioral objectives was made explicit. Techniques then were submitted to an "outside expert" for evaluation. Criteria used for judgment were developed by the Center for the Study of Evaluation, UCLA, and reported in <u>Elementary School Test Evaluations</u> (1970). Results of the evaluation were reported in 1972-73 but were too late for formal use by instructional staff in planning 1973-74 intern assessment. Nevertheless, improvement of evaluation methodology by 1) more specific correspondence of learning objectives and competency demonstrations, 2) discrimination of evaluation tasks from graded learning activities, and 3) initiation of verification in practicum of seminar learning objectives was emphasized and implemented. Appendix I lists seminar assessment tasks and scores earned by interns; Appendix H gives brief descriptions of the tasks and notes their relationship to the tasks submitted for formal evaluation during the previous year.

C. <u>Techniques for Measurement of Changes in Attitudes, Values, and General Knowledge</u>

A battery of tests was administered pre- and posttraining to document the impact of the program on the attitudes and values of participants. The specific purpose (educational objective) for each instrument was made explicit. Appendix H describes each test and its measurement purpose. Many of these instruments also were evaluated formally against Center for the Study of Evaluation, UCLA, criteria in 1972-73. They rated 1) poor to good on "measurement validity," 2) fair to good on "examinee appropriateness," 3) fair to good on "administrative usability," and 4) poor to fair on "normed technical excellence." As recommended, consideration was given to modification of the test battery; since other and/or better instruments do not exist, their use was continued with recognition of their limitations. <u>The Fundamental Interpersonal Relations Orientation-Behavior</u> and <u>Profile of Organizational Characteristics</u> will be excluded in the future as no longer suitable to the needs of the program and the numbers of interns. <u>The Teacher Practices Questionnaire</u>, <u>The Minnesota Teacher Attitude Inventory</u>, and <u>The Personal Orientation Inventory</u> will be retained for at least one year more. These may be useful in the future for research purposes and to validate selection procedures.

D. <u>Independent Audit of Internship Evaluation</u>

Because internship evaluation personnel are also members of Mark Twain School staff, an external evaluation to assess the appropriateness of evaluation procedures was implemented at the end of the 1972-73 program year. Dr. Malcolm Provus, director of the Evaluation Research Center, University of Virginia, reviewed the evaluation report for 1972-73. His audit report, commenting on techniques and procedures, is found in Appendix A. Copies were submitted to the funding agency and to Montgomery County Public Schools.

The independent auditor found the evaluation design "both comprehensive and internally consistent." He commented on the provision by evaluators to the instructional staff of accurate and timely information for use in program

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modification and as growth records of trainee performance. The attempt to determine intern competencies through measurement was noted as "more rigorous than those found in almost any university setting and it qualifies along with a very few competency-based programs in the country as a rigorous and determined effort to both measure and improve a teacher training program." The objective of assessing faculty qualifications was judged as least well met by evaluation techniques and procedures.

Discussion and Recommendations

As was stated in the Mark Twain Teacher Internship Program Evaluation Report for 1972-73,

"The ideal criterion against which teacher competency might be appraised consists of a systematic analysis of the level of outcomes achieved by the teacher with pupils he teaches over relatively long periods of time (at least two years). According to Rosner (1972), demonstration of change in teacher competency under actual class-room conditions is the most appropriate level for accountability in teacher education. Teacher education, however, does not yet possess the necessary instruments to measure change in specific competencies (Rosner). Assessment of teacher competency under actual classroom conditions, where it is attempted, is reduced to the use of an observation system (e.g., Flanders) or, as in this case, the use of rating scales. The following steps can be taken to improve the reliability and validity of rating procedures: more explicit state-ments of desired behavior, criteria to judge the presence or absence of that behavior, and the training of personnel used as raters." (MCPS, 1972, page 37)

The present state of instrumentation for classroom observation continues to hamper appropriate accountability in teacher education. Methodology for the instrumenta-tion of assessment techniques addressing knowledge and skills under simulated con-ditions is more advanced. Although some degree of realism is sacrificed, great gains are made in control over possible random variation in all aspects of the situation. Therefore, to increase reliability, both methodologies should be used. The development of a limited number of quality assessment techniques independent of instruction and appropriate to broad competency level objectives remains a major goal.

The procedures and techniques used for evaluation of intern progress toward com-petency by acquisition of specific skills and knowledge were dictated by the statements of performance and behavioral objectives. A total of 46 individual seminar performance ratings, relating to 35 of 41 Performance Objectives and all 15 competencies, contributed to these evaluations. Pooling of sources was relied on to balance lack of precision in instrumentation. A major step was taken by initiating a move to balance both simulated and actual demonstrations of acquisi-tions of specific skills. A practicum verification packet for B.0.4.1.3(c) is the first such procedure developed; others will follow during 1974-75 for other clearly defined skills. In addition, practicum coordinators are instituting training in the use of the Intern Evaluation Form for practicum supervisors during orientation sessions. A reference list of illustrative activities has been developed to guide their ratings.

Comparison of the pre- posttest battery results for 1972-73 and 1973-74 shows a larger number of significant changes in the direction predicted in the valued attitudes of the latter group. While it is recognized that the variables measured are poorly defined, the error of measurement large, and the size of the sample small, results were promising enough with the most recent graduates to support continuing the testing with the modifications noted above. Combination with a pre- posttest of basic knowledge in general and special education may prove fruitful. It must be noted again that the program deals with a carefully selected population of successful, experienced, and committed teachers; it may be unrealistic to look for significant positive changes in the already high levels of the valued attitudes. Changes in cognitive levels are more easily and precisely measurable.

To increase the effectiveness of the assessment of changes in knowledge, attitudes, and skills of program participants, it is recommended that:

A test of basic knowledge in general and special education be added to the pre- posttest battery.

Techniques for assessment of intern acquisition of specific skills and knowledge be submitted for evaluation of methodology prior to use.

Development of verification techniques for use in natural settings be continued and accelerated.

Implementation of competency-level assessment independent of instruction be emphasized.

OBJECTIVE 6

Program Objective. To increase the number of trained personnel serving handicapped children.

Evaluation Objective. To determine if personnel completing the training program are effectively serving emotionally handicapped children and are utilizing learned competencies.

Evidence Toward Attainment of Objective 6

A. Graduates of the 1971-72 Mark Twain Staff Development Institute

Prior to the opening of Mark Twain School, the teaching staff completed the six-month training program which was the forerunner of the Mark Twain Teacher Internship Program. They received supplementary certification as special education teachers. For the 1973-74 school year, 32 of the original 37 staff members continued in Mark Twain Programs. Three were on leave to further their education, two of whom were acquiring advanced degrees in special education. One moved from the area but was still employed in special education, and another was employed as a 10-month regular classroom teacher. For the 1974-75 school year, 32 of the original 37 staff members continue in Mark Twain programs. Twenty-six are in administrative or teaching positions in Mark Twain School. Six, including the two who were on academic leave last year, have moved into Mark Twain School-Based Programs. One is on maternity leave, and one has returned to a regular MCPS school.

B. Graduates of the 1972-73 Teacher Internship Program

Seven of the eight interns accepted jobs in Mark Twain Programs after gradua-
tion. They remain in their positions (though one has changed schools) for
the 1974-75 school year, one in Mark Twain School, and six in Mark Twain
School-Based Programs. At the end of their first year of teaching troubled
children, the graduates were asked to evaluate their effectiveness at using
their learned competencies; their principals or supervisors were asked for the
same ratings (Appendix G). Median ratings by graduates on the 15 competencies
ranged from 4.0 to 5.0 on the 5-point scale; median ratings by principals
ranged from 3.5 to 5.0. The supervisors rated the graduates' performance only
slightly lower than the graduates rated themselves in the competencies related
to completion of a psychoeducational profile, use of behavior intervention
techniques, and use of the consultation process.

C. Graduates of the 1973-74 Teacher Internship Program

All eight interns successfully completed the program and received supplementary
certification as special education teachers. Seven accepted employment for
1974-75 in Mark Twain Programs; three as teachers in Mark Twain School and
four as student resource teachers in Mark Twain School-Based Programs. The
eighth graduate is in a MCPS elementary school teaching a class of learning
disabled children.

D. Participation in Mark Twain In-Service Courses

The internship seminar courses in the fall of 1973 were opened to all
interested staff of Mark Twain Programs in addition to the eight interns.
Courses were repeated during the spring of 1974 with all interested MCPS
staff, in addition to Mark Twain Programs staff, invited to enroll. Three
in-service credits were awarded for successful completion of each course.
Table 9 shows enrollment in both the fall and the spring series of Mark Twain
seminar courses.

Apart from regular internship course enrollment, other means were used to
spread Mark Twain training through MCPS. Workshops were conducted by intern-
ship instructors for the faculties of one secondary and four elementary
schools. In addition, a composite course to run 15 weeks (with instruction
for three weeks in each of the five learning areas) has been developed for
the faculty of a MCPS junior high school at the request of its principal and
staff. This will be given during the fall of 1974 and has been approved for
three in-service credits for successful completion. It has been designated as
"MT-07: Improving Skills for Teaching Adolescents With Special Needs" and is
intended for regular classroom teachers.

Discussion and Recommendations

Review of the employment record of Mark Twain trainees indicates that the objective
of increasing the number of teachers effectively serving emotionally handicapped
children is being met. Graduates of the original Mark Twain Staff Development
Institute and of the Mark Twain Teacher Internship Programs continue as special
educators; ratings by their supervisors of their performance on the job is strong
evidence of their effectiveness.

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