ED 440 073   SP 039 113

AUTHOR   Devlin-Scherer, Wade; Devlin-Scherer, Roberta; Couture, John
TITLE   The Principal Internship Portfolio: Evidence of
                Instructional, Managerial, and Interdependent Leadership.
PUB DATE   2000-02-00
NOTE   34p.; Paper presented at the Annual Meeting of the American
                Association of Colleges for Teacher Education (52nd,
                Chicago, IL, February 26-29, 2000).
PUB TYPE   Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   *Administrator Education; Administrator Qualifications;
                Administrator Role; Higher Education; *Instructional
                Leadership; *Internship Programs; Leadership Qualities;
                Observation; Portfolio Assessment; *Portfolios (Background
                Materials); *Principals; Program Evaluation; *Student
                Participation
IDENTIFIERS   Job Shadowing; *Leadership Effectiveness; *Management Skills

ABSTRACT
                This study examined principal internship portfolios required
by two universities for principal interns, focusing on principal interns'
activity participation. At each institution, principal interns undertook at
least one semester-long internship experience which required collaborative
work with various education stakeholders. The internship was designed to
allow participants to work closely with other educators in fostering school
improvement by completing specific instructional and managerial tasks. This
research examined these tasks and the nature and intensity of collaboration
throughout the internship experience. Data collection involved examining the
contents of the 28 principal internship portfolios, which provided evidence
of completed instructional and managerial tasks. Data analysis examined the
intensity of activity involvement; program evaluation, program
implementation, and managerial leadership; classroom observation and teacher
conferencing; job shadowing/professional development; and independent
leadership. Results indicated that principal interns engaged in legitimate
peripheral participation with wide variation in the amount of hours committed
to this learning experience. During the activities, they provided guidance on
important areas of instructional leadership associated with improved student
learning. Seven recommendations for principal internship experiences are
included. Data collection forms and data charts are appended. (Contains 13
references.) (SM)

ED 440 073

Running head: PRINCIPAL INTERN PORTFOLIO: EVIDENCE OF LEADERSHIP

**The Principal Internship Portfolio: Evidence of Instructional,
Managerial, and Interdependent Leadership**

Wade Devlin-Scherer   Roberta Devlin-Scherer
Keene State College   Seton Hall University

John Couture
Keene State College

Paper presented at the Annual Meeting of the American Association of
Colleges of Teacher Education, Chicago, IL, February 2000.

2

Programs for the preparation of school leaders usually require an internship experience within a school (Milstein, Bobroff, & Restine, 1991). The prospective principal undertakes a series of instructional and managerial tasks in order to demonstrate the ability to integrate research-based and craft practices in a real school setting. The principal intern engages in "legitimate peripheral participation" in order "**to** talk as school administrators, rather than learning **about** talking like school administrators" (Cordeiro & Smith Sloan, 1996).

To what extent do the activities completed during this internship experience require the prospective principal to focus on instructional and managerial leadership tasks and to collaborate with educators and others to improve student learning? This study investigates two principal preparation programs, one in Connecticut and one in New Jersey, to determine the nature of the instructional and managerial leadership tasks completed during an internship and the extent to which each activity required the aspiring principal to collaborate with educators and others to complete these tasks.

The principal internship has been recognized as an important component in the preparation of school leaders (National Policy Board for Educational Administration, 1995; Murphy, 1992) and received encouragement and financial support from the Danforth Foundation (Milstein, 1993) through its Danforth Preparation Program for School Principals. The National Council for the Accreditation of Teacher Education suggests that an "acceptable internship would be a six-month, full time mentored experience (or the equivalent)." In the Danforth Program for School Principals, Cordeiro, Krueger, Parks, Restine, and Wilson (1992) found that the average duration of field experiences was 632 hours while Paulter's (1990) broader sample of institutions required an average of 280 clock hours for internships. Earlier, Milstein, Bobroff, and Restine (1991) found differences among institutions with an average internship of 165 hours.

While the importance of the principal internship has been strongly noted (Daresh & Nestor, 1987; Milstein, Bobroff, & Restine, 1991) there remains little scholarly analysis of the actual tasks associated with the internship experience and even less is known on the extent to which these instructional and managerial tasks are

completed in a collaborative fashion with other education
stakeholders. Using internship portfolios created during this field-
based component at two principal preparation programs, this study
investigates the nature and extent of collaboration of intern completed
tasks.

The principal portfolio has been used in a variety of ways in
programs that prepare school leaders. They are: (1) created by
individual candidates throughout the graduate program to demonstrate
attainment of program competencies; (2) created only during the
principal internship experience; and (3) created as an employment
portfolio to visually display to the employing organization the novice
principal's knowledge and abilities (Brown & Irby, 1997; Guaglianone,
1998).

The focus of this study, the principal internship portfolio, is
used as a "collection of thoughtfully selected exhibits or artifacts and
reflections of an individual's experiences and ability to lead and of the
individual's progress toward and/or the attainment of established goals
or criteria" (Brown & Irby, 1997, p. 2). At both the Connecticut and
New Jersey institutions investigated, principal interns were required
to undertake at least a semester-long internship experience towards
the end of each candidate's preparation program which required
collaborative work with various education stakeholders. It was the
intent of each internship to model working closely with other
educators in fostering school improvement through the completion of
specific instructional and managerial tasks. The research examines
these tasks and the nature and intensity of collaboration throughout
the internship experience.

Method

Description of Principal Internship

At the completion of each principal internship experience
candidates were expected to (1) conduct a program evaluation; (2)
apply program implementation skills; (3) refine classroom observation
and teacher conferencing skills; (4) perform managerial

responsibilities; (5) complete a reflective paper focused on the activities conducted during the internship experience; (6) compile a principal internship portfolio which provided evidence of completed instructional and managerial tasks; (7) attend seminars with others completing the internship; and (8) in the Connecticut program, participate in school-based conferences with a university supervisor and a practicing administrator mentor. Additionally, candidates were encouraged, although not required, to complete day-long job shadows of practicing administrators and participate in relevant professional development programs related to school leadership.

A university supervisor and a field-based mentor guided each small group of principal interns as they competed internship experiences. Four semesters of principal portfolios (N=28) were analyzed. Each portfolio included artifact sections on the evaluation project, the program implementation activity, two classroom observations/teacher conferences, the managerial tasks, the leadership paper, and a time log of activities.

Prior to the commencement of the formal internship activities, the intern created a contract which was approved by the university instructor. Eight seminars held biweekly focused on sharing accomplishments and concerns of the prospective principals and discussing sections of The Principal's Edge. In the Connecticut program, the university supervisor visited the intern and principal mentor to discuss the activities in progress. In both institutions the intern met with the university supervisor to review one videotape of the intern conducting a post-classroom observation teacher conference.

Data Collection Procedures

The focus of the data collection procedures was on the contents of the 28 principal internship portfolios. First, the interns logs were reviewed to record the total number of hours devoted to the entire internship experience. Subsequently, three data collection forms (see Appendix A) were developed (1) to specify the activities completed in the categories of program evaluation, program implementation,

classroom observation and teacher conferencing, and job shadows/professional development; (2) to select repeated and significant quotations from the leadership paper; and (3) to complete a collaboration checklist for each activity requiring interaction with and support from others.

Through meetings of the three researchers, agreement was reached on the procedure to specify the scope of each activity (e.g., create a succinct phrase to describe each activity) and the kinds of quotations from the leadership paper which could be considered "striking." Raters scored the intensity of collaboration scale, found in the collaboration checklist, based on the frequency of contact and diversity of roles included in internship project activities. Each researcher collected data on one-third of the principal internship portfolios using the three forms. Throughout this period there were regular meetings and informal conversations to resolve data collection questions in order to maintain common understandings for collecting data across all 28 portfolios.

Data Analysis Procedures

Intensity of Activity Involvement. Means and ranges for the interns' total hours completed during the internship were computed for the elementary, middle, and high school interns represented in the sample.

Program Evaluation, Program Implementation, and Managerial Leadership. For each of these main categories of internship activity sub-categories were established and the data was arrayed by elementary, middle, and high school participants (see Appendix B). Subsequently, proportions were computed to show the extent to which principals were engaged in each sub-category. Qualitative data were derived from the leadership paper by identifying several themes of comments (see Appendix C) in each of the areas of program evaluation, program implementation, and managerial leadership.

Classroom Observation and Teacher Conferencing. Theme analysis was conducted on the qualitative data derived from the leadership paper.

Job Shadowing/Professional Development. The number and school level of job shadows were determined. Voluntary professional development experiences were listed and categorized by level of participant in order to describe the nature of these activities. Thematic analysis was conducted on principal intern comments in these areas as well.

Interdependent Leadership. Three sets of quantitative analyses were conducted from the data derived from the Collaboration Checklist. First, the data from the Collaboration Checklists completed for each of the areas of program evaluation, program implementation, and managerial leadership were arrayed by level, intensity, role, and method of collaboration. Second, mean intensities of collaboration for those activities requiring collaboration were computed by school level in each of the three activity areas. Finally, an analysis of the proportion of activities involving collaboration with roles (for the total sample) and mean ranking of contact by roles was completed. The qualitative data derived from the leadership paper was also reviewed for interesting and repeated comments on collaboration.

Results

Intensity of Activity Involvement

Table 1 reflects the number of hours principal interns devoted to this experience.

Insert Table 1 about here

For all three school levels of interns the mean number of hours contributed to the internship was 175 and the range was 100-524 hours. The mean number of hours of activity from these interns was consistent with the average internship of 165 hours reported by Milstein, Bobroff, and Restine (1991).

Program Evaluation, Program Implementation, and Managerial Leadership

Appendix B and Table 2 reflects the diversity of activities the interns conducted for these three categories.

Insert Table 2 about here

In the area of program evaluation elementary and middle school interns focused more on curriculum than high school interns. Additionally, elementary and middle school interns evaluated core curriculum areas (e. g., mathematics, language arts) more frequently (see Appendix B). Overall 66% of the program evaluation activities were in the area of curriculum.

Interns agreed that the role of the principal should focus on instructional leadership. One intern noted, "The strongest and best administrators are those who lead in curriculum and instruction. I hope to be that kind of leader--what we teach and how we teach it effects students." Some believed that the principal can be a powerful force in the emphasis and direction of the school. "I am truly able to help enhance the education of children and adult, much more than I am able to in my first grade classroom alone."

The interns had varied reactions while conducting program evaluations. One intern who analyzed testing achievement in mathematics commented, "I enjoyed dissecting the data to obtain results and creating an action plan with other teachers for improvement." Another expressed concerns about his competence.

> I don't have a problem creating surveys or interviewing
> people. I just don't know what to do with the data I've
> collected. It took all I had to begin analyzing the data
> from my survey. If that's not bad enough, writing the
> narrative was like pulling teeth. Needless to say, I feel I
> need improvement in this area.

Many agreed these projects required an intense amount of work. "The program evaluation was the part of the internship that took the most time and work for me . . . I had too many questions I wanted

answered." Program evaluation requires honestly examining the data.
Reports on several projects indicated that anticipated results were not
reached. For one project an intern reported, ". . . for the most part
student responses remained the same."

From their new perspective as emerging leaders, interns found
several problems and challenges associated with program evaluation.
Often it does not get the attention it should in schools. "The lack of
program evaluation should not be blamed on the school administrators
entirely. . . most communities don't hold schools to a high enough
standard." Educators tend to view programs they are involved in
positively and not consult or use data for their judgments. "Teachers
felt that classified students had experienced academic gains, but did
not explain how they reached that conclusion. How do they know the
students would not have learned more in a resource room?"

In the area of program implementation, high school interns
were the most active in presenting professional development
workshops including, "Using the Internet for Science,"
"Orienteering," and "Learning Styles." Again, the elementary and
middle school interns centered their attention on basic curriculum
areas. The middle school participants also displayed interest in
common middle school trends including peer mediation, student
orientations, grouping, and block scheduling. Elementary and high
school interns also made contributions in communicating information
about the school through handbooks and staff programs.

As they implemented programs, interns realized the necessity
and benefits of group ownership and the hard work it requires. "If we
are to change the culture of the school, I think it is imperative that
most of the staff buy in to the changes." Becoming an administrator
causes one to have a different attitude about involvement. "I think the
program would flow more smoothly if our colleagues feel the same
ownership. She (co-planner) doesn't agree. Perhaps I am looking at
this program as an administrator who desires the support of her staff
in the creation of a school-wide project, rather than as a teacher who
is trying to put together a program." Interns commented that
developing broadbased support demands time. "I have witnessed my
principal design and implement a computer curriculum in

collaboration with her staff. It has taken five years, but through hard work and a shared vision our students are producing great work." However, not all the time devoted to team work was seen as beneficial. "I wonder if the time it took to get this point could have been shortened to get building wide involvement on instructional improvement. Most of the committee members were wedded to a process. and they liked spending hours over semantic nuances."

A major impediment to attaining ownership can be teacher attitude. Interns highlighted school reforms that some staff were having difficulty accepting, including flexible scheduling, block scheduling, heterogeneous grouping, core curriculum standards, carrying out individual education plans, and new curriculum. "It is difficult for veteran teachers to give up a comfortable routine. Most have been around for a long time and argue that they do not want to change."

The above themes, derived from program implementation intern comments (e.g., benefits of group ownership, hard work, and teachers' attitudes), have been recently echoed by Speck (1999) when she says

> It is not an easy task to develop a collaborative spirit
> within the school learning community that honors the
> collective efforts of teachers, staff members, parents,
> and others in the community. Many aspects of the current
> structure of schools work against collaboration. Developing
> such a spirit is often a difficult process that can take
> years of work and meticulous development of relationships.
> (p.105)

In the area of managerial leadership participants served on 50 different kinds of committees, many of which had multiple meetings. A variety of scheduling activities were completed in this area of work. Overall 38% and 16% of the activities in managerial leadership were devoted to meetings and scheduling, respectively. Some valued the opportunity to serve on committees, viewing the experience as an informative training ground in collaboration. However, interns responded differently to stress on managerial functions in the school, and some found the handling of discipline onerous. "Once back inside the office, the morning became a steady stream of discipline

problems," wrote one intern in despair. Another wondered, "When do they [supervisors] have time to accomplish anything?" A third reported "the number of referrals is staggering . . . 4500 for the year." One participant expressed strong disappointment that "administrators function mostly as disciplinarians and provide little in the form of leadership and direction."

Classroom Observation and Teacher Conferencing

Interns conducted 56 observations of teachers and associated post-observation conferences in a variety of subjects. Generally they selected teachers who they admired and with whom they had a comfortable relationship.

Some commentary on this category reflected concern for lack of experience in collecting classroom data and conducting conferences, ("I would have felt more comfortable if I had been the teacher rather the observer"; "What I learned from the taping is . . . I cut people off."), difficulty in communicating negative perceptions to a conferee ("I spent a lot of time thinking about my approach to telling her that she had forgotten initiation and closure."), and the seriousness of this responsibility. ("I want to look myself in the mirror and say I did everything I could to help someone, but at the same time not keep a teacher on staff that does not meet standards of good teaching.")

Beyond the expectation that interns complete two cycles of classroom observation and conferencing One intern in health and physical education, concerned that other educators might question his expertise in regular classrooms, observed nine teachers in traditional subject areas to expand his knowledge of teaching across the disciplines.

Job Shadows and Professional Development

Job Shadows. Job shadowing was a recommended activity and 23 of 28 interns engaged in this activity as shown in Table 3. Two interns expressed disatisfaction with their school-based, mentor principals,

but were pleased with their job shadowing experiences. Middle and high school interns were more likely to shadow at different school levels while elementary interns tended to remain at their level.

_____

Insert Table 3 about here

_____

Interns viewed shadowing as beneficial. They admired the competent administrators they observed. "This shadowing experience affirmed that there are still caring, capable administrators out there who are doing a great job with our youth."

> I witnessed in my mentor an administrator who
> was a good listener, compassionate about student
> and parent positions, and supportive of her
> teachers . . . she remained calm throughout these
> meetings, and she was always articulate and fully
> cognizant of the legalities involved in each situation.
> Viewing student discipline sessions was definitely valuable
> experience.

They commented positively on the ways the principals they observed carried out diverse responsibilities. "She modeled for me the need to be visible during the day while effectively using one's time; the importance of consensus building; the value of delegating authority; and the necessity of making timely, but concise decisions."

Some interns found that this experience was a factor in determining career direction. "Had I not done the shadowing I probably would not have considered a principalship at all." Three interns who shadowed out of their level mentioned their interest in an elementary principalship as shown in this sample comment, "My shadowing experience with an elementary school principal has opened a potential career path I never even considered before."

Professional Development. Regarding intern participation in professional development programs, Table 4 reflects the number and kinds of professional development activities in which the principal interns engaged.

Insert Table 4 about here

Thirteen interns participated in various professional development opportunities, in addition to the internship seminars. Four interns participated in district-conducted sessions for aspiring administrators, which included topics on curricular leadership, skill development and legal issues. In general, interns viewed their own professional development as a way to increase their skills as leaders and one intern mentioned its significance in expanding her influence. "I am excited by the prospects of being involved in making recommendations to the Governor, Legislature, and the State Board of Education."

Interdependent Leadership

Table 5 shows mean intensities of collaboration for those activities requiring collaboration.

Insert Table 5 about here

All program evaluation projects required collaboration with other roles and the intensity of that collaboration was rated as slightly above average. Overall, collaboration with other roles was required for 87% of the program implementation activities, while in managerial leadership, it was required much less frequently (28% of the activities overall, with high school interns collaborating at a slightly higher degree). Elementary interns collaborated most frequently in all three categories.

Table 6 reflects the proportion of activities involving collaboration with roles for the total sample and mean ranking by roles.

Insert Table 6 about here

In program evaluation, principals and teachers (both .94) were followed by students (.84) and print resources (.84). Program implementation found teachers at .86 as most frequent collaborators on projects, with print resources (.36) and principals (.33) mentioned less often. In management activities requiring collaboration, over half noted teachers as collaborators while one-third mentioned working with the principal.

Interns indicated that interdependence among different roles causes a change in ways principals carry out their responsibilities. "The role of instructional leader took on new meaning. As I worked within the parameters of mandated site-based management, school governance teams, and parent and teacher empowerment, the role of instructional leader became more complex as one must function in a less autonomous and autocratic structure." One intern complained, "Working with T. was stressful because he does things last minute. Finding time to meet and organize was difficult. We has a lot of mini meetings to set up and determine who would do what." Another expressed concerns that when one collaborates accomplishments take longer, "By spring break not one of my action goals was complete. Each one needed more information, time, or assistance from an outside source." Finally, maintaining balance among different viewpoints is important to achieving the best end, "I learned many intangibles, and one is learning to deal with people who can make or break you, yet still getting your point across. One's group agenda must not overshadow what is ultimately best for the overall development of the student."

Discussion

Content analysis of the data revealed that these 28 principal interns engaged in "legitimate peripheral participation" with wide variation in the amount of hours committed to this learning experience. During these activities they did provide guidance in important areas of instructional leadership (e.g., evaluation of programs, professional development of teachers, and teacher observation/conferencing) which are associated

with improved student learning. High school interns worked less in core curriculum areas than elementary and middle school interns in conducting program evaluations, although for all three levels 66% of the program evaluation activities directly related to curriculum. Interns expressed concerns about their level of evaluation skills, the amount of time needed for evaluation, and the support and use of evaluation information in schools.

In selecting program implementation activities, high school principal interns chose to deliver professional development workshops to teachers, whereas elementary and middle school principal interns continued their focus on curriculum. The difficulty in gaining group ownership was the main issue in implementing new programs in schools. Of the three areas, the number of activities were highest in managerial leadership with interns devoting significant energy and time to attending meetings. While some interns were comfortable in handling discipline, others were dismayed by how administrators are so often distracted from instructional leadership because of discipline concerns.

Interns valued job shadowing and middle and high school principal interns were more likely to shadow out-of-level. Nearly one half of the interns participated in voluntary leadership development programs, including four who attended district-based aspiring administrator programs.

In the area of interdependent leadership, all program evaluation activities involved collaboration while only 28% of the managerial tasks did. Elementary interns demonstrated higher levels of intensity of collaboration with other roles than their middle and high school counterparts. Principals and teachers were the two roles collaborated with most across the three categories of activities. Print resources were used to a high degree in program evaluation and to a lesser extent in program implementation. Generally interns did not collaborate with community groups or parents in completing program activities. Interns valued teacher "buy-in" although interdependent leadership was time consuming and made their job more complex.

Based on the findings in this study it is recommended that:

1. *The quality of training for principal interns in classroom observation, teacher conferencing, and program evaluation needs to examined.* The

researchers found that the interns expressed concerns about their competence in these areas. Program for training principals need to provide ongoing and substantial experiences in teacher classroom supervision and program evaluation. These areas are directly associated with improved student learning and unless prospective principals have advanced skills in these areas they will not be prepared to effect student learning once they take on their first position.

2. *Elementary principal interns would benefit from leading professional development programs for teachers.* In order to be a real leader of teachers and effect student learning, the ability to provide professional development for teachers is essential. The middle and high school interns who provided these professional development sessions emerged as confident in preparing and conveying information to teachers. They learned effective qualities of professional development programs and are likely to provide quality programs for their future staffs.

3. *Consideration needs to be given for dividing the principal's role between instructional and managerial leadership.* Some interns were overwhelmed by the lack of systematic organization of their schools. With the recent call to expand the principal's role in instructional leadership and assign managerial tasks to others (Olson, 2000), the time is right to design alternative forms of school leadership. By maintaining these dual roles principals will be less likely to implement advanced forms of standards-based education that results in improved student learning.

4. *The number and out-of-level job shadowing experiences should be expanded.* Although these principal interns were preparing for principal roles at the level of their teaching experiences, they were surprised that they were attracted to principalships at a different level when they completed out-of-level shadowing experiences. Perhaps requiring out-of-level shadowing experiences would enable interns to become more aware of the complete spectrum of school leadership positions in their future careers. Having the opportunity to consider a principalship on a different level may increase the number of interns who pursue these roles at the conclusion of their programs.

5. *It would be beneficial to craft experiences which would require principal interns to collaborate with community representatives and families as well as to be able to observe principals who provide models for*

within-school collaboration. Community and parent involvement in schools is related to improved student achievement. This study did not find a high level of collaboration with these education stakeholders. Principal interns need to engage in activities during this learning experience which develop these relation-building skills to include these groups in a variety of ways in schools. They also need to observe and work with principals who can serve as models for excellent within-school collaboration. As suggested by Speck (1999)

> It is incumbent upon a principal to serve as a role model for collegiality and foster such relationships among teachers and staff members through a clear focus on student learning. The principal must first become a colleague and clearly communicate to all staff members the improvements that collegiality can bring to the school. Principals who have planted the seeds of collegiality must make it grow by reinforcing its importance daily in the discussions with teachers and other staff members and by exhibiting it in daily actions. Through these practices collegiality will become the school's expected norm. (p. 107)

6. *The use of print resources in guiding principal thinking should continue in real leadership roles.* The principal interns in this study found information in print resources useful in revising programs and framing positions. Sometimes principals in school settings make decisions without consulting the current literature in the area of development. Since these resources were found helpful in their formal graduate program, follow through leadership development programs need to continue to stress and model the use of quality print resources as principals design and evaluate programs.

7. *The culminating principal intern experience should be carefully designed with attention to the number of hours and the nature and breadth of assignments.* The amount of time devoted to training principal interns and the content and experiences in these programs are important. Whether universities and districts individually or jointly design the principal internship, the guidelines for this learning experience would best be served with a full-time internship, as currently recommended (National Policy Board for Educational Administration,

1995), focused on instructional leadership. An intensive experience would enable prospective principals to become more competent and confident.

Since many educational administration programs do not require full-time internships at this time, this paper offers some guidance for structuring a rigorous and worthwhile learning experience that begins to prepare someone for the role of principal. Selecting excellent principals in a district and having them serve as mentors or shadow models may encourage interns to pursue a principalship because they have learned from someone who is effective. A professional role model can inspire an intern to reach for excellence and show them ways to do so. Learning experiences need to emphasize activities in the areas of instructional leadership, so that new principals will know how to effect change for improved student learning.

References

Brown, G., & Irby, B. J. (1997). The principal portfolio. Thousand Oaks, CA: Corwin Press.

Cordeiro, P. & Smith Sloan. (1996). Administrative interns as legitimate participants in the community of practice. Journal of School Leadership, 6, 4-29.

Cordeiro, P., Kruger, D., Parks, D., Restine, N., & Wilson, P. (1992). Taking stock: A study of the Danforth Programs for the Preparation of school principals. Clayton, MI: The Danforth Foundation.

Daresh, J., & Nestor, K. (1987). Annotated bibliography on the use of field experience to train educational leaders (UCEA project paper). Phoenix, AZ: University Council for Educational Administration, Center on Field Relations in Educational Administration Training Programs.

Guaglianone, C. L. (1998). Administrative portfolios: Current uses and development by prospective and practicing administrators. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

McCall, J. (1994). The principal's edge. Larchmont, NY: Eye on Education.

Milsten, M. M. (1993). Changing the way we prepare educational leaders. Newbury Park, CA: Corwin Press.

Milstein, M. M., Bobroff, B. M., & Restine, N. L. (1991). Internship programs in educational administration: A guide to preparing educational leaders. New York: Teachers College Press.

Murphy, J. (1992). The landscape of leadership preparation: Reframing the education of school administrators. Newbury Park, CA: Corwin Press.

Olson, L. (2000, January 19). New thinking on what makes a leader. Education Week. pp. 1, 14-15.

National Policy Board for Educational Administration (1995). NCATE-approved curriculum guidelines: Advanced programs in educational leadership for principals, superintendents, curriculum directors, and supervisors. Alexandria, VA: Association for Supervision and Curriculum Development.

Paulter, A. (1990). A review of UCEA member institutions' clinical experiences/internships/field experiences for educational leaders. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, PA.

Speck, M. (1999). The principalship: Building a learning community. Upper Saddle River, NJ: Prentice-Hall.

Table 1

Principal Intern Activity Hours by Level

Level	n	M	Range
Elementary	8	191	102-524
Middle	8	166	112-258
High School	12	171	100-344
Total	28	175	100-524

Table 2

Proportion of Activities of Principal Interns (n=28) Devoted to Subcategories Within Program Evaluation, Program Implementation, and Management

Program Evaluation

1.	Curriculum	.66
2.	Special Programs/Activities	.34

Program Implementation

1.	Curriculum	.29
2.	Intern-Presented Workshops	.27
3.	Student-Related	.24
4.	Staff-Faculty Related	.20

Management

1.	Scheduling	.16
2.	Testing	.03
3.	Building	.00
4.	Budget	.08
5.	Curriculum	.05
6.	Student-Related	.05
7.	Supervision	.09
8.	Policies/Procedures	.02
9.	Publications	.05
10.	School-Family	.06
11.	Meetings	.38
12.	Systematic Shadowing	.02

Table 3

Principal Interns' Job Shadows by Levels and Location

		Location				
Level	Number Who Shadow	Elem.	Middle	High	Other	Total
Elem. (n=8)	7	6	1	0	0	7
Middle (n=8)	7	5	6	0	1	12
High (n=12)	9	3	2	5	3	13
Total (n=28)	23	14	9	5	4	32

Table 4

Principal Interns' Professional Development Activities by Level*

Elementary (n=8)

Intern	Professional Development Programs
01	Team Leader Program
08	Aspiring Administrators Program: Challenges of the Assistant Principal
16	Summer training with Dr. Mel Levine
17	Math Manipulatives
20	Seminar in Law

Subtotal=5

Middle (n=8)

Intern	Professional Development Programs
06	Administrator Aspirant Program (6 workshops/one shadow): Redefining Educational Leadership for the 21st Century Assessing Leadership Strengths and Needs for Improvement Resolving Conflicts through Win-Win Situations Marketing Yourself Special Challenges of the Assistant Principal Getting the Job The Principal's Role in Curriculum Leadership Building Level Legal Issues Culminating Experience
13	District Leadership Academy (multiple sessions)
22	Previewing the Principalship Improving Student Performance Making Your Best Instruction Even Better

Subtotal=3

High School (n=12)

Intern	Professional Development Programs
09	District Administrative Intern Program (multiple sessions/activities): Attend District/Town Meetings Assist in School/Curricular Meetings Assist in Unique School Projects Shadowing Resume/Letters of Introduction Mock Interview
10	Minority Recruitment of Future Teachers CT Advisory for Teacher Professional Standards

18	Learning Styles
23	Student Assistance Teams
25	State Advisory Council in Special Education

Subtotal=5

Grandtotal=13

---

*Does not include intern-presented workshops or normal attendance at district/school-level professional development programs.

Table 5

Mean Intensity (on a five point scale) of Collaboration in
Principal Internship Activity Categories by School Level*

Category (Total Activities)	Mean Total for all levels (Proportion collabora- tive)	Elem. (Proportion collabora- tive)	Middle (Proportion collabora- tive)	High (Proportion collabora- tive)
Program Evaluation (n=32)	3.5 (1.0)	3.6 (1.0)	3.3 (1.0)	3.5 (1.0)
Program Imple- mentation (n=41)	3.7 (.87)	4.0 (1.0)	3.8 (.75)	3.5 (.83)
Manager- ial Leader- ship (n=133)	3.3 (.28)	3.9 (.24)	2.9 (.25)	3.0 (.33)

* The top number in each cell reflects the intensity of collaboration.
Under that number, in parentheses, is the proportion of the total
activities that were collaborative.

Table 6

<u>Proportion of Activities Involving Collaboration with Roles and Mean Ranking of Contact by Roles*</u>

Roles	**Program Evaluation**		**Prog Implementation**		**Managerial Leadership**	
	Proportion	<u>M</u> Ranking	Proportion	<u>M</u> Ranking	Proportion	<u>M</u> Ranking
Guidance	.13	1.0	.08	1.3	.11	1.0
Spec Ed	.06	2.0	.11	1.8	----	----
Principal	**.94**	1.9	**.33**	1.9	**.35**	1.1
Asst Prin	.06	1.0	.06	1.5	.14	1.8
Teachers	**.94**	1.3	**.86**	1.2	**.57**	1.0
Comm. groups	.06	1.0	.11	1.3	.08	1.0
Other schools	.26	1.6	.17	1.5	.08	1.7
Students	**.84**	1.6	.17	2.0	.22	1.5
Psych.	---	---	---	---	.03	2.0
School Board	.19	3.0	.06	2.0	.11	1.0
Central Office	.26	2.7	.11	1,8	.11	1.0
Print resources	**.84**	1.9	**.36**	1.6	---	---
Parents	.26	2.0	.17	1.8	.27	1.4
Others	**.52**	1.6	.22	1.3	.30	1.2

*Proportion levels of .33 or above are in bold.

Appendix A

Data Collection Forms

Specification of Activities

Intern Name_____   Researcher_____

State brief name or description for each activity undertaken.

Program Evaluation (usually one main activity)

Program Implementation (often one main activity)

Classroom Observation/Teacher Conference (what was the scope of the classroom observations? What were the district's evaluation practices?)
          Observation/Conference #1

          Observation/Conference #2

Managerial Leadership Activities (often more than one activity)
1.
2.
3.
4.

Collaboration Activities (comments on evidence of collaboration--**who** does the intern collaborate with? in **what ways**? how **intense** is the collaboration?)

Job Shadow/Professional Development (description/scope)

Leadership Paper

Intern Name_____Researcher_____

Quotations: Select quotes from overview paper that are striking in each area.

Program Evaluation

Program Implementation

Classroom Observation/Teacher Conference

Managerial Leadership

Collaboration

Job Shadow/Professional Development

Collaboration Checklist

Intern Name_____   Researcher_____

Circle one: Program Evaluation   Program Implementation

Managerial Leadership Job Shadow   Professional Development

Name/Description of activity:

Roles: Indicate which groups/roles the intern indicates (s)he has collaborated on each activity. If possible, rank the roles which have the most contact 1, 2 in the blanks below.

___	Counselors	___	Students
___	Special Educators	___	School Psychologist
___	Principal	___	School Board Member
___	Assistant Principal	___	Superintendent
___	Teachers	___	Resources (ERIC, etc.)
___	Community groups	___	Parents
___	Other schools		Other_____

In what ways (how, context)
___ Meetings
___ Interviews
___ Conversations in hall
___ Discussion of observation
___ Written Report
___ Parents' Night
___ Ad Hoc Group
Other_____

Overall comments on collaboration for this activity:

Intensity of Collaboration Scale
Rate the intensity of collaboration based on intern description of frequency and kind of contacts

1	2	3	4	5
Little		Some		A Lot

Appendix B

PRINCIPAL INTERNS' (N=28) ACTIVITIES IN PROGRAM EVALUATION, PROGRAM IMPLEMENTATION, AND MANAGEMENT

CATEGORY	SUB-CATEGORY	Ele. N=8	Mid. N=8	High N=12	Total N=28
PROGRAM EVALUA-TION		11	8	13	32
Curriculum		10	6	5	21
	Human Relations			1	1
	Career Education			1	1
	Peer Mediation (CR)		1		1
	Physical Education			2	2
	World Languages		1		1
	Computers		1		1
	Mathematics	3	1		4
	Special Education		1	1	2
	Gender Fairness	1			1
	Language Arts	1	1		2
	Reading	3			3
	Writing	2			2
Special Programs/ Activities		1	2	8	11
	Interdisciplinary Teaching			1	1
	After-School Children's Leadership Program	1			1
	People Having A Super Evening		1		1
	Subject-Directed Assistance Period			1	1
	Induction of Beginning Teachers		1		1
	Partnership Program (School-Community Violence Prevention)			1	1
	Use of Vocational School			1	1
	High School Attendance Policy			2	2
	Independent Study Forms			1	1
	CT Academic Proficiency Test (CAPT): Evaluation and Program Improvement Plan			1	1
PROGRAM IMPLE-MENTA-TION		11	12	18	41
Curriculum		5	5	2	12
	World Languages	1			1
	Peer Mediation		1		1
	Science	1		1	2
	Health Education/Human Sexuality		2		2
	Study Skills		1		1
	School-To-Career			1	1
	Language Arts	2			2
	Mathematics	1			1

BEST COPY AVAILABLE

	Multiculturalism		1		1
Intern-Presented Workshops		**2**	**3**	**6**	**11**
	Student Writing	1			1
	Using Internet for Science			1	1
	Orienteering			1	1
	Transitioning to High School			1	1
	Alternative Scheduling/Heterogeneous Grouping		1		1
	Managing Disruptive Youth in the Classroom			1	1
	Inclusion	1			1
	Peer Mediation			1	1
	Mathematics (Hand-On Activities)		1		1
	School Mission, Goals, and Beliefs		1		1
	Learning Styles			1	1
Student-Related		**1**	**3**	**6**	**10**
	After-School Children's Leadership Program	1			1
	Block Scheduling		1	1	2
	Middle School Heterogeneous Grouping		1		1
	CT Academic Proficiency Test (CAPT) Scheduling			1	1
	Diversity Workshop for Students			1	1
	Student Assistance Teams			1	1
	Tutoring Program			1	1
	Service Learning Program			1	1
	Student Orientations		1		1
Staff-Faculty-Related		**3**	**1**	**4**	**8**
	Middle School Instructional Handbook for Parents			1	1
	Mentor Teacher Program	2			2
	Staff-Faculty Wellness Program			1	1
	Coaches Handbook			1	1
	School Improvement Team		1		1
	Parent Volunteer Program	1			1
	Evening Special Education Program Meeting			1	1
MANAGEMENT		**45**	**36**	**52**	**133**
Scheduling		**6**	**7**	**8**	**21**
	Bus Evacuation	1			1
	Final Examinations			1	1
	Special Education Scheduling	2	2		4
	District-Wide Staff Development	1			1
	Next Year Schedule		3	3	6
	School Visitation for Teacher Professional Development		1		1
	Classroom Coverage		1		1
	Athletic Scheduling			2	2
	Block Scheduling	1			1
	Awards			1	1
	Summer Studies Program			1	1
	Curriculum Planning Time for Teachers	1			1

Category	Item				
Administer Testing Programs		1	2	1	4
Building		1	0	0	1
Budget		5	3	3	11
Curriculum		1	2	4	7
	Support for Students With Learning Problems		1	1	2
	Special Events		1	1	2
	Selection of Textbooks	1			1
	Vertical Articulation			1	1
	Weather Internet With Television Station Project			1	1
Student-Related		3	1	3	7
	Extra-Curricular Program			1	1
	Student Attendance	1	1		2
	Cards for Incoming Students	1			1
	Cumulative Writing Folders	1			1
	Investigation of Women's Sports Issues			1	1
	Peer Advocate Program			1	1
Supervision		6	1	5	12
	Substituting in Principal's Role	1		1	2
	Additional Observations of Teachers			1	1
	Bus, Cafeteria, Hall, Lavatory, Special Events	3		1	4
	Emergency Substitute Folders		1		1
	Lesson Planbooks	1			1
	Mentoring and Orientation of New Staff			2	2
	Non-Teaching Staff	1			1
Policies and Procedures		2	0	1	3
	Transportation	1			1
	Dropping of Courses			1	1
	Food Services	1			1
Publications		1	1	5	7
	Writing Newspaper Articles		1	2	3
	Athletic Handbook Revision			1	1
	Program of Studies Revision			1	1
	Proposal Writing			1	1
	Review of District Policy Manual	1			1
School-Family Relations		4	2	2	8
Meetings		14	16	20	50
	School Building Committee			1	1
	Foreign Language Review Committee		1		1
	Instructional Time Committee		1		1
	Business Manager (Grants)			1	1
	School-to-Career Committee			1	1
	Middle-High School Liaison Committee			1	1
	School Improvement Committee	1			1
	"Break the Mold" Committee	1			1
	Parent-Teacher Association (PTA) Meetings	2			2
	Principals' Meetings		1		1
	Psychiatric Evaluation Meetings		1		1
	PPTs (Special Education Team)	2	4	2	8

BEST COPY AVAILABLE

	Secondary Coordinators' Meeting		1		1
	Teacher/Non-Teacher Interviews		2	1	3
	Grade Level Meetings	1			1
	Student Assistance Team (SAT) Meetings	2	1	2	5
	Student Discipline Sessions	2	3	3	8
	School Governance Meetings	1		1	2
	Expulsion and Suspension Meetings			1	1
	Minority Recruitment Fair			1	1
	Board of Education Meetings	2		1	3
	Sexual Harassment Meetings			1	1
	Athletic Philosophy Committee			1	1
	Community Services Coalition			1	1
	Minority Parents' Committee			1	1
	Parent Relations Committee		1		1
Systematic Shadowing		**1**	**1**	**0**	**2**
	Two Periods Every Sixth Day		1		1
	End-of-the-Day Office Assistant	1			1
GRAND TOTALS		**67**	**56**	**83**	**206**

AACTE 2000 paper

AACTE 2000 paper

ERIC

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The Principal Internship Portfolio: Evidence of Instructional, Managerial, and Interdependent Leadership

Author(s): Wade Devlin-Scherer, Roberta Devlin-Scherer, & John Couture

Corporate Source:

Publication Date: February 2000
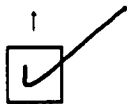
II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

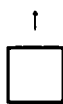| The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY — Sample — TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY — Sample — TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY — Sample — TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1	2A	2B
Level 1 ↑ [✓]	Level 2A ↑ [ ]	Level 2B ↑ [ ]
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here,→ please

Signature: *Wade Devlin-Scherer*

Organization/Address: 35 Burbank Road Longmeadow, MA 01106

Printed Name/Position/Title: Wade Devlin-Scherer, Faculty

Telephone: 413-567-4321 FAX:

E-Mail Address: SchererW@aol.com Date: 2/25/00