GRUNKEMEYER, Florence Bernadette, 1928-
IMPLICATIONS OF INTERNSHIP PROGRAMS FOR THE
PREPARATION OF SECONDARY BUSINESS EDUCATION
TEACHERS.

The Ohio State University, Ph.D., 1971
Education, general

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IMPLICATIONS OF INTERNSHIP PROGRAMS FOR THE PREPARATION OF SECONDARY BUSINESS EDUCATION TEACHERS

DISSertation

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Florence B. Grunkemeyer, B.S., M.S.

The Ohio State University
1971

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PLEASE NOTE:

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ACKNOWLEDGMENTS

Someone said, "Gratitude is the memory of the heart," and the writer wishes to express her sincere gratitude and appreciation to many people who have helped to make this dissertation possible. The writer is especially grateful to Dr. Inez Ray Wells, her adviser and friend, who was always a source of encouragement and guidance.

A special word of thanks is due to Dr. J. Marshall Hanna for his interest and encouragement during the research seminar, when the dissertation prospectus was being formulated.

The writer wishes to express gratitude to Dr. L. O. Andrews, who was so very interested in the improvement of teacher education through the internship experience. A special kind of inspiration has come to the writer as a result of her association with Dr. William E. Jennings, who served on the reading committee.

The cooperation of all the respondents who completed the questionnaires in order that the investigator might collect the data has been greatly appreciated. The participants included (1) directors of collegiate internship programs, (2) chairmen of high school business education programs who
had internships, (3) first-year business education teachers who were interns during 1969-1970, and (4) collegiate chairmen of business education who did not use an internship program. Also, a word of appreciation for her typist, Mrs. June Johnson, for her personal interest in typing the dissertation.

In a very special way, this research is dedicated to her family, particularly her parents, Mr. and Mrs. Frank J. Grunkemeyer, and brother and his wife, Dr. and Mrs. Virgil R. Grunkemeyer, who had faith in her; and to the Holy Spirit and Our Lady of Perpetual Help, from whom strength cometh in days of joy and sorrow.

"A culminating experience is only the beginning" are the words of a famous Chinese Philosopher. The task of either initiating or maintaining an internship experience for the professional preparation of future business education teachers is the charge accepted by the writer.
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Studies in Management Science. Professor Charles B. Hicks
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CHAPTER I

NATURE OF THE STUDY

The development of internship programs in teacher education has been influenced by the supply of teachers. Historically, the supply of teachers and the social and economic conditions of our society have been closely parallel. Periods of social and economic depression have caused an oversupply of teachers; periods of favorable social and economic acceleration have contributed to the inadequate supply of teachers.

Internships in teacher education can be classified into four periods. (1) The period from 1900 to 1930 was characterized by an expansion of the economy and enrollment in the secondary schools increased, which resulted in the need for additional teachers. During this period a few internship programs were established as a part of the total laboratory experience for prospective teachers. (2) The period from 1930 to 1940 social economic depression caused a reduction in school expansion and teacher turnover which resulted in an oversupply of teachers. Numerous internship programs were established with two major purposes—to improve the competence of committed, unemployed teachers,
and sometimes to help in teacher selection. (3) During the period of 1940 to 1967 the Second World War caused favorable economic conditions and depletion of the labor force, therefore reducing the supply of teachers. After the war the economic conditions remained on a high level; as a result, the supply of teachers was kept low. During this time a fifth-year teacher education program was designed to recruit teachers in secondary education and to improve the preparation of teachers. The Master of Arts in Teaching (MAT) was one type of fifth-year program which required four years of liberal studies from a prestigious college, with a strong academic major, plus a fifth year consisting in part of professional courses or seminars and an internship and in part of academic specialization at the graduate level. (4) In the late 1960's and early 1970's social and economic conditions began to stabilize and the demand for teachers increased. At the same time educators, such as Andrews, Gardner, Henry, Lindsey, Moss, and Smith, began to look at the internship programs in a different perspective. Internship programs were looked upon as a means of training fewer teachers with a higher quality of experience in teacher education programs. The Association for Student Teaching Commission on Internships in Teacher Education adopted the following
definition of internships in teacher education on February 18, 1967. It states:

The internship in teacher education is an integral part of the professional preparation of the teacher candidate, having been preceded by successful observation-participation and student teaching [student teaching is not a required prerequisite for this study] or equivalent clinical experiences in a school environment, and is planned and coordinated by the teacher education institution in cooperation with one or more school systems. The intern is contracted by and paid by a local school board, assigned a carefully planned teaching load for a school year, and enrolled in college courses that parallel his professional experience. The intern is supervised both by a highly competent teacher who is recognized for his supervisory capacity and is assigned released time to devote to the supervision of interns and by a college supervisor who makes a series of observations and works closely with the school supervisor and the intern.¹

Criteria for an internship experience have been suggested by Andrews and were employed in this study. The five points included in the criteria are:

1. An intern is fully responsible for his teaching assignment.
2. An intern is on a training program.
3. An intern is certificated in some way.
4. An intern is a regular contracted staff member.
5. An intern is paid.²


²L. O. Andrews, Excerpt from Lecture in Course Education 937, Direct Experiences in Student Teaching, Columbus, Ohio: The Ohio State University, January 13, 1970.
Statement of the Problem

The purpose of this study was to evaluate the desirability of including an internship experience as a part of the professional preparation of business education teachers for the secondary schools.

Answers were sought to the following questions in order to fulfill the purpose of the study:

1. What theoretical bases do teacher-education institutions have for offering an internship experience as identified in the literature?

2. What have been the characteristics of the internship programs as identified in the literature?

3. What have been the characteristics of the internship programs as identified by the following groups: (a) directors of collegiate internship programs? (b) chairmen of high school business education programs? (c) first-year business education teachers?

4. Do the directors of collegiate internship programs and the chairmen of the secondary school business education programs (or persons responsible) who had interns working during 1969-1970 believe that the internship experience is feasible? If so, upon what bases; and, if not, upon what bases?

5. What, in the opinion of the directors of the collegiate internship programs and the chairmen of the secondary school business education programs (or persons who
are administratively responsible) who had interns working during 1969-1970, are the major problems in implementing an internship program?

6. What are the reactions of the first-year business education teachers following an internship experience in 1969-1970 to selected experiences as to: (a) the extent of experiences and (b) the value of experiences?

7. In the colleges and/or universities where an internship program is utilized by other academic disciplines but not in business education, what are the reasons given by the chairmen of business education programs (and directors of student teaching) for omitting the use of an internship experience?

8. What are the specific reasons the internship programs have not been utilized more extensively?

The objective of the study was to determine whether or not the internship experience is feasible for the professional preparation of business education teachers.

Justification of the Study

A review of professional publications in the field of teacher education and business education has shown much dissatisfaction among professional educators with teacher education programs as they have functioning in the past and as they continue to function today. Reverberations of such dissatisfaction have also appeared frequently in the more
sophisticated publications which cater to public rather than to professional readers. Whether experiments in teacher education have been undertaken as a result of this criticism is incidental at this point, but a review of current literature in the field of teacher education has indicated that the teacher internship has become a part of some pre-service education programs in colleges and universities across the United States.

From an examination of the literature, it appears that no studies have been conducted to determine the feasibility of utilizing an internship program as an integral part of the business education program for teachers of the secondary schools. Since the number of programs (though still small) has increased, the writer was interested in determining the values of the programs in relationship to the additional cost and time. It is on these bases the study can be justified as timely and important.

Among those groups of people who are directly concerned with improvement in the professionalization of teaching are the following:

1. Directors of collegiate internship programs, who are concerned with the impact of technological developments in education, both the hardware and the software.

2. Business teacher-educators, who are concerned with the cost and time needed to provide prospective teachers
the opportunities to experience a variety of teaching strategies.

3. School administrators, who are concerned with the professional preparation of selected teachers to provide the appropriate education to meet the objectives of the school within their jurisdiction.

4. Research workers, who are interested in finding answers to problems concerning teacher preparation.

Also, this study should be of special interest to members of the National Association for Business Teacher Education (NABTE) and the Association of Teacher Educators (ATE) as well as other interested teacher educators.

**Definition of Terms**

The following definition of terms has been used in the study:

_**Director of collegiate internship programs.**_—A regular college staff member who has, as all or part of his assigned teaching, the supervision of activities of interns and the relationships and conditions under which they carry on their professional work.

_**College supervisor.**_—A member of the college faculty who has either full-time or part-time responsibility for supervising interns during their internship within the secondary schools and works cooperatively with the school intern supervisor.
Intern supervisor.--A member of a school staff who has either full-time or part-time responsibility for supervising interns during their internship within the secondary school and works cooperatively with the college supervisor.

First-year business education teacher.--A person who has completed an internship experience, who is certified by the state to teach, and who is teaching in the business education curriculum.

Student teaching.--"The period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks."¹

Internship.--A professional experience employed by teacher-education institutions for the preparation of teachers, which used these conditions:

1. That interns be graduates of a four year college or teachers college before entering their period of internship. [This is not a required prerequisite for this study.]
2. That the internship be in a typical school situation, not in a demonstration school, and that the intern be responsible wholly or in part to local school authorities.
3. That the period of internship be at least a semester in length.

¹John G. Flowers et al., School and Community Laboratory Experiences in Teacher Education, the Sub-Committee of the Standards and Surveys Committee of The American Association of Teachers Colleges (Oneonta, New York: American Association of Teachers Colleges, 1948), p. 21.
4. That a major objective of the internship program be the professional education and development of the intern.
5. That the internship program be a definitely planned program involving at least several interns.
6. That the internship program be in existence at the time the study was made.

The review of related literature revealed that four patterns of internship programs, including both undergraduate and graduate programs, were found as a result of research conducted by the Association for Student Teaching (AST).\textsuperscript{2} A taxonomy of the four patterns included the following description:

Four-year undergraduate internship program.--For a bachelor's degree the students earned between two-thirds and three-fourths of the total credits in liberal arts and subject matter for the teaching certificate and participated in student teaching during the senior year, occasionally during the junior year.

Five-year undergraduate internship program.--For a bachelor's degree the students earned two-thirds or more of the total program in liberal arts and an academic area with


\textsuperscript{2}\textit{Internships in Teacher Education, op. cit.}, pp. 109, 111.
a minor in a specific academic area and participated in student teaching, usually during the senior year.

Fifth-year graduate internship program.—For a master's degree most programs required a liberal arts undergraduate degree with a summer or early autumn participation in student teaching preceding the academic year.

Two-year graduate internship program.—For a master's degree the students earned a bachelor's degree in the liberal arts. They participated in student teaching during the summer preceding the academic year or during the second semester of the first year. Candidates were required to major in an academic field other than their undergraduate major.

In summary, candidates for an internship program were required to have a liberal arts background and student teaching experience. The percentage of liberal arts requirement and the placement of student teaching were the major differences.

Delimitations of the Study

The following delimitations were established for the study:

1. The study included internship programs in secondary education.

2. The study included both undergraduate and graduate internship programs in secondary education.
3. The population selected for this study included four groups: (a) directors of collegiate internship programs for 1969-1970, (b) chairmen of secondary school business education programs (or persons who were administratively responsible) in which interns worked in the department during 1969-1970, (c) first-year business education teachers who were interns in 1969-1970, and (d) chairmen of collegiate business education programs (and directors of student teaching) who omitted the use of an internship experience as a part of the professional preparation of their teachers in a college and/or university where the internship experience was utilized by other academic disciplines.

4. The data-gathering instruments were limited to the questionnaires which were mailed to the four groups of people identified in delimitation No. 3.

Limitations of the Study

The following limitations were established for the study:

1. The study excluded the role of the directors of the collegiate internship programs.

2. The study excluded the role of the chairmen of secondary school business education programs in which interns worked.
3. The study omitted an evaluation of the teacher competencies of the first-year business education teachers who were interns during 1969-1970.

**Basic Assumptions**

The following assumptions were established for this study:

1. There were certain professional activities in the internship experience that affect the teaching satisfaction of first-year business teachers.

2. A sample of 334 colleges and/or universities was representative of the total teacher education internship programs in the United States. Within the total sample 310 colleges and/or universities were members of the NABTE in 1969-1970 and 24 colleges and/or universities participated in the "Internship Survey--1967," which was published in the *Internship in Teacher Education, Forty-Seventh Yearbook of the AST, 1968* (programs that were not duplicated on the NABTE list for 1969-1970).

3. There would be more internship programs established if sufficient college personnel were available to direct the internship experience.

**Summary**

The purpose of the study was to evaluate the desirability of including an internship experience as a part of the professional preparation of business education teachers
for the secondary schools. The impact of the internship as a part of the professional preparation for beginning teachers appeared to be a major concern to directors of internship programs, school administrators, and research workers. It seemed to be a particular concern of business teacher-educators, who were responsible for preparing young people for teaching in the secondary schools. A study of the theoretical base and advantages/disadvantages seemed necessary concerning the foundation of the internship experience.

In Chapter II, the investigator gives a report of the findings concerning related literature and research studies. In Chapter III, the researcher describes the procedures used, including the internship survey and construction of the questionnaires. In Chapter IV, the researcher presents the data collected from the survey and questionnaires. In Chapter V, the investigator presents a summary of the findings of the study, conclusions, and recommendations for utilizing an internship experience for the preparation of business education teachers for the secondary schools.

An annotated bibliography is included for a reference point for the reader.

The appendices contain a copy of the internship survey, a copy of request to placement offices and letters of transmittal for the study, and a copy of questionnaires mailed to the four populations.
CHAPTER II

REVIEW OF RELATED LITERATURE
AND RESEARCH STUDIES

A review of current literature in the field of teacher education has indicated that the teacher internship has become a part of a few pre-service education programs in colleges and universities in the United States. The literature suggests that the internship program has been included to allow prospective teachers to develop a wide range of knowledges and skills which are needed to deal effectively with present school activities.

The purpose of this chapter is to report the status of internship programs for the preparation of teachers for the secondary schools. This chapter was organized into four sections: (1) the theoretical base for the internship experience as a part of the professional preparation of teachers, (2) the characteristics of internship programs, (3) the reasons for the limited application of the internship concept, and (4) the review of specific research studies in teacher education. Reference to specific research studies was also made in section three.
Theoretical Base for Teacher Internship Programs

A review of the related literature yielded no comprehensive theoretical base for teacher education in general or for the laboratory phases of teacher preparation. This lack of development has hindered efforts to establish valid criteria by which existing teacher internship programs might be evaluated and has resulted in a great number of divergent patterns and practices, usually with little or no reasoned rationale for their design.

Kerlinger says:

A theory is a set of interrelated constructs (concepts), definitions and propositions which presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena.¹

A number of purposes have been served by theory. Ryans believed that theory has been useful to the researcher and the practitioner alike in that it does the following:

(a) shows how available information in an area is organized (i.e., how the evidence is classified and interrelated); (b) seeks to predict events and relationships and to bring to light propositions that may describe new relationships; (c) is selective and directive with respect to observation, narrowing the range of events investigated and helping to define the facts that are relevant to a particular area or problems; (d) summarizes facts, going beyond the single observation, abstracting, and generalizing the common elements of classes of related facts.

... The chief function of theory is not to describe

with finiteness how certain kinds of phenomena (such as teacher behavior) operate, but rather to provide a framework for observation and analysis.¹

The studies by Kerlinger and Ryans have suggested a conceptual framework for identification and analysis of the various factors involved in teacher education.

Woodring described a basis for a theory of teacher education as follows:

A unifying theory of teacher education should rest upon clearly stated assumptions about the meaning and purpose of education, the role of the school as an institution, the limitations of the school's responsibility, the role of the teacher within the school, the nature of the learning process, and the content of the curriculum.²

According to Woodring the theory of teaching should provide a structure upon which the prospective teacher could relate theory to practice. The problem of relating theory to practice seems to be one of guiding the interns to realize their responsibility for moving independently from theory to practice (scholarship to method) and from practice to theory in the classroom. The practice work is based as


an instrument in making theoretical instruction real and vital.

Dewey says that:

Practice work is administered primarily with reference to the intellectual reactions it incites, giving the student a better hold upon the educational significance of the subject-matter he is acquiring, and of the science, philosophy, and history of education.¹

In summarizing this view of practice work, Dewey formulated a scheme of five points. The points were:

First, the practice work should be used mainly for purpose of observation. This observation would be used to get material for psychological observation and reflection, and some conception of the educational movement of the school as a whole.

Second, there would then be more intimate introduction to the lives of the children and the work of the school through the use as assistants of such students as had already got psychological insight and a good working acquaintance with educational problems.

Third, this kind of practical experience enables the future teacher to make the transition from his more psychological and theoretical insight to the observation of the more technical points of class teaching and management.

Fourth, as fast as students are prepared through their work of assisting for more responsible work, they could be given actual teaching to do.

Fifth, if the practical conditions permit—if the time of the training course is sufficiently long, if the practice schools are sufficiently large to furnish the required number of children, and to afford actual demand for the work to be done—students who have gone through the stages already

referred to should be ready for work of the distinctly apprenticeship [internship] type.¹

One of the fundamental purposes of professional laboratory experiences is to enable a prospective teacher to develop an understanding of the teacher's role which will serve as an effective basis for professional activities. This purpose is in harmony with the philosophical belief of Dewey that experience can produce values which, if reflected upon and refined, can be used as effective guides for human activities.

Since the purpose of the internship experience is to promote learning, situations must be developed wherein the intern may gain realistic insights concerning the many facets of a teacher's role. If the intern perceives the internship experiences as similar to actual classroom situations which he will face after assuming the independent role of a certified teacher, maximum benefit hopefully will be gained from such experiences.

If the conclusions that have been reached have some validity, they may be useful in serving as a starting point for developing internship experiences. From this rationale, specific statements can be formulated in terms of testable hypotheses which will serve as the basis for additional research. Educators who are closely associated with professional laboratory experiences should initiate a critical

examination of their internship programs in terms of a theoretical and methodological matrix or some other defensible theoretical foundation.

**Characteristics of Internship Programs**

The review of related literature in teacher education yielded some characteristics of teacher internship programs. The reviews are presented in chronological order.

**Schorling, 1935**

One of the fifteen principles proposed for "Directed Teaching" by the members of the Commission on the National Survey of the Education of Teachers and by the members of the National Society of College Teachers of Education Yearbook Committee is: "The work in directed teaching should be followed by a period of internship." The nature and character of the period of internship were defined by these provisions:

1. a light teaching load;
2. salary appropriate to the load, ideally a living wage for a single person;
3. experience in a great variety of tasks, as, for example, extracurricular, administrative and teaching;
4. adequate and competent supervision;
5. correlated graduate work;
6. an opportunity to study the work of teaching as a "whole" before being limited to the teaching of a single subject or grade;
7. an arrangement truly professional which guarantees that the internship

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concept will not be used as a means of hiring a cheap teacher to replace a more expensive but experienced teacher; (8) the selection of teachers for the permanent staff based in part on the way that the candidate adjusts to the particular school and the community in the trial period; and (9) an opportunity for effective observations in sharp contrast to the prevailing practice in which student teachers are required to make numerous observations so early in their professional work that they cannot see very much.1

The characteristics proposed by both members of the Commission on the National Survey of the Education of Teachers and the National Society of College Teachers of Education Yearbook Committee that were similar to the present study were (1) the intern is responsible for his teaching assignment, (2) the intern receives a salary, and (3) the intern is on a training program.

Blackmore, Sowards, and Robinson, 1960

During the late 1950's the Internship Committee of the California Council on Teacher Education studied internship programs for teacher education. The Committee developed standards by which the adequacy of teacher internships could be evaluated.

According to Blackmore, Sowards, and Robinson the principal characteristics of the teacher internship program were:

The intern has responsibility like that of regular teachers to the school and district in which he is employed. He receives special help from the

1Ibid., p. 173.
district as a beginning teacher. His responsibilities as an intern also meet the student teaching and course requirements of the institution of higher learning that is conducting the internship program. The institution provides the intern on-the-job supervision and on-campus seminars and courses in education. Relating of practice and theory is thus made the heart of the internship pattern of teacher preparation.¹

The characteristics of teacher internship programs proposed by Blackmore, Sowards, and Robinson that were similar to the criteria established for the present study were: (1) the intern was fully responsible for his teaching assignment, and (2) the intern was on a training program.

Shaplin and Powell, 1964

In an article by Shaplin and Powell, reference was made to a paper prepared by Shaplin for delivery at the National TEPS Conference, The Ohio State University, Columbus, Ohio, on June 27, 1963. Shaplin outlined several interesting and significant characteristics of teacher education internships developed during the last ten years. These characteristics were:

(1) the intern has greater responsibility when teaching but has had less professional preparation for his job; (2) the intern spends less time teaching due to heavy course load; (3) the internship is not a sequel to professional preparation but the very

essence of the preparation; (4) the internship is an alternative to traditional teacher education, not a culmination; and (5) the programs are apparently based on the academic structure of the college and the nature of its relationship with the local schools. These generalizations are especially pertinent to five-year programs that include little or no professional laboratory experiences prior to the internship period. 1

Both the Shaplin speech and the present study have had similar characteristics for teacher internship programs. They were: (1) the intern was responsible for his teaching assignment, and (2) the intern was on a training program.

Gardner and Henry, 1968

Gardner and Henry identified the characteristics of both the graduate and the undergraduate teacher internship programs. One of the most popular types of teacher internship was a graduate program which culminated with the Master of Arts in Teaching (MAT). This program was designed to recruit students with a strong liberal arts background and academic area in which they planned to teach. In general, they required four years of some kind of liberal studies, with a strong academic major, in a "good" (prestigious) college, plus a fifth year consisting in part of professional courses or seminars and an internship and in part of academic specialization at the graduate level. . . . In other words, this type of program implies that the teacher ought to be a liberally educated person with a scholarly

knowledge of a subject area before he begins his professional studies.¹

This practice rejects the theory that a gradual induction into teaching should be provided through a program of clinical experiences during each phase of the teacher education program.

Gardner and Henry identified a second type of graduate internship program, which was designed to extend the professional laboratory experiences beyond those provided in student teaching. A general pattern existed in terms of the number of credits to be earned and the length of the professional experience. The internship included three phases: pre-internship, internship, and post-internship. The characteristics of each phase as identified by Gardner and Henry were:

Pre-internship phase.--During the initial phase any one, or a combination, of the following courses and professional experiences may be included in the beginning phase of the fifth-year internship, such as: (1) orientation to teaching and the internship operation; (2) three to nine credits in an academic teaching area; (3) three to nine credits in professional education courses; or (4) very limited student teaching. . . . This first phase of the internships varies in length from one or two weeks to a full summer semester.

Internship phase.--The student is placed in a local public school for one semester or a full year as an intern teacher. In most cases, he has a reduced teaching load of one-half to four-fifths that of a full-time teacher. In a few teacher education programs, the interns teach only one hour per

day during the first of a four-semester internship; a few programs require full-time teaching during a full year of internship. The interns receive a salary proportionate to the beginning teacher's salary, paid by the local public school or a supporting foundation. Supervision of interns is provided by persons in a variety of positions in the local public schools: teachers, administrators, regular supervisors, or in a minimum of cases, specialists who have received special preparation in supervision. In a few cases, those responsible for supervision have been granted free time to assume this responsibility. The sponsoring teacher education institution also provides supervision of interns, but frequently only a minimum number of visits are made to the schools to which interns are assigned.

Post-internship phase.--During the second summer of enrollment, following the internship, the student normally completes the requirements for a master's degree and/or a teaching credential, which usually requires the completion of six to twelve credit hours in his major academic area or in professional education.¹

Gardner and Henry also identified three varying types of undergraduate teacher internship programs. These programs, involving a four- to five-year sequence leading to a teaching credential and a bachelor's degree, were established during the 1960's. Three classical examples of the undergraduate internship program were demonstrated by Central Michigan University, Michigan State University, and University of Wisconsin.

Central Michigan University Internship.--The University provided two years of alternate teaching-studying experiences after a two-year base of general education. Each

¹Ibid., pp. 180-181.
prospective teacher spends one semester as an intern (teacher assistant) during his junior year at 50 per cent of a beginning teacher's salary. The responsibilities include observing classes, assisting with extra-curricular activities, and performing clerical duties. During the senior year the prospective teacher (teacher extern) assumes half-time teaching and half-time nonteaching duties. The remuneration provided is approximately 65 per cent that of a beginning teacher's salary. If the student is participating in a five-year program, he spends the third semester as an intern (teacher associate), assuming full teaching responsibility at 75 per cent the beginning teacher's salary. The student is required to take his three experiences in at least two different school systems and is encouraged to arrange his program so that a semester of study on campus alternates with a semester as a teacher intern.

Michigan State University Internship.--The Elementary Internship Program developed by Michigan State University has these characteristics:

The first two years consist of study in the liberal arts areas, followed by a ten-week summer session consisting of courses largely in the arts and sciences. During two quarters of the third calendar year, the student resides in an off-campus internship center where elementary school methods are integrated with observation-participation-student-teaching experience. The third quarter and following summer session are spent at the East Lansing Campus in the study of course work in the liberal arts areas. During the fourth calendar year,
the student becomes an intern teacher at a salary of approximately $3,500 per year and is closely supervised by both a university supervisor and an intern consultant employed full time to supervise interns.¹

**University of Wisconsin Internship.**--The third varying type of undergraduate internship program has been developed at the University of Wisconsin as a part of the Wisconsin Improvement Program. The characteristics of this program were:

The intern, who may be either a graduate or an undergraduate, spends a full semester as an intern-in-team in a cooperating school, where he is assigned approximately one-half teaching load and receives a salary of $1,200. This program replaces student teaching, and no prior professional laboratory experiences are required. The interns take the same professional course work as a student teacher.²

Both the Gardner and Henry study and the present study have these similar characteristics concerning teacher internship programs: (1) the intern assumed responsibility for teaching, (2) the intern was on a training program, and (3) the intern was paid.

**Johnson and Mitchell, 1969**

The Wisconsin Improvement Program is a cooperative program whose participants include the School of Education at The University of Wisconsin; Wisconsin State Universities at Eau Claire, La Crosse, Platteville, River Falls, Stevens

¹Ibid., p. 182.
²Ibid.
Point, Superior, and Whitewater; Stout State University; Beloit College; more than seventy-five of Wisconsin's public school systems; five of Minnesota's public school systems; and the Wisconsin State Department of Public Instruction.
The program was dedicated to the discovery, the testing, and the application of improvements in education. It coordinates the resources of the various institutions in the cooperative study of public school and teacher education programs.

The Teacher Internship Program is one facet of the Wisconsin Improvement Program. During the winter term, 1969, more than sixty of the 800 interns were business education majors serving in over thirty schools in Wisconsin and Eastern Minnesota.

One of the most complete lists of characteristics of an internship program was given by the Wisconsin State University at Eau Claire. The characteristics were:

1. The intern spends one full semester on the job.
2. The intern is assigned to teach two or three classes. One of the classes will be a team approach, with one or more of the regular staff members assigned to a large group.
3. The intern teaches his classes beginning with the first day of the semester and continues throughout the assignment.
4. The intern is paid $1,500 by the school district for the semester's work.
5. The intern is considered to be a member of the department to which he is assigned. His work is supervised by the department chairman and/or by a teacher who teaches the same subject matter as the intern.
6. The intern receives eight semester hours of credit for his one semester on the job.
7. In order to graduate within four years, most interns must attend one summer session.
8. Schools serving as intern stations typically request two interns, one for each semester. The intern serving the spring semester will take the classes taught by the first-semester intern unless his preparation is different. Eau Claire has differentiated curriculum so that students may specialize in a particular area of business education. Consequently, there are occasions when the first-semester intern will have a different set of classes than the spring-semester intern.¹

Both the Johnson and Mitchell study and the present study had designated similar characteristics for teacher internship. They were: (1) the intern was fully responsible for one or two classes, (2) the intern was on a training program, and (3) the intern was paid.

Summary of the characteristics of internship programs

Of the characteristics for teacher internship programs reported in the literature reviewed above, these characteristics were also used by the investigator for the present study: (1) the intern was responsible for his teaching assignment, (2) the intern was on a training program, and (3) the intern was paid. The present study differs from the literature reviewed above in terms of these additional characteristics which were used: (1) the intern was certified in some way and (2) the intern was a regular contracted staff member.

Advantages of Teacher
Internship Programs

In planning the teacher internship program, Johnson and Mitchell at Wisconsin State University, Eau Claire, have hoped to attain these advantages (values) for the intern, intern supervisor and local school systems, and teacher educators:

Advantages for the intern teachers

The five advantages received by the interns were:

1. **Status in the school.**—Extended tenure, license, and salary allow the intern a status in the school which approximates that of a regular staff member. . . .
2. **Length of experience.**—The intern spends an entire semester, including the opening or closing of the year, in the school system. He has time to observe and adjust to the growth and changes in students and classes over a sustained period.
3. **Adjustment period.**—The intern has time to know himself during a semester of teaching. Student development evokes subsequent and consequent adjustment on his part. . . .
4. **Intern-in-team approach.**—The intern has extensive contact with his cooperating teacher through cooperative planning, teaching, and evaluating. Professional colleague relationships are thus fostered through the intern-in-team approach. . . .
5. **Variety of experience.**—The intern can experience the work of the school community in many aspects: classes, homerooms, study halls, faculty and departmental meetings, PTA meetings, open house. He may participate in teacher workshops, advise an extra-curricular activity, and meet with the parents of his students. . . .

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1Ibid., p. 36.
Advantages for the intern supervisors
and their local school systems

The four advantages received by the intern supervisors and their local school systems were:

1. **Partnership with the university.**—The local school system achieves the satisfaction of participating as a partner with the universities in the preparation of teachers.

2. **Stimuli to experienced teachers.**—Teacher candidates representing varied and superior backgrounds can be brought to the instructional program of the classroom. Both students and cooperating teachers can benefit from exposure to the extensive up-to-date knowledge of subject matter possessed by the typical intern. Interns often serve as stimuli to experienced teachers to reexamine their own methods of instruction.

3. **Professional personnel.**—The internship program, with its emphasis on intern-in-teams, offers a convenient vehicle for the local system to investigate new ways of deploying professional personnel.

4. **Prospective staff members.**—The extended period of the internship offers to the staff an opportunity to carefully observe and evaluate interns as prospective staff members.¹

Advantages for the teacher educators

The two advantages received by the teacher educators were:

1. **Cooperation with local school systems.**—The university supervisor who coordinates the intern's program with the local high school supervisor has a built-in opportunity to assist in designing classroom experiments. A closer relationship is developed between the local school supervisor and the university staff member. The university staff member has a more realistic view of the problems facing the local

¹Ibid.
school supervisor as he works with the local supervisor during the whole semester.

2. Evaluate methodology.--Since the intern is going to be in front of his classes beginning with the first day of the semester, he has to be prepared. Thus, teacher educators must constantly evaluate and update their procedures for approval of potential teacher candidates and the programs preparing these candidates to teach.¹

Summary of advantages of teacher internship programs

The characteristics and advantages for teacher internship programs reviewed above could be used as a part of the matrix for testing to determine a theoretical base for teacher internship programs.

Disadvantages of Teacher Internship Programs

A review of the related literature yielded no disadvantages of the internship program for the preparation of teachers for the secondary schools.

Reasons for Limited Application of the Internship Concept

A review of the related literature of teacher internship programs has not yielded any justification for the limitation of the internship concept. However, in the research studies conducted by Plachy, Stevens, Rex, and Leskiw, some problems which seemed to be the reasons for the

¹Ibid., p. 37.
limitation of the internship experience for the preparation of teachers were presented.¹

Plachy, 1950

In the Plachy study completed in 1950, five areas of problems associated with the internship were given. They were:

1. Method of financing the internship program.
2. Providing supervisory talent in an already overcrowded school schedule.
3. Difficulty in securing high schools willing to cooperate.
4. Educating high school and community for intern program.
5. Added work for administration and teachers in an already overcrowded high school.²

Plachy evaluated the problems of the institutions with internship programs. Sixty-nine per cent of the institutions indicated that educating the school and the community was the primary problem, and 63 per cent said that the method of financing the internship program was a problem.


²Plachy, "Student Internship as a Part of Secondary School Teacher Preparation (Field Study No. 1)," p. 219.
Only 12 per cent of the participants indicated they had difficulty in securing secondary schools to cooperate with the universities.

**Stevens, 1956**

Stevens analyzed the prevailing patterns and practices of internship programs in operation. He enumerated a series of factors which might account for the lack of general acceptance of the internship as a universal teacher-training method. Among these were: "(1) resistance to change within the profession; (2) inability to find adequate supervision; (3) cost of maintaining programs; and (4) existing teacher shortages."¹

**Rex, 1961**

In the Rex study, he says the reason for limited application of the internship program has been due to the following:

There is no substantial body of experimental evidence which supports or refutes the contention that an internship is an essential experience in the preparation of a professional practitioner.²

Also, Rex says, "There is no theory concerning the internship as a training method and consequently there is no

¹Stevens, "A Status Study of Internship Programs in Teacher Education," p. 16.

conceptual structure around which research efforts might be built."  

Leskiw, 1966

In the Leskiw study, the directors of the internship programs expressed the viewpoint that problems related to "financial support and competent supervision may keep internship programs from expanding."  

Summary of reasons for limited application of the internship concept

To summarize the views of Plachy, Stevens, Rex, and Leskiw, it seems that the primary reasons for the limited application of the teacher internship during the 1950's through the mid-1960's was the lack of research evidence for the actual outcomes of the internship experience. The secondary reasons were the lack of financial support for maintaining programs and the lack of competent personnel to supervise the interns.

Research Studies in Teacher Education

Reports concerning teacher internship programs were numerous. Few research studies appeared, however, documenting the extent, nature, problems, and potentialities of internship programs. The following review of related


research studies in teacher education are arranged in chronological order.

Plachy Study, 1950

**Purposes.**—The purposes of Plachy's doctoral study (Field Study No. 1)¹ completed at the Colorado State College of Education, were:

1. To establish a set of criteria as guidelines for the operation of internship programs for the secondary schools.

2. To verify the extent internship programs are conforming to these guidelines.

3. To compile various suggestions and opinions about the internships from teachers who have completed such a program.

4. To gather comparable information from administrators who have employed intern-prepared teachers.

**Procedures.**—The study was conducted in these phases:

1. The investigator mailed postal cards to 94 colleges and universities in the United States. He found 35 institutions offering internship programs.

2. A list of 58 criteria in the areas of (a) objectives, (b) principles, (c) conditions, (d) activities, (e) values, (f) problems, and (g) proposals for administra-

¹Plachy, "Student Internship as a Part of Secondary School Teacher Preparation (Field Study No. 1)," pp. 7-8.
tion was evaluated by a jury of twenty educators and thirty-five directors of collegiate internship programs. The data from these findings were used to compare the evaluation of the criteria which was made by jurors and by the directors of the collegiate internship programs.

Findings.--The findings of the study which have some relation to this study were:

1. The seven criteria ranked highest by the intern-prepared teachers were:

   a) The internship develops confidence in classroom management.
   b) The internship affords an opportunity for the integration of theory and practice.
   c) The intern has opportunities to discuss problems confronting him with the college supervisors.
   d) The internship affords an entrance into the teaching profession under the direction of qualified supervision.
   e) The internship permits a gradual induction and orientation into the teaching profession.
   f) The internship helps acquire an understanding about children.
   g) The internship helps correct errors in teaching techniques before they become fixed habits.

2. The five criteria ranked highest by the administrators, as well as the teachers, were:

   a) The internship develops greater confidence in classroom management.
   b) The internship makes better teachers.
   c) The internship provides an opportunity for the integration of practice and methods.
   d) The internship helps the beginning teacher acquire an understanding of children.
e) The internship helps the beginning teacher to do a better teaching job in the school and in the community.

Relationship to the present study.--The concerns of the Plachy study and the present study were: (1) the criteria used for the operation of internship programs for the secondary schools, (2) the extent the internship meets the criteria, and (3) the opinions and suggestions concerning internship experiences from first-year teachers who have had such an experience.

Pickens Study, 1958

Purpose.--The purpose of the Pickens study was to determine the relative importance given by the cooperating personnel of the secondary school internship program to the suggested activities for the ten-week phase of internship.¹

Procedures.--A list of 143 internship activities was formulated from published materials created and employed by the college professors working with the internship program of the University of Florida. Internship activities were categorized into the following areas: (1) meeting personal problems, (2) understanding children and youth, (3) developing relationships with the community, (4) planning and

developing effective learning experiences, (5) developing professional attitudes, and (6) becoming acquainted with the professional position and school operation. An instrument was prepared from these materials and submitted to one entire class of secondary school interns, their directing teachers, selected principals, and selected nondirecting teachers. There were 205 respondents. Personal interviews and case studies were made to ascertain reasons for either extremely high or extremely low responses on a four-point scale of the instrument.

Comparisons were made between items, item-areas of the instrument, and total instrument responses according to individuals, personnel groups, subject-matter groups, and the total population of the study.

**Findings.**--With regard to internship activities, Pickens found that the development of professional attitudes and the development of effective learning experiences were the greatest concern of all the participants. The proximity of both these activities suggests that each depends upon the other for success.

The order of importance for the other four groups of internship activities as found by Pickens was: (1) becoming acquainted with the professional position of the school, (2) meeting personal problems, (3) understanding children and youths, and (4) developing relationships with the community.
Conclusion.—Pickens concluded from the ranking of internship activities that the internship, as perceived by all the four groups, should be more of an experimental experience in developing professional attitudes and effective learning experiences than for personal adjustment and community study for the interns.

Relationship to the present study.—Both the Pickens study and the present study were concerned with internship activities, such as orientation of interns to the school, development of effective learning experiences, development of professional attitudes, and acquaintanceship with the teaching profession.

Allen Study, 1959

Purposes.—The purposes of the Allen study were (1) to analyze the internship concept in American teacher education, (2) to develop a set of criteria for appraising the adequacy of internship programs for secondary school teachers, and (3) to propose a program of teacher internship on the basis of these criteria which might be used and tested in the Philippines.¹

Procedures.--The two research methods Allen used in the study were (1) a historical and documentary analysis in which the historical development of internship in the professions was traced, philosophical bases and psychological studies were analyzed, and the factors of teaching competence were studied in relation to the current debate in American education; and (2) a normative-survey to 25 teacher internship programs. Eight categories were used to describe the existing internship programs for American secondary school teachers. These categories were: (a) purpose, (b) participants, (c) length of time devoted to the program and activities during this period, (d) remuneration, (e) supervision, (f) degree or certificate granted, (g) evaluation, and (h) other features.

Conclusions.--From the data, Allen concluded that a sound internship program for secondary school teachers seems to offer these advantages:

1. opportunities for growth and development of the intern
   a) personally--the intern grows and develops because he comes in contact with personalities of varied backgrounds, interests, and capabilities in the school and in the community,
   b) professionally--the intern is given an opportunity to grow professionally before the internship, during the internship, and after the internship;

2. adequate guidance and supervision for the beginning teacher;
3. opportunity to grow in competence and effectiveness while engaged in teaching and in the continuous pursuit of general, professional, and specialized knowledge; and

4. application of sound principles and theories of learning to actual classroom situations.

**Relationship to the present study.**--Allen's study and the present study included an evaluation of the professional opportunities experienced by the intern during the internship and an evaluation of the supervision provided by the college supervisor and the intern supervisor in the high school. The method of gathering data was similar to the present study.

**Rex Study, 1961**

**Purpose.**--The Rex study was designed for the purpose of developing a theory of internship in teacher education. The concept of internship was accepted as a sociological reality with psychological concomitants. The sociopsychological implications of such an experience were therefore used as guidelines for identifying and developing unique experiences provided in the internship program.¹

**Procedures.**--Rex reviewed dissertations concerning internships in teacher education since 1940. All of the investigators reported information about the organization and

the function of the internships developed in public schools and teacher training institutions in the United States. Rex concluded that the lack of substantial research concerning the actual outcomes of the internship experience was related to the lack of development of constructing theories which might account for its educational function.

Rex used a "closed system-element" reduction approach for the purpose of isolating the various experience elements to be found in the internship. The internship was ultimately presented as a closed system of specialized experiences in which an incumbent might be offered three dimensions for seeking personal identity. The experience was seen as providing opportunities in a professional setting which would allow the intern to develop self-identification, to accept the responsibilities found in the role of the teacher, and to understand the place of the school in the community.

Further analysis of the three dimensions resulted in the identification of their unique elements in the closed system. Rex described the dimensions and elements as follows:

**Identification of self in a professional setting** appears to involve a widening perception of: (1) personal capacity, (2) aspiration level, (3) tendency toward specialization, (4) commitment to professional service. These become the basis for establishing a set of personal values in relation to professional practice.

**Identification of role in a professional setting** involves a widening perception of: (1) generalized expectations, (2) self-other perceptions, (3) situation analysis, (4) specific expectations. These fuse and become the basis for a set of status values emerging from the experience.
Identification of community in a professional setting involves a widening perception of: (1) ethical standards, (2) rights and obligations, (3) a sense of authority and autonomy, (4) professional limitations. These provide the basis for a set of professional values emerging from the experience.¹

Conclusions.--Rex concluded that the use of the composite of elements from the three dimensions could provide an orientation to personal, interactional and positional attitudes, and values. The result of the use of the orientation should prompt and support behavior and performance patterns which were in keeping with the public image of the practitioner and with the role which was generally accepted by the teaching profession.

Rex believed that the theory developed for his dissertation would provide a conceptual framework on which empirical research could proceed.

Relationship to the present study.--Both the Rex study and the present study were concerned about developing a theory for the internship in teacher education.

Livingston Study, 1962

Purpose.--The purpose of the Livingston study was to identify, describe, and analyze the professional problems met by secondary school intern teachers during their year of internship teaching and to explore the relationship of intern

group characteristics and situational variables to the problems identified in the study. These problems were identified by the interns, school district supervisors, university subject-matter supervisors, and university graduate internship program staff supervisors.

Procedures.--Data were collected by means of a survey instrument with two forms: the Intern Form which contained an objective data gathering section, and a "written-interview" or open-ended section; and the Principal-Supervisor Form which contained only the "written-interview" section.

The survey instruments were mailed to the respondents in March and April, 1959. Respondents were: (1) the twenty-seven men and thirty-three women enrolled as teaching interns in the Graduate Internship Program in Teacher Education at the University of California, Berkeley; (2) the forty-six public school supervisors in whose schools the interns taught; (3) the fifteen university subject-matter supervisors having supervisory responsibility in specific academic fields for one or more interns; and (4) the five Graduate Internship Program staff supervisors responsible for the total professional development of the several interns.

assigned to each of them. All of the instruments were returned by the respondents, with the exception of one member of the intern group and one public school supervisor who did not supply information on one intern.

In processing the open-ended data, a Problem Perception Code of eight categories and thirty-seven subcategories, and a Positive Perception Code of twelve categories were developed. As the categories of the Problem Perception Code indicate, the problems of interns clustered in these areas: (1) teaching; (2) relationships to students; (3) equipment, supplies, and facilities; (4) relationships to adults; (5) status as an intern; (6) the self; (7) professional socialization; and (8) situational characteristics. The Positive, or favorable, categories were found to complement the Problem categories.

Findings.--Findings that are related to this study were:

1. Interns were most concerned with problems involving temporal organization, teaching, the self, and situational characteristics.

2. School supervisors expressed strong concern for problems involving relationships to students and adults, personal intern qualities, instruction, and socialization.

3. University subject-matter supervisors were concerned with problems regarding teaching, students, the intern, and the school milieu.
4. Intern staff supervisors exhibited concern for personal maturity, teaching, understanding of students, socialization, and interpersonal relationships.

Conclusions.--Livingston drew these conclusions:

1. Each respondent group perceived professional problems from its own frame of reference.

2. The professional problems of public school teachers--whether student, intern, beginning, or experienced--were relatively persistent and universal.

Relationship to the present study.--Both the Livingston study and the present study were concerned with the problems of interns in these areas: (1) teaching, (2) relationships to students, (3) relationships to adults, (4) status as an intern, (5) professional socialization, and (6) situational characteristics.

Rosenthal Study, 1964

Purpose.--The purpose of the Rosenthal study was to provide information for the faculty of the Graduate School of Education at Yeshiva University (New York City, New York) to utilize in improving professional laboratory experiences for secondary school intern teachers in the Teaching Fellowship Program.¹

¹Lester Harold Rosenthal, "Professional Laboratory Experiences for Secondary School Teachers in a Fifth-Year Internship Program: An Exploratory Study of the Teaching
It was anticipated that the study would contribute to improvement of the Teaching Fellowship Program in these specific ways:

1. The study would give information on both the strengths and weaknesses in the use of laboratory experiences for secondary school intern teachers in the Teaching Fellowship Program by comparing the practices found in the implemented programs with the recommendations of professional authorities.

2. The study would suggest courses of action which could possibly remedy any inadequacies in the Teaching Fellowship Program.

3. The study would provide information which could be used to promote more effective use of laboratory experiences in the total Program.

Procedures.—The procedures of the study were:

1. The development of twenty guidelines on the functioning of laboratory experiences in teacher education, such as purpose, nature and place, admission, assignment and retention, guidance and evaluation, and facilities.

2. The use of the guidelines to gather detailed information on the functions of laboratory experiences in the program for secondary school interns. Techniques used

to gather the information included the author's experiences as a participant in the Program, questionnaires, informal interviews, discussions with other participants, University records, and various published materials.

3. Comparison of practices of the program with the guidelines and recommendations for improvement were made.

Findings.--The findings in the Rosenthal study which have a relation to this study were:

6. A period of guided student teaching generally was not provided prior to the internship. An effort to provide observation and student teaching during that part of the day when students were not intern teaching also was not particularly successful.

8. The internship was not the culminating experience following completion of a full teacher education program, but rather a substitute for all other direct experiences. It was not reserved for persons who had completed all other professional requirements but was open to persons with little or no professional background or demonstrated experiences.

10. A continuing program of selection was not provided with definite steps for reviewing student progress and redirecting and guiding the less competent. Acceptance to the Program meant practically automatic acceptance to the internship.

11. The Graduate School of Education had no clear criteria for selection and retention once students were admitted to the internship program.

16. Supervision of intern teachers was neither continuous nor shared jointly by University and school supervisors. In most cases, the internship was of the "go-it-alone" variety.

17. No clearly defined criteria were available for guiding and evaluating the performance of intern teachers.
24. The Graduate School of Education had developed no clear criteria for selecting cooperating schools or agencies.
25. The Graduate School of Education did not participate in and had established no criteria for selecting cooperating teachers and supervisors.
26. The Graduate School of Education did not extend itself sufficiently to help clarify what was expected of each participant in the program of direct experiences; to orient and assist laboratory personnel in their work with intern teachers; and to develop close relationships and channels of communication and cooperation with the schools.

Relationship to the present study.--Both the Rosenthal study and the present study were concerned with the strengths and weaknesses of the internship experience, especially in the area of supervision of secondary school intern teachers by the high school and college personnel.

Leskiw Study, 1966

Purpose.--The purpose of the Leskiw study was to analyze the design (organization) of teacher internship programs operating in selected teacher education institutions in the states of California and Oregon.

 Procedures.--The study, conducted at the University of Oregon, consisted of three phases. The first phase included the preparation and validation of criteria for

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1Ibid., pp. 244-247.
2Leskiw, "A Critical Analysis of Teacher Internship Programs in Selected American Teacher Preparation Institutions."
teacher education programs and for teacher internship programs. The second phase consisted of an examination of selected internship programs to gather general data concerning the goals and characteristics, the overall placement in the teacher education programs, and the evaluative procedures. The third phase utilized the two sets of criteria developed and validated in the first phase to analyze critically the various features of the internship programs.

Data for both the first and second phase of the study were obtained by means of two questionnaires. The questionnaire for the first phase was sent to selected state department directors of teacher education personnel, and university supervisors of interns. Selected university directors of internship programs, school principals, supervising teachers, and interns received a questionnaire for the second phase.

The statistical techniques used in the study were the Kolmogorov-Smirnov two-tailed test of significance and the Kendall Coefficient of Concordance. The data in the second phase of the study were summarized into frequency distributions.

The respondents to the questionnaires for the first phase endorsed twenty-six of the thirty criteria proposed for teacher education programs and thirty-one of the thirty-two criteria developed for teacher internship programs. A
large measure of agreement was evident among the four groups in their rating of both sets of criteria.

Findings.--The findings of the Leskiw study which were relevant to the present study were:

1. Generally, the respondents were satisfied with the provisions made for the operational success of internship programs at the graduate level, the remuneration of interns, the provision for student teaching prior to the internship experience, and the joint coordination of programs. The respondents also found the provisions for internship programs complying with the validated criteria.

2. Problems related to structure and organization of internship experiences, such as acceptance of full responsibility for teaching by interns, orientation activities, use of seminars, and seminar leadership, had not been fully resolved.

3. The identification and appointment of competent supervisors and the provision of released time for them by school boards were problems which needed continued attention.

4. Procedures employed in the evaluation of intern competence were similar to those used in evaluating teacher competence and usually involved the use of traditional rating devices. Procedures for evaluating internship programs were almost entirely subjective and informal in nature.

5. Communication processes at all levels needed improvement.
Relationship to the present study.--Both the Leskiw study and the present study examined the design of internship programs, especially the problems related to structure and organization of internship programs.

Kershner Study, 1968

Purposes.--The purposes of the Kershner study were:

1. To compare and analyze the demonstrated teaching competencies of those who had completed student teaching and those who had completed internships (both programs offered by the University of Oregon) to determine the extent of the advantages claimed for the internship experience.

2. To identify the sources which accounted for the strengths and weaknesses in the performance of first-year teachers.

3. To derive recommendations for the modification or further examination of specific facets of internship and student teaching programs.¹

Procedures.--The population studied was comprised of first-year teachers who had completed either the internship or student teaching program at the University of Oregon during the 1965-1966 school year. Twenty-one (78 per cent) of the interns responded to the questionnaire, and sixty-four

(35 per cent) of the student teachers responded to the questionnaire.

A supervisory group was selected to serve as specialists in the evaluations of the performance of interns and student teachers in their practicum experiences. Individuals included in the supervisory group were required to meet these two criteria: (1) specialized training, such as interaction analysis, inquiry processes, and supervision cycle; and (2) completion of the Clinical Supervision Workshops which were offered by five of the teacher education institutions in Oregon. Only nine practicum supervisors met both criteria.

An opinionnaire designed to assess skill in each of twelve teaching competencies was constructed for the interns and student teachers. The list of teaching competencies which were described by Grimm was used to develop the questionnaires for the interns, student teachers, and practicum supervisors. These teaching competencies were:

1. Uses principles of learning and child development.
2. Maintains a classroom atmosphere conducive to learning.
3. Possesses subject-matter skills and understandings.
4. Enjoys good rapport with staff associates.
5. Demonstrates professional attitude and responsibility.
6. Plans effectively.
7. Uses varied teaching procedures.
8. Maintains good rapport with students.
10. Exercises effective class management.
The researcher sought to determine from the respondents what teaching competencies were most important and what factors influence teaching strengths and weaknesses.

The practicum supervisors who met the criteria for evaluating the interns and student teachers completed a similar opinionnaire. They were asked to identify the level of competency demonstrated by the interns and the student teachers.

Survey responses were analyzed and submitted to bivariate and rank-order statistical comparisons.

**Conclusions.** Based on the results of the study, the conclusions were:

1. The University of Oregon interns demonstrated greater general competency in their practicum experience than conventionally prepared student teachers.

2. The University of Oregon Intern Teacher Program has achieved, to some extent, all but one of the primary advantages. At the time the internship program was implemented, it was assumed that the internship program would provide four primary advantages. They were
   a. An increased opportunity to bring theory and
practice into a close functional relationship.

b. A greater development of professional skill through sustained practice under competent guidance and supervision.

c. A smoother and more effective transition into teaching.

d. More opportunity for students to acquire greater depth in general education and in their specialty areas.¹

Results of this study provided evidence that the first three of these assumed advantages were achieved to some degree. No evidence indicated that the fourth advantage was achieved.

3. Interns demonstrated greatest superiority over conventional student teachers in interpersonal relations and group management skills.

4. The student teachers saw sources outside the formalized teacher-education curriculum as contributing significantly more to their professional development than curricular (education courses) sources.

5. Both interns and student teachers demonstrated the highest level of competency in the same areas: rapport with students, subject skills, and use of varied teaching procedures.

6. Student teachers' weaknesses stemmed more from "curricular" than from "related" sources.

7. Both interns and student teachers exhibited weakness in the same areas of competency: measurement and evaluation, diagnosis and remediation.

Relationship to the present study.--Both the Kershner study and the present study were concerned with the teaching competencies demonstrated by interns and the strengths and weaknesses of the internship experience.

Miller Study, 1970

Purpose.--In his doctoral study at Temple University, Miller sought to explore these questions: ¹

1. What components related to pressure, difficulty, and satisfaction do secondary intern teachers report during their first year of teaching?

2. How do these components vary during the year and among selected subgroups of intern teachers?

Procedures.--The data gathering instrument used in this study was a questionnaire developed from statements obtained directly from interns. The questionnaire was administered to two groups of ninety interns during October, January, and May during two different years. The interns enrolled in the Intern Teaching Program for College Graduates at Temple University. The first group began teaching in September, 1965; the second, in September, 1967.

The statistical procedure used was a modification of analysis of variance. The selected components of the factor

¹H. Bernard Miller, "An Analysis of Empirically Selected Components of Pressure, Difficulty, and Satisfaction Reported by Beginning Secondary Teachers" (Ed.D. dissertation, Temple University, 1970 [mimeographed Abstract]).
analysis were: (1) the year the interns began teaching, (2) the sex of the interns, (3) the school levels taught, (4) the racial composition of the students taught, and (5) the time of year the questionnaire was completed (with repeated measures across the fifth factor). The larger mean variations rather than the F values were used to locate important differences.

Findings.—In the Miller study, the questions asked and the findings collected which have some relation to this investigation were:

What components related to pressure were reported with highest frequency, as strongest, and were consistent over time?

1. Interns reported (1) pressure of planning, (2) marking, (3) clerical work, (4) controlling classes, (5) time, and (6) finances as the components comprising pressure.
2. Interns consistently ranked the pressure of planning most often and as the strongest source of pressure.

What components related to difficulty were reported with highest frequency, as most severe, and were consistent over time?

4. Interns reported difficulty in their teaching techniques: both in finding ways to vary the lesson and in going slowly enough and simply enough for their students.
5. Interns reported difficulty with evaluation procedures.
6. Interns reported difficulty in analyzing aspects of their teaching performance.

What components related to satisfaction were reported with highest frequency, as most severe, and were consistent over time?
10. Interns reported their most frequent and greatest satisfaction was constantly learning about teaching.

What changes in selected components related to pressure, difficulty, or satisfaction are identified by interns during their first year of teaching?

13. Planning as a source of pressure was reported more often by interns at the beginning of their first year of teaching, less often at mid-year, least often at the end of the year.

The aspects of the Miller study which were similar to this study were:

1. Both studies involved first-year teachers of secondary schools.

2. Both studies were interested in the extent to which the intern became acquainted with the characteristics of the students in his classes.

The two studies differed in the following aspects:

1. One of the major purposes of the Miller study was to determine the difficulty encountered by secondary intern teachers during their first year of teaching, whereas this study was concerned with the difficulty for implementing an internship program as encountered by the directors of collegiate internship programs and the chairmen of high school business education programs (or person responsible for the interns).

2. The Miller study was more concerned with the

\[Ibid., pp. 7-12.\]
dissatisfactions experienced by the first-year intern teachers, whereas this study was more concerned with the satisfactions experienced by the first-year intern teachers.

**Summary of research studies in teacher education**

To summarize the research studies on teacher internship programs, the investigator included only those studies concerning first-year intern teachers prepared for the secondary schools. The research studies analyzed characteristics of internships and problems experienced by the directors of collegiate internship programs, intern supervisors in the secondary schools, and first-year teachers.

**Summary**

The purpose of this chapter was to report the status of internship programs for the preparation of teachers for the secondary schools. This chapter was organized into four sections: (1) the theoretical base for the internship experience as a part of the professional preparation of teachers, (2) the characteristics of internship programs, (3) the reasons for the limited application of the internship concept, and (4) the review of specific research studies in teacher education. Reference to specific research studies was also made in section three.
CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this study was to evaluate the desirability of including an internship experience as a part of the professional preparation of business education teachers for the secondary schools. The internship program has become a part of the professional preparation of business education teachers in a few teacher preparation institutions in the United States.

Method of the Study

The survey method was used for this study. Two kinds of surveys can be made: the questionnaire type and the personal interview type.\(^1\) For this study the survey by questionnaires was used to gather data because this method allowed for wider coverage and was less expensive.

The sequence of activities was as follows:
(1) development of the study, (2) review of related literature and research studies, (3) survey of teacher internship

programs by questionnaire, (4) distribution of questionnaires, and (5) analysis of the data.

**Development of the study**

In order to secure orientation to the internship programs connected with teacher education, the investigator:

1. Enrolled in a graduate seminar in Curriculum for Teacher Education in the College of Education of The Ohio State University during the autumn quarter of 1969,

2. Enrolled in a graduate course in Direct Experiences in Teacher Education in the College of Education of The Ohio State University during the winter quarter of 1970, and

3. Reviewed the literature concerning teacher internship programs.

**Review of related literature and research studies**

The review of related literature and research included studies in the following areas: (1) first-year teachers who experienced an internship program and (2) undergraduate and/or graduate internship programs as a part of the professional preparation of teachers for the secondary schools.

Also, the review of the literature concerning teacher internship programs was made to answer specific questions. These questions were:

1. What theoretical base do teacher-training institutions have for offering an internship experience?
2. What have been the characteristics of the internship programs?

3. What have been the advantages of the internship program?

4. What have been the disadvantages of the internship programs?

5. Why have the internship programs not been used more extensively?

Survey of teacher internship programs by questionnaire

The four phases of the study concerning teacher internship programs were: (1) refining and mailing the "Internship Survey for 1969-1970," (2) securing the name and address of the first-year business education teachers from the placement office of the college/universities, and (3) developing and mailing four questionnaires.

Internship survey for 1969-1970.—The first phase of this survey was the selection of the population to be studied. The investigator mailed inquiries, "Internship Survey for 1969-1970," to a list of colleges/universities having teacher-education programs to determine whether or not these institutions had internship programs. This list was secured from the roster of members of the "National Association for Business Teacher Education" (NABTE)\(^1\) and the

list published by the Association for Student Teaching in 1967.\textsuperscript{1} Since the names of 27 colleges/universities appeared on both lists, a total of 334 colleges/universities was included in the initial survey, as shown in Table 1.

\begin{table}
\centering
\caption{DISTRIBUTION AND RETURNS OF INTERNSHIP SURVEY (Figures Rounded to the Nearest Per Cent)}
\begin{tabular}{llll}
\hline
Internship Survey & Number & Distributed & Returns & Per Cent \\
\hline
National Association for Business Teacher Education (NABTE) & 310 & 281 & 91 \\
Association for Student Teaching (AST) & 24 & 21 & 88 \\
Totals & 334 & 302 & 90\textsuperscript{a} \\
\hline
\end{tabular}
\end{table}

\textsuperscript{a}Total per cent\textsuperscript{a} is based on the total returns and the total number of internship inquiry forms distributed.

An internship inquiry was mailed on January 25, 1971, to the person whose name appeared on the roster for the NABTE and to the chairmen of business education for the colleges/universities appearing on the AST list. Copies of the internship inquiry with the letter of transmittal are in Appendix A.

On February 10, 222 responses had been received; on February 11, a follow-up letter with an internship inquiry was mailed to the chairmen of the collegiate business education programs for those colleges/universities that had not responded. A copy of the follow-up letter appears in Appendix A.

On April 30 a total of 302 responses (90 per cent of 334) had been received. The data were then tabulated for those who had internship programs in any area of teacher education and for those who had internship programs in business education.

From the "Internship Survey--1969-1970," a list which included the names and addresses of the directors of collegiate internship programs and the chairmen of the collegiate business education programs, who were selected for two of the populations to be studied, was compiled.

Request to the placement office.--During the second phase of this study a form for the name and address of the first-year business education teachers was mailed to the directors of the placement offices of forty-two colleges/universities that had internship programs for the preparation of business education teachers. Copies of the form for name and address of first-year business education teachers, with a letter of transmittal, are included in Appendix B.

On May 1, 1971, a total of 34 responses had been
received; and on May 10, a follow-up letter was mailed to the chairmen of business education programs for those colleges that had not responded. A copy of this follow-up letter also appears in Appendix B.

On June 1 a total of 39 responses (93 per cent of 42) had been received from the colleges and universities that used an internship program in business education, as shown in Table 2.

### TABLE 2

**DISTRIBUTION AND RETURNS TO PLACEMENT OFFICES**  
(Figures Rounded to the Nearest Per Cent)

<table>
<thead>
<tr>
<th>Requests to Placement Offices</th>
<th>No. Distributed</th>
<th>Returns</th>
<th>Useables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists for Name and Address of First-Year Business Education Teachers</td>
<td>42</td>
<td>39</td>
<td>93</td>
</tr>
</tbody>
</table>

Since the responses of some of the first-year business education teachers on the questionnaire made reference to their professional experience as student teaching rather than an internship experience, a follow-up letter was mailed to either the director of the placement office or the chairman of business education who had supplied the list of names for the first-year business education teachers for confirmation of the internship programs in business education. Only ten, or 24 per cent, of the colleges/universities
met the criteria for internship programs as established for this study.

**Development of questionnaires.**—The third phase of the study involved the development of four structured questionnaires. These questionnaires were mailed to the four populations selected for this study: (1) directors of collegiate internship programs for 1969-1970; (2) chairmen of high school business education programs (or person who is administratively responsible) in which interns worked in the department during 1969-1970; (3) first-year business education teachers who were interns in 1969-1970; and (4) chairmen of collegiate business education programs who did not participate in the internship program even though other areas in the college used the internship.

The content of the four questionnaires was decided upon after a review of related literature and research studies. The content for each questionnaire is listed below. (1) The "Questionnaire for the Directors of Collegiate Teacher Internship Programs" contained questions concerning (a) the description of the internship program, (b) the evaluation of the characteristics of the internship program, and (c) the problems affiliated with implementing internship programs. (2) The "Questionnaire for the High School Chairmen of Internship Programs" contained questions concerning (a) the description of the internship program, (b) the
evaluation of the characteristics of internship programs, and (c) the problems affiliated with implementing an internship program. (3) The "Questionnaire for the Collegiate Chairmen of Business Education Programs" contained questions concerning the reasons for omission of internship programs. (4) The "Questionnaire for the First-Year Business Education Teachers Who Were Interns During 1969-1970" contained questions concerning (a) the description of internship programs, (b) the types of professional experiences and the values of the internship experiences, and (c) the evaluation of the characteristics of internship experience.

The types of questions used were: (1) multiple-choice items (in a few questions there were unlimited choices) and (2) rating scales. The numbers used for the rating scales were "5 through 1" with "5" having the highest value and "1" having the lowest value. A sample of the rating scale for the "Extent of Experience" for evaluating the characteristics of internship programs on the "Questionnaire to the Directors of Collegiate Internship Programs" was defined as:

5 Indicates "extensive" experience.--Intern has maximum opportunities to experience characteristics of internship.

4 Indicates "considerable" experience.--Intern has frequent opportunities to experience characteristics of internship.

3 Indicates "moderate" experience.--Intern has average opportunities to experience characteristics of internship.
2 Indicates "little" experience.--Intern has minimum opportunities to experience characteristics of internship.

1 Indicates "no" experience.--Intern has no opportunities to experience characteristics of internship.

A similar definition was used to describe the "Extent of Difficulty" on the "Questionnaire to the Directors of Collegiate Internship Programs." Also, a variation of the definitions was applied to the rating scale for the other three questionnaires.

A variation of the questions concerning the description of internship programs and the evaluation of the characteristics of internship programs appears on the questionnaires. Questions seeking to explore the problems affiliated with implementing the internship programs appear on the questionnaires to the directors of collegiate internship programs and the chairmen of high school business education programs.

The members of the writer's reading committee criticized the four questionnaires. On the basis of their criticisms revisions were made.

**Distribution of questionnaires**

The revised questionnaires were mailed to the four selected populations during the middle of May, 1971, as shown in Table 3.
### TABLE 3

DATES FOR MAILING QUESTIONNAIRES

<table>
<thead>
<tr>
<th>Questionnaires</th>
<th>Date of Original Mailing</th>
<th>Date of Follow-up Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Business Education Teachers</td>
<td>May 10</td>
<td>June 10</td>
</tr>
<tr>
<td>Directors of Collegiate Internship Programs</td>
<td>May 21</td>
<td>June 10</td>
</tr>
<tr>
<td>Collegiate Chairmen of Business Education Programs</td>
<td>May 21</td>
<td>June 15</td>
</tr>
<tr>
<td>Chairmen of High School Business Education Programs</td>
<td>May 21</td>
<td>June 12</td>
</tr>
</tbody>
</table>

The questionnaires were accompanied by a letter of transmittal and in one case (the first-year business education teachers) by a postal card. The follow-up letter was accompanied by a copy of the questionnaire.

Copies of the questionnaires, postal card, and letters of transmittal appear in Appendix C.

A summary of the distribution and returns of the questionnaires mailed to the four selected populations appears in Table 4.

**Analysis of the data**

The completed questionnaires were arranged in alphabetical order according to city and state and coded with the date and number of questionnaires. The data were coded and transferred to scan sheets No. 107. IBM cards were punched.
from the scan sheets at the Test Development Center of The Ohio State University.

TABLE 4

DISTRIBUTION AND RETURNS ON FOUR QUESTIONNAIRES
(Figures Rounded to the Nearest Per Cent)

<table>
<thead>
<tr>
<th>Questionnaires</th>
<th>No. Distributed</th>
<th>Returned No.</th>
<th>Returned %</th>
<th>Useable No.</th>
<th>Useable %</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Business Education Teachers</td>
<td>45</td>
<td>24</td>
<td>53</td>
<td>24</td>
<td>53</td>
</tr>
<tr>
<td>Directors of Collegiate Internship Programs</td>
<td>98</td>
<td>75</td>
<td>77</td>
<td>38</td>
<td>39a</td>
</tr>
<tr>
<td>Chairmen of Collegiate Business Education Programs</td>
<td>45</td>
<td>42</td>
<td>94</td>
<td>38</td>
<td>84</td>
</tr>
<tr>
<td>Chairmen of High School Business Education Programs</td>
<td>13</td>
<td>11</td>
<td>85</td>
<td>11</td>
<td>85</td>
</tr>
</tbody>
</table>

The reason for a significantly lower percentage of useable questionnaires from the Directors of Collegiate Internship Programs was the fact that some universities used the terms student teaching and internship experience synonymously for the preparation of teachers for the secondary schools. Only those questionnaires from the universities that used the criteria selected for this study were included.

According to Oliverio, the statistics for descriptive research (survey method) provide measures for reducing raw data to easy-to-comprehend dimensions. Among the descriptive statistical techniques are:

- frequency distribution, percentiles, percentile rank,
- averages (including mean, median, mode), standard
deviation, variance, and standard scores. Each provides useful descriptive information about data. 1

The statistical techniques applied to the data were frequency distributions and medians.

**Summary**

To summarize the procedures used in this study, the writer utilized four phases to gather and report the data concerning the status of teacher internship programs for the preparation of business education teachers for the secondary schools.

The first phase of this study was the selection of the population to be studied. The writer mailed internship inquiries to a list of colleges/universities having teacher-education programs to determine whether or not these universities had internship programs. The list was secured from the roster of members for 1969-1970 of the National Association for Business Teacher Education and the list published by the Association for Student Teaching in 1967. Responses were received from 302 colleges/universities, or 90 per cent.

During the second phase of the study, a form for the name and address of the first-year business education

---

teachers was mailed to the directors of the placement offices of the forty-two colleges/universities that had an internship program for the preparation of business education teachers. Only ten, or 24 per cent of the forty-two colleges/universities, met the criteria for internship programs as established for this study. A list of forty-five first-year business education teachers was compiled from the information supplied by the directors of the placement offices or chairmen of the business education programs.

The third phase of the study involved developing and mailing four structured questionnaires. The questionnaires and useable responses representing the four groups were: (1) directors of collegiate internship programs (39 per cent of 98 were useable); (2) chairmen of collegiate business education programs (84 per cent of 45 were useable); (3) chairmen of high school business education programs (85 per cent of 13 were useable); and (4) first-year business education teachers (53 per cent of 45 were useable).

During the fourth and final phase of the study, the data obtained from the questionnaires were coded on scan sheets; IBM cards were punched and processed for a frequency distribution on an IBM System 360, Model 50.

The presentation and interpretation of the data are given in Chapter IV.
CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

The purpose of the study was to evaluate the desirability of including an internship experience as a part of the professional preparation of business education teachers for the secondary schools. The following aspects have been included: description of internships, experiences in the internship, characteristics of the internship, problems affiliated with implementing internships, and reasons for omission of the internship.

Teacher Internships Surveyed

A total of 334 colleges/universities believed to have teacher internship programs were requested by mail to participate in the survey. Each college/university was sent an "Internship Survey--1969-1970," with a letter of transmittal, and an envelope for returning the completed questionnaire. (See Appendix A.)

A total of 302 colleges/universities (90 per cent of 334) responded to the internship survey. Table 5 shows the responses received. Of these, 98 teacher-education institutions (32 per cent of 302) had internship programs.
### TABLE 5
RESPONSES TO INTERNSHIP SURVEY

<table>
<thead>
<tr>
<th>Participants</th>
<th>Internship Programs</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>National Association for Business Teacher Education (NABTE)</td>
<td>77&lt;sup&gt;a&lt;/sup&gt;</td>
<td>204&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Association for Student Teaching (AST)</td>
<td>21</td>
<td>--</td>
</tr>
<tr>
<td>Totals</td>
<td>98</td>
<td>204</td>
</tr>
</tbody>
</table>

<sup>a</sup>Members of the NABTE reported that 42 institutions had internship programs in business education; only 10 programs met the criteria established for this study.

<sup>b</sup>Four members of NABTE indicated that they are in the planning stage of implementing an internship program in business education.

The data received on the 98 questionnaires were used as a basis for obtaining the names and addresses of the following: (1) directors of collegiate internship programs and (2) chairmen of collegiate business education who did not use an internship program.

Also, it was determined that 42 teacher-education institutions had internship programs in business education.

Useable questionnaires were received from the following: (1) 38 directors of collegiate internship programs, (2) 11 chairmen of high school business education programs, (3) 24 first-year business education teachers, and (4) 38 chairmen of collegiate business education programs. The
data received on the useable questionnaires were used as a basis for the report appearing subsequently in this chapter.

The presentation and interpretation of data are organized into the following sections: (1) description of the internships, (2) experiences in the internship, (3) characteristics of the internship, (4) problems affiliated with implementing internships, and (5) reasons for omission of the internship.

**Description of the Internships**

Questionnaires were mailed to directors of collegiate internship programs; chairmen of high school business education programs who had interns during 1969-1970; and first-year business education teachers who were interns during 1969-1970, to obtain a descriptive account of the internship program the participants experienced. A summary of the data received from the questionnaires is given below.

**Length of internship programs**

Table 6 shows the lengths of internship programs that were experienced by the participants. Most of the programs reported were one semester and one year. A few participants reported that they had programs of only eight or nine weeks while some were two years.
TABLE 6
LENGTH OF INTERNSHIP PROGRAM AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS, 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS, AND 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS

<table>
<thead>
<tr>
<th>Participants</th>
<th>(1) One Quarter</th>
<th>(2) One Semester</th>
<th>(3) One Year</th>
<th>(4) Two Years</th>
<th>(5) Other</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>Directors of Collegiate Internship Programs</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>29</td>
<td>22</td>
<td>58</td>
</tr>
<tr>
<td>Chairmen of High School Business Education Programs</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>91</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>First-Year Business Education Teachers</td>
<td>2</td>
<td>8</td>
<td>17</td>
<td>71</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Percentages have been rounded to the nearest whole number.

^a"Other" as reported by Directors of Collegiate Internship Programs represented one program of nine weeks in length.

^b"Other" as reported by First-Year Business Education Teachers represented two programs of eight weeks in length and two programs of nine weeks in length.

Median.—Used to indicate the interval in which the middle response fell.
Patterns of internship programs

Table 7 shows the four patterns of internship programs that were experienced by the participants. The directors frequently indicated that they had both an undergraduate and a graduate internship. The four-year undergraduate program was used most frequently by the directors, chairmen, and interns. The fifth-year graduate program was the second most popular program used by the directors.

Number of years internship program in existence

Table 8 shows the range of time that the colleges/universities and the high schools had participated in the internship as a part of the professional laboratory sequence for the preparation of teachers for the secondary schools.

The two most frequent time periods were (1) three to five years and (2) six to ten years, as reported by 34 percent of the directors. Also, three to five years was reported by 55 percent of the chairmen. None of the high schools had participated less than two years in offering their facilities for the internship.

Sources of financial support

Table 9 shows the sources of financial support for the collegiate internship programs. Frequently, the directors reported that a combination of sources was used to
TABLE 7

PATTERNS OF INTERNSHIP PROGRAM AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS, 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS, AND 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS

<table>
<thead>
<tr>
<th>Participants</th>
<th>(1) Four-Year UG Program</th>
<th>(2) Five-Year UG Program</th>
<th>(3) Fifth-Year G Program</th>
<th>(4) Two-Year G Program</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Directors of Collegiate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Programs</td>
<td>22</td>
<td>47</td>
<td>4</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>Chairmen of High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Education Programs</td>
<td>11</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>First-Year Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Teachers</td>
<td>21</td>
<td>87</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

UG - Undergraduate
G - Graduate

Percentages have been rounded to the nearest whole number.

Median.—Used to indicate the interval in which the middle response fell.
TABLE 8
NUMBER OF YEARS THAT 38 COLLEGES/UNIVERSITIES AND 11 HIGH SCHOOLS HAVE PARTICIPATED IN THE INTERNSHIP PROGRAM

<table>
<thead>
<tr>
<th>Participants</th>
<th>(1) One Year</th>
<th>No.</th>
<th>%</th>
<th>(2) Two Years</th>
<th>No.</th>
<th>%</th>
<th>(3) Three to Five Years</th>
<th>No.</th>
<th>%</th>
<th>(4) Six to Ten Years</th>
<th>No.</th>
<th>%</th>
<th>(5) Other</th>
<th>No.</th>
<th>%</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directors of Collegiate Internship Programs</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>34</td>
<td>13</td>
<td>34</td>
<td>8</td>
<td>21\textsuperscript{a}</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairmen of High School Business Education Programs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>55</td>
<td>3</td>
<td>27</td>
<td>1</td>
<td>9</td>
<td>3\textsuperscript{b}</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentages have been rounded to the nearest whole number.

\textsuperscript{a}"Other" as reported by the Directors of Collegiate Internship Programs represented seven other time periods ranging from 11 to 20 years.

\textsuperscript{b}"Other" as reported by the Chairmen of High School Business Education Programs represented one program that was over ten years.

Median.—Used to indicate the interval in which the middle response fell.
**TABLE 9**

**SOURCES OF FINANCIAL SUPPORT FOR THE INTERNSHIP PROGRAM AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS**

<table>
<thead>
<tr>
<th>Sources of Funds</th>
<th>No.</th>
<th>% of 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint-sponsorship agreement between college and school districts</td>
<td>26</td>
<td>68</td>
</tr>
<tr>
<td>Regular budget of the institution</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Tuition paid by the interns</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>Foundation</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Federal and state arrangement</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Criteria for the selection of interns**

Table 10 shows the twenty criteria used in the selection of interns. A combination of factors was used in the selection process. Of the top eight (checked by 66 per cent or more), the criteria could be categorized by these factors: judgments by people who administered the internship program,
and the scholastic ability in both general education and business education.

**TABLE 10**

**CRITERIA USED FOR THE SELECTION OF INTERNS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS**

(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No.</th>
<th>% of 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgment of member(s) of the faculty</td>
<td>32</td>
<td>84</td>
</tr>
<tr>
<td>Scholastic rank in overall academic course work</td>
<td>31</td>
<td>82</td>
</tr>
<tr>
<td>Judgment of directors of internship programs</td>
<td>29</td>
<td>76</td>
</tr>
<tr>
<td>Appropriate subject-matter background as defined by the total preparation program for the teaching credential</td>
<td>29</td>
<td>76</td>
</tr>
<tr>
<td>Evidence of sincere interest in the teaching profession</td>
<td>28</td>
<td>74</td>
</tr>
<tr>
<td>Scholastic rank in major teaching field</td>
<td>27</td>
<td>71</td>
</tr>
<tr>
<td>Character (as judged by faculty and guidance personnel)</td>
<td>26</td>
<td>68</td>
</tr>
<tr>
<td>Success in previous experiences with students (e.g., working with minority groups)</td>
<td>25</td>
<td>66</td>
</tr>
<tr>
<td>Competence in oral and written language</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Eligibility for admission to the graduate school</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Personal fitness for teaching as determined by interview</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Personal fitness for teaching as determined by conferences</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Personal fitness for teaching as determined by references</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Success in student teaching</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Scores on personality test (e.g., Minnesota Multiphasic Personality Inventory)</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Scores on Graduate Record Examination</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Scores on Miller Analogy Test</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Successful completion of pre-internship training</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Possession of provisional teaching certificate</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Outstanding potential candidate for the teaching profession</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
The criteria checked by 24 to 45 per cent of the directors could be grouped into the following areas: competence in the English language and personal fitness. Of the bottom seven (checked by 18 per cent or less), the criteria could be categorized into these areas: success in previous experiences with students and scores on entrance tests. Only 5 per cent indicated that the attainment of provisional teaching certificate was important.

Forty per cent of the directors checked the criteria, "eligibility for admission to the graduate school," whereas the directors reported 44 per cent of the internships were graduate programs as shown in Table 7, page 78. This may be interpreted to mean that other criteria were more important for admission to a graduate internship program as indicated above.

**Grade point average**

Table 11 summarizes the minimum grade point average required for admission to the internship program. The most common requirement was a range of 2.50 to 2.75 as reported by 39 per cent of the directors. Apparently, none of the programs required less than a 2.00 or a "C" average.

**Population eligible for internship**

Table 12 shows how students were selected for internship programs. The programs reported by the directors were largely elective programs, with the exception of 5 per
cent which were required of all students who were in the educational program. Most were undergraduate programs. Twenty-four per cent of the directors reported that the internship was designed for students who had not come up through the regular educational program.

### TABLE 11
MINIMUM GRADE POINT AVERAGE REQUIRED FOR ADMISSION TO THE INTERNSHIP AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS

<table>
<thead>
<tr>
<th>Grade Point Average (A = 4 Points)</th>
<th>No.</th>
<th>% of 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>2.75 to 2.99</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>2.50 to 2.74</td>
<td>15</td>
<td>39</td>
</tr>
<tr>
<td>2.00 to 2.49</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>38</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### TABLE 12
POPULATION ELIGIBLE FOR INTERNSHIP PROGRAMS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available only for selected students in the educational program</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>Optional for students in the educational program</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>Designed only for those students who have not been enrolled in the regular teacher education program</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Required of all students in the educational program</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Available only for graduate students</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>38</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
College credit for internship and related course work

Table 13 summarizes the experiences taken for college credit. Sixty-three per cent of the directors reported that the teachers were permitted to carry some additional related course work for college credit during the internship, and 9 per cent of the chairmen reported the same finding. Thirty-seven per cent of the directors indicated that the teachers received credit for either the internship or a seminar as a separate course; 73 per cent of the chairmen reported that the teachers received credit for the internship only.

Selectors of cooperating school districts

Table 14 shows the person or committee who was charged with the responsibility for selecting the school districts that were to be used for the internship experience as checked by the directors. The selection was retained by the colleges in 77 per cent of the cases; shared with others (state department, school districts) in 13 per cent; and left to others in 10 per cent of the cases.

Criteria for selection of cooperating school districts

Table 15 summarizes the ten criteria used in the selection of cooperating school districts. Frequently, more than one criterion was checked. The three criteria that had
TABLE 13

COLLEGE CREDIT RECEIVED FOR INTERNSHIP AND RELATED COURSE WORK AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS AND 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Experiences</th>
<th>Directors of Collegiate Programs</th>
<th>Chairmen of High School Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Internship, seminars, and academic</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>course work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship experience</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Internship experience along with</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>a seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic course work</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Seminar as a separate course</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Independent study</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

\(^a\)"Other"—no specific reason was reported.
the highest percentages (63 to 87) of respondents were: (1) willingness of the school system to work with the university, (2) willingness of school principals to participate in the internship program, and (3) commitment of the school district to assume greater responsibility. The quality of the instructional program and the quality of the supervising staff were checked by 47 to 55 per cent of the directors. The availability of resource personnel and the community's reaction to experimentation were checked by 21 to 34 per cent of the respondents. The flexibility of the salary schedule, marked less frequently, was reported by 8 per cent of the directors.

TABLE 14

SELECTORS OF COOPERATING SCHOOL DISTRICTS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS

<table>
<thead>
<tr>
<th>Selectors of Cooperating Schools</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University director of the internship program or person charged with this responsibility</td>
<td>23</td>
<td>61</td>
</tr>
<tr>
<td>College committee or group charged with this responsibility</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Joint council consisting of officials from the state department, university, and school districts</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>10a</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

*a"Others" as reported by Directors of Collegiate Internship Programs represent these selection techniques: (1) request by the Wisconsin Improvement Program Committee, (2) request by the subject area college supervisor, and (3) request by the public school administrators.*
TABLE 15
CRITERIA USED IN THE SELECTION OF COOPERATING SCHOOL DISTRICTS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No.</th>
<th>% of 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness of school system to develop cooperatively a set of working agreements with the university, covering the major aspects of the internship program</td>
<td>33</td>
<td>87</td>
</tr>
<tr>
<td>Willingness of school principals to participate in the internship program</td>
<td>28</td>
<td>74</td>
</tr>
<tr>
<td>Commitment by the school district to assume a greater share of responsibility for teacher preparation</td>
<td>24</td>
<td>63</td>
</tr>
<tr>
<td>Instructional program of recognized quality</td>
<td>21</td>
<td>55</td>
</tr>
<tr>
<td>Willingness of teachers to assume the role of intern supervisor</td>
<td>21</td>
<td>55</td>
</tr>
<tr>
<td>Quality of the supervising staff</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>Location of the district and its proximity to the university</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>Availability of resource personnel (of the district) for use in the internship program</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>Type of community and its reaction to experimentation</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Flexibility of salary schedule</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

Competencies used for evaluation of teachers while interns

Table 16 shows a list of seventeen competencies used to evaluate the first-year business education teachers while...
### TABLE 16

**COMPETENCIES USED FOR THE EVALUATION OF TEACHERS DURING THE INTERNSHIP AS CHECKED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS AND 11 CHAIRMAN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Directors No. % of 38</th>
<th>Chairmen No. % of 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing rapport with students</td>
<td>36 95</td>
<td>11 100</td>
</tr>
<tr>
<td>Planning units and daily lesson plans</td>
<td>34 89</td>
<td>11 100</td>
</tr>
<tr>
<td>Perceiving individual differences and suggesting methods for learning</td>
<td>34 89</td>
<td>10 91</td>
</tr>
<tr>
<td>Directing learning</td>
<td>33 87</td>
<td>11 100</td>
</tr>
<tr>
<td>Knowing subject matter</td>
<td>33 87</td>
<td>11 100</td>
</tr>
<tr>
<td>Using appropriate communication media to supplement instruction</td>
<td>33 87</td>
<td>11 100</td>
</tr>
<tr>
<td>Handling group discussions</td>
<td>32 84</td>
<td>7 64</td>
</tr>
<tr>
<td>Relating emotional maturity</td>
<td>30 79</td>
<td>10 91</td>
</tr>
<tr>
<td>Disciplining students</td>
<td>25 66</td>
<td>10 91</td>
</tr>
<tr>
<td>Maintaining appropriate physical appearance</td>
<td>22 58</td>
<td>11 100</td>
</tr>
<tr>
<td>Developing rapport with intern supervisor</td>
<td>19 50</td>
<td>8 73</td>
</tr>
<tr>
<td>Exhibiting physical vitality</td>
<td>19 50</td>
<td>9 82</td>
</tr>
<tr>
<td>Assuming teaching responsibilities</td>
<td>2 5</td>
<td>-</td>
</tr>
<tr>
<td>Maintaining satisfactory public and professional relations</td>
<td>2 5</td>
<td>-</td>
</tr>
<tr>
<td>None have been identified</td>
<td>2 5</td>
<td>11 100</td>
</tr>
<tr>
<td>Functioning efficiently in ghetto schools</td>
<td>1 3</td>
<td>-</td>
</tr>
<tr>
<td>Utilizing community resources</td>
<td>-</td>
<td>1 3</td>
</tr>
<tr>
<td>Being dependable and tactful</td>
<td>-</td>
<td>1 3</td>
</tr>
</tbody>
</table>
they were interns, as checked by both the directors and the chairmen. Some consistency was found in the responses made by the two groups. The ability to get along with students was checked most frequently by 95 per cent of the directors and by 100 per cent of the chairmen. Competencies related to teaching methodology were checked by 79 to 90 per cent of the directors and by 100 per cent of the chairmen. The competencies related to the student-teacher relationship were checked by 50 to 66 per cent of the directors and by 91 per cent of the chairmen.

The competencies which were checked the least frequently had a low level of response. The ability to teach in the ghetto schools was reported by 3 per cent of the directors; the abilities to utilize community resources and to be a dependable teacher were indicated by 6 per cent of the chairmen.

**Degree and certification of teachers upon completion of the internship**

Table 17 summarizes the types of degrees and certification the interns received upon completion of the internship as indicated by the directors. Eighty-four per cent of the directors reported that a bachelor's degree was awarded the teachers upon completion of the internship. Fifty-six per cent of the directors reported that a master's degree was received by the teachers after the internship. Three per
cent of the directors reported that a master's degree was awarded after the sixth year.

**TABLE 17**

DEGREE AND CERTIFICATION INTERNS RECEIVED AFTER COMPLETING INTERNSHIP AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS

<table>
<thead>
<tr>
<th>College Credentials</th>
<th>No.</th>
<th>% of 38</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor's Degree</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's degree and certification after the fourth year</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>Bachelor's degree and certification after the fifth year</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Bachelor's degree after the fourth year</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td><strong>Master's Degree</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's degree and certification after the fifth year</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Master's degree after the fifth year</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Master's degree and certification after the sixth year</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Master's degree after the sixth year</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Non-Degree</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>11(^a)</td>
</tr>
</tbody>
</table>

\(^a\)"Other" status of the intern after the internship as reported by Directors of Collegiate Internship Programs included (1) 12-30 hours acquired toward master's degree and (2) teaching certificate acquired after bachelor or master's degree had been completed earlier.

Some of the directors marked more than one college credential, especially if they had both an undergraduate and
a graduate program utilizing an internship experience. As
a result, it was impossible to compare the data in this
table with the data in Table 7, page 78, "Patterns of
Internship Programs."

A teaching certificate was earned by 68 per cent of
those who completed a bachelor's degree and 40 per cent of
those who completed a master's degree. Sixteen per cent of
those who received a bachelor's degree and 16 per cent of
those who received a master's degree did not receive cer-
tification to teach, as indicated by the directors.

**Teaching load**

A reduction of teaching load while supervising the
interns was reported by 58 per cent of the directors and 46
per cent of the chairmen. Twenty-six per cent of the direc-
tors indicated that this question was not applicable to
their institutions. The investigator did not ask the chair-
men to identify the persons who supervised the teachers
while they were interns.

**Person in charge of supervising teachers while interns**

Eighty-nine per cent of the supervision of teachers
during the internship was made by other staff members than
the directors. Eleven per cent of the supervision was done
by the directors.
In-service training for the intern supervisor

Seventy-three per cent of the chairmen reported that the high school intern supervisor enrolled in academic course work or participated in workshops while supervising teachers who were interns. Eighteen per cent of the chairmen checked no participation, while 9 per cent did not respond to the question.

Types of financial remuneration for the intern supervisor

Table 18 summarizes the types of financial remuneration provided the intern supervisor as indicated by the chairmen of high school business education programs. Some remuneration was given in 54 per cent of the cases, either with additional salary (36 per cent) or waiver of fees (18 per cent); no additional salary was provided in 46 per cent of the cases.

TABLE 18

<table>
<thead>
<tr>
<th>Types</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No differences in salary</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>School pays additional salary</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>Tuition for academic course work at the university is waived</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Totals</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>
**Percentage of full-time teaching by interns**

Table 19 shows the range of teaching engaged in by the first-year teachers during the internship as checked by the teachers and chairmen. Eighty-three per cent of the teachers reported that they were engaged in one-half to full-time teaching; 16 per cent reported less than half-time teaching. Seventy-three per cent of the chairmen indicated that the teachers were engaged in one-half to full-time teaching (included one of the "other"); 27 per cent indicated less than half-time teaching.

**Salary for interns**

**Percentage of salary.**—Table 20 shows the percentages of salary for a certified beginning teacher which was received during the internship as reported by the first-year teachers. The salaries received ranged from none (25 per cent) to full-time salary (8 per cent), with 84 per cent of the teachers receiving less than half the salary of a certified beginning teacher.

Little or no relationship was found between the percentage of salary and the percentage of full-time teaching engaged in by the first-year teachers as shown in Table 19, page 94. Only 8 per cent of the first-year teachers received 100 per cent of the salary paid a beginning teacher while 33 per cent reported they assumed full-time teaching. Also, only 4 per cent received 50 to 74 per
### TABLE 19

PERCENTAGE OF FULL-TIME TEACHING FOR THE INTERN AS EXPRESSED BY 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS AND 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION TEACHERS

<table>
<thead>
<tr>
<th>Participants</th>
<th>(1) One Third</th>
<th></th>
<th>(2) One Half</th>
<th></th>
<th>(3) Two Thirds</th>
<th></th>
<th>(4) Full Time</th>
<th></th>
<th>(5) Other</th>
<th></th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>First-Year Business Education Teachers</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>42</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>33</td>
<td>2</td>
<td>8a</td>
<td>2</td>
</tr>
<tr>
<td>Chairman of High School Business Education Programs</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>46</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>27b</td>
<td>2</td>
</tr>
</tbody>
</table>

Percentages have been rounded to the nearest whole number.

a"Other" as reported by First-Year Business Education Teachers represented two internships that the interns assumed two-fifths full-time teaching responsibility.

b"Other" as reported by Chairmen of High School Business Education Programs represented three internships where the interns assumed responsibility as follows: (1) three fifths, (2) two fifths, and (3) three sevenths.

Median.—Used to indicate the interval in which the middle response fell.
cent of the salary paid a beginning teacher while 42 per cent reported they assumed one-half time teaching. Four per cent of the teachers did not respond to the question.

**TABLE 20**

PERCENTAGE OF SALARY FOR A CERTIFIED BEGINNING TEACHER WHICH WAS RECEIVED BY 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS AS INTERNS

<table>
<thead>
<tr>
<th>Percentage of Salary for a Beginning Teacher</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>1 to 24</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>25 to 49</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>50 to 74</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>75 to 99</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>100</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Amount of salary.--Table 21 shows the salaries received by the first-year teachers during the internship. No salary was received by 25 per cent of the teachers; this was consistent with the percentage of salary reported by 25 per cent of the teachers in Table 20. A salary range of $500 to $2,499 was reported by 58 per cent of the teachers, which was consistent with the percentage range of 1 to 49 per cent as reported by 58 per cent of the teachers. A salary range of $6,500 to $7,499, which was consistent with the salaries of beginning certified teachers in some school districts during the academic year, 1969-1970, was reported
by 8 per cent; 100 per cent of the salary for a beginning certified teacher was reported by 8 per cent of the teachers.

**TABLE 21**

**SALARY RECEIVED BY THE TEACHERS DURING THE INTERNSHIP AS REPORTED BY 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS**

<table>
<thead>
<tr>
<th>Salary</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>$500 to $1,499</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>$1,500 to $2,499</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>$2,500 to $3,499</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>$3,500 to $4,499</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$4,500 to $5,499</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$5,500 to $6,499</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$6,500 to $7,499</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>99a</td>
</tr>
</tbody>
</table>

*Percentages have been rounded to the nearest whole number.

**College credit for internship and/or academic course work**

Table 22 shows the semester hours of college credit received for the internship and/or academic course work (during the internship) as reported by first-year teachers.

A range of 7 to 12 semester hours received for the internship was indicated by 66 per cent of the respondents. Seventy-five per cent of the respondents reported that they received no credit for academic course work during the internship. This data may be interpreted to mean that these
teachers were not enrolled in any course work during the internship.

TABLE 22

COLLEGE CREDIT RECEIVED FOR INTERNSHIP AND/OR ACADEMIC COURSE WORK AS REPORTED BY 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Internship</th>
<th>Course Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1 to 3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4 to 6</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>7 to 9</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>10 to 12</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>99(^a)</td>
</tr>
</tbody>
</table>

\(^a\)Percentages have been rounded to the nearest whole number.

The datum concerning 16 semester hours as reported by one of the teachers is consistent with the response given by one teacher who participated in an internship that was one year in length as shown in Table 6, page 76.

Participation in college seminars

Sixty-three per cent of the first-year business education teachers reported that they had not participated in a college seminar during the internship. Thirty-three per cent reported that they had participated in seminars
concurrently with the internship; 4 per cent did not respond to the question.

These data may seem to be inconsistent with the data in Table 13, page 85. As shown in that table, 52 per cent of the directors reported that the teachers in their programs had participated in a seminar concurrently with the internship; 9 per cent of the chairmen reported the same finding. This seeming inconsistency is due to the fact that different programs were involved.

**Participation in student teaching**

Sixty-seven per cent of the first-year business education teachers indicated that they had not participated in student teaching as a part of their professional preparation; 33 per cent reported they had participated.

**Legal protection against lawsuits**

Fifty per cent of the first-year business education teachers reported that in the state in which they did their internship, legal protection against lawsuits was provided. Twenty-five per cent reported no protection was provided; 17 per cent reported that they were uncertain; and 8 per cent had not responded to the question.

**Student classification during the internship**

Ninety-two per cent of the first-year business education teachers indicated that they were undergraduate
students during the internship experience; 8 per cent were graduate students.

**Degree and certification after internship**

Table 23 shows the degree, or degree and certification, the first-year business education teachers received after the internship.

<table>
<thead>
<tr>
<th>Status</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree and teaching certificate</td>
<td>19</td>
<td>79</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Master's degree with teaching certificate</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Ninety-two per cent of the teachers reported that they received a bachelor's degree after they completed the internship; 8 per cent reported that they received a master's degree. The teachers were not asked the question as to what year of their academic training they received their degrees.

A teaching certificate was earned by 79 per cent of the respondents who completed a bachelor's degree and 8 per
of the respondents who completed a master's degree. Thirteenth per cent of the respondents indicated that they had not received certification to teach.

Experiences in the Internship

An assessment of the internship experiences was made by 24 first-year business education teachers who were interns during 1969-1970. In determining the median only the number who have responded were included. The number representing the "no response" was not included.

The rating scale which was used to indicate the extent of the experiences was:

5 Indicated "extensive" experience.--Intern had maximum opportunities to participate in or to use experience during the internship.

4 Indicated "considerable" experience.--Intern had frequent opportunities to participate in or to use experience during the internship.

3 Indicated "moderate" experience.--Intern had average opportunities to participate in or to use experience during the internship.

2 Indicated "little" experience.--Intern had minimum opportunities to participate in or to use experience during the internship.

1 Indicated "no" experience.--Intern had no opportunity to participate in or to use experience during the internship.

The rating scale which was used to indicate the value of the experiences was:

5 Indicated "extensive" value.--Intern received maximum value from the experience.
4  Indicated "considerable" value.--Intern received above average value from the experience.

3  Indicated "moderate" value.--Intern received average value from the experience.

2  Indicated "little" value.--Intern received minimum value from the experience.

1  Indicated "no" value.--Intern received no value from the experience.

Extent of experiences

Table 41 in Appendix D shows the complete data concerning the extent and value of 14 experiences which were selected for the present study. Reactions to these experiences were obtained from 24 first-year business education teachers who were interns during 1969-1970.

Table 24 summarizes the extent of these experiences. Based on the intervals in which the medians fell, the "usual" experiences--conferences and observation--received either an "extensive" or a "considerable" rating; observation, participation, interaction analysis, and faculty meetings received either a "moderate" or a "little" rating. The "newer" experiences, such as flexible scheduling, team teaching, video recording, seminars, micro-teaching, and simulation, received a "no" rating. The limited application of the "newer" experiences may have been due to the lack of specialized training in these techniques during the professional training of the teachers who were intern supervisors.
## TABLE 24

**EXTENT OF EXPERIENCES IN THE INTERNSHIP AS REPORTED BY 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS**

<table>
<thead>
<tr>
<th>Extent of Experiences</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extensive</strong></td>
<td></td>
</tr>
<tr>
<td>Conferences with intern supervisor</td>
<td>5</td>
</tr>
<tr>
<td><strong>Considerable</strong></td>
<td></td>
</tr>
<tr>
<td>Conferences with college supervisor</td>
<td>4</td>
</tr>
<tr>
<td>Observation of classes other than own</td>
<td>4</td>
</tr>
<tr>
<td><strong>Moderate</strong></td>
<td></td>
</tr>
<tr>
<td>Observation of and/or participation in extracurricular activities</td>
<td>3</td>
</tr>
<tr>
<td>Participation in teaching other classes than own</td>
<td>3</td>
</tr>
<tr>
<td><strong>Little</strong></td>
<td></td>
</tr>
<tr>
<td>Interaction analysis</td>
<td>2</td>
</tr>
<tr>
<td>Participation in school-community interaction groups</td>
<td>2</td>
</tr>
<tr>
<td>Faculty meetings</td>
<td>2</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td></td>
</tr>
<tr>
<td>Flexible scheduling</td>
<td>1</td>
</tr>
<tr>
<td>Team teaching</td>
<td>1</td>
</tr>
<tr>
<td>Seminars</td>
<td>1</td>
</tr>
<tr>
<td>Video recording</td>
<td>1</td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>1</td>
</tr>
<tr>
<td>Simulation</td>
<td>1</td>
</tr>
</tbody>
</table>

The rating scale which was used to indicate the extent of the experiences was: 5 indicated "extensive"; 4, "considerable"; 3, "moderate"; 2, "little"; and 1, "no."
Value of experiences

Table 25 summarizes the value of these experiences. Based on the intervals in which the medians fell, the "usual" experience—conferences—received either an "extensive" or a "considerable" rating; observation and participation received either a "moderate" or a "little" rating. Interaction analysis and faculty meetings received a "little" rating. The "newer" experiences, such as flexible scheduling, team teaching, video recording, seminars, micro-teaching, and simulation, received a "no" rating.

Summary of experiences in internship

The responses to the extent and value of experiences were consistent. As a result of this consistency, the assumption may be made that if the teacher had maximum opportunities to participate in an experience, generally he received maximum value from the experience. Also, for those experiences that the teacher had little opportunities to participate that little value could be derived.

The responses concerning the opportunities for seminars as a part of the internship experiences reported by the teachers and directors were different because the teachers reported as individuals (in ten programs), whereas the directors reported their programs. Fifty-four per cent of the teachers reported that they did not have seminars as a part of the internship experience as shown in Table 41
<table>
<thead>
<tr>
<th>Value of Experiences</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extensive</strong></td>
<td></td>
</tr>
<tr>
<td>Conferences with intern supervisor</td>
<td>5</td>
</tr>
<tr>
<td><strong>Considerable</strong></td>
<td></td>
</tr>
<tr>
<td>Conferences with college supervisor</td>
<td>4</td>
</tr>
<tr>
<td><strong>Moderate</strong></td>
<td></td>
</tr>
<tr>
<td>Participation in teaching other classes than own</td>
<td>3.5</td>
</tr>
<tr>
<td>Observation of classes other than own</td>
<td>3</td>
</tr>
<tr>
<td>Observation of and/or participation in extracurricular activities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Little</strong></td>
<td></td>
</tr>
<tr>
<td>Interaction analysis</td>
<td>2.5</td>
</tr>
<tr>
<td>Participation in school-community interaction groups</td>
<td>2</td>
</tr>
<tr>
<td>Faculty meetings</td>
<td>2</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td></td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>1.5</td>
</tr>
<tr>
<td>Simulation</td>
<td>1.5</td>
</tr>
<tr>
<td>Flexible scheduling</td>
<td>1</td>
</tr>
<tr>
<td>Team teaching</td>
<td>1</td>
</tr>
<tr>
<td>Seminars</td>
<td>1</td>
</tr>
<tr>
<td>Video recording</td>
<td>1</td>
</tr>
</tbody>
</table>

The rating scale which was used to indicate the value of the experiences was: 5 indicated "extensive"; 4, "considerable"; 3, "moderate"; 2, "little"; and 1, "no."
(see Appendix D). Fifty-three per cent of the directors indicated that seminars were taken concurrently with the internship as shown in Table 13, page 85.

**Characteristics of the Internship**

An assessment of the characteristics of the internship experience was made by 38 directors of collegiate internship programs, 11 chairmen of high school business education programs, and 24 first-year business education teachers. In determining the median only the number who have responded were included. The number representing the "no response" was not included.

The rating scale which was used to indicate the extent of the characteristics was:

5 *Indicated "extensive" experience.*--Intern had maximum opportunities to experience characteristic of internship.

4 *Indicated "considerable" experience.*--Intern had frequent opportunities to experience characteristic of internship.

3 *Indicated "moderate" experience.*--Intern had average opportunities to experience characteristic of internship.

2 *Indicated "little" experience.*--Intern had minimum opportunities to experience characteristic of internship.

1 *Indicated "no" experience.*--Intern had no opportunities to experience characteristic of internship.

The characteristics evaluated were included in the following categories: (1) orientation to the teaching
profession, (2) internship seminars, (3) orientation to the school and personnel, (4) abilities of supervisors, (5) development of instruction by intern supervisor and teachers, and (6) internship as a professional laboratory experience.

**Development of professional characteristics**

Table 42 in Appendix D shows the complete data concerning the extent of opportunities for orientation to the teaching profession as checked by the directors, chairmen, and teachers.

Table 26 summarizes the extent of opportunities for orientation to the teaching profession. The medians show that the opportunities were rated quite high. The directors and the chairmen gave the same rating to seven of the ten opportunities. The responses given by the teachers with the directors and the chairmen were different because the teachers reported as individuals (in ten programs), whereas the directors and chairmen reported their programs. Part of the difference may have been due to the fact that the teachers did not necessarily graduate from the colleges/ universities that were representative of the directors' reactions; nor did the teachers work in the same secondary schools that were representative of the chairmen's reactions.

The ratings given by the teachers were different from those of the directors in eight of ten opportunities.
TABLE 26

MEDIANs FOR ORIENTATION TO THE TEACHING PROFESSION AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS, 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS, AND 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS

<table>
<thead>
<tr>
<th>Orientation to the Teaching Profession</th>
<th>Directors</th>
<th>Chairmen</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assume the responsibilities of teaching in realistic classroom conditions</td>
<td>Extensive</td>
<td>Extensive</td>
<td>Extensive</td>
</tr>
<tr>
<td>To become acquainted with the physical, social, emotional, and intellectual characteristics of students</td>
<td>Extensive</td>
<td>Extensive</td>
<td>Considerable</td>
</tr>
<tr>
<td>To have a status in the school which approximated that of a regular staff member</td>
<td>Extensive</td>
<td>Extensive</td>
<td>Extensive</td>
</tr>
<tr>
<td>To develop a basic insight into his personal capacity for professional service</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Extensive</td>
</tr>
<tr>
<td>To develop a personal teaching style</td>
<td>Extensive</td>
<td>Extensive</td>
<td>Extensive</td>
</tr>
<tr>
<td>To develop aspirations for professional advancement</td>
<td>Considerable</td>
<td>Considerable</td>
<td>Extensive</td>
</tr>
</tbody>
</table>
### TABLE 26--Continued

<table>
<thead>
<tr>
<th>Orientation to the Teaching Profession</th>
<th>Directors</th>
<th>Chairmen</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be oriented to the policies and procedures of the school</td>
<td>Extensive</td>
<td>Considerable</td>
<td>Considerable</td>
</tr>
<tr>
<td>To relate theoretical insights and teaching experiences</td>
<td>Extensive</td>
<td>Considerable</td>
<td>Considerable</td>
</tr>
<tr>
<td>To continue his teacher education program because of the financial remuneration provided from teaching</td>
<td>Extensive</td>
<td>Moderate</td>
<td>Considerable</td>
</tr>
<tr>
<td>To gain a perception of his professional role in the school and in the community and the school's role in the community</td>
<td>Considerable</td>
<td>Considerable</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
(two higher, six lower). For those opportunities that were rated higher by the teachers, this difference may have been due to the satisfaction they received from their initial teaching experience. The opportunities that the teachers rated lower may be interpreted to mean that the teachers had limited opportunities for orientation in these areas: (1) to know the policies and procedures of the school; (2) to relate theory and practice; and/or (3) to gain a perception of his professional role in the school and the school's role in the community.

The ratings given by the teachers were different from those of the chairmen in five of ten opportunities (three higher, two lower). For those opportunities that were rated higher by the teacher, this difference may have been due to the satisfaction they received from their initial teaching experience. The opportunities that the teachers rated lower may be interpreted to mean that they had limited opportunities (1) to become acquainted with the students professionally and socially, and (2) to gain a perception of his professional role in the school and the school's role in the community.

**Internship seminars**

**Purposes of internship seminars.**--Table 43 in Appendix D shows the complete data concerning the extent of
the purposes for the internship seminars as checked by the directors and the teachers. The chairmen were not asked these questions since it was believed that they would have little opportunity to know what the purposes of the internship seminar were.

Table 27 summarizes the extent of the purposes of the internship seminar. The medians show that the purposes were given an above average rating by both the directors and the teachers. The directors and the teachers gave the same rating to two of the five opportunities. The directors gave a higher rating than the teachers for two of the purposes; the teachers gave a higher rating than the directors in one case.

**Methods for determining content of internship seminars.**—Table 44 in Appendix D shows the complete data concerning the extent to which various methods were used to determine the content of the internship seminars. The questions were checked by both the directors and the teachers. The chairmen were not asked these questions since it was believed that they would have little opportunity to know what methods were used.

Table 28 summarizes the extent to which methods were used by directors in determining the content of the internship seminars. The medians show that both the directors and teachers gave the same rating for one method; the directors gave a slightly higher rating for the second method. The
### TABLE 27

**Medians for Purposes of Internship Seminars as Reported by 38 Directors of Collegiate Internship Programs and 24 First-Year Business Education Teachers**

<table>
<thead>
<tr>
<th>Purposes of the Internship Seminars</th>
<th>Ratings by Directors</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To have an exchange of thinking on successes and problems encountered during the teaching phase</td>
<td>Extensive</td>
<td>Considerable</td>
</tr>
<tr>
<td>To develop self-evaluation of teaching procedures</td>
<td>Considerable or Moderate</td>
<td>Considerable</td>
</tr>
<tr>
<td>To apply and to use research findings</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>To have an awareness of problems for research</td>
<td>Moderate</td>
<td>Considerable</td>
</tr>
<tr>
<td>To have instruction in research methodology and statistics</td>
<td>Moderate</td>
<td>Little</td>
</tr>
</tbody>
</table>

*Median fell between.*

### TABLE 28

**Medians for Determining Content of Internship Seminars as Reported by 38 Directors of Collegiate Internship Programs and 24 First-Year Business Education Teachers**

<table>
<thead>
<tr>
<th>Methods for Determining Content of Internship Seminars</th>
<th>Ratings by Directors</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>By problems experienced by the teachers during the internship</td>
<td>Extensive</td>
<td>Considerable or Moderate</td>
</tr>
<tr>
<td>By professional course content that the seminar leader considered pertinent to the interns</td>
<td>Moderate</td>
<td>or Little</td>
</tr>
</tbody>
</table>

*Median fell between.*
responses given by the directors and teachers were different because the directors were reporting their programs, whereas the teachers reported as individuals.

Content of internship seminars.--Table 45 in Appendix D shows the complete data concerning the extent to which certain content was included in the internship seminars as checked by the directors. The teachers and the chairmen were not asked these questions since it was believed that they would have little opportunity to know the extent certain content was included.

Table 29 summarizes the extent of inclusion of certain content in the internship seminars. The medians show that one factor received an extensive rating; four received a considerable rating. This consistency may be interpreted to mean that the directors believed the teachers were provided with many opportunities for discussion about problems encountered in teaching, general and specific teaching methodology, principles of teaching and learning, and professionalization of teaching.

Orientation to the school and personnel

Orientation to the school and community.--Table 46 in Appendix D shows the complete data concerning the extent of opportunities for orientation to the school and community
as indicated by the chairmen. The directors and the teachers were not asked these questions.

TABLE 29

MEDIANs FOR CONTENT OF INTERNSHIP SEMINARS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS

<table>
<thead>
<tr>
<th>Content</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included discussion and analysis of problems encountered in teaching</td>
<td>Extensive</td>
</tr>
<tr>
<td>Included discussion of general teaching methods</td>
<td>Considerable</td>
</tr>
<tr>
<td>Included discussion of specific teaching methods appropriate to a subject area</td>
<td>Considerable</td>
</tr>
<tr>
<td>Included instruction in the psychological principles of teaching and learning</td>
<td>Considerable</td>
</tr>
<tr>
<td>Included professional ethics and other topics related to the professionalization of teaching</td>
<td>Considerable</td>
</tr>
</tbody>
</table>

Table 30 summarizes the extent of the orientation of teachers to the school and community. The medians show that one factor received an extensive rating; one, considerable; one, moderate. This may be interpreted to mean that the chairmen believed the teachers were provided with many opportunities for orientation to the school and the community.
TABLE 30

MEDIANs FOR ORIENTATION TO THE SCHOOL AND COMMUNITY AS REPORTED BY 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Orientation to the School and Community</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given information about the policies and procedures of the school</td>
<td>Extensive</td>
</tr>
<tr>
<td>Given information about extra-curricular activities</td>
<td>Considerable</td>
</tr>
<tr>
<td>Given information about the community in which he was teaching</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Orientation to the students, faculty, and administrators.--Table 47 in Appendix D shows the complete data concerning the extent of opportunities for orientation to the students, faculty, and administrators as checked by the chairmen. The directors and teachers were not asked these questions.

Table 31 summarizes the extent of the orientation of the teachers to the students, faculty, and administrators as reported by the chairmen. The medians show that both factors received a considerable rating. This may be interpreted to mean that the chairmen believed the teachers were provided with many opportunities for orientation to the students, faculty, and administrators.
### TABLE 31

**MEDIANS FOR ORIENTATION TO THE STUDENTS, FACULTY, AND ADMINISTRATORS AS REPORTED BY 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>Orientation to the Total School Personnel</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced to the faculty and administrators of the school in which he was teaching</td>
<td>Considerable</td>
</tr>
<tr>
<td>Introduced to the students in his assigned classes</td>
<td>Considerable</td>
</tr>
</tbody>
</table>

**Abilities of supervisors**

**Abilities of college supervisors.**—Table 48 in Appendix D shows the complete data concerning the factors that were checked by the teachers in assessing the abilities of the college supervisors. The directors were not asked these questions as some of them may have been the college supervisor. The chairmen were not asked these questions either.

Table 32 summarizes the extent of the abilities of the college supervisors. The medians show that the seven abilities were rated quite high. Since the abilities were given either an "extensive" or a "considerable" rating, this may be interpreted to mean that the teachers were satisfied with their relationship with the college supervisor. These data are consistent with the extent and value of the
"conferences with the college supervisor" as shown in Tables 24 and 25, pages 102 and 104, respectively.

**TABLE 32**

**MEDIANs FOR ABILITIES OF COLLEGE SUPERVISORS AS REPORTED BY 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS**

<table>
<thead>
<tr>
<th>Abilities of College Supervisors</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To foster a relaxed professional relationship with teachers</td>
<td>Extensive</td>
</tr>
<tr>
<td>To exhibit a high degree of professionalism</td>
<td>Extensive</td>
</tr>
<tr>
<td>To have knowledge in the subject areas for which the teachers were responsible</td>
<td>Extensive</td>
</tr>
<tr>
<td>To provide adequate channels of communication, both oral and written, which created certainty about duties and responsibilities for the teachers</td>
<td>Extensive</td>
</tr>
<tr>
<td>To have skill in the utilization of modern technological devices</td>
<td>Considerable</td>
</tr>
<tr>
<td>To utilize cues which indicated problems, strengths, and weaknesses of teachers for planning and evaluating the internship</td>
<td>Considerable</td>
</tr>
</tbody>
</table>

Abilities of intern supervisors.--Table 49 in Appendix D shows the complete data concerning the factors that were checked by the directors and teachers in assessing the abilities of the intern supervisors. The chairmen were not asked to respond to these questions as they might have been the intern supervisor in some instances.
Table 33 summarizes the extent of the abilities of the intern supervisors. The medians show that the directors and the teachers gave the same rating to two of the seven abilities. The ratings given by the teachers were higher than those given by the directors in four of the seven abilities. For those abilities that were rated higher by the teachers, this inconsistency may have been due to the teachers' satisfaction with their relationship with the intern supervisor. These data are consistent with the extent and value of the "conferences with the intern supervisor" as shown in Tables 24 and 25, pages 102 and 104, respectively. Only one director responded to the last two items; he gave an extensive and a moderate rating to skill in teaching in the inner city and an acceptable personality as a teacher, respectively.

Development of instruction by intern supervisor and teachers

Table 50 in Appendix D shows the complete data concerning the opportunities the intern supervisor and the teachers who were interns had to plan instruction together. The chairmen answered this question.

Table 34 summarizes the extent of opportunities the intern supervisors and the teachers had to plan cooperatively classroom instruction. The medians show that the four opportunities were given a "considerable" rating. This may be interpreted to mean that the chairmen believed the
TABLE 33

MEDIAN FOR ABILITIES OF HIGH SCHOOL INTERN SUPERVISORS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS AND 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS

<table>
<thead>
<tr>
<th>Abilities of Intern Supervisors</th>
<th>Ratings by Directors</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To foster a relaxed professional relationship with the teachers</td>
<td>Considerable</td>
<td>Extensive</td>
</tr>
<tr>
<td>To provide adequate channels of communication, both oral and written, which created certainty about duties and responsibilities for the teachers</td>
<td>Considerable</td>
<td>Extensive</td>
</tr>
<tr>
<td>To demonstrate a knowledge of the principles of learning and the role of a teacher in the learning situation</td>
<td>Considerable</td>
<td>Extensive</td>
</tr>
<tr>
<td>To demonstrate a knowledge in the subject areas for which the teachers were responsible</td>
<td>Considerable</td>
<td>Extensive</td>
</tr>
<tr>
<td>To utilize cues which indicated problems, strengths, and weaknesses of teachers for planning and evaluating the internship</td>
<td>Considerable</td>
<td>Considerable</td>
</tr>
<tr>
<td>To exhibit a high degree of participation in activities which would promote the advancement of the teaching profession</td>
<td>Considerable</td>
<td>Considerable</td>
</tr>
<tr>
<td>To demonstrate skill in the utilization of modern technological devices</td>
<td>Considerable</td>
<td>Moderate</td>
</tr>
<tr>
<td>To demonstrate skill for teaching in the inner city</td>
<td>Extensive</td>
<td>--</td>
</tr>
<tr>
<td>To demonstrate acceptable personality as a teacher</td>
<td>Moderate</td>
<td>--</td>
</tr>
</tbody>
</table>

\[a\] Only one respondent; the other 37 did not answer.
teachers had many opportunities to plan classroom instruction with the intern supervisors.

**TABLE 34**

MEDIANs FOR OPPORTUNITIES THE INTERN SUPERVISOR AND THE TEACHERS HAD TO DEVELOP CLASSROOM INSTRUCTION COOPERATIVELY AS REPORTED BY 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Classroom Instruction</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluated the teachers' progress during the internship</td>
<td>Considerable</td>
</tr>
<tr>
<td>Planned related instructional materials and media to be used to supplement subjects to be taught</td>
<td>Considerable</td>
</tr>
<tr>
<td>Developed criteria for evaluation of student progress throughout the course</td>
<td>Considerable</td>
</tr>
<tr>
<td>Developed units and/or daily lesson plans for subjects to be taught</td>
<td>Considerable</td>
</tr>
</tbody>
</table>

Internship as a professional laboratory experience

Table 51 in Appendix D shows the complete data concerning the extent of opportunities the internship as a professional laboratory experience provided as reported by the directors, chairmen, and teachers. Some of the questions were not asked of all three groups.

Table 35 summarizes the extent of opportunities the internship provided as a professional laboratory experience. The medians were quite high. The directors and the chairmen gave the same rating to three of the four opportunities. The teachers were not asked to respond to these questions.
TABLE 35

MEDIANS FOR OPPORTUNITIES THE INTERNSHIP AS A PROFESSIONAL LABORATORY EXPERIENCE PROVIDED AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS, 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS, AND 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS

<table>
<thead>
<tr>
<th>Opportunities the Internship Provided</th>
<th>Ratings by</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Directors</td>
<td>Chairmen</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Proved to be stimulating and challenging</td>
<td>Extensive</td>
<td>Considerable</td>
<td>Extensive</td>
<td></td>
</tr>
<tr>
<td>Provided opportunities for teachers to develop teaching skills</td>
<td>Extensive</td>
<td>Extensive</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Provided opportunities for teachers to make professional decisions required of a teacher</td>
<td>Extensive</td>
<td>Extensive</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Provided opportunities to develop self-evaluative skills</td>
<td>Considerable</td>
<td>Considerable</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Developed self-confidence in his ability to teach</td>
<td>--</td>
<td>--</td>
<td>Extensive</td>
<td></td>
</tr>
<tr>
<td>Developed a deeper understanding of the whole process of teaching-learning in today's schools</td>
<td>--</td>
<td>--</td>
<td>Extensive</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 35—Continued

<table>
<thead>
<tr>
<th>Opportunities the Internship Provided</th>
<th>Directors</th>
<th>Chairmen</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped him to develop a clear concept of the role of the teacher</td>
<td>--</td>
<td>--</td>
<td>Extensive</td>
</tr>
<tr>
<td>Made one more analytical about his personal teaching style</td>
<td>--</td>
<td>--</td>
<td>Extensive</td>
</tr>
<tr>
<td>Developed confidence with materials and devices which were considered innovative and experimental</td>
<td>--</td>
<td>--</td>
<td>Considerable</td>
</tr>
<tr>
<td>Developed professional and social friendships</td>
<td>--</td>
<td>Extensive(^a)</td>
<td>--</td>
</tr>
</tbody>
</table>

\(^a\)Only one respondent; the other 10 did not answer.
The directors and the teachers gave the same rating to the one question that was asked of both groups. The teachers gave a high rating to five questions that were asked only of them.

The high consistency of responses made by the directors, chairmen, and teachers to respective questions asked of them may be interpreted to mean that the internship provided a satisfactory professional laboratory experience.

Summary of the characteristics of internship

A high consistency was found in the responses to the extent of the characteristics of internship as checked by 38 directors of collegiate internship programs and 11 chairmen of high school business education programs. Occasionally, the responses made by the 24 first-year business education teachers who were interns during 1969-1970 were not the same as those made by the directors and chairmen. The responses were different because the teachers reported as individuals (in ten programs), whereas the directors and chairmen reported their programs. The characteristics assessed were included in these categories: (1) orientation to the teaching profession, (2) internship seminars, (3) orientation to the school and community, (4) abilities of supervisors, (5) development of instruction by intern supervisor and teachers, and (6) internship as a professional laboratory experience.
A five-point rating scale was used to assess the characteristics, in which: (1) 5 indicated "extensive"; (2) 4, "considerable"; (3) 3, "moderate"; (4) 2, "little"; and (5) 1, "no." If the respondents did not check some of the questions by using one of the points in the rating scale, a "0 for no response" was used when tabulating the data.

Based on median responses, certain characteristics related to the category of orientation to the teaching profession received an extensive rating by the directors, chairmen, and teachers. These characteristics were: (1) to assume the responsibilities of teaching in realistic classroom conditions, (2) to have a status in the school which approximated that of a regular staff member, and (3) to develop a personal teaching style.

Based on median responses, certain characteristics related to the internship seminars received considerable to little ratings by the small number of teachers who responded to the questions asked of them. These characteristics were (1) purposes of the internship seminars and (2) methods for determining the content of the internship seminars. These data were inconsistent with the no responses received concerning whether or not the teachers participated in a seminar concurrent with the internship.

Since most of the items were given either an "extensive" or a "considerable" rating by the directors and the chairmen, it may be interpreted to mean that the respondents
believed that the internship provided many opportunities for the prospective teachers to become acquainted with the professional role of the teacher. Generally, the teachers gave either an "extensive," a "considerable," or a "moderate" rating to all questions asked of them. This may be interpreted to mean that the teachers were highly satisfied with the characteristics of the internship as a professional laboratory experience.

**Problems Affiliated with Implementing Internships**

An assessment of the problems affiliated with implementing internship programs was made by 38 directors of collegiate internship programs and 11 chairmen of high school business education programs. In determining the median, only the number who have responded were included. The number representing the "no response" was not included.

The rating scale which was used to indicate the extent of the difficulty was:

- 5 **Indicated "extensive" difficulty.**--Difficulty was of the extent that caused serious concern about the desirable progress of the person or the ability of the participants to perform effectively. Performance was not acceptable.

- 4 **Indicated "considerable" difficulty.**--Difficulty caused many concerns about the progress of the program. Performance was far below expectation. Ability of participants to perform effectively was questionable but likely to improve with the application of some type of corrective action.
3 Indicated "moderate" difficulty.—Difficulty caused some concern about the progress of the program. Performance was of average level of aspiration. Ability of participants to perform effectively was possible with revision of their actions.

2 Indicated "little" difficulty.—Difficulty was apparent but caused no serious concern in the program or was of short duration. The difficulty could be easily corrected. Performance was not conforming to normal expectations.

1 Indicated "no" difficulty.—No difficulty was apparent.

The problems assessed were included in the following categories: (1) administration of internship programs, (2) expense of operating collegiate internship programs, and (3) employment for graduates of internships.

Administration of internship programs

Table 52 in Appendix D shows the complete data concerning the extent of problems affiliated with the administration of internship programs as checked by the directors and the chairmen.

Table 36 summarizes the extent of problems affiliated with the administration of internship programs. The medians were quite low; this may be interpreted to mean that the factors asked were not major problems. The directors and the chairmen gave the same rating of "little" to three out of five problems which were related to insufficient opportunities for the interns to practice a variety of professional activities, insufficient channels of communication,
TABLE 36

MEDIANS FOR PROBLEMS AFFILIATED WITH THE ADMINISTRATION OF INTERNSHIPS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS AND 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Problems Encountered with the Administration of Internship Programs</th>
<th>Ratings by Directors</th>
<th>Ratings by Chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found actual internship positions available</td>
<td>Moderate</td>
<td>No</td>
</tr>
<tr>
<td>Found insufficient opportunities for interns to practice a variety of professional activities</td>
<td>Little</td>
<td>Little</td>
</tr>
<tr>
<td>Found insufficient channels of communication, both oral and written, between the university and the high school personnel</td>
<td>Little</td>
<td>Little</td>
</tr>
<tr>
<td>Found administrators (both college and high school) resisted gathering data to compare the results of the internship program with the student-teaching program</td>
<td>Little</td>
<td>Little</td>
</tr>
<tr>
<td>Found insufficient number of qualified intern supervisors</td>
<td>Moderate</td>
<td>--</td>
</tr>
<tr>
<td>Found insufficient number of qualified college supervisors</td>
<td>Little</td>
<td>--</td>
</tr>
<tr>
<td>Found high school administrators resisted offering their facilities</td>
<td>Little</td>
<td>--</td>
</tr>
<tr>
<td>Found it necessary to admit students who may not have met all the criteria in order to have an on-going program</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Secured adequate finances</td>
<td>Extensive(^a)</td>
<td>--</td>
</tr>
<tr>
<td>Received resistance from the local district professional groups because of an oversupply of teachers</td>
<td>Extensive(^a)</td>
<td>--</td>
</tr>
</tbody>
</table>

\(^a\)Only one respondent; the other 37 did not answer.
and the lack of need to admit students in order to have an internship program. One factor was considered a "moderate" problem by the directors, but it was not a problem for the chairmen. In another case one factor was not a problem for either the directors or the chairmen. Five questions were asked only of the directors since it was believed they would be more familiar with the extent to which the factor might have been a problem in the administration of the internship program. Two items were reacted to by one director—problems concerning finances and resistance from the local school districts concerning placement because of an oversupply of teachers.

**Expense of operating collegiate internship programs**

Table 53 in Appendix D shows the complete data concerning the extent of problems affiliated with the expense of operating collegiate internship programs as checked by the directors.

Table 37 summarizes the extent of problems affiliated with the expense of an internship. The medians given were "little" ratings; this may be interpreted to mean that the expense involved in operating the internships did not thwart the enthusiasm of the professional staff and prospective teachers or jeopardize the quality of the program.
TABLE 37

MEDIANS FOR PROBLEMS AFFILIATED WITH EXPENSE OF OPERATING A COLLEGIATE INTERNSHIP PROGRAM AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS

<table>
<thead>
<tr>
<th>Problems of Expense Encountered with the Internship Programs</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caused a lack of interest among teacher educators in initiating and in maintaining internship programs</td>
<td>Little</td>
</tr>
<tr>
<td>Caused a lack of enrollment since this experience was in addition to, or at a higher level than, the student teaching requirement</td>
<td>Little</td>
</tr>
<tr>
<td>Made it difficult to operate at an effective level in developing good relations with the public schools</td>
<td>Little</td>
</tr>
<tr>
<td>Jeopardized the quality of the program</td>
<td>Little or No(^a)</td>
</tr>
</tbody>
</table>

\(^a\)Mean fell between.

Employment for graduates of internship programs

Table 54 in Appendix D shows the complete data concerning the extent of problems affiliated with employment for graduates of the internship as marked by the directors and the chairmen.

Table 38 summarizes the extent of problems associated with obtaining a teaching position by graduates of the internships. The median ratings given ranged from considerable to no. The directors gave one rating higher than the chairmen. The chairmen were asked to react to only two problems. Both groups of respondents indicated that the
graduates thought of themselves as being better prepared than other beginning teachers, which may be interpreted to mean that the internship provided a realistic teaching experience which made the transition easier when they were employed as a beginning teacher.

**TABLE 38**

**MEDIANs FOR PROBLEMS AFFILIATED WITH EMPLOYMENT FOR GRADUATES OF INTERNSHIPS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS AND 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>Problems of Employment for Graduates of Internships</th>
<th>Directors</th>
<th>Chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought of themselves as better prepared than other beginning teachers</td>
<td>Considerable</td>
<td>Moderate</td>
</tr>
<tr>
<td>Expected a higher salary than teachers who completed student teaching</td>
<td>Little</td>
<td>No</td>
</tr>
<tr>
<td>Seemed to be the last ones to be hired</td>
<td>No</td>
<td>--</td>
</tr>
</tbody>
</table>

**Summary of problems affiliated with implementing internships**

A high consistency was found in the responses to the extent of problems affiliated with implementing internship programs as checked by 38 directors of collegiate internship programs and 11 chairmen of high school business education programs. The problems assessed were included in these categories: (1) administration of internship programs,
A five-point rating scale was used to assess the problems, in which: (1) 5 indicated "extensive"; (2) 4, "considerable"; (3) 3, "moderate"; (4) 2, "little"; and (5) 1, "no." If the respondents did not check some of the questions by using one of the points in the rating scale, a "0 for no response" was used when tabulating the data.

Since some of the questions were related to the initiation and maintenance of the internship programs, the directors were asked to assess seventeen questions; the chairmen only seven. The directors and chairmen gave the same rating to four of seven problems.

The problem, "teachers, who were interns, thought of themselves as better prepared than other beginning teachers," was the only factor that received a "considerable" rating by the directors and a "moderate" rating by the chairmen. The problem, "directors and chairmen found it necessary to admit students who may not have met all the criteria in order to have an on-going program," received a "no" rating. The problem, "seemed to be the last ones to be hired," received a "no" rating by the directors. The problem, "expected a higher salary than teachers who completed student teaching," received a "no" rating by the chairmen.

Since most of the items were given either a "little" or a "no" rating, it may be interpreted to mean either of
the following: (1) the questions asked were not major problems for the colleges/universities and high schools participating in the internship for the preparation of business education teachers, or (2) there were other factors involved which prohibited the application of the internship concept.

Reasons for Omission of the Internship

Questionnaires were completed by 38 chairmen of collegiate business education programs who did not participate in the internship program even though other areas within the college/university applied the internship concept.

Eighty-four per cent of the chairmen believed that the internship was advisable for the professional preparation of teachers; 16 per cent believed that the internship would not contribute significantly to the preparation of teachers. Of those chairmen who believed that the internship was advisable, 50 per cent believed that the internship should be a requirement; 50 per cent believed that it should be on an optional basis. In determining the median, only the number who have responded were included. The number representing the "no response" was not included.

The rating scale which was used to indicate the extent of the concern for the omission of the internship program in the teacher-preparation institutions was:

5  Indicated an "extensive" concern.
4  Indicated a "considerable" concern.
3 Indicated a "moderate" concern.
2 Indicated a "little" concern.
1 Indicated "no" concern.

The reasons for omitting the internship experience were included in the following categories: (1) internship program advisable, and (2) internship program not advisable.

**Internship program advisable**

Table 55 in Appendix D shows the extent of reasons for omission of the internship by 32 collegiate chairmen who believed that the experience would be advisable.

Table 39 summarizes the extent of the reasons for omitting the internship by collegiate chairmen who believed it would be advisable. Obviously, the questions asked did not elicit the reasons for omission of the internship. Based on median response, only one reason, "lack of financial resources," was given a "considerable" rating by the chairmen as a whole. The next, based on median response, "lack of sufficient interest of neighboring schools," was of "little" importance.

**Internship program not advisable**

Table 56 in Appendix D shows the extent of reasons for omission of the internship by six collegiate chairmen of business education who believed the experience would not be advisable.
TABLE 39
MEDIANS FOR OMISSION OF INTERNSHIP BY COLLEGIATE CHAIRMEN WHO BELIEVED IT WOULD BE ADVISABLE FOR THE PREPARATION OF BUSINESS EDUCATION TEACHERS AS REPORTED BY 32 CHAIRMEN OF COLLEGIATE BUSINESS EDUCATION

<table>
<thead>
<tr>
<th>Reasons for Omitting Internship</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of financial resources prohibited the offering of the internship program in business education</td>
<td>Considerable</td>
</tr>
<tr>
<td>Lack of sufficient interest and support in neighboring school districts which would accept interns in business education would prohibit the placement of interns</td>
<td>Little</td>
</tr>
<tr>
<td>Some teacher educators believed in the importance of the internship experience, but the institution did not offer a graduate program in business education</td>
<td>No</td>
</tr>
<tr>
<td>State department of instruction made no provisions for the utilization of the internship experience as a part of the professional preparation of business education teachers</td>
<td>No</td>
</tr>
<tr>
<td>Regulations in the college concerning curriculum for teacher certification in business education did not permit the internship experience</td>
<td>No</td>
</tr>
<tr>
<td>Lack of qualified personnel on the business education staff prohibited the offering of the internship experience</td>
<td>No</td>
</tr>
<tr>
<td>Lack of sufficient number of students in business education interested in the internship program prohibited the utilization of the program</td>
<td>No</td>
</tr>
<tr>
<td>Student teaching was generally coordinated through the college of education while business education was housed in the college of business</td>
<td>Extensive&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Teacher salaries were below the salaries of other professions with comparable education</td>
<td>Extensive&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Only one respondent; the other 31 did not answer.

<sup>b</sup>Only four respondents; the other 28 did not answer.
Table 40 summarizes the extent of the reasons for omitting the internship by collegiate chairmen who believed it would not be advisable. The questions asked did not elicit the reasons for omission of the internship. Based on median response, only one reason, "student teaching was a sufficient professional experience," received an "extensive" rating. The next, based on median response—reasons such as "additional cost involved for qualified personnel," "teachers' salaries were below the level of comparable preparation for other professions," and "educational program would have to be revised"—were of "little" importance.

Summary of reasons for omitting internship

A high consistency was found in the responses to the extent of concern for the omission of the internship program for the professional preparation of business education teachers as checked by the chairmen of collegiate business education programs. This may be interpreted to mean that the reasons used in this study by the investigator were not major reasons for the omission of the internship during 1969-1970, or there were other reasons which have not been reported in the literature. The reasons assessed were included in these categories: (1) internship program was advisable (32 respondents), and (2) internship program was not advisable (6 respondents).
TABLE 40

MEDIANS FOR OMISSION OF INTERNSHIP BY COLLEGIATE CHAIRMEN WHO BELIEVED IT WOULD NOT BE ADVISABLE FOR THE PREPARATION OF BUSINESS EDUCATION TEACHERS AS REPORTED BY 6 CHAIRMEN OF COLLEGIATE BUSINESS EDUCATION

<table>
<thead>
<tr>
<th>Reasons for Omitting Internship</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teaching was a sufficient professional experience for the preparation of business education teachers</td>
<td>Extensive</td>
</tr>
<tr>
<td>Additional cost involved for qualified personnel on the business education staff did not warrant the inclusion of the internship experience</td>
<td>Little</td>
</tr>
<tr>
<td>Since teachers' salaries were below the level of salaries of other professions with the same length of professional training, a longer period beyond the bachelor's degree could not be justified</td>
<td>Little</td>
</tr>
<tr>
<td>Total educational program would need revision because of a longer period of time required for the internship program</td>
<td>Little</td>
</tr>
<tr>
<td>Additional cost of the internship experience did not warrant the value of the experience</td>
<td>No</td>
</tr>
<tr>
<td>Placement of student teachers has created a problem in some districts. It would be difficult to find school districts which would be interested in accepting interns</td>
<td>No</td>
</tr>
<tr>
<td>Because of the oversupply of teachers in business education, the extension of the professional training would not be practical</td>
<td>No</td>
</tr>
</tbody>
</table>

A five-point scale was used to assess the problems, in which: (1) 5 indicated "extensive"; (2) 4, "considerable"; (3) 3, "moderate"; (4) 2, "little"; and (5) 1, "no." If the respondents did not check some of the questions by using one of the points in the rating scale, a "0 for no response" was used when tabulating the data.
The primary reason for the omission of the internship as checked by 32 chairmen (84 per cent of 38) who believed the experience was advisable was the "lack of financial resources which prohibited the offering of the internship program in business education."

The primary reason for the omission of the internship as checked by six chairmen (16 per cent of 38) who believed that the experience would not contribute significantly was that "student teaching was a sufficient professional experience for the preparation of business education teachers."

**Summary**

This chapter has provided data of the teacher internship program for the preparation of business education teachers for the secondary schools from the teacher education institutions that were members of the National Association of Business Teacher Education and/or the Association for Student Teaching.

In summarizing, the investigator presented and interpreted the data collected from questionnaires mailed to four groups: (1) 38 directors of collegiate internship programs; (2) 11 chairmen of high school business education programs; (3) 24 first-year business education teachers who were interns during 1969-1970; and (4) 38 chairmen of collegiate business education programs.
The data were organized into five sections:
(1) description of internships, (2) experiences in the internship, (3) characteristics of the internship, (4) problems affiliated with implementing internships, and (5) reasons for omission of the internship.

In Chapter V, the writer presents a summary of the findings, conclusions from the findings, recommendations for implementation of the findings of the study, and recommendations for further research.
CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to evaluate the desirability of including an internship experience as a part of the professional preparation of business education teachers for the secondary schools by determining what theoretical bases have been developed by teacher-education institutions for offering an internship experience as identified in the literature; by determining the characteristics of the internship programs as identified in the literature; by determining the characteristics of the internship as identified by questionnaires to directors of collegiate internship programs, chairmen of high school business education programs, and first-year business education teachers; by determining the major problems in implementing an internship program as identified by questionnaires to directors of collegiate internship programs and chairmen of high school business education programs; by determining the reactions of first-year business education teachers to the extent and value of experiences; by determining the reasons for omitting the use of internship programs by a questionnaire to the
chairmen of collegiate business education programs when it was used in other areas; and by ascertaining the specific reasons the internship programs have not been utilized more extensively by a questionnaire to the collegiate chairmen of business education who did not utilize the concept.

Before undertaking the study of internship programs for the preparation of business education teachers for the secondary schools, the writer found it necessary to take these steps: (a) determine the definition of internships, (b) review related literature to ascertain the application of the internship concept, (c) determine a list of colleges/universities that had a teacher-education program, and (d) determine a list of first-year business education teachers who were interns during 1969-1970.

The term "internship" was used to designate that part of the professional laboratory sequence which may or may not follow the student teaching experience. The criteria for an internship experience that was used in this study were: (a) an intern is fully responsible for his teaching assignment; (b) an intern is on a training program; (c) an intern is certificated in some way; (d) an intern is a regular contracted staff member; and (e) an intern is paid for his work.

Examination of such current education literature as Internships in Teacher Education, Forty-Seventh Yearbook of
the Association for Student Teaching (AST, now the Association of Teacher Educators), revealed the alternating cycle of growth and decline in the application of the internship concept. Also, the review of related literature indicated that several colleges/universities have been funded during the mid-1960's for internship programs.

Two lists which were used to determine the colleges/universities that had a teacher-education program were: "National Association for Business Teacher Education: Roster of Member Colleges and Universities, 1969-1970," and the "Internship Survey--1967" conducted by the AST.

A form was mailed to the placement offices of those colleges/universities that had an internship program that met the criteria used in this study to obtain a list of names and addresses of first-year business education teachers who were interns during 1969-1970.

The survey of the status of internship programs for the preparation of teachers for the secondary schools in the United States was confined to questionnaires mailed to four groups: (a) directors of collegiate internship programs; (b) chairmen of high school business education programs; (c) first-year business education teachers who were interns during 1969-1970; and (d) chairmen of collegiate business education programs who did not use an internship.

The data gathered from the questionnaires to directors, chairmen, first-year teachers, and collegiate chairmen
were tabulated into frequency distributions and medians were determined. The kinds of data gathered were: (1) description of internship programs as reported by the (a) directors, (b) chairmen, and (c) first-year teachers; (2) experiences of internship as reported by first-year teachers; (3) characteristics of internship as reported by (a) directors, (b) chairmen, and (c) first-year teachers; (4) problems affiliated with implementing internships as reported by directors and chairmen; and (5) reasons for omission of internship as reported by the collegiate chairmen.

**Summary of Findings for the Theoretical Base of Internships**

A review of related literature and related research studies yielded no comprehensive theoretical base for the internship program for the preparation of teachers. The lack of a comprehensive theoretical base evidenced in this finding substantiates the findings reported in Chapter II of previous research conducted by Rex.

**Summary of Findings for the Description of the Internship**

A summary of the data concerning the description of the internship collected from the questionnaires is presented in this section. The groups surveyed by the questionnaires were: (1) 38 directors of collegiate internship programs; (2) 11 chairmen of high school business education
programs; and (3) 24 first-year business education teachers who were interns during 1969-1970.

Percentages were used to report the findings concerning the description of internship programs.

**Length of internship programs**

The lengths of the internship programs were:

1. Internship programs that were one semester in length were reported by 91 per cent of the chairmen, 71 per cent of the teachers, and 29 per cent of the directors.

2. Internship programs that were one year in length were reported by 58 per cent of the directors, 9 per cent of the chairmen, and 4 per cent of the teachers.

3. Internship programs that varied from eight weeks to two years in length were reported by 25 per cent of the teachers and 14 per cent of the directors.

**Patterns of internship programs**

The patterns experienced by the participants were:

1. A four-year undergraduate program, used most frequently, was indicated by 100 per cent of the chairmen, 87 per cent of the teachers, and 47 per cent of the directors.

2. A fifth-year graduate program was reported by 38 per cent of the directors and 4 per cent of the teachers.

3. A fifth-year undergraduate program was reported by 9 per cent of the directors and 4 per cent of the teachers.
4. A two-year graduate program was indicated by 6 per cent of the directors and 4 per cent of the teachers.

**Number of years internship program in existence**

The reports of the directors and chairmen indicated that the internship had been used from 1 year to 20 years.

1. Three to five years was reported by 55 per cent of the chairmen and 34 per cent of the directors.

2. Six to ten years was reported by 34 per cent of the directors and 27 per cent of the chairmen.

3. Ten to twenty years was reported by 21 per cent of the directors and 9 per cent of the chairmen.

4. One to two years was reported by 10 per cent of the directors and 9 per cent of the chairmen.

**Sources of financial support**

The sources of financial support for the internship programs were:

1. A joint-sponsorship agreement between college and school districts was used most frequently, as reported by 68 per cent of the directors.

2. The regular budget of the institution was indicated by 50 per cent of the directors.

3. The tuition paid by the interns was reported by 37 per cent of the directors.

4. Either support from a foundation and/or federal
and state arrangement was reported by 11 per cent of the directors.

Criteria for the selection of interns

A list of 20 criteria used in the selection of interns was checked by the directors. The criteria were summarized into these categories:

1. Of the top eight (checked by 66 to 84 per cent), the criteria were categorized by these factors: judgment of people who administered the internship program and the scholastic ability in both general education and business education.

2. The criteria checked by 24 to 45 per cent of the directors were grouped into the following areas: competence in the English language and personal fitness.

3. Of the bottom seven (checked by 18 per cent or less), the criteria were categorized into these areas: success in previous experiences with students and scores on entrance tests.

Grade point average for the selection of interns

A minimum grade point average range of 2.00 to 3.00 (A equals 4 points) was checked by the directors. The ranges were:

1. An average of 2.75 to 3.00 was checked by 39 per cent of the directors.
2. An average of 2.50 to 2.74 was checked by 39 per cent of the directors.

3. An average of 2.00 to 2.49 was reported by 24 per cent of the directors.

4. A no response represented 8 per cent of the directors.

Population eligible for internship

The internship programs reported by the directors were primarily elective programs for undergraduate students. The types of programs were:

1. Internship was available only for selected students in the educational program was reported by 37 per cent of the directors.

2. Internship was optional for students in the educational program was reported by 31 per cent of the directors.

3. Internship was designed only for those students who have not been enrolled in the regular teacher-education program was indicated by 24 per cent of the directors.

4. Internship was required of all students in the educational program was reported by 6 per cent of the directors.

5. Internship was available only for graduate students was reported by 3 per cent of the directors.
College credit for internship and related course work

The experiences taken for credit by the teachers who were interns were:

1. Some additional related course work for college credit was taken during the internship was reported by 63 per cent of the directors and 9 per cent of the chairmen.

2. Either the internship or a seminar as a separate course was taken for credit was reported by 73 per cent of the chairmen and 37 per cent of the directors.

3. An internship experience and a seminar were taken for credit was reported by 9 per cent of the chairmen.

4. Other experiences were taken for credit was reported by 9 per cent of the chairmen.

Selection of cooperating school districts

The person or committee who was charged with the responsibility for selecting the school districts that were used for the internship experience were:

1. The selection was retained by the colleges was reported by 77 per cent of the directors.

2. The selection was shared with the state department and school districts was indicated by 12 per cent of the directors.

3. The selection was made because of requests by others, such as (a) Wisconsin Improvement Program Committee,
(b) subject area college supervisor, and (c) public school administrators as reported by 10 per cent of the directors.

Criteria for selection of cooperating school districts

A list of ten criteria used in the selection of the cooperating school districts was checked by the directors. Frequently, more than one criterion was checked. The criteria were summarized into these categories:

1. The three criteria that had the highest percentages (63 to 87) of respondents were: (a) willingness of the school system to commit themselves to working with the community, (b) willingness of school principals to participate in the internship program, and (c) commitment of the school district to assume greater responsibility.

2. The quality of the instructional program and the quality of the supervising staff were checked by 47 to 55 per cent of the directors.

3. The availability of resource personnel and community's reaction to experimentation were checked by 21 to 34 per cent of the respondents.

4. The flexibility of the salary schedule, marked less frequently, was reported by 8 per cent of the directors.

Competencies for evaluation of teachers while interns

A list of 17 competencies used to evaluate the teachers while they were interns was checked by the directors
and the chairmen. The competencies were summarized into these groups:

1. The ability to get along with students was checked by 100 per cent of the chairmen and 95 per cent of the directors.

2. Competencies related to teaching methodology were checked by 100 per cent of the chairmen and 79 to 90 per cent of the directors.

3. Competencies related to the student-teacher relationship were checked by 91 per cent of the chairmen and 50 to 66 per cent of the directors.

4. The ability to teach in the ghetto schools was reported by 3 per cent of the directors.

5. The abilities to utilize community resources and to be a dependable teacher were indicated by 6 per cent of the chairmen.

Degree and certification of teachers upon completion of the internship

The types of degrees and certification the interns received upon completion of the internship either as an undergraduate or a graduate student as indicated by the directors were:

1. A bachelor's degree was awarded the teachers upon completion of the internship was reported by 84 per cent of the directors.
2. A master's degree was received by the teachers after the internship was reported by 56 per cent of the directors.

3. A master's degree was awarded after the sixth year was reported by 3 per cent of the directors.

4. Other credentials, such as 12-30 hours acquired towards a master's degree and a separate teaching certificate, were reported by 11 per cent of the directors.

5. A teaching certificate was earned by 68 per cent of those who completed a bachelor's degree and 40 per cent of those who completed a master's degree was reported by the directors.

6. Sixteen per cent of those who received a bachelor's degree and 16 per cent of those who received a master's degree did not receive certification to teach as indicated by the directors.

Teaching Load

The teaching responsibilities of the supervisors were:

1. The teaching load was reduced while supervising the teachers during the internship was reported by 58 per cent of the directors and 46 per cent of the chairmen.

2. The question was not relevant to their institution was indicated by 26 per cent of the directors.
Persons in charge of supervising teachers while interns

The persons in charge of supervising teachers during the internship were:

1. Other staff members rather than the directors were in charge was reported by 89 per cent of the directors.

2. The directors supervised was indicated by 11 per cent of the directors.

In-service training for intern supervisors

The types of in-service education the intern supervisors participated in were:

1. Either academic course work or workshops while supervising the teachers was reported by 73 per cent of the chairmen.

2. No participation was reported by 18 per cent of the chairmen.

3. A no response was made by 9 per cent of the chairmen.

Types of financial remuneration for the intern supervisor

The types of financial remuneration the intern supervisors received for the internship were:

1. Some remuneration was reported by 54 per cent of the chairmen, either with additional salary (36 per cent) or waiver of fees (18 per cent).
2. No additional salary was provided as indicated by 46 per cent of the chairmen.

**Percentage of full-time teaching for interns**

A range of one-third to full-time teaching was engaged in by the teachers during the internship. The responses were:

1. One-half to full-time teaching was reported by 83 per cent of the teachers and 73 per cent of the chairmen.
2. Less than half-time teaching was reported by 27 per cent of the chairmen and 16 per cent of the teachers.

**Salary for interns**

**Percentage of salary.**--The percentages of salaries received ranged from none (25 per cent) to full-time salary (8 per cent). The percentages were:

1. Less than half the salary of a certified beginning teacher was reported by 84 per cent of the teachers.
2. Fifty to 74 per cent of the salary of a beginning teacher was reported by 4 per cent of the teachers.
3. One hundred per cent of the salary of a beginning teacher was reported by 8 per cent of the teachers.
4. A no response to the question was found in 4 per cent of the cases.
Amount of salary.--The amount of salaries the interns received ranged from none to $7,499. The amounts were:

1. A salary range of $500 to $2,499 was reported by 58 per cent of the teachers.
2. No salary received was reported by 25 per cent of the teachers.
3. A range of $6,500 to $7,499 was reported by 8 per cent of the teachers.
4. A range of $2,500 to $3,499 was reported by 4 per cent of the teachers.
5. A no response to the question was found in 4 per cent of the cases.

College credit for internship and/or academic course work

The amount of college credit received for the internship and academic course work ranged from 1 to 16 semester hours and 0 to 6 semester hours, respectively. The breakdown of hours were:

1. No concurrent course-work credit was reported by 75 per cent of the teachers.
2. Seven to 12 semester hours were received for the internship was reported by 66 per cent of the teachers.
3. Four to 6 semester hours were received for the internship and course work as reported by 25 per cent and 8 per cent of the teachers, respectively.
4. One to 3 semester hours were received for academic course work and the internship as reported by 17 per cent and 4 per cent of the teachers, respectively.

5. Sixteen semester hours were received for the internship as reported by 4 per cent of the teachers.

Participation in college seminars

The findings concerning participation in college seminars were:

1. No participation in a college seminar during the internship was reported by 63 per cent of the teachers.

2. Participation in a college seminar during the internship was reported by 33 per cent of the teachers.

3. A no response to the question was found in 4 per cent of the cases.

Participation in student teaching

The findings concerning participation in student teaching were:

1. No participation in student teaching as a part of their professional preparation was reported by 67 per cent of the teachers.

2. Participation in student teaching was reported by 33 per cent of the teachers.
Legal protection against lawsuits

The findings concerning legal protection against lawsuits were:

1. Protection against lawsuits was provided by the state during the internship was reported by 50 per cent of the teachers.
2. No protection provided was reported by 25 per cent of the teachers.
3. Uncertainty concerning protection was reported by 17 per cent of the teachers.
4. A no response to the question was found in 8 per cent of the cases.

Student classification during the internship

The findings concerning student classification during the internship were:

1. Respondents were undergraduate students was indicated by 92 per cent of the teachers.
2. Respondents were graduate students was indicated by 8 per cent of the teachers.

Degree and certification after internship

The findings concerning degree and certification after the internship were:

1. A bachelor's degree was awarded after the comple-
tion of the internship was indicated by 92 per cent of the teachers.

2. A master's degree was reported by 8 per cent of the teachers.

3. A teaching certificate was earned by 79 per cent of those completing a bachelor's degree and 8 per cent of those who completed a master's degree.

4. Thirteen per cent indicated that they had not received certification to teach.

Summary of Findings for the Experiences in the Internship

A summary of the data concerning the extent and value of the experiences during the internship which was collected from the questionnaires to 24 first-year business education teachers who were interns during 1969-1970, is presented in this section.

The rating scale which was used to indicate the extent of the characteristics was:

5 Indicated "extensive" experience.--Intern had maximum opportunities to experience characteristics of internship.

4 Indicated "considerable" experience.--Intern had frequent opportunities to experience characteristic of internship.

3 Indicated "moderate" experience.--Intern had average opportunities to experience characteristic of internship.
2 **Indicated "little" experience.**--Intern had minimum opportunities to experience characteristic of internship.

1 **Indicated "no" experience.**--Intern had no opportunities to experience characteristic of internship.

The median responses were used when reporting the data concerning the experiences of the internship.

The rating scale which was used to indicate the value of the experiences was:

5 **Indicated "extensive" value.**--Intern received maximum value from the experience.

4 **Indicated "considerable" value.**--Intern received above average value from the experience.

3 **Indicated "moderate" value.**--Intern received average value from the experience.

2 **Indicated "little" value.**--Intern received minimum value from the experience.

1 **Indicated "no" value.**--Intern received no value from the experience.

**Extent of experiences**

The extent of the internship experiences are expressed in medians. The responses were:

1. Either an extensive or a considerable rating was given to conferences and observations as indicated by the teachers.

2. Either a moderate or a little rating was given to the observation and participation experiences as indicated by the teachers.
3. A little rating was given to interaction analysis and faculty meetings as indicated by the teachers.

4. A no rating was given to the newer experiences which included flexible scheduling, team teaching, video recording, seminars, micro-teaching, and simulation as indicated by the teachers.

**Value of experiences**

The value of the internship experiences are expressed in medians. The responses were:

1. Either an extensive or a considerable rating was given to conferences as indicated by the teachers.

2. Either a considerable, moderate, or a little rating was given to observations and participation as indicated by the teachers.

3. Little rating was given to the faculty meetings as indicated by the teachers.

4. Either a little or a no rating was given to the newer experiences which included micro-teaching, simulation, and interaction analysis as indicated by the teachers.

5. A no rating was given to the newer experiences which included flexible scheduling, team teaching, video recording, and seminars as indicated by the teachers.
Summary of Findings for the Characteristics of the Internship

A summary of the data concerning the characteristics of the internship collected from the questionnaires is presented in this section. The groups surveyed by the questionnaires were: (1) 38 directors of collegiate internship programs; (2) 11 chairmen of high school business education programs; and (3) 24 first-year business education teachers who were interns during 1969-1970.

The rating scale which was used to indicate the extent of the characteristics of the internship was:

5 Indicated "extensive" experience.--Intern had maximum opportunities to experience characteristic of internship.

4 Indicated "considerable" experience.--Intern had frequent opportunities to experience characteristic of internship.

3 Indicated "moderate" experience.--Intern had average opportunities to experience characteristic of internship.

2 Indicated "little" experience.--Intern had minimum opportunities to experience characteristic of internship.

1 Indicated "no" experience.--Intern had no opportunities to experience characteristic of internship.

The median responses were used when reporting the data concerning characteristics of the internship.
Development of professional characteristics

The directors, chairmen, and teachers gave these median ratings to the development of professional characteristics:

1. Extensive rating was given by all three groups to these three characteristics: (a) to assume the responsibilities of teaching in realistic classroom conditions, (b) to have a status in the school which approximated that of a regular staff member, and (c) to develop a personal teaching style.

2. Extensive rating was given by the directors and chairmen and a considerable rating by the teachers to the characteristic, "to become acquainted with the physical, social, emotional, and intellectual characteristics of students."

3. Extensive rating was given by the directors and a considerable rating by both the chairmen and teachers to these characteristics: (a) to be oriented to the policies and procedures of the school and (b) to relate theoretical insights and teaching experiences.

4. Extensive, moderate, and considerable ratings were given by the directors, chairmen, and teachers, respectively, to the characteristic, "to continue his teacher education program because of the financial remuneration provided from teaching."
5. Extensive rating was given by the teachers and a considerable rating by both the directors and chairmen to the characteristic, "to develop aspirations for professional advancement."

6. Extensive rating was given by the teachers and a moderate rating was given by both the directors and chairmen to the characteristic, "to develop a basic insight into his personal capacity for professional service."

7. Considerable rating was given by both the directors and chairmen and a moderate rating by the teachers to the characteristic, "to gain a perception of his professional role in the school and in the community and the school's role in the community."

**Internship seminars**

*Purposes of internship seminars.*--The directors and teachers gave these ratings to the purposes of internship seminars:

1. Extensive and considerable ratings were given by the directors and teachers, respectively, to the purpose, "to have an exchange of thinking on successes and problems encountered during the teaching phase."

2. Considerable and considerable/moderate ratings were given by the directors and teachers, respectively, to the problem, "to develop self-evaluation of teaching procedures."
3. Moderate ratings were given by the directors and teachers to the problem, "to apply and to use research findings."

4. Considerable and moderate ratings were given by the teachers and directors, respectively, to the problem, "to have an awareness of problems for research."

5. Moderate and little ratings were given by the directors and teachers, respectively, to the problem, "to have instruction in research methodology and statistics."

Methods for determining content of internship seminars.—The directors and teachers gave these ratings to the extent to which methods were determined:

1. Extensive and considerable/moderate ratings were given by the directors and teachers, respectively, to the method, "determined by the problems experienced by the teachers during the internship."

2. Moderate and moderate/little ratings were given by the directors and teachers, respectively, to the method, "determined by professional course content that the seminar leader considered pertinent to the interns."

Content of internship seminars.—The directors gave these ratings to the extent of inclusion of certain content in the internship seminars:

1. Extensive rating was given to the content which
included discussion and analysis of problems encountered in teaching.

2. Considerable rating was given to the content which included these items: (a) discussion of general teaching methods, (b) discussion of specific teaching methods appropriate to a subject area, (c) instruction in the psychological principles of teaching and learning, and (d) professional ethics and other topics related to the professionalization of teaching.

Orientation to the school and personnel

Orientation to the school and community.--The chairmen gave these ratings to the extent of orientation to the school and community:

1. Extensive rating was given to information concerning the policies and procedures of the school.

2. Considerable rating was given to information concerning extracurricular activities.

3. Moderate rating was given to information concerning the community in which he was teaching.

Orientation to the students, faculty, and administrators.--Considerable rating was given to these orientation procedures: (1) introduced to the faculty and administrators of the school in which he was teaching, and (2) introduced to the students in his assigned classes.
Abilities of supervisors

Abilities of college supervisors.--The teachers gave these ratings concerning the abilities of the college supervisors:

1. Extensive rating was given to these competencies: (a) to foster a relaxed professional relationship with teachers, (b) to exhibit a high degree of professionalism, (c) to have knowledge in the subject areas for which the teachers were responsible, and (d) to provide adequate channels of communication, both oral and written, which created certainty about duties and responsibilities for the teachers.

2. Considerable rating was given to these competencies: (a) to have skill in the utilization of modern technological devices and (b) to utilize cues which indicated problems, strengths, and weaknesses of teachers for planning and evaluating the internship.

Abilities of intern supervisors.--The directors and teachers gave these ratings concerning the abilities of the intern supervisors:

1. Extensive and considerable ratings were given by the teachers and directors, respectively, to these competencies: (a) to foster a relaxed professional relationship with the teachers, (b) to provide adequate channels of communication, both oral and written, which created certainty
about duties and responsibilities for the teachers, (c) to demonstrate a knowledge in the subject areas for which the teachers were responsible, and (d) to demonstrate a knowledge of the principles of learning and the role of a teacher in the learning situation.

2. Considerable rating was given by both the directors and teachers to these competencies: (a) to utilize cues which indicated problems, strengths, and weaknesses of teachers for planning and evaluating the internship, and (b) to exhibit a high degree of participation in activities which would promote the advancement of the teaching profession.

3. Considerable and moderate rating was given by the directors and teachers, respectively, to the competency, "to demonstrate skill in the utilization of modern technological devices."

4. Extensive and moderate rating was given by only the directors to the competencies, (a) to demonstrate skill for teaching in the inner city and (b) to demonstrate acceptable personality as a teacher, respectively.

**Development of instruction by intern supervisor and teachers**

A considerable rating was given by the chairmen to the opportunities the intern supervisor and the teachers had to plan instruction together. The activities included: (1) evaluated the teachers' progress during the internship,
(2) planned related instructional materials and media to be used to supplement subjects to be taught, (3) developed criteria for evaluation of student progress throughout the course, and (4) developed units and/or daily lesson plans for subjects to be taught.

**Internship as a professional laboratory experience**

The directors, chairmen, and teachers gave these ratings concerning the opportunities the internship provided:

1. Extensive and considerable ratings were given by both the directors and teachers and the chairmen, respectively, to the opportunity, "proved to be stimulating and challenging."

2. Extensive rating was given by both the directors and chairmen to these experiences: (a) provided opportunities for teachers to develop teaching skills and (b) provided opportunities for teachers to make professional decisions required of a teacher.

3. Extensive rating was given by the teachers to these opportunities (directors and chairmen were not asked to respond): (a) developed self-confidence in his ability to teach, (b) developed a deeper understanding of the whole process of teaching-learning in today's schools, (c) helped him to develop a clear concept of the role of the teacher, and (d) made one more analytical about his personal teaching style.
4. Considerable rating was given by the directors and chairmen only to the experience, "provided opportunities to develop self-evaluative skills."

5. Considerable rating was given by the teachers only to the opportunity, "developed confidence with materials and devices which were considered innovative and experimental."

6. Extensive rating was given by one chairman to the experience, "developed professional and social friendships."

Summary of Findings for the Problems Affiliated with Implementing Internships

A summary of the data concerning the problems affiliated with implementing internships collected from the questionnaires is presented in this section. The groups surveyed by the questionnaires were: (1) 38 directors of collegiate internship programs and (2) 11 chairmen of high school business education programs.

The rating scale which was used to indicate the extent of difficulty was:

5  Indicated "extensive" difficulty.--Difficulty was of the extent that it caused serious concern about the desirable progress of the program or the ability of the participants to perform effectively. Performance was not acceptable.

4  Indicated "considerable" difficulty.--Difficulty caused many concerns about the progress of the program. Performance was far below expectation.
Ability of participants to perform effectively was questionable but likely to improve with the application of some type of corrective action.

3 Indicated "moderate" difficulty.—Difficulty caused some concern about the progress of the program. Performance was of average level of aspiration. Ability of participants to perform effectively was possible with revision of their actions.

2 Indicated "little" difficulty.—Difficulty was apparent but caused no serious concern in the program or was of short duration. The difficulty could be easily corrected. Performance was not conforming to normal expectations.

1 Indicated "no" difficulty.—No difficulty was apparent.

The median responses were used to report the data concerning problems affiliated with implementing internship programs.

Administration of internship programs

The extent of the problems affiliated with the administration of the internships was checked by the directors and chairmen. Some of the questions were not asked of the chairmen. The medians were:

1. Moderate and no ratings were given by the directors and chairmen, respectively, to the problem, "found actual internship positions available."

2. Moderate rating was given by the directors to the problem, "found insufficient number of qualified intern supervisors."
3. Little ratings were given by both groups to these problems: (a) found insufficient opportunities for interns to practice a variety of professional activities, (b) found insufficient channels of communication, both oral and written, between the university and the high school personnel, and (c) found administrators (both college and high school) resisted gathering data to compare the results of the internship program with the student-teaching program.

4. Little rating was given by the directors to these problems: (a) found insufficient number of qualified college supervisors, and (b) found high school administrators resisted offering their facilities.

5. No rating was given by both groups to the problem, "found it necessary to admit students who may not have met all the criteria in order to have an on-going program."

6. Extensive and considerable rating was given by only one director to the problems, (a) secured adequate finances and (b) received resistance from the local district professional groups because of an oversupply of teachers, respectively.
Expense of operating collegiate internship programs

The extent of problems affiliated with the expense of the internships were checked by the directors. Their responses were:

1. Little rating was given to these problems:
   (a) caused a lack of interest among teacher educators in initiating and in maintaining internship programs, (b) caused a lack of enrollment since this experience was in addition to, or at a higher level than, the student teaching requirement, and (c) made it difficult to operate at an effective level in developing good relations with the public schools.

2. Little/no rating was given to the problem, "jeopardized the quality of the program."

Graduates of internship programs

The extent of the problems affiliated with the graduates of the internships was checked by the directors and chairmen. Their responses were:

1. Considerable and moderate rating was given by the directors and chairmen, respectively, to the problem, "thought of themselves as better prepared than other beginning teachers."

2. Little and no rating was given by the directors and chairmen, respectively, to the problem, "expected a higher salary than teachers who completed student teaching."
3. No rating was given by the directors to the problem, "seemed to be the last ones to be hired."

**Summary of Findings for the Reasons for Omission of the Internship**

A summary of the data concerning the reasons for omission of the internship collected from the questionnaires to chairmen of collegiate business education programs is presented in this section.

The rating scale which was used to indicate the extent of concern was:

5  **Indicated an "extensive" concern.**
4  **Indicated a "considerable" concern.**
3  **Indicated a "moderate" concern.**
2  **Indicated a "little" concern.**
1  **Indicated a "no" concern.**

Thirty-two collegiate chairmen believed that the internship program was advisable; six believed that it was not.

The median responses were used to report the data concerning the reasons for omission of the internship programs.
Internship program advisable

The extent of the reasons for omitting the internship by collegiate chairmen who believed the experience would be advisable were:

1. Considerable rating was given to the reason, "lack of financial resources prohibited the offering of the internship program in business education."

The lack of finances evidenced in this finding substantiates the findings reported in Chapter II of previous research conducted by Plachy, Stevens, and Leskiw.

2. Little rating was given to the problem, "lack of sufficient interest and support in neighboring school districts which would accept interns in business education would prohibit the placement of interns."

3. A no rating was given by the collegiate chairmen to these problems: (a) some teacher educators believed in the importance of the internship experience, but the institution did not offer a graduate program in business education; (b) state department of instruction made no provisions for the utilization of the internship experience as a part of the professional preparation of business education teachers; (c) regulations in the college concerning curriculum for teacher certification in business education did not permit the internship experience; (d) lack of qualified personnel on the business education staff prohibited the offering of the internship experience; and (e) lack of
sufficient number of students in business education interested in the internship program prohibited the utilization of the program.

The lack of qualified supervisory personnel in this finding substantiates the findings reported in Chapter II of previous research conducted by Stevens.

4. Extensive rating was given by one and four collegiate chairmen to these problems: (a) student teaching was generally coordinated through the college of education while business education was housed in the college of business and (b) teacher salaries were below the salaries of other professions with comparable education, respectively.

**Internship program not advisable**

The extent of the reasons for omitting the internship by collegiate chairmen who believed the experience would not be advisable were:

1. Extensive rating was given to the reason, "student teaching was a sufficient professional experience for the preparation of business education teachers."

Student teaching seems to be an adequate professional experience for teachers evidenced in this finding substantiates the finding reported in Chapter II of previous research conducted by Stevens. One of the factors which might have accounted for the lack of general acceptance of
the internship was resistance to change within the profession.

2. Little rating was given to these reasons: (a) additional cost involved for qualified personnel on the business education staff did not warrant the inclusion of the internship experience; (b) since teachers' salaries were below the level of salaries of other professions with the same length of professional training, a longer period beyond the bachelor's degree could not be justified; and (c) total educational program would need revision because of a longer period of time required for the internship program.

3. No rating was given to these reasons: (a) additional cost of the internship experience did not warrant the value of the experience; (b) placement of student teachers has created a problem in some districts; it would be difficult to find school districts which would be interested in accepting interns; and (c) because of the oversupply of teachers in business education, the extension of the professional training would not be practical.

Conclusions

The conclusions are based on the findings of this study concerning the survey of internship programs for the preparation of business education teachers for the secondary schools in the United States. The conclusions are presented in these sections: (1) description of internships,
(2) experiences in the internship, (3) characteristics of the internship, (4) problems affiliated with implementing internships, and (5) reasons for omission of the internship.

Description of Internships

The conclusions concerning the description of internship programs are:

Conclusion 1

The typical pattern for internship programs for the preparation of undergraduate business education teachers is one semester of half-time teaching. This reduced assignment is considered a full-time teaching load for the intern. This assignment is not accompanied by academic course work or seminars.

This conclusion is supported by these findings:

1. Internship programs that were one semester in length were reported by 91 per cent of the chairmen, 71 per cent of the teachers, and 29 per cent of the directors.

2. Four-year undergraduate program, used most frequently, was indicated by 100 per cent of the chairmen, 87 per cent of the teachers, and 47 per cent of the directors.

3. One-half time teaching was reported by 46 per cent of the chairmen and 42 per cent of the teachers.

4. No concurrent course-work credit was reported by 75 per cent of the teachers.
5. No participation in a college seminar during the internship was reported by 63 per cent of the teachers.

**Conclusion 2**

Internship centers are selected on the basis of their professional commitment to cooperate with the college for the improvement of teacher education.

This conclusion is based on these findings:

1. The selection was retained by the colleges was reported by 77 per cent of the directors.

2. The three criteria that had the highest percentages (63 to 87) of respondents for selecting the cooperating school districts were: (a) willingness of the school system to commit themselves to working with the community, (b) willingness of school principals to participate in the internship program, and (c) commitment of the school district to assume greater responsibility.

**Conclusion 3**

The abilities which are important for the supervisors of interns to possess are: (1) favorable rapport with students and (2) knowledge of teaching methodology.

This conclusion is supported by these findings:

1. The ability to get along with students was checked by 100 per cent of the chairmen and 95 per cent of the directors.
2. Competencies related to teaching methodology were checked by 100 per cent of the chairmen and 79 to 90 per cent of the directors.

Conclusion 4

No conclusion can be drawn about the certification of the intern after completion of the internship because of possible misinterpretation of the data.

This conclusion is supported by these findings:

1. Eighty-four per cent of the directors reported that a bachelor's degree was awarded the teachers upon the completion of the internship.

2. Fifty-six per cent of the directors indicated that a master's degree was received by the teachers.

3. Sixty-eight per cent of those who completed a bachelor's degree and 40 per cent of those who completed a master's degree also received a teaching certificate.

Conclusion 5

Insufficient recognition is given to the needs of the supervisors of interns by the directors of collegiate internship programs and chairmen of high school business education programs.

This conclusion is based on these findings:

1. No reduced teaching load was seen by 42 per cent of the directors and 54 per cent of the chairmen.
2. No participation in a college seminar during the internship was reported by 63 per cent of the teachers.

3. No additional salary was provided as indicated by 46 per cent of the chairmen.

4. No participation in academic course work or workshops while supervising the teachers was reported by 18 per cent of the chairmen.

Conclusion 6

Those who participate in the supervision of internship programs tend to be involved in increasing their professional knowledges and skills.

This conclusion is based on these findings:

1. Seventy-three per cent of the chairmen reported that supervisors enrolled in either academic course work or workshops while supervising the teachers.

2. Sixty-three to 87 per cent of the directors reported that either the school systems or principals were willing, and/or the school districts were committed to assume greater responsibility in teacher education.

3. Fifty-eight per cent of the directors and 46 per cent of the chairmen indicated that the teaching load was reduced while supervising the teachers during the internship.

4. Fifty-four per cent of the chairmen reported that the teachers received some remuneration either with additional salary (36 per cent) or waiver of fees (18 per cent).
Conclusion 7

The internship is a part of the academic preparation of the teachers as indicated by credit earned.

This conclusion is supported by these findings:
1. Seven to 12 semester hours were received for the internship was reported by 66 per cent of the teachers.
2. No concurrent course-work credit was reported by 75 per cent of the teachers.
3. Four to 6 semester hours were received for the internship and course work as reported by 25 per cent and 8 per cent of the teachers, respectively.

Conclusion 8

Earning money is not a valid criterion for the selection of an internship program by prospective teachers.

In the literature it is assumed that earning money is attractive to people in motivating them to select the internship, but the above conclusion is based on the following findings:
1. A salary range of $500 to $2,499 was reported by 58 per cent of the teachers.
2. No salary received was reported by 25 per cent of the teachers.
3. A range of $6,500 to $7,499 was reported by 8 per cent of the teachers.
Experiences in the Internship

Based on median responses, the conclusion concerning the experiences in the internship program is:

Conclusion 9

The potential for extending the experiences of teachers through an internship is not being realized.

This conclusion is supported by these findings:

1. A little rating was given to the extent of interaction analysis and to the value of interaction analysis, micro-teaching, and simulation as reported by the teachers.

2. A little rating was given to the extent and value of faculty meetings as reported by the teachers.

3. A no rating was given to the extent and value of the newer experiences which included flexible scheduling, team teaching, video recording, and seminars as indicated by the teachers.

4. In contrast, extensive and considerable ratings were given to conferences with supervisors and observations of classes as reported by the teachers.
Characteristics of the Internship

Based on median responses, the conclusions concerning the characteristics of the internship programs are:

Conclusion 10

Internships provide students with many opportunities for orientation to the teaching profession but they provide limited opportunities for orientation to the school personnel and community.

This conclusion is based on these findings:

1. Extensive rating was given by the directors, chairmen, and teachers to these characteristics: (a) to assume the responsibilities of teaching in realistic classroom conditions, (b) to have a status in the school which approximated that of a regular staff member, and (c) to develop a personal teaching style.

2. Extensive rating was given by the directors and chairmen and a considerable rating by the teachers to the characteristic, "to become acquainted with the physical, social, emotional, and intellectual characteristics of students."

3. Extensive rating was given by the directors and a considerable rating by both the chairmen and teachers to these characteristics: (a) to be oriented to the policies and procedures of the school and (b) to relate theoretical insights and teaching experiences.
4. Extensive, moderate, and considerable ratings were given by the directors, chairmen, and teachers, respectively, to the characteristic, "to continue his teacher education program because of the financial remuneration provided from teaching."

5. Extensive rating was given by the teachers and a considerable rating by both the directors and chairmen to the characteristic, "to develop aspirations for professional advancement."

6. Extensive rating was given by the teachers and a moderate rating was given by both the directors and chairmen to the characteristic, "to develop a basic insight into his personal capacity for professional service."

7. Considerable rating was given by both the directors and chairmen and a moderate rating by the teachers to the characteristic, "to gain a perception of his professional role in the school and in the community and the school's role in the community."

8. Extensive rating was given by the chairmen to information concerning the policies and procedures of the school.

9. Considerable rating was given to information concerning extracurricular activities as indicated by the chairmen.

10. Moderate rating was given by the chairmen to
information concerning the community in which he was teaching.

11. Considerable rating was given by the chairmen to these orientation procedures: (a) introduced to the faculty and administrators of the school in which he was teaching and (b) introduced to the students in his assigned classes.

Conclusion 11

Objectives of the internship that are being realized include these: (1) professionalism, (2) confidence, and (3) self-evaluation.

This conclusion is supported by these findings:

1. Extensive and considerable ratings were given by both the directors and teachers and the chairmen, respectively, to the opportunity, "proved to be stimulating and challenging."

2. Extensive rating was given by both the directors and chairmen to these experiences: (a) provided opportunities for teachers to develop teaching skills and (b) provided opportunities for teachers to make professional decisions required of a teacher.

3. Extensive rating was given by the teachers to these opportunities (directors and chairmen were not asked to respond): (a) developed self-confidence in his ability to teach, (b) developed a deeper understanding of the whole process of teaching-learning in today's schools, (c) helped
him to develop a clear concept of the role of the teacher, and (d) made one more analytical about his personal teaching style.

4. Considerable rating was given by the directors and chairmen to the experience, "provided opportunities to develop self-evaluative skills."

5. Considerable rating was given by the teachers only to the opportunity, "developed confidence with materials and devices which were considered innovative and experimental."

6. Extensive rating was given by one chairman to the experience, "developed professional and social friendships."

**Conclusion 12**

The ability to exhibit a high degree of knowledge and skills appropriate to the teaching profession is an important criterion in the selection of the supervisors for the internship.

This conclusion is based on these findings:

1. Extensive rating was given to these competencies of the college supervisor: (a) to foster a relaxed professional relationship with teachers, (b) to exhibit a high degree of professionalism, (c) to have knowledge in the subject areas for which the teachers were responsible, and (d) to provide adequate channels of communication, both oral
and written, which created certainty about duties and responsibilities for the teachers.

2. Considerable rating was given to these competencies: (a) to have skill in the utilization of modern technological devices and (b) to utilize cues which indicated problems, strengths, and weaknesses of teachers for planning and evaluating the internship.

3. Extensive and considerable ratings were given by the teachers and directors, respectively, to these competencies of the intern supervisors: (a) to foster a relaxed professional relationship with the teachers, (b) to provide adequate channels of communication, both oral and written, which created certainty about duties and responsibilities for the teachers, (c) to demonstrate a knowledge in the subject areas for which the teachers were responsible, and (d) to demonstrate a knowledge of the principles of learning and the role of a teacher in the learning situation.

4. Considerable rating was given by both the directors and teachers to these competencies: (a) to utilize cues which indicated problems, strengths, and weaknesses of teachers for planning and evaluating the internship, and (b) to exhibit a high degree of participation in activities which would promote the advancement of the teaching profession.
Problems Affiliated with Implementing Internships

Based on median responses, the conclusion concerning the problems of the internship program is:

Conclusion 13

Financial support is not a universal problem in initiating and maintaining an internship program.

This conclusion is based on these findings:

1. When the directors were asked if finances were a problem, they gave a little rating to the item, "caused a lack of interest among teacher educators in initiating and in maintaining internship programs."

2. The directors gave a little rating to these items: (a) finances caused a lack of enrollment since this experience was in addition to, or at a higher level than, the student teaching requirement; and (b) made it difficult to operate at an effective level in developing good relations with the public school.

3. The directors gave a little/no rating to the problem, "finances jeopardized the quality of the program."

4. In contrast, the collegiate chairmen of business education gave a considerable rating to the reason, "lack of financial resources which prohibited the offering of the internship program in business education."
Reasons for Omission of Internship Programs in Business Education

Based on median responses, 32 collegiate chairmen of business education said that the internship was advisable; 6 indicated that it was not. The conclusion concerning the reason for omission of the internship in business education is:

Conclusion 14

There is no particular reason, except finances, why an internship program for business education should not be included when it is used by other disciplines within the same college.

This conclusion is supported by the finding that a considerable rating was given to the reason, "lack of financial resources prohibited the offering of the internship program in business education," but the 32 collegiate chairmen believed that the internship was advisable.

General Conclusions

From the review of related literature and the findings of this study, the general conclusions are:

Conclusion 15

There should be more uniformity in the definition and criteria established for teacher-education internship programs.
This conclusion is supported by the lack of consistency in the data supplied by the four groups of respondents relating to the nature of the program.

Members of the National Association for Business Teacher Education reported that 42 colleges had internship programs in business education; only 10 programs met the criteria established for this study.

**Conclusion 16**

The internship experience is feasible for the preparation of business education teachers for the secondary schools.

This conclusion is supported by these findings:

1. The internship program was a part of the professional preparation of teachers in 98 colleges/universities in the United States during 1969-1970 (77 were members of NABTE and 21 were members of AST).

2. Of the 98 colleges/universities that had internship programs, 42 indicated they had an internship in business education.

3. The directors, chairmen, and teachers seemed to be satisfied with the internship since they gave extensive and considerable ratings to the characteristics of the internship program.

4. Thirty-two of the 38 collegiate chairmen who
participated in the study believed that an internship program was advisable.

**Recommendations for the Implication of the Findings**

From the conclusions based on the findings of this study, the following recommendations seem to be justified:

1. It is recommended in the age of educational accountability that teacher educators should assume the responsibility of acquainting school administrators, teachers of other disciplines, students and their parents, and the public with the extent, values, and weaknesses of the internship experiences.

2. It is recommended that the teacher-education institutions re-examine their professional laboratory sequence for business education teachers and include in that requirement an internship experience as a part of the professional training for a master's degree.

3. It is recommended that the instructional loads for the intern supervisors should be reduced to provide more time for supervision.

4. It is recommended that the supervisors receive financial remuneration commensurate to their supervisory responsibilities.

5. It is recommended that the states define the legal status of the interns and protect them from lawsuits during their teaching.
6. It is recommended that journal articles should be written to inform educators of the significant differences in characteristics and responsibilities between the internship experience and student-teaching experience.

7. It is recommended that the definition and criteria established for teacher internship programs be more uniform.

8. It is recommended that more uniformity in the internship program should be made in these areas: (a) length of internship programs, (b) credit for internship, (c) participation in college seminars, and (d) participation in student teaching prior to the internship.

9. It is recommended that seminars be taken concurrent with the internship experience to discuss the purposes of the internship experience and the successes and problems encountered in teaching.

10. It is recommended that interns should have more experiences in these areas: (a) flexible scheduling, (b) team teaching, (c) video recording, (d) micro-teaching, (e) participation in school-community interaction groups, and (f) interaction analysis.

**Recommendations for Future Research**

In conducting this study, several needs for additional research in the area of teacher internships were
identified, and it is recommended that additional research be conducted in them.

1. It is recommended that research to determine more accurately the descriptions of internships, experiences of internships, characteristics of internships, problems affiliated with implementing internships, and reasons for omission of internship programs for all areas of education be undertaken as a part of the program of such educational organizations as the National Association of Business Teacher Educators and the Association of Teacher Educators. It is suggested that these organizations select qualified educators to carry on the research and subsidize those persons on a full-time basis.

2. It is recommended that an evaluative instrument be developed and tested for assessing the teacher competencies of both interns and student teachers in business education for comparative purposes.

3. It is recommended that a similar study be conducted in other academic areas such as business education, English, social studies, guidance, elementary education, and secondary education.
APPENDIX A

INTERNSHIP SURVEY FOR 1969-1970

WITH LETTERS OF TRANSMITTAL
January 25, 1971

Dear

I am conducting a survey to prepare an up-to-date list of colleges and universities that use an internship experience as a part of the professional preparation of teachers for the secondary schools. Dr. Inez Ray Wells is my adviser for this research study.

Some educators use student teaching and internship experience synonymously. I am using the criteria for an internship experience as suggested by Professor L. O. Andrews of The Ohio State University for my survey.

1. An intern is fully responsible for his teaching assignment.
2. An intern is on a training program.
3. An intern is certificated in some way.
4. An intern is a regular contracted staff member.
5. An intern is paid.

You may assist me in preparing an up-to-date list of internship programs used as a part of the professional preparation for teachers by completing the enclosed survey.

Sincerely yours,

(Miss) Florence B. Grunkemeyer
The Ohio State University
Jones Graduate Tower, Box 848
101 Curl Drive
Columbus, OH 43210

Return envelope
You can assist me in preparing an up-to-date list of internship programs used as a part of the professional experience for training teachers. Please complete the questions below:

1. Do you have an internship program in your college/university? Yes ___ No ___

2. If you do, may I please have the names and addresses of the following people:
   a. Director of internship program: ____________________________
   b. Chairman of business education or person responsible for interns in business education: ____________________________

3. If you do not have an internship program, may I please have the name and address of the chairman of business education; you may complete this information in question 2, part b, above.

4. If you are the chairman of business education, please check here.
   a. Yes ____ b. No ____

5. What type(s) of internship programs do you currently have for the preparation of teachers?
   a. Undergraduate ___ c. Both undergraduate and graduate ___
   b. Graduate ___

6. May I please have a list of the academic disciplines that utilize an internship experience in your college/university. An example might be English, social studies, et cetera.
   a. __________________________ d. __________________________
   b. __________________________ e. __________________________
   c. __________________________ f. __________________________

Please return to:  
(Miss) Florence B. Grunkemeyer  
Jones Graduate Tower, Box 848  
101 Curl Drive  
The Ohio State University  
Columbus, OH 43210  

Your signature:

193
February 11, 1971

Dear Sir:

During the week of January 25, I sent you a questionnaire, "Internship Survey for 1969-1970," concerning one phase of my doctoral study, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Professor Inez Ray Wells is my adviser for this research study.

I shall appreciate your assistance in preparing an up-to-date list of internship programs used as a part of the professional preparation for teachers by completing the enclosed questionnaire.

Some educators use student teaching and internship experience synonymously. I am using the criteria for an internship experience as suggested by Professor L. O. Andrews of The Ohio State University for my survey.

1. An intern is fully responsible for his teaching assignment.
2. An intern is on a training program.
3. An intern is certificated in some way.
4. An intern is a regular contracted staff member.
5. An intern is paid.

Sincerely yours,

(Miss) Florence B. Grunkemeyer
The Ohio State University
Jones Graduate Tower, Box 848
101 Curl Drive
Columbus, OH 43210

Return envelope
APPENDIX B

REQUEST TO PLACEMENT OFFICE
WITH LETTERS OF TRANSMITTAL
February 19, 1971

Dear Sir:

...of your university has indicated that you have an internship program in business education. May I please have the name and address of the first-year business education teachers who were interns during 1969-1970.

The purpose of my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers," is to evaluate the desirability of including an internship experience as a part of the professional preparation of business education teachers for the secondary schools. I am interested in the reactions of first-year business education teachers to their internship experience. Dr. Inez Ray Wells of The Ohio State University is my adviser for this research study.

Your assistance in completing the enclosed form, "Name and Address of First-Year Business Education Teachers Who Were Interns During 1969-1970," will be appreciated.

Sincerely yours,

(Miss) Florence B. Grunkemeyer
The Ohio State University
Jones Graduate Tower, Box 848
101 Curl Drive
Columbus, OH 43210

Enclosures: Form for name and address of first-year business education teachers
Return envelope
NAME AND ADDRESS OF FIRST-YEAR BUSINESS EDUCATION TEACHERS
WHO WERE INTERNS DURING 1969-1970

DIRECTION: Please print or type the names and addresses.

<table>
<thead>
<tr>
<th>Name of First-Year Business Education Teachers (Graduated in 1969-1970)</th>
<th>Name and Address of Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
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<td>1.</td>
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<td>13.</td>
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<td>14.</td>
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<td>15.</td>
<td></td>
</tr>
</tbody>
</table>

Please return to: (Miss) Florence B. Grunkemeyer, Jones Graduate Tower, Box 848, 101 Curl Drive, The Ohio State University, Columbus, OH 43210
May 17, 1971

Dear Sir:

During the week of February 11, I sent a form requesting name and address of first-year business education teachers who were interns during 1969-1970 to your College of Education Placement Office. To this date I have not received a response from your Placement Office. I wonder if you have this information available in your office. If so, I would appreciate receiving it since I am trying to contact all these teachers before the end of the current school year.

The internship experience is included in few teacher education programs. I am trying to determine the implications of the internship experience by contacting all first-year business education teachers who were interns last year. This information will be used for the third phase of my doctoral study, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Dr. Inez Ray Wells of The Ohio State University is my adviser for this research study.

I shall appreciate your assistance in completing the form, "Name and Address of First-Year Business Education Teachers Who Were Interns During 1969-1970," and returning it to me by May 26, 1971.

Very sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: Form for name and address of first-year business education teachers
Return envelope
Dear

Upon my request, the Placement Office of your university supplied me with a list of name and address of the first-year business education teachers who were either interns or student teachers during 1969-1970. I have sent a "Questionnaire to First-Year Business Education Teachers Who Were Interns in 1969-1970," and some of these teachers have indicated that they participated in student teaching and not in an internship experience.

Some educators use student teaching and internship synonymously. I am using the definition of internships in teacher education as adopted by The Association for Student Teaching (AST) Commission on Internships in Teacher Education in February, 1967. From this definition I am using the criteria for an internship experience as suggested by Professor L. O. Andrews of The Ohio State University for my survey.

1. An intern is fully responsible for his teaching assignment.
2. An intern is on a training program.
3. An intern is certificated in some way.
4. An intern is a regular contracted staff member.
5. An intern is paid.

The data obtained from the questionnaires on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Dr. Inez Ray Wells of The Ohio State University is my adviser.

I am enclosing a copy of the list of first-year business education teachers which was sent to me by your Placement
Office. You may assist me in answering two questions about these teachers which appear on the attached sheet.

Your assistance in verifying the names of those teachers who participated in an internship program according to the criteria suggested by Professor Andrews will be appreciated. May I please have this information by June 4, 1971.

Sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: List of first-year business education teachers
Return envelope
INTERNISHIP SURVEY FOR 1969-1970

1. Do you have an internship program for the preparation of teachers according to the criteria suggested by Professor Andrews?

   ___ Yes
   ___ No

2. If some of the teachers had an internship experience as defined by Professor Andrews, please place a check mark before their names.
APPENDIX C

QUESTIONNAIRE TO DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS, 1969-1970 WITH LETTERS OF TRANSMITTAL

QUESTIONNAIRE TO CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS, 1969-1970 WITH LETTERS OF TRANSMITTAL

QUESTIONNAIRE TO CHAIRMEN OF COLLEGIATE BUSINESS EDUCATION PROGRAMS WITH LETTERS OF TRANSMITTAL

QUESTIONNAIRE TO FIRST-YEAR BUSINESS EDUCATION TEACHERS WHO WERE INTERNS IN 1969-1970 WITH LETTERS OF TRANSMITTAL
May 21, 1971

Dear

I am gathering data concerning the implications of internship programs for the preparation of business education teachers for the secondary schools. I would appreciate your completing the "Questionnaire to Directors of Collegiate Internship Programs, 1969-1970."

Some educators use the terms student teaching and internship synonymously. I am using the criteria for an internship experience as suggested by Professor L. O. Andrews of The Ohio State University for my survey.

1. An intern is fully responsible for his teaching assignment.
2. An intern is on a training program.
3. An intern is certified in some way.
4. An intern is a regular contracted staff member.
5. An intern is paid.

The data from the questionnaires on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Your individual reply will be kept in strict confidence. Dr. Inez Ray Wells of The Ohio State University is my adviser.

I hope to contact all directors of collegiate teacher education internship programs before the end of the current
academic year. May I please have your completed questionnaire by June 1, 1971.

Very sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: "Questionnaire to Directors of Collegiate Internship Programs, 1969-1970"
Return envelope
June 10, 1971

Dear

During the week of May 24, I sent you a questionnaire entitled "Questionnaire to Directors of Collegiate Internship Programs, 1969-1970." I am gathering data pertaining to teacher internship programs for the preparation of secondary teachers.

Some educators use the terms student teaching and internship synonymously. I am using the criteria for an internship experience as suggested by Professor L. O. Andrews of The Ohio State University for my survey.

1. An intern is fully responsible for his teaching assignment.
2. An intern is on a training program.
3. An intern is certified in some way.
4. An intern is a regular contracted staff member.
5. An intern is paid.

The data from the questionnaires on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Your individual reply will be kept in strict confidence. Dr. Inez Ray Wells of The Ohio State University is my adviser.

Your assistance in providing the requested information at this time would be appreciated. I would appreciate receiving
your completed questionnaire by June 22, 1971, since I am planning to tabulate all the data before the end of June.

Sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: "Questionnaire to Directors of Collegiate Internship Programs, 1969-1970"
Return envelope
This questionnaire is being used to gather data about teacher internship programs for business education. It is a part of the study to evaluate the desirability of including an internship program as a part of the professional preparation of business education teachers for the secondary schools.

Name of Employing School:

Address:

Name and Title of Respondent:

PLEASE RETURN THIS QUESTIONNAIRE TO:
Miss Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Do you wish to have a copy of the summary of the findings from this questionnaire? ___ Yes ___ No (Please check one.)

May I please have the address where the summary should be mailed.

Address of Respondent:

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PART I. DESCRIPTION OF INTERNSHIP PROGRAM.—In the space preceding the statement please check the statement(s) you select which best characterize your internship program.

1. What is the length of your internship program?
   - a. One quarter
   - b. One semester
   - c. One year
   - d. Two years
   - e. Other (please specify) ____________________________

2. What is the pattern of the program in which your internship experience is provided?
   - a. Four-year undergraduate program
   - b. Five-year undergraduate program
   - c. Fifth-year graduate program
   - d. Two-year graduate program
   - e. Other (please specify) ____________________________

3. For how long has the internship program been in operation in your institution?
   - a. One year
   - b. Two years
   - c. Three to five years
   - d. Six to ten years
   - e. Other (please specify) ____________________________

4. What is/are the source(s) of the financial support for the internship program? (Please check all answers applicable to your program.)
   - a. Funds from a foundation
   - b. Funds from the regular budget of the institution
   - c. Funds from a joint-sponsorship agreement between your institution and a number of school districts
   - d. Funds from tuition paid by the interns
   - e. Other (please specify) ____________________________

5. What criteria are used in the selection of interns? (Please check all answers applicable to your program.)
   - a. Judgment of member(s) of the faculty
   - b. Judgment of director of internship program
   - c. Scholastic rank in major teaching field
   - d. Scholastic rank in overall academic course work
6. Is a minimum grade point average required of candidates for admission to the internship program?
   a. Yes
   b. No

7. If you answered "Yes" in question No. 6, please indicate the minimum grade point average required. (An "A" equals 4 points.)
   a. 3.00
   b. 2.75 to 2.99
   c. 2.50 to 2.74
   d. 2.00 to 2.49
   e. Other (please specify) ____________________________

8. What is the status of the internship program in teacher education in your institution? The internship
   a. is required of all students in the educational program.
   b. is optional for students in the educational program.
   c. is available only for selected students in the educational program.
   d. is designed only for those students who have not been enrolled in the regular teacher education program.
   e. Other (please specify) ____________________________
9. What experiences are taken for credit concurrently with the internship program?
   ___ a. Internship experience
   ___ b. A seminar as a separate course
   ___ c. Internship experience along with a seminar
   ___ d. Academic course work
   ___ e. Other (please specify) ___________________________

10. What criteria have been developed for use in the selection of cooperating school districts? (Please check all answers applicable to your program.)
   ___ a. Willingness of school system to develop cooperatively a set of working agreements with the university covering the major aspects of the internship program
   ___ b. Commitment by the school district to assume a greater share of responsibility for teacher preparation
   ___ c. Location of the district and its proximity to the university
   ___ d. Availability of resource personnel (of the district) for use in the internship program
   ___ e. Instructional program of recognized quality
   ___ f. Quality of the supervising staff
   ___ g. Willingness of teachers to assume the role of intern supervisor
   ___ h. Willingness of school principals to participate in the internship program
   ___ i. The type of community and its reaction to experimentation
   ___ j. Flexibility of salary schedule
   ___ k. Other (please specify) ___________________________

11. Who selects the cooperating school districts which will participate in the internship program?
   ___ a. A college committee or a group charged with this responsibility
   ___ b. The university director of the internship program or a person charged with this responsibility
   ___ c. The state department of education
   ___ d. A joint council consisting of officials from the state department, university, and school districts
   ___ e. Other (please specify) ___________________________
12. What status does the intern have upon completing the internship program? (If you have both undergraduate and graduate programs, please check all answers applicable to both programs.)

___ a. Bachelor's degree after the fourth year
___ b. Bachelor's degree and certification after the fourth year
___ c. Bachelor's degree and certification after the fifth year
___ d. Master's degree after the fifth year
___ e. Master's degree and certification after the fifth year
___ f. Master's degree after the sixth year
___ g. Master's degree and certification after the sixth year
___ h. Other (please specify) ______________________

If a teaching certificate is granted, please indicate the kind (and name) of certificate: ______________________

13. What areas of internship experience or competencies have been identified and selected for evaluation of the intern? (Please check all answers applicable to your program.) Demonstrated competencies include

___ a. Directing learning
___ b. Knowing subject matter
___ c. Planning units and daily lessons
___ d. Using appropriate communication media to supplement instruction
___ e. Perceiving individual differences and suggesting methods for learning
___ f. Handling group discussions
___ g. Developing rapport with students
___ h. Developing rapport with intern supervisor
___ i. Relating emotional maturity
___ j. Exhibiting physical vitality
___ k. Maintaining appropriate physical appearance
___ l. Disciplining students
___ m. None have been identified
___ n. Other (please specify) ______________________

14. Do you as director of internship programs have your teaching load reduced when supervising interns?

___ a. Yes
___ b. No
___ c. Not applicable; does not supervise
15. Do you have a person (other than yourself) in charge of supervising interns?

---

a. Yes

b. No
PART II. EVALUATION OF CHARACTERISTICS OF INTERNSHIP PROGRAM.--Please circle the number which indicates the extent of the characteristic provided the intern during the internship.

Extent of the characteristic is designed to read as follows:

5 Indicates "extensive" experience.--Intern has maximum opportunities to experience characteristic of internship.

4 Indicates "considerable" experience.--Intern has frequent opportunities to experience characteristic of internship.

3 Indicates "moderate" experience.--Intern has average opportunities to experience characteristic of internship.

2 Indicates "little" experience.--Intern has minimum opportunities to experience characteristic of internship.

1 Indicates "no" experience.--Intern has no opportunities to experience characteristic of internship.

<table>
<thead>
<tr>
<th>Characteristics of Internship</th>
<th>II Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>1 5 4 3 2 1</td>
</tr>
</tbody>
</table>

A. To what extent did the intern have an opportunity to

1. be oriented to the policies and procedures of the school? 5 4 3 2 1

2. assume the responsibilities of teaching in realistic classroom conditions? 5 4 3 2 1
<table>
<thead>
<tr>
<th>I Characteristics of Internship</th>
<th>II Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>3. become acquainted with the physical, social, emotional, and intellectual characteristics of students?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. relate theoretical insights and teaching experience?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. develop a basic insight into his personal capacity for professional service?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>6. develop a personal teaching style?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. have a status in the school which approximated that of a regular staff member?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. gain a perception of his professional role in the school and in the community and the school's role in the community?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. develop aspirations for professional advancement?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. continue his teacher education program because of the financial remuneration provided from teaching?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I</td>
<td>Characteristics of Internship</td>
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<td>B.</td>
<td>To what extent does the internship seminar directed by the college provide an opportunity for the intern to</td>
</tr>
<tr>
<td></td>
<td>1. have an exchange of thinking on successes and problems encountered during the teaching phase?</td>
</tr>
<tr>
<td></td>
<td>2. apply and to use research findings?</td>
</tr>
<tr>
<td></td>
<td>3. have an awareness of problems for research?</td>
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<td></td>
<td>4. have instruction in research methodology and statistics?</td>
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<tr>
<td></td>
<td>5. develop self-evaluation of teaching procedures?</td>
</tr>
</tbody>
</table>

C. To what extent is the content of the college seminars conducted by the university

|    | determined by the kind of problems experienced by interns? | 5 | 4 | 3 | 2 | 1 |
|    | determined by professional course content that the seminar leader considered pertinent to the interns? | 5 | 4 | 3 | 2 | 1 |
I
Characteristics of Internship

II
Extent of Experience

<table>
<thead>
<tr>
<th>Extensive</th>
<th>Considerable</th>
<th>Moderate</th>
<th>Little</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

D. To what extent does the content of the college seminars

1. include discussion and analysis of problems encountered in teaching? 5 4 3 2 1
2. include discussion of general teaching methods? 5 4 3 2 1
3. include discussion of specific teaching methods appropriate to a subject area? 5 4 3 2 1
4. include instruction in the psychological principles of teaching and learning? 5 4 3 2 1
5. include professional ethics and other topics related to the professionalization of teaching? 5 4 3 2 1

E. To what extent is the intern supervisor in the high school selected on his ability to

1. foster a relaxed professional relationship with the intern? 5 4 3 2 1
2. provide adequate channels of communication, both oral and written, which created certainty about duties and responsibilities for the intern? 5 4 3 2 1
### I. Characteristics of Internship

<table>
<thead>
<tr>
<th>Extent of Experience</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive</td>
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<tr>
<td>Considerable</td>
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</tbody>
</table>

3. demonstrate a knowledge of the principles of learning and the role of a teacher in the learning situation?

4. demonstrate a knowledge in the subject areas for which the intern was responsible?

5. utilize cues which indicated problems, strengths, and weaknesses of interns for planning and evaluating the internship?

6. exhibit a high degree of participation in activities which would promote the advancement of the teaching profession?

7. demonstrate skill in the utilization of modern technological devices?

8. Other (please specify)

F. To what extent does the internship experience

1. prove to be stimulating and challenging?
### I. Characteristics of Internship

<table>
<thead>
<tr>
<th>Extent of Experience</th>
<th>Extensive</th>
<th>Considerable</th>
<th>Moderate</th>
<th>Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. provide opportunities for interns to develop teaching skills?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. provide opportunities for interns to make professional decisions required of a teacher?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. provide opportunities for interns to develop self-evaluative skills?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Other (please specify)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### PART III. PROBLEMS AFFILIATED WITH IMPLEMENTING INTERNSHIP PROGRAMS.

Please circle the number which indicates the extent of the difficulty encountered in implementing an internship program in your institution.

Extent of the difficulty is designed to read as follows:

5 **Indicates "extensive" difficulty.**--Difficulty is of the extent that it causes serious concern about the desirable progress of the program or the ability of the participants to perform effectively. Performance is not acceptable.

4 **Indicates "considerable" difficulty.**--Difficulty causes many concerns about the progress of the program. Performance is far below expectation. Ability of participants to perform effectively is questionable but likely to improve with the application of some type of corrective action.
3 Indicates "moderate" difficulty.--Difficulty causes some concern about the progress of the program. Performance is of average level of aspiration. Ability of participants to perform effectively is possible with revision of their actions.

2 Indicates "little" difficulty.--Difficulty is apparent but causes no serious concern in the program or is of short duration. The difficulty can be easily corrected. Performance is not conforming to normal expectations.

1 Indicates "no" difficulty.--No difficulty is apparent.

<table>
<thead>
<tr>
<th>I Problems with Internship Programs</th>
<th>II Extent of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

A. To what extent do you as a director of an internship program

1. find actual internship positions available? 5 4 3 2 1

2. find that high school administrators resist offering their facilities? 5 4 3 2 1

3. find insufficient number of qualified intern supervisors? 5 4 3 2 1

4. find insufficient number of qualified college supervisors? 5 4 3 2 1

5. find it necessary to admit students who may not meet all the criteria in order to have an on-going program? 5 4 3 2 1
### I
Problems with Internship Programs

<table>
<thead>
<tr>
<th>II Extent of Difficulty</th>
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<tbody>
<tr>
<td>Extensive</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Considerable</td>
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<td></td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
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<tr>
<td>Little</td>
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<tr>
<td>No</td>
<td></td>
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</tr>
</tbody>
</table>

6. find insufficient opportunities for interns to practice a variety of professional activities?  

7. find insufficient channels of communication, both oral and written, between the university and the high school personnel?  

8. find college administrators resist gathering data to compare the results of the internship program and the student-teaching program?  

9. Other (please specify)  

---

### B
To what extent does the additional expense of operating an internship program (in the college)

1. cause a lack of interest among teacher educators in initiating and in maintaining internship programs?  

2. cause a lack of enrollment since this experience is in addition to, or at a higher level than, the student teaching requirement?
## Problems with Internship Programs

<table>
<thead>
<tr>
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<th>I</th>
<th>II Extent of Difficulty</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>3.</td>
<td>make it difficult to operate at an effective level in developing good relations with the public schools?</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>jeopardize the quality of the program?</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Other (please specify) ______</td>
<td>5</td>
</tr>
</tbody>
</table>

C. To what extent do graduates of internship programs

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II Extent of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>1.</td>
<td>expect a higher salary than teachers who completed student teaching?</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>seem to be the last ones to be hired?</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>think of themselves as better prepared than other beginning teachers?</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Other (please specify ______</td>
<td>5</td>
</tr>
</tbody>
</table>
May 21, 1971

Dear

I am gathering data concerning the implications of internship programs for the preparation of business education teachers for the secondary schools. I would appreciate if you, or the high school intern supervisor, would complete the "Questionnaire to Chairmen of High School Business Education Programs."

Some educators use the terms student teaching and internship synonymously. I am using the criteria for an internship experience as suggested by Professor L. O. Andrews of The Ohio State University for my survey.

1. An intern is fully responsible for his teaching assignment.
2. An intern is on a training program.
3. An intern is certified in some way.
4. An intern is a regular contracted staff member.
5. An intern is paid.

The data from the questionnaires on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Your individual reply will be kept in strict confidence. Dr. Inez Ray Wells of The Ohio State University is my adviser.

I hope to contact all chairmen of high school business education programs (or persons responsible) who had interns
last year before the end of the current academic year. May I please have your completed questionnaire by June 1, 1971.

Very sincerely yours,

(Miss) Florence B. Grunkemeyer  
Jones Graduate Tower, Box 848  
101 Curl Drive  
The Ohio State University  
Columbus, OH 43210  

Enclosures: "Questionnaire to Chairmen of High School Business Education Programs"  
Return envelope
June 15, 1971

Dear

I am gathering data concerning the implications of internship programs for the preparation of business education teachers for the secondary schools. I would appreciate if you, or the high school intern supervisor, would complete the "Questionnaire to Chairmen of High School Business Education Programs."

Some educators use the terms student teaching and internship synonymously. I am using the criteria for an internship experience as suggested by Professor L. O. Andrews of The Ohio State University for my survey.

1. An intern is fully responsible for his teaching assignment.
2. An intern is on a training program.
3. An intern is certified in some way.
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5. An intern is paid.

The data from the questionnaires on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Your individual reply will be kept in strict confidence. Dr. Inez Ray Wells of The Ohio State University is my adviser.

I hope to contact all chairmen of high school business education programs (or persons responsible) who had interns last
year before the end of the current academic year. May I please have your completed questionnaire by June 25, 1971.

Very sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: "Questionnaire to Chairmen of High School Business Education Programs"
Return envelope
This questionnaire is being used to gather data about teacher internship programs for business education. It is a part of the study to evaluate the desirability of including an internship program as a part of the professional preparation of business education teachers for the secondary schools.

Name of Employing School:

Address:

Name and Title of Respondent:

PLEASE RETURN THIS QUESTIONNAIRE TO:

Miss Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Do you wish to have a copy of the summary of the findings from this questionnaire?  ___ Yes  ___ No (Please check one.)

May I please have the address where the summary should be mailed.

Address of Respondent:
PART I. DESCRIPTION OF INTERNSHIP PROGRAM.—In the space preceding the statement please check the statement(s) you select which best characterize your internship program.

1. What is the length of your internship program?
   __ a. One quarter
   __ b. One semester
   __ c. One year
   __ d. Two years
   __ e. Other (please specify) ____________________________

2. What is the pattern of the program in which your internship experience is provided?
   __ a. Four-year undergraduate program
   __ b. Five-year undergraduate program
   __ c. Fifth-year graduate program
   __ d. Two-year graduate program
   __ e. Other (please specify) ____________________________

3. For how long has the internship program been in operation in your institution?
   __ a. One year
   __ b. Two years
   __ c. Three to five years
   __ d. Six to ten years
   __ e. Other (please specify) ____________________________

4. For what percentage of full-time teaching is the intern responsible?
   __ a. One third
   __ b. One half
   __ c. Two thirds
   __ d. Full time
   __ e. Other (please specify) ____________________________

5. What experiences are taken for credit concurrently with the internship program?
   __ a. Internship experience
   __ b. A seminar as a separate course
   __ c. Internship experience along with a seminar
   __ d. Academic course work
   __ e. Other (please specify) ____________________________
6. What areas of internship experience or competencies have been identified and selected for evaluation of the intern? (Please check all answers applicable to your program.) Demonstrated competencies include

___ a. Directing learning
___ b. Knowing subject matter
___ c. Planning units and daily lessons
___ d. Using appropriate communication media to supplement instruction
___ e. Perceiving individual differences and suggesting methods for learning
___ f. Handling group discussions
___ g. Developing rapport with students
___ h. Developing rapport with intern supervisor
___ i. Relating emotional maturity
___ j. Exhibiting physical vitality
___ k. Maintaining appropriate physical appearance
___ l. Disciplining students
___ m. None have been identified
___ n. Other (please specify) ____________________________

7. Does the intern supervisor have his teaching load reduced when he is supervising interns?

___ a. Yes
___ b. No

8. Does the intern supervisor participate in academic course work and/or workshops pertaining to the functions of the internship program?

___ a. Yes
___ b. No

9. What type or types of financial remuneration are provided the intern supervisor? (Please check all applicable answers.)

___ a. Tuition for academic course work at the university is waived
___ b. Reduced tuition for academic course work at the university
___ c. Salary is subsidized by the college/university
___ d. School pays additional salary
___ e. No difference in salary
___ f. Other (please specify) ____________________________
PART II. EVALUATION OF CHARACTERISTICS OF INTERNSHIP PROGRAM.--Please circle the number which indicates the extent of the characteristic provided the intern during the internship.

Extent of the characteristic is designed to read as follows:

5 Indicates "extensive" experience.--Intern has maximum opportunities to experience characteristic of internship.

4 Indicates "considerable" experience.--Intern has frequent opportunities to experience characteristic of internship.

3 Indicates "moderate" experience.--Intern has average opportunities to experience characteristic of internship.

2 Indicates "little" experience.--Intern has minimum opportunities to experience characteristic of internship.

1 Indicates "no" experience.--Intern has no opportunities to experience characteristic of internship.

<table>
<thead>
<tr>
<th>I Characteristics of Internship</th>
<th>II Extent of Experience</th>
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<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>A. To what extent did the intern have an opportunity to</td>
<td></td>
</tr>
<tr>
<td>1. be oriented to the policies and procedures of the school?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. assume the responsibilities of teaching in realistic classroom conditions?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I: Characteristics of Internship</td>
<td>II: Extent of Experience</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>3. become acquainted with the physical, social, emotional, and intellectual characteristics of students?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. relate theoretical insights and teaching experience?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. develop a basic insight into his personal capacity for professional service?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>6. develop a personal teaching style?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. have a status in the school which approximated that of a regular staff member?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. gain a perception of his professional role in the school and in the community and the school's role in the community?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. develop aspirations for professional advancement?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. continue his teacher education program because of the financial remuneration provided from teaching?</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
### I. Characteristics of Internship

<table>
<thead>
<tr>
<th>II Extent of Experience</th>
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<tbody>
<tr>
<td>Extensive</td>
</tr>
<tr>
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</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>Little</td>
</tr>
<tr>
<td>No</td>
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<tr>
<td>5</td>
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<td>4</td>
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<td>3</td>
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<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

#### B. To what extent is the intern

1. **given information about the policies and procedures of the school?**
   
   5 4 3 2 1

2. **given information about extracurricular activities?**
   
   5 4 3 2 1

3. **given information about the community in which he is teaching?**
   
   5 4 3 2 1

#### C. To what extent is the intern

1. **oriented to the students in his assigned classes?**
   
   5 4 3 2 1

2. **introduced to the faculty and administrators of the school in which he is teaching?**
   
   5 4 3 2 1

#### D. To what extent do the intern supervisor and the intern cooperatively

1. **develop units and/or daily lesson plans for subjects to be taught?**
   
   5 4 3 2 1

2. **plan related instructional materials and media to be used to supplement subjects to be taught?**
   
   5 4 3 2 1
<table>
<thead>
<tr>
<th>I Characteristics of Internship</th>
<th>II Extent of Experience</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>3. develop criteria for evaluation of student progress throughout the course?</td>
<td>5</td>
</tr>
<tr>
<td>4. evaluate the intern's progress during the internship?</td>
<td>5</td>
</tr>
</tbody>
</table>

E. To what extent does the internship experience

<table>
<thead>
<tr>
<th></th>
<th>Extensive</th>
<th>Considerable</th>
<th>Moderate</th>
<th>Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appear to be stimulating and challenging?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. provide opportunities for interns to develop teaching skills?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. provide opportunities for interns to make professional decisions required of a teacher?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. provide opportunities for interns to develop self-evaluative skills?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Other (please specify)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
PART III. PROBLEMS AFFILIATED WITH IMPLEMENTING INTERNSHIP PROGRAMS.--Please circle the number which indicates the extent of the difficulty encountered in implementing an internship program in your institution.

Extent of the difficulty is designed to read as follows:

5 Indicates "extensive" difficulty.--Difficulty is of the extent that it causes serious concern about the desirable progress of the program or the ability of the participants to perform effectively. Performance is not acceptable.

4 Indicates "considerable" difficulty.--Difficulty causes many concerns about the progress of the program. Performance is far below expectation. Ability of participants to perform effectively is questionable but likely to improve with the application of some type of corrective action.

3 Indicates "moderate" difficulty.--Difficulty causes some concern about the progress of the program. Performance is of average level of aspiration. Ability of participants to perform effectively is possible with revision of their actions.

2 Indicates "little" difficulty.--Difficulty is apparent but causes no serious concern in the program or is of short duration. The difficulty can be easily corrected. Performance is not conforming to normal expectations.

1 Indicates "no" difficulty.--No difficulty is apparent.
### Problems with Internship Programs

<table>
<thead>
<tr>
<th>Extent of Difficulty</th>
<th>A. To what extent do you as an intern supervisor of an internship program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Considerable</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Moderate</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Little</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>No</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

1. become involved in problems of admitting interns who may not meet all the criteria in order to have an on-going program?  
2. find that high school administrators cooperate reluctantly in offering their facilities?  
3. find insufficient opportunities for interns to practice a variety of professional activities?  
4. find insufficient channels of communication, both oral and written, between the university and the high school personnel?  
5. find high school administrators fail to gather data to compare the results of the internship program and the student-teaching program for purpose of teacher selection?  
6. Other (please specify) _______  
   ___________________________  
   5 4 3 2 1
<table>
<thead>
<tr>
<th>I</th>
<th>Problems with Internship Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>Extent of Difficulty</td>
</tr>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

B. To what extent do graduates of internship programs

1. expect a higher salary than teachers who completed student teaching? 5 4 3 2 1

2. think of themselves as better prepared than other beginning teachers? 5 4 3 2 1

3. Other (please specify) ________________ 5 4 3 2 1
May 21, 1971

Dear

I appreciate your completing the questionnaire, "Internship Survey for 1969-1970," in January, 1971. You indicated on the questionnaire that an internship program is used in some areas in teacher education but not in business education in your university. I am trying to determine the reasons for omitting an internship experience for the preparation of business education teachers for the secondary schools. Therefore, I would appreciate your completing the "Questionnaire to Chairmen of Collegiate Business Education Programs."

The data from the questionnaire on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Your individual reply will be kept in strict confidence. Dr. Inez Ray Wells of The Ohio State University is my adviser.

I hope to contact all the collegiate chairmen of business education programs who do not use the internship experience as a part of the professional preparation for teachers before the end of the current academic year. May I please have your completed questionnaire by June 1, 1971.

Very sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: "Questionnaire to Chairmen of Collegiate Business Education Programs"
Return envelope
June 10, 1971

Dear

During the week of May 24, I sent you a questionnaire entitled "Questionnaire to Chairmen of Collegiate Business Education Programs." You indicated on the "Internship Survey for 1969-1970," which you completed in January, that an internship program is used in some areas in teacher education but not in business education in your university. I am trying to determine the reasons for omitting an internship experience for the preparation of business education teachers for the secondary schools. Your assistance in completing the enclosed questionnaire will be appreciated.

The data from the questionnaire on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Your individual reply will be kept in strict confidence. Dr. Inez Ray Wells of The Ohio State University is my adviser.

I am planning to tabulate all the data before the end of June. I would appreciate receiving your completed questionnaire by June 22, 1971.

Sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: "Questionnaire to Chairmen of Collegiate Business Education Programs"
Return envelope
QUESTIONNAIRE TO CHAIRMEN OF COLLEGIATE
BUSINESS EDUCATION PROGRAMS
(Or Directors of Student Teaching)

This questionnaire is being used to gather data about
teacher internship programs for business education. It is a
part of the study to evaluate the desirability of including
an internship program as a part of the professional prepara­
tion of business education teachers for the secondary schools.

Name of Employing School:

Address:

Name and Title of Respondent:

PLEASE RETURN THIS QUESTIONNAIRE TO:
Miss Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Do you wish to have a copy of the summary of the findings
from this questionnaire? ___ Yes ___ No (Please check one.)

May I please have the address where the summary should be
mailed.

Address of Respondent:

It is my understanding that your college/university has an
internship program in some areas of education but not in
business education.

1. Do you believe that an internship program for business
education students is advisable?

___ a. Yes
___ b. No

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2. If you answered "Yes" in question No. 1, do you believe the internship program should be a requirement or an optional experience for the preparation of business education teachers? ___ Requirement ___ Optional
(Please check one.)

If you believe that an internship program for the preparation of business education teachers is advisable, please complete Section A questions No. 1 to No. 9 on pages 2-4.

If you believe that the internship experience will not contribute significantly to the preparation of business education teachers, please complete Section B questions No. 1 to No. 9 on pages 4 and 5.

PART I. REASONS FOR OMISSION OF INTERNSHIP PROGRAMS.—Please circle the number that represents the extent of concern for the omission of the internship program in your institution for the preparation of business education teachers. If you believe it is an "extensive" concern, circle the number 5; if it is a "considerable" concern, circle the number 4; if it is a "moderate" concern, circle the number 3; if it is a "little" concern, circle the number 2; or if there is "no" concern, circle the number 1.

<table>
<thead>
<tr>
<th>II Extent of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Reasons for Omitting Internship Experience</td>
</tr>
<tr>
<td>Extensive</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

SECTION A. YOU BELIEVE THAT AN INTERNSHIP PROGRAM FOR THE PREPARATION OF BUSINESS EDUCATION TEACHERS IS ADVISABLE, BUT CERTAIN PROBLEMS PREVENT YOU FROM UTILIZING SUCH AN EXPERIENCE.

1. Regulations in the college concerning curriculum for teacher preparation and teacher certification in business education do not permit the internship experience. 5 4 3 2 1
<table>
<thead>
<tr>
<th>Reasons for Omitting Internship Experience</th>
<th>Extent of Concern</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>2. Some teacher educators believe in the importance of the internship experience, but the institution does not offer a graduate program in business education.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. Lack of financial resources prohibit the offering of the internship program in business education.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Lack of qualified personnel on the business education staff prohibit the offering of the internship experience.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. Lack of sufficient interest and support in neighboring school districts which would accept interns in business education would prohibit the placement of interns.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>6. Lack of sufficient number of students in business education interested in the internship program prohibit the utilization of the program.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. State department of instruction makes no provisions for the utilization of the internship experience as a part of the professional preparation of business education teachers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. Other (please specify)</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
SECTION B. YOU BELIEVE THAT AN INTERNSHIP PROGRAM FOR THE PREPARATION OF BUSINESS EDUCATION TEACHERS WILL NOT CONTRIBUTE SIGNIFICANTLY TO THEIR PREPARATION, AND YOU HAVE THESE REASONS FOR THE OMISSION OF THE EXPERIENCE.

1. Student teaching is a sufficient professional experience for the preparation of business education teachers. 5 4 3 2 1

2. Additional cost involved for qualified personnel on the business education staff does not warrant the inclusion of the internship experience. 5 4 3 2 1

3. Additional cost of the internship experience does not warrant the value of the experience. 5 4 3 2 1

4. Placement of student teachers has created a problem in some districts. It will be difficult to find school districts which would be interested in accepting interns. 5 4 3 2 1

5. Because of the oversupply of teachers in business education the extension of the professional training would not be practical. 5 4 3 2 1
I
Reasons for Omitting Internship Experience

<table>
<thead>
<tr>
<th>II Extent of Concern</th>
<th>Extensive</th>
<th>Considerable</th>
<th>Moderate</th>
<th>Little</th>
<th>No</th>
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<td></td>
</tr>
</tbody>
</table>

6. Since teachers' salaries are below the level of salaries of other professions with the same length of professional training, a longer period beyond the bachelor's degree cannot be justified.  
5  4  3  2  1

7. The total educational program would need revision because of a longer period of time required for the internship program.  
5  4  3  2  1

8. Other (please specify) ____________________________  
5  4  3  2  1

9. Other (please specify) ____________________________  
5  4  3  2  1
May 10, 1971

Dear

of your university has given me a list of the first-year business education teachers who were interns in 1969-1970. The internship is included in few teacher-education programs. I am trying to determine the implications of the internship experience; therefore, I would appreciate your completing the "Questionnaire to First-Year Business Education Teachers Who Were Interns in 1969-1970."

The data from the questionnaire on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Your individual reply will be kept in strict confidence. Dr. Inez Ray Wells of The Ohio State University is my adviser.

I hope to contact all first-year business education teachers who were interns last year before the end of the current school year. May I please have your completed questionnaire by May 24, 1971.

Very sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: "Questionnaire to First-Year Business Education Teachers Who Were Interns in 1969-1970" Return envelope Return post card

P.S. If you will please complete the enclosed post card, I will be able to contact your intern supervisor for his
evaluation of the internship program. Your supervisor's evaluation will be general in nature and will not include an evaluation of your performance during the internship.
May I please have the following information about the chairman of your business education department (or person responsible) who had interns working during 1969-1970:

<table>
<thead>
<tr>
<th>Name of Chairman:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Employing School:</td>
</tr>
<tr>
<td>Address of Employing School:</td>
</tr>
</tbody>
</table>

Thank you for your cooperation in completing the above information and returning the post card immediately.

Return Post Card for Information Concerning Intern Supervisor
May 25, 1971

Dear

of your university has given me a list of the first-year business education teachers who were interns in 1969-1970. The internship is included in few teacher-education programs. I am trying to determine the implications of the internship experience; therefore, I would appreciate your completing the "Questionnaire to First-Year Business Education Teachers Who Were Interns in 1969-1970."

The data from the questionnaires on teacher internship programs will be used in my dissertation, "Implications of Internship Programs for the Preparation of Secondary Business Education Teachers." Your individual reply will be kept in strict confidence. Dr. Inez Ray Wells of The Ohio State University is my adviser.

I hope to contact all first-year business education teachers who were interns last year before the end of the current school year. May I please have your completed questionnaire by June 8, 1971.

Very sincerely yours,

(Miss) Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Enclosures: "Questionnaire to First-Year Business Education Teachers Who Were Interns in 1969-1970"
Return envelope
Return post card

P.S. If you will please complete the enclosed post card, I will be able to contact your high school intern super-
247

-

2

-

visor for his evaluation of the internship program.
Your supervisor's evaluation will be general in
nature and will not .include an evaluation of your
performance during the internship.


QUESTIONNAIRE TO FIRST-YEAR BUSINESS EDUCATION
TEACHERS WHO WERE INTERNS IN 1969-1970

This questionnaire is being used to gather data about teacher internship programs for business education. It is a part of the study to evaluate the desirability of including an internship program as a part of the professional preparation of business education teachers for the secondary schools.

Name of Employing School:

Address:

Name and Title of Respondent:

PLEASE RETURN THIS QUESTIONNAIRE TO:
Miss Florence B. Grunkemeyer
Jones Graduate Tower, Box 848
101 Curl Drive
The Ohio State University
Columbus, OH 43210

Do you wish to have a copy of the summary of the findings from this questionnaire? ____ Yes ____ No (Please check one.)

May I please have the address where the summary should be mailed.

Address of Respondent:
PART I. DESCRIPTION OF INTERNSHIP PROGRAM.—In the space preceding the statement please check the statement(s) you select which best characterize your internship program.

1. What was the length of your internship program?
   ____ a. One quarter
   ____ b. One semester
   ____ c. One year
   ____ d. Two years
   ____ e. Other (please specify) ____________________________

2. What was the pattern of the program in which your internship experience was provided?
   ____ a. Four-year undergraduate program
   ____ b. Five-year undergraduate program
   ____ c. Fifth-year graduate program
   ____ d. Two-year graduate program
   ____ e. Other (please specify) ____________________________

3. For what percentage of full-time teaching were you responsible?
   ____ a. One third
   ____ b. One half
   ____ c. Two thirds
   ____ d. Full time
   ____ e. Other (please specify) ____________________________

4. What per cent of a salary for a certified beginning teacher did you receive?
   ____ a. 0
   ____ b. 1 to 24
   ____ c. 25 to 49
   ____ d. 50 to 74
   ____ e. 75 to 99
   ____ f. 100

5. What salary did you receive during your internship?
   ____ a. None
   ____ b. $ 500 to $1,499
   ____ c. $1,500 to $2,499
   ____ d. $2,500 to $3,499
   ____ e. $3,500 to $4,499
   ____ f. $4,500 to $5,499
   ____ g. Other (please specify) ____________________________
6. How many hours of college credit did you receive for the internship? (Please indicate whether or not these were quarter or semester hours: ___ quarter hours, ___ semester hours.)

___ a. 0
___ b. 1 to 3
___ c. 4 to 6
___ d. 7 to 9
___ e. 10 to 12
___ f. Other (please specify) ____________________________

7. Did you enroll in academic course work during the internship other than for the experience itself?

___ a. Yes
___ b. No

8. If you answered "Yes" in question No. 7, how many hours of college credit did you receive for academic course work?

___ a. 1 to 3
___ b. 4 to 6
___ c. 7 to 9
___ d. 10 to 12
___ e. Other (please specify) ____________________________

9. Did you participate in a college seminar accompanying the internship experience?

___ a. Yes
___ b. No

10. Did you participate in a student teaching program in addition to an internship experience as a part of your professional experience?

___ a. Yes
___ b. No

11. Did the state in which you did your internship provide legal protection against lawsuits while teaching for the interns?

___ a. Yes
___ b. No
12. What type of student were you during the internship experience?

   ___ a. Undergraduate
   ___ b. Graduate

13. What degree, or degree and certification, did you receive at the conclusion of the teaching internship?

    ___ a. Bachelor's degree
    ___ b. Bachelor's degree with teaching certificate
    ___ c. Master's degree
    ___ d. Master's degree with teaching certificate
    ___ e. Other (please specify) __________________________

If you did receive a teaching certificate, please indicate the kind of certificate: __________________________
PART II. INTERNSHIP EXPERIENCES.--Please check in Column II the extent of the experience you had which best describes each activity during the teacher internship. In Column III please check the value of the experience during the internship.

Column II. Extent of the experience is designed to read as follows:

5 Indicates "extensive" experience.--Intern had maximum opportunities to participate in or to use experience during the internship.

4 Indicates "considerable" experience.--Intern had frequent opportunities to participate in or to use experience during the internship.

3 Indicates "moderate" experience.--Intern had average opportunities to participate in or to use experience during the internship.

2 Indicates "little" experience.--Intern had minimum opportunities to participate in or to use experience during the internship.

1 Indicates "no" experience.--Intern had no opportunity to participate in or to use experience during the internship.

Column III. Value of the experience is designed to read as follows:

5 Indicates "extensive" value.--Intern received maximum value from the experience.

4 Indicates "considerable" value.--Intern received above average value from the experience.

3 Indicates "moderate" value.--Intern received average value from the experience.

2 Indicates "little" value.--Intern received minimum value from the experience.

1 Indicates "no" value.--Intern received no value from the experience.
<table>
<thead>
<tr>
<th>Internship Experiences</th>
<th>II Extent of Experience</th>
<th>III Value of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
<td>Considerable</td>
</tr>
<tr>
<td></td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>1. Observation of classes other than own</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. Observation of and/or participation in extracurricular activities</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. Participation in teaching other classes than own</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Participation in school-community interaction groups</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. Micro-teaching</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>6. Interaction analysis</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. Flexible scheduling</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. Team teaching</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. Video recording</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. Simulation</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>11. Seminars</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12. Conferences with intern supervisor</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13. Conferences with college supervisor</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>14. Other (please specify)</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
PART III. EVALUATION OF CHARACTERISTICS OF INTERNSHIP PROGRAM.--Please check in the space provided the extent of the characteristics of the internship as you experienced them.

Extent of the characteristic is designed to read as follows:

5 Indicates "extensive" experience.--Intern had maximum opportunities to experience characteristic of internship.

4 Indicates "considerable" experience.--Intern had frequent opportunities to experience characteristic of internship.

3 Indicates "moderate" experience.--Intern had average opportunities to experience characteristic of internship.

2 Indicates "little" experience.--Intern had minimum opportunities to experience characteristic of internship.

1 Indicates "no" experience.--Intern had no opportunities to experience characteristic of internship.

<table>
<thead>
<tr>
<th>I Characteristics of Internship</th>
<th>II Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

A. To what extent did you

1. have an orientation program to the policies and procedures of the school? 5 4 3 2 1

2. assume responsibilities for teaching in realistic classroom conditions? 5 4 3 2 1

3. have opportunities to progress toward developing a personal teaching style? 5 4 3 2 1
<table>
<thead>
<tr>
<th>1</th>
<th>Characteristics of Internship</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Extensive</td>
<td>Considerable</td>
<td>Moderate</td>
<td>Little</td>
<td>No</td>
</tr>
<tr>
<td>4.</td>
<td>have opportunities to relate theoretical insights and teaching experience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>feel that the internship program provided a basic insight into your personal capacity for professional service?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>feel that the internship program provided aspirations for professional advancement?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>become acquainted with the physical, social, emotional, and intellectual characteristics of the student?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>receive opportunities to gain a perception of your professional role in the school and in the community and the school's role in the community?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>have status in the school which approximated that of a regular staff member?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>need the remuneration received from the internship in order to continue your education?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Characteristics of Internship

<table>
<thead>
<tr>
<th>Extent of Experience</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considerable</td>
<td></td>
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<td></td>
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<tr>
<td>Moderate</td>
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<td></td>
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<tr>
<td>Little</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B. To what extent did the internship seminars conducted by the college

1. provide for an exchange of thinking on successes and problems encountered during the teaching phase?
   - Extent of Experience: 5 4 3 2 1

2. provide an awareness of problems for research?
   - Extent of Experience: 5 4 3 2 1

3. provide instruction in research methodology and statistics?
   - Extent of Experience: 5 4 3 2 1

4. provide opportunities to apply and to use research findings?
   - Extent of Experience: 5 4 3 2 1

5. develop self-evaluation of teaching procedures?
   - Extent of Experience: 5 4 3 2 1

#### C. To what extent was the content of the college seminars conducted at the university

1. determined by the kind of problems experienced by interns?
   - Extent of Experience: 5 4 3 2 1

2. determined by professional course content that the seminar leader considered pertinent to the interns?
   - Extent of Experience: 5 4 3 2 1


<table>
<thead>
<tr>
<th>Characteristics of Internship</th>
<th>Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>1. foster a relaxed professional relationship with the intern?</td>
<td>5</td>
</tr>
<tr>
<td>2. provide adequate channels of communication, both oral and written, which created certainty about duties and responsibilities for the intern?</td>
<td>5</td>
</tr>
<tr>
<td>3. have a knowledge of the principles of learning and the role of a teacher in the learning situations?</td>
<td>5</td>
</tr>
<tr>
<td>4. have knowledge in the subject areas for which the intern was responsible?</td>
<td>5</td>
</tr>
<tr>
<td>5. utilize cues which indicated problems, strengths, and weaknesses of interns for planning and evaluating the internship?</td>
<td>5</td>
</tr>
<tr>
<td>6. exhibit a high degree of professionalism?</td>
<td>5</td>
</tr>
<tr>
<td>7. have skill in the utilization of modern technological devices?</td>
<td>5</td>
</tr>
</tbody>
</table>

D. To what extent did the intern supervisor in the high school...
### Characteristics of Internship

<table>
<thead>
<tr>
<th>Characteristics of Internship</th>
<th>Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. To what extent did the college supervisor</td>
<td>Extensive</td>
</tr>
<tr>
<td>1. foster a relaxed professional relationship with the intern?</td>
<td>5</td>
</tr>
<tr>
<td>2. provide adequate channels of communication, both oral and written, which created certainty about duties and responsibilities for the intern?</td>
<td>5</td>
</tr>
<tr>
<td>3. have a knowledge of the principles of learning and the role of a teacher in the learning situations?</td>
<td>5</td>
</tr>
<tr>
<td>4. have knowledge in the subject areas for which the intern was responsible?</td>
<td>5</td>
</tr>
<tr>
<td>5. utilize cues which indicated problems, strengths, and weaknesses of interns for planning and evaluating the internship?</td>
<td>5</td>
</tr>
<tr>
<td>6. exhibit a high degree of professionalism?</td>
<td>5</td>
</tr>
<tr>
<td>7. have skill in the utilization of modern technological devices?</td>
<td>5</td>
</tr>
</tbody>
</table>
F. To what extent did the internship experience

<table>
<thead>
<tr>
<th>I Characteristics of Internship</th>
<th>II Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

1. make you more analytical about your personal teaching style? 5 4 3 2 1

2. develop self-confidence in your ability to teach? 5 4 3 2 1

3. develop confidence with materials and devices which are considered innovative and experimental? 5 4 3 2 1

4. prove to be stimulating and challenging? 5 4 3 2 1

5. help you to develop a clear concept of the role of the teacher? 5 4 3 2 1

6. develop a deeper understanding of the whole process of teaching-learning in today's schools? 5 4 3 2 1

7. Other (please specify) 5 4 3 2 1
APPENDIX D

TABLES WITH COMPLETE DATA
### TABLE 41

**EXTENT AND VALUE OF EXPERIENCES IN THE INTERNSHIP AS REPORTED BY 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS**

(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Internship Experiences</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>No</th>
<th>0 No Res.</th>
<th>Median</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>O No Res.</th>
<th>Median</th>
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</thead>
<tbody>
<tr>
<td>Conferences with intern supervisor</td>
<td>13</td>
<td>54</td>
<td>6 25</td>
<td>2 8</td>
<td>3 13</td>
<td>...</td>
<td>...</td>
<td>5</td>
<td>16 67</td>
<td>3 13</td>
<td>2 8</td>
<td>1 4</td>
<td>2 8</td>
</tr>
<tr>
<td>Conferences with college supervisor</td>
<td>9 38</td>
<td>6 25</td>
<td>6 25</td>
<td>3 13</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td>12 50</td>
<td>5 21</td>
<td>4 17</td>
<td>3 13</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Observation of classes other than own</td>
<td>7 29</td>
<td>6 25</td>
<td>5 21</td>
<td>3 13</td>
<td>3 13</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td>3 13</td>
<td>7 29</td>
<td>3 13</td>
<td>2 8</td>
<td>3 13</td>
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<td>Seminars</td>
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<td>...</td>
<td>1</td>
<td>7 29</td>
<td>1 4</td>
<td>2 8</td>
<td>1 4</td>
<td>12 50</td>
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<tr>
<td>Flexible scheduling</td>
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<td>2 8</td>
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<td>...</td>
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<td>4 17</td>
<td>1 4</td>
<td>2 8</td>
<td>...</td>
<td>14 58</td>
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<tr>
<td>Team teaching</td>
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<td>1 4</td>
<td>2 8</td>
<td>3 13</td>
<td>14 58</td>
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<td>6 25</td>
<td>1 4</td>
<td>1 4</td>
<td>2 8</td>
<td>12 50</td>
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<tr>
<td>Observation of and/or participation in extracurricular activities</td>
<td>2 8</td>
<td>6 25</td>
<td>6 25</td>
<td>7 29</td>
<td>2 8</td>
<td>1 4</td>
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<td>9 38</td>
<td>5 21</td>
<td>5 21</td>
<td>2 8</td>
<td>1 4</td>
</tr>
<tr>
<td>Participation in teaching other classes than own</td>
<td>2 8</td>
<td>7 29</td>
<td>5 21</td>
<td>3 13</td>
<td>6 25</td>
<td>1 4</td>
<td>3</td>
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<td>4 17</td>
<td>2 8</td>
<td>5 21</td>
<td>2 8</td>
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<tr>
<td>Micro-teaching</td>
<td>2 8</td>
<td>2 8</td>
<td>2 8</td>
<td>4 17</td>
<td>12 50</td>
<td>2 8</td>
<td>1</td>
<td>1 4 3</td>
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<td>4 17</td>
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<td>1</td>
<td>2 8</td>
<td>3 13</td>
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<td>4 17</td>
<td>8 33</td>
<td>5 21</td>
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<tr>
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<td>4 17</td>
<td>4 17</td>
<td>3 13</td>
<td>9 38</td>
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<td>3 13</td>
<td>6 25</td>
<td>6 25</td>
</tr>
<tr>
<td>Participation in school-community interaction groups</td>
<td>...</td>
<td>...</td>
<td>6 25</td>
<td>7 29</td>
<td>11 46</td>
<td>2</td>
<td>...</td>
<td>6</td>
<td>8 33</td>
<td>5 21</td>
<td>11 46</td>
<td>...</td>
<td>2</td>
</tr>
<tr>
<td>Faculty meetings</td>
<td>...</td>
<td>...</td>
<td>1 4</td>
<td>2 2</td>
<td>92</td>
<td>2</td>
<td>...</td>
<td>...</td>
<td>1 4</td>
<td>2 2</td>
<td>92</td>
<td>2</td>
<td>...</td>
</tr>
</tbody>
</table>

**Median.**—Used to indicate the interval in which the middle response fell, disregarding "no response."
### TABLE 42

**EXTENT OF OPPORTUNITIES FOR ORIENTATION TO THE TEACHING PROFESSION AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS, 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS, AND BY 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS**

(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Number of Directors</th>
<th>Number of Chairmen</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career counseling at school, university, or professional organizations</td>
<td>31 (87)</td>
<td>5 (13)</td>
<td>2 (6)</td>
</tr>
<tr>
<td>2. In-service training</td>
<td>27 (74)</td>
<td>8 (21)</td>
<td>3 (8)</td>
</tr>
<tr>
<td>3. Opportunities for personal capacity for professional service</td>
<td>17 (45)</td>
<td>16 (42)</td>
<td>5 (13)</td>
</tr>
<tr>
<td>4. Development of basic insight into teaching experiences</td>
<td>14 (37)</td>
<td>21 (55)</td>
<td>5 (13)</td>
</tr>
</tbody>
</table>

(Percentages Rounded to Nearest Whole Number)
<table>
<thead>
<tr>
<th>Patient</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Little</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Med.</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ext.</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Legend:**
- No = No pain
- Little = Little pain
- Med. = Moderate pain
- Ext. = Extreme pain

**Table 42—Continued**
TABLE 43

EXTENT OF PURPOSES FOR THE INTERNSHIP SEMINARS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS AND 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS
(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Responses of Directors to Extent of Experience</th>
<th>Responses of Teachers to Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ext.</td>
<td>Con.</td>
</tr>
<tr>
<td>Have an exchange of thinking on successes and problems encountered during the teaching phase</td>
<td>19</td>
<td>47</td>
</tr>
<tr>
<td>Apply and to use research findings</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Have an awareness of problems for research</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Have instruction in research methodology and statistics</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Develop self-evaluation of teaching procedures</td>
<td>12</td>
<td>32</td>
</tr>
</tbody>
</table>

Median.—Used to indicate the interval in which the middle response fell, disregarding "no response."
### TABLE 44

**EXTENT TO WHICH VARIOUS METHODS WERE USED TO DETERMINE THE CONTENT OF INTERNSHIP SEMINARS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS AND 24 FIRST-YEAR BUSINESS EDUCATION TEACHERS**  
(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Responses of Directors to Extent of Experience</th>
<th>Median</th>
<th>Responses of Teachers to Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent is the content of the college seminars conducted by the university:</td>
<td>Ext.</td>
<td>Con.</td>
<td>Mod.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Determined by the kind of problems experienced by interns</td>
<td>18</td>
<td>47</td>
<td>14</td>
</tr>
<tr>
<td>Determined by professional course content that the seminar leader considered pertinent to the interns</td>
<td>6</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>

**Median.**--Used to indicate the interval in which the middle response fell, disregarding "no response."
### TABLE 45

**EXTENT TO WHICH CERTAIN CONTENT WAS INCLUDED IN THE INTERNSHIP SEMINARS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS**

(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Responses of Directors to Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the content of the college seminars:</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>% No.</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Include discussion and analysis of problems encountered in teaching</td>
<td>19 50 14 37 2 5 .. .. .. .. 3 8 5</td>
</tr>
<tr>
<td>Include discussion of general teaching method</td>
<td>15 39 12 32 3 21 .. .. .. .. 3 8 4</td>
</tr>
<tr>
<td>Include discussion of specific teaching methods appropriate to a subject area</td>
<td>15 39 9 24 8 21 3 8 .. .. 3 8 4</td>
</tr>
<tr>
<td>Include instruction in the psychological principles of teaching and learning</td>
<td>9 24 14 37 6 16 4 11 2 5 3 8 4</td>
</tr>
<tr>
<td>Include professional ethics and other topics related to the professionalization of teaching</td>
<td>.8 21 15 6 16 6 16 .. .. 3 8 4</td>
</tr>
</tbody>
</table>

*Median.— Used to indicate the interval in which the middle response fell, disregarding "no response."*
### TABLE 46

**EXTENT OF OPPORTUNITIES FOR ORIENTATION TO THE SCHOOL AND COMMUNITY AS REPORTED BY 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS**  
(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>No</th>
<th>O</th>
<th>No Res.</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent is the intern:</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Given information about the policies and procedures of the school</td>
<td>6</td>
<td>55</td>
<td>4</td>
<td>36</td>
<td>1</td>
<td>9</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Given information about extra-curricular activities</td>
<td>4</td>
<td>36</td>
<td>4</td>
<td>36</td>
<td>3</td>
<td>27</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Given information about the community in which he is teaching</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>27</td>
<td>6</td>
<td>55</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

**Median.**—Used to indicate the interval in which the middle response fell, disregarding "no response."
### TABLE 47

**EXTENT OF OPPORTUNITIES FOR ORIENTATION TO THE STUDENTS, FACULTY, AND ADMINISTRATORS AS REPORTED BY 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS**  
(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>No</th>
<th>No Res.</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent is the intern:</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Oriented to the students in his assigned classes</td>
<td>2</td>
<td>18</td>
<td>5</td>
<td>45</td>
<td>4</td>
<td>36</td>
<td>..</td>
</tr>
<tr>
<td>Introduced to the faculty and administrators of the school in which he is teaching</td>
<td>5</td>
<td>45</td>
<td>4</td>
<td>36</td>
<td>2</td>
<td>18</td>
<td>..</td>
</tr>
</tbody>
</table>

*Median.— Used to indicate the interval in which the middle response fell, disregarding "no response."*
TABLE 48

EXTENT OF ABILITIES OF THE COLLEGE SUPERVISOR AS
REPORTED BY 24 FIRST-YEAR BUSINESS
EDUCATION TEACHERS
(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>No</th>
<th>Res.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent did the college supervisor:</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Foster a relaxed professional relationship with the intern</td>
<td>16</td>
<td>67</td>
<td>4</td>
<td>17</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Provide adequate channels of communication, both oral and written, which</td>
<td>14</td>
<td>58</td>
<td>3</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>created certainty about duties and responsibilities for the intern</td>
<td>14</td>
<td>58</td>
<td>5</td>
<td>21</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Have a knowledge of the principles of learning and the role of a teacher in</td>
<td>15</td>
<td>63</td>
<td>4</td>
<td>17</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>the learning situation</td>
<td>11</td>
<td>46</td>
<td>6</td>
<td>25</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Have knowledge in the subject areas for which the intern was respon-</td>
<td>16</td>
<td>67</td>
<td>4</td>
<td>17</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>sible</td>
<td>11</td>
<td>46</td>
<td>8</td>
<td>33</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Utilize cues which indicated problems, strengths, and weaknesses of interns</td>
<td>11</td>
<td>46</td>
<td>8</td>
<td>33</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>for planning and evaluating the internship</td>
<td>11</td>
<td>46</td>
<td>8</td>
<td>33</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Exhibit a high degree of professionalism</td>
<td>16</td>
<td>67</td>
<td>4</td>
<td>17</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Have skill in the utilization of modern technological devices</td>
<td>11</td>
<td>46</td>
<td>8</td>
<td>33</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>

*Median: Used to indicate the interval in which the middle response fell, disregarding "no response."*
## Table 49

**Extent of Abilities of High School Intern Supervisors as Reported by 38 Directors of Collegiate Internship Programs and by 24 First-Year Business Education Teachers**

(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Responses of Directors to Extent of Experience</th>
<th>Responses of Teachers to Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster a relaxed professional relationship with the intern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide adequate channels of communication, both oral and written, which create certainty about duties and responsibilities for the intern</td>
<td>7 18 15 39 6 16 3 8 1 3 6 16 4 13 54 7 29 1 4 1 4 1 4 1 4 5</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a knowledge of the principles of learning and the role of a teacher in the learning situation</td>
<td>5 16 16 42 6 21 1 3 ........... 7 18 4 13 54 4 17 3 13 2 8 1 4 1 4 5</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a knowledge in the subject areas for which the intern was responsible</td>
<td>8 21 16 42 5 13 2 5 ........... 7 18 4 12 50 5 21 5 21 1 4 ........... 1 4 5</td>
<td></td>
</tr>
<tr>
<td>Utilize cues which indicated problems, strengths, and weaknesses of interns for planning and evaluating the internship</td>
<td>11 29 11 3 7 ........... 7 18 4 16 67 3 13 2 8 1 4 1 4 1 4 5</td>
<td></td>
</tr>
<tr>
<td>Exhibit a high degree of participation in activities which would promote the advancement of the teaching profession</td>
<td>9 24 15 39 4 11 3 8 ........... 7 18 4 10 42 3 13 6 25 2 8 2 8 1 4 4</td>
<td></td>
</tr>
<tr>
<td>Demonstrate skill in the utilization of modern technological devices</td>
<td>6 16 15 39 4 11 5 13 1 3 7 18 4 11 46 6 25 6 25 ........... ........... 1 4 4</td>
<td></td>
</tr>
<tr>
<td>Demonstrate skill for teaching in the inner-city</td>
<td>4 11 12 32 13 34 1 3 1 3 7 18 4 7 29 9 38 5 21 2 8 ........... 1 4 4</td>
<td></td>
</tr>
<tr>
<td>Demonstrate acceptable personality as a teacher</td>
<td>1 3 ........... ........... ........... 37 97 5 ........... ........... ........... ...........</td>
<td></td>
</tr>
</tbody>
</table>

**Median.** -- Used to indicate the interval in which the middle response fell, disregarding "no response."
TABLE 50

EXTENT OF OPPORTUNITIES FOR PLANNING BY THE INTERN SUPERVISOR AND TEACHER AS REPORTED BY 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS
(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Responses of Chairmen to Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop units and/or daily lesson plans for subjects to be taught</td>
<td>Ext.  Con.  Mod.  Little  No  No Res.  Median</td>
</tr>
<tr>
<td></td>
<td>No.  %  No.  %  No.  %  No.  %  No.  %  No.  %  Median</td>
</tr>
<tr>
<td>Plan related instructional materials and media to be used to supplement subjects to be taught</td>
<td>5  4  3  2  1  0</td>
</tr>
<tr>
<td>Develop criteria for evaluation of student progress throughout the course</td>
<td>3  27  7  64  1  9  4</td>
</tr>
<tr>
<td>Evaluate the intern's progress during the internship</td>
<td>3  27  6  55  2  18  4</td>
</tr>
</tbody>
</table>

Median.—Used to indicate the interval in which the middle response fell, disregarding "no response."

Median.
Table 51

Extent of Opportunities the Internship Provided as a Professional Laboratory Experience as Reported by 38 Directors of Collegiate Internship Programs, 11 Chairmen of High School Business Education Programs, and by 24 First-Year Business Education Teachers (Percentages rounded to nearest whole number)

<table>
<thead>
<tr>
<th>Internship Activities</th>
<th>Responses of Directors to Extent of Experience</th>
<th>Responses of Chairmen to Extent of Experience</th>
<th>Responses of Teachers to Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ext.</td>
<td>Con.</td>
<td>Mod.</td>
</tr>
<tr>
<td>Present opportunities for internships</td>
<td>23</td>
<td>61</td>
<td>12</td>
</tr>
<tr>
<td>for internship</td>
<td>26</td>
<td>68</td>
<td>10</td>
</tr>
<tr>
<td>for internships to develop skills</td>
<td>25</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>for internships to develop skills</td>
<td>14</td>
<td>37</td>
<td>12</td>
</tr>
<tr>
<td>Self-evaluation opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make you more analytical about your personal teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>style</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 51—Continued

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Responses of Directors to Extent of Experience</th>
<th>Responses of Chairmen to Extent of Experience</th>
<th>Responses of Teachers to Extent of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the relationship</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>reflect collaboration and cooperation</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>indicate that the student is making progress</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>extend or improve his or her social and professional relationships</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>Help him to develop a sense of self-worth</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>indicate a proper understanding of the role of the teacher</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>Enrich his daily social and professional relationships in today's classroom</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>Enhance professional and social friendships</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
</tbody>
</table>

*Median:* Used to indicate the interval in which the middle response fell, disregarding "no response."
### Table 52

**Extent of the Problems Affiliated with the Administration of Internship Programs as Reported by 38 Directors of Collegiate Internship Programs and by 11 Chairmen of High School Business Education Programs**

(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Problems</th>
<th>Responses of Directors to Extent of Difficulty</th>
<th>Responses of Chairmen to Extent of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you as a director or an internship supervisor of an internship program find actual internship positions available?</td>
<td>5 13</td>
<td>5 16</td>
</tr>
<tr>
<td>Find that high school administrators resist offering their facilities to interns</td>
<td>5 13</td>
<td>5 16</td>
</tr>
<tr>
<td>Find an insufficient number of qualified internship supervisors</td>
<td>2 5</td>
<td>3 0</td>
</tr>
<tr>
<td>Find an insufficient number of qualified college supervisors</td>
<td>2 5</td>
<td>3 0</td>
</tr>
<tr>
<td>Find it necessary to admit students who may not meet all the criteria in order to have an ongoing program</td>
<td>2 5</td>
<td>3 0</td>
</tr>
<tr>
<td>Find insufficient opportunities for interns to practice a variety of professional activities</td>
<td>2 5</td>
<td>3 0</td>
</tr>
<tr>
<td>Find insufficient channels of communication, both oral and written, between the university and the high school personnel</td>
<td>2 5</td>
<td>3 0</td>
</tr>
<tr>
<td>Find administrators resist gathering data to compare the results of the internship program and the student-teaching program</td>
<td>3 8</td>
<td>4 11</td>
</tr>
<tr>
<td>Secure adequate finances</td>
<td>3 8</td>
<td>4 11</td>
</tr>
<tr>
<td>Receive resistance from the local district professional groups because of an oversupply of teachers</td>
<td>3 8</td>
<td>4 11</td>
</tr>
<tr>
<td>Median</td>
<td>-- Used to indicate the interval in which the middle response fell, disregarding &quot;no response.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
**TABLE 53**

**EXTENT OF THE PROBLEMS AFFILIATED WITH THE EXPENSE OF OPERATING A COLLEGIATE INTERNSHIP PROGRAM AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS**

(Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Problems</th>
<th>Responses of Directors to Extent of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the additional expense of operating an internship program (in the college):</td>
<td>Ext. Con. Mod. Little No. No Res.</td>
</tr>
<tr>
<td>Cause a lack of interest among teacher educators in instituting and in maintaining internship programs</td>
<td>No. % No. % No. % No. % No. % No. % No. %</td>
</tr>
<tr>
<td>Cause a lack of enrollment since this experience is in addition to, or at a higher level than, the student teaching requirement</td>
<td>.. .. 2 5 5 13 9 24 15 39 7 18 2</td>
</tr>
<tr>
<td>Make it difficult to operate at an effective level in developing good relations with the public schools</td>
<td>.. .. 1 3 3 8 14 37 15 39 5 13 2</td>
</tr>
<tr>
<td>Jeopardize the quality of the program</td>
<td>.. .. .. .. 4 11 12 32 16 42 6 16 1.5</td>
</tr>
</tbody>
</table>

Median.—Used to indicate the interval in which the middle response fell, disregarding “no response.”
TABLE 54

EXTENT OF PROBLEMS AFFILIATED WITH EMPLOYMENT FOR GRADUATES OF THE INTERNSHIP PROGRAMS AS REPORTED BY 38 DIRECTORS OF COLLEGIATE INTERNSHIP PROGRAMS AND BY 11 CHAIRMEN OF HIGH SCHOOL BUSINESS EDUCATION PROGRAMS (Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Problems</th>
<th>Responses by Directors to Extent of Difficulty</th>
<th>Responses by Chairmen to Extent of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do graduates of internship programs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expect a higher salary than teachers who completed student teaching</td>
<td>Ext. 5 4 3 2 1 0</td>
<td>Ext. 5 4 3 2 1 0</td>
</tr>
<tr>
<td>Be apt to be the last ones to be hired</td>
<td>Con. 2 5 2 5 9 24</td>
<td>Con. 2 5 2 5 9 24</td>
</tr>
<tr>
<td>Think of themselves as better prepared than other beginning teachers</td>
<td>Little 6 16 17 45</td>
<td>Little 6 16 17 45</td>
</tr>
<tr>
<td></td>
<td>No Res. 2 5 2 ... 1</td>
<td>No Res. 2 5 2 ... 1</td>
</tr>
<tr>
<td></td>
<td>Median 1 9 ... 4 36 6 55 ... 1</td>
<td>Median 1 9 ... 4 36 6 55 ... 1</td>
</tr>
</tbody>
</table>

Median.—Used to indicate the interval in which the middle response fell, disregarding "no response."


TABLE 55
EXTENT OF REASONS FOR OMISSION OF THE INTERNSHIP PROGRAM BY THOSE WHO BELIEVED IT WOULD BE ADVISABLE FOR THE PREPARATION OF TEACHERS AS REPORTED BY 32 CHAIRMEN OF COLLEGIATE BUSINESS EDUCATION (Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>0</th>
<th>No Res.</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of financial resources prohibits the offering of the internship program in business education.</td>
<td>9</td>
<td>28</td>
<td>12</td>
<td>38</td>
<td>..</td>
<td>..</td>
<td>4</td>
</tr>
<tr>
<td>Some teacher educators believe in the importance of the internship experience, but the institution does not offer a graduate program in business education.</td>
<td>5</td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Teacher salaries are below the salaries of other professions with comparable education.</td>
<td>4</td>
<td>13</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>
TABLE 55—Continued

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>No</th>
<th>No Res.</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>--------</td>
<td>----</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>State department of instruction makes no provisions for the utilization of the internship experience as a part of the professional preparation of business education teachers.</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Regulations in the college concerning curriculum for teacher certification in business education do not permit the internship experience.</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>22</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Lack of qualified personnel on the business education staff prohibits the offering of the internship experience.</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>19</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE 55—Continued

Responses of Collegiate Chairmen to Extent of Concern

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>No</th>
<th>No Res.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of sufficient interest and support in neighboring school districts which would accept interns in business education would prohibit the placement of interns.</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>13</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Lack of sufficient number of students in business education interested in the internship program prohibits the utilization of the program.</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Student teaching is generally coordinated through the college of education while business education is housed in the college of business.</td>
<td>1</td>
<td>3</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

Median.--Used to indicate the interval in which the middle response fell, disregarding "no response."
TABLE 56
EXTENT OF REASONS FOR OMISSION OF THE INTERNSHIP PROGRAM BY THOSE WHO BELIEVED IT WOULD NOT CONTRIBUTE SIGNIFICANTLY TO THE PREPARATION OF TEACHERS AS REPORTED BY 6 CHAIRMEN OF COLLEGIATE BUSINESS EDUCATION (Percentages Rounded to Nearest Whole Number)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>No</th>
<th>No Res.</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Student teaching is a sufficient professional experience for the preparation of business education teachers.</td>
<td>3</td>
<td>50</td>
<td>2</td>
<td>33</td>
<td>1</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Additional cost involved for qualified personnel on the business education staff does not warrant the inclusion of the internship experience.</td>
<td>1</td>
<td>17</td>
<td>1</td>
<td>17</td>
<td>2</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>Additional cost of the internship experience does not warrant the value of the experience.</td>
<td>..</td>
<td>..</td>
<td>2</td>
<td>33</td>
<td>1</td>
<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE 56—Continued

Responses of Collegiate Chairmen to Extent of Concern

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Ext.</th>
<th>Con.</th>
<th>Mod.</th>
<th>Little</th>
<th>No</th>
<th>No Res</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Placement of student teachers has created a</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>problem in some districts. It will be</td>
<td>2</td>
<td>33</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>difficult to find school districts which</td>
<td></td>
<td></td>
<td>17</td>
<td>17</td>
<td>3</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>would be interested in accepting interns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Because of the oversupply of teachers in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>business education, the extension of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional training would not be practical.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Since teachers' salaries are below the</td>
<td></td>
<td></td>
<td></td>
<td>.</td>
<td>1</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>level of salaries of other professions with</td>
<td></td>
<td></td>
<td></td>
<td>.</td>
<td>17</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>the same length of professional</td>
<td></td>
<td></td>
<td></td>
<td>.</td>
<td>50</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 56--Continued

<table>
<thead>
<tr>
<th>Reasons</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training, a longer period beyond the bachelor's degree cannot be justified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>The total educational program would need revision because of a longer period of time required for the internship program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Median.–Used to indicate the interval in which the middle response fell, disregarding "no response."
ANNOTATED BIBLIOGRAPHY
ANNOTATED BIBLIOGRAPHY

Books


The author discusses the limitations of teacher education today, teachers for the 1980's, new demands upon the teacher education curriculum, and new and evolving procedures in teacher education.


In this book the author describes and evaluates student teaching today and then presents an exciting picture of what student teaching might and should be. His prescription includes: (1) the imaginative use of new media; (2) carefully planned, interrelated direct experiences; (3) a systematic five-year pre-service program followed by a true professional internship; (4) careful selection of and adequate compensation for school and college supervisors; and (5) a spirit of cooperative partnership among schools, colleges, and state education agencies in planning and conducting student teaching and internship programs.


This collection of research papers deals with the theory of teaching, the assessment of teaching, and the analysis of both teacher and student behavior and interaction.
Blackmore, Dorothy S.; Sowards, G. Wesley; and Robinson, Clark. The Place of Internship Programs in Teacher Education. Report of the Committee on the Teaching Internship of the California Council on Teacher Education, XXIX (September, 1960).

Discussion includes topics concerning the following: (1) general characteristics of an internship program, (2) the place of internship programs in teacher education, (3) guidelines for internship programs, (4) misconceptions concerning the internship plan of teacher education, (5) present practices in California internships, and (6) problems facing the internship programs of teacher education.


The author recommends 27 proposals within five categories: (1) recommendations requiring action by state officials or organizations; (2) recommendations involving appropriations by state legislatures; (3) recommendations requiring action by local school boards; (4) recommendations requiring action by the faculty, administration, and trustees of an institution engaged in educating teachers for the public elementary and secondary schools; and (5) recommendations concerning voluntary accrediting agencies. Among these recommendations are the establishment of state information services, various financial assistance proposals for teachers and future teachers, the all-university approach to teacher training, and the establishment of "clinical professors."


In this effort the AACTE has made available something of what has been learned through widespread evaluation and deliberate planning for teacher education at the institutional level. The general scope and character of the writings include the historical and social setting of teacher education, the curriculum and teaching programs of teacher education institutions, the student field laboratory experiences in the teacher education program, the student personnel program of teacher education institutions, and the administration of teacher education institutions.

The author identifies and discusses 12 principles which should underlie internship programs in education.


The author identified the nature and the aims of practice work in the professional preparation of teachers.


Principles and recommendations concerning professional laboratory experiences for the preparation of teachers.


The author discusses 12 teaching competencies.


The author identifies and describes the principles and practices concerning internship programs in teacher education.


The major purpose of the book is to help students understand the fundamental nature of the scientific approach to problem solution. The book
has four distinctive general features. First, it is a treatise on scientific research; it is limited to what is generally accepted as the scientific approach. Second, the student is led to grasp the intimate and often difficult relations between a research problem and the design and methodology of its solution. Third, the content of much of the book is tied together with the notions of set, relation, and variance. Fourth, a large section of the book's discussion is slanted toward education and educational research problems, and special emphasis is given to the psychological aspects of educational research problems.


This report of the New Horizons Project is intended to present recommendations, to provide a rationale for them, and to propose action that might be taken by individuals and groups toward more complete professionalization of teaching. The major areas of concern are: (1) advancement of professional standards; (2) pre-service and in-service teacher education; (3) accreditation; (4) certification; and (5) identification, selective admission, and retention of professional personnel.


The yearbook is divided into two major parts: Part I includes a discussion concerning the definition of internships as adopted by the Commission on Internships in Teacher Education, historical development of internship programs from 1900 to 1967, description of internship programs, and conceptual models; Part II includes Internship Survey—1967 (used for present study), summary of representative internship programs, reactions of interns to programs, and annotated bibliography.


The author discusses the value, design, and
significance of descriptive research in the future for business education.


The author emphasizes the fact that the chief function of theory is not to describe with finality how certain kinds of phenomena in teacher behavior operate but rather to provide a framework for observation and analysis.


Fifteen principles are suggested as guidelines for institutions or planning commissions that may be considered as ways and means for improving programs in directed teaching.


In this edition the reader is given an overall picture of the world of work and its social values. Following this general picture, specific topics are discussed, such as occupational values, prestige ratings of industries, and the main divisions of the new and first International Standard Occupational Classification of Occupations.


The purpose of the training programs in teacher education is to develop sufficient skills in teaching and handling group situations to enable the trainee to begin his teaching career as an intern. After completing the undergraduate theoretical experience, the prospective teacher should be employed directly in a public school system as an intern, not as a student teacher. The author also recommends that the internship program should be financed by state departments of education.

Presenting a concise, comprehensive overview of the dimensions and pertinent developments in teacher education in the U.S., this volume provides a background of information and facts to advance the study and redesign of teacher education programs. The contents include the status of teacher education in the U.S., the organization and administration of teacher education, the pre-service program of teacher education, the in-service education of teachers, and problems and prospects in teacher education.


A description and evaluation of over forty Ford Foundation-sponsored "Breakthrough Programs" in teacher education during the decade from the mid-fifties to the mid-sixties. Some are described in detail, ranging from the successes (Webster, Reed, Stanford) to the failures (Miami University of Oxford, Ohio). Undergraduate and graduate programs of all sorts are given attention with final stress on accomplishments, deficiencies, and strategies for change.


The purpose of the Graduate Internship Program in Teacher Education at the University of California, Berkeley was to develop an alternate pattern of teacher education based on a teaching internship and suited to the preparation of a limited, specially selected group of mature candidates and to assess the effectiveness of this program in the preparation of good teachers.


The author suggests that a unifying theory of teacher education should rest upon clearly stated assumptions about the meaning and purpose of education, the role of the school as an institution, the limitations of the school's responsibility, the role of the teacher within the school, the nature of the learning process, and the content of the curriculum.
Research Studies


A study (1) to analyze the internship concept in American teacher education, (2) to develop a set of criteria for appraising the adequacy of internship programs for secondary school teachers, and (3) to propose a program of teacher internship on the basis of these criteria which might be used and tested in the Phillippines.


A study that had these three purposes: (1) to compare and analyze demonstrated teaching competencies of those who had completed student teaching and those who had completed internships to determine the extent of the advantages claimed for the internship experience, (2) to identify the sources which accounted for the strengths and weaknesses in the performance of first-year teachers, (3) to devise recommendations for the modification or further examination of specific facets of internship and student teaching programs.


A study analyzing the design of teacher internship programs operating in selected teacher education institutions in the states of California and Oregon. The problems studied were related to structure and organization of internship experiences, such as acceptance of full responsibility for teaching by interns, orientation activities, use of seminars, appointment of competent supervisors, and communication channels at all levels.


A study to identify, describe, and analyze the professional problems met by secondary school
intern teachers during the year of internship. The problems of interns clustered in these areas: (1) teaching; (2) relationships to students; (3) equipment, supplies, and facilities; (4) relationships to adults; (5) status as an intern; (6) the self; (7) professional socialization; and (8) situational characteristics.


A study to determine what components related to pressure, difficulty, and satisfaction experienced by secondary intern teachers during the first year of teaching and how these components varied during the year and among selected subgroups of intern teachers.


A study of internship activities that included the following areas: (1) meeting personal problems, (2) understanding children and youth, (3) developing relationships with the community, (4) planning and developing effective learning experiences, (5) developing professional attitudes, and (6) becoming acquainted with the professional position and school operation.


A study evaluating five areas of problems associated with teacher internship programs. The areas were: (1) methods of financing the internship program, (2) supervisory talent in an already overcrowded school schedule, (3) difficulty in securing high schools willing to cooperate, (4) educating high school and community for intern programs, and (5) adding work for administration and teachers in an overcrowded high school.


A study designed to develop a theory of internship for teacher education. The researcher
used a "closed system-element" reduction approach consisting of three dimensions: (1) identification of self in a professional setting, (2) identification of role in a professional setting, and (3) identification of community in a professional setting.


A study designed to provide information for the faculty of the Graduate School of Education at Yeshiva University (New York City) to utilize in improving professional laboratory experiences for secondary school intern teachers in the Teaching Fellowship Program.


A study designed to analyze patterns and practices of internship programs in operation. He enumerated a series of factors which might account for the lack of general acceptance of the internship as a universal teacher-training method. Among these were: (1) resistance to change within the profession, (2) inability to find adequate supervision, (3) cost of maintaining programs, and (4) existing teacher shortage.

**Periodicals**


The author discusses the aims, functions, and designs of the teacher internship program at Stanford University.


The author discusses the total professional sequence ranging from clinical experience as an undergraduate through the residency requirement.
A discussion concerning the redesign of direct experiences and the in-service phase of teacher education.

This article is concerned with graduate programs in teacher education that lead to a master's degree and are designed to prepare as teachers students who have had little or no professional education in their undergraduate work.

A summary of the study conducted by the Commission on Secondary Schools of the North Central Association concerning the teacher internship program in member institutions.

The partnership in learning established between the intern and the senior teacher is a crucial feature of the Wisconsin internship.

Three purposes of the article include the following: (1) limitations of student teaching, (2) characteristics of internship programs, and (3) discussion of undergraduate and graduate internship programs.

A discussion of professional laboratory experiences.

A discussion of the general characteristics of an intern.
A discussion of the five major forces influencing teacher education, trends in higher education, and implications for teacher-education institutions.

The author emphasizes the objectives of the internship, dimensions of the internship, and the future of teacher internships.

The advantages of the internship program for educational majors.

The advantages and disadvantages of team teaching with the intern.

The Wisconsin Improvement Program is an educational partnership whose members include the School of Education at The University of Wisconsin; Wisconsin State Universities at Eau Claire, La Crosse, Platteville, River Falls, Stevens Point, Superior, and Whitewater; Stout State University; Beloit College; more than 75 of Wisconsin's public school systems; 5 of Minnesota's public school systems; and the Wisconsin State Department of Public Instruction. Directed by The University of Wisconsin's Professor John Guy Fowlkes, the partnership is dedicated to the discovery, the testing, and the application of improvements in education.

Educational evaluation is compared to management control theory in business.
A basic philosophy for blending theory and practice.

The internship, as a means of providing quality laboratory experiences for students of education, received its major impetus following World War II as an attempt to meet the everexpanding needs of increased enrollments and teacher shortages.

Internship program begins in the junior year of a five-year program whereby one semester each year is spent in the schools in the capacity of teacher assistants, teacher interns, and teacher associates.

One of the two lists used for mailing the internship survey to find out what colleges/universities utilized an internship in business education.

A discussion concerning the 1967 Michigan State University conference which defined the professional internship as a portion of the curriculum for professional teacher preparation which had as its central feature a legally responsible, contractual, semi-autonomous teaching assignment.

A description of the characteristics of an internship program.
   A description and evaluation of undergraduate and graduate internship programs.

   A discussion of the values of the internship program for the Detroit Public Schools with Wayne State University Elementary Team Internship Pilot Program.

   A discussion of the proposed internship program for Boston State College, Boston, Massachusetts.

   A discussion of the advantages of the internship program for the intern, the school, and the university.

   An article which included a discussion of the two obvious differences of internship over student teaching: extent and concentration.

Other Sources

Andrews, L. O. Excerpt from Lecture in Course Education 937, Direct Experiences in Student Teaching. Columbus, Ohio: The Ohio State University, January 13, 1970.
   Content of the course included a discussion of the experiences of student teachers and interns.

A discussion concerning the accreditation of basic and advanced preparation programs for professional school personnel.