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ELEMENTARY INTERNSHIP AT THE UNDERGRADUATE LEVEL: 
AN ANALYSIS OF FEASIBILITY AND OUTCOMES OF 
A PILOT-PROGRAM AT FINDLAY COLLEGE 

DISSERTATION 

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

By 

Frank J. Lizotte, B.A., M.A. 

* * * * *

The Ohio State University 
1972

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CHAPTER I

INTRODUCTION

The teaching profession is entering a new era. The shortage of trained personnel, which plagued school systems during the 1940's, 1950's, and 1960's, is over; instead a surplus of teachers exists. Employers no longer need to fill teaching vacancies with poorly-trained, substandard teachers. The former concern for "quantity over quality" no longer exists. Teacher educators and school administrators are now being urged to make quality in training, including selection and retention, a reality not a wish. Minimum standards are no longer considered acceptable for the norm; instead, they should be tolerated only as the minimum in the preparation and certification of teachers.

In addition to this change in availability of teachers, is the ever-present demand of society for excellence in the educational system and proof that educational goals are being met. The rejection of mediocrity is evidenced by the number of school issues being turned down by taxpayers who are wanting evidence of improved performance.
in return for their financial support. As a result of these changes in teacher supply and demand and the current increased expectations of society, teacher education is in a state of turmoil seldom experienced by the profession. It would seem that not just professional educators, but everyone is writing, demanding and making suggestions concerning the improvement of the process of preparing teachers.

Since the emergence of the teacher's college movement during the mid-nineteenth century, the basic characteristics of teacher education programs for elementary teachers have not changed appreciably. They still consist, in varying degrees, of a sprinkling of liberal arts courses, specified courses and hours in disparate curricular fields (mostly to meet varying state requirements), and a professional sequence of formal studies in education and supervised practice.

Of all the areas of pre-service training under intense scrutiny, the one getting much of the attention is the so-called laboratory or student teaching experience. This is somewhat paradoxical in that, if there is one aspect of professional preparation about which there is general agreement, it is the value of the student teaching experience. Conant stated that, "educational leaders usually
disagreed on the courses to be included in the 'professional' portion of the preparation problem except for the inclusion of student teaching." Further, Conant himself affirmed confidence in student teaching by requiring a successful experience in student teaching as the one specific requirement for all teachers in his suggested certification standards.¹

Beginning teachers and education students alike indicate the importance of the student teacher experience. Boyce found when surveying beginning teachers that they overwhelmingly chose student teaching as the most valuable part of the teacher preparation program.²

Sarason succinctly sums up the pervasive attitude but adds the germ of discontent;

The practice-teaching period, like the internship in many other professions, is indispensable for the professional training of the teacher; . . . no responsible critic of teacher training has advocated its elimination. It is surprising, therefore, that the practice-teaching experience has not received systematic study. . . . We would express


²Kate L. Boyce, "What is the Most Important Part of Teacher Training?" Ohio Schools, XXX (April, 1952), 162.
the opinion that no problem area is as unstudied and as important as the practice-teaching period. 3

If the student teaching experience is considered so important, would it not be profitable to ascertain those aspects which are advantageous and disadvantageous and design an experience which strengthens the advantages and limits or disposes of the disadvantages?

With the apparent decline of the laboratory school, the two most prevalent forms of experience are student teaching and the internship. Of these two forms the student teaching experience is by far the most widely used. In a recent survey conducted by the writer for the Ohio Student Education Association, it was found that only two institutions of the forty-one surveyed (institutions providing undergraduate elementary education programs) had student teaching experiences that departed significantly from the rather traditional approach of a six- to twelve-week experience in the senior year. In an M-STEP Monograph published in July, 1968, for example, the mean length in weeks of the elementary student teaching assignment in Ohio was 11.68 weeks. Also included in this report was the fact that

twelve of forty-two Ohio colleges reported having intern programs. The term "intern" was used rather loosely in the study and frequently referred to a series of more than one experience, the total time covering more than twelve weeks. Apparently, none of these intern programs were more than a semester in length, and many of these were half-day assignments.  

Andrews, in a proposal to develop a scheme for producing truly professional career teachers, showed concern for the lack of integration of student teaching in the professional preparation of teachers. Several of his assumptions deal directly with student teaching and are listed below.

Assumption 2. In both colleges and public schools, the proportion of resources in staff, budget, and facilities which can be allocated in the next decade to the regular components of professional teacher education does not appear likely to be significantly increased. Special services, special activities, special resources, and special institutes for some pre-service and many inservice teachers will presumably be continued and available from various kinds of federal funds, but this is largely supplementary to the basic programs considered in this article.

Assumption 3. One of the primary reasons why professional courses are not enthusiastically received

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4 Multi-State Teacher Education Project, A National Survey of Student Teaching Programs (Baltimore: M-STEP Publications, July, 1968) Monograph II.
or appreciated later seems to be the lack of real readiness which students have for the course content and the low level of genuine understanding they achieve, since much of the material appears to be learned at the level of verbalism only.

Assumption 5. If the first intensive laboratory experience were to be at the beginning of the junior year, students who found they did not enjoy teaching, or for other reasons decided they wanted to leave the field, would be able to transfer with much less serious consequences than at the end of the senior year.

Assumption 6. Many beginning teachers find that they have real difficulty meeting the challenges of today's schools and, for this and other reasons, do not really like teaching and soon leave. Many beginning teachers are assigned intolerable loads, extremely difficult responsibilities and seldom have a carefully planned program of support and an opportunity to make real professional growth except for the mere survival of that 'baptism of fire' initial year.

Assumption 8. College supervisors often feel that many student teachers under present programs are just beginning to make satisfactory professional and personal growth when the experience ends and that many of the less outstanding student teachers could develop much more satisfactorily if the experience were to extend over a longer period of time.

Assumption 9. Many persons have proposed that if student teaching were to come first and the professional courses were to follow, the total course program would be much more meaningful. The chief restraint against this reversal is the argument that students should not be allowed to do that much teaching without more preparation. But, if the professional courses prior to student teaching are generally ineffective, as much evidence suggest, then the designer of present four-year teacher education programs is boxed into a serious dilemma.
Assumption 10. Many faculty members would like to provide a series of increasingly responsible experiences within the professional sequence but are often prevented by increasing numbers, lack of good laboratory situations, the low level of competence of school teachers who supervise these teacher education activities, and the limited time and resources for adequate supervision.

Assumption 11. There is a growing realization that it may very well be unrealistic to assume that this country can select, prepare, and keep in the schools 2,000,000 outstanding competent people of the type generally desired as professional teachers. In effect then, if the work of the schools is to be done efficiently, it may be that a smaller number of superbly prepared career professionals may have to direct the work of a much larger group of persons with lesser but more highly specialized preparation.

Assumption 12. In order to put the needed resources into preparing superior career professionals it may very well be necessary to find a way to spend much less of the available resources for professional education courses on the noncommitted and then use a much larger proportion of these resources in the preparation of those who are more committed and more likely to remain in teaching.5

Findlay College is a small liberal arts college located in northwestern Ohio. Of its 1,100 students approximately fifty students per year are graduated as elementary education majors.

The investigator was concerned with improving the teacher education in this small private institution. Being

guided especially by the restraints noted in Assumption 2 concerning the cost of a new program in comparison with the regular student teaching program and realizing that the bases of Assumptions 3 and 5 concerning early experience were somewhat unrealistic for this small college to implement, the desire was to attempt to design a different program which would be based in part on certain aspects of Assumptions 6, 8, 9, 10, 11, and 12.

Accepting these assumptions to be generally valid and assuming the importance of the student teaching experience as central to a teacher-training program, would it be possible to develop a different type of experience, such as an internship, which would alleviate some of the problems noted in the foregoing assumptions? It is with the answers to this question that this study is concerned.

The Problem

During the 1967-68 academic year Findlay College was preparing to change over from a semester system to a three-term system. Each division of the College was requested to examine its program in the light of the change over. The Elementary Education Department was cognizant of this opportunity to examine carefully its teacher-education program. The Department was in accord that the major
weakness in the elementary program was the lack of actual classroom experiences needed to balance the professional courses. Realizing some of the shortcomings of the rather traditional ten-week student teaching which served as the culminating experience, the department decided to explore an alternative route, the internship.

The members of the department investigated many models of elementary teacher education programs which had extended student teaching periods of internships as part of their requirements. Most of the examples were Master of Arts in Teaching programs or five year programs designed to retrain liberal arts graduates. Also, most of the programs were intended to prepare teachers for the secondary schools.

A list of possible advantages and disadvantages of internships were compiled and discussed. Some of the advantages of an internship which seemed obvious to the faculty were:

1. Interns would spend considerably more time in actual classroom situations than the typical student teacher.

2. Interns would receive a much more realistic picture of the school year in total perspective.

3. Interns would have the benefits of close supervision guidance during their first full year of teaching.
4. Interns would have an opportunity to observe and be involved in the full year learning experiences of a group of students.

5. Interns, being under contract and having full responsibility as a teacher, would be much more likely to be accepted as a professional by the faculty, students, and community.

6. Interns would be in position to integrate theory and practice under supervision.

The above advantages were certainly distinctly favorable to an internship emphasis in teacher education.

In addition, there were advantages not so obvious. Were there not some equally valuable outcomes to be gained by the cooperating schools and colleges? Some of these outcomes might be:

1. The possibility of increased sharing of responsibility for teacher preparation between the college and the school system.

2. The possibility of developing a cadre of highly qualified supervising teachers as a basic means for providing the laboratory setting essential for an improved program of teacher preparation.

3. The possibility of providing a model for more rapid dissemination of promising ideas and practices both at the college and school district levels.

4. The possibility of providing a means for stimulating the improvement of educational opportunities for elementary school pupils in the cooperating school districts.

5. The possibility of developing off-campus teacher education internships in geographic areas not
presently utilized by teacher education institutions.

6. The possibility of providing various types of experiences, such as team-teaching, not usually found in typical student teaching experiences.

With all these potential advantages the faculty agreed to attempt to develop a highly professionalized internship, conducted cooperatively by public schools and Findlay College. However, the achievement of some of the advantages posed problems of no small magnitude. For example:

1. Can two historically disparate institutions, the public school systems and a college, cooperatively develop a unique new program for the laboratory aspects of educating teachers?

2. Can these two institutions resolve the differences involved concerning the responsibility for supervision, assignment, selection, and various aspects of preparation?

3. Would it be financially feasible to develop a cooperative internship program? From whence would the fiscal support come? Would interns and supervising teachers be paid, and if so, by whom?

4. Would an internship program be accepted by administrators and supervising teachers as not being detrimental to the overall program of the cooperating school?

5. Would there be any legal or certification problems?

6. Would it be possible to determine the adequacy of preparation of the interns in comparison with the regular student teachers?
Being aware of the possible advantages and disadvantages involved, the Elementary Education Department of Findlay College decided the potential benefits of an internship program were worthy of investigation. Therefore, the department authorized the writer to proceed to develop a program of internship and to gather data by which the question of the program's feasibility would be examined.

Purpose of Study

The purpose of the study reported here was twofold: the first goal was to develop a program of teacher education based upon a fourth year internship and to describe the major components and steps in the development. Best states that:

Descriptive research describes what is. It involves the description, recording, analysis, and interpretation of the present nature, composition, or processes of phenomena. The focus is on prevailing conditions, or on how a person, group, or thing behaves or functions in the present. It often involves some type of comparison or contract.\(^6\)

The second part of the study was to determine whether or not the development of a cooperative full-year internship for preparing elementary teachers within the regular four-year academic degree requirements was feasible.

Feasible, according to the American College Encyclopedic Dictionary, is defined as (1) capable of being done, effected or accomplished; and (2) suitable. Various methods were utilized to determine if the program met these definitions with special emphasis on (1) accomplishment and (2) suitability. Specifically, this study was undertaken to answer the six questions posed on page 11. The feasibility problem was resolved by collecting and analyzing data on these six questions.

Importance of Study

For years one of the weaknesses of student teaching has been the lack of effective communication between the teacher preparation institutions and the cooperating schools. The reasons are many; financial, division of supervisory responsibility, lack of coordinated objectives, quality of cooperating teachers, etc. Through the development of a cooperative internship various avenues to eliminate or mitigate some of the problems might be explored. As Dieckman states:

There should be mutual respect and confidence existing between the cooperating members of the two institutions. There should be frequent contact and open avenues of communication between the two groups. This is more likely to happen
when cooperating school personnel have a part in planning and evaluating the on-going program.\textsuperscript{7}

The Elementary Education Department at Findlay College expected that the study as envisaged over a three-year period would provide some insight and answers to these crucial problems in preparing professional teachers. But, important as the need to establish better cooperative relationships between colleges and schools was, perhaps of even more importance was whether or not prospective teachers were indeed better prepared to enter the profession because of an internship experience. The answer to this question was of vital concern at Findlay College as it attempted to upgrade its teacher preparation program. These results potentially were of value, also, to other individuals and institutions concerned with developing programs for the preparation of teachers.

\textbf{Definition of Terms}

Certain terms will be used frequently in describing and analyzing the results of this study. Many different definitions of terms in the area of laboratory experiences

in teacher education are found in the literature, but the following definitions cover the use of these terms in this study:

1. **Student teaching**: The conventional ten-week experience at Findlay College, in which a student is assigned to a classroom to have an extended teaching experience under the direction and guidance of a regular teacher.

2. **Internship**: A full-year experience in which a student is contracted by and paid by a local school board, assigned a specific teaching load and enrolled in college courses that parallel his professional experience.

3. **Cooperating teaching**: The professional teacher responsible for the guidance and supervision of the regular student teacher.

4. **Supervising teacher**: The professional teacher responsible for the guidance and supervision of two interns for a full year. He is also contracted by the college as a supervisor and has responsibility for some of the concurrent course work of the interns.

**Overview of the Study**

The first phase of this study was developmental. The purpose was to describe the major components and steps in the development of an elementary teacher education program which incorporated a fourth-year internship. The steps described were: (1) the revision and changes of the curriculum necessary to permit the inclusion of a full-year internship; (2) the considerations and arrangements with
the local public school systems to develop a cooperative internship program; and, (3) the development of a three-year pilot program of elementary internships.

The second phase of the study was to determine the feasibility of a cooperative full-year internship program. Data was collected from all participants in the program using the following means: a questionnaire designed for reactions to various aspects of the program; a satisfaction and a confidence scale administered to all interns and selected student teachers; interviews with all participants; and, evaluation forms from all interns. This data was analyzed with respect to the assumptions stated earlier here.

Limitations of the Study

The very nature of the first phase of the study, one of development, makes it somewhat dependent on local conditions, facilities, and availabilities. Every attempt was made to establish the objectives of the pilot-study on the basis of sound educational principles, but some adjustments were made due to the peculiar relationships of the college and the cooperating school communities. One example of this might be the semirural area and need for geographic displacement in assignments as compared to that of an urban area.
In the second phase of the study, that of determining the feasibility of the program, other limitations became apparent. The study is a descriptive report on the development of a major departure in the pre-service teaching experiences for prospective elementary teachers and the gathering of such data as was readily obtainable to examine the feasibility of such a program. The lack of available instruments to measure such a unique departure was limiting. Also much of the data obtained was subjective in nature, and reflected different grade levels and administrative policies as well as different communities. The small number of interns in the first two years made comparisons with regular student teachers difficult.

In spite of these limitations the Elementary Education Department at Findlay College with approval of the Ohio State Department of Education determined to develop a three-year pilot program of full-year internships. Data was to be reported in terms of the two emphases of the study, development and feasibility.

Chapter II will present a review of the literature pertinent to teacher education programs, generally, and internships, specifically; the methods and procedures used
in the study are described in Chapter III; Chapter IV contains an analysis of the data; and Chapter V gives the summary, conclusions, and implications of the study and makes recommendations for further research.
It must be admitted that at the outset of this study there was a rather naive conception that an intern program such as was envisaged would be innovative and mold-breaking. However, on beginning the research of intern programs, this conception was quickly altered. A surprisingly extensive body of literature has appeared on the concept of the internship in the preparation of teachers. In the Forty-seventh Yearbook of the Association for Student Teaching (A.S.T.), The Internship in Teacher Education, Gardner pointed out:

Contrary to popular belief, the internship in teacher education is not a recent development. The roots of internship in the United States can be traced back to the nineteenth century. The growing number and variety of programs during the last ten to fifteen years have created the false impression that the internship is a recent innovation.¹

Shaplin adds that:

A bewildering variety of designs appear as each program lays claim to its own uniqueness. There is little consciousness that the idea of internship has had a long history in American education

or that significant patterns of internship are emerging at the present time.¹²

For the purposes of this study the literature on internships in teacher preparation was reviewed by focusing on four aspects: history of internships, definitions of internships, examples of internships, and a rationale for internships.

**History of Internships**

The development of the internship in the various professions has largely been the outgrowth of the apprentice system. As the amount and length of formal preparation increased, the need for practical training under professional supervision also increased. Rex suggests that many educators fear the internship as a return to the apprentice phase of development. He points out the differences:

An apprentice can learn all he needs to know about his chosen trade or craft by spending an appropriate amount of time progressing through the various stages of "how to do" the job. Through this experience he ultimately moves from the position of novice to the position of craftsman. Apprenticeship is therefore, not an appropriate means for training professionals.

In contrast, the intern, who aspires to ultimate professional practice, must have accumulated a body of substantive knowledge, must have acquired specific skills, and must have developed at least a degree of technique before he is even considered eligible to function in the internship. There is,

in effect, an identifiable plan and period of preparation for an internship.3

A rather extensive review of the history of internship in education can be found by Gardner in this 1968 A.S.T. yearbook, in which he provides an overview of the development of internships in education from 1900-1930, 1930-1940, and 1940-1967. He notes the tremendous effect that social and economic conditions and teacher supply had on internships during these periods. He sums up by saying:

Although a wide variety of programs was established, most of them had at least two common characteristics; the internship was part of a program leading to the attainment of a teaching certificate and a degree, and the intern received a salary for his service. A large number of the internships established during this period received financial aid from a governmental agency of a private foundation. Many had as a primary objective the recruitment of liberal arts graduates with little or no undergraduate preparation in education rather than the improvement of teacher effectiveness by providing additional, well-integrated professional laboratory experience.

By 1965, the need for program evaluation and modification was apparent. In many of the fifth-year and MAT programs there was a lack of effective communication between the sponsoring university and cooperating schools, ineffective supervision or interns, a lack of adequate financial support for this type of teacher education program, and failure to design programs that provided for a gradual induction into teaching and that conceived of the internship as an integral and vital part of the total teacher education program. There was a need for the development of a unifying theory of teacher

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education within which internships could be evaluated and modified.\(^4\)

Shaplin and Powell support the contention that internships have developed or waned due to external circumstances. In tracing the development of internships in teacher education they found that:

There are two basic types of internship programs in vogue in the present decade; the certification pattern in certain states which already require five years of preparation, and the master's degree program in the fifth year, often called the master of arts in teaching. These programs differ radically from the internships of the thirties. The differences can largely be attributed to the altered economic and social context within which teacher education operates today.\(^5\)

Boyan also found that:

Typically, the teaching internship has taken form as an integral part of fifth-year teacher education programs for carefully selected graduates of liberal arts colleges who have had little or no work in professional education courses. A few universities are in the process of exploring the possibilities of including an internship within the framework of a baccalaureate program. Fundamentally, however, the teaching internship is a feature of post baccalaureate programs.\(^6\)

Bennie reports that:

A recent development in teacher education which has received a great deal of attention is the inclusion of an internship in the teacher preparation

\(^4\)Gardner, "The Teacher Internship in Historical Perspective," p. 15.


program. The internship has developed as a result of two factors; namely, to provide a vehicle for granting teacher certification to graduates with liberal arts degree and to improve the quality of the teacher education program. Either or both factors have usually been responsible for internship programs which have been inaugurated.

The first factor evolved as college graduates desired to attain teacher certification at a postgraduate level and often resulted not only in the attainment of the teaching credential but also the granting of a masters degree as evidenced in the many Master of Arts in Teaching or similar programs found scattered across the country. The second factor was involved as teacher education institutions recognizing the importance of actual experience as demonstrated in conventional student teaching programs, sought to extend this experience into a longer on-the-job association with actual teaching.

Although occasional efforts of internships for teachers may be found as far back as sixty years ago, it has only been in the last decade that the internship has been considered as a serious alternative to the customary teacher education program and been extended into numerous programs.7

This last paragraph by Bennie is not quite consistent with some of the research reported thirty-five years ago. Indeed the suggestions by Schorling sound suspiciously congruent with rationales being used to promote the internship concept today.

A course in directed teaching cannot complete the training necessary for a beginning teacher. Frequently the beginning teacher is given the most difficult tasks and sometimes even the most disagreeable ones. In any case the general practice is to assign a teacher a regular load with very little, if any, supervision beyond that necessary for smooth administrative routine. The experience of the medical profession and the training of teachers in certain European schools clearly suggest

the desirability of an internship period under the sympathetic guidance of an efficient teacher.

The nature and character of the period of internship is suggested by the following 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 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 from 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.

Although it is extremely perplexing to account for the long delay in taking this sensible step towards the building of a sound profession for teachers, it is encouraging to note that this principle is being applied in a few centers. 8

The article goes on to describe the teacher internship used at that time in the Grosse Points, Michigan, schools. This program was for A.B. degree graduates and consisted of a full-year internship at one-half pay.

Stone investigated forty-three innovative programs in teacher education which had been funded by the Ford Foundation. Interestingly enough, of the forty-three programs investigated only six were on the undergraduate level, and

of these six, only two involved an internship in the elementary schools. This would seem to support the point that examples of elementary internships at the undergraduate level were, and still are, few and far between.9

Some generalizations seem obvious from these sources. A majority of the programs reviewed were of a fifth year or M.A.T. structure. Most of these programs were designed to prepare liberal arts graduates with little or no undergraduate preparation in education to teach. A great many of the programs, 1950 to 1970, were or are supported by funds or grants. A preponderance of internship programs were designed for the training of secondary teachers.

Although most teacher educators agreed on the necessity of a more extended practical experience for pre-service teachers, the concept of internships waxed and waned with the supply and demand of teachers. Internship programs as an upper level component of teacher education seemed to flourish in periods of over-supply, and by contrast from 1940-1970 during the severe teacher shortage internships were a major component of emergency preparation programs, post-degree.

Definition of Internships

Most internship programs have been characterized by a reliance on a fifth year of preparation.

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In fact, as treated in the literature, the teaching internship has been almost entirely a feature of post baccalaureate programs . . . . This traditional concept places a college graduate in full responsibility for a classroom under the supervision of the school supervisory staff, with additional supervisory help available from the preparing institution.10

This statement by Moss seemed to sum up the characteristics of the majority of intern programs up until the last few years. Moss quoted Henry as listing the following criteria as characteristic of the internship.

(1) a fifth year program;
(2) the top of a sequence of professional training;
(3) a contract, usually negotiated with the board of education;
(4) a stipend or pay usually provided by the local school district;
(5) a responsibility for a reduced work load, usually 75-80 percent of the normal class load;
(6) corresponding college work;
(7) supervision by both college and public school personnel.11

In 1967 the A.S.T. Commission of internships adopted a definition as follows:

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 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


11 Ibid.
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.\textsuperscript{12}

The only basic difference between the two definitions is, however, a rather significant one. Henry identifies the internship as part of a fifth year program. The A.S.T. definition makes no such distinction. Although rather scarce, there would seem to be a slight trend toward more intern programs at the undergraduate level. Tanruther shares this view:

Originally, the internship was viewed as a post-student teaching opportunity. Its primary purpose was to orient the beginning teacher to a full-time teaching assignment. Early programs were often initiated by school systems and were viewed as a part of the beginner's probationary period. More recently, the internship has been developed by teacher education institutions as an alternative to student teaching.\textsuperscript{13}

In noting the changing trends in internships Sleeper offered the following points:

1. The internship has become the focal point in teacher preparing programs.
2. The emphasis on internship programs is one reason for the addition of fifth and sixth years to professional preparation.

\textsuperscript{12}\textit{Association of Student Teaching, Internships in Teacher Education, Forty-seventh Yearbook, The Association, 1968, p. xi.}

\textsuperscript{13}\textit{Edgar Tanruther, Clinical Experiences in Teaching for the Student Teacher or Intern, (Dodd, Mead, 1967), p. 6.}
3. There are experimental programs where the placement of the internship within the four or five year sequence is being examined.

4. Public schools are paying the interns in a number of programs.

5. The supervision of teachers has changed in the "paid" programs. Where supervision in student teaching has been generally a one to one relationship, in some programs it will be one to five or more.

6. A number of schools are providing a liberal arts program as a prerequisite to internship in the fifth and sixth year.\(^{14}\)

A multitude of programs are concerned with lengthening the laboratory experience and making the experience as realistic as possible. The two most striking commonalities of the research having to do with internships are the general consensus that more time be allotted to the laboratory experiences, and the fact that local circumstances seem to dictate the mechanics of the programs. Also emerging are the problems inherent in developing a full-year internship such as:

1. mutual cooperation and understanding between institutions and public schools.

2. preparation and training of both interns and supervisors.

3. selection procedures.

4. roles of school and college personnel.

5. certification requirements and state standards.

6. compensation and responsibility for evaluation.

With these in mind, the division of education at Findlay College proceeded to develop a pilot-program built around the definition developed by the A.S.T. previously cited.15

Examples of Programs of Internships

The problems encountered by first-year teachers, the demands of social and economic change and the easing of any teacher shortage have led to innovations in teacher preparation programs. As was seen, most of the new programs require five or more years to complete, including a period of paid internship.

Today there are basically four types of intern programs in operation; (1) A Master of Arts in Teaching—a five-year program leading to a graduate degree; (2) A five-year post baccalaureate degree leading to certification; (3) A five-year undergraduate program, and (4) A four-year undergraduate program.

It is with the last type that the present study was most concerned, however, some review of the various types of programs and their characteristics should be beneficial in developing guidelines for the proposed pilot-program.

In 1963 Stone was requested to investigate Ford Foundations Break-through Programs in Teacher Education.

15A.S.T., Forty-seventh Yearbook, p. xi.
Even though these programs were externally funded the criteria on which they were based would serve as adequate guidelines for designing any internship. They are as follows:

First, they were designed to prepare teachers not for the self-contained classrooms of the past, but for the classrooms in which most teachers are most likely to be teaching in 1963 or 1964 to the year 2000, with ungraded classes, teaching machines, educational television, and team teaching with its flexible use of time, space, and personnel.

Second, they were to be planned jointly by university departments of education, representatives of academic departments in the university, and public school teachers and administrators.

Third, they were expected to incorporate changes in the elementary and secondary schools as well as in the colleges.

Fourth, a considerable amount of the responsibility for teacher recruitment, teacher education, and the introduction of the teacher to his profession was to be accepted by the public school itself.

Fifth, they were to represent an effort to place teacher education in the mainstream of higher education by bringing academic professors and professors of education together for joint planning and to create a better articulation of elementary, secondary, and higher education through the cooperative efforts of college faculty members and teachers and administrators from the public schools.

Sixth, they were to build upon earlier Ford-supported programs by providing for (a) liberal education extending well beyond the sophomore year for all teachers, (b) scholarly academic instruction at the graduate level for all secondary teachers, (c) improved professional courses or seminars in educational psychology and educational philosophy that are firmly grounded in their parent disciplines and planned so as to avoid duplication of content, and (d) an extended supervised internship during the post-baccalaureate period accompanied by closely correlated professional seminars. Finally, the prospective teacher was to get his initial teaching experience as a junior member of a teaching team.  

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16Stone, *Breakthrough in Teacher Education*, p. 16.
In a more recent study, October of 1967, the USOE requested proposals for developing new teacher education programs for elementary teachers. Nine proposals were chosen from 80 submitted. Eight of these have been selected to carry on studies concerned with development, implementation and operation of model elementary teacher training programs. Monson, after an analytical comparison of the nine proposals, listed ten items of commonality. Of these ten items, four dealt with the need for improved programs of laboratory experiences, both in quality and in length. These common elements were,

4. Earlier experiences with children and often more and more varied experiences than in present programs.
5. Increased cooperation among those concerned with teacher education in the universities and colleges, in the public schools, in media development.
6. Highly selected laboratory experiences, simulations, microteaching and internships.
7. Movement toward a fifth-year internship program in basic elementary teacher preparation.17

Clarke, in reporting on these same 80 proposed models of elementary teacher education which the USOE was considering for funding, noted a rather constant factor concerning practical experience.

The provisions for practical experience are very varied, probably because they are heavily influenced by the local situation. One theme, however, seems

to run through all the models, the provision of graduated experiences before practice teaching.\textsuperscript{18}

Of the nine models accepted by the USOE for funding, eight recommended an increase in the amount of clinical or laboratory experience.

Probably the best known undergraduate internship for preparing elementary teachers is the program at Michigan State. The brief description found on page 179 of the 47th A.S.T. Yearbook gives the following information concerning the program.

The elementary intern program at Michigan State University began in 1959 in an attempt to help students from community colleges meet certification requirements. It has since expanded into an important part of the total Michigan State program, although the vast majority of Michigan State students still receive certification by the traditional student teaching procedure. The program can be completed in four academic years. At the completion of the intern program, the student qualifies for both the bachelor's degree and the teaching certificate. Ten quarter hours of credit are earned in the internship.

The first two years of general education are completed either on the East Lansing campus or in one of the cooperating junior colleges. The student attends a ten-week summer session at Michigan State following the sophomore year, his studies being mostly in the arts and sciences. During the third calendar year, the student is off campus in an internship center for two quarters where he takes work in professional education and completes student teaching. The final quarter and the summer session are spent on the East Lansing campus pursuing course work in the liberal arts areas.

The candidate receives a contract as an intern during the fourth calendar year at a salary of

approximately $3500. He has full responsibility for a classroom and assumes the same duties as a first-year teacher. He and the other interns in the area meet one evening a week for a class at the intern center. This session is conducted by the university resident coordinator or one of the resident staff members who work at the center.

The major responsibility for supervision rests with intern consultants—full-time supervisors employed by the cooperating school district. The consultants spend time with the interns in observation, planning, demonstration teaching, and conferences. Each consultant supervises five interns for the entire school year and has no other classroom responsibilities. Occasional visits are made by the resident coordinator and his assistants. The coordinator also conducts frequent inservice training sessions for the intern consultants.

The Michigan State program is growing and now operates in eight regional centers. Introduction into teaching is considered to be easier in the intern process than in the traditional program. Statistics indicate that a much larger number of intern graduates remain in teaching than graduates of the regular student teaching program at Michigan State.

Some of the interns feel that they are somewhat isolated from the campus by spending so much time in the centers. Some of them also consider the extra course work taken during the internship year to be somewhat burdensome at times. In spite of this, the enthusiasm for the program is apparent and appreciation is expressed for the quality of supervision given.19

Corman and Olmsted20 also reported an analysis of the STEP program at Michigan State University, which began with a grant from Ford Foundation. They describe the program in much the same terms as reported in the A.S.T.

19A.S.T., Forty-seventh Yearbook, p. 179.

Yearbook cited above. The Michigan State Program is unique in that it is one of the few internship programs which is concerned with a full-year, full-time experience.

Sleeper\textsuperscript{21} reports on the Central Michigan Project and this outlines the purposes and characteristics of a five-year undergraduate program. Another one very similar to this is the intern teaching program (ITP) at the University of Wisconsin, Milwaukee, described by Bloom.\textsuperscript{22} The intern teaching program (ITP) at the University of Wisconsin, Milwaukee, was established in 1963. It provides teacher preparation for college graduates who have had little or no background in education.

Before an intern assumes teaching responsibilities, he participates in a variety of field experiences. During the preteaching semester, he observes many schools and teachers, is assigned to six weeks of supervised student teaching, and participates in the weekly micro teaching clinic. Following this semester, the student assumes full classroom responsibility as a licensed intern teacher. The program includes two semesters of a paid internship, with concurrent course work for a 15-month period.

\begin{itemize}
\item \textsuperscript{21}Sleeper, \textit{The Internship}, p. 72.
\item \textsuperscript{22}Judith M. Bloom, "Video Tape and the Vitalization of Teaching," \textit{Journal of Teacher Education}, XXV (Fall, 1969), pp. 311-315.
\end{itemize}
A recent publication by the Wisconsin Improvement Program in cooperation with seventeen universities and colleges in Wisconsin, the Wisconsin State Department of Public Instruction, and school systems of Wisconsin, Minnesota, Iowa, and Illinois describe the teacher internship program shared by these institutions. Although this intern program is normally a salaried, one-semester assignment, the goals of the program coincide neatly with the assumptions listed in Chapter I. These goals are:

1. providing the teacher intern with a realistic professional assignment which offers involvement in all phases of an educational program.
2. providing an opportunity for the teacher intern to relate theory to practice, and to test ideas and understandings unique to teaching and learning.
3. providing the teacher intern with the pre-service opportunity of being a member of a professional instructional team, with extensive opportunities in the observation, analysis, and evaluation of teaching and learning.\(^{(23)}\)

These goals would seem consistent with the primary purpose of the internship concept; to better prepare teachers for their initial introduction into the professional teaching ranks.

There are many other programs summarized by Henry. One example is the undergraduate program at Colorado State College:

The Colorado State program is undergraduate and open to both elementary and secondary education students; however the majority of the interns are prospective elementary teachers. The program is a substitute for student teaching, and eighteen quarter hours of credit are given by the College. In order to qualify for the program, the candidate must have a grade point average of 2.5 or better on a four-point scale.

The intern, a college senior, is employed by the Greeley Public School District to work half-days for the school year at a salary of $500. The other half-day is spent on campus completing required course work for the bachelor's degree.

The intern is usually assigned to work with a supervisor in a class which is larger than a regular class. Each supervisor works with two interns so that he may have teaching help both in the morning and in the afternoon. The intern works jointly with the teacher and performs all the normal tasks of teaching. Team teaching and small-group classes constitute his major type of teaching activity. Planning is a joint process between the supervisor and the intern. The intern devotes a much greater amount of time to teaching than a regular student teacher in the Colorado State College program.

The classroom teacher in the public school serves as the supervisor of interns. Care is taken to try to match personalities since the supervisor and intern work closely together for a long period of time. The intern supervisor is usually in the room with the intern, although some schools are equipped so that individual rooms are available for small-group instruction. The intern coordinator at Colorado State visits each intern every week or two. He also conducts a one-hour seminar for the interns one day a week.²⁴

These are but a representative sample of the intern programs now in practice around the country. As one of the purposes of this study is to test the feasibility of

developing a full-year, full-time internship within a four-year period, special attention was given to programs of this type. No program was found exactly like that envisioned for this study.

Boyan suggests some patterns for programs within the four-year academic structure. Although concerned with secondary models, his suggestions could be readily adapted to the elementary level. Boyan suggests some different patterns such as one senior teacher-one intern with reduced teacher-pupil ratio or, one senior teacher and two interns with normal class loads. He also suggests the possibility of the summer between the third and fourth year as a possibility for including an internship in a four-year period. Boyan also lists the following advantages of establishing intern-teams:

1. The university or college would require fewer supervisors since there would be close daily supervision of the intern by the team leader over a long period of time.
2. The problem of recruitment and selection would be eased for the school district which would be able to exercise better control over the balance of its experienced and inexperienced personnel and also have the opportunity of making first bid for the services of any intern it might wish to employ on a permanent basis.
3. For the senior teacher chosen to be a team leader, there would be a differential in salary as well as related differentials in status and prerequisites as an associate of the university or college staff engaged in teacher education.
4. The intern would, from the outset, receive financial recognition for his services and share in the total program of instruction while
at the same time enlarging his skills under the guidance of an experienced teacher.²⁵

One other source of invaluable assistance was the proposal for an elementary internship being developed at Southern Oregon College in Ashland, Oregon. As they were attempting to develop a similar program to that of Findlay College, the sharing of problems and ideas has stimulated both institutions. The conversations and correspondence with Dr. David Hoffman of Southern Oregon College were especially helpful.

Rationale for Internships

The example of the internship in medical education is frequently used as the model for all professional training. Indeed the Flexner²⁶ report in 1910 is often cited as the breakthrough in professional education. The characteristics of the internship developed at this time are still basically those which serve as guidelines in all professional training.

These characteristics are summarized in the following:

1. The internship serves as a period of transition between formal study and professional practice.


²⁶Abraham Flexner, Medical Education in the United States and Canada, (New York: Bulletin No. 4, Carnegie Foundation for the Advancement of Teaching, 1910).
2. The internship is based on the assumption of application, a period of practice under supervision.

3. The internship is a period under as near normal conditions as possible and offers a full range of professional responsibilities and duties.

4. The internship is a period of sub-standard financial reward as it is considered an element of the learning phase of the profession.

5. Responsibility for the supervision of the internship is in the hands of the practicing members of the profession.

But as Stiles, et al report:

Efforts to establish the internship for teaching have been sporadic, poorly organized, and often unsupported by members of the profession itself. Initiative for such attempts has been taken by institutions of teacher education, rather than by practicing teachers. School systems which are the logical centers for the internship have often looked upon it as an imposition instead of a professional opportunity and responsibility.27

Perhaps this very attitude on the part of the public schools has been one of the major factors in making the development of long term experiences so difficult to establish.

In spite of the nearly general concensus that student teaching is the most valuable single component of the

teacher preparation program in use today, it might be said that this agreement has been reached by default. Indeed, what else is there? Many of the objections to existing student teaching experiences, the inadequacies, the inequities, the unrealities, have already been voiced by Andrews in the preceding pages. Smith cited several conditions which, under present programs negate a true clinical experience in a teaching situation.

1. Farming student teachers out on the basis of one student to one teacher, with no organized orientation and only three visits a term by an overloaded college supervisor.

2. Overwhelming numbers of students, especially in metropolitan areas, assigned to fewer and fewer qualified supervising teachers who want to do the job regularly.

3. Big turnover in supervising teachers, with no professional selection process and no criteria for selection.

4. Too much sitting in the back of the room by student teachers, with not enough responsible total teaching.

5. No released time of the supervising teacher for conferences, planning, evaluating, analyzing, and criticizing.

6. Little consistency in the student teaching experiences. Every room engenders a different program, ranging from copycat teaching to responsible co-teaching. There is no individualized program based on the needs of the student and the potentialities of the situation, but a step-by-step indoctrination whereby the practices of one generation of teachers are passed on unbroken to the next generation.

7. No commonality among universities of schedule or requirements of work; every college is different in its demands, even though the same school system is used.

Andrews, Preparation of Career Teachers, p. 236.
8. Little influence on school curriculum by teacher education programs; most student teaching is done in very conventional classroom situations.

9. Little influence on college curricula in teacher education by school personnel; college curricula are not advancing, except for a little microteaching here and there. College faculty are often out of touch with the modern school situation.

10. College course work that becomes less and less relevant to present-day teaching, especially in the cities.

11. Schools out of tune with university educational theorizing. School people become overwhelmed by the system and do not care to experiment unless told how the new program will fit and that it will be teacher proof.

12. Schools and college blaming each other for today's poorly trained and noncommitted teachers. School people say that the colleges teach students nothing but irrelevant theory that they cannot use; college people say that the schools stifle the creativity of their students the minute they take a job in the system.

13. Militancy of some professional bargaining groups in demanding money rather than considering better training conditions.29

Smith concludes by saying:

There cannot be professional clinical experiences and practices without a new order in the cooperative arrangement for student teaching. . . . The problems in collaboration . . . can be overcome if local groups face their difference squarely and, working through sound model structures, contracts, and procedures that allow for innovation, attempt to build on their mutual concerns and particular contributions. Several pitfalls must be avoided: (1) the delay and stultification of bureaucratic over organization, (2) the dead end of takeover by the locally dominant institutions, (3) the

rigidity of conformity to consensus decision making.

By contrast flexible and productive collaboration would appear to hold out great promise for substantial improvement in the professional development of teachers.

These conditions would seem to point toward a joint college-school collaboration which would bring the total resources of both institutions together in the training of teachers to the mutual benefit of both. Conceivably, paid internships, carefully and cooperatively planned could overcome many of the shortcomings of existing traditional programs.

Without a doubt the crux of developing any meaningful intern program lies in the ability to establish and maintain a cooperative relationship between public schools and colleges. Better communications between public schools and colleges need to be achieved. The communication must be open and provide for two-way dialogue. Both institutions must be involved in every step of the planning and above all the goals and objectives for training better teachers must be agreed on by all parties. Gardner sums this point up:

As more effective teacher education programs develop, it becomes obvious that an increased amount of cooperation is involved. This is especially true when the internship is provided as part of the program. The college cannot be regarded as a guest of the school; the school must not justify its cooperation on the basis of simply performing a professional

\[30 \text{Ibid.}, \ p. \ 29.\]
responsibility; supervision cannot be independ­
ently exercised by one without the consent or the
knowledge of the other; placements must be care­
fully arranged and contracts signed. Personalities
of teachers and performance of interns become more
vital when an extended period of time and a greater
amount of intern responsibilities are involved.
The success or failure of this type of program
hinges on the quality of the relationship that is
developed as personnel from universities and public
schools plan, implement, administer, and evaluate
each phase of the internship.31

In the last decade much emphasis has been placed on
the need for longer and more realistic periods of actual
classroom participation. Not only individuals but founda­
tions, commissions and national conferences have expressed
concerns about the need to improve teacher education.

Woodring suggested that the total education of
teachers consists of (1) a liberal education, (2) extended
knowledge of subject or area taught, (3) professional knowl­
edge (as distinguished from skills) and (4) skills in manag­
ing a classroom, working with children and in the supervision
of the learning process. The Fund for the Advancement of
Teaching provided financing for experiments that met the
following criteria.

1. Five year programs (4-liberal, 1-professional)
2. All teachers should have liberal arts degrees.32

31Harrison Gardner and Marvin A. Henry, "Designing
Effective Internships in Teacher Education," Journal of
Teacher Education, XIX, (Summer, 1968), 186.

32Paul Woodring, "The Need for a Unifying Theory of
Teacher Education," Teacher Education: A Reappraisal,
(1961) 140-163.
Ahrens\textsuperscript{33} suggested that the future preparation of elementary teachers will be, at a minimum, a five-year program, culminating a master's degree. The fifth year will begin the summer preceding the first full year of teaching and will be completed not later than the summer immediately following the third year of teaching. Although the major part of the general education of elementary teachers will be contained in the first two years, there will be a continuation of appropriate general-education curriculums in the third, fourth, and fifth years. The content of the courses in the professional sequence will be essentially the same as that provided in the best programs today. However, future programs will include more opportunities to work directly with children in an internship capacity.

Virgo stated that the curriculum in teacher education institutions has grown almost at random through pressures of expediency, course upon course, in isolated two-hour units. The result has been a lack of ordered sequence and considerable overlapping and duplication of content.

Certain needs in the professional education of elementary teachers stand out with "glaring clarity," according to Virgo who suggested that:

1. Essential teacher competences should be spelled out in observable, behavioral terms.

2. A genuine learning sequence or definite order for the development of these competences must be established.

3. Courses should be designed to provide a "direct-line follow-through" approach from theory, methods and student teaching, each course should be allocated the responsibility for development of certain competences.

4. Closer cooperation must be secured between the training school and the directing-teacher.

5. Classroom experiences should begin when formal teacher education begins.

6. Evaluation should be shifted to the demonstration of the ability to apply knowledge in concrete situations.

7. Four years of actual student teaching contact is desirable.

8. College instructional procedures need to be improved.

9. It is necessary to teach for integration of knowledge and learning.

10. The general education of elementary teachers should cross all fields of knowledge to give a broad view of the human scene.

11. Recommendations included, (a) Four years of a core program of general education; (b) four years of one modern foreign language; (c) four years of a core course in professional education; (d) four years of classroom experience.

The Second Bowling Green Conference emphasized the need for a fifth year or internship. Stone in reporting for this conference on what the professional teacher training program should be, listed the following:

1. Five years of preparation shall be required before a teacher is given a certificate of full professional status.

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2. Only through a graduate school or college of education can we adequately promote teaching as a profession on the level of prestige of medicine and law.

3. Preparation should involve both breadth and depth in academic disciplines.

4. Multiple programs within institutions must be present in order to adhere to the needs of teacher candidates of varying ages and backgrounds.

5. There is a need for general education as well as for a major minor specialization.

6. Direct and responsible experiences must be put into the program throughout the entire professional sequence.36

The task force on New Horizons in Teacher Education and Professional Standards recommended the need of proficiency demonstration through an internship. The task force recommended considerations such as the following should govern the internship:

The internship is held to be a privilege, not a right. The intern must:

- show qualification for teaching in the given area or at the given level.
- meet all requirements (except experience) which might be set for any candidate for a regular teaching position in the given situation.

During the internship the student assumes full responsibility (under guidance) for from one-half to three-fourths of a teaching load, thus providing opportunity to study the total range of the teacher's work.

The intern should receive monetary compensation proportionate to his teaching load and in harmony with the salary schedule for beginning teachers.

The purpose is to assure a high level of competence through providing opportunity for complete responsibility of the educator's role under

guidance, with parallel advanced study. The internship also provides further demonstration of proficiency.\(^37\)

The task force also emphasized the need to experiment with varied patterns of internship.

Klienman\(^38\) reported that in July, 1961, the School of Education of New York University inaugurated a new fifth-year program to prepare elementary teachers with a specialty in mathematics, science, or language arts-social studies. The additional year was designed for graduates of accredited four-year colleges with a major in English, literature, mathematics, physical or biological sciences, or a social science.

Klienman described the sequence of courses offered in the fifth year and relates the conduct of the full year of study. The program had developed due to a recognition on the part of the New York University educators of the need for specialist teachers at the elementary level. He reasoned that the increasing range and complexity of accumulated knowledge makes it virtually impossible for the teacher to be a master of all subjects in the curriculum.


Turney and Stoneking\textsuperscript{39} reviewed the study-teach program of teacher training being developed at George Peobody College for teachers. It was supported by the Fund for Advancement of Education and involved a combined fifth year of teaching and seminars. The writers admitted money would be the problem.

Goodlad\textsuperscript{40} reviewed some of the standard practices in student teaching in today's universities with a special emphasis on some of the significant trends and forces that seem to have promise for the future. He also made a plea for rigorous curriculum planning calling for the formulation of precise objectives, prescriptions of course and laboratory work designed to achieve these objectives and the means of evaluating how effectively these objectives are being met. New trends mentioned are: closed-circuit television, actual classroom situations on film, filmstrip and video-tape, placement of student teachers in team teaching situations, and the residency concept (internship).

Several areas of improvement of internships were stated in recent reports of six regional seminars in the United States on "The Potentialities of the Paid Teaching


\textsuperscript{40}John I. Goodlad, "An Analysis of Professional Laboratory Experiences," \textit{Journal of Teacher Education}, XVI (September, 1965) 263-270.
Internship." These seminars were sponsored by the U.S. Office of Education to discuss and evaluate intern, five-year and/or MAT programs. Gardner and Henry listed the following suggestions for improving teacher education internships as indicated by Whitelaw:

1. Better communications must be established between schools and the university.
2. Public school personnel must have additional professional preparation for their new role in teacher education.
3. Local public schools must accept greater responsibility for supervision and financial support of teacher preparation.
4. Local school supervisory personnel must be enlarged to accommodate the interns, especially in the larger school systems.
5. Those responsible for administering the program must develop a concept of supervision as the most important single factor in the operation of the internship.
6. Provisions must be made for removing interns who fail, with a minimum of injury to all concerned.
7. The internship must not provide the schools with cheap labor.
8. Curriculum reorganization in the MAT programs is necessary in order to achieve a greater integration of theory and practice.
9. The internship should be viewed as an additional experience for increasing teacher competence, not for the accumulation of degrees.
10. A clear rationale must be developed for the internship to enlist strong support and elicit honest opposition in terms of the purposes of the program.
11. The apparent additional costs of the intern program must be clearly justified.
12. Student teaching should be maintained and supported as one of the principal clinical experiences for the teacher candidate.

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13. The internship experience must be evaluated through a program of research.
14. Interns must receive sufficient orientation to enable them to handle reasonably well the typical first-year problems of a teacher.
15. Interns must be provided experiences leading to greater professional literacy.\textsuperscript{42}

Summary

Internships in various forms are rather prevalent in the literature concerning teacher education. Most of the examples that are described concern themselves with fifth-year programs, MAT programs, and retraining of liberal arts graduates. Also, a great majority of the programs described were designed to train secondary teachers. Very few examples of elementary undergraduate programs for a full-year are found in the literature. In addition, the literature seems somewhat sparse in recording the outcomes and evaluations of internship programs, especially those programs which contained a full-year internship as a component of the program.

The purpose of this study was not only to describe the steps and procedures necessary to develop a full-year undergraduate elementary internship, but to investigate the feasibility of such a program. The literature suggested direction and specific guidelines for these purposes.

The methods and procedures used in the study are described in detail in Chapter III.

\textsuperscript{42}Gardner and Henry, \textit{Effective Internships}, p. 183.
CHAPTER III

PROCEDURES OF THE STUDY

The first phase of this study was developmental. The purpose was to develop an undergraduate elementary education program which incorporated a fourth-year internship and to describe the major components and steps involved. The developmental phase of the study progressed in four stages which included: (1) a search of the literature for guidelines for developing such programs and identifying criteria to be utilized at Findlay College; (2) the review and revision of the existing curriculum which would permit the inclusion of a full-year internship; (3) securing cooperative schools and making the necessary arrangements with the local public school administration for the development of a cooperative internship program; and (4) the establishment of a three-year pilot program of elementary internships.

Criteria for Internships

In 1968 Findlay College prepared elementary teachers by means of a traditional four-year degree program. The Division of Education at the college was cognizant that improvement in the areas of pre-service preparation was needed
The Division studied and discussed many alternatives that might lead to the improvement of the elementary program. The need to improve and extend the student teaching or practical experience component of the program seemed to be the most important issue to evolve from these discussions. Therefore the Division decided to explore the possibilities of integrating a full-year internship into the undergraduate program for elementary education majors. Basic to this decision were two assumptions which acknowledged the need to involve the public schools and its professional teachers in the training of future teachers.

1. If schools are to make progress in the improvement of instructional programs for all children, new approaches must be sought, and professional utilization of teaching personnel must be advanced.

2. Maintenance and extension of strong features of previous training programs, along with additional opportunities that recognize the professional educator's ability to contribute to the preparation and training of teachers, will lead to the upgrading of teacher education and hence, professional personnel.

As noted in Chapter I the assumptions cited by Andrews served as guidelines to develop a set of criteria

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1Andrews, *Theory into Practice*, p. 236.
for developing a cooperative internship in elementary education at Findlay College. These criteria were developed as follows:

1. A full-year internship would help alleviate the very real problems facing beginning teachers by having a carefully planned program of support and supervision during the intern year.

2. A full-year internship would allow for continued professional and personal growth, whereas student teachers under present programs often are just beginning to experience satisfactory growth when their experience ends.

3. A full-year internship would permit better integration of professional courses with the actual teaching experience.

4. A full-year internship program would develop a cadre of highly trained supervising teachers and thus improve the quality of teacher education in general.

5. A full-year internship should provide a means for stimulating the general improvement of educational opportunities for elementary school pupils in the cooperating school districts.

6. A full-year internship should develop a program which can be utilized effectively in off-campus centers for preparing teachers.
7. A full-year internship should prove to be a more satisfactory vehicle to the intern in preparing to teach.

8. A full-year internship should promote more confidence in being prepared to teach on the part of the interns.

The Division considered the possibility of developing a fifth-year internship and decided against it for the following reasons: (1) As the internship was an alternate route to certification, it was deemed unlikely that many candidates would elect a fifth year if they could receive the same certification in four years. (2) The cost of a fifth year versus four years would be prohibitive. (3) The requirements of both the state and the college could be met with the addition of one summer's work.

Using these criteria as guidelines the Division of Education proceeded to develop an internship program which would fit the particular needs of students at Findlay College. The definition of the A.S.T. as cited in Chapter II was used as the model most likely to fit the assumptions.

Curriculum Revision

Findlay College has for some years prepared elementary teachers by means of traditional four-year degree

\(^2\)A.S.T., Forty-seventh Yearbook, p. xi.
program which closely follows the State of Ohio requirements for a provisional four-year certificate. The internship was an alternative, a second means of training teachers which was designed to capitalize on strengths of the existing program, but to include new features developed to fulfill the major goals of the criteria listed above.

Findlay operates on a three-term system. A student is expected to carry three courses for each of three terms for an academic load of nine courses per year. Successful completion of thirty six courses in four years leads to graduation. Six of the thirty six courses are liberal studies courses required of all students, regardless of major field. A course meets five times a week for ten weeks and is equated as worth three and one-third semester hours. Therefore, thirty six courses are equivalent to 120 semester hours.

A minimum of nine professional courses, equivalent to thirty semester hours, is required of all elementary education majors. Of these nine, the following eight are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>1 course</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>1 course</td>
</tr>
<tr>
<td>Children's Literature</td>
<td>1 course</td>
</tr>
<tr>
<td>Methods in Language Arts</td>
<td>1 course</td>
</tr>
<tr>
<td>Methods in Mathematics</td>
<td>1 course</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>3 courses</td>
</tr>
</tbody>
</table>
A typical four-year program for elementary education majors in present use at Findlay College is outlined in Figure 1.

**Intern Program**

The Intern Program was designed to include all the institutional and state requirements relating to the existing four-year elementary teacher education program at Findlay College, which meant that:

1. General education requirements were identical.
2. Candidates met all existing institutional requirements pertaining to admission to teacher education and admission to student teaching.
3. Upon completion of the program, interns did qualify for an Ohio State 4-year provisional elementary teaching certificate.

The intern program as it evolved required a minimum of four academic years, plus one full summer session. This represents an increase of one academic term to complete the program, but does not increase the number of semester hours needed for graduation. (See Figure 2.)

As can be seen by comparing the two programs the major difference between the regular program and the intern program takes place after the third year. Whereas students under the regular plan were responsible for nine professional courses, including one full term of student teaching,
Fig. 1—Regular Elementary Education
Curriculum at Findlay College

<table>
<thead>
<tr>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
<td><strong>2nd Year</strong></td>
<td><strong>3rd Year</strong></td>
</tr>
<tr>
<td>LS-2 Communicative Arts*</td>
<td>LS-3 Fine Arts*</td>
<td>LS-1 Health and Physical Education*</td>
</tr>
<tr>
<td>Introduction to Biology</td>
<td>Introduction to Sociology</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2nd Year

| Introduction to Psychology | IS-4 Social Sciences*     | Introduction to Physical Sciences |
| United States History      | United States History     | English Elective               |
| Elective                  | Elective                 | Elective                     |

3rd Year

| Elective                  | IS-5 Natural Science*    | Music Methods |
| Arts and Crafts           | Mathematics              | Mathematics    |
| Foundations of Education  | Human Growth             | Children's Literature |

Summer Attendance Not Required - Optional

4th Year

| Elective                  | LS-6 Senior Values*      | Student Teaching |
| Reading Methods           | Mathematics Methods      | Student Teaching |
| Social Science Methods    | Language Arts Methods    | Student Teaching |

* Liberal Studies Courses—required of all students.
Fig. 2--Intern Curriculum in Elementary Education at Findlay College

<table>
<thead>
<tr>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
<td><strong>1st Year</strong></td>
<td><strong>1st Year</strong></td>
</tr>
<tr>
<td>IS-2 Communicative Arts*</td>
<td>IS-3 Fine Arts*</td>
<td>LS-1 Physical Education*</td>
</tr>
<tr>
<td>Introduction to Biology</td>
<td>Introduction to Sociology</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective</td>
<td>Social Science</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
<td><strong>2nd Year</strong></td>
<td><strong>2nd Year</strong></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>LS-4 Social Sciences*</td>
<td>Introduction to Physical Science</td>
</tr>
<tr>
<td>United States History</td>
<td>United States History</td>
<td>English Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>3rd Year</strong></td>
<td><strong>3rd Year</strong></td>
<td><strong>3rd Year</strong></td>
</tr>
<tr>
<td>Elective</td>
<td>IS-5 Natural Sciences*</td>
<td>Music Methods</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>Human Growth</td>
<td>Children's Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Attendance Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd Summer--10 Weeks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Session--5 Weeks</td>
<td>2nd Session--5 Weeks</td>
<td></td>
</tr>
<tr>
<td>Mathematics Methods</td>
<td>Developmental Reading</td>
<td></td>
</tr>
<tr>
<td>Language Arts Methods</td>
<td>LS-6 Senior Values*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4th Year</strong></td>
<td><strong>College Credit</strong></td>
<td></td>
</tr>
<tr>
<td>Full year internship in participating Public school.</td>
<td>Student Teaching - 3 courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Media - 1 course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Seminar 500 - 1 course</td>
<td></td>
</tr>
</tbody>
</table>

* Liberal Studies Courses—required of all students.
(equivalent to three courses) during the fourth academic year; prospective interns take four courses during the two summer sessions between the third and fourth year and the equivalent of five courses during the full-year internship.

Until the end of the third year the course work requirements of both programs are identical. Every effort was made to make the internship a more professional and satisfying experience. Two such efforts which do not show on the intern's transcript would be the scheduled two weeks of conferences and work days with the supervising teacher before school starts in the fall and the nature of the seminars during the internship which are somewhat different from those for student teachers. The seminar for interns in instructional media (Education 304) meets once a month on Saturday mornings and is designed to help them receive and share ideas, methods and techniques pertinent to their peculiar teaching situations.

The Education Seminar (Education 500) was designed to help bolster an area not often included in undergraduate programs of elementary teacher education, that of research. Each intern is required to design and write a small action research study concerning the classroom to which they are assigned. This study must be approved by the principal and the supervising teacher of the cooperating school and the college supervisor who also has the responsibility for guidance during its development. This is an independent
study and no formal class meetings are scheduled.

This, then, was the teacher preparation program which preceded and accompanied the internship. No attempt was made to change or revise the separate course requirements at this time.

Considerations and Arrangements with Local Public School Systems

The next step was to determine whether or not local school systems were interested in and willing to be involved in developing a cooperative intern program. Early in March, 1968, the Division of Education of Findlay College and the Superintendent and Assistant Superintendent of the Findlay City Public Schools met and discussed the possibilities. The attendants at that meeting decided that a small scale pilot study of internships at the elementary level would be possible and might prove to be productive. At this same meeting the group agreed that no outside financial aid, such as grants of funding would be sought and that the program would be at no extra cost for either the public school system or the college. The rationale for this decision was that the school system could not justify any additional operational expenses, and that too many worthwhile funded projects seemed to expire when funds were terminated. Therefore every effort was to be made to develop the program within existing administrative and financial policies of the cooperating school districts.
In April, 1968, the Department of Elementary Education of Findlay College, the superintendent, assistant superintendent, and five elementary principals from the Findlay Public Schools formed a committee to consider the necessary steps to devise a suitable model for an exploratory internship program. At this meeting much of the information and literature described in Chapter II was shared and tentative areas of concern resolved. The committee noted that a great majority of previous or existing intern programs were of a fifth-year or graduate level, either retraining arts graduates or leading to a M.A.T. The committee agreed that this approach was not desirable and that the proposal should be developed to enable an intern to complete the program within four academic years. The committee also decided that the maximum benefit for the intern and the least disruptive effect on the public schools could be achieved by a full-year, full-time internship. The next step was to write a proposal which was based on the criteria listed earlier in the chapter and would include agreements concerning these areas, selection, assignment, supervision, compensation, certification, and evaluation.

The following set of agreements were to be used in drafting a pilot-study proposal.

I. Procedures for Selecting Interns

Selection of interns is a joint school district-college responsibility.
A. The College shall assume responsibility for identifying potential candidates. This will be accomplished by publicizing the program on campus, and by holding open meetings where prospective candidates can be fully informed of all details involved. Those who qualify and are interested shall be asked to submit formal applications.

B. The college will make initial selection based on these factors:
   1. Ability of the candidate to qualify for regular admission to the Findlay College Elementary Education Program.
   2. Evidence of desirable personal qualities.
   3. Evidence of sufficient interest in the program.
   4. Approval of the Department of Education.

C. Final selection of interns will be the responsibility of the school district and will be made no later than May 1, preceding the year of employment.

D. Candidates selected shall sign a regular contract with the school district, stipulating the terms of employment.

II. Procedures for Assigning Interns

Placement will be by mutual agreement between the school district and the college, and will take into consideration the qualifications and interests of each intern and the availability of qualified supervision. Changes in teaching assignments will be made only by common consent of both parties.

A. The school district will select potential locations for interns on the basis of the availability of quality supervision. From this list the college will assist in assigning interns.

B. Two full-time interns and a full-time supervising teacher will be assigned to two classrooms of corresponding or related grade levels. These three individuals will be responsible for the educational program for all pupils in the two rooms involved.

III. Certification of Interns

A. Each intern will be employed by the school system under a temporary certificate issued by the Ohio State Department of Education.
B. Each intern will be responsible to the school district for fulfilling the terms of the contract.

IV. **Supervision of Interns**

With four people sharing responsibility for instruction in each of the two classroom units (the supervising teacher, the college supervisor and the two interns), it is anticipated that the quality of educational experiences provided for pupils, as well as for interns will be enhanced.

A. The major supervisory responsibility for the interns will rest with the supervising teacher.
B. The supervising teacher will have no other responsibility than to the interns and the two-classroom unit assigned.
C. The College supervisor will serve as a resource person for both the interns and the supervising teacher and be responsible for coordinating the program between college and participating schools.

V. **Compensatory Agreement**

Based on the agreement that the cooperating school district would not be required to invest any additional funds to support and operate the program and the fact that each intern would be receiving about one-half year's credit during the internship, it was determined that two interns would be the equivalent of one beginning certified teacher.

A. Each supervising teacher will receive his regular salary from the school district.
B. In addition, each supervising teacher will receive $500 from the college for added supervisory and seminar responsibilities.
C. Each intern will receive one-half the salary of a beginning certified teacher based on the salary schedule of the cooperating school district.

VI. **Evaluation of Program**

Evaluation will be an ongoing process involving all participants in the pilot-study.
A. A formal written evaluation by each participant will be made in April of each year of the study.

B. The College supervisor will be responsible for conducting the evaluation, interpreting the information and conducting the follow-up.

Development of Pilot Program

As a result of these agreements a pilot-study proposal was prepared. In subsequent meetings a final draft of the proposal designating roles and responsibilities of participants was refined and accepted by all participants with the understanding that continuous evaluation and refinements, modifications or changes would be incorporated.

The proposal, as follows, was presented to the Findlay Board of Education and approval for two intern teams was granted in February, 1968.

PROPOSAL FOR A PILOT STUDY UNDER COOPERATIVE EFFORT OF THE FINDLAY PUBLIC SCHOOLS AND FINDLAY COLLEGE

It would seem highly desirable to investigate the feasibility, the practicality and the values of an internship program before recommending it as an integral part of any new course of study. Therefore, the proposal suggests procedures for the setting up of a pilot intern team and the roles of the various participants in the program.

A. Selection and Assignment

1. Each intern will be selected by a committee comprised of members of the Division of Education and appropriate public school personnel.

2. Each candidate for internship will have completed at least three full years plus one full summer of college program.
3. In addition to meeting the general requirements for Findlay College and the Division of Education, a student to be eligible for an internship, must have sincere interest in teaching and working with children and young people.

4. Interns will be assigned to participating schools in teams of two, each with the full responsibility of a classroom.

5. The individual assignment of the interns would be at the discretion of the public school system.

B. Role of Intern

1. Each intern will be employed under temporary state certification.
2. Each intern will receive one-half of a beginning Bachelor degree salary.
3. Each intern will be responsible for, and in full authority of the classroom assigned.
4. Each intern will be responsible to the employing Board of Education.
5. Each intern will be responsible for concurrent college requirements in the form of weekly seminars.

C. Role of Supervising Teacher

1. A supervising teacher will be a fully certified teacher with at least three years of highly competent teaching experience and who has demonstrated the ability or potential to direct prospective teachers, assist in identifying and solving learning and teaching problems, and furnish adequate research leadership.
2. Each supervising teacher will be responsible for the supervision of two interns.
3. Each supervising teacher will be paid $500 by the college in addition to the regular school salary.
4. Each supervising teacher will be under contract to both the participating school system and Findlay College.
5. Each supervising teacher will be expected to attend assigned seminars.
D. Role of College Supervisor

1. Each college supervisor will be a full-time member of the Findlay College faculty.
2. Each college supervisor will be a member of the intern selection committee.
3. Each college supervisor will be responsible, in cooperation with the supervising teacher, for the guidance and evaluation of each intern.
4. Each college supervisor will be responsible for the assigned seminars.

E. Expected Outcome of Study

It is hoped that with close supervision, guidance and evaluation of all participants in this study these several basic questions can be answered.

1. Are the interns better prepared to enter their first year of teaching than typical student teachers?
2. What kinds of knowledge, types of college courses, and professional laboratory experiences should precede the teaching internship?
3. What effect, if any, does the intern program have on the achievement of the pupils involved?
4. What effect, if any, does the intern program have on the schools involved, the community and the parents of the pupils?
5. Are the kinds of research studies and instruments capable of furnishing the desired information available?

The proposal was presented next to the Certification Division of the Ohio State Department of Education. Approval was granted for a three-year pilot study including the granting of temporary certification to interns involved in the program. In granting permission, however, State Department officials requested an evaluation of the program at the end of the third year.³

³Appendix A.
One other step was considered necessary before trying to implement the pilot-study. That was to present the proposal to the Findlay Education Association which was carried out by the school administrators. The Association went on record as heartily adopting the proposal and acknowledging their responsibility as professionals in helping train new teachers.

**Implementing**

During the spring of 1968 several outstanding teachers who met the requirement for supervising teachers as set forth in the proposal were interviewed by both college and school personnel. A first and a second grade teacher were selected as supervising teachers. During the same period the program was publicized among all the elementary education students who were eligible for student teaching the next school year. The selection of the four interns was done by taking the first eight applicants from those who were eligible and who expressed a desire to work at the grade levels available. These eight were interviewed by the appropriate school personnel (assistant superintendent, principal and supervising teachers) and four were signed to contracts for the 1968-69 school year. The appropriate summer program was arranged for each intern. A week before teachers were to report, a seminar was held with the supervising teachers and the interns. This seminar was conducted by the college supervisor. In the seminar, roles
and responsibilities of all participants were discussed and determined, schedules were fixed and planning for classes begun. The interns then reported as regular teachers to their assigned classes and worked as fully qualified teachers for the whole year.

Second and Third Year

In the spring of 1969 the same procedures were followed and four teams of interns were selected. One team was assigned to the second grade in Findlay with the same supervising teacher as the previous year. Second and fourth grade teams were employed in the Continental Local School District in Putnam County. One fifth grade team was employed in the Toledo City Schools. This was done not only to increase the variability of types of experience but to determine whether or not enlarging the geographic area would have any effect on the program.

In the spring of 1970 the same procedures were followed and eight teams of interns were selected. One team was assigned to a second grade in Toledo. Second and fifth grade teams were assigned in Findlay. A fifth grade team was assigned in the Arlington Local School District in Hancock County. First and fourth grade teams were assigned in the Continental Local School District in Putnam County. First and sixth grade teams were assigned in the Pandora-Gilboa Local School District, also in Putnam County. One departure from the team of two concept was attempted in the
Pandora first grade assignment. Three interns were assigned instead of two to help develop a team teaching approach in that school. This made a total of seventeen interns in eight teams during the 1970-1971 school year.

Feasibility of Study

The second phase of the study was to determine the feasibility of a cooperative full-year internship program. Data was collected from all participants in the program by means of (1) a questionnaire designed to report the reactions to various aspects of the program from all the participants; (2) interviews with all participants; (3) evaluation forms from all interns; and (4) satisfaction and confidence scales administered to all interns and selected student teachers.

Feasibility was judged in terms of questions raised in Chapter I.

1. Can two historically disparate institutions, the public school systems and a college, cooperatively develop a unique new program for the laboratory aspects of educating teachers?

2. Can these two institutions resolve the differences involved concerning the responsibility for supervision, assignment, selection, and various aspects of preparation?

3. Would it be financially feasible to develop a cooperative internship program? From whence would the fiscal support come? Would interns and supervising teachers be paid, and if so, by whom?

4. Would an internship program be accepted by administrators and supervising teachers as not
being detrimental to the overall program of
the cooperating school?

5. Would there be any legal or certification
problems?

6. Would it be possible to determine the adequacy
of preparation of the interns in comparison
with the regular student teachers?

The questionnaire, the interviews and the evalu­
ations were employed to furnish data to evaluate questions
one through five listed above. The satisfaction and con­
fidence scales were designed to furnish data specifically
for question six.

Questionnaire

During each year of the three years of the pilot­
program, each participant was asked to respond to a ques­
tionnaire to help determine the feasibility of the Findlay
College Internship. These participants included the interns,
the supervising teachers, building principals, elementary
supervisors, superintendents and college supervisors.

The questionnaire (Appendix B) was developed at the
final meeting between the public school participants and
the college participants and served as a guideline in pre­
paring the initial pilot-program.4 Suggestions from Gardner
and Henry concerning evaluation of internships were used in

4 Appendix B.
developing the questionnaire.\textsuperscript{5}

In April of each of the three years of the pilot program, 1969, 1970, and 1971, the questionnaires were personally distributed by the college coordinator to each of the participants in the program. A 100 percent return was accomplished. The responses included twenty-nine from interns, fifteen from supervising teachers, nine from building principals, four from elementary supervisors, eight from superintendents or assistant superintendents, and four from college staff personnel, for a total of sixty-nine.

The responses from the first two years of the program were analyzed and the suggestions for modification or revision were considered. Several revisions in the program were made during these first two years. The responses to the questionnaire in the third year were used to verify the responses and subsequent modifications made during the first two years of the program. The responses and modifications are reviewed in Chapter IV.

Interviews

The purpose of this phase of the study was to determine the feasibility of the full-year internship by interviewing the participants of the program. The interviews were

not formal. They consisted of various conversations, discussions, and conferences. In contrast to the questionnaire which was responded to by all participants in April of each year, (Appendix B) the interviews were ongoing and often spontaneous.6

The interviews emphasized reactions by the various participants to the questions posed at the end of the pilot-program proposal. These questions were

1. Are the interns better prepared to enter their first year of teaching than typical student teachers?

2. What kinds of knowledge, types of college courses, and professional experiences should precede the teaching internship?

3. What effect, if any, does the intern program have on the achievement of the pupils involved?

4. What effect, if any, does the intern program have on the schools involved, the community, and the parents of the pupils?

5. Are the kinds of research studies and instruments capable of furnishing the desired information available.

The college coordinator collected comments and responses to these questions from interns, supervising

6Appendix B.
teachers, principals, and superintendents. At least one interview was held with every participant. Discussions with some of the participants, for example, the interns and supervising teachers, were held at least monthly.

The responses were analyzed and the suggestions for revision or modification of the internship were considered at anytime during the program.

**Questionnaire for Student Teachers**

At Findlay College each student teacher is requested to fill out a questionnaire at their last student teaching seminar. The questionnaire was designed by the Division of Elementary Education of Findlay College in 1967. The purpose of the questionnaire was to determine the quality of the elementary education program at Findlay College as perceived by students who were finishing the elementary major. The questions were designed to reflect the students' opinions concerning the adequacy of the overall curriculum, the quality of instruction, and the major strengths and weaknesses of the elementary education program in particular. In May of each year of the pilot-program each intern was asked to respond to this questionnaire during their last seminar. Four interns responded in 1969, eight in 1970, and seventeen in 1971, for a total of twenty-nine.

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7Appendix C.
The responses were analyzed and suggestions for the improvement of the elementary education program at Findlay College were carefully considered. These responses were also compared carefully with the suggestions from the regular ten-week student teachers.

Satisfaction and Confidence Scales

The purpose of this phase of the study was to determine whether or not there was any apparent effect on students who completed a full-year internship as compared to those students who completed the regular ten-week student teaching experience during the last term of their senior year. As outlined in the criteria listed earlier in the chapter, a full-year internship should better prepare teachers for their initial full-time position. Special emphasis was placed on the reactions of the interns to their particular form of preparation in terms of satisfaction with their experience and confidence in being prepared to teach. No attempt was made to measure teaching behavior or effectiveness. Specifically, measures of satisfaction and confidence from all interns and selected student teachers were obtained and compared.

Two null hypotheses were developed for this phase of the study.

A. There is no significant difference between the extent of satisfaction with their experience as expressed by the full-year interns and the
satisfaction as expressed by the regular ten-week student teachers.

B. There is no significant difference between the level of confidence in being prepared to teach as expressed by the full-year interns and the level of confidence in being prepared to teach as expressed by the regular ten-week student teachers.

One population and two samples were determined for this study. The population consisted of all Findlay College students who had completed three years of academic work satisfactorily and were eligible for student teaching during their senior year. Two samples were derived from the population. The first sample consisted of those eligible students who were selected and contracted by the participating public schools for full-year employment, the interns. This sample consisted of four interns in 1968-69, eight students in 1969-70, and seventeen interns in 1970-71, a total of twenty-nine.

The second sample consisted of those students who elected to complete their student teaching in the spring or last term of each year. This sample consisted of thirty-two student teachers in 1968-69, twenty-eight student teachers in 1969-70, and nineteen student teachers in 1970-71. In this way both samples were finishing their undergraduate work at the same time in each of the three respective years.

Two instruments were utilized in this study. The first was to determine satisfaction with the experience.
No instrument could be found in the literature to gather this data, thus an instrument was developed for this study.

The literature concerning reactions to student teaching experiences was reviewed to ascertain those items most likely to reveal degrees of satisfaction. A list of statements was extracted from various sources in teacher education literature which became the basis for the instrument.

The instrument was first checked for clarity and consistency of wording. Eleven students in the process of completing their student teaching in the spring of 1968 reacted to the phrasing of the instrument during one of their student teaching seminars. Ambiguous and unclear statements were then reworded. They also reacted to the applicability of the statements. Some statements were taken out as invalid and some were combined to make a better statement.

It was then submitted to the members of the Division of Education at Findlay College to determine its content validity. Content validity is the "... representativeness or sampling adequacy of the content ... the substance, the matter, the topics ... of a measuring instrument." The members were asked to indicate the validity of each statement by applying the following question to

each statement. "Is the substance of this measure representative of the content or the universe of content of the property being measured?" Majority agreement on the validity of each statement was the basis for retaining the statement in the instrument. The final form of the instrument contained thirty-two statements reflecting degrees of satisfaction with the experiences by both interns and regular student teachers. Responses to each statement were based on five degrees of satisfaction. The scale with five intervals, ranged from "agree" to "disagree." Scoring for purposes of analyzing the data was quantified at five points for "agree" to one point for "disagree."

The second instrument was to determine the level of confidence in being prepared to teach as expressed by the two samples, the interns and the student teachers. In this case also no scale could be found. The same procedures were followed as with the satisfaction scale. The final form of the instrument in this case contained eleven statements reflecting levels of confidence for beginning teachers.

Responses to each statement were based on four degrees of confidence. The scale with four intervals, ranged from "very confident" to "very uncertain." Scoring for

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9 Ibid., p. 446.
10 Appendix D.
11 Appendix E.
purposes of analyzing the data was quantified at four points for "very confident" to one point for "very uncertain."

During the final conferences held the last week of the experience, (thirty-sixth week for interns and tenth week for regular student teachers) the satisfaction and confidence scales were administered. One hundred percent return was achieved. Also during this week final evaluation conferences were held by college supervisors and supervising and cooperating teachers. During this conference the statements on the evaluation sheets were completed. Again one hundred percent return was achieved.

The number of instruments distributed and the number returned is shown in Table I.

Treatment of Data-Satisfaction Scale

Responses to the statements on the Satisfaction Scale were made on a five point scale ranging from a score of one for "disagree" to five for "agree." For each completed instrument from both samples, a data card was punched indicating the response to each of the thirty-two statements.

The first step in analyzing the data was to test the first null hypothesis. This was done by using the two sample "t" test for a difference between means. The formula for testing this hypothesis at the .05 level of
### TABLE 1
SUMMARY OF RESPONDENT RETURNS

**Satisfaction Scale**

<table>
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<tr>
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<th>Student Teachers</th>
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<tbody>
<tr>
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<td>68-69</td>
<td>69-70</td>
<td>70-71</td>
<td>Total</td>
</tr>
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<td><strong>Instruments distributed</strong></td>
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<td>8</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td><strong>Instruments returned</strong></td>
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<td>8</td>
<td>17</td>
<td>29</td>
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<tr>
<td><strong>Percent returned</strong></td>
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<td>100</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>

**Confidence Scale**

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<th></th>
<th>Student Teachers</th>
<th></th>
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<td><strong>Instruments distributed</strong></td>
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<td>8</td>
<td>17</td>
<td>29</td>
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<td><strong>Instruments returned</strong></td>
<td>4</td>
<td>8</td>
<td>17</td>
<td>29</td>
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<tr>
<td><strong>Percent returned</strong></td>
<td>100</td>
<td>100</td>
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</tr>
</tbody>
</table>
significance is given below:

\[ \frac{X_1 - X_2}{\sqrt{\frac{S_P^2}{N_1} + \frac{S_P^2}{N_1}}} \]

\[ \bar{X}_1 \text{ = mean of sample 1} \]
\[ \bar{X}_2 \text{ = mean of sample 2} \]
\[ N_1 \text{ = number of respondents in sample 1} \]
\[ N_2 \text{ = number of respondents in sample 2} \]
\[ S_P \text{ = pooled variance of sample 1 and sample 2} \]
\[ S_1^2 = \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2} \]
\[ S_2^2 = \text{Variance of sample 2} \]

A special computer program was written to determine the mean and variance for each statement in the instrument. These means became the basis for the test of no significance.

Responses to the statements on the Confidence Scale were made on a four point scale ranging from a score of one for "very uncertain" to four for "very confident." For each completed instrument from both samples, a data card was punched indicating the response to each of the eleven statements.

The same two sample "t" test was used on this instrument to test the second null hypothesis for no significant difference.
The responses from both instruments from 1968-69 and 1969-70 were combined for a better sample. These combined responses from the interns were compared with the responses from the student teachers to determine if there was any significant differences. The same procedure was used on the responses from 1970-71. The results from the first two years of the programs were then compared with the results from the third year of the program to determine whether the responses remained consistent.

Chapter IV will present an analysis of the data collected to determine the feasibility of a full-year undergraduate elementary internship.
CHAPTER IV

ANALYSIS OF THE DATA

This chapter will present an analysis of the data. The purpose of the study was twofold: to describe the components and steps in the development of an undergraduate elementary teacher education program based upon a fourth-year internship and to determine whether or not the development of a cooperative full-year internship for preparing elementary teachers within the regular four-year academic degree requirements was feasible.

As described in Chapter III, a pilot-program was initiated in the fall of 1968 between Findlay College and the Findlay Public Schools. Two teams of interns were involved in the initial year of the pilot-program. In 1969 four teams of interns and in 1970 eight teams were involved in the program. A proposal describing the objectives of the program and the roles of all participants was prepared.

Feasibility of the program was to be judged on the basis of criteria defined in Chapter I.

1. Can two historically disparate institutions, the public school systems and a college, cooperatively develop a unique new program for the laboratory aspects of educating teachers?

2. Can these two institutions resolve the differences involved concerning the responsibility
for supervision, assignment, selection, and various aspects of preparation?

3. Would it be financially feasible to develop a cooperative internship program? From whence would the fiscal support come? Would interns and supervising teachers be paid, and if so, by whom?

4. Would an internship program be accepted by administrators and supervising teachers as not being detrimental to the overall program of the cooperating schools?

5. Would there be any legal or certification problems?

6. Would it be possible to determine the adequacy of preparation of the interns in comparison with the regular student teachers?

Using these questions as a guide, several methods of evaluation were devised. These included a questionnaire for all participants of the internship program, informal interviews with all participants of the internship program, a questionnaire for all graduating elementary education majors, and a satisfaction scale and a confidence scale for all interns and selected student teachers.

Questionnaire

In April of 1969, 1970, and 1971 each participant in the internship program was asked to respond to a questionnaire. The questionnaire was designed to help determine the effectiveness of the pilot-program. Each participant was asked to list any improvements, modifications, or suggestions for change that they felt might strengthen the program. The questionnaire (Appendix B) consisted of ten
questions.

1. Are the preliminary discussions, planning and agreements between schools and institutions adequate to facilitate an intern program?

2. Who should assume the major supervisory responsibility?

3. Should the supervising teacher have special professional preparation?

4. Are the screening arrangements adequate for selecting both interns and supervising teachers?

5. What types of assistance should the college provide supervising teachers, interns and the school during the internship period?

6. Are the certification arrangements for interns satisfactory?

7. Is the released time arrangements for supervising teachers satisfactory?

8. Are the salary commitments for both interns and supervising teachers equitable?

9. Are the kinds of experience received by interns the most beneficial to all concerned?

10. Could the acceptance of the intern program by the total school community be improved?

The free responses of all the participants were collected by the college supervisor and generalizations of suggested changes or additions to the program were compiled. These were then shared with the appropriate public school personnel for consideration. From these considerations a new agreement between the college and the participating schools concerning the intern program was to be developed.

The responses of each group of participants according to their positions were arranged in a table for each
question. The responses were judged satisfactory or as needing some modification or change depending on how each participant viewed that particular part of the pilot-program.

The responses to each question were compiled after the first two years of the program and arranged in a table. Several modifications and adjustments were made as a result of these findings. The results from the third year of the study were then compiled separately and used to compare with the responses of the first two years.

**TABLE 2**

| Question 1: RESPONSES REGARDING ADEQUACY OF INTRA-INSTITUTIONAL PLANNING AND AGREEMENTS |
|---|---|---|---|---|---|
| Satisfactory | 8 | 3 | 2 | 2 | 2 | 3 |
| Modification | 4 | 3 | 3 | 1 | 1 | |
| Change | | | | | | |
| 1970 | | | | | | |
| Satisfactory | 17 | 7 | 5 | 2 | 3 | 3 |
| Modification | 1 | | 1 | 2 | | |
| Change | | | | | | |

Responses to question one pertaining to the adequacy of planning and agreements between schools and institutions are presented in Table 2.
The responses of the interns were generally positive as to the preliminary planning of the program. They were especially positive in their reaction to the early assignment. Some comments concerning this were,

Knowing my exact assignment early enabled me to use my summer productively.

Most regular student teachers don't know their grade levels until they start.

Made me feel like a professional. I was hired to do a job.

All interns agreed that being required to interview for the position was a good experience.

All four of the first year interns suggested that some provision be made for earlier contact with their supervising teachers. They felt some time for pre-planning was necessary before the two work days at the beginning of the school year. These arrangements were made for the second year interns and seemed to be more satisfactory.

All six of the supervising teachers expressed satisfaction with the assignments being made in April. One commented:

I was glad to know early. This is my first experience in a teaming situation and I needed the time to plan.

Again four of the supervising teachers expressed concern about pre-planning time during the summer. It was suggested that these should not be scheduled formally but left to the discretion of the supervising teacher acting
as the team leader. This was apparently satisfactory.

All supervising teachers expressed some confusion as to their specific roles. Individual meetings with each intern team seemed to be effective in resolving this uncertainty. Emphasis was put on the need to develop working roles to meet the unique needs of each team in its particular setting.

The ten elementary principals involved in the program were very positive in their responses. They were especially aware of the value of including the board of education, and the local teachers association along with the administration and participants of each school in the planning.

Four of the principals suggested a need to include a presentation or orientation to the program for the parents of the pupils during the first week of school. One reported a phone call thusly:

My kid tells me she has three teachers. How come you got so much money?

Although plans had been made to explain the program at the first Parent-Teachers meeting in the fall, it was decided to arrange a meeting of all parents of the pupils involved in the program as soon as possible. At this meeting the program was explained and questions answered. This arrangement seemed satisfactory and these meetings were scheduled for subsequent years.
Elementary supervisors were very positive in their replies concerning pre-planning. One noted she had not been involved in some of the selection procedures of the supervising teachers and thought she might have some valuable insight in this area.

The five superintendents were also in general agreement that the preliminary planning and agreements were satisfactory. They had the same concern as the principals about parent awareness of the program. They were also concerned about the total evaluation techniques and communication among participants of the program. One wrote:

This is a new and exciting approach to help train better teachers and we have all worked hard to make it work. We should be careful to continue to "touch all bases" in succeeding years.

The three college supervisors expressed considerable satisfaction that adequate pre-planning had been accomplished in developing the intern program.

The participants agreed that one of the most important single items in establishing a climate for cooperative professional programs between colleges and public schools is the contractual arrangement. The need for formal agreements became apparent in developing internships because of the necessity for a contractual agreement between boards of education and interns, as well as for agreements between the school systems and the college. The superintendents suggested that when developing the new agreement between
college and public schools at the end of the pilot-program, provisions for contractual agreements be included.

The responses from the participants indicated that the modifications and revisions made during the first two years of the program seemed adequate. The only area of concern was that of the necessity for a formal contractual agreement between schools and the college.

**TABLE 3**

Question 2: RESPONSES REGARDING SUPERVISORY RESPONSIBILITY

|-----------|------|------|-------|-------|-------|---------|
| Satisfactory | 8    | 3    | 5     | 3     | 3     | 3
| Modification | 4    | 3    |       |       |       |         |

|--------|------|------|-------|-------|-------|---------|
| Satisfactory | 13   | 5    | 5     | 3     | 5     | 3
| Modification | 4    | 3    |       |       |       |         |

Responses to question two pertaining to supervisory responsibility are presented in Table 3.

In the initial agreement between the college and the participating schools it was stated that the "major supervisory responsibility for the interns will rest with the supervising teacher."
This position was supported by all the responses from the college supervisors, superintendents, principals and elementary supervisors. One superintendent wrote emphatically:

Supervisory control must be the responsibility of the hiring agency. Interns under contract must adhere to the policies and regulations of the school district.

However, mixed responses were expressed by interns and supervising teachers. Four of the twelve interns, responding in the first two years, expressed concern over the responsibility for their transcript credits. They felt that whoever was responsible for their grades should have some degree of supervisory responsibility.

The supervising teachers expressed concern over the difficulty of "developing a good teaming situation where their evaluation was also used for grading purposes."

Several suggestions concerning supervising responsibility were offered. Interns suggested:

1. using the supervising teacher as only consultant to college supervisor in assigning the actual letter grade.

2. Making only the college supervisor responsible for the letter grade.

3. Using continuing formal evaluation meetings among supervising teacher, college supervisor and interns as the basis for arriving at the official letter grade.

All the supervising teachers thought that the third suggestion, which consisted of formal evaluation meetings
This position was supported by all the responses from the college supervisors, superintendents, principals and elementary supervisors. One superintendent wrote emphatically:

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All the supervising teachers thought that the third suggestion, which consisted of formal evaluation meetings
of supervising teachers, college supervisors and interns, was the least threatening and most viable for determining letter grades which would go on the transcripts. Therefore, it was agreed that the major supervisory responsibility for directing all classroom activity would remain with the supervising teacher.

There was still some dissatisfaction and confusion evidenced by the responses of interns and supervising teachers during the third year.

**TABLE 4**

**Question 3: RESPONSES REGARDING SPECIAL PROFESSIONAL TRAINING FOR SUPERVISING TEACHERS**

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Responses to question three pertaining to special training for supervising teachers are presented in Table 4.

One of the interns felt that advanced formal training for the supervising teachers was necessary. They all expressed the need for some effective areas of competence
such as openness, respect for other's ideas and the ability to work in a team situation. At the end of the first year all four of the interns expressed the need for a special orientation period or planning sessions before school opened in the fall. The supervising teachers were generally in agreement with the interns.

All the other participants were generally agreed that no formal preparation was necessary except one college supervisor who suggested that a workshop in team teaching techniques for credit was necessary. One principal and one superintendent suggested short workshops at the participating schools.

As there seemed to be a general consensus that some preparatory work was necessary, plans were made to hold a three-day workshop in each participating school. The intern team and the supervising teacher worked with a college supervisor. The college supervisor was responsible for the format of the workshop. Such topics as utilization of the team, organization, planning, etc. were developed. This technique seemed to eliminate many of the beginning problems and certainly relieved the tensions of the teams. The responses on this question at the end of the third year of the study seemed to suggest this approach as being adequate preparation for the program. Only the college supervisors still felt that some special training was necessary.
TABLE 5

Question 4: RESPONSES REGARDING SCREENING ARRANGEMENTS FOR INTERNS AND SUPERVISING TEACHERS

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1970

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Responses to question four pertaining to the selection procedures for interns and supervising teachers are presented in Table 5.

The responses indicated a general satisfaction to the procedures employed in selecting both interns and supervising teachers. The interns were expected to comply with the employment procedures of the cooperating public schools. One intern expressed the opinion that the college should have more control over the assignment of each intern. One college supervisor agreed with this position. He stated:

The college staff is much more aware of the strengths and weaknesses of the prospective interns at this time. Possibly more compatible teams could be organized with more input from the college staff.

However, principals and superintendents were especially
positive concerning the control of employment residing with the hiring agency.

Regarding the procedures used to determine the selection of the supervising teachers again there was a general consensus that the procedures outlined in the pilot study were adequate.

There was some general concern over the fact that there was no positive means of determining whether or not a highly qualified teacher would, in fact, perform well in a team situation. As there was no known criteria for determining this important facet of the supervising teacher's role, the principals and the college supervisors decided that the best judgments of the college and school staff was as likely to be as satisfactory as any other approach. One principal suggested that supervising teacher assignments be left to the building principal alone.

The responses during the third year showed general agreement concerning the procedures for selecting both interns and supervising teachers.
TABLE 6

Question 5: RESPONSES REGARDING COLLEGE ASSISTANCE TO INTERN PROGRAM

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Responses to question five pertaining to the types of assistance the college should provide in the intern program are presented in Table 6. The responses during the first two years revealed great uncertainty among participants as to their roles.

As stated in the pilot-program proposal college supervisors were responsible for guidance and evaluation, in cooperation with the supervising teacher of the interns. The same comments which were found in the responses to question two concerning major supervisory responsibility were expressed by the interns. All four of the interns in the first year of the study expressed a need for clarification in the college supervisor's role in supervision. The decision that major supervisory responsibility was the role
of the supervising teacher seemed to clarify this issue. This was reflected in the satisfactory responses of a majority of the interns in the following years.

The supervising teachers felt some modification necessary concerning the responsibility for seminars. In the original agreement this was a joint responsibility for the supervising teachers and the college supervisors. Four of the supervising teachers suggested that the seminars be the responsibility of the college supervisors only and that supervising teachers should not be expected to be present at each seminar. The reasons given were that distance and time were prohibitive and that the lack of pre-planning time made the seminars somewhat redundant. It was suggested that the college supervisors conduct the seminars on areas of general concern to the interns. Also it was suggested that college supervisors should serve as resource people for the various intern teams.

These suggestions were supported by two of the principals and one of the elementary supervisors.

As a point of interest all three college supervisors were not satisfied with their perception of their responsibilities and agreed with the suggestions of the other participants for modification.

One college supervisor responded:

We must assume the role of coordinator and resource person in this situation. We are not supervising student teachers in this program.
These roles were clarified as suggested and the responses at the end of the third year of the program were much more positive. Only the college supervisors were suggesting a more structured arrangement. For example, they still felt that the supervising teachers should participate in all seminars.

**TABLE 7**

**Question 6: RESPONSES REGARDING CERTIFICATION ARRANGEMENTS FOR INTERNS**

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Satisfactory

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Satisfactory

Modification

Change

Responses to question six pertaining to certification arrangements for interns are presented in Table 7. The responses reflected satisfaction all three years. This was expected.

During the finalization of the pilot-program a meeting with officials of the State of Ohio Department of Education, Division of Teacher Education and Certification was
held. At this time, April 16, 1968, approval of the pilot-program was given for a three-year experiment (Appendix A). It was agreed that temporary certification would be granted to all the participating interns during the three years of the pilot-program.

TABLE 8

Question 7: RESPONSES REGARDING RELEASED TIME FOR SUPERVISING TEACHERS

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Responses to question seven pertaining to the released time for supervising teachers are presented in Table 8.

The responses for all three years of the program indicate satisfaction with the arrangement for released time for supervising teachers. The statements indicated clearly that most of the participants agreed with one of the fundamental objectives of the study: the development of teams as the organizational structure. Most interns
and supervising teachers reported that after the first few weeks all members of the team were involved in the teaching process and little formal observation was used. All reported that no other duties for any member of the teams should be permitted.

In the second year, one intern and one elementary supervisor, both from the same school system, reported the use of one supervising teacher as a substitute several times. This problem was quickly resolved. The suggestion was made that the primary responsibility of the supervising teacher be clarified in the new agreement.

Principals and superintendents were unanimous in their opinions that better planning and better use of teaching time were outcomes of the program. One principal stated:

The intern program allows for the planned use of an extra pair of hands. It's too bad all our classroom teachers can't have this advantage.

One college supervisor reported that:

I was pleasantly surprised at the small amount of time it required to develop a team approach in which all members of the team were involved in instruction. Most of the teams I supervised were making excellent use of individual and small group techniques.
Question 8: RESPONSES REGARDING SALARY ARRANGEMENTS
FOR INTERNS AND SUPERVISING TEACHERS

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Responses to question eight pertaining to the salary arrangements for interns and supervising teachers are presented in Table 9.

All participants expressed satisfaction with the financial aspects of the intern contracts. As set up in the pilot proposal each intern was to receive one-half the beginning salary of the hiring school district. Each intern would also earn up to 15 semester hours of credit.

Five of the six supervising teachers in the first two years of the study and all three of the college supervisors suggested that a change was needed in the financial arrangements for the supervising teachers. In the original proposal each supervising teacher expressed the desire that
they not be held responsible for intern seminars. Their reasons were listed under the responses to question five. College supervisors suggested that the supervising teachers be paid on the established college basis of $125 per intern or $250 per year for two interns and have no responsibility for intern seminars. This change was approved by the supervising teachers, principals and superintendents to go in effect in the new agreement. All college supervisors expressed satisfaction with the ratio of one intern equal to one student teacher for compensatory purposes.

Two of the five principals expressed the desire that the compensation for the supervising teachers be paid to the building in which the intern team operated. One principal wrote that,

Some of my regular staff don't think that any teacher should be paid extra for supervising interns. They feel they are already paid by having an extra person in the team.

A compromise was suggested by one of the college supervisors to the effect that each school district should decide on the allocation of monies at their own discretion. In polling the supervising teachers, principals, and superintendents, a general agreement was reached in favor of this proposal, and the revised agreement would set up the financial considerations in this manner.
Responses to question nine pertaining to intern experiences are presented in Table 10. The responses were highly positive.

The interns were especially positive. They listed several benefits of the program which they felt would have not been possible in the regular ten-week student teaching experience.

1. They were accepted of professionals by staff and parents very quickly.

2. The intern experience was much more realistic than student teaching. They were involved in a full year of planning and organization. They felt responsible for the total learning experiences of their classes. They also had the opportunity to see the changes and progress of students over a full year.

3. They were positive that their intern experience had prepared them for their first year of
teaching better than the traditional ten-week student teaching experience.

The only note of dissatisfaction was voiced by one intern who said:

More emphasis in course work should be placed on developmental or beginning reading techniques and methods.

Supervising teachers responded in much the same positive vein, noting the realistic experience of the interns and the opportunity for growth and maturity while having constant supervision and guidance. One additional benefit was reported by four of the supervising teachers; the students made better progress under the team approach. One supervising teacher responded:

For the first time in my teaching career I was able to separate myself from the all inclusive duties of a self-contained classroom and pay attention to individual students. The extra pair of hands afforded by the intern program allowed each of us to do more individual work than was possible under previous programs.

Again, the only dissident note was expressed by the fact that a knowledge of reading skills was the most singular lack that the interns displayed. Specifically, the lack of diagnostic skills was emphasized.

Participating principals also responded very positively. They stated the same benefits suggested by the interns and supervising teachers, namely that of more realistic experiences and the opportunity for development of teaching skills. They also reiterated the statement by the
supervising teachers concerning benefits to the students involved in the intern program. Eight of the ten principals reported that the instructional efforts of the interns resulted in equal or better achievement by their pupils in relation to similar grade levels within their schools. One principal went a step further and compared the student achievement of two second grade classes involved in the intern program with all other second grade pupils within the system. Using the Metropolitan Achievement Tests as his measure he determined that the average improvement of the second graders in the intern classes was decidedly above the average gain of all second graders in the system.

Nine of the ten principals noted that the intern program not only prepared teachers better than the student teacher program but also afforded each principal a much better opportunity to select prospective teachers for the system.

Elementary supervisors reported that the full year experience allowed for growth and maturity for the interns not possible for student teachers. Five of the six specifically noted the advantage of constant supervision available during the full year experience. As one stated

It is too bad that every beginning teacher is not offered the luxury of supervision such as experienced by the interns during the first year of teaching.
One elementary supervisor noted the need for better preparation for teaching reading which supported the contention suggested by the interns and the supervising teachers.

All three superintendents supported the program as beneficial to all participants. One, however, struck a discordant note when he suggested that,

... with the apparent over supply of teachers, many teacher organizations might view internships as a distinct threat.

The three college supervisors responded unanimously that the intern program was beneficial to all participants. One stated that:

... interns, after a full year of experience under close supervision, are by far the best prepared for the first year of teaching.

Oddly enough, one of the college supervisors was the only one to suggest that student teaching, as a prerequisite to interning, should be mandatory.
TABLE 11

Question 10: RESPONSES REGARDING ACCEPTANCE OF INTERN PROGRAM BY COMMUNITY

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Responses to question ten pertaining to the acceptance of the intern program by the total school community are presented in Table 11. The responses were generally positive.

Especially positive were the comments by all participants concerning the overall values of the intern program to the students and interns. Three supervising teachers reported that their experiences were especially rewarding in enlarging their concept of the total teaching-learning experience. One supervising teacher stated:

This (the intern program) gave me for the first time since I've been teaching a chance to better evaluate what was happening to students. Somehow every teacher should have time to sit back and observe.
The major concern for improving the acceptance of the intern program by the total school community was in the need to present the parents of the students involved with an early orientation to the program. This was a reiteration of the responses recorded to question one (Table 2) at the end of the first year of the program. The modification noted at that time seemed to resolve the concern and no respondents in 1969 and 1970 mentioned this as a problem.

All three college supervisors commented that there was a need to make other faculty members in the participating schools aware of the intent of the intern program. All principals were polled on this concern. They were unanimous in their opinion that the responsibility for explanation and interpretation of any new or innovative programs in their respective schools was within the province of each principal. They did, however, acknowledge that the concern was legitimate and agreed to explain and discuss the purposes of the intern program the next year at the first pre-school faculty meeting.

The purpose of the questionnaire was to help determine the feasibility of the intern program as designed in the pilot-proposal. The responses of all participants in the program were arranged in tables for each question. The responses were judged satisfactory, modification needed, or change needed.
During the first two years the responses to each question were analyzed separately and suggested modifications or changes were made while the program was ongoing. Revisions such as earlier contact between interns and supervising teachers, earlier meetings with involved parents, better definition of supervisory responsibility, workshops for intern teams, stipends for supervising teachers at the discretion of each school district, and better attempts to inform other faculty and staff of the program were made during the first two years. The responses to the questionnaire at the end of the third year were analyzed separately. These responses indicated that the revisions made during the first two years were satisfactory.

There was general agreement among all participants that a written agreement between participating schools and Findlay College was necessary.

**Interviews**

The purpose of this phase of the study was to gather data from informal interviews in answer to the questions posed in the initial agreement between Findlay College and the cooperating public schools (page 64). The interviews were conducted informally by the college supervisor during his regular visits to the various schools employing an intern team. Every effort was made to contact superintendents and building principals in addition to the supervising
teachers and interns on each visit. Using the six questions as a format the responses were collected and categorized.

A. Are the interns better prepared to enter their first year of teaching than typical student teachers?

The almost unanimous response to this question was yes. Interns, although acknowledging that they had no student teaching experience with which to make comparisons, felt they were much better prepared. One intern made the statement that,

it just seems logical that thirty-six weeks of preparation is better than ten.

The interns pointed out several areas in which they felt especially stronger. (1) The internship allowed for a more thorough indoctrination into the total curriculum of a particular grade. (2) The internship permitted them to see children mature and change over a longer period of time. (3) The internship allowed them to feel a part of the staff. (4) The internship permitted them to see their particular grade in the larger structure of the school.

One intern responded to the question as follows:

I definitely feel better prepared than a regular student teacher. I am much more confident that I will do a better job of teaching after this entire year's experience in the field. I encountered a whole year of successes, failures, problems, and activities such as conferences, meetings, grade cards, field trips, and parties. Student teaching is really so short student teachers probably aren't able to look at their performance as deeply as we interns who could actually observe the changes which occurred over the year in our students as well as in ourselves.
This statement of one participant was representative of the interns.

The supervising teachers generally agreed with the responses given by the interns. They did add one dimension, however. Several commented on the value of the team-teaching as a rather unique feature of the program not usually found in traditional programs. The supervising teachers generally listed the following as beneficial for preparing the interns. (1) The internship presents an all-around picture of the teaching profession. (2) The internship teaches tolerance and respect for students and others in the program. (3) The internship provides the opportunity to try different ideas and projects while under supervision. (4) The internship allows for the intern's difficulties to be checked and improved as they occur. (5) The internship permits a three-way sharing of ideas. (6) The internship provides the opportunity to explore and use all the educational material available in the school.

The principals and superintendents all agreed that the internship experience was a better preparation for teachers than the regular ten-week student teaching. Both principals and superintendents agreed that the internship gave them an added opportunity to observe and evaluate prospective teachers for their systems. They also suggested that the interns were much more aware of their strengths and weaknesses. The result was that hiring personnel were able
to make better assignments and use of interns due to the added insights of both the interns and supervising personnel.

B. What kinds of knowledge, types of college courses, and professional laboratory experiences should precede the teaching internship?

A considerable amount of concensus concerning pre-internship experiences was evident in the responses to this question among all participants in the internship program. Three major concerns seemed to emerge as these responses were organized. (1) The need for a more careful selection procedure was noted. Every effort should be made to insure that the interns are capable and prepared to take on the full-year responsibility of their assignment. (2) More emphasis should be placed on reading and reading methods in the preparatory courses. Also, the area of child development or understanding the child was considered weak. (3) Earlier and more frequent professional laboratory experiences should precede the internship experience.

C. What effect, if any, does the intern program have on the achievement of the pupils involved?

The interns acknowledged that they had little basis for making judgments or comparisons in answer to this question. However, the responses of the supervising teachers and principals indicated that pupils involved in the internship program evidenced achievement levels equal to or beyond that shown by pupils of the same grade level. One principal, while not conducting a formal study, compared the achievement
level of second grade pupils involved in an internship program with the achievement of all second grade classes in the school system. He found that the pupils in the internship program made about a two-month higher average gain in achievement as compared to pupils over the whole system. He attributed this to the ability of the intern team to do more individual work because of the extra person involved in instruction. This point was generally agreed on by all participants.

D. What effect, if any, does the intern program have on the schools involved, the community and the parents of the pupils?

The responses to this question indicated that the participants had experienced little or no adverse attitudes from anyone concerning the internship program. Several interns expressed some surprise in regard to their acceptance as teachers during their first parent conferences. All participants agreed that every effort to explain the program at the earliest opportunity should be made. This explanation should be made not only to parents of the pupils involved but to members of the instructional staff as well. One principal commented that,

"No news is good news. Very often in education the only comments heard are unfavorable. Little is said concerning what is accepted as good education. Several supervising teachers reported comments from fellow staff members as to "how easy their jobs were and how nice it must be to have someone do your work for you."
E. Are the kinds of research studies and instruments capable of furnishing the desired information available?

The responses to this question were probably the most varied and the least explicit. Both the interns and the supervising teachers felt that instruments for evaluating the readiness to teach were lacking. They cited the lack of agreement on what constituted good teaching and the disparate local situations as two areas which would be difficult to evaluate. Most principals and superintendents favored the particular form of teacher evaluation used in each system as the most valid source of information for their particular situations.

The responses from the informal interviews of each participant in the internship program were intended to serve as supplementary data to the more formalized instruments used to investigate the feasibility of an elementary undergraduate program incorporating a full-year internship. The responses in most cases, remained consistent in support of the data gathered from the more formal sources.

Questionnaire for Student Teachers

The purpose of this phase of the study was to identify the strengths and weaknesses of the elementary education program at Findlay College as perceived by the interns. Each student teacher is required to respond to the questionnaire at the end of his student teaching
experience. During the three years of the intern program, 115 student teachers responded. Each of the twenty-nine interns were requested to respond to the same questionnaire (Appendix C) in May of their internship.

The responses of the interns compared very highly with those of the student teachers in eight of the ten questions.

1. Which areas of the elementary school curriculum do you feel best prepared to teach?

Ninety percent of both interns and student teachers listed the language arts areas and literature as their strongest subject areas. Health, science, and mathematics were generally rated as the weakest areas.

2. If you were to start your college education over again, which of the following statements would best describe how you feel?

Again, ninety percent of both interns and student teachers marked the response "More education courses should be taken."

3. In general, the quality of instruction which you received in your education courses was:

Eighty-five percent of the respondents reported that the quality of instruction was good.

4. To what extent was help given to you in your education courses when you had difficulty in learning something presented in class?

Ninety percent of the interns and eighty percent of the student teachers responded that help was given as needed.
5. To what degree do you feel that the content of the education courses has overlapped from one education course to another?

About two-thirds of all the respondents indicated that some of the content overlapped.

6. Please rate the following courses in terms of their value in preparing you to become a teacher.

The three courses listed by ninety percent of both the interns and the student teachers as having much value were Language Arts, Children's Literature; and Student Teaching. The courses listed as having little value were Human Growth and Development and Mathematics.

9. What do you consider to be the major weaknesses of the elementary teacher education program at Findlay College?

The responses to this question by both interns and student teachers generally were concerned with the same weaknesses. Some representative comments from interns were as follows:

I think more methods courses should be offered. We definitely need courses in such things as classroom management and discipline. The resource center is very helpful, but it should have more books and things so we don't have to run to the public library. The classes should definitely be limited as far as size goes.

I feel the program is weak in that there are not more education method courses. I do not feel I am adequately prepared in many areas such as spelling, health, etc.

I feel that Math Methods needs improving. More ways and methods (ideas) of teaching math are needed and less lecture in the classes.
Some representative comments from student teachers reflect many of the same concerns.

I feel it would have been better to deal with more practical courses such as Children's Literature, Art for Elementary Teachers, Biology for Elementary Teachers, Reading, etc. Courses that would help in the field of battle, practical courses we need to use in the classroom as we go out with no experience.

There should be a course on classroom management—opening exercises, and discipline measures.

I feel a need for more education courses in areas like health and science. Also I feel that courses offered in each grade level would be a great experience.

10. What recommendations would you make for improving the elementary teacher education program at Findlay?

Again the responses of both interns and student teachers were comparable. Some representative comments from interns were,

More courses with great, creative ideas like Language Arts. Resource Center is much improved. I would like to see more audio-visual aids for primary grades.

More facilities for the education department and a greater variety of subjects to help cut class size down. Make some of the required courses a little more worthwhile.

Smaller classes, more comfortable facilities, fewer course closeouts. Why do the Elementary Education majors get such short shift with facilities and numbers of teachers? Art and music majors are few and yet they have a whole new building. Resource Center is cramped!

Some representative comments from student teachers were,

More methods courses or improved methods courses (in math area especially). The Resource
Center is much improved but a larger area is needed. Education courses could be much better if they could be smaller.

Too many of the courses were worthless and the profs seemed disinterested and not too bright. (Others were great.) Courses should be made relevant—they should teach us things that we really need and can use.

However, on questions seven and eight quite a disparity of responses between interns and student teachers was evident.

7. Of the courses you rated of much or of some value, which one do you consider to be the most outstanding?

Ninety percent of the student teachers listed Language Arts as the most outstanding course. In contrast, twenty-four of the interns listed the internship as the most outstanding course. Examples of the reasons for this choice are listed below.

The internship gave me an opportunity to plan and teach cooperatively and to consult with an experienced teacher for an entire year.

I could work with smaller groups in reading and gain experience in pacing myself according to the group.

I had assistance for those children who had problems.

I was treated as a regular teacher and as a working member of the staff.

The intern program gave me the opportunity to see the profession as it is and to make an honest evaluation of myself as part of the profession.

I could see what comes before and after my particular grade level and observe other grade
levels as well. (Supervising teacher took homeroom for half days to make this possible.)

8. What do you consider to be the major strengths of the elementary teacher education program at Findlay?

Again twenty-five of the interns included the internship feature as a major strength of the program. Typical responses by the interns were,

The stress of getting involved by going out into the classroom. I feel the intern program is fantastic. I think a major strength is knowing that the department really cares about each person, how they are doing, and that they have many ideas to use.

I feel a major strength is that of being able to get out in the classrooms and observing and actually getting to work with the children and then follow up with the intern year. It's very important to not have all instruction and no practice.

I think the combination of the methods courses and then going right out to Intern teaching, knowing I'd be there all year and have time to use the ideas was very helpful.

Getting out into the schools in the intern program to see what is really going on is of the greatest value. This really lets us find out what it's all about before we actually get on our own.

The responses from student teachers were more concerned with courses and instructors. For example,

The enthusiasm and interest of some of the teachers is a major strength of the program. They were enthused and they had really practical experience. Their ideas are valuable and they are really working for me with the children. I feel I'm more effective and interesting using their ideas for a springboard.

Getting out in the schools is great. The courses are all geared toward the practical things to use in a classroom.
It would seem evident from the responses to the questionnaire that the major difference between the perceptions of interns and student teachers of the elementary education program at Findlay College lies in the value of the full-year internship.

One other source of data concerning the feasibility of a full-year internship is the informal evaluation of a particular program by each supervising teacher. At the end of each year, each supervising teacher was asked to describe the physical plan and to briefly evaluate the program. A typical evaluation of a second grade program follows.

Second Grade Intern Program

Physical Plan and Procedure:

1. Two adjacent rooms, joined by small passageway and two restrooms off of this small hall.

2. Each intern working as a teacher of her own home-room.

3. Children from both rooms grouped according to achievement for a Language Arts block of time each morning in spelling, reading and listening—using passageway and outside hall for ease of movement of the two groups—slower moving group in one room, faster moving in the other.

4. During this same block of time, three reading groups were taught by each Intern with the Supervising Teacher supervising for short periods of time. The slower children worked independently at their seats. The Supervising Teacher took two reading groups in the hall during this block of time. The children were changed from one group to another as the need arose—also the interns were given different groups to teach as the year progressed.
5. The children returned to their homeroom for Mathematics, the Supervising Teacher moved from one room to another giving additional help to those children in need. Periodically children were grouped when a difficult concept was encountered or presented—one Intern and Supervising teacher guided the slower group in one room while the other Intern conducted enrichment Mathematics or review in the other room during this block of time.

6. English (speaking, listening and writing) was handled in the homerooms by each Intern with assists from the Supervising Teacher. For Language Arts enrichment, once a week both groups go to the gym to watch an Educational TV Program entitled, "Magic of Words." The follow up was handled by the Interns in each homeroom.

7. Art, Music and Physical Education were generally taught by a Special Teacher or by the Interns in each homeroom. Approximately once a week Art and Music were taught with both homerooms together (large group) by the Supervising Teacher. One homeroom would bring chairs to the larger homeroom.

8. The total group got together at the end of the day. Activities varied each day—Music, Storytelling, Poetry, Art, Phonics Skills, Science (much use of audio-visual aides).

9. Planning for the week's work was done primarily at a planning session on Thursday of each week. The Supervising Teacher anticipated needs of the team and brought resource materials and suggestions. Evaluations of lessons and children were made as time permitted. Other evaluations were made before and after school and during lunch periods.

10. Written reports to parents and conferences were discussed by the entire team, with Supervising Teacher sitting in to assist Interns in all contacts.

11. The Supervising Teacher also assisted the Interns in handling of discipline, with clerical work as necessary, and in giving individual pupils extra help.
Advantages of Intern teaming in this situation:

1. Allows Supervising Teacher time and energy to:
   a. evaluate needs of children more effectively.
   b. gather additional resources and enables team to plan more efficiently.
   c. learn to know new children entering the grade more quickly and place child in group where he or she will be most comfortable.
   d. keep anecdotal records.
   e. experiment with methods and equipment.
   f. teach as much as she desires or as needed to demonstrate.

2. Allows Intern to:
   a. have an opportunity to plan and teach cooperatively and to consult with an experienced teacher for an entire year.
   b. have an opportunity to work with smaller groups in reading and gain experience in pacing herself according to the group.
   c. have an opportunity of assistance for those children in need when teaching total group or reading groups.
   d. have opportunity to be treated as regular teachers and be a working part of a staff.
   e. have opportunity to see the profession as it is and make an honest evaluation of oneself as a part of this profession.
   f. have opportunity to see what comes before and after this particular grade level and to observe other grade levels as well (Supervising Teacher took the homeroom for half days to make this possible).

(Supervising Teacher also had her own small office for a desk and files which was of great help.) Consultation with College Supervisor is a stimulating and enriching experience! College ready and willing to lend help.

Disadvantages:

1. Interns might become discouraged or exhausted if the Supervising Teacher is unwilling to work along side them or is insensitive to needs of Interns as well as the children.

2. Supervising Teacher might become frustrated and rightly concerned if the Interns are not dedicated, hard-working, personable students, willing to receive suggestions and to try new ideas.
3. Interns should not be expected to do outside college work during Internship.

The Intern Program at Jacobs School seems to be progressing satisfactorily according to all comments from students, parents, the team of Interns, and the Supervising Teacher and the Administration. All have worked together to successfully establish the Interns as THE teachers, with the Supervising Teacher as the Helping teacher. We are convinced that the secret of our happy relationship with each other and the children is a result of much long range planning, the beginning of which was our introduction to each other in the spring of last year when the College Supervisor brought the Interns to the school. Both Interns are workers and conscientious planners. It seems imperative that all three members of the team are aware at all times of what is being done by the other members of the team.

Satisfaction and Confidence Scales

The primary purpose of this phase of the study was to determine whether or not there were any apparent differences between the perceptions of interns who complete a full-year internship and students who complete the regular ten-week student teaching experience. Two instruments were used to measure these perceptual differences.

One population and two samples were determined to respond to the two instruments. The population consisted of all Findlay College Students who had completed three years of academic work satisfactorily and were eligible for elementary student teaching during their senior year in 1968-69, 1969-70, and 1970-71. Two samples were derived from the population. The first sample consisted of those eligible students who were selected and contracted by the
participating public schools for full-year employment. This sample was designated interns (Int) and consisted of four students in 1968-69, eight students in 1969-70, and seventeen in 1970-71, a total of twenty-nine.

The second sample consisted of those students who elected to complete their ten-week student teaching experience in the spring or last term of each year. This sample was designated student teachers (S.T.). This sample consisted of thirty-two student teachers in 1968-69, twenty-eight student teachers in 1969-70, and nineteen student teachers in 1970-71, a total of seventy-nine.

The results from the first two years of the program were analyzed separately. This included responses from twelve interns and sixty student teachers. At the end of the third year the responses from seventeen interns and nineteen student teachers were analyzed and compared with the results from the first two years.

**Satisfaction Scale**

The first instrument was developed to assess the degree of satisfaction with their experience as expressed by interns and student teachers. The final form of the instrument contained thirty-two statements (Appendix D). Respondents indicated the extent to which they agreed with the statements by marking a five-point scale ranging from five for "agree" to one for "disagree." The instruments
were scored and the data programmed for statistical analysis.

The instrument was designed to test the null hypothesis which is stated below:

There is no significant difference between the extent of satisfaction with their experience as expressed by the full-year interns and the satisfaction with their experience as expressed by the regular ten-week student teachers.

Each statement on the scale was subjected to the two sample "t" test. To reject the hypothesis of no difference at the .05 level of significance, the computed "t" score had to be greater than 1.96, which is the value associated with 70 degrees of freedom \((N_1 + N_2 - 2)\) for the first two years and 36 degrees of freedom for the third year at the .05 level. The "t" scores for each statement of the satisfaction scale are shown in Table 12.

To reject the hypothesis of no significant difference at the .05 level, the computed "t" score had to be greater than 1.96. At the end of the first two years of the program this condition was met on fifteen statements of the satisfaction scale, thereby indicating a statistically significant difference between the degree of satisfaction expressed by student teachers and the degree of satisfaction expressed by interns on each of these statements. Scores on seventeen statements indicated no significant difference in degree of satisfaction between interns and student teachers. In no case was there a significant difference indicating
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Rejection value of "t" = 1.96
Significance = .05

* Interns
** Student Teachers
greater satisfaction with their experience on the part of student teachers as compared with interns.

The greatest difference in satisfaction as expressed by interns and student teachers was that the experience left no doubt as to what was expected (Statement 14). This was closely followed by preparation for the first teaching experience (Statement 32). Other statements which indicated greater satisfaction by interns in order of their significance level were,

Statement 29, resulted in a beneficial evaluation of my teaching.

Statement 7, allowed me to integrate theory with classroom teaching.

Statement 17, helped me to place my problems in their proper perspective.

Statement 3, helped to look at teaching objectively.

Statement 16, caused less apprehension during last few weeks.

Statement 27, did not limit my freedom to explore various approaches to teaching.

Statement 10, was a satisfactory method of supervision for my particular student teaching situation.

Statement 15, allowed for private communication between the supervising teacher and myself.

Statement 1, was enjoyable.

Statement 8, provided an adequate number of contacts between my supervising teacher and myself.

Statement 6, stimulated me to do my best work.

Statement 2, was realistic.

Statement 28, helped me to strengthen specific teaching skills.
The same procedure was followed at the end of the third year (1971). Seventeen interns and nineteen student teachers responded.

To reject the hypothesis of no significant difference at the .05 level, the computed "t" score had to be greater than 1.96. At the end of the third year of the program this condition was again met on fifteen statements of the satisfaction scale, thereby indicating a statistically significant difference between the degree of satisfaction expressed by interns and the degree of satisfaction expressed by student teachers on each of these statements. Scores on seventeen statements indicated no significant difference in degree of satisfaction between interns and student teachers. In no case was there a significant difference indicating greater satisfaction with their experience on the part of student teachers as compared with interns.

The responses of the third-year sample supported the responses of the first two-year sample in twelve of the statements on the satisfaction scale. These statements in order of their significance level were,

Statement 14, left me in no doubt as to what was expected of me.

Statement 32, has prepared me for my first teaching position.

Statement 29, resulted in a beneficial evaluation of my teaching.
Statement 17, helped me to place my problems in their proper perspective.

Statement 7, allowed me to integrate theory with classroom teaching.

Statement 3, helped me to look at teaching objectively.

Statement 16, caused me to be less apprehensive during the last few weeks.

Statement 27, allowed me freedom to explore various approaches to teaching.

Statement 1, was enjoyable.

Statement 15, allowed for private communication between the supervising teacher and myself.

Statement 2, was realistic.

Statement 6, stimulated me to do my best work.

The interns in the third year expressed greater satisfaction than student teachers on three statements which had not been significant to the first two-year sample. These statements were,

Statement 30, was highly satisfying once working relations and procedures were established.

Statement 20, did not include factors which were disturbing to the pupils in the class.

Statement 18, allowed me to feel successful.

The sample in the third year did not support the responses of the first two years on three statements. These statements were,

Statement 10, was a satisfactory method of supervision for my particular student teaching situation.

Statement 8, provided an adequate number of contacts between my supervising teacher and myself.
Statement 28, helped me to strengthen specific teaching skills.

Of special interest in both samples was the difference in satisfaction concerning apprehensiveness during the first few weeks (Statement 4) and apprehensiveness during the last few weeks (Statement 16). Apparently interns were much less apprehensive during the last few weeks than student teachers, although almost no difference was noted during the first few weeks.

Confidence Scale

The second instrument was developed to determine whether or not there was a significant difference in the level of confidence in being prepared to teach as expressed by each of the two samples, the interns and the student teachers. The final form of the instrument consisted of eleven statements (Appendix E). Responses to each statement were based on four degrees of confidence. The scale, with four intervals, ranged from "very confident" to "very uncertain." Scoring for purposes of analyzing the data was quantified at four points for "very confident" to one point for "very uncertain."

The instrument was designed to test the second null hypothesis which is stated below:

There is no significant difference between the level of confidence in being prepared to teach as expressed by the full-year interns and the level of confidence in being prepared to teach as expressed by the regular ten-week student teachers.
Each statement on the scale was subjected to the two sample "t" test. To reject the hypothesis of no difference at the .05 level of significance, the computed "t" score had to be greater than 1.96, which is the value associated with 70 degrees of freedom \((N_1 + N_2 - 2)\) at the .05 level for the first two years and 36 degrees of freedom for the third year. The "t" scores for each statement of the confidence scale are shown in Table 13.

### TABLE 13

"t" SCORES FOR CONFIDENCE SCALE FOR INTERNS AND STUDENT TEACHERS

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Rejection value of "t" = 1.96
Significance = .05

* Interns
** Student Teachers

To reject the hypothesis of no difference at the .05 level of significance, the computed "t" score had to be greater than 1.96. At the end of the first two years
of the program this condition was met on six statements of the confidence scale thereby indicating a statistically significant difference between the level of confidence expressed by the interns and the level of confidence expressed by the interns and the level of confidence expressed by the student teachers on each of these statements.

Scores on five of the statements indicated no significant differences in the level of confidence in being prepared to teach on the part of the student teachers as compared with the interns.

Those statements which showed a significant degree of confidence on the part of the interns as compared with the student teachers were,

Statement 1, I am confident that I have the skills necessary to work effectively with students in small groups.

Statement 2, I am confident that I have the skills necessary to work effectively with students in large groups (entire class).

Statement 3, I am confident that I have the necessary preparation to conduct the full curriculum of a class.

Statement 6, I am confident that I have the necessary skills to cope with group discipline problems.

Statement 10, I am confident that I am prepared for my first teaching position.

Statement 11, I am confident that I will enjoy my first teaching experience.

The same six statements were reported significantly different by the third year sample.
To summarize, the two null hypotheses proposed in this phase of the study, involving the issues of, (1) satisfaction with intern or student teaching experience and (2) confidence in being prepared to teach, were tested at the .05 level of significance. Significant differences were found in twelve statements on the satisfaction scale in favor of the interns. The conditions to reject the null hypothesis were met on these twelve statements. The other twenty statements showed no significant differences and the conditions to reject the null hypothesis were not met.

Six statements on the confidence scale showed significant differences in favor of the interns. The conditions to reject the null hypothesis were met on these six items. The other five statements showed no significant differences and the conditions to reject the null hypothesis were not met.

Chapter V will present a summary of the study and indicate conclusions, implications, and suggested research topics.
CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter presents a summary of the study and indicates the conclusions and implications drawn from an analysis of the data. Chapter V is concluded by suggesting additional research topics on the concept of a viable undergraduate elementary internship program.

A review of the literature showed that the internship in teacher education is far from a new concept. However, most of the recent programs have been five-year programs, enabling students to earn a Master of Arts in Teaching, or programs providing a means for college graduates to retrain for a teaching certificate, more often for teaching in the secondary schools. Relatively few internships have been designed to prepare elementary teachers at the undergraduate level.

The purpose of the study was twofold. The first phase was developmental. The purpose was to describe the major components and steps in the development of an elementary teacher education program which incorporated a fourth-year internship.

The second phase of the study was to determine the feasibility of a cooperative full-year internship program.
Data was collected from all participants in the program. This data included questionnaires responded to by all participants in the program, interviews of all participants, questionnaires from graduating students both interns and student teachers and satisfaction and confidence scales responded to by interns and selected student teachers. This data was analyzed with respect to the feasibility of the program based on the assumptions stated in Chapter I.

Representatives of Findlay College and local school systems worked out a pilot-program which was agreed to by teachers' organizations and the State Office of Teacher Certification. The pilot-program was approved for three years. In 1968 two teams were selected, each consisting of two interns and a supervising teacher. Each team was responsible for the instruction of two classrooms. In 1969 four teams were selected and in 1970 eight teams.

Each year various forms of evaluation were used to determine the feasibility of the pilot-program. Modifications and revisions were on-going. At the end of the third year a new agreement was to be developed. Data was collected using the following means: a questionnaire designed to obtain reactions to various aspects of the program from all participants; interviews with all participants; evaluations from all interns; and a satisfaction and confidence scale administered to all interns and selected student teachers.
Questionnaire

In the spring of each year a questionnaire was distributed to each participant in the intern program. The questionnaire consisted of ten questions which were designed to help determine the effectiveness of the intern program. The questionnaires were completed by all participants during the first two years of the program. Several modifications or revisions were made during the first two years of the program. At the end of the third year of the program all participants again completed the questionnaire.

The major conclusion to be drawn from the responses to the questionnaire was that the internship which was designed for Findlay College under this study for elementary education majors at the undergraduate level was feasible.

1. Preliminary planning.—From the responses to the first question concerning preliminary planning, too much emphasis cannot be placed on the importance of the total involvement of both the school community and the college in developing the program, including the immediate participants but also other members of the staff and parents of students. Through this involvement in planning, all participants become aware of the goals and objectives of the program.

Special attention should be given to involving the local teachers' associations in this pre-planning. As the supply of newly certificated teachers increases, members of
local teachers' associations develop more concern about the wisdom of providing paid internships. Every effort should be made to obtain the commitment of the profession to help in training new members.

2. **Supervisory responsibility.**—The respondents clearly indicated that the major supervisory role should be that of the supervising teacher and under the jurisdiction of the hiring public school. This relationship should be firmly established in the agreement between the college and the school. One recommendation suggested that supervising teachers should not consider the internship as an elongated student teaching experience. The role of the intern and the student teacher are decidedly different in terms of their authority and responsibilities and the contractual arrangements must clearly reflect this difference.

3. **Professional preparation of supervising teachers.**—The participants were in general agreement that special training for supervising teachers was not necessary, but that a successful experience in an intern program or a team-teaching situation would be beneficial. Realistically, the number of classroom teachers with this kind of experience is severely limited. The best criteria for selecting a supervising teacher would be his willingness to participate in the program and his success as a cooperating teacher with student teachers. However, every effort should be made
to identify and develop a cadre of supervising teachers who would allow interns to develop their own teaching style, to practice and use a variety of teaching strategies and methods, and to develop a sense of professional freedom as they gain confidence through the year. In addition, this cadre could be highly useful in orienting beginning teachers in any school system. This would seem to support Assumption 11 concerning the need for a number of superbly prepared career teachers to help direct the work of larger groups.

4. Screening for interns and supervisors.—The screening arrangements for both interns and supervising teachers seemed to be satisfactory to all participants. This would imply that requiring the interns to be actively involved in interviews and screening processes was sound and professionally beneficial. Also, therefore, the selection of supervising teachers should be controlled chiefly by the participating school. The lack of pre-intern classroom experiences was believed to be detrimental to the interns. This need triggered a reaction at the college and most methods courses were redesigned to include some participation. Probably the most significant outcome of this need was the development of the introduction to teaching course for elementary majors. Every prospective elementary teacher is now required to participate in an assigned
situation for one-half day for five weeks in a school classroom. This has had added benefits in terms of early selection and a more realistic attitude in later methods courses.

5. **Role of college.**—The participants pointed out that the typical role of the college supervisor usually associated with student teaching under the usual organization was not applicable in the intern program. Perhaps some of the confusion over supervisory responsibilities might be alleviated by renaming the position of college supervisor. Such titles as coordinator, consultant, or resource consultant might be appropriate. The responses indicate, however, that this person should be responsible for the continuing theoretical growth of the interns in the form of frequent seminars. One of the major complaints by the interns was that the demands of the full-time position left little time for campus life during their last year. It is recommended that the role of the college personnel include some consideration of this complaint and make every effort to coordinate the two communities whenever and wherever practical.

6. **Intern certification.**—The responses to this question were all supportive. All participants agreed that holding the temporary certification from the state was not satisfactory but the only legal way. Credit should be given the Ohio State Department of Education for their
willingness to support and encourage the pilot-program. Possibly a special certificate with a more descriptive name, other than "temporary" should be considered for programs that include a paid internship.

7. **Released time for supervising teachers.**—The responses to this question indicated that one of the strengths of the program as structured was the ratio of one supervising teacher to two interns. This allowed the time for demonstrating, observing, supporting, and planning that is necessary, especially during the first few weeks. The responses suggest the desirability of having no preconceived structure or pattern of the division of responsibilities be given to each team. Each team developed its own unique approaches to the use and allocation of each team member's time and individual competencies. Physical facilities also played a part in decisions on use of personnel. One other item was apparent in this use of released time, in every case the amount of team-teaching increased greatly as the year progressed. In no cases did the supervising teacher remain in a purely supervisory capacity. This either speaks well for the choices made as supervising teachers or, and more hopefully, that the very structure has some features that promote team-teaching techniques.

8. **Financial commitments.**—The financial arrangements were especially satisfactory to the interns. The
one-half salary helps to offset the cost of one year of their education plus justifying and encouraging the commitment they must make to this full-time position. On the other hand, the supervising teachers seemed to have little actual concern over their stipends. They tended to favor being treated the same financially and contractually as college supervisors. There is an advantage in this relationship for the college. It makes the cost of supervision constant for each student whether an intern or a student teacher.

9. Intern experiences.—Responses indicated that all participants believed that the full-year internship was beneficial to all concerned. The interns indicated that they had had a thorough introduction into the total learning process and that they were accepted as professionals. The availability of full-time supervision was also cited as a tremendous advantage. Supervising teachers reported that in addition to the opportunity for growth and maturity for the interns, the same opportunities were available to them. As one termed it: "A broadening experience for all of us."

Realistically, principals and superintendents viewed the program as an excellent recruitment device. Implicit was the fact that they could observe first-year teachers in action without the customary implied commitments, and select from the interns the ones thought best suited to the system.
10. **Community acceptance**—Except for the need to orient parents to the intern-program sooner, there was a positive reception by the total school community involved. Perhaps the absence of evidence is in this case a positive comment. No school system which participated in the pilot-program wished to discontinue the program. Only one parent expressed a desire for a child not to be enrolled in an intern taught class. Not one supervising teacher was unwilling to participate in the program the following year. The implication here is that the intern program does not seem to have any negative effects on the school program. Special attention was given to the pupils involved in the program. Again, no negative effects were observed. Indeed, the general consensus was that students had gained. This aspect needs to be closely studied.

In summary, the development of a full-year internship within the undergraduate sequence for prospective elementary teachers does appear feasible. The two basic guidelines used in developing the pilot-program—a full-year, full-time internship and, no outside financial aid or extra cost to the public schools or the college—proved to be thoroughly sound and workable, and thus entirely feasible also. These guidelines also proved to be very reasonable and acceptable when presenting the program to potential participating schools.
Interviews

The informal interviews were intended to be an ongoing evaluation procedure to supplement the more formal instruments. The interviews tended to support the findings of the questionnaire. However, the interviews furnished the opportunity to pinpoint weaknesses as they became apparent. The interviews were largely responsible for the curricular revisions that took place during the first year of the pilot-program.

Interns and supervising teachers suggested that certain areas of the teacher education program were weak. They listed three areas in particular, the need for earlier and more practical experiences, the need for better preparation in the area of reading, and the need for scheduled meetings of the intern team prior to the beginning of the school year. The Department of Elementary Education responded to these expressed needs in the following ways.

The Introduction to Elementary Education course was restructured to include a five-week, half-day assignment in public school. Not only did this assignment allow for an early classroom experience but it also allowed for better selection of elementary candidates at an earlier time.

A Developmental Reading course was developed as a required course for all elementary majors. Previously, reading instruction had been part of the Language Arts course.
Arrangements were made for periodic meetings between interns and supervising teachers during the summer preceding the internship. As the interns were in classes during this summer, there were no apparent hardships on anyone.

Even though the revisions were made in response to needs suggested by the participants of the internship program, the Department of Education at Findlay College felt that the entire teacher education program has been upgraded for all majors.

This would seem to indicate that the full-year internship experience gives the professional staff a better opportunity to assess the total preparatory program, make better judgments, and time to make constructive modifications or revisions.

**Questionnaire for Student Teachers**

The purpose of this questionnaire was to assess the strengths and weaknesses of the elementary teacher education program at Findlay College. Every major is requested to respond at the end of his student teaching experience.

Both interns and student teachers responded similarly on eight of the ten questions asked on the questionnaire. However, the interns overwhelmingly named the internship as not only the most outstanding course but also the major strength of the teacher education program. These responses supported the findings of the data collected from the Satisfaction and Confidence Scales.
It seems evident that interns perceive the internship program as a better way to prepare for their initial teaching positions than the regular student teaching experience.

**Satisfaction and Confidence Scales**

The purpose of this phase of the study was to determine whether or not there were any apparent differences between interns who completed a full-year internship and students who completed the regular ten-week student teaching experience.

Two samples were derived from the population of elementary education seniors in the three years 1968-69, 1969-70, and 1970-71. The first sample consisted of all twenty-nine interns. The second sample consisted of seventy-nine student teachers completing their student teaching in the last term of each year. Two instruments were developed to measure apparent differences as perceived by both samples.

Acknowledging that all variables could not be controlled, a null hypothesis was proposed for each instrument and the data from the satisfaction scale was analyzed statistically for significant differences. The first hypothesis stated: there is no significant difference between the extent of satisfaction with their experience as expressed by the full-year interns and the satisfaction expressed by the regular ten-week student teachers.
The results from the first two years of the program were analyzed separately. This included responses from twelve interns and sixty student teachers. At the end of the third year the responses from seventeen interns and nineteen student teachers were analyzed and compared with the results from the first two years.

This hypothesis was rejected on twelve of the thirty-two statements thus supporting the conclusion that interns were more satisfied with their experience than student teachers were with their experiences. Stated another way, the internship apparently met the needs of the interns more adequately than student teaching did for the rest of the elementary education majors. The areas of most significant differences were in: (1) what was expected, (2) preparation for first teaching position, (3) beneficial evaluation of teaching, (4) proper perspective of teaching problems, (5) integration of theory with practice, (6) looking at teaching objectively, (7) less apprehension, especially in the last few weeks, (8) allowance to explore various teaching approaches, (9) enjoyment, (10) private communication with supervising teacher, (11) realistic experience, and (12) stimulated best work. It is speculated that with the inclusion of a full-year internship in the training program of all elementary teachers the degree of satisfaction concerning their preparation should be enhanced. Thus the study suggests that all school districts and teacher
education institutions might well examine the possibility of including a long term internship as a cooperative effort to improve the preparation of career teachers.

The second null hypothesis was proposed for the confidence scale. The hypothesis states: there is no significant difference between the level of confidence in being prepared to teach as expressed by the full-year interns and the level of confidence in being prepared to teach as expressed by the regular ten-week student teachers.

Again the results from the first two years of the program were analyzed separately. This included responses from twelve interns and sixty student teachers. At the end of the third year the responses from seventeen interns and nineteen student teachers were analyzed and compared with the results from the first two years.

This hypothesis was rejected on six of the eleven statements, supporting the conclusion that interns perceived themselves as more confident in being prepared for their initial teaching position than were the student teachers. The greater length of their experience gave the interns more opportunity to grow and mature to a higher level of confidence in their readiness to meet the challenge of their first teaching positions. This confidence was reflected in such areas as: (1) small group skills, (2) full class or large group skills, (3) preparation to conduct full curriculum of class, (4) skills for dealing with
discipline problems, (5) preparation for teaching, and (6) enjoyment of teaching. Presumably, the full-year experience of the interns made it possible for them to identify more totally with the total teaching-learning process.

**Implications**

The findings of this study would indicate that a four-year undergraduate elementary education program, incorporating a full-year internship is feasible. This program would seem to be the vehicle capable of preparing better teachers based on the assumptions in Chapter I.

The findings imply that internship programs can:

1. be financed at no more cost than present student teaching programs and do not need to seek external funds (Assumption 2).

2. be designed to permit integration of theory and practice at all stages and offer improved selection procedures at an earlier time (Assumptions 3, 5, and 9).

3. provide a carefully planned program of support and an opportunity to make real professional growth prior to the initial year (Assumption 6).

4. allow for the professional growth of those students who require longer periods of time to mature (Assumption 8).

5. help provide a cadre of professionals that can furnish better supervision at all levels (Assumptions 10 and 11).

6. help better identify those students who are more committed to remain in teaching and become the superior career professionals the teaching profession so desperately needs (Assumption 12).
It is this writer's firm conviction that the internship concept can be developed at the undergraduate level, can be financially feasible, and can prepare better teachers for our children. Now that there is an oversupply of newly certificated teachers, the opportunity is at hand for many colleges to develop better quality programs, and particularly internships.

Suggestions for Further Research

This study was an initial, exploratory attempt to identify the steps and procedures necessary to develop a full-year internship program at the undergraduate level and to determine the feasibility of such a program. While the findings of the study would indicate the feasibility of internships for preparing teachers, no college or teacher training institution should implement or discard the concept of undergraduate elementary internships based solely on the findings of this study.

The following list suggests some areas for additional research on the concept of undergraduate elementary internships.

1. Replications of this study to include a broader sample of interns and student teachers. Possibly to include provision for some system of matching the samples.

2. Analysis of the effects of internships on the learning outcome of the pupils involved. Could intern programs result in more meaningful and relevant instructional programs for students?
3. Provision for analysis of follow-up studies to compare the success or staying power of both samples in later years.

4. Analysis of the pre-service programs of teacher training institutions to prepare students to function as undergraduate interns.

5. Analysis of more sophisticated measures of teaching behavior in order to assess more carefully the differences in teaching preparation.

6. Analysis of the possible use of internships in team teaching or differentiated staff situations.

7. Analysis of the optimum length of time for internships.
BIBLIOGRAPHY
BIBLIOGRAPHY

A. Books


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C. Periodicals, Yearbooks, and Journals


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Boyce, Kale L. "What is the Most Important Part of Teacher Training?" *Ohio Schools,* XXX (April, 1952), 162.


APPENDIX A

LETTER OF APPROVAL FROM STATE OF OHIO
DEPARTMENT OF EDUCATION
Dr. W. J. McBride  
Findlay College  
Findlay, Ohio 45840

Dear Dr. McBride:

We received your proposal concerning course offerings for the term system. Approval is hereby given to you to experiment with this proposal, experiment to be limited to 3 years, at which time an evaluation will be made.

Sincerely,

Earl C. Metz, Supervisor  
Teacher Education

ECM:dk
APPENDIX B

QUESTIONNAIRE TO DETERMINE EFFECTIVENESS OF FINDLAY COLLEGE INTERN PROGRAM
Dear Participant:

This questionnaire is designed to help determine the effectiveness of the functioning of the Findlay College Internship. Please list any improvements, modifications or suggestions for change that you feel may strengthen the program in the following areas.

1. Are the preliminary discussions, planning and agreements between schools and institutions adequate to facilitate an intern program?

2. Who should assume the major supervisory responsibility?

3. Should the supervising teacher have special professional preparation?

4. Are the screening arrangements adequate for selecting both interns and supervising teachers?

5. What types of assistance should the college provide supervising teachers, interns and the school during the internship period?

6. Are the certification arrangements for interns satisfactory?
7. Is the released time arrangement for supervising teachers satisfactory?

8. Are the salary commitments for both interns and supervising teachers equitable?

9. Are the kinds of experience received by interns the most beneficial to all concerned?

10. Could the acceptance of the intern program by the total school community be improved?
APPENDIX C

QUESTIONNAIRE FOR STUDENT TEACHERS
QUESTIONNAIRE FOR STUDENT TEACHERS

Name

Please respond to the following items in this questionnaire by placing an "X" in the proper space or by writing the correct answer.

1. Which areas of the elementary school curriculum do you feel best prepared to teach based upon what you have observed or the teaching you have done? Rate each of the following subject areas with a "1" in the blank if you feel strongly prepared in it; a "2" if you feel adequate but not particularly strong or weak; a "3" if you feel a little weak in it; a "4" if you feel very weak in it; and a "5" if you don't know or can't remember.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral &amp; Written</td>
<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Physical Ed.</td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
</tbody>
</table>

2. If you were to start your college education over again, which of the following statements would best describe how you feel? (This question is based on the assumption that you would have a choice.)

- More education courses should be taken
- More Liberal Arts Courses should be taken
- The same ratio of education courses to Liberal Arts courses should be taken again

3. In general the quality of instruction which you received in your education courses was:

- Very Good
- Good
- Fair
- Poor
- Very Poor

4. To what extent was help given to you in your education courses when you had difficulty in learning something presented in class?

- No help was given
- Help was given as needed
- Don't know, Can't remember
5. To what degree do you feel that the content of the education courses has overlapped from one education course to another.

___ Much of the content overlapped
___ Some of the content overlapped
___ Little of the content overlapped
___ None of the content overlapped
___ Don't know, Can't remember

6. REQUIRED ELEMENTARY PROFESSIONAL COURSES

Please rate the following courses in terms of their value in preparing you to become a teacher. Be sure to rate only those courses taken at FINDLAY

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Much Value</th>
<th>Some Value</th>
<th>Little Value</th>
<th>No Value</th>
<th>Don't Know, Can't remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 300</td>
<td>Introduction to Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ. 301</td>
<td>Foundations of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Educ. 302</td>
<td>Psychological Principles</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Psych. 202</td>
<td>Human Growth</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Educ. 304</td>
<td>Instructional Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ. 311</td>
<td>Children's Literature</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Educ. 409</td>
<td>Language Arts</td>
<td></td>
<td></td>
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<tr>
<td>Educ. 410</td>
<td>Mathematics</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Educ. 411, 412, 413</td>
<td>Student Teach. (Ele.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ. 419</td>
<td>High School Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Educ. 420</td>
<td>High School Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ. 421, 422, 423</td>
<td>Student Teach. (Sec.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ. 500</td>
<td>Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Of the courses you rated of much or of some value, which one do you consider to be the most outstanding?

__________________________________________________________________________

Why do you consider this course to be the most outstanding?

__________________________________________________________________________
Of the courses you rated of little or of no value, which one was the poorest?

Why do you consider this course to be the poorest?

8. What do you consider to be the major strengths of the elementary teacher education program at FINDLAY?

9. What do you consider to be the major weaknesses of the elementary teacher education program at FINDLAY?

10. What recommendations would you make for improving the elementary teacher education program at FINDLAY?
APPENDIX D

SATISFACTION SCALE

EXPRESSION OF SATISFACTION WITH STUDENT TEACHING EXPERIENCE
SATISFACTION SCALE
EXPRESSION OF SATISFACTION WITH
STUDENT TEACHING EXPERIENCE

Directions: While completing the Satisfaction Scale think in terms of your student teaching experience. Precede each statement with the phrase, My Student Teaching Experience. Circle the number which best describes your reaction to each statement. The numbers range from (1) for disagree to (5) agree. Number (3) would represent neutrality.

My student teaching experience:

1. was enjoyable. 1 2 3 4 5
2. was realistic. 1 2 3 4 5
3. helped me to look at teaching objectively. 1 2 3 4 5
4. caused me to be apprehensive during the first few weeks. 1 2 3 4 5
5. allowed for recognition when I deserved it. 1 2 3 4 5
6. stimulated me to do my best work. 1 2 3 4 5
7. allowed me to integrate theory with classroom teaching. 1 2 3 4 5
8. provided an adequate number of contacts between my supervising teacher and myself. 1 2 3 4 5
9. made it easy to contact my supervisor whenever necessary. 1 2 3 4 5
10. was a satisfactory method of supervision for my particular student teaching situation. 1 2 3 4 5
11. was oriented toward identifying my successes. 1 2 3 4 5
12. established a relaxed, open confidence between the supervising teacher and myself 1 2 3 4 5
13. encouraged me to feel like a co-educator. 1 2 3 4 5
14. left me in no doubt as to what was expected of me. 1 2 3 4 5
15. allowed for private communication between the supervising teacher and myself. 1 2 3 4 5
16. caused me to be less apprehensive during the last few weeks. 1 2 3 4 5
17. helped me to place my problems in their proper perspective. 1 2 3 4 5
18. allowed me to feel successful. 1 2 3 4 5
19. allowed the supervisor an opportunity to gain a representative picture of my experience. 1 2 3 4 5
20. did not include factors which were disturbing to the pupils in the class. 1 2 3 4 5
21. did not require excessive preparation. 1 2 3 4 5
22. did not require more of my time than seemed necessary. 1 2 3 4 5
23. stimulated self-analysis of my own performance. 1 2 3 4 5
24. emphasized guidance and evaluation. 1 2 3 4 5
25. was not a frustrating experience for me. 1 2 3 4 5
26. improved relationships between the college and our school. 1 2 3 4 5
27. allowed me freedom to explore various approaches to teaching. 1 2 3 4 5
28. helped me to strengthen specific teaching skills. 1 2 3 4 5
29. resulted in a beneficial evaluation of my teaching 1 2 3 4 5
30. was highly satisfying once working relations and procedures were established.  
31. helped me to improve my teaching.  
32. has prepared me for my first teaching position.
APPENDIX E

CONFIDENCE SCALE

EXPRESSION OF CONFIDENCE WITH BEING PREPARED TO TEACH
CONFIDENCE SCALE

Please place an (X) before the word or words that most nearly describe your feelings about each of the statements listed below.

1. I am confident that I have the skills necessary to work effectively with students in small groups.

   ______ very confident
   ______ confident
   ______ uncertain
   ______ very uncertain

2. I am confident that I have the skills necessary to work effectively with students in large groups (entire class).

   ______ very confident
   ______ confident
   ______ uncertain
   ______ very uncertain

3. I am confident that I have the necessary preparation to conduct the full curriculum of a class.

   ______ very confident
   ______ confident
   ______ uncertain
   ______ very uncertain

4. I am confident that I have skills necessary to maintain the interest of a class.

   ______ very confident
   ______ confident
   ______ uncertain
   ______ very uncertain

5. I am confident that I have the necessary skills to cope with individual discipline problems.

   ______ very confident
   ______ confident
   ______ uncertain
   ______ very uncertain
6. I am confident that I have the necessary skills to cope with group discipline problems.

_____ very confident
_____ confident
_____ uncertain
_____ very uncertain

7. I am confident that I know how to study individual student and school records carefully as a basis for evaluating student behavior and progress.

_____ very confident
_____ confident
_____ uncertain
_____ very uncertain

8. I am confident that I understand the nature of elementary children.

_____ very confident
_____ confident
_____ uncertain
_____ very uncertain

9. I am confident that I have the necessary skills to deal appropriately with unexpected situations as they develop.

_____ very confident
_____ confident
_____ uncertain
_____ very uncertain

10. I am confident that I am prepared for my first teaching position.

_____ very confident
_____ confident
_____ uncertain
_____ very uncertain

11. I am confident that I will enjoy my first teaching position.

_____ very confident
_____ confident
_____ uncertain
_____ very uncertain

Name __________________________ Date ____________________
APPENDIX F

FINDLAY COLLEGE ELEMENTARY INTERN PROGRAM
FINDLAY COLLEGE

Elementary Internship Program

At present Findlay College prepares elementary teachers by means of a regular four-year degree program. During the last three years a pilot project to include a full year internship as part of the preparation program was initiated. This program is approved by the Ohio State Department of Education and has their approval for the 1971-72 and 1972-73 school years.

The plan proposes to place two full-time interns and a fulltime supervising teacher in two classrooms of corresponding or related grade levels during the intern's fourth academic year. These three individuals will be responsible for the educational program for all pupils in the two rooms involved.

Rationale for Intern Program

The development of the Findlay College Intern Program has been carefully considered and is based on the following assumptions.

1. Innovative ideas are needed for the improvement of instruction. If schools are to make progress in the improvement of instructional programs for all children, new approaches must be sought, and professional utilization of teaching personnel must be advanced.

2. Upgrading of Teacher Education and Professional Personnel. Maintenance and extension of strong features of previous training programs, along with additional opportunities that recognize the professional educator's ability to contribute to the preparation and training of teachers, will lead to the upgrading of teacher education and hence, professional personnel.

Major Goals

1. To develop a superior program for the professional preparation of teachers which reflects innovative and promising ideas emanating from research laboratories and experimental centers.
2. To develop a cadre of highly trained supervising teachers, and thus improve the quality of teacher education in general. It is assumed the quality of supervision is a major factor in the quality of any program of inducting new members into the profession.

3. To provide a sequence of experiences under supervision of high quality professional educators and scholars that run through the laboratory-clinical-internship phase of the teacher preparation program.

4. To provide a means for stimulating the general improvement of educational opportunities for elementary school pupils in the cooperating school district. It is anticipated the proposed program will have a positive influence on teachers generally in elementary schools which participate.

5. To develop a program which can be utilized effectively in off-campus centers for preparing teachers. Most teacher training institutions, due to rapid increase in enrollment, will soon need to enlist the assistance of additional and more remote school districts to provide laboratory experiences for teachers in training. It is anticipated the proposed plan will facilitate this expansion, and in a manner which will improve the quality of laboratory experiences.
Findlay College Intern Program

Agreement between Findlay College and Cooperating School District

A. Procedures for Selecting Interns:
Selection of interns is a joint school district-college responsibility.
1. The college shall assume responsibility for identifying potential candidates. This will be accomplished by publicizing the program on campus, and by holding open meetings where prospective candidates can be fully informed of all details involved. Those who qualify and are interested shall be asked to submit formal application.

2. The college will make initial selection based on these factors:
   a. Ability of the candidate to qualify for regular admission to the Findlay College Teacher Education Program.
   b. Evidence of appropriate scholastic ability.
   c. Evidence of desirable personal qualities.
   d. Completion of three full years and one summer in an approved teacher education program.

3. Final selection of interns will be the responsibility of the school district, and will be made according to the employment practices of the cooperating school district.

4. Candidates selected shall sign an agreement with the cooperating school district and Findlay College stipulating the terms of employment.

B. Procedures for Placing Interns:
Placement will be by mutual agreement between the school district and the college, and will take into consideration the qualifications and interests of each intern and the availability of quality supervision. Changes in teaching assignments will be made only by common consent of both parties.

1. The school district will select potential locations for interns on the basis of the availability of quality supervision.

C. Certification Status of Interns
1. All interns will be certified under temporary certification by the State of Ohio. They are to be considered teachers from a legal standpoint.
2. Upon completion of the intern program, interns will have completed Findlay College's approved program for preparing elementary teachers and will be eligible for a provisional certificate from the State of Ohio.

D. Financial Considerations
1. Interns are to be assigned to cooperating schools in teams of two.
2. Each intern would receive a minimum of one-half the beginning salary for provisional teachers based on the cooperating school's salary schedule.
3. A stipend of $250 annually will be paid to the cooperating school for supervisory responsibility of each intern team.

Role of Participants

A. Interns
1. They shall be under contract to the cooperating school system.
2. They are responsible for and in full authority of the assignment for which contracted.
3. As employees of a school district, interns shall be subject to the policies and regulations of that district.
4. Interns shall not be used as substitutes for other teachers in the school district.
5. Interns shall resign in writing at the close of the academic year.

B. Supervising Teacher
A fully certified teacher with at least three years of highly competent teaching experience and who has demonstrated the ability or potential to direct prospective teachers, assist in identifying and solving learning and teaching problems, and furnish adequate research leadership.
1. Supervising teachers shall be responsible for the supervision of the intern team.
2. Supervising teachers shall not be used as substitutes in other rooms, nor shall they be given extra duties and responsibilities other than those normally required of a teacher.
3. Supervising teachers are primarily responsible for the induction of interns into the teaching profession. Such areas as the following are to be considered.
   a. Assist interns to develop and use effective lesson plans. Cooperative planning is a major goal.
   b. Develop and use positive processes of evaluation that will contribute to the professional growth of interns.
   c. Provide a learning environment conducive to the maximum development of interns as professional teachers.

C. College coordinator
   Shall be a fulltime member of the Findlay College Education staff.
   1. College coordinators shall assist in the evaluations of the interns and the program.
   2. College coordinators shall work with the local schools in assisting intern teams with resources and materials.
   3. College coordinators shall be responsible for scheduled seminars for all interns.

D. Building principal
   1. Principals share with school district officials and college personnel the responsibility for placement of intern teams.
   2. As all interns are certified employees, principals have the primary responsibility of supervision and direction of all intern teams.
   3. Principals shall be expected to participate in the continuous evaluation of intern teachers, as well as the evaluation of the total intern program.

DATE __________________________

Building Principal __________________________ College Coordinator __________________________

Supervising Teacher __________________________ Intern __________________________