

The Principal Internship Portfolio

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Annotation: This manuscript analyzes the instructional, managerial and collaborative or interdependent tasks performed by principal interns evidenced in principal portfolios.

Abstract: To what extent do the activities completed during a principal internship experience require prospective principals to focus on instructional and managerial leadership tasks and to collaborate with educators and others to improve student learning? Three raters experienced in teaching the internship and in portfolio review, analyzed 28 portfolios from two principal preparation programs to determine the nature of tasks completed during an internship and the extent to which the tasks required collaboration.

Data collection forms were developed: to specify the activities completed in the categories of program evaluation; classroom observation; teacher conferencing and job shadows/professional development; managerial tasks; and collaboration for each activity. In addition, significant quotations were selected from reflections on leadership papers.

Results note differences among elementary, middle, and secondary aspiring principals. Recommendations are made for improving the content and experiences offered in training programs for beginning principals. This article offers guidance for structuring learning experiences that prepare new principals to affect change for improved student learning.

The Principal Internship Portfolio

The principal internship has been recognized as an important component in the preparation of school leaders (Capasso & Daresh, 2001; ISLLC, 1996; National Policy Board for Educational Administration, 1995; Murphy, 1992; North Carolina Principal Fellows Program, 1998) and received encouragement and financial support from the Danforth Foundation (Milstein, 1993) through its Danforth Preparation Program for School Principals. Recently, one of the goals of the newly established National Commission for the Advancement of Educational Leadership Preparation has been to improve the quality of preparation programs in educational leadership, including the quality of the internship experience (Jackson & Kelley, 2002; Young, 2002). Furthermore, the importance of improving the preparation of excellent leaders that includes a rigorous field-based experience has been recognized by the U.S. Department of Education through its School Leadership Program (New grant to improve principals' leadership, 2002).

The significance of the principal internship has been strongly noted (Cordeiro & Smith Sloan, 1996; Daresh & Nestor, 1987; Milstein, Bobroff, & Restine, 1991; Paulter, 1990), and there has been increased interest in the quality of mentoring for aspiring principals (Crocker & Harris, 2002; Daresh, 2001; Malone, 2001). Innovative methods for training aspiring principals are being implemented. For example, in California, regular released time enables elementary and secondary teachers interested in the principalship to learn from selected, successful school leaders (Lee & Keiffer, 2003). The North Carolina State legislature has established a two year program to train new principals which features an intensive internship, simulation exercises, and a candidate

leadership portfolio (Bradshaw et al, 1997). Little scholarly analysis of the actual tasks associated with the internship experience exists, however.

Often activities of internships are documented with professional portfolios (Guaglianone, 1998) as in the North Carolina program. The principal internship portfolio is used as a "collection of thoughtfully selected exhibits or artifacts and reflections of an individual's experiences and ability to lead and of the individual's progress toward and/or the attainment of established goals or criteria" (Brown & Irby, 1997, p. 2). In two university-based programs, one in Connecticut and one in Massachusetts, interns were required to undertake a semester-long internship experience towards the end of each candidate's preparation program. This research examines a sample of internship portfolios from these programs to determine to what extent the activities completed during this internship experience required the prospective principal to focus on instructional and managerial leadership tasks and to collaborate with educators and others to improve student learning.

Method

Description of Principal Internship

During each principal internship experience candidates were expected to (1) conduct a program evaluation; (2) apply program implementation skills; (3) refine classroom observation and teacher conferencing skills; (4) perform managerial responsibilities; (5) complete a reflective paper focused on the activities conducted during the internship experience; (6) compile a principal internship portfolio which provided evidence of completed instructional and managerial tasks; (7) attend seminars with others completing the internship; and (8) participate in school-based conferences

with a university supervisor and a practicing administrator mentor. Additionally, candidates were encouraged to complete day-long job shadows of practicing administrators and participate in relevant professional development programs related to school leadership.

A university supervisor and a field-based mentor guided each small group of principal interns as they completed internship experiences. Four semesters of principal portfolios (N=28) were analyzed. Each documentation portfolio included artifact sections related to instructional leadership (tasks related to program evaluation, program implementation, classroom observation, job shadowing/professional development), and managerial tasks (meetings and activities related to discipline, facilities, budgets, and transportation). A reflective leadership paper and a time log of activities were also part of the portfolio.

Prior to the commencement of the formal internship activities, the intern created an action plan that was approved by the university instructor. Eight seminars held biweekly focused on sharing accomplishments and concerns of the prospective principals and discussing readings. The university supervisor reviewed a videotape of the intern conducting a post-classroom observation teacher conference and met with the mentor and intern to discuss intern activities. This internship and portfolio were part of a regular program in educational leadership and were conducted with no special funding.

Data Collection Procedures

Two data collection forms were used. The first noted activities that represented instructional and managerial leadership. Through meetings of the three researchers, agreement was reached on the procedure to specify the scope of each activity (e.g., create

a succinct phrase to describe each activity). The second was a Collaboration Checklist, developed to describe interdependent leadership, activities that required interaction with and support from others. Raters scored an intensity of collaboration scale, based on the frequency of contact and diversity of roles included in internship project activities. Significant quotations related to interns' activities were selected from the leadership papers.

Each researcher collected data on one-third of the principal internship portfolios using the three forms. Throughout this period there were regular meetings and informal conversations to resolve data collection questions in order to maintain common understandings for collecting data across all 28 portfolios.

Data Analysis Procedures

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

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

Job Shadowing/Professional Development. The number and school level of job shadows were determined. Voluntary professional development experiences were listed

and categorized by level of participant in order to describe the nature of these activities. Thematic analysis was conducted on principal intern comments in these areas as well.

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

Results

Program Evaluation, Program Implementation, and Managerial Leadership

Table 1 and Appendix A reflect the diversity of activities the interns conducted for these three categories.

[Table 1](#)

[Appendix A](#)

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

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

The interns had varied reactions while conducting program evaluations. One intern who analyzed testing achievement in mathematics commented, "I enjoyed dissecting the data to obtain results and creating an action plan with other teachers for improvement." Another, whose attitude was more commonly held, expressed concerns about his competence. "I don't have a problem creating surveys or interviewing people. I just don't know what to do with the data I've collected. It took all I had to begin analyzing the data from my survey. If that's not bad enough, writing the narrative was like pulling teeth. Needless to say, I feel I need improvement in this area."

Many agreed these projects required an intense amount of work. "The program evaluation was the part of the internship that took the most time and work for me . . . I had too many questions I wanted answered." Program evaluation also requires honestly examining the data. Reports on several projects indicated that anticipated results were not reached; student attitudes or test results remained the same in spite of an intervention.

From their new perspective as emerging leaders, interns found several problems and challenges associated with program evaluation. Often it does not get adequate attention. "The lack of program evaluation should not be blamed on the school administrators entirely. . . most communities don't hold schools to a high enough

standard." Educators tend to view programs they are involved in positively and not consult or use data for their judgments. "Teachers felt that classified students had experienced academic gains, but did not explain how they reached that conclusion. How do they know the students would not have learned more in a resource room?"

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

As they implemented programs, interns realized the necessity and benefits of group ownership as well as the hard work it requires. "If we are to change the culture of the school, I think it is imperative that most of the staff buy in to the changes." Becoming an administrator causes one to have a different attitude about involvement.

I think the program would flow more smoothly if our colleagues feel the same ownership. She (co-planner) doesn't agree. Perhaps I am looking at this program as an administrator who desires the support of her staff in the creation of a school-wide project, rather than as a teacher who is trying to put together a program. Interns commented that developing broad-based support demands time. "I have witnessed my principal design and implement a computer curriculum in collaboration with her staff. It has taken five years, but through hard work and a shared vision our students are

producing great work." Not all the energy devoted to team work was seen as beneficial, however. "I wonder if the time it took to get this point could have been shortened to get building-wide involvement on instructional improvement. Most of the committee members were wedded to a process and they liked spending hours over semantic nuances."

A major impediment to attaining ownership can be teacher attitude. Interns highlighted reforms that some staff were having difficulty accepting, including flexible and block scheduling, heterogeneous grouping, core curriculum standards, carrying out individual education plans, and new curriculum. The above themes derived from interns' comments about program implementation (e.g., benefits of group ownership, hard work, and teachers' attitudes) are echoed by Speck (1999),

It is not an easy task to develop a collaborative spirit within the school learning community that honors the collective efforts of teachers, staff members, parents, and others in the community . . . (collaboration) can take years of work and meticulous development of relationships. (p.105)

In the area of managerial leadership, participants served on 50 different kinds of committees, many of which had multiple meetings. A variety of scheduling activities were completed in this area of work. Overall, 38% and 16% of the activities in managerial leadership were devoted to meetings and scheduling, respectively. Interns viewed the opportunity to serve on committees as an informative training ground in collaboration.

Some found the handling of discipline onerous. "Once back inside the office, the morning became a steady stream of discipline problems," wrote one intern in despair.

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

Classroom Observation and Teacher Conferencing

Interns conducted 56 observations of teachers and associated post-observation conferences in a variety of subjects. One intern in health and physical education was concerned that other educators might question his expertise in regular classrooms. He observed nine teachers in traditional subject areas to expand his knowledge of teaching across the disciplines. Some commentary on this category reflected concern for lack of experience in collecting classroom data and conducting conferences, ("I would have felt more comfortable if I had been the teacher rather the observer"; "What I learned from the taping is . . . I cut people off."), difficulty in communicating negative perceptions to a conferee ("I spent a lot of time thinking about my approach to telling her that she had forgotten initiation and closure."), and the seriousness of this responsibility ("I want to look myself in the mirror and say I did everything I could to help someone, but at the same time not keep a teacher on staff that does not meet standards of good teaching.")

Job Shadows and Professional Development

Job Shadows. Most interns engaged in this recommended activity. Middle and high school interns were more likely to shadow at different school levels while elementary interns tended to remain at their level. Interns viewed shadowing as beneficial. They admired the competent administrators they observed. "This shadowing experience

affirmed that there are still caring, capable administrators out there who are doing a great job with our youth."

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

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

Professional Development. Table 2 reflects the number and kinds of professional development activities in which the principal interns engaged.

[Table 2](#)

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

Interdependent Leadership

Table 3 shows mean intensities of collaboration for those activities requiring collaboration.

[Table 3](#)

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

Table 4 reflects the proportion of activities involving collaboration with roles for the total sample and mean ranking by roles.

[Table 4](#)

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

Interns indicated that interdependence among different roles causes a change in ways principals carry out their responsibilities.

The role of instructional leader took on new meaning. As I worked within the parameters of mandated site-based management, school governance teams, and parent and teacher empowerment, the role of instructional leader became more complex as one must function in a less autonomous and autocratic structure.

When one collaborates, accomplishments take longer, "By spring break not one of my action goals was complete. Each one needed more information, time, or assistance from an outside source." Finally, maintaining balance among different viewpoints is important to achieving the best end, "One group's agenda must not overshadow what is ultimately best for the overall development of the student."

Discussion

Examining portfolio products can provide faculty with useful information on program improvement. In these programs, the quality of training for principal interns in classroom observation, teacher conferencing, and program evaluation needed additional attention. The researchers found that the interns expressed concerns about their competence in these areas. Programs for training principals need to provide ongoing and substantial experiences in teacher classroom supervision and program evaluation (Reid, 2000). These areas are directly associated with improved student learning and unless prospective principals have advanced skills in these areas they will not be prepared to affect student learning once they take on their first position.

It would be beneficial to craft experiences that would require principal interns to collaborate with community representatives and families as well as to be able to observe principals who provide models for within-school collaboration. Community and parent involvement in schools can be related to improved student achievement. This study did not find a high level of collaboration with these education stakeholders. Principal interns need to engage in activities during this learning experience which develop these relation-building skills to include these groups in a variety of ways in schools. They also need to observe and work with principals who can serve as models for excellent within-school collaboration.

Reflections on activities in portfolios offered guidance for internship course development. Middle and high school interns who provided professional development sessions emerged as confident in preparing and conveying information to teachers. They learned effective characteristics of professional development programs and are likely to provide quality programs for their future staffs. Elementary principal interns did not conduct these sessions, and it is believed they would have benefited from leading professional development programs for teachers. In order to be a leader of teachers and affect student learning, the ability to provide professional development for teachers is an essential.

Out-of-level job shadowing experiences proved to be valuable. Although these principal interns were preparing for principal roles at the level of their teaching experiences, they were surprised that they were attracted to principalships at a different level when they completed out-of-level shadowing experiences. Perhaps requiring out-of-level shadowing experiences would enable interns to become more aware of the complete spectrum of school leadership positions in their future careers.

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

Intern experiences and reflections highlighted the need to improve the conditions of the principal role. Ricciardi's (2000) description of the Kentucky Principal Intern Program

notes that principals and assistant principals were heavily involved in discipline and had little time to devote to instructional leadership. Some interns in the programs described in this paper were overwhelmed by the lack of systematic organization of their schools. Job requirements and expectations of principals that are resulting in fewer qualified applicants nationally (Cusick, 2003) were evident in these portfolio activities and comments.

Consideration needs to be given for dividing the principal's role between instructional and managerial leadership. With the recent call to expand the principal's role in instructional leadership and assign managerial tasks to others (Olson, 2000), the time is right to design alternative forms of school leadership. Some schools have experimented with strategies to reduce administrator time on non-instructional tasks through job sharing, grade level principals, and creation of trained business managers (Hertling, 2001). By sharing the complex role of principal, educators in charge of schools may be able to implement more advanced forms of standards-based education that result in improved student learning.

The culminating principal intern experience should be carefully designed with attention to the number of hours and the nature and breadth of assignments. The amount of time devoted to training principal interns and the content and experiences in these programs are important. Whether universities and districts individually or jointly design the principal internship, the guidelines for this learning experience would best be served with a full-time internship (Burnham, 2001; Hung, 2001) that focuses on instruction. An intensive experience would enable prospective principals to become more competent and confident.

This paper offers some guidance for structuring a rigorous and worthwhile learning experience that begins to prepare someone for the role of principal that can be completed in one semester. Selecting excellent principals in a district and having them serve as mentors or

shadow models may encourage interns to pursue a principalship because they have learned from someone who is effective. A professional role model can inspire interns to reach for excellence and show them ways to do so. Learning experiences need to emphasize activities in the areas of instructional leadership, so that new principals will know how to affect change for improved student learning.

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Table 1

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

<u>Program Evaluation</u>		
1.	Curriculum	.66
2.	Special Programs/Activities	.34

<u>Program Implementation</u>		
1.	Curriculum	.29
2.	Intern-Presented Workshops	.27
3.	Student-Related	.24
4.	Staff-Faculty Related	.20

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

Table 2

Principal Interns' Professional Development Activities by Level*

Elementary (n=8)

Intern Professional Development Programs

01	Team Leader Program
08	Aspiring Administrators Program: Challenges of the Assistant Principal
16	Summer training with Dr. Mel Levine
17	Math Manipulatives
20	Seminar in Law
Subtotal=5	

Middle (n=8)

Intern Professional Development Programs

06	Administrator Aspirant Program (6 workshops/one shadow): Redefining Educational Leadership for the 21st Century Assessing Leadership Strengths and Needs for Improvement Resolving Conflicts through Win-Win Situations Marketing Yourself Special Challenges of the Assistant Principal Getting the Job The Principal's Role in Curriculum Leadership Building Level Legal Issues Culminating Experience
13	District Leadership Academy (multiple sessions)
22	Previewing the Principalship Improving Student Performance Making Your Best Instruction Even Better
Subtotal=3	

High School (n=12)

Intern Professional Development Programs

09	District Administrative Intern Program (multiple sessions/activities): Attend District/Town Meetings Assist in School/Curricular Meetings Assist in Unique School Projects Shadowing Resume/Letters of Introduction Mock Interview
10	Minority Recruitment of Future Teachers CT Advisory for Teacher Professional Standards
18	Learning Styles
23	Student Assistance Teams
25	State Advisory Council in Special Education
Subtotal=5	

Grand total=13

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

Table 3

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

Category (Total Activities)	Mean Total for all levels (Proportion collaborative)	Elem. (Proportion collaborative)	Middle (Proportion collaborative)	High (Proportion collaborative)
Program Evaluation (n=32)	3.5 (1.0)	3.6 (1.0)	3.3 (1.0)	3.5 (1.0)
Program Implementation (n=41)	3.7 (.87)	4.0 (1.0)	3.8 (.75)	3.5 (.83)
Managerial Leadership (n=133)	3.3 (.28)	3.9 (.24)	2.9 (.25)	3.0 (.33)

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

Table 4

Proportion of Activities Involving Collaboration with Roles and Mean Ranking of Contact by Roles*

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

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

Appendix A

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

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

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

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

	Psychiatric Evaluation Meetings		1		1
	PPTs (Special Education Team)	2	4	2	8
	Secondary Coordinators' Meeting		1		1
	Teacher/Non-Teacher Interviews		2	1	3
	Grade Level Meetings	1			1
	Student Assistance Team (SAT) Meetings	2	1	2	5
	Student Discipline Sessions	2	3	3	8
	School Governance Meetings	1		1	2
	Expulsion and Suspension Meetings			1	1
	Minority Recruitment Fair			1	1
	Board of Education Meetings	2		1	3
	Sexual Harassment Meetings			1	1
	Athletic Philosophy Committee			1	1
	Community Services Coalition			1	1
	Minority Parents' Committee			1	1
	Parent Relations Committee		1		1
Systematic Shadowing		1	1	0	2
	Two Periods Every Sixth Day		1		1
	End-of-the-Day Office Assistant	1			1
GRAND TOTALS		67	56	83	206