



The effectiveness of the Montana Office of Public Instruction K-12 School Administration Internship and the Regular University K-12 School Administration Internship
by Ramona Ann Stout

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University
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Abstract:

The problem of this study was to determine if there was a significant difference in the perceived preparation of administrative interns and in the mentoring activities of mentor (supervising) administrators in (1) the Office of Public Instruction (OPI) Internship program and (2) the internship included as part of the regular university administrator preparation program. Perceptions of interns and mentor administrators in both programs were surveyed.

The administrative skills examined were Leadership; Policy; Community Relations; Organizational Management; Curriculum Planning and Development; Instructional Management; Staff Evaluation and Personnel Management; Staff Development; Educational Research, Evaluation and Planning; and Values and Ethics of Leadership. The mentor activities were Relationship Emphasis, Information Emphasis and Facilitative Focus.

A two-way ANOVA was used to test the statistical hypotheses. The level of significance was set at $\alpha = .05$.

All participants of the OPI intern program from 1995-1999 and their mentor administrators were included in this study. For the regular university intern group a random selection was made of those who attained their administrative degree in the years 1995-1999 and their mentor administrators. Forty-two interns and 41 mentor administrators participated in the study.

Besides testing for significant differences between the two intern programs on administrative skills and mentoring, school size, AAJA and B/C, and level of internship, Grades K-8, Elementary, Grades 9-12, High School, and Grades K-12 were also tested.

Of the tests for significant differences on the 10 administrative skills in the two intern programs, there was one interaction of type of internship and size of school district on the administrative skill Educational Research, Evaluation and Planning. Of the tests for significant findings on the mentoring skills, there were two interactions of type of internship and level of internship in the perception of the mentors on Relationship Emphasis and Information Emphasis.

Other results of this study showed that the interns in both the OPI and regular university programs perceive themselves competent or very competent at the end of their internship experience. It was also noted that the mentor administrators perceived themselves much higher in their mentor activities than the interns perceived their mentors' activities.

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K-12 SCHOOL ADMINISTRATION INTERNSHIP
AND THE REGULAR UNIVERSITY K-12 SCHOOL
ADMINISTRATION INTERNSHIP

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Ramona Ann Stout

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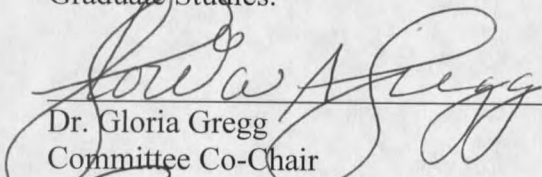
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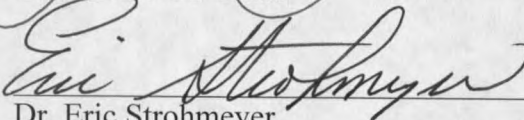
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This dissertation has been read by each member of the dissertation committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.



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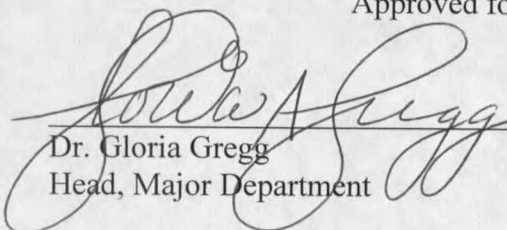
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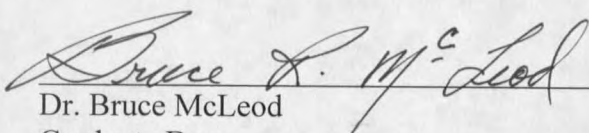
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ABSTRACT

The problem of this study was to determine if there was a significant difference in the perceived preparation of administrative interns and in the mentoring activities of mentor (supervising) administrators in (1) the Office of Public Instruction (OPI) Internship program and (2) the internship included as part of the regular university administrator preparation program. Perceptions of interns and mentor administrators in both programs were surveyed.

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CHAPTER 1

INTRODUCTION

The school year begins with the burst of noisy children rushing through the front doors of public elementary and high schools throughout the state. Their excited chatter fills the air as they eagerly find their teachers, classmates and classrooms. Some districts are finally ready to commence the new school year after a long and sometimes frustrating search to fill the vacant principal position with a quality leader. Where are the public school leaders? Why does a school of 600 children interview only three candidates for superintendent? Was that all the applications they received? Another school of 500 reopens their high school principal position for the third time in order to find that quality leader. Even one of the largest school districts in Montana begins the new year with an interim superintendent until the newly hired one can move from out-of-state.

What is causing this situation? Why does there exist an increasing lack of qualified administrator candidates? What kinds of programs could assist talented individuals to prepare for and seek a school leadership position?

In a 1999 study sponsored by the Montana School Boards Association (MSBA), the results indicated that many school administrators are planning to retire in the next five years, 50% of the 105 responding superintendents and 26% of 126 school principals. Of the 61.3 % or seventy-three (73) school board chairs and 63.8% or 67 of the district superintendents who had hired administrators in the last three years, only 20 school board

chairs and 10 superintendents indicated that there were no problems in filling the open positions. The problem most identified in hiring administrators was that the pool of candidates was too small. Board chairs also indicated that another often-encountered problem was that the applicants were not well qualified (MSBA, 1999).

This MSBA study also indicated that 88% of school board chairs responding said that their district had no plan in place for recruiting administrators. The majority of board chairs (68%), superintendents (76%), and principals (91%) indicated that they encourage their own employees to fill open positions. There is also very positive support among board chairs (64%) and superintendents (75%) to expand the OPI internship program to help address the shortage of qualified administrators. However, at this time most of the above individuals said that their school district did not currently have a formal administrator mentor program and thought that such a program would have been helpful in their own administrative skill development (MSBA, 1999).

Montana is not the only state facing administrative shortages. There is a national trend of increasing scarcity of superintendent candidates. The American Association of School Administrators' (AASA) Executive Director, Paul Houston (1999), estimates that acting or interim administrators are filling 15% to 20% of superintendent jobs at any particular time (AASA, 1999). A study commissioned by both the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) in 1998 found that shortages do exist nationwide. Of 403 telephone interviews of school administrators, 50% said that there was a shortage.

However, only 27% of school systems have an aspiring principal program with urban schools being better at 50% (ERS, 1998).

Each year the responsibilities of school administrators become increasingly more complex due to many different factors. One factor is the emphasis on standards and assessment required by state and federal regulations, laws, and court decisions. Another is the diversity of children's needs ranging from the disabled, to the maladjusted, to the gifted, and all those in between. Parents and community members are demanding that they be more involved in their child's education than they were in the past. The knowledge, skills and requirements for children to succeed in the modern world have created a need for school leaders to be better prepared not only as instructional leaders, but also school managers. As Fullan (1998) says, this requires not only restructuring, but also re-culturing.

Statement of the Problem

A multi-faceted approach is required to address the complexities in today's schools. No longer does it suffice for school administrators to complete a college program to prepare for school leadership (Sergiovanni, 1995). It also doesn't appear to be adequate preparation for an educator to "learn out in the field." This raises the question if there is a process composed of a variety of learning experiences that will develop K-12 school administrators into leaders who have the leadership skills to develop schools systems that enable students to grow both academically and socially into positive contributors to the world society.

The problem of this study was to determine if there was a significant difference in the perceived preparation of school administrators and in the mentoring activities of supervising administrators in (1) the Office of Public Instruction (OPI) Internship program and (2) the internship included as part of the regular university administrator training program. Perceptions of interns and supervising (mentor) administrators in both situations were examined.

Requirements for certification according to the State Accreditation Standards (OPI, 1999) as a school administrator in the state of Montana include a Master's degree that is completed while a member of a cohort, as an individual student, or as an OPI intern working in a school system. Principal certification is given for grades K-8, 5-12 and K-12. For superintendent certification, additional courses are required. The Montana University System prepares the aspiring administrator with a structured program that varies somewhat by institution. The programs are offered in many different modes including summer, weekend, and on-line computer courses. An internship experience is required by Montana State University. The University of Montana administrative candidates may participate in an internship as part of their program, but it is not required (MSU, UM, 1999).

Some aspiring administrators enroll in courses for their administrative certification while they are teaching school or working outside of education. Others participate in the OPI internship program in which the aspiring administrator is in effect employed as a school administrator. In this situation, the school district has been given permission by the Montana State Office of Public Instruction to use this alternative

approach while the person is completing their certification as a school administrator.

According to Don Freshour, OPI Certification Officer, the Office of Public Instruction Internship, or OPI Intern Program as it is commonly known, has evolved over the course of the last ten years originating with a federal grant. Since its inception the program has continued to be a viable option to meet the needs of school districts that were unable to find a principal or superintendent or who chose to hire and develop their own principal/superintendent prior to the administrator being certified (Freshour, 1999).

The OPI intern is bound by an official contract between the school district, the administrative candidate (intern), the supervising university, and OPI. The intern must have been admitted into an approved university program leading to the appropriate administrative endorsement and must have completed at least eight semester credits prior to beginning the first intern academic year. The OPI intern has three years in which to complete graduate credit in school administration to qualify for Montana administrative certification. The school district must provide a variety of experiences for the intern who will be compensated for part-time or full-time administrative work. The district provides funds toward university tuition, supervision by the university, professional dues and expenses, and also agrees to retain the intern for up to three years based on satisfactory performance. The school must also assign an on-site administrator to be a mentor for the intern. The university's role is to provide a supervisor for the intern who must visit at least three times per semester during the school year, and appropriate course work to complete certification requirements within the three years. Much of the course work takes place during the summer with some courses offered on weekends and on-line. The

OPI exempts the school district from the state standards certification requirements for this particular administrative position during the three-year period (OPI, 1999).

Research Questions to Be Answered

The OPI intern program is an alternate path to administration. The format has been used for at least 10 years. However, there has not been research on how well administrative skill competencies have been developed. Therefore, to accomplish the purpose of this study, the following questions were answered.

1. To what degree do OPI interns as compared to regular university interns perceive that their internship prepared them in selected administrative competencies?
2. To what degree do mentor administrators perceive that the internship prepared the OPI intern or regular university intern in selected administrative competencies?
3. To what extent were the mentoring activities of Relationship Emphasis, Information Emphasis and Facilitative Focus by mentor administrators part of both the OPI and the regular interns training as an administrator?
4. Do selected variables, such as intern's school district size, and the level of the completed internship (elementary, grades K-8; high school, grades 9-12; and K-12) have an effect on degree of competency on selected administrative skills?
5. What career decisions did the OPI interns and regular university administrative interns make after the internship?

Significance of the Study

Sergiovanni (1995), in his text on the principalship, states that the new dimensions of leadership in schools involve leading change to facilitate the implementation of innovations to improve academic learning. To do this, there must be skills in both leadership and management. Leadership includes "mission, direction, inspiration" while management involves "designing and carrying out plans, getting things done, working effectively with people." Developing an effective principal, i.e. school administrator, means doing both (Fullan, 1991).

How are these leadership and management skills developed? According to Fullan (1991), people change by doing new things in conjunction with others. Nearly all leaders are highly proficient in learning from experience. Most were able to identify a small number of mentors and key experiences that powerfully shaped their philosophies, personalities and operating style.... Learning is the essential fuel for the leader... Very simply, those who do not learn do not long survive as leaders."

Haller and Brent (1997) stated that there is very little research regarding the efficacy of administrator training programs. They allude that perhaps administrator training programs are not quality programs and, therefore, educators do not enroll or having completed their programs, do not have the competencies needed to do the work. Is experiential learning through different types of internships an effective school leadership development practice?

To conduct a study of leadership development, a determination had to be made as to what standards and skills would be used to determine administrative competency.

Hoyle, English, and Steffy (1998) clarified a set of administrative standards and skills as described in their book, Skills for Successful 21st Century School Leaders. Their goal was to establish a useful set of standards that contains skills that every administrator should possess. These education leaders were committed to developing standards to “stimulate thinking about the preparation and licensure of school leaders for the 21st century to ensure that our school administrators are successful leaders of high-performing schools for all students.”

Using these 10 administrative skills as a standard for school administrators, this study determined if there is a difference in skill attainment level between OPI interns and RU (regular university) interns from their own perceptions and from those of their mentor administrators. The results indicated whether one or both intern programs were effective. If the OPI program was as effective as the regular program, then school boards may consider the OPI program as an alternate means by which administrative vacancies can be filled.

By examining the competency level on the administrative skills, universities and school districts can determine if the prospective school administrator is proficient as well. If interns, OPI and RU, perceive that they have attained competency on the skills and that their mentors support this, then again, university and school districts can feel confident in the preparation of these interns.

In internships, mentors play roles of being a trusted advisor, an information source, and a facilitator to assist with an intern's plans. The results of this study can give direction to university programs in what skill instruction is needed to best prepare future school administrators.

In Montana there is a shortage of school administrators as stated by Loran Frazier (2000), executive director of the School Administrators of Montana. He reported that there were 45 superintendent and 57 principal openings for the 1999-2000 school year. Two of those positions were not filled. In several instances one superintendent filled the superintendent position in two school districts. There were also three principal positions filled with teachers who had no administrative preparation. In the MSBA study (1999) of school board chairs reporting 39 indicated that there were not enough applicants and 23 stated that applicants were not well qualified (p.32).

Findings from this study can be examined, discussed and integrated with findings from other studies to provide guidance in developing a best practice in the preparation of interns to be school administrators. With the help of information from this study, a collaborative administrator preparation model could be developed between school districts and the university whose goal would be to prepare skilled administrators for Montana schools.

Definition of Terms

The following terms, which are used throughout the study, are defined below.

Regular University Intern (RU Intern): A student who is completing an internship as part of an administrative preparation program that leads to the attainment of an administrator certificate as a principal and/or superintendent. Referred to in this paper as the RU intern.

Supervising Administrator: The principal or superintendent of a school who has been designated as the on-site supervisor for the OPI intern or regular university intern.

Office of Public Instruction (OPI): The state education office that administers Montana's K-12 school program.

OPI Intern: An educator who has been accepted and is participating in the administrator preparation program called the OPI Internship Program.

Mentor or Mentor Administrator: Synonymous with supervising administrator.

Administrator: An educator who is a K-12 educator working as a certified elementary principal, middle school principal, high school principal, or superintendent.

Elementary Principal: An educator who is certified by OPI to be administrator of Grades Kindergarten through 8th grade.

High School Principal: An educator who is certified by OPI to be an administrator in Grades 7-12 or 5-12 but most generally works in Grades 9-12.

K-12 Principal or Administrator: An educator who is certified by OPI to be an administrator in grades Kindergarten through 12th Grade.

AA/A School: This classification, based on athletic/activity groups, ranges in high school student population from 370 and above.

B/C School: This classification, based on high school athletic/activity grouping, ranges in high school student population from 1 to 369.

Methodology

This research used a quantitative approach in which group effects were the focus rather than individual differences. The participants in this study were the population of OPI interns, a random sample of regular university interns, and the mentor administrators of both the OPI and RU interns who were involved during the time period, 1995-1999.

There were two instruments, one for administrative skills and the other for mentoring activities. Both groups of interns and their mentors completed the two instruments. Using a five-point Likert scale, the interns responded with their perceptions about their own administrative skills developed during the internship and about the mentoring activities of their mentors. The mentors gave their perception of their own intern's administrative skills and of their personal mentoring activities.

Data was analyzed according to the whole population and then subgroups of different school sizes, AA/A and B/C, and school levels, Grades K-8, elementary, Grades 9-12, high school and Grades K-12. To obtain appropriate statistical data, a two-factor ANOVA was used.

Descriptive data was gathered from the study's participants through open-ended questions included as part of the survey instrument. This demographic information was

used to describe the participants and provide information about their education, career choices, years in education, and interest in a potential follow-up telephone interview.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

Both the MSBA study (1999) and a national study conducted by Educational Research Service (1998) indicate there is a shortage of school administrators, superintendents and principals, that will be even more acute in the future when many school leaders retire. Although a statewide education profile (Nielson, et al., 1999) reported that in the year 1996-97 teachers were distributed across the age ranges in a balanced manner, administrator age distribution in that same report suggested that 50% of principals and 60% of superintendents in the state of Montana would be new to their position within 10 years or 2007. There is evidence that a high demand for new school administrators across the state already exists.

Preparing new K-12 school administrators is a task that requires understanding of not only current leadership theory but also organization theory and change. Schools have changed to mirror societal change, which has given impetus to a rapid growth in the body of research and literature that gives direction to today's school leaders. The knowledge gained must then be integrated into the school setting as it is today and is predicted to be in the future.

Adult learning theory includes learning from books and learning from life's experiences. Combining the two, in which adults develop their own meaning from their

learning, supports the constructivist view that appears to be part of learning for all ages. In the process of reflecting on experiences the mentor, or guide, gives perspective that assists the adult learner in making sense of their own learning. Therefore, administrator preparation programs are concentrating not only on theory but also on practice in the school setting guided by a mentor in whom the aspiring administrator finds support and challenge. This literature review is to develop a framework and provide insight into the key elements of this study.

Leadership

Leadership in education has changed over the years. Schools are no longer seen as bureaucratic institutions in which teachers are treated like factory workers in a top-down hierarchy of autocratic management. School leaders, faced with diverse expectations of the public, parents and students, need to prepare new leadership models that will be able to satisfy constituents (Spillane and Regnier, 1998). Taking a lesson from business and industry, Peter Drucker (1985) says that one must optimize not just maximize. Schools, in optimizing, need to precisely identify their mission, set goals accordingly, and measure their progress regularly. To maximize, trying to do many things while trying to serve many different constituencies, has not been successful for business and will not work for schools either (Drucker, 1985).

Therefore instead of directing workers, the modern school leader understands that leaders of today's schools must have the skills and experiences to solve problems and build programs that are committed to children, teaching, and teachers (Sergiovanni,

1995). Today, and in the future, school leaders must understand that "To lead is to influence others to achieve mutually agreed upon and socially valued goals that help an organization stretch to a higher level. Leading does not mean moving people through time in a status quo environment" (Patterson, 1997).

As Fullan states, "The school principal as a leader should strive not to be an instructional leader, but rather a leader of instructional leaders." In order to accomplish the appropriate changes so that others in schools can effect positive changes, school leaders must be able to express their own vision but not impose it. School leaders must be able to manage conflict and to solve the problems that may arise. At the same time school leaders must remain open to the ideas of those who are at all working levels of the school system, both professional and classified staff (Fullan, 1992).

Organization Theory

Leadership has changed over the years not so much because organizations have changed but because research findings have clarified how organizations operate. In the beginning of the study of organizations, it was thought that these entities were closed systems with no connection to the outside environment. As researchers studied the activities and operations of organizations, they made some very important discoveries. Organizations were systems that were open to and interacted with the environment, were social entities, and were dynamic in that they were constantly changing as in disequilibria (Hoy and Miskel, 1991).

The organization, furthermore, was made up of many different components in which each played a different role in the organization's function. People who made up organizations such as schools, acted according to their own individual needs (Hoy and Miskel, 1991) in reference to Maslow's theory that people act according to a hierarchy of needs that he identified as physiological, safety, social, self-esteem, and self-realization. As basic needs are filled, people will strive to meet their own higher level needs in a developmental sequence. The needs at a lower stage must be fulfilled before a person can move on to a higher stage (Hoy and Miskel, 1991).

Another researcher, Herzberg, in his research in the 1960's found that work achievement and responsibility motivated workers more than monetary or tangible rewards. From this basis came the work of Hersey and Blanchard (1977) in situational leadership and then the concepts of Total Quality Management (TQM) developed by W. Edwards Deming. Deming, in TQM, stressed that improving the quality of the system which is made up of inputs, processes, outputs and the environment surrounding the system, could influence a worker's motivation and therefore production (Schwahn and Spady, 1998).

Not only must school leaders be knowledgeable in and understand the functioning of an organization, they must also be able to put that knowledge into practice to develop effective organizations. Administrator preparation programs must be designed to develop a school leader who not only has the knowledge but also has the practice in implementing organizational components in excellent schools. In an interview, John Goodlad told Goldberg (2000) that to develop a quality school administrator there should be a

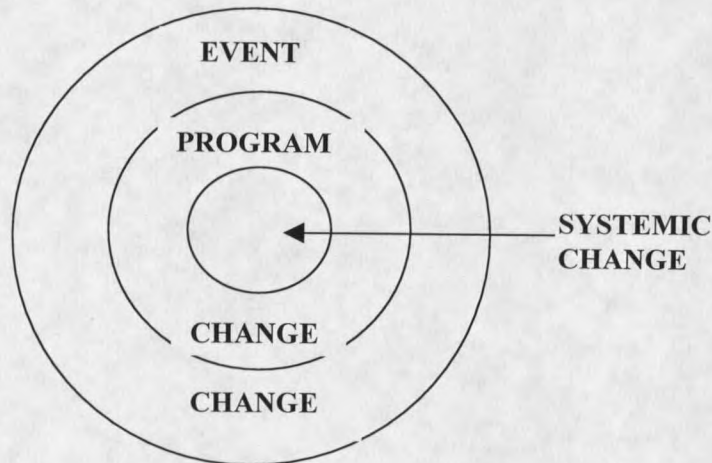
continuation of the best training available. The command of the change process and skills to be able to work with people are both more important than technical skill development. Using their people skills, administrators can build leadership within their own schools so that as they leave, there is already a trained administrator to replace them (Goldberg, 2000).

Change in Schools

School superintendents and principals must also understand the processes by which schools achieve quality and excellence. Teachers and other school personnel will transform their school to provide for the needs of children not by staying the same but by changing their beliefs, their thinking and their actions. In order for this to happen in an orderly way, the change process itself must be understood and facilitated with each individual at each stage of his/her development. The change that is desired must be lasting system change and not the simple shallowness of event change (Patterson, 1997).

Patterson illustrates organizational change with three concentric circles (see Figure 1). The inner circle is system change. It is central to the change and is very powerful as it affects the norms, values and power relationships in the entire organization. This is called systemic change. It appears that system change is necessary in order to have a long-term meaningful change in the organization. The example used by Patterson (1997) is the concept of a middle school. In order to make it different from the junior high model, the norms, values and power relationships must change. Otherwise, the result is only an unchanged junior high model.

Figure 1: Model of Systemic Change (Patterson, 1997)



A middle school will develop only when teachers realize that middle school children have different needs than younger or older students. Teachers must construct learning environments that capitalize on cooperative learning and individualized help provided within an integrated curriculum across subject areas. Teachers must understand and then design their teaching to support middle school students' specific learning styles and needs.

The second circle from the center is program change. This level of change affects the norms and values of some parts of the school without having a major impact on the entire school. An example would be the Accelerated Reader program that helps students learn to read with meaning and understanding using technology as an instrument. The program can operate with minor changes that do not include changes in the school culture or values. Program change is often the result when schools don't quite get to the system changes that they designed.

The outer circle is event change. This level of change is very shallow and has no lasting effect on the norms, values, or power within the school. The changes are generally only single occurrences with no connection to the history or the future of the school. Often school people continue to operate as usual even though there may be the facade of change that takes place when a particular principal or superintendent requires something to happen with no buy-in from the teaching staff. Event change happens when school people continue to operate as they have always done because the changes are often cosmetic and don't have any underlying meaning. An example of this is a school that works to change the way science is taught from a lecture method to a hands-on method without the staff development to actually change teacher and student behavior (Patterson, 1997).

Hall and Hord, in studying change extensively, have given great insight into what must happen before a significant and lasting difference in an individual's behavior will occur. Their program of organization and personal change, called the Concerns Based Adoption Model or CBAM, provides the basis for the statement that "change is a process, not an event." The process as we know it occurs over time, usually at least a year, and is accomplished by individuals not by events. It is only when people in a system have absorbed and used the improved practice can it be said that change has actually occurred. Change will occur differently for each individual according to the change that is being sought (Hall and Hord, 1987).

When a person changes, developmental growth occurs. The skills and feelings seem to shift as an individual passes through more and greater degrees of experience.

The best way for change to occur is to have it be in operational terms. How will it affect me as to what and how I need to do tasks? The real part of any change must be human, not a new program or a new book. Change happens when people change their behavior. Behavior changes occur more readily when the facilitator of the proposed changes recognizes a person's needs and goes about developing the behaviors required in an adaptive and systematic way. In this way, the school leader, the facilitator of this proposed change will be able to maximize the results for success and achievement (Hall and Hord, 1987).

Individuals who want to become a school administrator must change their ways of thinking, their processes and their practices. Speaking in change terms, the school administrator must first be changed through the facilitation process in order to have the skills to be able to facilitate change in others. In a school setting facilitated change of an educator can take place through a mentor-mentee relationship. The mentor has many opportunities to influence and guide the intellectual, affective and career development of the aspiring administrator (Cohen, 1995).

It is important to remember in the change process that if attention is focused on the concerns of those who are asked to make the change, the change will take place more quickly and with better results. Change is a very complex process and the demands of the process are imposed at every level of the system. Innovations are not easy and when events seem like single items, in actuality they may be bundles of many components that complicate the process of effective management (Hall and Hord, 1987).

Schools of the Future

An effective leader with strong management skills who understands changes describes the superintendent of the future. He or she will be a reflective thinker, have a broad learning base, and be comfortable in both the worlds of practical activities and of ideas and concepts, state Spillane and Regnier (1998), nationally recognized school superintendents. To understand what is required to become a futuristic school leader requires that we examine what has changed in education, what is changing and what will change.

According to Spillane and Regnier (1998), the following are examples of what has changed in education:

1. In governance, there is much more state involvement with politicians taking more control and having more influence at all levels, local, state and federal.
2. Community control has moved toward decentralization and more parent input. However, in some areas the parent council programs have not fared well resulting in a noticeable return to centralized management.
3. Superintendents must become instructional leaders instead of school managers because they are expected to lead the way in the classroom and in making instructional decisions. More women and more minority individuals are represented.
4. Special Education, a program good for children, has gone from nothing to the largest budget, making it very expensive to local taxpayers.

5. Teacher training and professional development have become more rigorous and realistic. Even when this training is shown to be necessary to instructional program success, the public is often still critical and reluctant to provide financial support. In contrast, businesses have found training to be essential to prosper. They fund it and require it.

6. Minimum competency testing was a central theme of the 70's and 80's. Now in an era of standards, accountability and high stakes testing, Americans believe that our students can do as well as any student in the world if we expect and demand it.

7. Today student populations are made up of more minorities, low socio-economic, limited English proficiency, and immigrant students than 30 years ago. Taxpayers are not willing to fund public education because today's student population does not look like them.

8. Incentives for teacher performance and merit pay have been suggested but are often viewed negatively with little agreement as what should be done.

9. Privatization is popular. More and more parents feel like their children are not getting what they need in the public school and besides, the government can do nothing very well anyway.

10. At Federal levels some specialized and minority programs have been implemented, but have not become great factors in curriculum or operation of schools.

Spillane and Regnier (1998) go on to describe what is changing in education right now as well as what they predict will change in the future.

1. National standards and assessments are coming from Capitol Hill politics and are exerting a great deal of pressure. Superintendents, as school leaders, should always support strong accountability for student achievement.

2. National professional teaching standards along with national teacher certification will strengthen educator credibility and expertise in the eyes of the public.

3. Use of technology will open new learning opportunities for educators and students. However the critical areas are still books, reading, writing and math.

What will change in the field of education in the future? The following predictions by Spillane and Regnier (1998) are listed below.

1. National assessments will not be supported except by a few parents in some schools. However, some parents in some schools will pressure their schools to meet higher standards, thereby pressuring other schools to meet higher standards.

2. In both academic achievement and job skills, standards will be higher for both college and non-college standards.

3. Privatization and choice will develop within public schools, including charter schools, vouchers, tax credits and more home schools, which will result in pressure on superintendents for more accountability.

4. Special Education will narrow its focus to help children instead of placating parents.

All of the above changes and proposed changes will affect the preparation of school administrators. "There will be more standards for preparing superintendents for

the job rather than just moving up the ranks.” As a result, this insures more quality control and will satisfy school boards (Spillane and Regnier, 1998).

With a base of good, solid traditional education, superintendents can develop skills of thinking thoroughly and quickly about complex issues that will require current knowledge not only in education but also in the sciences, world politics, cultural trends and business. Work is accomplished in schools by choosing the right people and motivating them for excellent work. In the future it will be critical for a school superintendent to be able to work with personnel and the community to accommodate their needs and garner support. Even though understanding the budget is absolutely necessary, the main goal remains academic learning for students, for which leadership skills are essential. The superintendent’s work is three-fold: set standards, establish measures, and hold people accountable (Spillane and Regnier, 1998).

Adult Learning

In order to lead schools, superintendents of the future will need vigorous pre-service preparation and ongoing training using sound adult learning principles and techniques. Developing competent school principals and superintendents involves understanding how to teach adults and how adults learn.

The situated learning approach is effective for adults because in it knowledge and skills are developed in the context of how knowledge is gained and applied in everyday situations. The basis for this learning approach comes from situated cognition theory that

defines learning as a socio-cultural phenomenon instead of the acquisition of knowledge through books, other printed text or classroom delivery (Stein, 1998).

From work that has been done on adult learning, particularly with college-aged students and older, it has been found that active learning, the participation of the student in the lesson, improves the chances that the student will actually learn the material. Interactions with the student assist in adult learning, as do discussions, role-playing, simulations and student presentations (Menges and Weimer, 1996).

Situated learning experiences are built on four major premises: 1) Learning results from normal everyday activities, (2) Knowledge gained from specific situations by the student is then transferred to other similar situations, (3) Learning does not take place in isolation but is social and includes processes of "thinking, perceiving, problem solving and interacting" that an adult utilizes in addition to general and operational knowledge, (4) Learning is not separate from active, complex social activities made up of people, their actions and situations (Stein, 1998). Adult learners, because they have a variety of backgrounds, are able to relate stories, data and situations by which they enhance their learning and reflect upon situations in order to understand them within the context of real community and workplace happenings (Kerka, 1998).

Oftentimes, situated learning takes place in the workplace in the form of an internship. The internship, as most are set up, involves a mentor relationship. The definition of mentoring includes a relationship between an experienced and a less experienced person in which the mentor provides guidance, advice, support and feedback to the mentee. The skills developed in a mentoring relationship are not only work-related

but also are cultural, and enhance appreciation and the potential of different aspects of a person's life (Kerka, 1998). Additionally, for the student to really come to understand oneself and become a reflective learner, a mentor can be of great assistance. Universities are working on including mentors in many different programs to allow for greater sharing of knowledge by the professor with the student (Menges and Weimer, 1996).

Mentoring

As with many concepts, mentoring has changed to meet the needs of organizations. The people, now in mentored relationships, are well educated but are still in need of a mentor for practical knowledge and wisdom. The ancient process of the beginners developing new skills from their elders is still a viable method to transmit "craft knowledge" that can best be acquired experientially. Many organizations, as attested to by The Mentoring Institute (1999), have found mentorships to be useful particularly in working with women and minorities (Kerka, 1998).

Mentoring is supportive of current learning theories that state that the "socially constructed nature of learning and the importance of experiential, situated learning experiences" (Kerka, 1998) is how people learn. Experts or mentors can help one to learn by modeling problem-solving strategies and guiding learners to solve and think about problems while they are reflecting upon their own way of working through their own thought processes. As this occurs, mentors can coach learners with aids and scaffolds that are timely for the particular situation. With practice and assistance, the learner becomes more adept and develops the confidence to problem solve successfully so that

the mentor can decrease his/her assistance. The learners internalize their own thought and skill processes and construct their own knowledge and understanding as they see it. "Mentors are experts who can provide authentic, real experience learning along with a personal relationship with another through which the social side of learning can take place" (Kerka, 1998).

An example of this concept is adult birds that guide their young in leaving the nest. They support, help problem solve and have the courage to let the learner fail. In a mentoring relationship the mentee can go beyond the basic knowledge and skills to put these aspects into practice so that the link-up between basic learning and the job is very rapid resulting in a learner who can apply knowledge quickly and accurately to work situations (Kerka, 1998).

Another aspect of the mentorship is the relationship of trust that develops between the mentor and mentee. This trust provides a safe place for the learner to try on new roles, make decisions, and practice their ideas and understandings. This process is much more real-life than the classroom situation in which the activities are temporary and short-term. Real life practice gives one the opportunity to actually develop and hone one's practical skills while applying the principles and knowledge of the textbook (Kerka, 1998). Galbraith and Cohen (1995) state that mentoring provides two basic functions: (1) career/instrumental: benefit from mentor's knowledge, contacts, support and guidance, and (2) psycho-social: internal value of the dialogue with another: collaborative critical thinking, planning, reflection and feedback.

Mentorships are often used in training women. It appears that the psychosocial, relational learning is more of a team approach, rather than authoritarian, which women seem to favor. It is through relationships that women have opportunities to learn their company's cultural processes that gives them both cognitive and experiential learning. Other researchers found that mentoring helps an individual to become personally introduced and socialized into the workplace culture, thus giving them critical exposure to both work and academic settings. Sometimes in this same context the relationship may stifle the mentee's growth. It appears from research that there is less satisfaction if the mentor and the mentee are not similar in areas of gender, race and ethnic backgrounds. Even though there is some doubt that this makes a difference, the mentor must be sensitive to different cultural perspectives that may influence one's openness to others' way of behaving and thinking. Kerka (1998) concludes that in developing learning organizations, mentoring can give important assistance in helping people develop their potential.

In the business world, mentoring is recognized by many companies as being critical to the development and succession in the leadership ranks. It is noted on "The Mentoring Institute's" website that most do not make it to the top without being mentored along the way. In a work position success often depends on conforming to social norms, assimilation to standards, adhering to rules and customs of the organization. To improve work opportunities, finding a good mentor helps one succeed so Glickman (1995) also supports the practice that mentees help to choose their own mentor.

In its application to educational as well as business settings, mentoring:

1. Prepares a talent pool for leadership positions and functions,
2. Ensures that all quality performers have an opportunity to become leaders,
3. Provides for continuity (succession planning) while empowering innovation ideas that prevent stagnation,
4. Provides for transmission of knowledge to the next generation,
5. Broadens the perspectives of interns and their mentors,
6. Prepares leaders for shifting their way of thinking and operating,
7. Fills in gaps that they may be in an intern's preparation (Mentoring Institute, 1999).

Administrator Preparation

How can administrators in our present and future schools be best prepared to deal with organizational change? Research seems to support using adult learning research, and mentor support to develop the leadership skills that can meet the public's expectations. The increasing demands on administrators and the schools that prepare them have not lessened. In fact, during the 1990's, 60% of our nation's current school principals will retire. Not only are there pressures for school administration programs to produce school leaders for the changing face of education, they must also produce more of them and faster. If the 500 or so institutions nation-wide that have administrator preparation programs do not meet the demand for school leaders, our nation's school children will not have the skills to compete in the global economy of the future (Kraus and Cordeiro, 1995).

To answer the above call, many schools and universities have revamped their administrator preparation programs. Revised programs can be described as tri-dimensional. A tri-dimensional model of professional development includes academic preparation, field-based learning (internship) and professional formation (mentoring, reflection and personal development) (Daresh and Playko, 1992). The Danforth Program for Preparation of School Principals has an integrated program that includes internships, mentoring relationships, reflection activities and student cohorts. The Institute for Executive Leadership at Lewis and Clark College in Portland, OR was created in 1984. The content of the course is made up of clinical knowledge in school administration presented in a holistic way created from practice and understanding. The material is composed of a cycle of experience, feedback, reflection and understanding.

The goal of these revised programs, as Schön noted, was to enable school administrators to become “managers of culture.” To do this, administrative students learned more educational foundation theory in the context of a liberal arts focus in order to become leaders who developed the common good. By using learning journals and developing practical skills while working in a student cohort, school administrators learned that by utilizing a cycle of experience, feedback, and reflection upon their skills and practice, they could become the moral, instructional and community leaders needed in their school (Schmuck, 1992).

Research that was done in 1995 at the request of Montana’s Certification, Standards and Practices Advisory Committee examined the worth of internships in the development of school principals. Specifically, first-year principals and their

superintendents were asked whether principals who had done an internship in their professional preparation were better prepared for their first year as a principal. The study indicated the difference was statistically significant that first-year principals who had an internship felt better prepared than those who did not. However, the superintendents who worked with these principals did not note a difference in the skills of principals with intern experience and those without (Jean and Evans, 1995).

Skills that the Jean and Evans (1995) study found most important to the principals who had completed internships were those skills that are generally considered critical to success as a school administrator: supervision and evaluation of teachers, budget management, communication, team building, and facilitating school progress. These leadership tasks require mentorship and coaching in addition to the textbook and class content of their university courses. The same study indicated that principals support the notion that some leadership skills are better learned through modeling and practice just as student teachers learn to teach.

In the 1999 MSBA-sponsored study, it was also found that there was great school board and superintendent support of the OPI internships that are currently offered in Montana. School board chairs and superintendents indicated their desire to expand the OPI program for better leadership preparation as well as use the OPI program to address the current and projected shortage of school administrators in Montana (MSBA, 1999).

The Jean and Evans study (1995) also recommended that more study be given to the use of internships and mentoring aspects in the development of future Montana school leaders with consideration given to requiring such an activity as prerequisite to

certification as an administrator. To do this will require more academic focus and support from Montana's university educational administration programs.

The Education Research Study sponsored by the National Association of Elementary and Secondary Principals (1998) also indicates that there are innovative programs at the university level to prepare new school principals and superintendents to be well prepared candidates for open positions. From the LIFTS program in New York, to the "grow your own" model in Kansas, to the PEPS program in North Carolina and Montana's OPI Intern program, universities and foundations are developing school administrator preparation programs built on collaborative models between K-12 schools and universities. Almost all of these programs contain university courses, internships, mentors and cohorts of students.

For a number of years, the Danforth Foundation of St. Louis, Missouri, has provided planning, preparation and funding to the Universities of California State Fresno, Alabama, Central Florida, Connecticut, New Mexico and Washington. These programs included administrative skill development through collaboration among university departments of educational administration, local school districts, and the foundation. Their goals include the following: improving collaboration between universities and school districts, providing high quality administrative candidates with more minority representatives, using adult learning methods, providing on-site experiences (most internships are at least 300 hours or one-half time for a year), and involving other college departments. This contrasts with traditional internships of only 90-150 hours at Montana

State University (Chambers, 1999). Each intern program includes a candidate selection program, an internship, a mentor on-site who is given training, and a program facilitator.

In a critical article, Haller, Brent and McNamara (1997) state that proof is lacking that graduate training in educational administration improves schools. However, educators respond that since there seems to be a lack of studies concerning the efficacy of administrative preparation program, continued research and development of quality programs is even more important (Dembowski, 1998).

Thus it can be seen that the literature on the development of school administrators includes a complex mix of theories of leadership, management of change processes, understanding how organizations function and hopefully thrive, plus adult learning and mentoring. What role each of these components play in the preparation of today's superintendents and principals is difficult to assess because there doesn't appear to be much research especially in the state of Montana.

From current discussion with education leader, John Goodlad (Goldberg, 2000), what is needed is training in working with people and improving instruction which requires extensive work in the change process, leadership and how schools as organizations function.

Recommendations of researchers Goodman and Zimmerman (2000) conducted through a grant to the New England School Development Council on board/superintendent collaboration for high student achievement, suggest that most university programs must change their administrator preparation programs to address current school issues. The critical changes that were recommended were 1) making the superintendent

(administrator) position more appealing through development of leadership and collaboration skills, 2) development and recruitment of teachers who exhibit leadership potential must be a priority, and 3) superintendents must be better prepared for their jobs in their initial graduate programs.

This study also stated that superintendents need to be recruited and trained to meet yet to be developed national professional standards. If schools were to choose those teachers with leadership potential and support them during their training through jointly planned programs developed by school districts and universities, the school would then have a reason to invest in administrative training and provide for high quality internships. Because of the collaboration and investment of both school and administrator-in-training programs, there will be a way to fill positions of administrators who retire. This would help to reduce administrator shortage.

The university role would be to develop quality programs of study and “articulate them with carefully planned and supervised internships.” The result would be a solid program that included both academic and clinical work over a several year period with the mentorship of the school’s superintendent and school board. The administrative candidate would study as well as provide administrative services to the school that are paid for by the district resulting in a buy-in by the administrative recruit, the school and the university (Goodman and Zimmerman, 2000).

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to determine if there was a significant difference in the perceived preparation of school administrators and in the mentoring activities of supervising administrators in (1) the Office of Public Instruction (OPI) Internship Program and (2) the internship included as part of the regular university administrator training program. Perceptions of interns and supervising (mentor) administrators in both intern programs were examined.

Conceptual Framework

John Goodlad, writing on leadership in A Place Called School, stated, "First, there should be a continuous district wide effort to identify employees with leadership potential. Second, the district must be willing to make an investment designed to pay off in the future...(they) should be groomed for the post, paid two-year study leaves, to be taken at a major university offering a carefully planned program. These programs would balance academic study and one or more internships as an assistant principal" (Goodlad, 1984).

The learning theory called constructivism describes how what one already knows, added to experience, creates or constructs one's own understandings. This theory or

model of learning opposes the traditional model of education that Friere called the “banking” model in which the teacher fills the student with deposits of information. John Dewey wrote that the notion of experience was part of learning in his explanation that “education must be conceived as a continuing reconstruction of experience.” Furthermore, “every experience should do something to prepare a person for later experiences of a deeper and more expansive quality” (Reed and Johnson, 1996, pp. 111, 142).

The theorists, Piaget and Vygotsky, also support experience as a component of learning. Piaget’s studies describe student learning using hands-on activities and discovery learning, while Vygotsky stresses that social interactions in groups and shared settings make learning meaningful (Abdal-Haqq, 1998).

The administrative intern’s K-12 experiences provide additional insight to another theorist, David Kolb, whose model of experiential learning developed in 1984 builds on Dewey and Piaget. Kolb’s four-part cycle of learning defines personal experience as the basis for finding meaning from which the learner can come to some logical conclusions (Svinicki and Dixon, 1987).

Reflective learning, as theorized by Schön in 1987, describes a constant moving back and forth from thinking to doing. This study of administrative interns and their mentor supervisors in the internship may illustrate a “crucial link between theory and practice enabling learners to reflect critically and philosophically about their own and each other’s practice.” Schön’s “know-in-action” is the sort of knowledge that principals use in a “reflection-in-action” that captures the essence of their work in making

judgments based on knowledge and experience in new, constantly changing contexts (Inkster, 1994).

The theorists whose theories and models have been included here each contribute to current research that learning for individuals, particularly adults, is based upon personal experiences guided by knowledge. Each person's learning appears to be specific to that individual and to learn one must move through the process at one's own pace and build one's own meaning with which appropriate action can be taken in new situations and experiences (Fogarty, 1999).

Population Description and Sampling Procedure

The population of this study consisted of 1) OPI interns and their supervising mentor administrator during the years 1995-1999, and 2) regular university program interns and their supervising administrators in the same period. The latter were either required to or have elected to complete an internship along with their regular courses to become a certified school administrator. The Office of Public Instruction identified OPI interns for this study. The supervising administrators for interns in this group were identified through the intern's school district's records and sponsoring university records. Regular university interns and supervisors were identified through the sponsoring university's intern and mentor administrator records. OPI interns were from both MSU and the U of M, while RU (regular university) interns were only from MSU. The decision to not include RU interns from U of M was based on the fact that their Master's in School Administration does not require an internship. Such a situation made identification of potential study participants from the U of M difficult.

Instrumentation

The research instruments consisted of two different surveys. One of the instruments, the mentoring instrument, was taken from the work of Norman H. Cohen who has published a number of books that describe his studies of mentoring characteristics and the uses of the Principles of Adult Mentoring Scale that he developed in 1993 as a part of his doctoral dissertation. There are two versions of the instrument. This study used the one entitled "Business and Government" as it specifies a supervisor/employee relationship. Permission was obtained from the author of this instrument to use it in this research.

Cohen's instrument consists of six dimensions: Relationship Emphasis, Information Emphasis, Facilitative Focus, Confrontative Focus, Mentor Model, and Employee Vision. Only three of the dimensions were used in this study: Relationship Emphasis, Information Emphasis, and Facilitative Focus. These areas were selected based on Cohen's (1995) statement that the basic foundation of mentoring is made up of trust (relationship), information, and facilitation. A copy of this instrument and permission to use the letter from the instrument's author can be found in Appendix C.

In searching the literature, there did not appear to be a valid and reliable instrument available that would measure administrative skill competency levels for this study. Therefore, the instrument developed for this research was derived from the skills and standards for the preparation of administrators as described in the book, Skills for Successful 21st Century School Leaders by Hoyle, English and Steffy (1998). These

authors used previously set administrative standards and skills from the Interstate School Leaders Licensure Consortium (ISLLC), the American Association of School Administrators, (AASA), the National Association of Secondary School Principals (NASSP), and the National Association of Elementary School Principals (NAESP), as well as the National Council for the Accreditation of Colleges of Education (NCATE) Curriculum Guidelines for university administrator preparation programs. Ten skill categories, developed from these sources, provide a set of skills for the preparation of the successful school administrator in the 21st Century. The categories are: leadership; policy and governance; communication and community relations; organizational management; curriculum planning and development; instructional management; staff development; educational research, evaluation and planning; and values and ethics of leadership.

Eight professors in Educational Administration at Montana State University and the University of Montana (both have educational administration programs) were chosen to assist in the development of the administrative skills survey instrument that would be used in this research. As these individuals have had many years of experience in educating and working with school administrators, they were able to help in the selection of the most important and the most representative skills in which practicing administrators must be competent. Five professors from MSU and three professors from UM were asked to examine the listed skills from the Hoyle text and select the three most important skills in each of the administrative skill categories that they felt needed to be part of an internship in school administration. Their instructions were to check the three most important skills from those listed in each category.

Six of the professors completed this task. Anonymity of the respondents was assured by having no means of identifying the respondent other than the postmark. The specific skills that each professor chose were tabulated in each category. The 3 to 5 skills chosen most often in each administrative skill category became the Administrative Skill Instrument for use in this study. The number of skills selected for the instrument in each category varied from 3 to 5 due to some ties in the 10 competency or standards categories. A copy of the Administrative Skills Instrument is found in Appendix A.

Validity and Reliability

The validity of the Administrative Skills Instrument was supported by the national educational organizations and author expertise in K-12 school administration. Further validation came from MSU and UM education administration professors whose first three choices of competencies in each skill area identified 3 to 5 competencies in each of the 10 administrative categories.

The mentor instrument, developed by Norman H. Cohen (1993) defined the mentor role through six behavioral scales developed from analysis of adult education literature. In the development of each scale, experts in research design, scale construction and statistical analysis guided the process to develop a valid mentor instrument. Reliability analysis, a test of internal consistency on the item statements, computed on a scale between 0 and 1 was determined to have an alpha of .9609 for the Principles of Adult Mentoring Scale, Business and Government version (Cohen, 1995).

The author of this instrument stated in a telephone conversation that it has been used as an entire survey or in separate scales or several scales together. In this study three scales were used: Relationship Emphasis, Informative Emphasis, and Facilitative Focus.

The Relationship Emphasis scale focuses on how the mentor develops a foundation through listening and accepting of the intern's ideas and emotions. This helps to create a climate in which there is sharing and reflection on personal experiences, a climate of trust (Cohen, 1995). The Informative Emphasis section stresses the importance of the mentor offering detailed responses and specific suggestions to the intern based on the mentor's expert knowledge in the field. Expertise pertains specifically to education, training and career goals. The Facilitative Focus section helps the intern reflect upon and consider options, and alternate views in making decisions about their own career, current work situations and the understanding of their own beliefs. This focus can then become the basis for determining attainable goals.

After the Administrative Skills Instrument components were selected, a randomly selected group of interns and a randomly selected group of administrators were chosen to determine the reliability of the instrument using the test-retest method. The proposed Administrative Skills Instrument was sent to 20 administrators and 20 administrative interns. Interns were chosen from a list of only those who had graduated from Montana State University and therefore had completed internships. Administrators were chosen from individuals who were currently principals and superintendents in K-12 schools in Montana and who had supervised an administrative intern.

To those returning the completed instrument, the same instrument was mailed a second time with identical instructions. Interns were asked to circle the response that best describes the degree of competency achieved during their administrative internship in each skill area. Mentors were asked to respond on the basis of the skills attained during the administrative internship of the last administrative intern whom they supervised. The Pearson's correlation coefficient measure was determined for each administrative skill competency area. The reliability of the Administrative Skills Instrument was tabulated by the 10 competency categories. (See Appendix B for Administrative Skills Instrument.)

Administrative Skills Instrument Reliability

Table 1

Returns:

Interns=	16/20	80%
Administrators	14/18	78%

Interns		Administrators	
<u>Skill Areas</u>	<u>Correlation</u>	<u>Skill Areas</u>	<u>Correlations</u>
1	0.856	1	0.823
2	0.794	2	0.885
3	0.913	3	0.735
4	0.508	4	0.914
5	0.920	5	0.632
6	0.901	6	0.668
7	0.770	7	0.868
8	0.919	8	0.692
9	0.905	9	0.867
10	0.455	10	0.604

When there is a small population, it is difficult to get correlations that are at .75 and above. Very low variability (1-5 Likert scale) makes it difficult to get good reliability.

Data Collection

Four different groups, OPI interns, regular university (RU) interns, OPI mentor administrators, and RU mentor administrators completed the Administrative Skills Instrument and the Mentoring Instrument. Each survey contained a section in which written responses were requested that identified the individual as a male or female, the size of school, AA/A school or a B/C school where they did their internship or were a mentor, and the level at which they were a mentor or intern: elementary, high school or K-12. OPI interns for the years 1995-1999 were identified from records of the certification office of the Montana Office of Public Instruction. The regular university interns, during the same time frame, were randomly selected from graduate student lists provided by Montana State University where internships are required as part of the school administration program. These interns' mentor administrators were determined from the lists of interns and their mentor administrators from Montana State University (MSU) or by the school administrator currently at that internship location if the mentor administrator was not identified in the MSU listing of administrative interns.

A letter with instructions and the surveys were mailed to the four groups: OPI interns, mentors of OPI interns, RU, regular university interns, and mentors of the RU interns. Using a 5-point Likert scale, all interns were asked to respond on the Administrative Skills Instrument in terms of the competency level they felt they had personally achieved during their internship. The values on the scale were: 1= not at all

competent, 2=somewhat competent, 3=competent, 4=very competent, 5=extremely competent.

The OPI mentor administrators and regular mentor administrators were requested to respond to the Administrative Skills Instrument as to the competency level attained by the intern whom they had supervised. This was done to provide a comparison of overall intern perceptions of their own competency and their mentor administrator's perception of their intern's competency.

On the mentoring instrument, both groups of interns were asked to respond as to the mentoring activities received from their mentor administrator in the areas of Relationship Emphasis, Informative Emphasis, and Facilitative Focus. Responses were in the form of a five point Likert scale with 1= Never, 2=Infrequently, 3=Sometimes, 4=Frequently, 5=Always. The mentor administrators were also asked to respond to the mentoring instrument by judging their own mentoring activities with their intern in the same three areas on the same instrument. Some administrators had supervised more than 1 intern in the past 5 years. In the interest of consistency and to protect identities, the administrators were asked to respond to the competency skills and mentoring activities of the last intern they had supervised.

As part of the demographic information requested at the beginning of the survey instrument, the participants were asked if they would participate in a telephone interview. In these cases the respondent wrote their name or gave their telephone number so that they could be contacted.

Demographic questions were also asked. These included questions about how long the participant had been in education, gender, was their Master's degree in school administration, how long were they an administrator, in what administrative position did they serve, how long did they plan to continue in their position, and would they consent to a phone interview if needed.

Hypotheses

The independent variables (variables X) were group membership, OPI or regular intern; AA/A and B/C school size where internships were served; and level (Grades K-8, elementary, Grades 9-12, high school, and K-12) where internships were served. The dependent variables (variables Y) were the perception of both interns and their supervising administrators of the degree to which the 10 skill competencies and the mentoring characteristics were attained.

The dependent variables (Y) for administrative skills were skills in leadership; policy and governance; communication and community relations; organizational management; curriculum planning and development; instructional management; evaluation and personnel management; staff development; educational research, evaluation and planning; and skills in values and ethics of leadership. The dependent variables for the mentoring activities were relationship emphasis, information emphasis and facilitative focus.

Differences in perception of administrative skill competencies and mentoring behaviors of OPI and RU interns and OPI and RU mentor administrators were examined.

This study tested a set of null hypotheses using a two-factor ANOVA method of statistical analysis. Qualitative data was also gathered and then sorted according to the pattern of the responses. The qualitative data is discussed as narrative information gathered from this study.

Two-factor analysis of variance (ANOVA) was chosen for the statistical test. This test (1) can look at two or more independent variables at a time, (2) "F" is a powerful statistic, and (3) can test for interaction.

Null Hypotheses

Interns - Administrative Skills

1. The type of internship, OPI and RU, and the size of the school, AA/A and B/C, do not significantly interact on the interns' perceived competency on the 10 selected administrative skills.
2. There is no significant difference between OPI interns and RU interns in their perceived competency on the 10 administrative skills.
3. There is no significant difference between the perceived competency of interns who served their internship in AA/A and interns who served their internship in B/C schools on the 10 selected administrative skills.
4. The type of the internship and the level of internship, Grades K-8, elementary, Grades 7-12, high school and Grades K-12, do not interact on the competencies of the 10 selected administrative skills as perceived by OPI interns and RU interns.

5. There is no significant difference between the perceived competencies on the 10 selected administrative skills and the school level, Grade K-8, elementary, Grade 9-12, high school, and K-12 where the internship was served.

Interns - Mentoring Activities

6. The type of internship, OPI or RU, and the size of the district, AA/A and B/C, do not significantly interact on the interns' perception of their mentor administrators' mentoring activities in the areas of relationship emphasis, information emphasis, and facilitative focus.

7. There is no significant difference between the perceptions of OPI interns and RU interns on the mentor activities of their mentor administrators.

8. There is no significant difference between the perceived competency of interns who served their internship in AA/A and interns who served their internships in B/C schools on the mentor activities of their mentor administrators.

9. The type of internship, OPI and RU, and the level of the internship, Grade K-8, elementary, Grades 9-12, high school, and K-12 do not significantly interact on the mentor activities of their mentor administrators as perceived by OPI interns and RU interns.

10. There is no significant difference between the perceptions of interns, OPI and RU, who served their internship at the school level, Grades K-8, elementary, Grade 9-12, high school, or K-12, on the mentor activities of their mentor administrators.

Administrators - Administrative Skills

11. The type of internship, OPI and RU, and the size of the district, AA/A and B/C, do not significantly interact on the competencies of selected administrative skills of OPI interns and RU interns as perceived by their mentor administrators.
12. There is no significant difference between the competencies on the 10 selected administrative skills of OPI interns and RU interns as perceived by their mentor administrators.
13. There is no significant difference between the competency of interns who served their internship in AA/A schools and interns who served their internship in B/C schools on the 10 selected administrative skills as perceived by their mentor administrators.
14. The type of internship and the level of the internship do not significantly interact on the competencies of the 10 selected administrative skills of OPI interns and RU interns as perceived by their mentor administrators.
15. There is no significant difference between the perceived competencies of OPI and RU interns on the 10 selected administrative skills and the school level, Grade K-8, elementary, Grade 9-12, high school, and K-12 of the internship served as perceived by intern mentor administrators.

Administrators - Mentoring Activities

16. The type of internship, OPI and RU, and the size of the school, AA/A and B/C, do not significantly interact on the mentor characteristics of their mentor administrators

as perceived by OPI and RU mentor administrators in the areas of relationship emphasis, information emphasis, and facilitative focus.

17. There is no significant difference between the perceptions of mentor administrators of OPI and RU interns on their own mentor activities.
18. There is no significant difference between the perceptions of the mentoring administrators of OPI and RU interns on their own mentoring activities and the size of the school (AA/A and B/C) where the internship was served.
19. The type of the internship, OPI and RU, and the level of internship, Grade K-8, elementary, Grade 9-12, high school, and Grades K-12 do not significantly interact on the mentor activities of OPI and RU mentor administrators as perceived by mentor administrators.
20. There is no significant difference between the perceptions of mentor administrators of OPI and RU interns on their own mentor activities and the school level Grades K-8, elementary, Grades 9-12, high school, and Grades K-12, where the internship was served.

Analytical Techniques

This study tested Hypotheses 1-20 to solve the problem of this study. The perceptions of competency on nationally recognized administrative skills of interns by the interns and mentor administrators and the degree of mentoring by mentor administrators as seen by the interns and mentor administrators were analyzed. Two characteristics, size

of school and level of the internship, Grades K-8, elementary, Grades 9-12, high school, or K-12 were examined in relation to administrative skill development and mentoring activities. The statistical method used was two-factor ANOVA.

Analysis of Data: Level of Significance

The general acceptable levels of significance are either 0.05 or 0.01 (Ferguson, 1976). The choice of either of the above alpha levels depends upon what the potential consequences are of committing a Type I or Type II error. A Type I error occurs when a true null hypothesis is incorrectly rejected. A Type II error occurs when one fails to reject or retains a false null hypothesis. In this study the consequence of rejecting a true null (Type I error) is that one may conclude that there is a greater degree of difference in administrative skill and mentoring activities between the OPI and regular program than actually exists. In so doing, there may possibly be changes in intern programs that are not sound because one was thought to be much better than the other. However, if the null is false and one fails to reject it (Type II error), then one fails to recognize that there are significant differences in the perception of skill competencies and mentoring activities of the OPI interns and regular interns and their mentor administrators. The researcher considers a Type II error is of greater consequence in this study and should be avoided. This study used the .05 level of significance. According to Kerlinger (1986), "The .05 level was originally chosen....because it was considered a good gamble. It is neither too high or too low for most social science research." This will result in a greater chance of having a Type I error, but a lesser chance of a Type II error.

Limitations and Delimitations

Each of the internships to some degree are specific to the program requirements, the setting and the needs of the intern, so the fact that programs vary widely is a limitation of this study. There is no way to standardize the activities, components or length of the internships. There are a very small number of OPI interns to include in this study even when using the whole population. A significant limitation was that this study is based on information from 1-5 years old that may cause some problems associated with the clear memory of events. The low reliability of several parts of the Administrative Skills Instrument along with the small population is also a limitation in this research and could have resulted in Type II errors that are not detected.

The study examined only the last five years and was specific to the state of Montana. These are delimitations of this study. Also a delimiting factor was that the study does not include educators who seek an administrative degree who have not had an internship.

CHAPTER 4

FINDINGS AND INTERPRETATIONS

Introduction

This research study examined the effectiveness of the OPI K-12 administrative internship program and the regular university K-12 administrative internship program using two research instruments. The Administrative Skills Instrument examined the perceived competency on 10 selected administrative skills. The instrument was first developed from a compilation of national administrator standards and tested for reliability by university education professors. The second instrument was the “Principals of Adult Mentoring” by Norman Cohen, which was used to examine the perceptions of interns and administrators on the selected mentoring activities of relationship, information and facilitation.

The problem of the study was to determine if there was a significant difference between the two internship programs and the mentor activities that took place in both. The size of the school, AA/A or B/C, and the level of the internship, elementary, high school or K-12, was also examined in this study. The data reported in this chapter are arranged into the following categories: 1) Respondent Demographics, 2) Returns, 3) Test of Hypotheses, 4) Descriptive Statistics, and 5) Summary.

Respondent Demographics

Each participant in this study was asked to respond to several demographic questions to further describe the characteristics of the interns and administrators in the four different groups. Of the twenty-five OPI interns who responded to the survey the majority, twenty-one, were serving in the capacity of school administrator. There were 17 principals, 2 superintendents, and 2 K-12 administrators. Twenty of twenty-five RU interns were serving as school administrators. There were 17 principals, 2 superintendents, and 1 K-12 administrator. The average years in education of the OPI interns was 18 years which was slightly higher than regular (RU) interns at 16.3 years. OPI mentor administrators had an average of 28.7 years experience in education compared to regular (RU) administrators with 23.9 years. Three of the mentor administrators were retired from their K-12 administrative positions since supervising their intern.

Of the total respondents, interns and mentor administrators, 69% were male and 31% were female. The combined intern groups were 58% male and 42% female. In contrast, the percentages of the mentor administrators were 86% male and 14% female. Most of the respondents, 60%, received their Master's degree in school administration with 40% getting their Master's degree in an education field other than school administration. Overall OPI and RU interns said they planned to continue in administration for approximately 13 years. However, the OPI and RU mentor administrators said they would only stay an average of 7 more years in administrative positions.

Returns

Two survey instruments were sent to the entire population of OPI interns and their mentor or supervising OPI administrators. The first instrument, "Principles of Adult Mentoring Scale, B&G Version" was made up of three scales: Relationship Emphasis, Information Emphasis, and Facilitative Focus. The second instrument, the Administrative Skills Instrument, contained 10 skill areas. Of the 34 OPI interns, 33 were sent surveys. One intern who was seriously ill at the time of the study was not sent a survey. All mentor OPI administrators were sent the survey. Seventy-six percent of the OPI interns and 67.6% of the OPI administrators returned the instrument. From the intern group twenty-two surveys, or 64%, were usable. The others were not usable due to being totally blank. Of the OPI mentor administrators, there were six that had supervised more than one OPI intern. Those individuals were asked to only respond in terms of their latest intern.

In the regular intern group, 40 interns were sent surveys from which five letters came back marked "No address." Of the forty interns, twenty-four returned the survey for a 60% or 68.6% return rate if the "no address" letters are subtracted from the total sent. Of the 38 mentors of regular interns, three had supervised more than one intern during the time of the study. Twenty-four of 38 mentor administrators returned the survey. Of those, twenty-one surveys (55%) could actually be used in the data analysis due to three surveys that were incomplete.

Hypotheses

The data was analyzed using the Statistical Package for the Social Sciences (SPSS) Version 9.0. The hypotheses were tested using a two-factor analysis of variance statistical procedure (ANOVA) to analyze the data. Kerlinger (1986) stated "Factorial analysis of variance is the statistical method that analyzes the independent and interactive effects of two or more independent variables on a dependent variable." In this study the researcher not only compared OPI and RU groups but also examined whether type, OPI or RU, and school size, AA/A and B/C, interact and whether the type, OPI or RU, and level of internship, Grades K-6, elementary, Grades 9-12, high school, and Grades K-12 interact independently on each of the dependent variables. Additional differences between level of internship and size of the school where the internship was served were examined.

Interns

Administrative Skills. Hypothesis 1 stated that the type of internship, OPI and RU, and the size of the school, AA/A and B/C, do not significantly interact on the interns' perceived competency on the 10 selected administrative skills. This hypothesis was retained. Results of the analysis presented in Table 1 shows that there is no significant interaction of type of internship and size of school by interns in their perception of their own competency on any of the 10 administrative skills.

Hypothesis 2 stated that there is no significant difference between OPI interns and RU interns in their perceived competency on the 10 administrative skills. The analysis of

data to test Hypothesis 2 is also presented in Table 2. Based on the analysis, Hypothesis 2 was retained. There is no significant difference between the perceived competence of OPI and RU interns on any of the 10 administrative skills.

Hypothesis 3 stated that there is no significant difference between the perceived competency of interns who served their internship in AA/A and interns who served their internship in B/C schools on the 10 selected administrative skills. This hypothesis was retained as shown by the data analysis presentation in Table 2.

Hypothesis 4 stated that the type of the internship and the level of internship, Grades K-8, elementary, Grades 7-12, high school and Grades K-12, do not interact on the competencies of the 10 selected administrative skills as perceived by OPI interns and RU interns. Based on the analysis Hypothesis 4 is retained as presented in Table 4. No significant interaction was found between type and level on any of the 10 administrative skills.

Hypothesis 5 stated that there is no significant difference between the perceived competencies on the 10 selected administrative skills and the school level, Grade K-8, elementary, Grade 9-12, high school, and K-12 where the internship was served. Hypothesis 5 was retained. As determined from the data analysis presented in Table 4, there was no significant difference among the perceived competency on the 10 selected administrative skills and school level.

Mentoring Activities. Hypothesis 6 stated that the type of internship, OPI or RU, and the size of the district, AA/A and B/C, do not significantly interact on the interns'

perception of their mentor administrators' mentoring activities in the areas of Relationship Emphasis, Information Emphasis, and Facilitative Focus. Data in Table 3 shows that there was no significant interaction of type of internship and size of school on mentor administrators' mentoring activities as perceived by OPI interns and RU interns. Hypothesis 6 was retained.

Hypothesis 7 stated that there is no significant difference between the perceptions of OPI interns and RU interns on the mentor activities of their mentor administrators. Tables 3 and 5 indicate that there was no significant difference between OPI intern and RU intern perceptions of the mentoring activities of their mentor administrators in the areas of Relationship Emphasis, Information Emphasis and Facilitative Focus. Based on the analysis, Hypothesis 7 was retained.

Hypothesis 8 stated that there is no significant difference between the perceived competency of interns who served their internship in AA/A and interns who served their internships in B/C schools on the mentor activities of their mentor administrators. The analysis of the data, illustrated in Table 3, showed no significant differences. Hypothesis 8 was retained.

Hypothesis 9 stated that the type of internship, OPI and RU, and the level of the internship, Grade K-8, elementary, Grades 9-12, high school, and K-12 do not significantly interact on the mentor activities of their mentor administrators as perceived by OPI interns and RU interns. Table 5 shows that there was significant interaction between type of internship and level of internship by interns' responses to mentoring. The area of Relationship Emphasis was significant at the .012 level and the Information Emphasis area was significant at the .008 level. Therefore Hypothesis 9 was rejected

based on the interns' responses. There was no significant interaction on the mentor activity of Facilitative Focus.

Hypothesis 10 stated that there is no significant difference between the perceptions of interns, OPI and RU, who served their internship at the school level, Grades K-8, elementary, Grade 9-12, high school, or K-12 on the mentor activities of their mentor administrators. The hypothesis was retained based on the data analysis presentation in Table 5.

Administrators

Administrative Skills. Hypothesis 11 stated that the type of internship, OPI and RU, and the size of the district, AA/A and B/C, do not significantly interact on the competencies of selected administrative skills of OPI interns and RU interns as perceived by their mentor administrators. Size and type were found to significantly interact on the dependent variable of Education Research, Evaluation and Planning with a level of significance of .048 as per the responses of the mentor administrators, OPI and RU. Interaction was not found on the remaining dependent variables. These results are illustrated in Table 6.

Hypothesis 12 stated that there is no significant difference between the competencies on the 10 selected administrative skills of OPI interns and RU interns as perceived by their mentor administrators. The analysis of data to test Hypothesis 12 is presented in Table 6. Based on the analysis, Hypothesis 12 was retained. There were no significant differences between the competencies on the 10 administrative skills of OPI interns and RU interns as perceived by their mentor administrators.

Hypothesis 13 stated that there is no significant difference between the competency of interns who served their internship in AA/A schools and interns who served their internship in B/C schools on the 10 selected administrative skills as perceived by their mentor administrators. This hypothesis was retained as shown by the data analysis presentation in Table 6.

Hypothesis 14 stated that the type of internship and the level of the internship do not significantly interact on the competencies of the 10 selected administrative skills of OPI interns and RU interns as perceived by their mentor administrators. Based on the analysis presented in Table 8, no significant interaction was found between type and level on any of the dependent variables of the 10 administrative skills as perceived by the OPI and RU intern mentor administrators. Hypothesis 13 was retained.

Hypothesis 15 stated that there is no significant difference between the perceived competencies of OPI and RU interns on the 10 selected administrative skills and the school level, Grade K-8, elementary, Grade 9-12, high school, and K-12 of the internship served as perceived by intern mentor administrators. Hypothesis 15 was retained. As determined from the data analysis presented in Table 8, there was no significant difference between the competency on the 10 selected administrative skills and school level as perceived by the mentor administrators.

Mentoring Activities. Hypothesis 16 states that the type of internship, OPI and RU, and the size of the school, AA/A and B/C, do not significantly interact on the mentor characteristics of their mentor administrators as perceived by OPI and RU mentor administrators in the areas of relationship emphasis, information emphasis, and

facilitative focus. Data in Table 7 show that there is no significant interaction of type of internship and size of school on the mentor activities of their mentor administrators as perceived by OPI and RU mentor administrators. Based on the analysis, Hypothesis 16 was retained.

Hypothesis 17 stated that there is no significant difference between the perceptions of mentor administrators of OPI and RU interns on their own mentor activities. Based on the analysis presented in Table 7, there are no significant differences. Hypothesis 17 was retained.

Hypothesis 18 stated that there is no significant difference between the perceptions of the mentoring administrators of OPI and RU interns on their own mentoring activities and the size of the school (AA/A and B/C) where the internship was served. The data analysis is presented in Table 7. From this analysis Hypothesis 18 was retained as there are no significant differences in the perceptions of mentor administrator mentoring activities and the size of the school.

Hypothesis 19 stated that the type of the internship, OPI and RU, and the level of internship, Grade K-8, elementary, Grade 9-12, high school, and Grades K-12 do not significantly interact on the mentor activities of OPI and RU mentor administrators as perceived by mentor administrators. The analyzed data as shown in Table 9 indicates no significant interaction on the mentor activities of OPI and RU mentor administrators as perceived by mentor administrators on the type of internship and the level of internship. Therefore, Hypothesis 19 was retained.

Hypothesis 20 stated that there is no significant difference between the perceptions of mentor administrators of OPI and RU interns on their own mentor

activities and the school level Grades K-8, elementary, Grades 9-12, high school, and Grades K-12 where the internship was served. The analysis in Table 9 indicates no significant differences. Based on this analysis, Hypothesis 20 was retained.

INTERN PERCEPTIONS OF OWN ADMINISTRATIVE SKILLS

TABLE 2

Type by Size Analysis

<u>#</u>	<u>Dependent Variable</u>	<u>Source</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance</u>
1	Leadership	Type	35.726	35.726	2.289	0.138
		Size	5.481	5.481	0.351	0.557
		Type*Size	3.205	3.205	0.205	0.653
2	Policy	Type	16.117	16.117	2.542	0.118
		Size	0.003179	0.003179	0.005	0.944
		Type*Size	0.341	0.341	0.054	0.818
3	Community Relations	Type	11.066	11.066	1.826	0.184
		Size	11.348	11.348	1.872	0.178
		Type*Size	0.379	0.379	0.062	0.804
4	Organizational Management	Type	5.397	5.397	0.815	0.372
		Size	4.786	4.786	0.723	0.400
		Type*Size	0.782	0.782	0.118	0.733
5	Curriculum Planning & Development	Type	1.787	1.787	0.251	0.619
		Size	4.752	4.752	0.667	0.419
		Type*Size	3.104	3.104	0.436	0.513
6	Instructional Management	Type	0.566	0.566	0.050	0.824
		Size	0.446	0.446	0.040	0.843
		Type*Size	7.430	7.430	0.661	0.421
7	Staff Evaluation & Personnel Management	Type	15.513	15.513	2.147	0.150
		Size	.003483	.003483	0.005	0.945
		Type*Size	11.586	11.586	1.603	0.212
8	Staff Development	Type	14.379	14.379	1.091	0.302
		Size	18.111	18.111	1.374	0.248
		Type*Size	27.167	27.167	2.061	0.159
9	Educational Research, Evaluation & Planning	Type	2.858	2.858	0.419	0.521
		Size	2.419	2.419	0.354	0.555
		Type*Size	8.456	8.456	1.239	0.272
10	Values & Ethics of Leadership	Type	19.146	19.146	2.732	0.106
		Size	1.960	1.960	0.280	0.600
		Type*Size	0.472	0.472	0.067	0.797

Table 2 illustrates the two-factor ANOVA analysis of administrative intern perceptions of their competency on the 10 administrative skills according to type of internship, OPI and RU (regular); size of school, AA/A and B/C; and interaction of type of internship and size of school. There were no significant differences nor interaction.

INTERN PERCEPTIONS OF MENTORING ACTIVITIES

Table 3

Type by Size Analysis

#	<u>Dependent Variable</u>	<u>Source</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance</u>
1	Relationship Emphasis	Type	76.886	76.886	0.775	0.384
		Size	70.387	70.387	0.709	0.404
		Type*Size	60.635	60.635	0.611	0.439
2	Information Emphasis	Type	27.324	27.324	0.305	0.584
		Size	5.258	5.258	0.059	0.810
		Type*Size	51.368	51.368	0.573	0.453
3	Facilitative Focus	Type	31.606	31.606	0.942	0.337
		Size	0.887	0.887	0.026	0.872
		Type*Size	1.724	1.724	0.051	0.822

Table 3 illustrates the two-factor ANOVA analysis of the administrative interns' perceptions of the mentoring activities of their mentor administrators in the three mentor activities listed: Relationship Emphasis, Information Emphasis, and Facilitative Focus and the type of internship, OPI and RU, the size of the school, AA/A and B/C, and interaction of type and size. There were no significant differences nor interaction.

INTERN PERCEPTIONS OF OWN ADMINISTRATIVE SKILLS**Table 4****Type by Level Analysis**

<u># Dependent Variable</u>	<u>Source</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance</u>
1 Leadership	Type	8.835	8.835	0.565	0.457
	Level	14.016	7.008	0.448	0.642
	Type*Level	16.939	8.470	0.541	0.586
2 Policy	Type	6.862	6.862	1.065	0.308
	Level	3.964	1.982	0.308	0.737
	Type*Level	2.539	1.270	0.197	0.822
3 Community Relations	Type	2.206	2.206	0.359	0.553
	Level	2.619	1.310	0.213	0.809
	Type*Level	13.467	6.733	1.095	0.345
4 Organizational Management	Type	.001687	.001687	0.003	0.960
	Level	5.364	2.682	0.403	0.671
	Type*Level	9.138	4.569	0.686	0.509
5 Curriculum Planning & Development	Type	1.084	1.084	0.160	0.691
	Level	25.585	12.792	1.889	0.164
	Type*Level	14.934	7.467	1.103	0.642
6 Instructional Management	Type	0.293	0.293	0.025	0.874
	Level	10.504	5.252	0.455	0.638
	Type*Level	3.833	1.916	0.166	0.848
7 Staff Evaluation & Personnel Management	Type	7.921	7.921	1.091	0.302
	Level	18.513	9.257	1.275	0.291
	Type*Level	6.763	3.381	0.466	0.631
8 Staff Development	Type	5.497	5.497	0.401	0.530
	Level	31.104	15.552	1.134	0.332
	Type*Level	19.758	9.879	0.720	0.493
9 Educational Research, Evaluation & Planning	Type	0.859	0.859	0.134	0.716
	Level	39.242	19.621	3.063	0.058
	Type*Level	1.346	0.673	0.105	0.900
10 Values & Ethics of Leadership	Type	15.304	15.304	2.236	0.143
	Level	22.465	11.232	1.641	0.207
	Type*Level	2.031	1.016	0.148	0.863

Table 4 illustrates the two-factor ANOVA analysis of administrative intern perception of the 10 administrative skills according to type of internship, OPI and RU, and level of internship, Grades K-8, elementary, Grades 9-12, high school, and Grades K-12 and the interaction of type and level of internship. There were no significant differences nor interaction.

INTERN PERCEPTIONS OF MENTORING ACTIVITIES

Table 5

Type by Level Analysis

#	<u>Dependent Variable</u>	<u>Source</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance</u>
1	Relationship Emphasis	Type	35.116	35.116	0.430	0.516
		Level	326.726	163.363	2.000	0.140
		Type*Level	802.961	401.481	4.016	0.012
2	Information Emphasis	Type	43.749	43.749	0.618	0.437
		Level	332.334	166.167	2.347	0.100
		Type*Level	768.697	384.349	5.428	0.008
3	Facilitative Focus	Type	1.228	1.228	0.042	0.839
		Level	94.576	47.288	1.616	0.211
		Type*Level	187.101	93.595	3.100	0.051

Table 5 illustrates the two-factor ANOVA analysis of the administrative interns' perception of the mentoring activities of their mentor administrators for type, OPI and RU; Level, Grades K-8, elementary, Grades 9-12, high school, and K-12; and interaction of type and level. There was interaction on two of the 3 mentor activities. The mentor activity, Relationship Emphasis, was significant at .012. The mentor activity, Information Emphasis, was significant at .008. There are no other significant differences or interactions of type, level and type and level.

The graphs of the cell means for mentor activities: Figure 1-Relationship Emphasis and Figure 2: Information Emphasis, show similar patterns of type by level

interaction. Elementary OPI and RU interns appear to score similarly. Grade 9-12, high school, OPI interns score higher than RU interns. Interactions are due primarily to the K-12 interns. K-12 OPI interns scored lowest while K-12 RU interns scored highest.

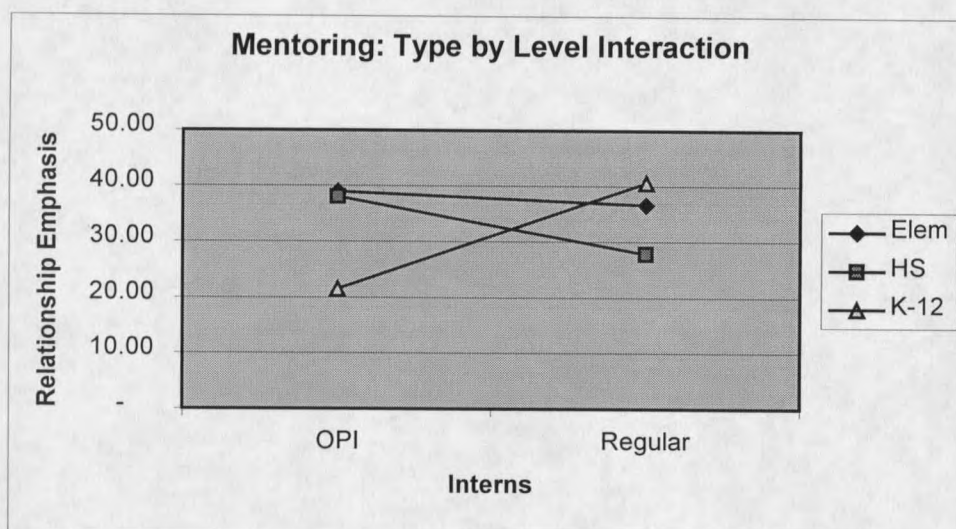


Figure 2: Interaction of Mentor Activity: Relationship Emphasis-Type by Level

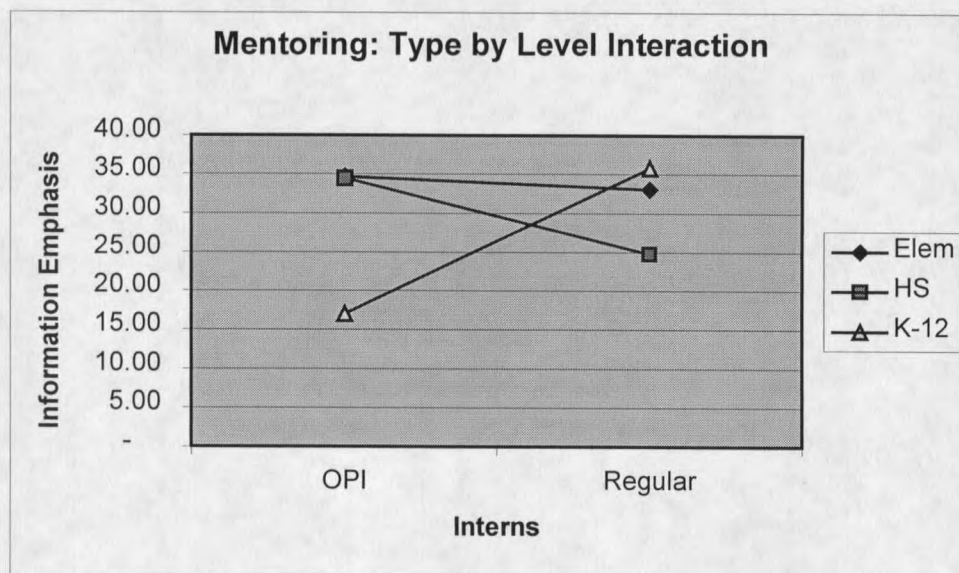


Figure 3: Interaction of Mentor Activity: Information Emphasis-Type by Level

**MENTOR PERCEPTIONS OF INTERN
ADMINISTRATIVE SKILLS**

Table 6

Type by Size Analysis

#	Dependent Variable	Source	Sum of Squares	Mean Square	F	Significance
1	Leadership	Type	6.511	6.511	0.694	0.410
		Size	20.947	20.947	2.33	0.143
		Type*Size	2.758	2.758	0.294	0.591
2	Policy	Type	1.99	1.99	0.546	0.465
		Size	4.637	4.637	1.271	0.267
		Type*Size	1.99	1.99	0.546	0.465
3	Community Relations	Type	0.368	0.368	0.067	0.797
		Size	0.817	0.817	0.149	0.702
		Type*Size	6.785	6.785	1.234	0.274
4	Organizational Management	Type	5.038	5.038	1.006	0.322
		Size	0.527	0.527	0.105	0.748
		Type*Size	6.842	6.842	1.366	0.250
5	Curriculum Planning & Development	Type	.00729	.00729	0.000	0.991
		Size	0.322	0.322	0.06	0.809
		Type*Size	1.476	1.476	0.273	0.604
6	Instructional Management	Type	6.779	6.779	0.914	0.345
		Size	.002286	.002286	0.003	0.956
		Type*Size	13.504	13.504	1.821	0.185
7	Staff Evaluation & Personnel Management	Type	5.209	5.209	0.841	0.365
		Size	11.259	11.259	1.818	0.186
		Type*Size	0.13	0.13	0.021	0.886
8	Staff Development	Type	11.162	11.162	1.271	0.267
		Size	0.44	0.44	0.050	0.824
		Type*Size	9.794	9.794	1.116	0.298
9	Educational Research, Evaluation & Planning	Type	1.33	1.33	0.254	0.617
		Size	5.619	5.619	1.075	0.307
		Type*Size	21.872	21.872	4.185	0.048
10	Values & Ethics of Leadership	Type	.002627	.002627	0.001	0.980
		Size	10.179	10.179	2.373	0.132
		Type*Size	1.077	1.077	0.251	0.619

Table 6 illustrates the two-factor ANOVA analysis of mentor administrator perceptions of their intern's competency on the 10 administrative skills according to type of internship, OPI and RU; size of school, AA/A and B/C; and interaction of type of internship and size of school. Type and size was found to interact significantly on the skill area of Education Research, Evaluation, and Planning.

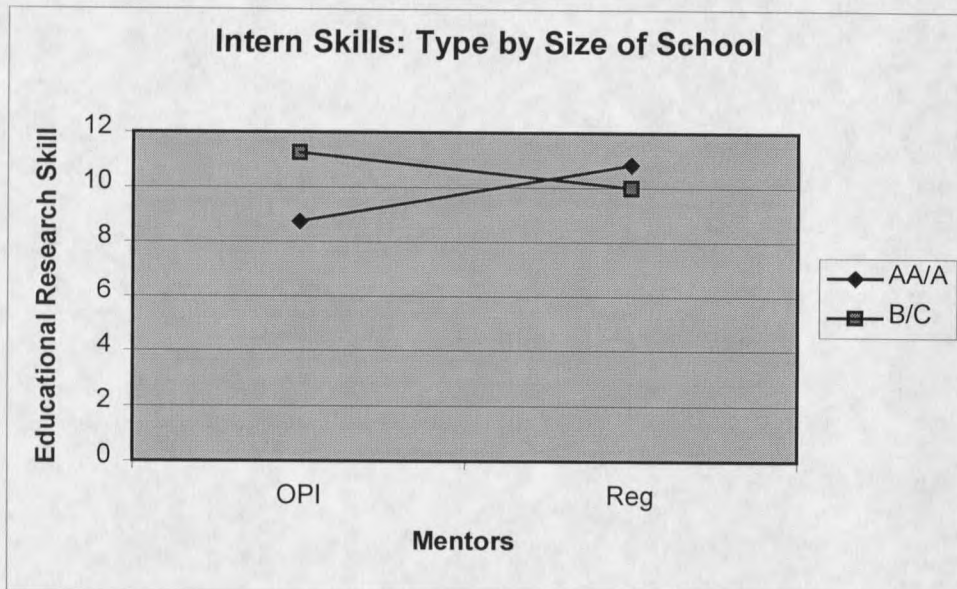


Figure 4: Interaction of Intern Skills: Type by Size of School

In general, OPI interns developed higher competency on the administrative skill, Educational Research, Evaluation and Planning in B/C schools than did RU interns as determined by their mentors. However, RU interns scored higher in this administrative competency in AA/A schools than did OPI interns.

MENTOR PERCEPTION OF OWN MENTORING ACTIVITIES

TABLE 7

Type by Size Analysis

#	Dependent Variable	Source	Sum of Squares	Mean Square	F	Significance
1 Relationship		Type	0.168	0.168	0.007	0.933
		Size	20.87	20.87	0.900	0.349
		Type*Size	3.452	3.452	0.149	0.702
2 Information		Type	.002848	.002848	0.000	0.997
		Size	8.722	8.722	0.355	0.555
		Type*Size	8.289	8.289	0.337	0.565
3 Facilitative		Type	.009235	.009235	0.001	0.973
		Size	.009235	.009235	0.001	0.973
		Type*Size	.003700	.003700	0.048	0.828

Table 7 illustrates the two-factor ANOVA analysis of the mentor administrator perceptions of their own mentoring on the three mentor activities: Relationship Emphasis, Information Emphasis, and Facilitative Focus and the type of internship, OPI and RU, the size of the school, AA/A or B/C, and interaction of type and size. There were no significant differences nor interaction.

**MENTOR PERCEPTION OF INTERN
ADMINISTRATIVE SKILLS**

Table 8

Type by Level Analysis

<u>#</u>	<u>Dependent Variable</u>	<u>Source</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance</u>
1 Leadership	Type		2.902	2.902	0.282	0.599
	Level		4.377	2.188	0.212	0.810
	Type*Level		3.514	1.757	0.171	0.844
2 Policy	Type		0.625	0.625	0.168	0.684
	Level		4.333	2.167	0.584	0.563
	Type*Level		3.31	1.655	0.446	0.644
3 Community Relations	Type		2.322	2.322	0.389	0.537
	Level		0.545	0.272	0.046	0.956
	Type*Level		0.504	0.252	0.042	0.959
4 Organizational Management	Type		0.972	0.972	0.180	0.674
	Level		0.427	0.213	0.040	0.961
	Type*Level		1.807	0.904	0.168	0.846
5 Curriculum Planning & Development	Type		2.162	2.162	0.403	0.529
	Level		8.906	4.453	0.831	0.444
	Type*Level		2.137	1.068	0.199	0.820
6 Instructional Management	Type		11.992	11.992	1.527	0.225
	Level		8.525	4.262	0.543	0.586
	Type*Level		13.301	6.65	0.847	0.437
7 Staff Evaluation & Personnel Management	Type		0.259	0.259	0.040	0.842
	Level		10.120	5.060	0.791	0.462
	Type*Level		7.912	3.956	0.618	0.545
8 Staff Development	Type		9.001	9.001	0.963	0.333
	Level		2.844	1.422	0.152	0.859
	Type*Level		9.519	4.759	0.509	0.605
9 Educational Research, Evaluation & Planning	Type		0.879	0.879	0.148	0.703
	Level		5.478	2.739	0.461	0.635
	Type*Level		3.174	1.587	0.267	0.767
10 Values & Ethics of Leadership	Type		11.336	11.336	2.599	0.116
	Level		7.082	3.541	0.812	0.452
	Type*Level		15.692	7.846	1.799	0.180

Table 8 illustrates the two-factor ANOVA analysis of mentor administrator perceptions of their intern's competencies on the 10 administrative skills according to type of internship (OPI and RU) and level of internship (Grades K-8, Elementary, Grades 9-12, high school, and Grades K-12) and the interaction of type of internship and level of internship.

ADMINISTRATOR PERCEPTION OF OWN MENTORING ACTIVITIES

Table 9

Type by Level Analysis

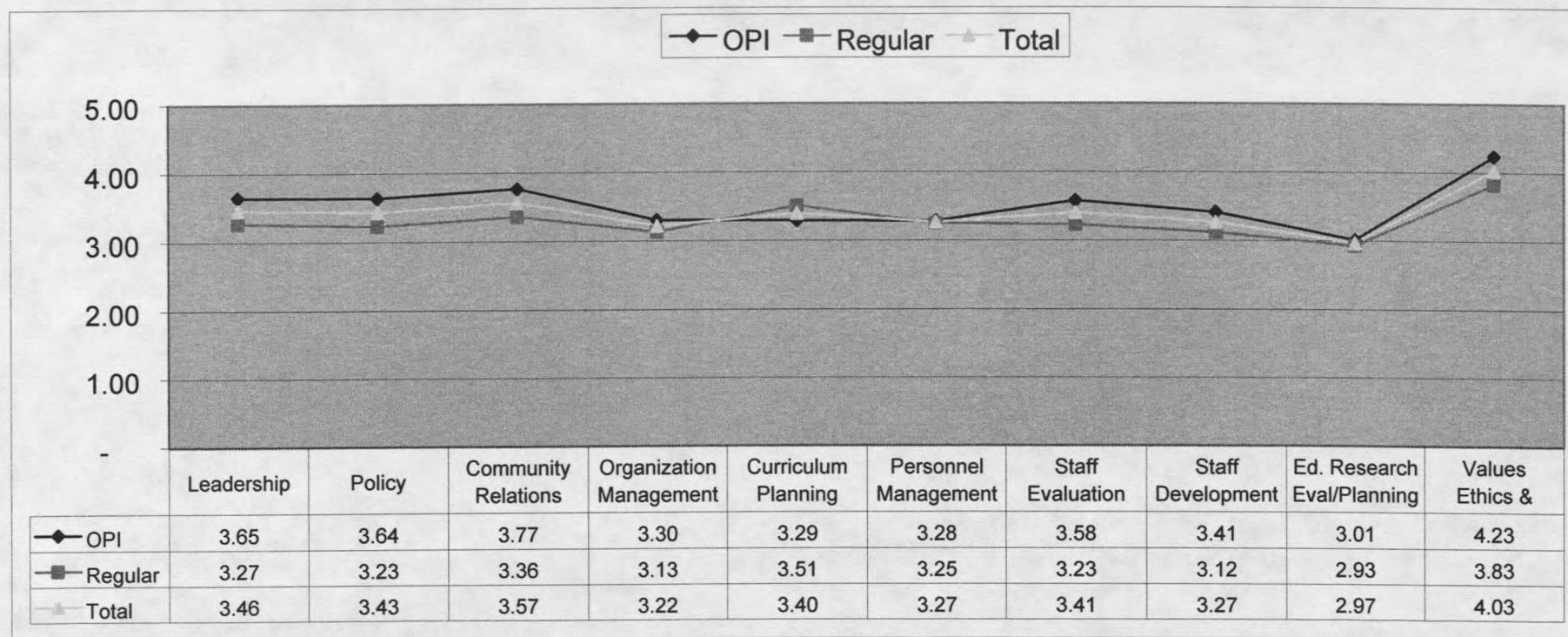
<u>#</u>	<u>Dependent Variable</u>	<u>Source</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance</u>
1 Relationship		Type	9.492	9.492	0.406	0.528
		Level	27.734	13.867	0.593	0.558
		Type*Level	60.243	30.122	1.287	0.288
2 Information		Type	8.605	8.605	0.337	0.565
		Level	16.366	8.183	0.320	0.728
		Type*Level	28.045	14.023	0.549	0.582
3 Facilitative		Type	13.794	13.794	1.995	0.167
		Level	26.993	13.496	1.952	0.157
		Type*Level	39.915	19.957	2.886	0.069

Table 9 illustrates the two-factor ANOVA analysis of the administrative interns' perception of the mentor activities of their mentor administrators for type of internship (OPI and RU), level (Grade K-8, elementary, Grade 9-12, high school, and K-12) and interaction of type and level. There were no significant differences nor interaction.

Descriptive Statistics

In addition to testing for significant differences between the OPI and RU intern groups, this researcher also examined the level of competency that the two intern groups, OPI and RU, felt they had attained as a result of their internships. How well did the two groups feel that they were prepared in each of the ten skills areas on the administrative skills test?

TABLE 10: MEAN SCORES OF OPI AND REGULAR UNIVERSITY INTERNS ON THE 10 ADMINISTRATIVE SKILL AREAS



The chart contains the mean score in each of the administrative skill instrument categories of the OPI and regular university interns. The Likert scale in the instrument was scaled 1-5 with the following values: 1 = Not at all competent, 2 = Somewhat competent, 3 = Competent, 4 = Very competent, and 5 = Extremely Competent. Both intern groups' mean response fell in the competent range or above in all ten of the administrative skills. The skill of Ethics and Values was rated highest with the OPI interns' mean falling in the "Very Competent" range. The skill of Education Research, Evaluation and Planning was rated the lowest.

In 9 of the 10 administrative skill areas the OPI interns perceived themselves slightly higher than RU interns in competency as illustrated in Table 10. The overall ranking of competent or higher by both groups indicate that, regardless of the type of program or length of program (OPI can be up to 3 years), upon completion of the internships both groups of interns perceived that they were competent in the 10 different skill areas.

Comparison of Mentor and Intern Perceptions of Mentoring Effectiveness

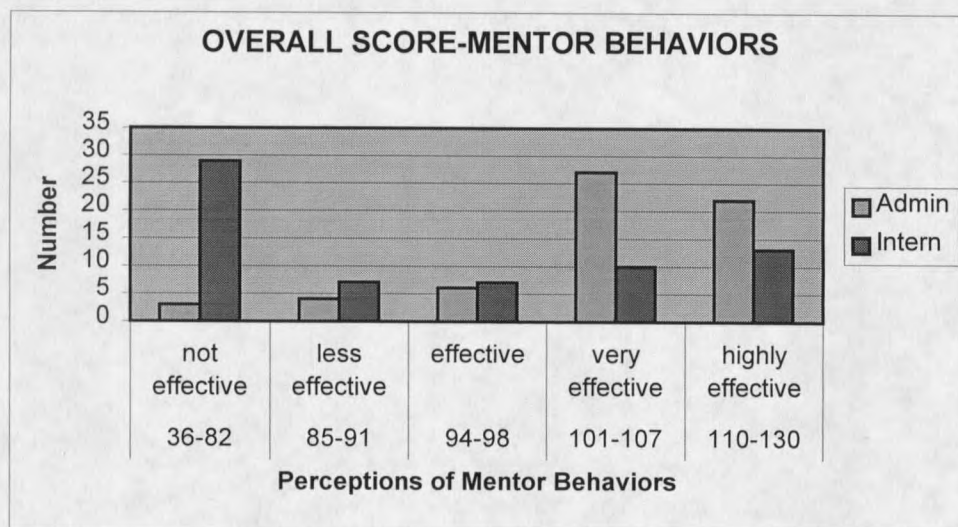
Another area examined was the perceptions of both the mentors and the interns on mentor effectiveness. To determine mentoring competency, Norman Cohen developed a chart for the Principles of Adult Mentoring Scale by which levels of effectiveness in the mentoring skills could be scored. The author developed the chart by extensive testing of the instrument to determine the reliability of scale intercorrelations. The reliability analysis provided coefficients for scale scores at an alpha of .9609. This research used three of the scales. Relationship Emphasis, Information Emphasis, and Facilitation Focus were scored and totaled to give an overall score. The following chart shows the results of this tabulation.

Effectiveness of mentoring will vary with each scale. Some mentors are very proficient in one area and not so proficient in another. One implication of a score of not effective or less effective may actually mean that there was a possible negative impact on the intern. Effective would be defined as a neutral relationship whereas very effective and highly effective indicate a positive effect of the mentor activities (Cohen, 1995).

Mentor Figures

Regular University Intern Program. The following figures illustrate (1) the perceptions of regular university interns' perceptions of their mentors' behavior in the areas of relationship and information emphasis, and facilitative focus, and (2) the perceptions of regular university mentor administrators' perceptions of their own mentoring behaviors with their interns.

Figure 5: RU Interns and Mentor Administrators.



The chart above shows the overall score of perceptions of regular university interns and mentor administrators. In general, the interns' perceptions were that their mentors were not as effective as the mentor administrator perceived that their own mentor behaviors were.

Figure 6: RU Interns and Mentor Administrators

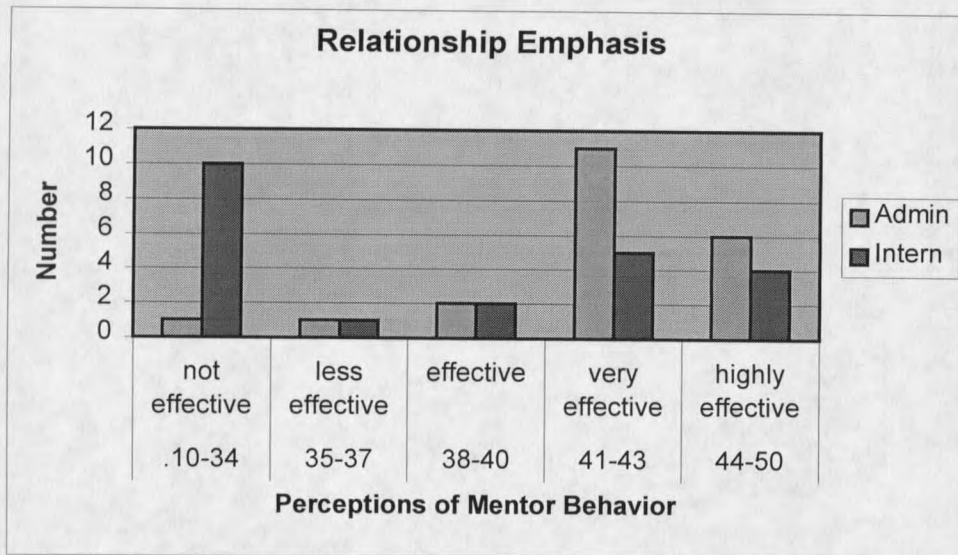
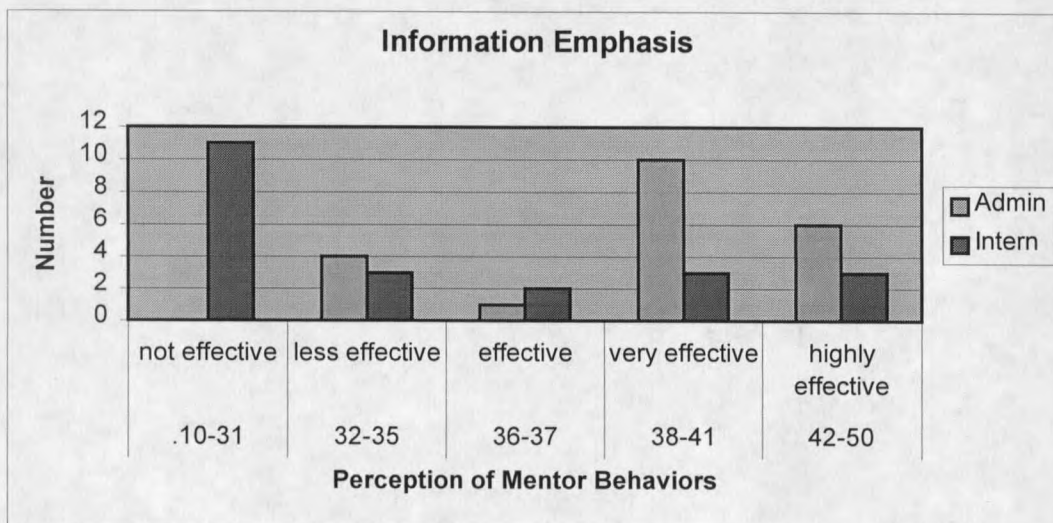


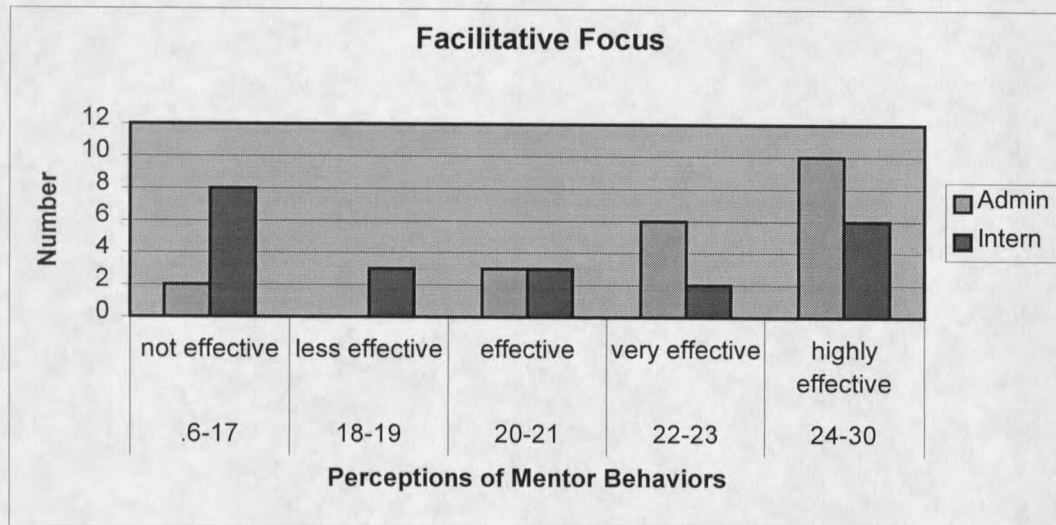
Figure 6 illustrates that the perception of RU interns of their administrators behaviors on the relationship emphasis scale was that of the 22 interns, 9 interns felt activities fell in the very effective to highly effective categories, while 10 interns felt that the mentoring was not effective.

Figure 7: RU Interns and Mentor Administrators



In the category of information emphasis 14 interns rated their mentor's behavior as not effective or less effective, while 3 mentor administrators selected the less effective category. Sixteen mentor administrators ranked themselves as very effective or highly effective while six interns ranked them in these two categories. As with the two previous activities, interns perceived their mentors to be less effective than the mentor administrators perceived their own effectiveness.

Figure 8: RU Interns and Mentor Administrators

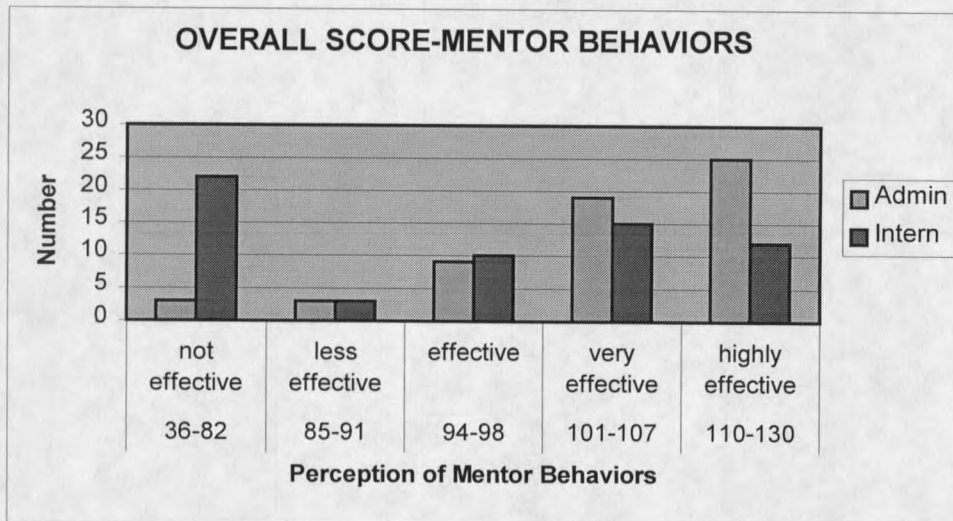


In the category of facilitative focus, 11 interns compared to 2 mentor administrators ranked themselves in the not effective and less effective categories. However, 8 interns ranked their administrators very effective to highly effective, compared to the 16 mentor administrators who ranked themselves in these two categories.

Mentor Figures

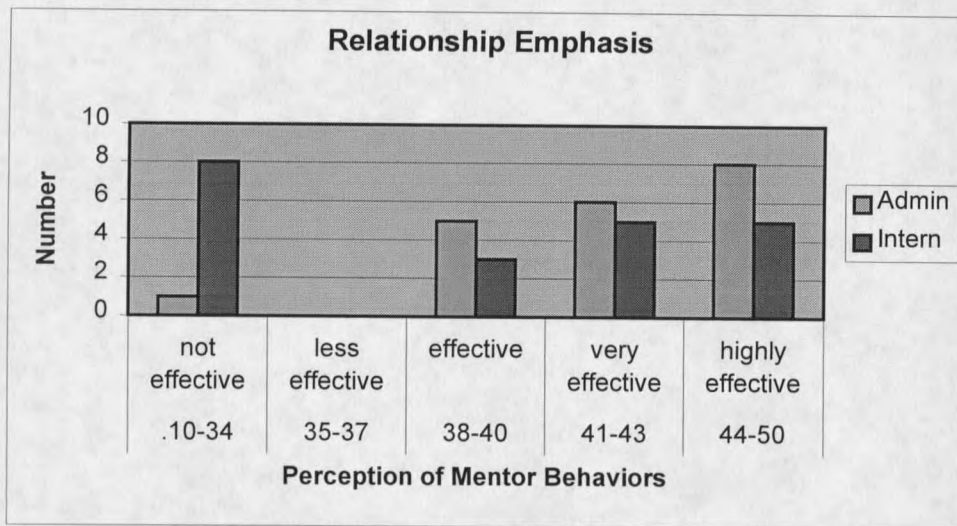
OPI Intern Program. Similarly overall the OPI Interns and Mentor Administrators assessed their mentoring effectiveness.

Figure 9: OPI Intern and Mentor Administrator



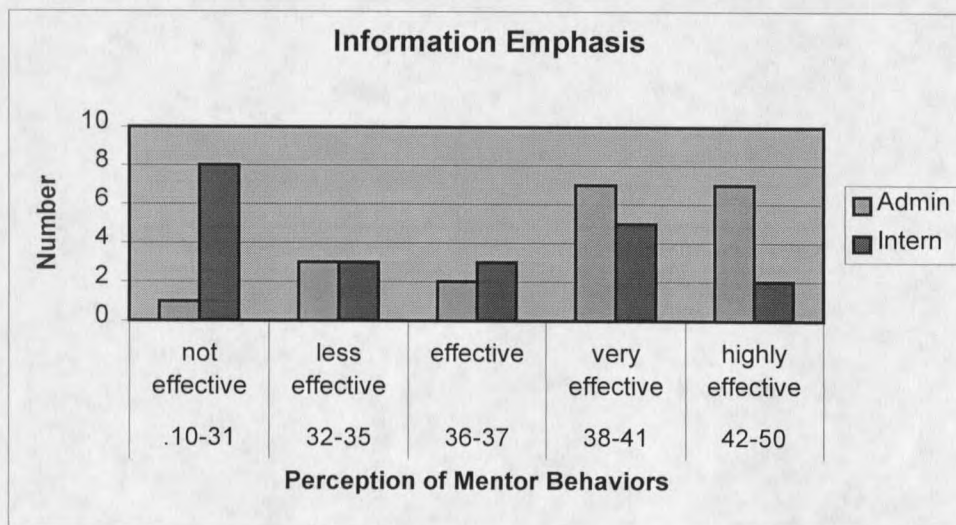
The overall rating for mentor behaviors indicated that the 25 OPI interns ranked their mentors as not effective or less effective, while 6 of the mentor administrators ranked themselves in these two categories. However, 44 administrators ranked themselves as very effective or highly effective, while 27 OPI interns ranked them in these two categories. The overall scores came from combining the three skill areas of relationship emphasis, information emphasis, and facilitative focus.

Figure 10: OPI Interns and Mentor Administrators



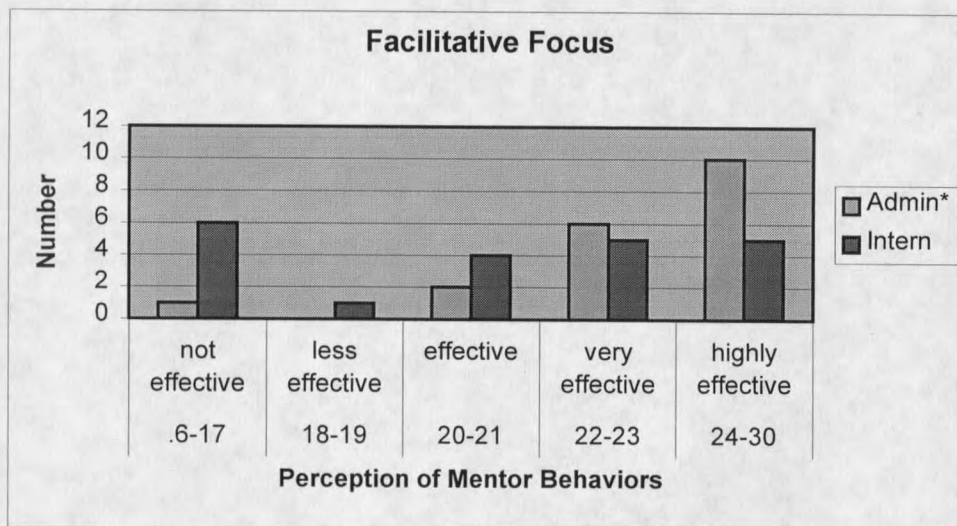
In Figure 10, Relationship Emphasis, there were 8 OPI interns who ranked their mentors in the not effective and less effective categories with 1 mentor administrator ranking themselves similarly. Ten OPI interns ranked their mentors in the very and highly effective categories while 14 mentor administrators ranked themselves there.

Figure 11: OPI Interns and Mentor Administrators



In the area of information emphasis 11 Interns ranked their mentors in the two least effective categories while 4 mentor administrators ranked themselves there. In the top two categories of very and highly effective, the 7 interns ranked their administrators there while 14 mentors ranked themselves in these two categories.

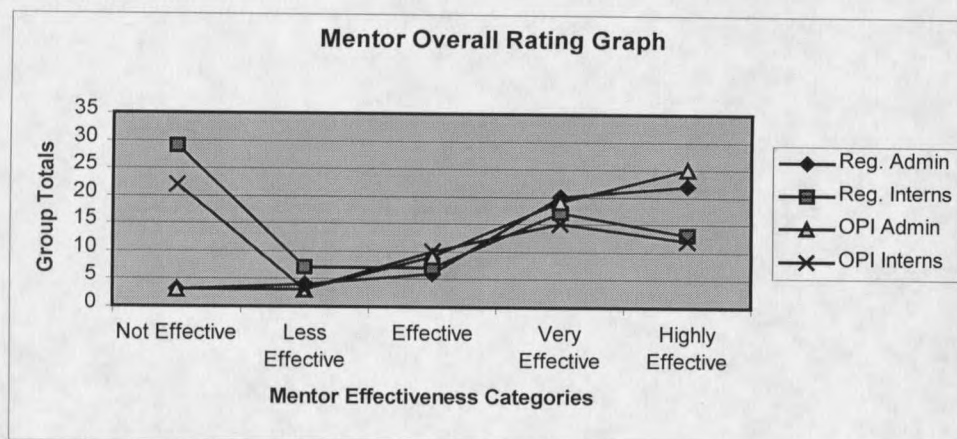
Figure 12: OPI Interns and Mentor Administrators



In the category of facilitative focus, there was one intern who ranked their mentor in this category while 7 interns ranked their mentors here. In the two most effective categories, the 10 interns ranked their mentors there and 16 administrators ranked themselves in these top two categories. One administrator did not respond in this category.

As illustrated in Figure 13 below, the mentor administrators rated themselves as more effective than did their interns. The chart illustrates a compilation of the mentor activities of Relationship Emphasis, Information Emphasis, and Facilitative Focus.

Figure 13: OPI and Regular Interns and Mentors Mentor Overall Rating



Summary

There were very few significant differences between the OPI and RU intern groups in their perceptions of their own competencies in the ten administrative skill areas or the mentoring effectiveness of their mentor administrators. There were also few significant findings between the OPI and RU mentor administrator groups in their perceptions of their interns' competencies and their own mentoring activities with their interns.

Of the twenty null hypotheses tested, twelve main effects and eight interaction hypotheses were retained. There were only three in which there were significant differences. In the test of Hypothesis 11 a significant interaction of type and size on the dependent variable administrative skill area, Education Research, Evaluation and Planning, was found at a significant level of .048. Hypothesis 9 testing for the interaction of type of internship, OPI or RU, and level of internship, Grades K-8, elementary, Grades 9-12, high school, and Grades K-12 on the mentor activities of mentor administrators as

perceived by the interns was rejected on two mentor activities, Relationship Emphasis and Information Emphasis. There was no significant interaction on the third mentor activity, Facilitative Focus. In the examination of the interactions involving the mentor activities Relationship Emphasis and Information Emphasis, it was noted that OPI K-12 interns rated their mentors lower than both of the other levels, Grades K-8 and Grades 9-12. However, the regular interns rated their mentors' activities in these areas higher than did the OPI interns.

The test of the remaining 18 hypotheses did not indicate any significant differences in the administrative skills or mentor activities nor any interaction of type and size or type and level on the administrative skills or mentor activities. In conclusion, there were only 3 instances (two hypotheses) where statistical significance was detected between the two intern programs, the OPI and regular, on the 10 selected administrative skills or selected mentor activities.

The examination of the mean of the ratings of the interns' perceived competency on the 10 selected administrative skills indicates that both intern groups, OPI and RU, felt that they were competent or very competent. The OPI interns perceived themselves to be slightly more competent than RU interns in all categories except for Curriculum Planning. The highest rated category of both groups was Values and Ethics at 4.23 for OPI and 3.83 for RU which gave an overall 4.03 average. The lowest rated category for both intern groups was Education Research, Evaluation and Planning where 3.01 was the mean for OPI interns and 2.93 for RU interns for an average of 2.97. Both were still in

the competency range. Both intern groups, OPI and RU, felt that their internship effectively prepared them on the 10 administrative skills.

Research indicates that mentoring assists development of skills in an experiential setting (Cohen, 1995). An analysis was conducted to compare the interns' perception of their mentor's effectiveness to the mentors' perception of their own effectiveness. Overall in the three areas of Relationship Emphasis, Information Emphasis and Facilitative Focus, the mentors felt they had performed more effectively on these skills than the interns thought their mentors had done. This information is illustrated on page 78. Internships under the guidance of a school administrator serving as a mentor provided clinical on-site experience along with academic training from the university.

Interns perceived that their training in the internship developed competency in the 10 selected administrative skills. The perceptions of the interns' mentor administrators in both the OPI and RU programs strongly supported intern competency in skill development. Through the mentor activities of relationship, information and facilitation, mentors provide assistance to interns to help them develop competencies, provide direction for their careers, and support them in the learning of administrator skills in the clinical on-site internship. Helping to prepare competent administrative candidates has the potential to reduce the shortage of administrators for Montana schools.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In A Nation At Risk, the report commissioned by the National Commission on Excellence in Education in 1983, national authorities were very critical of the state of America's schools. One of the recommendations included implementation of programs for professional development and support of principals and superintendents to carry out leadership that is crucial to the development of school reform. In 1984, John Goodlad's A Place Called School was published. Goodlad called for schools to have a system of identifying employees with leadership potential and that those identified educators should be enrolled in a carefully planned program made up of academic study and internships leading to professional competency as a school administrator.

The standards and requirements addressed in A Nation At Risk have taken many years to evolve into the present day measures of accountability that the federal government is requiring. A threat of loss of federal funds hanging over the schoolhouse door encourages compliance. One by one states are falling in line to implement mandated standards and a means of assessing the learning of today's K-12 students. Montana has now joined other states through the action of the Board of Public Education in setting standards for schools, for curricular areas and for the assessment of those standards with a statewide-mandated test, the Iowa Test of Basic Skills (ITBS) at Grades

4, 8 and 11. Schools in Montana whose test scores are among some of the highest in the nation will now provide opportunities for public scrutiny of the results of their students' tests.

In order to develop curricula and assessments that will measure what is being taught in each school, strong leadership is essential. The Montana State Office of Public Instruction State Accreditation Standards (1999) for schools now require a school improvement plan that includes input from the community, a school profile, and a continuum of curriculum development and assessment according to a schedule of implementation determined at the state level.

Today, with the increased emphasis on standards and student achievement, Montana schools deserve high-quality leadership in administrative and educational positions. However, the results of a national study sponsored by the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) verified that there is a serious shortage of administrators to fill current and projected future vacancies (NAESP, 1996-2000). Loran Frazier, executive director of the School Administrators of Montana, supported the national study results in his statement that there have been shortages in the number of school administrators needed in Montana schools the past several years and that there will be another shortage of administrative candidates in Montana for the 2000-2001 school year (2000, personal communication).

Summary of Findings

The new curricula requirements, accreditation standards, and accountability required by the Montana Board of Public Education of each school district supports the importance of continuing to research and expand quality administrator preparation programs that encourage and prepare qualified individuals to become principals and superintendents in our state's K-12 schools. The continuance of a supply of quality school administrator candidates would appear to help address the administrator shortage especially if the administrator's development was the result of selection according to leadership potential and support by the school district itself (Goodman and Zimmerman, 2000). The quality of school graduates is ultimately the responsibility of school administrators as leaders, facilitators, planners and positive change agents. Our children who will become our future leaders will develop best in schools where highly competent teachers work with highly competent principals and superintendents (Sergiovanni, 2000).

The problem of this study was to determine if there were significant differences in the OPI administrative intern program and the regular university administrative program as perceived by the interns on 10 selected administrative skills. The study also determined whether there were significant differences in the effectiveness of intern mentoring by their supervising administrators in the two administrative preparation programs.

Forty-two educators who had served either an OPI or regular university internship participated in the study. Forty-one school administrators who had served as mentors

also participated in the study. Both groups responded to two surveys. One survey asked for the interns' perception of their competency in 10 skill areas at the completion of their internship. Both intern groups' mentor administrators also rated the same competencies of their intern. The second survey asked interns to indicate the degree of effectiveness to which they felt their administrator mentored them during their internship. Administrators were asked their perception of their own mentoring activities. In this study of internships, participants rated their preparation on administrative competencies as competent and very competent which supports the emphasis that internships and mentoring are very important to school leadership development (Jean and Evans, 1995; Kerka, 1998).

The results of the study indicated that only three hypotheses were rejected. All three were interaction hypotheses. One involved type of internship, OPI or RU, and size of the school, AA/A or B/C on the one administrative skill, Education Research, Evaluation and Planning. In this interaction the OPI interns had a higher perceived competency on the above skill than the regular interns in AA/A schools. The regular interns in B/C schools scored their perception of competency higher than OPI interns.

The two other significant findings were interactions involving the mentor activities of Relationship Emphasis and Information Emphasis and level of school where internship was served, Grades K-8 Elementary, Grades 9-12 High School, and Grades K-12. The interactions are due primarily to the K-12 interns. K-12 OPI interns scored lowest, while K-12 regular interns scored their administrators' mentoring activities highest. The findings of this study support the literature's emphasis that both internships

and mentoring are an important and critical component of school administrator programs (Goodman and Zimmerman, 2000).

Conclusions

Traditionally the administrator preparation programs in Montana involve taking advanced classes at the university to comply with principal and superintendent certification requirements as required by the Montana Office of Public Instruction Certification. The OPI intern program provides an alternative in that a certified educator can attain administrative certification while working as a principal or superintendent. The results of this study indicate that the two groups of OPI interns and regular university interns as well as their mentor administrators did not perceive any significant differences in their perceptions of competency on the 10 selected administrative skills. These findings lend support to the following conclusions.

In the study both the intern and intern's mentor were asked to give their perceptions of administrative skill competency. There were no significant differences between the mentor and interns in OPI and regular program. By checking the competency levels attained, it was found that both interns and mentor administrators felt that interns had scored most often at the competent and highly competent level on the 10 selected administrative skills regardless of which program, OPI or RU, in which the intern had participated. The findings show that the OPI program works very well in preparing administrative interns in administrative skills, as does the regular program. From these results one can conclude that both intern groups, OPI and regular, are well-

prepared for an administrative position and that based upon these competency levels school districts who are searching for a principal or superintendent can feel confident about their level preparation for the position based on the 10 administrative skills tested.

The mentor instrument did show some interesting differences between the intern perceptions of mentoring by their supervising administrators and the supervising administrators' ranking of their own mentoring activities. The mentors rated themselves much more effective than their interns rated them. The OPI interns did not appear to rate their administrators to any higher degree than did the RU interns even though the OPI interns had completed 1, 2 or 3 years of an internship compared to the regular interns whose internship was either half a year or a full year. One can conclude that the length of time is not a factor in determining the degree of relationship, information or facilitation that was gained from the expertise of the mentor administrator and that there are other factors that influence the level of mentoring.

Previous studies, as described in Chapter 2, have found that mentoring plays a very important role in skill development as well as providing intern support. The results of the mentoring instrument showed the interns did not score their mentors as highly as the mentors scored themselves in the mentor areas of relationship, information and facilitation. As previously noted in this study, people learn by doing new things in conjunction with others. It can be concluded that the mentor administrators may not understand what is needed by their interns in the areas of relationship, information and facilitation and that their ways of working with and assisting their interns need to be improved.

Recommendations

Actions

From the conclusions stated as a result of the findings of this study, a number of recommendations are made. These recommendations are based on the research as well as on those situations that are particular to the state of Montana where the research was conducted.

School boards and administrators would be well served to look positively on the administrative internship, OPI and RU, as a means of preparing an administrator for their school. The self-scoring and mentor administrator scoring of intern competency indicates that interns are competent or highly competent on the 10 administrative skill competencies as tested in this research.

School board and administrators should feel confident about using the OPI intern program to fill an administrative position in their school districts even though the OPI intern serves as a school administrator while earning their administrative certification.

Administrators should be given some training in being a mentor if they are to supervise an administrative intern. It appears from the data that while the mentors felt that they were effective, a large number of interns felt that their mentors were not effective. It is suggested that guidelines for mentors and information on the activities of an effective mentor would enable current administrators to provide skilled training and support to an intern administrator.

State administrator organizations such as the Montana Association of Elementary School Principals should continue to develop "aspiring principals" programs to generate interest in school administration and select those teachers whose leadership skills can be directed toward the principalship or superintendency.

School administrator organizations, school districts and universities should continue to develop collaborative models of administrator preparation, which the literature indicates is productive and successful.

Research

Future research is important in the area of administrator development. This study found that many of the current administrators as well as those who were serving internships were planning to continue in administration from 6 to 8 years. Those serving internships planned to stay in education from 12 to 14 years. Development of excellent programs takes time to put into place so that work should begin now in order to have competent leaders for Montana school children in the future.

The above study was limited to the examination of competency development by two different internship programs, OPI and RU. Administrators who have served no internship should be part of a future study in order to obtain a more complete picture of preparation program effectiveness.

The MSBA study (1999) found that one problem for school board members in their search for an administrator was that they felt that many applicants were not qualified. However, this study showed that both the interns and the mentor perceptions

were that the interns had developed a competent to highly competent level on the 10 administrative skills. Recommended research should include the school district's (school board members) perception of skill development in the two intern programs. The university system should then continue to examine and improve their internship programs through the use of this research and study.

Gender differences on skill development and need for mentoring were not examined in this study for any of the four groups, OPI interns and administrators and regular interns and administrators. In the statistics provided by the Montana Office of Public Instruction in the school year 1996-97, 89% of school superintendents and 87% of principals were male, and 11% of superintendents were female and 13% of the principals were female (Nielson et al., 1999). It is a recommendation for further study to test for significant differences between male and female administrative interns on administrative competency skill development and perceived mentoring activities.

The reliability of the Administrative Skills Instrument was quite low on several skill categories. Research should continue in the development of a better instrument with greater reliability that will be a better measure of administrator and intern administrative skills. Since there were no differences and only three interactions on the dependent variables in this study, other variables, administrative skills and standards areas should be identified and examined.

Further research could also be done to investigate if the lack of significant differences in mentoring activities found between the OPI and RU interns may be due to lack of effective mentoring as illustrated in Figures 4-12.

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APPENDICES

APPENDIX A

AASA SKILLS FOR SUCCESSFUL 21ST CENTURY
SCHOOL LEADERS

From AASA Skills for Successful 21st Century School Leaders, (John Hoyle, Fenwick English, and Betty E. Steffy, 1999)

The skills listed below come from the above text. They were drawn from AASA Guidelines for the Preparation of School Administrators, 1993; AASA's Professional Standards for the Superintendency; NCATE's Curriculum Guidelines; and from standards and skills published by the National Association of Elementary School Principals (NAESP) and the National Association of Secondary Principals (NASSP).

DIRECTIONS:

Choose the three most important skills from each of categories below that you feel should be learned as part of an internship in school administration. Indicate your choice with an "X" on the line in front of the skill.

1. SKILLS IN LEADERSHIP

- ☐ 1. Create and effectively communicate a district or school vision statement
- ☐ 2. Establish priorities in the context of community culture and student and staff needs.
- ☐ 3. Conduct district and school climate assessments
- ☐ 4. Assess student achievement data.
- ☐ 5. Develop a strategic plan for a district or school.
- ☐ 6. Empower others to reach high levels of performance.
- ☐ 7. Align financial, human, and material resources with the vision, mission and goals of a district or school.

2. SKILLS IN POLICY AND GOVERNANCE

- ☐ 1. Understand the system of public school governance in our democracy
- ☐ 2. Describe procedures for effective superintendent/board and principal/site-based team relationships.
- ☐ 3. Formulate and shape policy to provide quality education for children and youth
- ☐ 4. Demonstrate conflict-resolution and interpersonal sensitivity skills in working with groups whose values and opinions may conflict.
- ☐ 5. Establish collaborative, school-linked services with community and other education resources

3. SKILLS IN COMMUNICATION AND COMMUNITY RELATIONS

- ☐ 1. Articulate district or school vision, mission and priorities to the community and mass media.
- ☐ 2. Write and speak effectively.
- ☐ 3. Demonstrate group leadership skills.
- ☐ 4. Involved in strategies for passing referenda.
- ☐ 5. Persuade the community to adopt initiatives that benefit students.
- ☐ 6. Engage in effective community relations and school-business partnerships.
- ☐ 7. Build consensus.
- ☐ 8. Create opportunities for staff to develop collaboration and consensus-building skills

- ___ 9. Integrate youth and family services into the regular school program
- ___ 10. Promote ongoing dialogue with representatives of diverse community groups.

4. SKILLS IN ORGANIZATIONAL MANAGEMENT

- ___ 1. Gather, analyze and use data for informed decision making
- ___ 2. Delegate decision-making responsibility.
- ___ 3. Ensure adherence to legal concepts, regulations and codes for school operations.
- ___ 4. Use technology to enhance administration.
- ___ 5. Engage in financial planning
- ___ 6. Establish procedures for budgeting, accounting and auditing
- ___ 7. Administer auxiliary programs.
- ___ 8. Develop a plan to maintain the school plant, equipment and support systems.
- ___ 9. Apply appropriate components of quality management
- ___ 10. Implement a systems approach to monitor all components of the school system (subsystems) for efficiency.

5. SKILLS IN CURRICULUM PLANNING AND DEVELOPMENT

- ___ 1. Develop curriculum design and delivery systems for diverse school communities
- ___ 2. Create developmentally appropriate curriculum and instructional practice.
- ___ 3. Assess students' present and future learning needs.
- ___ 4. Demonstrate an understanding of curricular alignment to ensure improved student performance and higher-order thinking.
- ___ 5. Design, evaluate and refine curricular, co-curricular and extracurricular programs.
- ___ 6. Create curricula based on research, applied theory, informed practice recommendations of learned societies, and state and federal policies and mandates
- ___ 7. Use technology, telecommunications, and information systems to enrich curriculum development and delivery.

6. SKILLS IN INSTRUCTIONAL MANAGEMENT

- ___ 1. Develop, implement, and monitor change processes to improve student learning, adult development, and learning climates
- ___ 2. Understand the role of motivation in the instructional process
- ___ 3. Promote effective classroom management.
- ___ 4. Encourage total student development
- ___ 5. Analyze and assign financial resources to enhance student learning
- ___ 6. Apply instructional strategies that reflect sensitivity to multicultural issues and varied styles
- ___ 7. Monitor and evaluate student achievement based on objectives and expected performance.
- ___ 8. Establish a student achievement monitoring and reporting system based on disaggregated data.

7. SKILLS IN STAFF EVALUATION AND PERSONNEL MANAGEMENT

- ___ 1. Apply effective staff evaluation models and process for teacher and administrator evaluation
- ___ 2. Develop a personnel recruitment, selection, development and promotion procedure
- ___ 3. Understand legal issues related to personnel administration
- ___ 4. Conduct a district school human resources audit

8. SKILLS IN STAFF DEVELOPMENT

- ___ 1. Develop a plan to identify areas for concentrated staff development
- ___ 2. Evaluate the effectiveness of comprehensive staff development programming
- ___ 3. Implement future-focused personnel management strategies
- ___ 4. Assess individual and institutional sources of stress and develop methods for reducing distress
- ___ 5. Demonstrate knowledge of pupil personnel services and categorical programs (Sp. Ed, Title 1)
- ___ 6. Improve organizational health and morale.
- ___ 7. Train staff in teamwork skills

9. SKILLS IN EDUCATIONAL RESEARCH, EVALUATION AND PLANNING

- ___ 1. Use various research designs and methods.
- ___ 2. Select the proper data-gathering analysis and interpretation methods
- ___ 3. Use basic descriptive and inferential statistics
- ___ 4. Demonstrate the use of qualitative research methods (e.g. constructivist, naturalistic techniques)
- ___ 5. Use research-based models and standards for evaluating educational programs.
- ___ 6. Engaged in strategic planning for district's future.

10. SKILLS IN THE VALUES AND ETHICS OF LEADERSHIP

- ___ 1. Demonstrate ethical and personal integrity
- ___ 2. Model accepted moral and ethical standards in all interactions.
- ___ 3. Promote democracy through public education
- ___ 4. Exhibit multicultural and ethnic understanding and sensitivity
- ___ 5. Implement a strategy to promote respect for diversity

APPENDIX B

RELIABILITY LETTER &
ADMINISTRATIVE AND LEADERSHIP SKILLS SURVEY

Ramona Stout
PO Box 425
Manhattan, MT 59741

February 17, 2000

Dear _____:

As a doctoral student at Montana State University-Bozeman, I am interested in examining the internship component of administrator preparation programs. To do this, I need your help. My particular interest focuses on the administrative skills that are developed and the mentoring activities that take place during the internship. As part of the study I will be comparing the regular internship with the OPI internship and as a result, hope to give direction to the planning of future administrator preparation programs.

Please complete and return the survey instrument by February 26th. Completing this task should take no more than 10 minutes of your time, but it will be critical to the success of the research.

You may be assured that your responses will remain completely confidential. The return envelope has an identification number that will enable me to check your name off the mailing list when the questionnaire is returned. The envelope will then be discarded. Your name will never be associated with the results.

Please contact me if you have questions regarding the study. Your cooperation and timely response are greatly appreciated.

Sincerely,

Ramona Stout

SCHOOL ADMINISTRATION AND LEADERSHIP SKILLS SURVEY

Form I

1= Not At All Competent 2=Somewhat Competent 3=Compétent 4=Very Competent 5=Extremely Competent

1. SKILLS IN LEADERSHIP

- | | | | | | |
|--|---|---|---|---|---|
| 1. Create and effectively communicate a district or school vision statement | 1 | 2 | 3 | 4 | 5 |
| 2. Establish priorities in the context of community culture and student and staff needs | 1 | 2 | 3 | 4 | 5 |
| 3. Assess student achievement data | 1 | 2 | 3 | 4 | 5 |
| 4. Empower others to reach high levels of performance | 1 | 2 | 3 | 4 | 5 |
| 5. Align financial, human, and material resources with the vision, mission and goals of a district or school | 1 | 2 | 3 | 4 | 5 |

2. SKILLS IN POLICY AND GOVERNANCE

- | | | | | | |
|---|---|---|---|---|---|
| 1. Describe procedures for effective superintendent/board and principal/site-based team relationships | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrate conflict-resolution and interpersonal sensitivity skills in working with groups whose values and opinions may conflict | 1 | 2 | 3 | 4 | 5 |
| 3. Establish collaborative, school-linked services with community and other education resources | 1 | 2 | 3 | 4 | 5 |

3. SKILLS IN COMMUNICATION AND COMMUNITY RELATIONS

- | | | | | | |
|---|---|---|---|---|---|
| 1. Articulate district or school vision, mission and priorities to the community and mass media | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrate group leadership skills | 1 | 2 | 3 | 4 | 5 |
| 3. Engage in effective community relations and school-business partnerships | 1 | 2 | 3 | 4 | 5 |

4. SKILLS IN ORGANIZATIONAL MANAGEMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. Gather, analyze and use data for informed decision making | 1 | 2 | 3 | 4 | 5 |
| 2. Apply appropriate components of quality management | 1 | 2 | 3 | 4 | 5 |
| 3. Implement a systems approach to monitor all components of the school system (subsystems) for efficiency | 1 | 2 | 3 | 4 | 5 |

5. SKILLS IN CURRICULUM PLANNING AND DEVELOPMENT

- | | | | | | |
|---|---|---|---|---|---|
| 1. Demonstrate an understanding of curricular alignment to ensure improved student performance and higher-order thinking | 1 | 2 | 3 | 4 | 5 |
| 2. Create curricula based on research, applied theory, informed practice, recommendations of learned societies, and state and federal policies and mandates | 1 | 2 | 3 | 4 | 5 |
| 3. Use technology, telecommunications, and information systems to enrich curriculum development and delivery | 1 | 2 | 3 | 4 | 5 |

1= Not At All Competent 2=Somewhat Competent 3=Competent 4=Very Competent 5=Extremely Competent

1= Not At All Competent 2=Somewhat Competent 3=Competent 4=Very Competent 5=Extremely Competent

(Circle one)

6. SKILLS IN INSTRUCTIONAL MANAGEMENT

1. Develop, implement, and monitor change processes to improve student learning, adult development, and learning climates 1 2 3 4 5
2. Encourage total student development 1 2 3 4 5
3. Apply instructional strategies that reflect sensitivity to multicultural issues and varied styles 1 2 3 4 5
4. Establish a student achievement monitoring and reporting system based on disaggregated data 1 2 3 4 5

7. SKILLS IN STAFF EVALUATION AND PERSONNEL MANAGEMENT

1. Apply effective staff evaluation models and process for teacher and administrator evaluation 1 2 3 4 5
2. Develop a personnel recruitment, selection, development and promotion procedure 1 2 3 4 5
3. Understand legal issues related to personnel administration 1 2 3 4 5

8. SKILLS IN STAFF DEVELOPMENT

1. Develop a plan to identify areas for concentrated staff development 1 2 3 4 5
2. Evaluate the effectiveness of comprehensive staff development programming 1 2 3 4 5
3. Implement future-focused personnel management strategies 1 2 3 4 5
4. Improve organizational health and morale 1 2 3 4 5

9. SKILLS IN EDUCATIONAL RESEARCH, EVALUATION AND PLANNING

1. Select the proper data-gathering analysis and interpretation methods 1 2 3 4 5
2. Use research-based models and standards for evaluating educational programs 1 2 3 4 5
3. Engage in strategic planning for district's future 1 2 3 4 5

10. SKILLS IN THE VALUES AND ETHICS OF LEADERSHIP

1. Demonstrate ethical and personal integrity 1 2 3 4 5
2. Model accepted moral and ethical standards in all interactions 1 2 3 4 5
3. Exhibit multicultural and ethnic understanding and sensitivity 1 2 3 4 5

Please return the completed questionnaire in the enclosed envelope by April 26, 2000.

From AASA Skills for Successful 21st Century School Leaders, (John Hoyle, Fenwick English, and Betty E. Steffy, 1999)

SCHOOL ADMINISTRATION AND LEADERSHIP SKILLS SURVEY

Form M

Following is a list of skills needed by school administrators. For each skill, indicate the competency your intern achieved during his/her administrative internship. Use the scale:

1= Not At All Competent 2=Somewhat Competent 3=Competent 4=Very Competent 5=Extremely Competent

1. SKILLS IN LEADERSHIP

- | | | | | | |
|--|---|---|---|---|---|
| 1. Create and effectively communicate a district or school vision statement | 1 | 2 | 3 | 4 | 5 |
| 2. Establish priorities in the context of community culture and student and staff needs | 1 | 2 | 3 | 4 | 5 |
| 3. Assess student achievement data | 1 | 2 | 3 | 4 | 5 |
| 4. Empower others to reach high levels of performance | 1 | 2 | 3 | 4 | 5 |
| 5. Align financial, human, and material resources with the vision, mission and goals of a district or school | 1 | 2 | 3 | 4 | 5 |

2. SKILLS IN POLICY AND GOVERNANCE

- | | | | | | |
|---|---|---|---|---|---|
| 1. Describe procedures for effective superintendent/board and principal/site-based team relationships | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrate conflict-resolution and interpersonal sensitivity skills in working with groups whose values and opinions may conflict | 1 | 2 | 3 | 4 | 5 |
| 3. Establish collaborative, school-linked services with community and other education resources | 1 | 2 | 3 | 4 | 5 |

3. SKILLS IN COMMUNICATION AND COMMUNITY RELATIONS

- | | | | | | |
|---|---|---|---|---|---|
| 1. Articulate district or school vision, mission and priorities to the community and mass media | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrate group leadership skills | 1 | 2 | 3 | 4 | 5 |
| 3. Engage in effective community relations and school-business partnerships | 1 | 2 | 3 | 4 | 5 |

4. SKILLS IN ORGANIZATIONAL MANAGEMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. Gather, analyze and use data for informed decision making | 1 | 2 | 3 | 4 | 5 |
| 2. Apply appropriate components of quality management | 1 | 2 | 3 | 4 | 5 |
| 3. Implement a systems approach to monitor all components of the school system (subsystems) for efficiency | 1 | 2 | 3 | 4 | 5 |

5. SKILLS IN CURRICULUM PLANNING AND DEVELOPMENT

- | | | | | | |
|---|---|---|---|---|---|
| 1. Demonstrate an understanding of curricular alignment to ensure improved student performance and higher-order thinking | 1 | 2 | 3 | 4 | 5 |
| 2. Create curricula based on research, applied theory, informed practice, recommendations of learned societies, and state and federal policies and mandates | 1 | 2 | 3 | 4 | 5 |
| 3. Use technology, telecommunications, and information systems to enrich curriculum development and delivery | 1 | 2 | 3 | 4 | 5 |

(Circle one)

6. SKILLS IN INSTRUCTIONAL MANAGEMENT

- | | | | | | |
|---|---|---|---|---|---|
| 1. Develop, implement, and monitor change processes to improve student learning, adult development, and learning climates | 1 | 2 | 3 | 4 | 5 |
| 2. Encourage total student development | 1 | 2 | 3 | 4 | 5 |
| 3. Apply instructional strategies that reflect sensitivity to multicultural issues and varied styles | 1 | 2 | 3 | 4 | 5 |
| 4. Establish a student achievement monitoring and reporting system based on disaggregated data | 1 | 2 | 3 | 4 | 5 |

7. SKILLS IN STAFF EVALUATION AND PERSONNEL MANAGEMENT

- | | | | | | |
|---|---|---|---|---|---|
| 1. Apply effective staff evaluation models and process for teacher and administrator evaluation | 1 | 2 | 3 | 4 | 5 |
| 2. Develop a personnel recruitment, selection, development and promotion procedure | 1 | 2 | 3 | 4 | 5 |
| 3. Understand legal issues related to personnel administration | 1 | 2 | 3 | 4 | 5 |

8. SKILLS IN STAFF DEVELOPMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. Develop a plan to identify areas for concentrated staff development | 1 | 2 | 3 | 4 | 5 |
| 2. Evaluate the effectiveness of comprehensive staff development programming | 1 | 2 | 3 | 4 | 5 |
| 3. Implement future-focused personnel management strategies | 1 | 2 | 3 | 4 | 5 |
| 4. Improve organizational health and morale | 1 | 2 | 3 | 4 | 5 |

9. SKILLS IN EDUCATIONAL RESEARCH, EVALUATION AND PLANNING

- | | | | | | |
|--|---|---|---|---|---|
| 1. Select the proper data-gathering analysis and interpretation methods | 1 | 2 | 3 | 4 | 5 |
| 2. Use research-based models and standards for evaluating educational programs | 1 | 2 | 3 | 4 | 5 |
| 3. Engage in strategic planning for district's future | 1 | 2 | 3 | 4 | 5 |

10. SKILLS IN THE VALUES AND ETHICS OF LEADERSHIP

- | | | | | | |
|---|---|---|---|---|---|
| 1. Demonstrate ethical and personal integrity | 1 | 2 | 3 | 4 | 5 |
| 2. Model accepted moral and ethical standards in all interactions | 1 | 2 | 3 | 4 | 5 |
| 3. Exhibit multicultural and ethnic understanding and sensitivity | 1 | 2 | 3 | 4 | 5 |

From AASA Skills for Successful 21st Century School Leaders, (John Hoyle, Fenwick English, and Betty E. Steffy, 1999)

APPENDIX C

MENTOR SURVEY PERMISSION LETTER &
SURVEY LETTERS AND PRINCIPLES OF ADULT MENTORING SCALE

Dr. Norman H. Cohen
722 Arlington Road
Penn Valley, Pennsylvania 19072
(610)-664-2140

February 1, 2000

Ms. Ramona Stout
PO Box 274
Manhattan, MT 59741

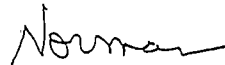
Dear Ramona:

I am pleased to grant you permission to use the *Principles of Adult Mentoring Inventory* in your dissertation research.

As I indicated, the original instrument was subjected to validity and reliability analysis for my own dissertation, and it has subsequently been utilized by many doctoral students in their own doctoral work.

If I can be of any additional assistance, please contact me. I believe your study will be a valuable contribution to the field.

Sincerely,



Dr. Norman H. Cohen

Ramona Stout
PO Box 425
Manhattan, MT 59741
PH: 406-284-6460

April 11, 2000

Dear _____:

I need your help! For my doctoral dissertation at MSU-Bozeman, I am examining both the regular and OPI internships as part of school administration training programs. My study is intended to examine the administrative skills developed during the internship and the mentoring activities that occur between the intern and his/her supervisor. The results will help determine the role of the internship in preparing school administrators and provide direction in planning future programs.

Enclosed are two survey instruments. Both instruments are to be completed according to your experience in your administrative internship. On the skills instrument, respond according to the level of competency you feel you achieved from your administrative internship. On the mentoring instrument, please respond according to the degree of mentoring that took place with you by your supervising administrator during your administrative internship. Your supervising administrator will also be completing the same surveys.

Please complete and return both survey instruments by April 26, 2000. Completing this task should take no more than 20 minutes of your time, but it will be critical to the success of the research. A postage paid envelope is enclosed for your use.

You may be assured that your responses will remain completely confidential. The return envelope has an identification number that will enable me to check your name off the mailing list when the questionnaire is returned. The envelope will then be discarded. Your name will never be placed on the questionnaire. I will, however, be doing several telephone interviews as follow-up. Please check the blank in the introductory questions section if you would be willing to do a phone interview.

Please contact me if you have questions regarding the study, or if you would like a copy of the results.

Your cooperation and timely response are greatly appreciated.

Sincerely,

Ramona Stout

Administrative Internship Study Introductory Questions

Please respond to the following items.

1. Counting the current year, I have _____ years in education.
 2. Counting the current year, how many years have you been: _____ principal, _____ superintendent _____ other administrative position (specify)_____.
 3. What position do you currently hold? _____.
 4. If you are presently in school administration, how long do you plan to continue in an administrative position? _____
 4. Are you? Male _____ Female _____
 6. Was your Masters Degree in school administration? _____
 7. Would you be willing to participate in a follow up telephone interview? ____ yes ____ no
- If yes, please print your name and telephone number? _____

Principles of Adult Mentoring Scale-I.

--Norman H. Cohen Copyright © 1999

Following is a list of 26 statements that represent mentor behavior. For each statement circle the frequency your supervising administrator engaged in the behavior as a mentor to you during your internship. Use the scale below:

1 = Never 2 = Infrequently 3 = Sometimes 4 = Frequently 5 = Always

- | | | | | | |
|---|---|---|---|---|---|
| 1. I encourage interns to express their <i>honest feelings</i> (positive and negative) about their work-related experiences including such dimensions as training, educational opportunities, and social relationships. | 1 | 2 | 3 | 4 | 5 |
| 2. I ask interns for <i>detailed information</i> about their progress in learning all aspects of their job. | 1 | 2 | 3 | 4 | 5 |
| 3. I <i>refer</i> interns to other staff members and departments to obtain information relevant to pursuing their individual goals for *education, *training, and *career development. | 1 | 2 | 3 | 4 | 5 |
| 4. I attempt to be <i>verbally supportive</i> when interns are emotionally upset. | 1 | 2 | 3 | 4 | 5 |
| 5. I suggest to interns that we establish a <i>regular</i> schedule of meeting times. | 1 | 2 | 3 | 4 | 5 |
| 6. I make a good deal of <i>eye contact</i> with employees interns*during our meetings. | 1 | 2 | 3 | 4 | 5 |
| 7. I ask interns to identify <i>career choices</i> as well as to explain their own <i>strategies</i> for continuing their work-related training and learning to support the achievement of these career goals. | 1 | 2 | 3 | 4 | 5 |
| 8. I encourage employees interns to provide a good deal of <i>background</i> information about the pursuit of their career goals, such as *preparation, *success and *problems. | 1 | 2 | 3 | 4 | 5 |
| 9. I inquire in some depth about intern's strategies for utilizing <i>workplace resources</i> to increase their on-the-job learning, and when appropriate *offer practical suggestions and *refer them for assistance to improve their job performance. | 1 | 2 | 3 | 4 | 5 |
| 10. I explain to interns that I really want to know what they as individuals <i>honestly think</i> , so that I can offer advice specific to them about issues such as balancing job requirements/career development commitments with responsibilities outside of the workplace. | 1 | 2 | 3 | 4 | 5 |

1 = Never 2 = Infrequently 3 = Sometimes 4 = Frequently 5 = Always

(Circle one)

11. I arrange my meetings with interns at times when I will probably *not be interrupted* by telephone calls or anticipated personal contacts by others. 1 2 3 4 5
12. I encourage interns to consider formal educational opportunities to develop their career interests as well as *nontraditional and distance education* courses, such as those offered through *television, *correspondence, and *Internet. 1 2 3 4 5
13. I offer recommendations to interns about their *current and future training and educational* needs (from basic to advanced skills and learning based on specific information provided by them regarding their own history of previous *training, *experience, and *academic/technical preparation. 1 2 3 4 5
14. I attempt to guide interns who are currently exploring their own commitment to career or work-related educational interests by posing *alternative views*, such as considering other *career, *training and *educational options. 1 2 3 4 5
15. I verbally communicate my concerns to interns when their *negative attitudes and emotions* are expressed to me through such nonverbal behaviors as eye contact, facial expression, and voice tone. 1 2 3 4 5
16. I discuss intern's general reasons for planning to obtain additional work-related educational *credentials or training* and then focus on helping them identify concrete *degrees, *curricula, *courses and *workshops. 1 2 3 4 5
17. I provide a reasonable amount of *factual guidance* in our discussions so that interns will explore *realistic options and *attainable career objectives. 1 2 3 4 5
18. I encourage interns to use me as a sounding board to explore their *hopes, *ideas, *feelings, and *plans. 1 2 3 4 5
19. I explore with interns who express a *lack of confidence* in themselves the ways in which their own life experiences might be a valuable resource to help them *devise strategies to succeed within the workplace environment. 1 2 3 4 5
20. I assist interns in using facts to carefully map out *realistic, step-by-step strategies* to achieve their *career, *training, and *educational goals. 1 2 3 4 5
21. I *listen to criticism* from interns about work-related policies, regulations, requirements, and even colleagues without immediately attempting to offer justifications. 1 2 3 4 5
22. I inform interns that in our meetings they can discuss "*negative*" emotions such as anxiety, self-doubt, fear, and anger. 1 2 3 4 5
23. I discuss the *positive and negative feelings* interns have about their own abilities to succeed in their careers. 1 2 3 4 5
24. I ask probing questions that require more than a "yes" or "no" answer so that interns will explain (in some detail) their views regarding their career *plans and *progress. 1 2 3 4 5
25. I discuss my *role as a mentor with the* interns so that their individual expectations of me are *appropriate and *realistic. 1 2 3 4 5
26. I try to *clarify the problems* interns are explaining to me by verbally expressing my understanding of their feelings and *then asking if my views are accurate. 1 2 3 4 5

Please return the completed questionnaire in the enclosed envelope by April 26, 2000.

Cohen, Norman H. (1999) *Effective mentoring*, HRD Press: Amherst, MA Permission granted: 2-1-2000

Ramona Stout
PO Box 425
Manhattan, MT 59741
Ph: 406-284-6460

April 12, 2000

Dear:

I need your help! For my doctoral dissertation at MSU-Bozeman, I am examining both the regular and OPI internships as part of school administration training programs. My study is intended to examine the administrative skills developed during the internship and the mentoring activities that occur between the intern and his/her supervisor. The results will help determine the role of the internship in preparing school administrators and provide direction in planning future programs.

Enclosed are two survey instruments. Both instruments are to be completed according to your experience with your most recent administrative intern excluding this current school year, 1999-2000. On the skills instrument, respond according to the level of competency you feel that your administrative intern achieved. On the mentoring instrument, please respond according to the degree of mentoring that you did with your intern during his/her administrative internship. Your administrative intern will also be completing the same surveys.

Please complete and return both survey instruments by April 26, 2000. Completing this task should take no more than 20 minutes of your time, but it will be critical to the success of the research. A postage paid envelope is enclosed for your use.

You may be assured that your responses will remain completely confidential. The return envelope has an identification number that will enable me to check your name off the mailing list when the questionnaire is returned. The envelope will then be discarded. Your name will never be placed on the questionnaire. I will, however, be doing several telephone interviews as follow-up. Please check the blank on the introductory questions section if you would be willing to do a phone interview.

Please contact me if you have questions regarding the study, or if you would like a copy of the results.

Your cooperation and timely response are greatly appreciated.

Sincerely,

Ramona Stout

Administrative Internship Study Introductory Questions

Please respond to the following items.

1. Counting the current year, I have _____ years in education.
 2. Counting the current year, how many years have you been: _____ principal, _____ superintendent _____ other administrative position (specify)_____.
 3. What position do you currently hold? _____.
 4. If you are presently in school administration, how long do you plan to continue in an administrative position? _____
 5. Are you? Male _____ Female _____
 6. Was your Masters Degree in school administration? _____
 7. Would you be willing to participate in a follow up telephone interview? ____ yes ____ no
- If yes, please print your name and telephone number? _____

Principles of Adult Mentoring Scale-M

--Norman H. Cohen Copyright © 1999

Following is a list of 26 statements that represent mentor behavior. For each statement circle the frequency you engaged in the behavior as a mentor to your administrative intern. Use the scale below:

1 = Never 2 = Infrequently 3 = Sometimes 4 = Frequently 5 = Always

- | | | | | | |
|---|---|---|---|---|---|
| 1. I encourage interns to express their <i>honest feelings</i> (positive and negative) about their work-related experiences including such dimensions as training, educational opportunities, and social relationships. | 1 | 2 | 3 | 4 | 5 |
| 2. I ask interns for <i>detailed information</i> about their progress in learning all aspects of their job. | 1 | 2 | 3 | 4 | 5 |
| 3. I <i>refer</i> interns to other staff members and departments to obtain information relevant to pursuing their individual goals for *education, *training, and *career development. | 1 | 2 | 3 | 4 | 5 |
| 4. I attempt to be <i>verbally supportive</i> when interns are emotionally upset. | 1 | 2 | 3 | 4 | 5 |
| 5. I suggest to interns that we establish a <i>regular</i> schedule of meeting times. | 1 | 2 | 3 | 4 | 5 |
| 6. I make a good deal of <i>eye contact</i> with employees interns*during our meetings. | 1 | 2 | 3 | 4 | 5 |
| 7. I ask interns to identify <i>career choices</i> as well as to explain their own <i>strategies</i> for continuing their work-related training and learning to support the achievement of these career goals. | 1 | 2 | 3 | 4 | 5 |
| 8. I encourage employees interns to provide a good deal of <i>background</i> information about the pursuit of their career goals, such as *preparation, *success and *problems. | 1 | 2 | 3 | 4 | 5 |
| 9. I inquire in some depth about intern's strategies for utilizing <i>workplace resources</i> to increase their on-the-job learning, and when appropriate *offer practical suggestions and *refer them for assistance to improve their job performance. | 1 | 2 | 3 | 4 | 5 |
| 10. I explain to interns that I really want to know what they as individuals <i>honestly think</i> , so that I can offer advice specific to them about issues such as balancing job requirements/career development commitments with responsibilities outside of the workplace. | 1 | 2 | 3 | 4 | 5 |

1 = Never 2 = Infrequently 3 = Sometimes 4 = Frequently 5 = Always

(Circle one)

11. I arrange my meetings with interns at times when I will probably *not be interrupted* by telephone calls or anticipated personal contacts by others. 1 2 3 4 5
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13. I offer recommendations to interns about their *current and future training and educational* needs (from basic to advanced skills and learning based on specific information provided by them regarding their own history of previous *training, *experience, and *academic/technical preparation. 1 2 3 4 5
14. I attempt to guide interns who are currently exploring their own commitment to career or work-related educational interests by posing *alternative views*, such as considering other *career, *training and *educational options. 1 2 3 4 5
15. I verbally communicate my concerns to interns when their *negative attitudes and emotions* are expressed to me through such nonverbal behaviors as eye contact, facial expression, and voice tone. 1 2 3 4 5
16. I discuss intern's general reasons for planning to obtain additional work-related educational *credentials or training* and then focus on helping them identify concrete *degrees, *curricula, *courses and *workshops. 1 2 3 4 5
17. I provide a reasonable amount of *factual guidance* in our discussions so that interns will explore *realistic options and *attainable career objectives. 1 2 3 4 5
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20. I assist interns in using facts to carefully map out *realistic, step-by-step strategies* to achieve their *career, *training, and *educational goals. 1 2 3 4 5
21. I *listen to criticism* from interns about work-related policies, regulations, requirements, and even colleagues without immediately attempting to offer justifications. 1 2 3 4 5
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24. I ask probing questions that require more than a "yes" or "no" answer so that interns will explain (in some detail) their views regarding their career *plans and *progress. 1 2 3 4 5
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APPENDIX D

SCHOOL ADMINISTRATION AND LEADERSHIP SKILLS SURVEY

SCHOOL ADMINISTRATION AND LEADERSHIP SKILLS SURVEY

Form I

1= Not At All Competent 2=Somewhat Competent 3=Competent 4=Very Competent 5=Extremely Competent

1. SKILLS IN LEADERSHIP

- | | | | | | |
|--|---|---|---|---|---|
| 1. Create and effectively communicate a district or school vision statement | 1 | 2 | 3 | 4 | 5 |
| 2. Establish priorities in the context of community culture and student and staff needs | 1 | 2 | 3 | 4 | 5 |
| 3. Assess student achievement data | 1 | 2 | 3 | 4 | 5 |
| 4. Empower others to reach high levels of performance | 1 | 2 | 3 | 4 | 5 |
| 5. Align financial, human, and material resources with the vision, mission and goals of a district or school | 1 | 2 | 3 | 4 | 5 |

2. SKILLS IN POLICY AND GOVERNANCE

- | | | | | | |
|---|---|---|---|---|---|
| 1. Describe procedures for effective superintendent/board and principal/site-based team relationships | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrate conflict-resolution and interpersonal sensitivity skills in working with groups whose values and opinions may conflict | 1 | 2 | 3 | 4 | 5 |
| 3. Establish collaborative, school-linked services with community and other education resources | 1 | 2 | 3 | 4 | 5 |

3. SKILLS IN COMMUNICATION AND COMMUNITY RELATIONS

- | | | | | | |
|---|---|---|---|---|---|
| 1. Articulate district or school vision, mission and priorities to the community and mass media | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrate group leadership skills | 1 | 2 | 3 | 4 | 5 |
| 3. Engage in effective community relations and school-business partnerships | 1 | 2 | 3 | 4 | 5 |

4. SKILLS IN ORGANIZATIONAL MANAGEMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. Gather, analyze and use data for informed decision making | 1 | 2 | 3 | 4 | 5 |
| 2. Apply appropriate components of quality management | 1 | 2 | 3 | 4 | 5 |
| 3. Implement a systems approach to monitor all components of the school system (subsystems) for efficiency | 1 | 2 | 3 | 4 | 5 |

5. SKILLS IN CURRICULUM PLANNING AND DEVELOPMENT

- | | | | | | |
|---|---|---|---|---|---|
| 1. Demonstrate an understanding of curricular alignment to ensure improved student performance and higher-order thinking | 1 | 2 | 3 | 4 | 5 |
| 2. Create curricula based on research, applied theory, informed practice, recommendations of learned societies, and state and federal policies and mandates | 1 | 2 | 3 | 4 | 5 |
| 3. Use technology, telecommunications, and information systems to enrich curriculum development and delivery | 1 | 2 | 3 | 4 | 5 |

1= Not At All Competent 2=Somewhat Competent 3=Competent 4=Very Competent 5=Extremely Competent

(Circle one)

6. SKILLS IN INSTRUCTIONAL MANAGEMENT

1. Develop, implement, and monitor change processes to improve student learning, adult development, and learning climates 1 2 3 4 5
2. Encourage total student development 1 2 3 4 5
3. Apply instructional strategies that reflect sensitivity to multicultural issues and varied styles 1 2 3 4 5
4. Establish a student achievement monitoring and reporting system based on disaggregated data 1 2 3 4 5

7. SKILLS IN STAFF EVALUATION AND PERSONNEL MANAGEMENT

1. Apply effective staff evaluation models and process for teacher and administrator evaluation 1 2 3 4 5
2. Develop a personnel recruitment, selection, development and promotion procedure 1 2 3 4 5
3. Understand legal issues related to personnel administration 1 2 3 4 5

8. SKILLS IN STAFF DEVELOPMENT

1. Develop a plan to identify areas for concentrated staff development 1 2 3 4 5
2. Evaluate the effectiveness of comprehensive staff development programming 1 2 3 4 5
3. Implement future-focused personnel management strategies 1 2 3 4 5
4. Improve organizational health and morale 1 2 3 4 5

9. SKILLS IN EDUCATIONAL RESEARCH, EVALUATION AND PLANNING

1. Select the proper data-gathering analysis and interpretation methods 1 2 3 4 5
2. Use research-based models and standards for evaluating educational programs 1 2 3 4 5
3. Engage in strategic planning for district's future 1 2 3 4 5

10. SKILLS IN THE VALUES AND ETHICS OF LEADERSHIP

1. Demonstrate ethical and personal integrity 1 2 3 4 5
2. Model accepted moral and ethical standards in all interactions 1 2 3 4 5
3. Exhibit multicultural and ethnic understanding and sensitivity 1 2 3 4 5

From AASA Skills for Successful 21st Century School Leaders, (John Hoyle, Fenwick English, and Betty E. Steffy, 1999)

SCHOOL ADMINISTRATION AND LEADERSHIP SKILLS SURVEY

Form M

Following is a list of skills needed by school administrators. For each skill, indicate the competency your intern achieved during his/her administrative internship. Use the scale:

1= Not At All Competent 2=Somewhat Competent 3=Competent 4=Very Competent 5=Extremely Competent

1. SKILLS IN LEADERSHIP

- | | | | | | |
|--|---|---|---|---|---|
| 1. Create and effectively communicate a district or school vision statement | 1 | 2 | 3 | 4 | 5 |
| 2. Establish priorities in the context of community culture and student and staff needs | 1 | 2 | 3 | 4 | 5 |
| 3. Assess student achievement data | 1 | 2 | 3 | 4 | 5 |
| 4. Empower others to reach high levels of performance | 1 | 2 | 3 | 4 | 5 |
| 5. Align financial, human, and material resources with the vision, mission and goals of a district or school | 1 | 2 | 3 | 4 | 5 |

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- | | | | | | |
|---|---|---|---|---|---|
| 1. Describe procedures for effective superintendent/board and principal/site-based team relationships | 1 | 2 | 3 | 4 | 5 |
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- | | | | | | |
|---|---|---|---|---|---|
| 1. Articulate district or school vision, mission and priorities to the community and mass media | 1 | 2 | 3 | 4 | 5 |
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4. SKILLS IN ORGANIZATIONAL MANAGEMENT

- | | | | | | |
|--|---|---|---|---|---|
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| 2. Apply appropriate components of quality management | 1 | 2 | 3 | 4 | 5 |
| 3. Implement a systems approach to monitor all components of the school system (subsystems) for efficiency | 1 | 2 | 3 | 4 | 5 |

5. SKILLS IN CURRICULUM PLANNING AND DEVELOPMENT

- | | | | | | |
|---|---|---|---|---|---|
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| 2. Create curricula based on research, applied theory, informed practice, recommendations of learned societies, and state and federal policies and mandates | 1 | 2 | 3 | 4 | 5 |
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From AASA Skills for Successful 21st Century School Leaders, (John Hoyle; Fenwick English, and Betty E. Steffy, 1999)

MONTANA STATE UNIVERSITY - BOZEMAN



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