

EVALUATING A TEACHER INTERNSHIP PROGRAMME

by

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B. Ed., University of Victoria, 1969.

A THESIS SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Faculty

of

Education


**ACCEPTED**  
**FACULTY OF GRADUATE STUDIES**


DATE


29<sup>th</sup> Nov 1981

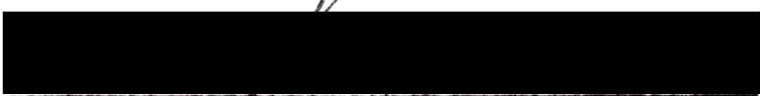
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### ABSTRACT

Concerned with the growing trend to increased field experiences for students in pre-service education programmes, and with the limited number of studies of the effectiveness of this practice, this study attempted: (1) to apply the concepts of organizational effectiveness to the design of an evaluation model, (2) to conduct an evaluation of a teacher internship programme using the proposed model.

The University of Victoria's Secondary Internship Programme, the Programme evaluated, is a 12-month secondary teacher education programme. The background, context, and description of the critical features are provided for this programme which operates in concert with four north and mid-Vancouver Island school districts.

A review of the theory of organizational effectiveness revealed the construct to be both complex and elusive. However, recognizing its potential usefulness for an evaluation, a two-dimensional model was adopted where an evaluation of the Programme's effectiveness considered two related concepts: (a) the notion of goals, and (b) the system's perspective. The model incorporated both short-term and long-term programme affects and five system resource requirements: roles, constituent satisfaction, rational co-ordination, adaptability-flexibility, and cost-benefit.


The purpose of the evaluation was to conduct a third party summative evaluation of the Secondary Internship Programme with the view to contributing information useful for making decisions regarding its continuation, modification, expansion or contraction. As the study was planned to satisfy the needs of the various audiences of the evaluation a major focus of the study was on the verification or preference ordering of the organization's operative goals and system resources by these audiences. By having the audiences Q-sort 43 possible evaluation questions the more important evaluation questions for these audiences were determined.


The primary instruments used to investigate the evaluation questions consisted of questionnaires, follow-up surveys, Faculty and School Associate profiles, semi-structured interviews, scenarios, and telephone interviews. Over 300 individuals participated in this study including present constituent groups such as Interns, School Associates and district personnel; graduates of the Programme; and principals of schools in which graduates were teaching.

It was concluded that a conceptual framework drawn from the literature of organizational effectiveness, when supplemented by a full description of the programme to be evaluated and a report on the implementation of critical programme features, has several advantages for the evaluation of teacher education programmes. It was emphasized that the model's usefulness was contingent upon audience verification


of the organization's goals and system resource requirements. In general, the Secondary Internship Programme was found to be successful in meeting its goal and system resource requirements. However, the study raises a number of critical issues, especially regarding system resource requirements for future development, and for the survival of the programme evaluated.

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## ACKNOWLEDGEMENTS

The author wishes to express his appreciation to all of those who have assisted in this thesis. I wish to thank Dr. Geoffrey P. Mason and Dr. Yvonne Martin, my co-supervisors. In particular, Dr. Mason was supportive, patient, and most important, knowledgeable in the field of evaluation. Dr. Chris Hodgkinson and Dr. William Cross gave me encouragement by expressing enthusiasm about my proposal and by their willingness to sit as members of my committee.

The co-operation and assistance of the Secondary Internship staff and the various programme participant groups was sincerely appreciated.

Finally, thanks to my wife Pattie, who listened to my enthusiasm and frustrations and typed countless drafts as well as the final copy.

## CHAPTER 1

### INTRODUCTION

#### Background to the Problem

In recent years there has been an increasing demand for changes in the content, form, and mode of delivery of teacher education (Spillane & Levenson, 1976; Gress, 1977; McGregor, 1978). Such changes in teacher education are viewed as a major instrument for effecting significant improvement in the quality of public schooling.

Gone are the luxuries of the 1960's, which included a deluge of students on campuses, expanded curricula, and increased physical improvements supported by record expenditures (Mauer, 1976). Today, confronted with resource scarcity, educational priorities are no longer simply desirable, but essential. Shapiro and Stevenson (1978:6) support this view in their statement in the 5th Yearbook of the Canadian Society for the Study of Education:

Market conditions have made emergency programmes a thing of the past but student applications persist. Therefore, pre-service enrolments should be reduced, admissions standards raised, and more attention directed to the internal quality of the professional programmes and the variety of their design.

Teacher education reform has taken many directions. One major thrust is increased field experiences for pre-service students with attention to the extent and diversity of these experiences. The British Columbia Teachers'

Federation's survey of sponsor teachers (B.C.T.F., 1977) showed a large majority of the respondents expressing the view that during the period spent on training a teacher, a solid block of time of at least three months should be spent on teaching practice. The same Federation, in a brief to the McGregor Commission (B.C.T.F., 1977:12) stated: "We feel that the length of the practicum experience and the nature of that experience is perhaps the most significant part of any teacher-preparation program." The McGregor Commission (McGregor, 1978:13), in responding to concerns of practicum length recommended "that during the last two years of training at least sixteen weeks should be spent in the schools and that the final practicum should comprise at least eight continuous weeks."

Teacher education, like many social services, is presently under scrutiny with regard to its relationship to the larger community. The unreality of educating people about teaching or learning without extensive experience of the socio-cultural context in which the activity occurs is questioned. Extended field experience, it is held, enables students to see a more meaningful relationship between campus theory and the practice of the classroom, in addition to assisting them decide about teaching as a career. These and other reasons are advanced in justification of increased field experience and alternate programming

(Elliott, 1978; Church & Regan, 1979; Clifton & Covert, 1979). Support for field-based teacher training is now well established (Peck & Tucker, 1973; Barnett, 1975; Clarke & Coutts, 1975).

As indicated, the movement in teacher education appears to be towards increased field participation. One teacher education approach which removes some of the present constraints and seeks linkages between universities and the public school system may be found in the concept of internship. The internship model is advanced as a means to achieve teacher education programmes which meet present political and social realities by integrating theory and practice and which broadens the basis for teacher training by involving representatives from all components of the educational community. The growth of teacher internship programmes in recent years has attracted considerable interest (Saskatchewan Department of Education, 1974; Allen, 1976; Elmore, 1976; Seiferth & Samuel, 1978).

#### Statement of the Problem

As a result of pressure to bring about longer practical and alternate programming which has been exerted from a number of sources, many institutions have moved towards an internship model for teacher training. This model which contains both the extended practicum and alternate trends identified, also reflects a desire by many teachers for

greater involvement in the planning and offering of teacher education programmes, (Allen, 1976).

In theory the internship model may stand up quite well. Practice, however, tends to introduce a high order of complexity. It is therefore legitimate to question whether extended practica and alternate programmes, as reflected in the internship model, can result in effective training programmes. There are many conditions which must be met and some traditions which must be altered. Two points need underscoring.

First, the results of these programmes will not necessarily be positive. There is a growing concern about the practica component among teacher educators (MacDonald & Zaret, 1971; Kalstounis & Nelson, 1974; Diamonti, 1977; Hoy & Rees, 1977; Salzillo & VanFleet, 1977; Zeichner, 1978). Although recognizing the necessity for practice teaching in teacher training, these and other educators express concern about the quality of the field experience.

Secondly, extended practica and especially internship programmes demand increased university - school district involvement. Many would argue that university and public school co-operation is difficult, if not impossible to attain. Many reasons are postulated. No budgetary, personnel, or other resources available to either organization depend on co-operation. These mutually exclusive organizations are reinforced by different reward systems. Personnel in universities and public schools, due to

differences in values, role motivation and approaches to education, find it difficult to work together (Haberman, 1971). The arguments against such co-operation appear endless. Do universities really desire to co-operate with the field in providing a responsive teacher education programme? Depending on where one stands in relation to this question, arguments can be interpreted as a condemnation of further university involvement, or to the contrary, as premises upon which to build effective teacher training programmes (Bush & Enemark, 1975; Hawley & Branch, 1978).

The need for evaluating such programmes is clearly evident. Talk about "co-operative programmes", and "integrating theory and practice", while desirable, is little more than rhetoric, and fails to suggest a basis for assessing the relative effectiveness of such efforts. Presently, few institutions have progressed very far in evaluating these innovative teacher training programmes.

Comprehensive reviews of the empirical literature on student teaching conducted by Fuller and Brown (1975), Turner (1975), Elliott (1978), and recent ERIC search by the author, revealed that although discussions and description of field experiences are substantial, there is a general lack of studies dealing with programme evaluation. Elliott (1978:3) observes: "What does exist in the

literature related to field experiences is a large body of material describing practices and a limited number of studies of the effectiveness of those practices." A similar concern, relative to internship evaluation is expressed by Profughi (1976:6):

To further complicate matters, information about procedures used by various internship programmes in other locations is only sometimes available and generalizations about internship characteristics are hard to make because many programmes are the products of local political cultures.

Internship may help overcome some of the inadequacies of more conventional teacher training programmes, but a more extensive knowledge base is needed for judging the worth of such efforts.

#### Purpose of the Study

There are a number of challenges facing programme evaluation in teacher education settings. Of critical importance is the development or choice of an appropriate evaluation model to guide the evaluation activities. Programme evaluation models are numerous. Gephart (1977) reported that over 30 could be found in the literature while various writers (Stufflebeam, 1971; Worthen and Sanders, 1973; Popham, 1975) have constructed evaluation taxonomies. However, as Sloan (1979:26) suggests no one model or perspective has proven to be superior, the model of choice being dependent upon various considerations:

The appropriateness of including or adopting a particular perspective (model) would appear to be contingent on factors such as the purpose of the evaluation, the particular research questions posed, the availability of particular data sources, and the resources, both human and material, which are at the evaluator's disposal. The utility of any particular perspective may be expected to differ from one situation to another. No one perspective has proven to be universally superior to the others.

As a consequence of the foregoing this study attempts:

- (a) to apply the concepts of organizational effectiveness in the design of an evaluation model to a situation of current interest in education;
- (b) to conduct an evaluation of a teacher training internship programme using the model developed in (a) above.

The next chapter of this study presents a description of the programme to be evaluated, followed by a conceptual framework for the study.

CHAPTER II  
PROGRAMME TO BE EVALUATED

Background and Context of the Programme

During 1979-1980 the University of Victoria's Secondary Internship Programme entered its sixth year of operation. The Secondary Internship Programme, a 12-month teacher education programme, is designed for prospective secondary teachers having a degree from a recognized university in subject areas appropriate to British Columbia secondary schools. This programme is also available to students in their fifth year of a Bachelor of Education (Secondary) programme.

The Secondary Internship Programme is one of the four practicum sequences offered to qualified Bachelor of Education and diploma students entering their professional year of teacher training. Other secondary sequences offered during 1979-80 include: the "Regular" Bachelor of Education Diploma Programme; the Sequential Option Programme and the Saanich Teacher Training Project.

The programme's setting. University of Victoria, situated on southern Vancouver Island sponsors the Secondary Internship Programme in concert with four north and mid-Vancouver Island School Districts: School District #68 (Nanaimo); School District #70 (Alberni); School District

#71 (Courtenay); School District #72 (Campbell River).

The closest and largest school district is Nanaimo, located 111 kilometers north of Victoria. This district, with a total student population of over 12,000 is served by seven secondary schools. The smallest and farthest from the University is School District #72 (Campbell River) located some 265 kilometers north. Campbell River, a rapidly growing school district, enrolls over 6,000 students and has four secondary schools. The remaining districts, Alberni, 50 kilometers west of Parksville at the head of the Alberni Canal and Courtenay, 110 kilometers north of Nanaimo, have comparable school populations, each enrolling over 8,000 students.

The origins of the Programme. On April 13, 1974, the Minister of Education announced that funds would be provided to support the establishment of internship teacher education programmes at the University of British Columbia and the University of Victoria.

The Programme developed from two prevailing conditions within the public sector: a desire on the part of teachers and government to reduce teacher-pupil ratios throughout the province, and the need to make more provincially trained teachers available to communities throughout British Columbia (Andrews, 1975). In addition, the Faculty of Education had always felt that internship was a desirable

method of teacher training, having had prior experiences with two pilot internship programmes. It was therefore quick to respond when the opportunity to begin another programme presented itself.

Goals of the programme. The Internship Programme represents attempts to integrate theory and practice in the professional education of teachers; to broaden the basis for teacher training in the province; and to develop a Programme involving representatives from all components of the educational community at both the provincial and district levels.

The Internship Programme at the University of Victoria has as its foundation twelve principles or assumptions (Mickelson, 1979:1):

1. Integration of theory and practice is an essential element of any teacher education programme.
2. Liaison between the university and the field needs to be active and effective.
3. The programme is centered in the local school district.
4. The programme must be a cooperative effort taken by all constituent agencies. This involves development, implementation and financing.
5. The selection of candidates should be a joint endeavour among constituent agencies.
6. Both academic and practical excellence must be maintained.
7. The extended practicum must provide a high quality experience. "More" is not necessarily "better" unless care is taken to ensure that positive experiences occur for all concerned.

8. The development of supervisory skills is actively undertaken as a cornerstone of the programme.
9. Integration of pre-service and in-service education should occur.
10. Because the programme operates in a reality context the changing nature of teaching and expectations for teachers are able to be continually revised.
11. Programme evaluation should form an integral part of the yearly plan for each programme.
12. The intern programme is student centered.

Candidate profile. With the exception of the first year of operation, the number of applicants and the number of academically admissible candidates has remained constant since 1975-1976 (Table 1). Beginning in 1978-1979, a slight increase in the number of candidates appearing for interviews and acceptable to school districts has resulted in a marginal increase of yearly graduates. In total, 216 Interns have been recommended for certification on this programme.

The 1979-1980 admissible candidates are profiled in Appendix A. Of the 23 male and 20 female candidates acceptable to school districts, 34 completed the Programme. The mean age of those accepted was 26 years. Eleven candidates were married, five with children. All but two were residents of British Columbia. Over half of all Interns entered the Programme directly from university studies the previous year, with only five having previous work experience of significant duration.

Table 1  
NUMBER OF SECONDARY INTERNSHIP  
APPLICANTS AND GRADUATES -- 1974-1980

Applicant Status	Academic Year					
	1974- 1975	1975- 1976	1976- 1977	1977- 1978	1978- 1979	1979- 1980
Number of applicants.	500	90	86	95	100	91
Academically admissible.	180	55	56	43	61	66
Eligible for and appearing at school district interviews.	160	38	34	32	53	45
Acceptable to at least one school dist- rict.	117	27	25	28	42	43
Number placed in school districts.	103	24	23	27	31	42
Completing programme.	89	21	21	22	29	34

Twelve Interns, all University of Victoria students, entered the Programme as fifth year education students using Internship as the professional year en route to a Bachelor of Education degree. Of the remaining candidates, all but five received their degrees from universities within British Columbia, the majority being graduates of the University of Victoria. With the exception of eight home economics and three music candidates, a high proportion were academically qualified to teach in two teaching areas appropriate to British Columbia secondary schools, their specialties being fairly evenly distributed across the various teaching areas.

Personnel. The Director of Professional Studies is directly responsible to the Dean of Education for the Secondary Internship Programme. The management and co-ordination of the Programme is assigned as a one-third work load to a Programme Co-ordinator. In essence, the co-ordinator works in a liaison capacity with senior district personnel; co-ordinates the work of the Faculty Associates; and administers all on-campus components of the Programme including staffing, scheduling and record keeping.

The University employs a resident Faculty Associate in each participating school district. These individuals, seconded by the school district, are well qualified teachers

with demonstrated high competence in the school setting. The duties of the Faculty Associates and those of the supervisory teachers in the schools (School Associates) who also assume a substantial proportion of the responsibility in working with Interns, is expanded in a later section.

Instructional staff for academic course work is drawn from both University faculty and practising professionals. Generally, faculty members have taught the academic professional studies courses (i.e., Evaluation, Developmental Psychology) while outstanding practising public school teachers have been employed to teach the various methodological components.

Programme funding. In the first two years of operation the British Columbia Ministry of Education's grant funded the total University expenditure for the Programme. In 1976-1977, the University assumed the Programme's operational costs.

From 1974 with its termination in 1977, Interns received a Ministry grant to cover tuition fee costs. At present, in addition to a monthly teaching stipend of \$250 provided by the school districts, Interns are entitled to regular student financial aid administered by the University.

Participating school districts assume responsibility for providing a monthly stipend of \$250 for each month an Intern serves in the district. If a district were to sponsor 10 Interns over the eight months of Internship, the total cost for stipends to the district would be \$20,000. In addition, the district provides office space and some secretarial services for the Faculty Associate. Some in-service training costs may also be borne by the district, although this aspect of the Programme has not been formalized.

Table 2 gives cost information for expenditures incurred by the University in operating the Programme. The usual budget categories such as salaries, travel, professional development, and supplies are used in reporting these data. As programme costs are examined more extensively in a further section only very general points are discussed below.

The largest budgetary item for the University is salaries (including fringe benefits) followed by professional development and travel costs. The salary figure includes monies for a part time co-ordinator, four Faculty Associates, and instructors' academic course stipends. Travel expenditures include the Faculty Associates' and the Co-ordinator's travel from the University to the field and travel within participating

Table 2SECONDARY INTERNSHIP PROGRAMME COSTS

Budget Category	Dollar Cost <sup>a</sup>
Faculty and Academic Professional salaries	\$144,165
Academic Assistance	214
Honoraria	700
Non-academic assistance (40%)	5,380
Professional Development and Community Services	9,779
Public Relations and Entertainment	895
Travel - Faculty	954
Travel - Field trips (4 Faculty Associates)	7,036
Telephone and Telex	2,888
Printing and Duplicating (\$283), Supplies (\$63), Books and Periodicals (\$143)	439
Total	<u>\$172,450</u>

<sup>a</sup> From Geoffrey P. Mason "The Dollar Costs of the Secondary Internship and Regular Secondary Programmes 1979-1980". Education Reports, Faculty of Education, University of Victoria, June, 1980.

school districts. Professional development costs are those incurred for in-service and evaluation activities for Interns and School Associates.

Programme changes. Although the underlying principles and goals of the Programme have remained unchanged since its inception six years ago, some important changes have occurred in the Programme itself, the more significant of which follow.

At the end of the Programme's first year of operation, concerns voiced, especially by the British Columbia Teacher's Federation, resulted in several changes. Interns thenceforth were not to be paid a salary nor considered part of the staffing formula for schools, but were to receive a nominal living allowance for their supernumerary presence in schools. They were to be classified as "teachers-in-training" and no longer issued a "letter of permission" to teach by the Ministry of Education.

Initially, the British Columbia Ministry of Education, granted funds to the University to operate the Programme and local school districts paid Interns a half salary in return for a 50% teaching load. In 1975, local school districts began paying each Intern a nominal living stipend in lieu of a salary during the eighth month practicum, while the University assumed full responsibility for funding its own institutional expenditures incurred by the Programme

during 1976-1977.

In 1974-1975 the Programme began operating in 16 school districts throughout the province, grouped into 10 geographical regions. The second year involved 10 school districts, situated in three geographical regions. However, in 1976-1977, for financial reasons as well as a decline in programme candidates, the decision was made to confine the programme to Vancouver Island. Thus, from 1976-1977 to the present, the Programme has functioned with four north and mid-Vancouver Island school districts.

Initially, the Programme provided an entry route into teaching for a segment of the population not generally catered to by the University. The candidates who came from varied backgrounds were significantly above the median for age and for years of work experience of the regular secondary education candidates. However, these characteristics have changed over the years so that the present group (1979-1980) of Interns is very similar in age and previous work experience to education students normally entering the professional year. The number of regular Bachelor of Education students entering the Programme has increased substantially during the last two years.

Significant changes in the responsibilities of the programme personnel have occurred. The task of the Coordinator, formerly a full time responsibility, is now assigned as a one-third work load position. The Faculty

Associate position originally envisaged as a one-year appointment has been extended in most cases. The investment necessary in training the Faculty Associate, the professional self-growth of the incumbent, as well as the limited programme and district familiarization possible in one year has made it mutually advantageous for both parties to extend the employment to two and sometimes three years.

In 1974-1975 the Programme consisted of an academic semester during the period May to August, followed by a ten-month internship from September to June. The years following saw a reduction to an eight-month internship and the dividing of the academic course work between the summers prior to and following the internship phase. The academic course work required in the Programme has remained constant but the placement of courses undertaken in each academic phase has varied.

Finally, increased attention has been given to the support and training of School Associates. In-service training of School Associates in the complexities of the supervision, student evaluation, and learning-teaching processes has been a major thrust of the Programme during the past three years.

## Description of the Critical Features of the Programme as Planned

Policies and procedures. The Secondary Internship Programme is well documented. An explicit statement in the form of a programme handbook which describes the Programme and outlines policies and procedures is available to those involved or concerned with the Programme.

The contents of the handbook are in essence guidelines and provide a framework for the operation and development of the Programme at the school district level. The material in the handbook is revised annually and presently consists of four sections: Programme Guidelines, School District Orientation, Internship, and Appendices.

Selection procedures. Students are selected on the basis of three screening processes. They are first required to meet the academic criteria for both the University and the Faculty of Education. Each candidate is then interviewed by the Faculty of Education members where interest in teaching, previous experience, particularly with young people, and potential as a teacher are considered. Finally each student is required to obtain acceptance by one of the participating school districts through an interview with district representatives in Victoria in late May.

Prior to this selection process, each district conducts an assessment of its potential to train candidates in the various subject areas. In most cases, district selection teams consist of a district staff member, a school principal, the district's Faculty Associate and a sponsor teacher.

Sequencing of programme components. The sequencing of the various programme components appears in Figure 1. The Secondary Internship Programme consists of four phases:

Phase 1 - School District Orientation (approximately  
June 6th to 10th)

A one-week orientation in the school district designed to provide the Intern with an opportunity to meet the School Associates, principal and district personnel; clarify roles of the support team; visit the school and observe students in class; plan co-operatively with the School Associates for the September teaching assignment; become familiar with the community and the district's resources and where necessary, find accommodation for September.

Phase 2 - Summer Course Work on University of Victoria  
Campuses (approximately July 4th to August 17th)

This phase consists of course work designed to assist Interns in preparing for their teaching assignments in September and includes introductory methods courses in

FIGURE 1

PROGRAMME PHASES

May School District  
Orientation

On Campus  
Academic  
and Methods  
Courses

Internship

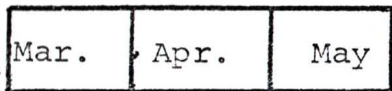
On Campus  
Academic  
Courses

(Phase 1)

(Phase 2)

(Phase 3)

(Phase 4)



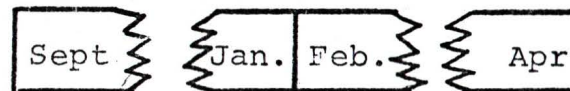
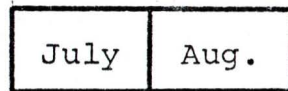
Identi-  
fication  
of  
School  
Associates

District  
Staff  
Interviews

District  
Assignment

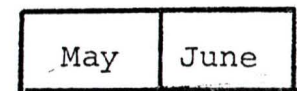
Applicant  
Academic  
Admissibility

Faculty  
Interviews



Teaching five months  
senior secondary,  
three months junior  
secondary or the  
reverse.

Teaching  
Reports.



Certification

their teaching areas. In addition, Interns take a Teaching Skills Seminar and courses in the Psychology of Classroom Learning, the Organization and Administration of Education in British Columbia.

Phase 3 - Internship in a School District (September to April)

During this phase the Interns are under the supervision of a University Faculty Associate resident in the school district who, with the assistance of School Associates (sponsor teachers), develops and co-ordinates the Intern's teacher training experience. With the support of and supervision by Faculty and School Associates, Interns are required to practice teach in the subject area(s) supported by their university academic and professional courses.

Phase 4 - Completion of University Course Work (May to June)

This phase consists of the final segment of course work and includes courses in the Psychology of Adolescence, Evaluation of Student Achievement, and Social Issues in Canadian Education. The total number of units of academic work for the Programme is 18. At the successful conclusion of Phase 4, Interns are eligible for certification in the same manner and with the same status as graduates of other teacher education programmes in the Province.

Teaching competencies. The University of Victoria's internship is based on teaching competencies model (University of Victoria, Faculty of Education, 1976). The Intern is encouraged to develop attitudes and skills in five broadly based competencies: development of personal attributes; development of effective methodology; creation and management of an effective learning environment; use of evaluation processes; and evidence of continuing professional growth. The roles of Intern, School Associate, and the Faculty Associate are defined in relation to developing these competencies.

Roles for participants. The Intern has two primary responsibilities during his eight-month residence in the district. The first, a formal teaching component, has each Intern teaching approximately 50% of the school day. In most cases this is for five months at one secondary school and three months at a different secondary school at a different teaching level.

The University recommends that the overall amount of teaching time not exceed 50% of the school day so that Interns can be involved in a wide range of experiences in the school and district. This second component places considerable demands on the Intern to become actively involved during any non-teaching time in the life of the school. It also requires that the Intern make an effort to develop professionally by observing other teachers,

attending seminars, reading professional literature, studying the community as it affects the school, and so on.

A series of seminars are structured for the Interns. During the course of the eight-month practicum, Interns are required to attend 40 hours of career seminars (scheduled twice monthly for two to three hours), conducted by the resident Faculty Associate. In the earlier weeks of the practicum, the seminars provide the Interns with an opportunity for group support, for the discussion of problems arising from the practicum, and for counselling either individually or in groups. As the practicum progresses, the Interns move through the September-October anxiety stage so that the seminars now become more theoretical with discussions and workshops on methods and teaching techniques, questioning, pupil evaluation, and classroom management. In the later stages of the practicum the Interns are encouraged to look beyond themselves and their students to the school district and the community in which they operate. It is at this stage that school support personnel such as counsellors, learning assistants, and district staff are utilized in career seminars to broaden the Interns' awareness.

Periodically during the practicum, Programme Seminars are held for all Interns at a central location. While Career Seminars tend to have something of a local flavour,

Programme Seminars cover areas of broader interest such as job applications or courses that will be studied during May and June. Career and Programme Seminars together are planned to provide the integration of theory and practice.

The Faculty Associate is the representative of the University at the district level and has the authority and responsibility for the Programme which includes the development and co-ordination of the training experience of each Intern assigned to the district. Included in the Faculty Associate's functions are: making school district personnel, local teachers' association, and School Associates acquainted with the Programme's guidelines and expectations; working with school district personnel in the placement of Interns; and assisting with the planning, development, execution, and evaluation associated with each Intern's teaching. In-service work (seminars, workshops) involving Interns and School Associates is a major additional responsibility.

It is the policy of the University that Interns be supported and supervised by a minimum of three people. This "support team" is composed of the University Faculty Associate and two School Associates (sponsor teachers). It is from the School Associate's teaching assignments that placements are created for Interns. Consequently, the School Associate retains final responsibility for the class and is a key participant in the training process.

The role of the School Associate in internship is both broader and more responsible than the role of the sponsor teacher in the traditional practicums. The School Associate's functions include: demonstrations of teaching practices; assistance with the methods instruction; provision of classroom teaching resources; familiarization with the school organization and its workings; and assistance with the planning, development, execution, and evaluation associated with the Intern's teaching.

A significant purpose in this programme is the development of the School Associate's supervisory skills. This development takes place through two formats: regular programme workshops for School Associates and a specifically designed 30-hour workshop series in supervisory skill development based on a clinical supervision model. This workshop series, jointly funded by the University and the district, is open to School Associates, interested teachers, district staff and school administrators.

In addition to the major roles as outlined above, district staff and school support personnel are also involved with programme and Intern growth. The experience of principals, supervisors and resource personnel is utilized by the Programme by having them as consultants, speakers, and observers. The development of the Internship Programme is also furthered by the formation of a Local Advisory Committee.

This committee organized and chaired by the Faculty Associate, is composed of representation from Interns, School Associates, principals, the British Columbia School Trustees Association, the local teachers' association, and the district staff. This committee attends to such matters as local programme evaluation, local programme development, University-community liaison, and the discussion of local issues.

Reporting and evaluation procedures. The preparation for Intern evaluation begins in September with a discussion by School Associates, Interns, and the Faculty Associate of the basic teaching competencies. An informal mid-term assessment of the Intern's progress is carried out by the Intern and the support team, using a student inventory summary and a self-appraisal grid.

Intern evaluation, centered on the five competencies, is based on the clinical supervision cycle. Two formal reporting procedures are used to provide guidance in the development of the Intern's teaching-learning experience and the reporting of the Intern's cumulative teaching progress. The first consists of "observation notes" and provides written documentation of the Intern's progress. These notes are completed on a regular basis by the Intern's School Associates and Faculty Associate (support team). The second, "Internship Teaching Reports", are written

by each member of the Intern's support team at the conclusion of each practicum phase. These reports provide a summary of the Intern's progress and include a final grade which is the basis for a subsequent recommendation for certification. Interns are also encouraged to assess their own performance. These reports and the student's self-assessment are discussed with the Intern in a conference format.

School Associate selection. The Secondary Internship Programme has established guidelines and assumptions for selecting School Associates. Included in the assumptions are that the Associate be a volunteer and that prior to volunteering he be apprized of role expectations, programme guidelines, and potential in-service sessions. Volunteering as an Associate implies a commitment to fulfill University expectations regarding observation, reporting, and attending in-service sessions. Further programme assumptions are that the orientation phase be an opportunity for School Associates and Interns to assess compatibility and respective expectations, and that School Associates be selected by reference to a prepared set of criteria.

These assumptions form the basis for guidelines and procedures in selecting Associates. The procedure begins in May with the University Faculty Associate outlining to

school staffs programme guidelines and expectations, and emphasizing the criteria for selecting Associates. Interested Associates submit their names to the school principal, who in turn consults with the Faculty Associate and school department heads. The principal then informs the district selection team of acceptable Associates in each subject area, thus enabling the selection team to identify willing, competent Associates prior to choosing Intern candidates in May.

Programme evaluation. The Programme Co-ordinator assisted by Faculty Associates has conducted annually formative evaluations. With input from all constituent groups the results and recommendations from this evaluation process included feedback on programme design, programme satisfaction, selection procedures for Interns and School Associates, and procedures for supervision and evaluation of Interns during their school experience. These formative evaluation studies have provided in-house decision-makers with data to be used primarily to improve planning and decision making.

## THE CONCEPTUAL FRAMEWORK OF THE EVALUATION

The relevance of organizational effectiveness theory to an evaluation of an internship programme is relatively easy to establish. The University is an institutional entity. As it is composed of elements or sub-systems it may properly be viewed as a complex system. Among its sub-systems are its various schools, departments or programmes. Since a university (and the sub-systems of it) is an organization, we can look perhaps to the construct of organizational effectiveness for evaluation guidance. The Secondary Internship Programme, a twelve-month teacher training programme having defined goals, must clearly assume some responsibility for assessing how effective the organization (Secondary Internship Programme) has been in achieving these stated goals.

An Overview of Organizational Effectiveness

An examination of the literature on organizational effectiveness reveals that although a great deal has been written on the topic, there is little agreement concerning the nature of the construct. Katz and Kahn (1966:149) state:

There is no lack of material on criteria of organizational success. The literature is studded with references to efficiency, productivity, absence, turnover and profitability -- all of these offered implicitly or explicitly,

separately or in combination, as definitions of organizational effectiveness. Most of what has been written on the meaning of these criteria and on their interrelatedness, however, is judgmental and open to question. What is worse, it is filled with advice that seems sagacious but is tautological and contradictory.

After reviewing the literature on organizational effectiveness Scott (1977:63) expresses a similar view:

There is disagreement about what properties or dimensions are encompassed by the concept of effectiveness. There is disagreement about who does or should set the criteria to be employed in assessing effectiveness. There is disagreement about what indicators are to be used in measuring effectiveness. And there is a disagreement about what features of organizations should be examined in accounting for observed differences in effectiveness.

Sometimes emphasizing different aspects of the problem, other students of organizations indicate the results from studies show numerous inconsistencies and are difficult to evaluate and interpret. (Georgopoulos & Tannenbaum, 1957, Steers, 1975, 1977; Campbell, 1977).

Organizational effectiveness is a complex and elusive concept. Consequently, those working within the framework of organizational effectiveness have to be cognizant of several issues (Ghorpade, 1971). A brief statement of these should serve the dual purpose of providing an overview of the concept, while at the same time assist in the delineation of the direction for the present study. These issues are:

1. Forming a conceptual scheme.

2. Selecting criteria of organizational effectiveness.
3. Reviewing empirical research.
4. Considering the usefulness of organizational effectiveness measures.

Each of these issues will be reviewed in turn.

Forming a conceptual scheme. As Ghorpade (1971:7) suggests, at a broad theoretical and conceptual level the evaluator studying organizational effectiveness is faced with two major barriers: "First, there does not exist a body of substantive knowledge or findings based upon hard scientific evidence about the functioning of organizations. Second, there does not exist a universally accepted theoretical framework for approaching the study of organizations." The concept of organizational effectiveness means different things to different people, depending upon the frame of reference. A number of models have been advanced from synthesizing theoretical perspectives of organizations.

The "rational system" model views organizations as instruments for the attainment of specified goals. A mechanical model is implied, in that it views the organization as a structure of parts, each of which can be manipulated to enhance the efficiency of the whole, (Gouldner, 1959). For the "natural systems" model the starting point is not the goal, but a "working model of a social unit

which is capable of achieving a goal" (Etzioni, 1960:257). This model views organizations as social units capable of achieving goals, but simultaneously engaged in other activities required to maintain the unit itself. It stresses the system's capacity for survival.

Two other views are loosely labelled the "open" and "closed" perspectives (Mott, 1972). The closed perspective tends to set aside or give inadequate consideration to the environment in which the organization operates, preferring to concentrate instead on internal workings. The open systems model views organizations and their environment as highly interdependent, engaged in system elaborating and system maintenance activity (Katz & Kahn, 1966, Chapter 2).

Underlying these different conceptualizations are different views of the nature of organizations, which greatly influence the definition of effectiveness. As Campbell (1977:15) states: "no definitive definition of organizational effectiveness can be given. The meaning of organizational effectiveness is not a truth buried somewhere awaiting to be discovered if only our concepts and data collection methods were good enough."

#### Selecting criteria of Organizational Effectiveness.

Having no generally accepted conceptualization prescribing the best criteria for assessing organizational effectiveness,

the selection of appropriate criteria presents a challenging problem to the investigator. There is a wide variety of viewpoints and positions on criteria selection for organizational effectiveness representing contributions from a variety of social science disciplines. Despite this diversity, most writers have identified two general approaches -- the "goals" approach and the "system resources" approach.

The goals approach defines effectiveness in terms of goal achievement. Campbell (1977:19) states:

The goal-centered view makes a reasonably explicit assumption that the organization is in the hands of a rational set of decision makers who have in mind a set of goals that they wish to pursue. Further, these goals are few enough in number to be manageable and can be defined well enough to be understood. Given that goals can be thus identified, it should be possible to plan the best management strategies for attaining them. With this orientation, the way to assess organizational effectiveness would be to develop criteria measures to assess how well the goals are being achieved.

The system resource approach defines effectiveness in terms of the organization's ability to exploit its environment in the acquisition of scarce resources. Campbell (1977:20) describes it in these terms:

The natural systems view makes the assumption that if an organization is of any size at all, the demands placed on it are so dynamic and complex that it is not possible to define a finite number of organizational goals in any meaningful way. Rather, the organization adopts the overall goal of maintaining its viability or existence through time without

depleting its environment or otherwise fouling its nest. Thus, to assess an organization's effectiveness, one should try to find out whether an organization is internally consistent, whether its resources are being judiciously distributed over a wide variety of coping mechanisms, whether it is using up its resources faster than it should, and so forth.

There are a number of variations within both models. From the goal approach criteria are derived from a conceptualization of goals which the organization is expected to obtain. Depending upon the investigator's conceptualization this can take various forms. These include using formal goals found in official documents of the organization; operative goals, which although not formally emphasized, are in fact the goals to which the organization is actually dedicated; and derived goals from societal missions or functions with which the organization is identified (Bass, 1952; Perrow, 1961; Price, 1972).

Systems criteria of organizational effectiveness are derived from conceptualizations of "needs" experienced by an organization as a living social system. Needs refer to the requirements which organizations have to meet in order to survive or work effectively within a given situation. The view of what an organization's needs should be, and thus the criteria for its effectiveness can take many forms. For Bennis (1962), these centre around a mental health view -- adaptability, a sense of identity, and the

capacity to test reality. Yuchtman and Seashore (1967) see these needs in terms of the ability of an organization to secure an advantageous bargaining position in its environment and to capitalize on the position to acquire scarce and valued resources. A variety of needs have been identified by various writers who view a system's effectiveness as its capacity to secure, adapt, maintain itself, and grow regardless of the function it may be attempting to fulfill (Argyris, 1964; Katz & Kahn, 1966; Likert, 1967).

Criticism of each approach is prevalent in the literature. Etzioni (1960) maintains that the assessment of organizational effectiveness in terms of goal attainment should be rejected on the theoretical grounds. Yuchtman and Seashore (1967) criticize the goal approach claiming that it fails to provide a rationale for the empirical identification of goals. Price (1972) sees a major weakness of the goals approach as being unable to generate general measures of effectiveness which hinders theory development. The systems resource approach is also not without critics. Price (1972:13) claims: "Optimization is not measured, few general measures are used, and the basic rule of mutual exclusiveness with respect to the definition of effectiveness is severely violated".

In summary, the search for universal criteria of effectiveness would appear to be in difficulty as organizational effectiveness is based on different and potentially

conflicting conceptualizations. However, it should be noted that the above overview presented the two major types of criteria found in the literature, but failed to account for major variations and overlaps found in some studies.

In fact, both views have complementary features. Steers (1977:5) attempts a resolution of the different approaches by adopting a process model, defining effectiveness in terms of "an organization's capacity to acquire and utilize its scarce and valued resources as expeditiously as possible in the pursuit of its operative and operational goals". A clear statement of the range of evaluation possibilities for organizational effectiveness is outlined by Cunningham (1977). After reviewing the underlying conceptual frameworks for criteria which were selected, he presents seven alternative strategies for assessing effectiveness in different situations. These strategies he named rational goal, systems resource, managerial process, organizational development, bargaining, structural functional, and functional. Cunningham maintains that different organizational situations pertaining to the performance of the organization's structure, human resources, or the impact of the organization, require different criteria. The selection of an approach for evaluating effectiveness is seen by Cunningham as dependent upon the type of information the decision-maker requires. Consequently,

in his model a wide latitude in evaluating an organization's effectiveness is available.

Reviewing empirical research. Some models of effectiveness are largely univariate, using one measure of organizational success. Campbell's (1977) review of effectiveness measures identified thirty variables that have been used in the research literature. The most widely used univariate measures include performance, productivity, employee satisfaction, and profit. The usefulness of such models has been questioned on several grounds (Steers, 1975).

Other models use a multivariate base focusing on relationships between variables as they jointly influence organizational success. Examples of this approach can be found in Bennis (1962), Schein (1970), Mott (1972). The lack of consensus on criteria for assessing effectiveness is illustrated by Steers (1975) analysis of 17 multivariate models. He found only one criterion, adaptability-flexibility, that was mentioned in more than half of the studies.

The Steers (1975) and Campbell (1977) reviews indicate that many measures or indicators of effectiveness have been reported but no particular core of indicators has been identified, that the indicators vary considerably in their generalizability or specificity, and that

they have been operationalized in many different ways.

Steers (1975:555) concludes his review by stating:

...the issue of organizational effectiveness is indeed a complex one. While many of the models discussed have contributed significantly toward a clearer understanding of the basic issues involved, much remains to be done before the effectiveness construct can be usefully employed by researchers and managers in organizational settings.

This "usefulness" is that to which we now turn our attention.

Considering the usefulness of organizational effectiveness measures. The review to this point has shown that a number of problems render the investigation of organizational effectiveness difficult. Variations in different studies reflect the differing interests and purposes of investigators. Cunningham (1977) supports this view when he states: "criteria are selected on the basis of an author's particular interest or specialty".

Hannan and Freeman (1977) claim that the literature on organizational effectiveness suffers from a failure to distinguish evaluation activity from scientific activity. They see the effectiveness construct usable in assessing a single organization for the purpose of evaluation but doubt its utility as a concept in comparative studies. Campbell (1977:18) lists six kinds of decisions for which organizational effectiveness criteria data might be used.

He reminds us that it is also important to consider who is going to use the criteria: "... the traditional dichotomy between the technical quality of a criteria and its acceptance by the people who must use it operates here with a vengeance."

A debate on whether or not problems inherent in the organizational effectiveness construct belong to the researcher rather than the evaluator is beyond the scope of this paper. However, it is necessary to point out that as research and evaluation differ, the problems associated with the organizational effectiveness construct are not necessarily similar. If one accepts Worthen's (1973:28) statement:

We do not view explanation as the primary purpose of evaluation. A fully proper and useful evaluation can be conducted without producing explanation of why the product or program being evaluated is good or bad or how it operates to produce its effects. It is fortunate that this is so, since evaluation in education is so needed and credible explanations of educational phenomena are so rare.

then much of the debate of the usefulness of the organizational effectiveness construct is more appropriately addressed to the researcher, not the evaluator.

#### Effectiveness Model Adopted for This Study

In view of the complexity of the effectiveness construct, but recognizing its potential usefulness to the

evaluator, it appears appropriate to adopt a two-dimensional model for evaluating the Secondary Internship Programme. A two-dimensional approach is useful here in attempting to find some common ground amongst the many diverse views that exist on the subject.

The evaluation of a teacher training programme, being an evaluation of an existing social and educational system, is not like evaluating the success of an experiment or a new product. Therefore, it is proposed that an evaluation of the Programme's effectiveness might well consider two related concepts:

- (a) the notion of goals,
- (b) the system's perspective.

Effectiveness is defined in terms of an organization's capacity to satisfy its system resource requirements in the pursuit of its goals.

Although the proposed model borrows heavily from Steers (1977) further support for the complementary nature of these concepts is found in the literature (Schulberg & Baker, 1971; Campbell, 1977, Ratsoy & Babcock & Caldwell, 1978). For example, Campbell (1977:35) states that the goal and systems model "provide a means for looking at different parts of the effectiveness construct, and rather than choose among them, we might better take advantage of their complementary insights".

Goals dimension. A detailed review of the proposed model, shows that in examining various approaches to organizational effectiveness most rest on some measure of goal attainment (Hall, 1972). The major advantage here is that organizational success is measured against intentions rather than what the investigator thinks the organization should be doing. The use of the goal approach to the study of organizational effectiveness has been confused in the past because of the different meanings attached to the concept. Mohn (1973) has argued that as the nature of goals involves intent, and since only individuals, not organizations, can intend anything, aggregate rather than global measures of goal statements must be employed. For this study, "operative goals" defined by key audiences will be used. These operative goals (not formally stated, but the actual goals to which the organization is dedicated) are short term programme effects. Lenning and Micek (1978) refer to these short term programme effects as "first-order consequences", signifying a direct link with programme activities. Another focus of goals for a teacher training programme should be the long-term effects or impact of the programme (second order consequences). The model to be used will incorporate both short-term and long-term programme effects, labelled respectively first order and second order consequences (Table 3). The goal model provides feedback about the

Table 3EVALUATION MODEL

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Approach to Effectiveness	Aspect Incorporated Into Study
Goals	First order consequences. Second order consequences.
System Resources	Roles. Constituent satisfaction. Rational co-ordination. Adaptability-flexibility. Cost-benefit.

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organization's effectiveness in achieving its goals, but effectiveness in goal attainment is only one of the accomplishments sought by the organization. Other aims relate to the organization's ability to survive, maintain itself and adapt. The extent to which an organization can satisfy these requirements largely determines its ability to continue the pursuit of its objectives over time (Steers, 1977). If system effectiveness cannot be maintained, that is if the organization fails to satisfy these requirements, then its stability is threatened. Thus, when one examines the ability of an organization to pursue its goals, concern must also be directed at its ability to satisfy system requirements necessary for long term goal attainment.

Systems dimension. There are any number of system resource requirements for a teacher training programme. Proposed for this study are roles, constituent satisfaction, rational co-ordination, adaptability-flexibility, and cost-benefit (Table 3). Although not incorporated into this model, other system resource requirements for a teacher training programme might include such matters as: communication processes, decision-making, leadership, organizational linkage, and managerial policies and practices.

Two points need emphasizing. First, system requirements, like operative goals, must be verified by key

audiences. That is, the potential usefulness of an evaluation is determined, to a large degree, by the adequacy with which it addresses the needs of the persons who will receive the results. If the major interests of targetted audiences can be identified, and in this case the proposed system resource components verified, the evaluation can focus more appropriately on their interests and needs. Second, there is a difference between meeting a set of system requirements and the concept of effectiveness (Steers, 1977). These system requirements are seen as prerequisites to effectiveness. That is, without such activities, an organization will experience difficulty in meeting its goals. A brief overview for each of the proposed system requirements follows.

1. Roles. One form of the systems resource approach which lends itself to an analysis for an internship programme is that of roles. Role theory has been used extensively in an effort to better understand and predict organizational behaviour. Greene and Organ (1973:95) concluded that "... individual activities cannot be co-ordinated toward organizational goals without role accuracy, clarity and consensus".

Organizational roles consist of sets of expected behaviours that apply to each organizational member and are dependent on individuals having: some degree of certainty of what is expected of them -- role accuracy; some

sense of how to meet these expectations -- role clarity; and some agreement with others of what these expectations should be -- role consensus. Role clarity has been found to be related to increased goal commitment, job involvement, and satisfaction (Graen, 1976; Locke, 1976). Two dimensions, role ambiguity and role conflict, have been found to diminish job effort. Where role ambiguity and role conflict can be reduced, greater energies are available for goal-directed effort. For this study various dimensions of clarity, accuracy, and consensus will be examined to determine the extent of role conflict and role ambiguity.

2. Constituent satisfaction. The Secondary Internship Programme, as an organization, is composed of a variety of constituents, including school districts, principals, Interns, School Associates, and so forth. It is important for systems effectiveness that the organization strive to satisfy the various and often divergent needs of its constituent elements. It is proposed to examine the degree of satisfaction of the various constituents.

3. Rational co-ordination. The activities of any organization should be integrated and co-ordinated in a logical, predictable fashion that is consistent with the ultimate goals of the entity (Steers, 1977). The description of the Secondary Internship Programme outlines a number of phases through which Interns progress. It would

seem appropriate to review each of these phases regarding adequacy of duration, content, and co-ordination.

4. Adaptability-flexibility. Of the various organizational effectiveness models investigated by Steers (1975) adaptability-flexibility was mentioned most often. The term has been subject to various definitions, but generally refers to the ability to solve problems and to react with flexibility to changing internal and external circumstances. Too often a vital new programme becomes stagnant within a few years because situations change, and the programme was not designed to be changed or regenerated. Furthermore, in a programme where a helping relationship exists, such as Intern - Associate, it becomes critical to view how effective the parties were in assisting Interns with problems they may have encountered during the programme (adaptation to its own internal demands). The question which will be addressed to the Secondary Internship Programme is what strategies or structures are available which assist in identifying changes and problems and how effective are these?

5. Cost-benefit. The decision on the part of an individual, institution or school district to adopt or maintain a particular approach to teacher preparation must rest in part on information about costs and benefits. If one programme costs more than another, can the greater costs be justified in terms of the benefits received?

Costs as viewed here refer not only to the financial costs but also to human costs (time, energy, stress) or negative consequences which may accompany programmes and which may not have been anticipated.

Volunteer organizations such as the Secondary Internship Programme are particularly vulnerable to costs implications. Individual school districts and School Associates decided annually on their willingness to participate and Intern candidates apply for the programme as one of several alternative teacher training programmes. If both or either of the financial or human costs are seen as too high, or negative consequences of significant proportion are present, the organization's effectiveness or chances for survival are limited. It is information of this kind that is needed when deciding whether or not to enter the arena of internship, or to remain in that arena once it has been entered.

The notion here of cost-benefit is similar to Katz and Kahn's (1966) thesis regarding organizational efficiency. An example, from their discussion of efficiency relative to volunteer organizations illustrates this similarity (1966:160):

A student weighs the discussion to join the Chess Club, wondering whether the psychological return will be sufficiently great and its probability sufficiently high to make it "worth his while" to join and invest some part of his energies in the activities of the club. If it fails to return enough

psychic satisfaction to its members to motivate their continuing investment of energy it will go out of existence. The "efficiency" of the club and its prospects for survival are given by the amount of such return to members in relation to the demands made on their time and energy.

Katz and Kahn go on to remind us (1966:161) that "the ultimate decision to give or withhold the needed organizational inputs lies in the environment, and the larger social environment in this way holds the power of life and death over every organization."

Three kinds of information are needed in viewing cost-benefit: financial costs of the Programme (both absolute and relative to other teacher training programmes); information on programme benefits; and information on negative consequences that might accompany the Programme. Any negative consequences will require weighing in the balance between costs and benefits. It is also important to recognize that other system resource requirements, such as constituent satisfaction, and the organization's ability to meet its goals, will need to be considered in accounting for benefits and unanticipated consequences.

CHAPTER IV  
THE EVALUATION PLAN

For the purposes of this study an evaluation plan consisting of four broad phases has been adopted. This chapter explicates the first phase.

Four Phases of Programme Evaluation.

The following phases were adopted:

Phase 1. Specifying what is to be evaluated. This pre-design or problem definition phase both defines and clarifies the purpose of the evaluation.

Phase 2. Designing the evaluation plan. This phase concentrates on evaluation design which outlines the procedures necessary to solve the evaluation problem. In this phase an evaluation design is defined, measuring instruments developed, and data sources and collection and analytic procedures outlined.

Phase 3. Implementing the plan. In this phase the evaluation plan is implemented, the data are collected, and the analysis made.

Phase 4. Reporting the findings. A report on findings is made.

## Phase 1 -- Specifying What is to be Evaluated

The purpose of evaluation depends on many factors whose interrelationships must be uncovered before the study is initiated.

Definition. The approach taken here defines evaluation as the obtaining of information for use in judging the worth of a programme, product or procedure (Worthen, 1973).

Evaluation activities can be contrasted to the more traditional forms of field research in that evaluation deals with questions of value; has identifiable audiences (concerned public, decision-makers etc.); has limited generalizability; must employ a wide range of inquiry perspectives and techniques; is idiographic rather than nomothetic; and is client-centered rather than discipline-centered (Worthen and Sanders, 1973; Anderson, 1978).

Purpose. Of the many factors which must be considered in the design of an evaluation, the most basic is the purpose of the study. While a programme is being installed the programme's sponsors should give the programme a chance to make mistakes, solve problems, and reach the point where it is running smoothly before they attempt to assess its merit. During this developmental stage, the staff of the programme should be continually assessing and modifying the programme in an attempt to correct any emerging weaknesses.

Scriven (1967) refers to this type of assessment as "formative evaluation". The purpose of formative evaluation is to improve a programme while it is still fluid by providing feedback to the programme's managers.

The Secondary Internship Programme, now in its sixth year of operation, appears ready for a "summative evaluation". Scriven (1967) defines summative evaluation as the evaluation of a completed programme, aimed at the potential consumer. Summative evaluations look at the total impact of the programme. As a result of changes which may have occurred since the Secondary Internship Programme's inception, and the fact that the Programme has undergone considerable formative evaluation, the summative evaluation will focus on the most recent three years. The purpose then, of this evaluation, is to conduct a third party summative evaluation of the Secondary Internship Programme with the view to contributing information useful for making decisions regarding its continuation, modification, expansion or contraction.

Both the definition and purpose outlined above point to three major evaluation constructs -- documentation, role of the evaluator and audience identification. Each will be discussed in turn.

Programme documentation. Central to the definition of programme evaluation to be used in this study is the

notion that the purpose of programme evaluation is to ascertain the worth of a programme as it has been actually implemented. To make this determination, the programme to be evaluated must be extensively and thoroughly described. This activity, called programme documentation, is used here to refer to a description outlining programme characteristics. It normally includes a description of the background and context of the programme (Chapter II), a description of critical features of the programme as planned, and the investigating and reporting on critical activities as implemented.

There are several reasons why programme documentation must be thorough. First, it provides a lasting description of the programme and can serve as a basis for planning by those who may want to implement the programme or programme features elsewhere. Secondly, programme documentation provides to audiences information on the extent to which the programme's most important events actually did occur. Lastly, it provides an indication of the possible causes of the programme's effects.

Role of the evaluator. Closely related to determining the purpose for evaluation is the identification of the audiences who will receive and use the results. A key characteristic of effective evaluation is its utility or capability of being used. Hence, the planning process

should include an identification of the audiences and the ways each might participate or use the results. Planning the evaluation study is seen in this study to be a joint responsibility of the evaluator and the audiences for the evaluation.

The importance of clarifying this issue at the start of the evaluation process cannot be overstressed. If a study is planned to satisfy audience needs rather than the evaluator's interests then a major initial task is the verification or preference ordering of the organization's operative goals and system resources by the evaluation audiences.

Evaluation audiences. Although there are potentially multiple audiences in most evaluations, the focus must be on the audience that sponsors the evaluation. In this study it is the Faculty of Education, University of Victoria. However, the motivation of the sponsoring agency in this case was to support an evaluation which also had usefulness for another audience, the participating school districts.

Table 4 outlines the two audience groups for this study. For the University, faculty members directly involved in policy making, planning, administrating and instructing in the programme were included. For school

Table 4

EVALUATION AUDIENCES

Audience Group	Number of Representatives in Group	Representatives
University of Victoria (Faculty of Education)	15	Dean, Faculty of Education. Associate Dean, Faculty of Education. Assistant Dean, Faculty of Education. Director of Professional Studies. Department Chairmen (2). Co-ordinator of Secondary Internship Programme. Director of Education Extension. Faculty Associates (4). Chairman, Programme Development Committee. Member, Programme Development Committee (2).
School Districts (Local Advisory Committees)	24	Superintendent, Directors (5). School Associates (4). Interns (3). Local B.C.T.F. Presidents (4). School Principals (5). School Trustees (3).

districts, local advisory committees were chosen. The Secondary Internship Programme handbook states that a local advisory committee, representative of various interest groups is to be functional in each participating school district. The stated purpose of this committee is to attend to such matters as local programme planning, evaluation, and the discussion of local issues. Consequently, because of this representative membership and the responsibility placed upon them, these committees constituted an ideal audience for the school district.

Evaluation foci-criteria. As previously discussed, and outlined in Table 3 the proposed focus for the evaluation includes goals (first and second order consequences), and five system resource components. An additional focus, that of programme documentation, emerged during the initial discussion of Phase 1. The revised foci for the evaluation appears in Table 5.

Ultimately, however, the criteria of programme effectiveness felt to be important by the relevant evaluation audiences, the intended consumers of the evaluation findings, must be recognized and accepted. This determination, still a component of Phase 1 of the evaluation plan is considered in the following section.

Table 5EVALUATION FOCI

Foci	Aspect Incorporated into Study
First order consequences	Operative goals.
Second order consequences	Programme impact.
System resources	Roles. Constituent satisfaction. Rational co-ordination. Adaptability-flexibility. Cost-benefit.
Programme documentation	Description of Programme. Critical Programme activities.

### Formulating the Evaluation Questions

When choosing an approach to identifying operative goals and system resource requirements of an organization it becomes necessary to consider the various factors that potentially influence the selection. For example, official goals represent formal statements of purpose concerning the nature of an organization's mission. They are typically vague, set forth more for the purposes of securing support and legitimacy from the external environment than for facilitating critical task accomplishment. In contrast, operative goals represent the real intentions of an organization. Hence, the inputs into the determination of such goals and systems resources have a major influence on the chances for goal and system resource effectiveness. As such, the nature and rationality of the inputs requires explicit documentation.

To this point, the concept of audience participation has been discussed in rather general terms. Based on this discussion, it is now possible to outline the rationale and procedures followed in identifying (a) first order consequences, (b) second order consequences, (c) system resources, and (d) the critical features of the Programme. Together such information provides the foundation for formulating the evaluation questions and as such concludes Phase 1 of the evaluation plan.

Methodology. To determine first order consequences (operative goals) the investigator, following a review of programme documents and discussions with programme staff, established on an a priori basis four broad goal categories (develop teaching competencies; provide extended field experience to practice competencies; increase Intern awareness of teaching; and develop a programme with representation from all components of the educational community). The term goal as used here refers to a general, broad or ultimate end for which the Programme exists.

The programme's formative evaluation during the period 1976-1978, had asked participants to identify significant dimensions of the Programme. These verbatim comments were utilized as a preliminary step in validating the four goals by placing each comment under one of the corresponding goal categories. If the statement did not relate to any of the categories it was recorded by placing it under "other". Comments which did not imply a goal direction were discarded. To remain as a programme goal, the broad goal category had to receive ten or more references.

The above procedure revealed that all categories received at least ten references; previous programme participants did not distinguish between the development and the practice of teaching competencies; that three new goal categories could be formed from those statements which did not fit in the original categories, but were referred to on at least ten occasions. By

combining the development and practice of teaching competencies into one category and including the three new goal categories, it was necessary to restate the Programme's operative goals by means of six goal categories (Table 6). The statements appearing as examples for each category are based on previous participant's comments. With minor editorial revision these goals and corresponding statements were endorsed by the Programme staff.

The statements appearing as examples for the goal categories were then restated as possible evaluation questions, for a total of 30 questions. In addition, the evaluation approach as outlined in the theoretical framework had identified second order consequences (programme impact) and system resource requirements. For each of these foci evaluation questions were written, for a total of 20 questions. In total, the procedure to date had identified 50 potential evaluation questions (Appendix B).

Three members from the University audience (Dean, Director of Professional Studies, Secondary Internship Co-ordinator) and two of the district Local Advisory Committees were then contacted and asked to submit questions they felt should be addressed in the evaluation. These evaluation questions were combined with the 50 questions so far available by placing where possible the new questions

Table 6

SECONDARY INTERNSHIP PROGRAMME'S OPERATIVE GOALS

Operative Goal	Supporting Statement
I. To facilitate decisions by Interns	-by providing a realistic teaching exposure of sufficient length whereby Interns can determine their enjoyment for teaching and evaluate their competency and suitability for the profession.
II. To facilitate decisions by others	-by screening prospective teachers; identifying at an early stage unsuitable candidates; providing sufficient opportunity to assess, correct and/or build on teacher competencies prior to recommendation for certification.
III. To increase Intern's awareness of teaching	-by providing a realistic understanding of the demands and expectations of teaching; exposure to the duties and requirements outside the classroom teaching act; familiarity with the community in which they teach.
IV. To develop teaching competencies	-by continuous professional assistance; time to establish meaningful relationships with pupils; extended opportunity to practice, analyze and develop teaching skills; providing the necessary theoretical background for teaching.
V. To benefit participating school districts and the University	-by contributing to the exchange of ideas and in-service activities between the University and school districts; assisting in the professional development of School Associates; utilizing the skills and talents of Interns in co-curricular and extra-curricular activities; assessing prospective teachers prior to employment.
VI. To broaden the base for decision making in the professional preparation of teachers	-by allowing the various constituents with a stake in the training function to participate both in the selection of Interns, and in the planning, development and evaluation of the teacher training programme.

in the corresponding theoretical category, and establishing a new category labelled "other" for questions for which there was no existing focus.

There were now five evaluation foci (first order goals, second order goals, system resources, "other", and programme documentation) which included a total of 59 possible evaluation questions (Appendix C). These questions were extensively field-tested using graduate students, faculty members, and programme staff. This field testing resulted in editorial revisions and the necessity to consolidate similar questions. The revised questions, totalling 43, appear in Table 7. Of the 43 questions, 22 address first order consequences; 4 address second order consequences, 13 address the system resource requirements and 4 address the "other" or additional evaluation focus.

To determine the most important of these evaluation questions a retrospective needs assessment was conducted using a Q-sort technique (Appendix D). During December, 1979, individual members of both audiences were requested to sort the 43 evaluation questions according to how important the question was for evaluation by assigning 3 questions to the highest level of importance, 10 questions to the second highest level, 17 questions to average importance, 10 questions to second lowest level of importance, and 3 questions to the lowest level.

EVALUATION QUESTIONS

Focus	Evaluation Questions
First Order Consequences	<u>Decisions by Interns</u>
	1. Does the programme provide sufficient time and teaching exposure to help Interns determine their suitability, competence and enjoyment for teaching?
	2. Are Interns provided with opportunities to acquire skill in analyzing and evaluating their own professional behaviour?
	<u>Decisions by others</u>
	3. Prior to programme entry, are unsuitable candidates screened out?
	4. Are unsuitable Interns identified at an early stage in the programme?
	5. Are extended opportunities provided for faculty and School Associates to assess, correct, and/or build Intern competency in teaching prior to certification?
	<u>Awareness of teaching</u>
	6. Do Interns acquire an understanding of the demands and expectations of teaching?
	7. Is the Intern exposed to the organizational procedures and policies of the classroom, schools, the school system and the teaching profession?
	8. Do Interns acquire an understanding of the conditions and factors such as social economic conditions, agency support, parent concerns etc. which influence the school setting?
	<u>Development of competencies</u>
	9. Do Interns receive an adequate theoretical base for teaching?
	10. Does the programme provide Interns sufficient opportunity to work with pupils at various achievement and maturity levels?
	11. Does the programme provide continuous professional assistance to Interns as well as extensive explanation and modeling by Faculty and School Associates of effective teaching?
	12. Are Interns provided with extended opportunities to apply knowledge and skills essential to teaching?
	13. Does the programme develop in Interns teaching skills and attitudes such as the ability to develop and implement curriculum; positive personal attributes; the ability to create and manage an effective learning environment and the use of evaluation processes?
	14. Do Interns show evidence of continuing professional development such as acting on committees, sharing practices and materials with colleagues, communicating and negotiating needs through proper channels?
	<u>Benefits to school districts and the University</u>
15. Does the programme benefit school associates in their own professional development through training experience in the supervisory role and the exposure to new teaching materials, ideas and methodologies?	
16. Do Interns participate in extra-curricular activities?	
17. Does the programme provide the school district an opportunity to assess Intern performance prior to employment?	
18. Does the programme contribute to an exchange of ideas and in-service activities between the university and the school district?	
19. Does the programme benefit the university through increased communication and understanding of university programmes, awareness of field in-service needs and increased university visibility etc.?	

Table 7 (continued)

Focus	Evaluation Questions
	<u>Broaden the base for decision making in teacher preparation</u>
	20. Are all groups participating in the programme represented in policy decisions that affect the programme?
	21. Are School Associates selected from those who meet criteria jointly established by the field and university and who indicate a willingness to participate in the programme?
	22. Is the local advisory committee seen as a necessary and/or effective committee for this programme?
Second Order Consequences	23. What is the rate of employment for Interns completing the programme?
	24. Are programme graduates considered by employing principals to be well trained and prepared for teaching?
	25. How well do graduates feel the programme prepared them for entering teaching and do they see internship as an effective means of teacher training?
	26. What do graduates and employing principals see as professional training areas which Interns still require upon graduation from the programme?
System Resources	<u>Roles</u>
	27. How do programme participants view their role in the programme - do they agree with their assigned role - are they certain as to what is expected of them - do they know how to carry out this expectation?
	<u>Satisfaction</u>
	28. Do participants see the concept of internship as an effective means of teacher training?
	29. Do participants feel the programme is meeting their needs?
	30. How satisfied are participants with environmental work factors such as available work space, teaching resources etc.?
	31. Are participants and parents satisfied that pupils are not put at a disadvantage as a result of being taught by an Intern?
	<u>Adaptability/flexibility</u>
	32. Is the university aware of problems involved in the programme and does the programme provide solutions for problems which may arise?
	33. Does the university encourage feedback on the operation of the programme?
	34. Are school associates and faculty effective in assisting Interns with problems they may have encountered during the programme?
	<u>Rational Co-ordination</u>
	35. Do participants feel that the programme is adequately organized?
	36. Is the present length, structure and content of the various programme phases adequate?
	37. Is there consistency in the implementation of programme guidelines in the various programme locations?
	<u>Cost/benefit</u>
	38. What are the costs of the programme and how do these costs compare to alternate programmes?
	39. Is the willingness to participate in this programme by Interns, school associates and districts increasing/diminishing?
Others	40. Is there a minimum/maximum number of Interns which school districts are able to accommodate?
	41. Which programme activities (seminars, elementary visitations etc.) are most and least effective?
	42. Are there aspects of the programme which conflict with E.C.T.F. or ministry guidelines?
	43. Are the procedures to be followed and the

In order to identify the critical features of the Programme as planned, Faculty Associates and the Programme Co-ordinator were requested to identify (Appendix E) in writing the Secondary Internship Programme's most important activities or events. On the basis of frequency of response, a programme characteristics list outlining critical activities was established.

Findings. The critical features of the Programme, grouped under four categories: Intern activities; School Associate activities; Faculty Associate activities; and programme related activities appear in Table 8. Eighteen activities or events were identified as being critical to the programme's functioning. In addition, Programme evaluation was identified as a critical activity. However, as the Programme was presently under review this item was not included.

Tables 9 through 12 report by individual questions and evaluation focus the mean and relative standing of each question and category group obtained from each audience as a result of the Q-sort employed. Individual weightings for importance were assigned to each question using a five-point numerical scale of from one to five with five representing the highest level.

As indicated in Table 9 considerable agreement exists (Spearman rank correlation of .75) between audiences

Table 8CRITICAL PROGRAMME ACTIVITIES


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Category	Activity
Intern Activities	1. Intern selection procedure. 2. May orientation. 3. Summer course work. 4. Formal teaching assignment. 5. Professional development activities. 6. Career seminars. 7. Programme seminars. 8. Inter-session course work.
School Associate Activities	9. School Associate selection. 10. May orientation. 11. September-January orientation. 12. In-service.
Faculty Associate Activities	13. Staff meetings. 14. Training and in-service.
Programme Related Activities	15. Clinical supervision cycle. 16. Support team. 17. Local advisory committee. 18. Intern assessment.

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Table 9

## MEAN AND RELATIVE RANKING OF INDIVIDUAL EVALUATION QUESTIONS

## BY EVALUATION AUDIENCES

Evaluation Questions	Evaluation Audiences					
	University N=15		School Districts N=24		Combined N=39	
	Mean <sup>a</sup>	Rank	Mean	Rank	Mean	Rank
1	3.73	3.5 <sup>b</sup>	3.63	6.5	3.67	5.5
2	3.80	2	3.63	6.5	3.70	3.5
3	3.53	10.5	3.46	10.5	3.49	9
4	3.60	8	3.58	8	3.60	8
5	3.73	3.5	3.25	17	3.44	11
6	3.40	12.5	3.75	4	3.62	7
7	3.13	19	3.25	17	3.21	17.5
8	3.33	14	2.88	25	3.05	22.5
9	3.53	10.5	3.04	22.5	3.23	16
10	3.13	19	3.33	13	3.26	15
11	3.66	5.5	3.67	5	3.67	5.5
12	3.40	12.5	3.50	9	3.46	10
13	4.60	1	4.13	1	4.31	1
14	2.87	24	2.67	28.5	2.74	28
15	3.20	16	2.83	26	2.97	25
16	1.73	41	2.45	35	2.18	40
17	2.33	38	2.63	30.5	2.51	35
18	2.73	29.5	2.33	39	2.49	36
19	2.73	29.5	2.00	42	2.28	38
20	3.20	16	2.67	28.5	2.87	26.5
21	2.87	24	3.21	20.5	3.08	21
22	2.60	36	2.04	41	2.26	39
23	2.66	33.5	2.54	33	2.59	31.5
24	3.60	8	3.29	14	3.41	12
25*	3.07	21.5	4.08	2	3.69	3.5
26	2.60	36	2.63	30.5	2.62	30
27	3.07	21.5	3.42	12	3.28	14
28	2.80	26	3.46	10.5	3.21	17.5
29	2.60	36	3.25	17	3.00	24
30*	1.67	42	2.38	38	2.10	41
31	2.73	29.5	3.25	17	3.05	22.5
32	3.20	16	3.04	22.5	3.10	20
33	2.73	29.5	2.50	34	2.59	31.5
34	3.67	5.5	3.83	3	3.77	2
35	2.87	24	2.17	40	2.44	37
36	2.20	40	2.75	27	2.54	33.5
37	2.67	33.5	3.00	24	2.87	26.5
38	3.13	19	3.21	20.5	3.18	19
39	2.73	29.5	2.42	36.5	2.54	33.5
40*	1.53	43	2.42	36.5	2.08	42
41	2.73	29.5	2.58	32	2.64	29
42	2.27	39	1.63	43	1.87	43
43	3.60	8	3.25	17	3.38	13

\* Statistically different at the .01 level of significance.

<sup>a</sup> Mean scores determined on the basis of scale ratings from 5 (highest level of importance) to 1 (lowest level of importance).

<sup>b</sup> Indicates tied ranking.

Table 10

MEAN AND RELATIVE RANKING OF QUESTIONS GROUPED BY  
EVALUATION FOCUS

Evaluation Focus	Evaluation Audience					
	University		School District		Combined	
	Mean	Rank	Mean	Rank	Mean	Rank
First order consequences	3.22	1	3.09	2	3.14	1
Second order consequences	2.98	2	3.14	1	3.08	2
System resources	2.77	3	2.97	3	2.89	3
Other	2.53	4	2.37	4	2.49	4

Table 11

MEAN AND RELATIVE RANKING OF QUESTIONS GROUPED  
BY FIRST ORDER CONSEQUENCES

First Order Consequence	Evaluation Audience					
	University		School District		Combined	
	N=15 Mean	Rank	N=24 Mean	Rank	N=39 Mean	Rank
Decisions by Interns	3.77	1	3.63	1	3.68	1
Decisions by others	3.62	2	3.43	2	3.50	2
Awareness of teaching	3.29	4	3.29	4	3.29	4
Development of competencies	3.53	3	3.38	3	3.44	3
Benefit to University and school districts	2.55	6	2.45	6	2.49	6
Broaden decision making	2.89	5	2.63	5	2.74	5

Table 12

MEAN AND RELATIVE RANKING OF QUESTIONS GROUPED  
BY SYSTEM RESOURCES

System Resource	Evaluation Audience					
	University		School District		Combined	
	N=15		N=24		N=39	
	Mean	Rank	Mean	Rank	Mean	Rank
Roles	3.07	2	3.42	1	3.28	1
Satisfaction	2.45	4	3.08	3	2.84	4
Adaptability - flexibility	3.20	1	3.13	2	3.15	2
Rational co-ordination	2.84	3	2.88	4	2.86	3
Cost-benefit	2.50	5	2.46	5	2.49	5

regarding the relative importance of the various evaluation questions. Both audiences rated question 13, "Does the programme develop in Interns teaching skills and attitudes such as the ability to develop and implement curriculum; positive personal attributes; the ability to create and manage an effective learning environment and the use of evaluation processes?"; as the most important question. For the University, another question from the first order consequences focus, question 2, "Are Interns provided with opportunities to acquire skill in analyzing and evaluating their own professional behaviour?", received the second highest rating. The second highest priority for school districts was the second order evaluation question, 25, "How well do graduates feel the programme prepared them for entering teaching and do they see internship as an effective means of teacher training?". In only three of the 43 questions was there a significant difference found, the school district audience placing a higher priority on question 25 above, question 30, "How satisfied are participants with environmental work factors such as available workspace, teaching resources, etc.?", and question 40, "Is there a minimum or maximum number of Interns which school districts are able to accommodate?" Furthermore, these last two questions were rated very low by both audiences.

The significance of these shared perceptions of the importance of the evaluation questions is not fully

apparent if considered solely in the context of a comparison of individual questions. That is, similarities are even more conspicuous when the various questions grouped by evaluation focus, goal and system category are compared. As Table 10 indicates, when evaluation questions are grouped according to the evaluation focus, the audiences are close to agreement. The University and school districts do assign different levels of appropriateness to the top two evaluation foci. First order consequences, for example, is ranked first by the University, while second order consequences is first for school districts. Beyond that, the audiences are in close agreement (Spearman rank correlation of .80). The comparisons of first order goal category ranking by both audiences (Table 11) indicates markedly similar results (Spearman rank correlation of 1.00). In order, the three most important goal categories for both audiences are decisions by Interns, decisions by others, and the development of competencies. Finally, it is instructive to compare the audience perceptions of those evaluation questions grouped by the various system resource categories (Table 12). In general, listing of the most important system resources differ by no more than one rank. (Spearman rank correlation of .76). It is interesting to note that the cost-benefit category received the lowest mean rating and ranking from both audiences.

Discussion. The results of audience participation in both suggesting and putting in order of priority the evaluation questions as well as establishing critical programme activities contain a number of implications which bear on the direction and design for this evaluation.

Perhaps the most important implication stems from the central finding that the audiences are in close agreement regarding the appropriateness of individual evaluation questions and ranking of the evaluation foci, goals and systems categories as specified in the survey. This implies that a basis exists for an evaluation design and a report which will be satisfactory to both audiences. A further implication is that the theoretical framework of organizational effectiveness appears compatible with audience input. For example, all but four evaluation questions submitted by the audiences could be encompassed by the theoretical framework. Furthermore, only one of these four questions, number 43, "Are the procedures to be followed and the criteria for Intern evaluation clearly defined for programme participants?", received a sufficiently high rating by both audiences to be considered significant. Having established a description of the critical features of the Programme, there are design implications. That is, data should be collected to determine the extent to which the features named by the

programme staff occurred as intended and if they did not occur as planned, what happened instead.

The procedures adopted in establishing the evaluation questions and listing critical programme activities are not without limitations. These limitations include the following: only three representatives of the University audience and two of the four local advisory committees were approached to submit evaluation questions; some evaluation questions are not mutually exclusive; an unclear meaning of a question from any category may have resulted in a low rating; and within each audience there may have existed important differences between respondent groups such as principals and School Associates which were obscured by the analysis. These limitations, together with limited attempts to establish validity and reliability suggest that generalizations should be made with caution.

However, differences and similarities are approximately those that might be predicted on the basis of conventional assumptions regarding the interests of both audiences, while the apparent existence of a broad agreement with respect to which of the questions are most important is clearly evident.

## CHAPTER V

## DESIGNING THE EVALUATION PLAN

With the evaluation questions formulated, the next phase of the evaluation plan is to select or develop a design to implement the evaluation. This is a difficult task since few generalized evaluation designs exist. In addition the issue of appropriate designs for evaluation analogous to designs for experimental purposes is surrounded in controversy.

Factors Influencing Design Selection

It has been suggested that the methods such as comparative experimental design appropriate for experimental research are not appropriate for evaluation. It is also claimed the distinction between research and evaluation can be overstated as well as understated (Worthen, 1973).

This study for several reasons was unable to employ a comparative approach and consequently the evaluation is a free-standing one. Worthen's statement (1973:35), "That the educational researcher can afford to pursue inquiry within one paradigm and the evaluator cannot is one of the many consequences of the autonomy of inquiry", is a reminder that the evaluator enjoys less freedom in the definition of the questions he must answer and typically the evaluator finds it necessary to employ a wider range of inquiry

perspectives and techniques.

From the foregoing it should be clear that the basic evaluation design chosen will be a function of the purpose of the evaluation; the topical substance of the evaluation questions, i.e., does the question require pre-and post-tests; and the possibilities permitted by the context in which the evaluation takes place, i.e., what are the contextual constraints for this evaluation.

While the evaluation design is implicit in well-formulated questions it is helpful to clarify briefly some issues and constraints which led to the design choice. Not only was a valid comparative group unavailable but the emphasis on a comparative design would appear to ignore multiple variables, multiple goals and complex interaction programme effects. As the choice of an evaluation design must take into account the context in which the evaluation takes place, the main factor to consider here is the point at which the evaluator undertook the evaluation. The evaluator is engaged in a summative evaluation after the Programme had run for six years. This imposed obvious limitations. There are, of course, other contextual factors such as the degree of obstrusiveness, credibility, cost considerations and so on, which lend additional support to choosing an absolutist framework (one group design) and employing a wide range of inquiry perspectives and techniques.

The design chosen has limited comparative utility. However, the findings, in addition to serving the purposes defined earlier, may be useful for others considering the development of similar programmes.

### Design Defined

In general, an evaluation design becomes a framework within which the details of evaluation planning are placed and several methodologies -- follow-up, case studies, survey, and so on are therefore, in principle, available for initial consideration.

The following steps, which specify a procedure to solve the evaluation problem, are necessary to complete the evaluation design. First is the selection or development of instruments. Second, is the outline of data sources, collection, and analytic procedures. Thus, the completed evaluation design (Phase 2) contains a set of decisions as to how the evaluation is to be conducted and what instruments will be used. However, before turning to a discussion of these steps some preliminary comments follow.

Seldom can we respond adequately to all evaluation needs in a single study. Indeed, the purpose of having evaluation audiences Q-sort questions was to achieve some level of specificity regarding which questions are the more important. Quite appropriately the evaluation should

focus on questions of high priority. By grouping evaluation questions into four levels of priority (using combined evaluation audiences rankings) a guideline for this purpose is available (Table 13).

At present, there is no systematic procedure for assessing any unplanned consequences of programme activities. Instead, the evaluator must rely on his own observations and the subjective, impressionistic observations of persons involved in, or affected by, the programme to be evaluated. Furthermore, the co-operation of the programme staff and management, as well as other parties, in a complex educational system such as the Secondary Internship Programme is essential for obtaining valid data. Therefore, the effect on this co-operation was an important consideration in choosing instruments and techniques for this study.

There is also the issue of standards to be considered. Programme evaluation has two basic steps: establishing criteria by which the effectiveness of a programme will be judged, and measuring the accomplishments of a programme in terms of these criteria. In this study, in the main, the criteria for the evaluation are already explicit in the evaluation foci and in the formulation of evaluation questions. However, further explanation if needed will be furnished as the instrumentation is described.

Table 13

EVALUATION QUESTIONS GROUPED BY LEVELS OF PRIORITY

Focus	Level of Priority			
	(High)		(Low)	
	1	2	3	4
First order consequences	1,2,3,4 6,11 <sup>a</sup> , 12,13	5,7,9 10	8,14,15 20,21	16,17,18, 19,22
Second order consequences	25	24	26	23
System resources	34	27,28, 32,38	29,31,37	30,33,35, 36,39
Other		43	41	40,42
Total	10	10	10	13

<sup>a</sup> Based on combined evaluation audience mean ranking --  
See Table 9.

### Selection and Development of Instruments

The primary instruments used in this study consisted of: questionnaires; a follow-up survey; Faculty and School Associate profiles; semi-structured interviews; scenarios; and telephone interviews.

The various instruments were subject to the scrutiny of faculty members, graduate and undergraduate students at the University of Victoria. Appropriate changes were made in the wording and ordering of some of the questions. Some items were adapted from those used in other studies.

The extent and diversity of these instruments prevent a comprehensive review of the rationale for the choice of each specific item. However, the important point is that the items and instruments were chosen to investigate those questions perceived as being important by the evaluation audiences. Appendix F will be helpful for the reader interested in following the matching of items contained within instruments to the evaluation foci and evaluation questions. Appendix F, which contains a listing of evaluation foci, questions and instrumentation source is designed to provide a summary of instruments, items, and evaluation foci in a convenient and logical format.

Questionnaires. A questionnaire was considered the most feasible method of gathering answers to many specific questions or sets of related questions from the various

evaluation foci. The four questionnaires devised for this purpose are called the school district personnel questionnaire, the Intern questionnaire, the School Associate questionnaire, and the Faculty Associate questionnaire (Appendix G).

Many of the items are common to all four questionnaires as the question or group of questions from which they are derived are relevant to all respondent groups. The reader wishing to follow the specific match-up of questionnaire items and evaluation foci is once again referred to Appendix F. A clarification for three questionnaire items follows.

Since a major emphasis in the questionnaires and in the follow-up survey centres on teaching competency, some explanation is needed concerning the rationale for competency choice. The question of what competencies are important for effective teaching performance is a challenging one (McDonald, 1978; Ratsoy & McEwen & Caldwell, 1979). In this study, as we are interested in the perceptions of the outcomes as a product of the process of internship training, it was considered appropriate to adopt the competencies as outlined in the Faculty of Education, University of Victoria document Assumptions and Competencies for Teacher Programmes, (University of Victoria, Faculty of Education, 1976). These competencies, adopted

by the Secondary Internship Programme, consist of five broadly based categories of teaching and teacher related activities. This list, from the a priori perceptions of teacher educators is typical of most competency lists (Houston & Warner, 1977) and is generally consistent with those listed in other sources which have focussed on the skills component of the different areas of competence (Ratsoy & McEwen & Caldwell, 1979).

All four questionnaires contain a question designed to indicate changes that might be required in the Programme. The specific change statements which respondents were requested to consider, i.e., to increase the emphasis on course work that complements field experience, are derived from two sources. First, representative statements regarding the future of teacher education as outlined in a recent Canadian review (Hrabi & Clarke & Coutts, 1979), and secondly, from selected Intern graduate statements of what they perceived to be important changes required in the Programme.

For the two dimensions of roles, conflict, and ambiguity, a modified form of a questionnaire developed by Rizzo, House and Lirtzman (1970) and validated and used by others (Ratsoy & Babcock & Caldwell, 1978) was included in the School and Faculty Associate questionnaire. The four items used as indicators of role conflict were:

1. I received an assignment without adequate time

- and resources to execute it.
2. I have to do things that should be done differently.
  3. I work on unnecessary things.
  4. I work under incompatible policies and guidelines.

These items reflect various dimensions of congruency -- incongruency or compatability -- incompatibility in the requirements of the role, where congruency or compatability is judged relative to a set of standards or conditions indicative of effective role performance. Item 1 reflects conflict between the time and resources of the individual and his defined role. Items 2 and 3 reflect conflict between the individual's intended standards or values and the defined role behaviour, while the last item reflects conflicting expectations and organizational demands in the form of incompatible policies (Rizzo & House & Lirtzman, 1970).

The four items used as indicators of ambiguity were:

1. There are clear, planned goals and objectives for my job.
2. I feel certain about how much authority I have.
3. I know that I have divided my time properly.
4. I know what my responsibilities are.

These were chosen to measure the existence or clarity of behavioural guidelines for the role to be assumed. Therefore, the items reflect certainty or clarity regarding duties (items 1,4), authority (item 2), and allocation of time (item 3).

Follow-up survey. Two survey instruments were constructed to obtain information for questions within the second-order consequences foci. An Intern graduate survey instrument (Appendix H) sought information in four areas: occupation and employment pattern; programme satisfaction; weaknesses in the training programme; and the Secondary Internship Programme's contribution to present teaching competency. The questions for this last area required each graduate to rate both his present teaching performance and how well he felt the Secondary Internship Programme had contributed to his preparation in the five competency areas previously outlined.

The second instrument, a school principal survey (Appendix I) asked principals of Intern graduates to rate the present teaching performance of Interns and then compare this performance with beginning teachers from other teacher training programmes using four dimensions of effective teaching. In addition, principals were requested to comment on any significant teaching strengths and weaknesses of an Intern graduate.

Associate profile. There exists considerable support for the belief that the quality of the student-teaching experience is related positively to the professional abilities and attitudes of supervisory personnel.

Both audiences reflected this belief in their ranking of questions related to the assistance Interns might receive from those persons directly involved in supervising their progress -- the Faculty and School Associates. These questions (Table 7, numbers 5,11,34) which focussed on the professional ability, availability and attitude of supervisory personnel, were ranked by both audiences as extremely important (Table 9).

It was decided that a behavioural approach would be feasible for measuring the performance level or helpfulness of Associates. Borrowing from the methodology of Wasserman and Eggert (1973) and a list of ideal student-teaching supervisory behaviours identified by Switzer (1976) an instrument which identified eight behavioural profiles was constructed (Appendix J) as a means of assessing Associate performance.

The profiles were arranged in such a manner that the items could be considered to fall within four areas: supervisory practices; professional attitudes; pedagogical skills; and human relations skills (Table 14). The items, of course, are not all the skills or attitudes that might be identified for each area. They are, however, designed to be representative of that area and relate directly to a specific evaluation question. From these items, profiles will be determined for the performance of

Table 14AREAS SELECTED FOR ASSESSING ASSOCIATE PERFORMANCE

Area	Sample Behaviours	Related Evaluation Question	Profile Item
Supervisory practices	Availability. Observational skills.	5	1, 2
Professional attitudes	Professional commitment and conduct. Allows for autonomy.	11	3, 4
Pedagogical skills	Knowledgable in field of education. Effective teaching practice.	11	5, 6
Human relations skills	Interpersonal skills. Problem-solver.	34	7, 8

both Faculty and School Associates as perceived by those receiving such assistance.

Critical activities scenarios. Programme personnel have identified 18 critical programme activities (Table 8) grouped by four areas. For each critical activity, two polar scenarios were written, one describing what should occur and the other the antithesis. The scenarios were placed on the opposite ends of a five-point scale with 1 representing the desired outcome for each programme activity (Appendix K). Having established each scenario continuum, programme implementation questions were included in the various instruments, namely the questionnaires and semi-structured interviews (Appendix F).

The data obtained from these instruments, supplemented by other sources such as programme records, will provide the basis upon which the evaluator can rate the extent to which each critical programme activity was or was not implemented.

Semi-structured interviews. Semi-structured interviews were designed for three purposes. First to obtain new information, especially relating to programme implementation. Second to supplement other methods of data collection as well as verify the information reported

elsewhere. The emphasis here was on obtaining information from evaluation questions of high priority. Finally, to elicit programme strengths and weaknesses by the use of open-ended questions which permit also unanticipated benefits and problems to surface. The interview format and questions for each group interviewed appears in Appendix L.

Telephone interview. It was considered important to obtain information from Interns who dropped out of the Programme. Such information may be important in order to evaluate retention policies as well as being useful in interpreting unanticipated consequences. A telephone interview was used for this purpose, the questions of which appear in Appendix M.

Academic course work survey. In order to gain further insight into Interns' perceptions of Programme course offerings additional ratings were requested by mail at the end of June from each Intern (Appendix N).

#### Data Sources, Collection, and Analytic Procedures

Once the instruments have been identified and appropriate questions posed, the next step is to identify the sources from which data will be collected and outline the collection and analytic procedures to be employed.

Data sources. An attempt was made to collect information from all individuals of a given group or

groups depending upon the particular evaluation foci or specific instrumentation. These groups were: Interns, Intern dropouts, graduates of the Intern programme, principals of schools in which Intern graduates are presently teaching, School Associates, Faculty Associates, and school district personnel.

Details of the different groups of respondents who participated in the various dimensions of the study can be found in Appendix E. Tables 15 through 18 summarize the different groups of respondents and response rates for the various instruments employed in the study. Table 15 shows the response rate by type of respondent for the four evaluation questionnaires. All Interns, Faculty and School Associates received questionnaires; school district questionnaires were distributed by district to representatives of local advisory committees and school principals where Interns had been placed. The local advisory committees are broadly based as they involve representation from school trustees, superintendents, district administrative staff, principals and local teachers' associations. Table 16 shows the response rates for the follow-up surveys mailed to all Intern graduates for the two previous years, 1977-1979. As all Interns but one granted permission to contact his principal, surveys were then mailed to each principal employing a full time Intern graduate.

Table 15RATES OF RETURN BY GROUPS FOR QUESTIONNAIRES

Group Category	Number Receiving Questionnaires	Number and Percent Returned
Interns	34	34 (100%)
Faculty Associate	4	4 (100%)
School Associate	127	117 (92%)
School District Personnel <sup>a</sup>	38	37 (97%)

a

Included the following: Superintendents (4); School Trustees (5); Directors of Instruction (6); President, Local Teachers' Association (4); School Principals (19).

Table 16RATES OF RETURN FOR FOLLOW-UP SURVEYS

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Group Category	Number of Surveys Mailed	Number and Percent Return
Intern graduates	51	45 (88%)
Employing principals	39	36 (92%)

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Table 17

ACTUAL AND POTENTIAL NUMBER OF  
RESPONDENTS INTERVIEWED

Group Category	Number in each Category	Number and Percent Interviewed <sup>b</sup>
Faculty Associates	5 <sup>a</sup>	5 (100%)
Interns	34	32 ( 94%)
Intern Dropouts	8	6 ( 75%)

<sup>a</sup> Includes the Programme Co-ordinator.

<sup>b</sup> Semi-structured interview (Faculty Associates, Interns, Programme Co-ordinator); telephone interview (Intern dropouts).

Table 18PROFILE RESPONSE RATE

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Group Category	Number of Interns	Number and Percent Completing Profile
Interns	34	31 (91%)

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Table 17 summarizes the number of individuals in each group who participated in the semi-structured and telephone interview. Table 18 shows the response rate for the Faculty and School Associate profile instrument.

Including those participating in the Q-sorting, over 300 individuals participated in the study. With two exceptions, the response rate for each instrument exceeded 88%. These exceptions included the Intern dropout group, where only six of eight were contacted and the academic course work survey in which 19 of 34 Interns responded.

Data collection. The Secondary Internship Programme annually hosts a year-end dinner in each participating school district for persons directly associated with the Programme. Prior to these occasions, each held in late March, questionnaires for the various respondents in attendance were distributed and collected. Questionnaires were sent to participants in the Programme not attending which were then returned by mail. The "cut-off" date for all questionnaires was April 30th, 1980. Intern graduate surveys were mailed in mid-February, followed by the survey of principals mailed in April. All survey instruments received by May 15th were included in analysis.

Interns completed the Associate profile instrument upon their return to campus in early May. Intern interviews were scheduled during the week of May 12th through 16th, while Faculty Associates and the Programme Co-ordinator

were interviewed in late May. All interviews were taped. Telephone contact with Intern dropouts took place during late May. All computations with the descriptive data, interviews, and statistical tests employed were completed by the end of July.

Analytic procedures. Statistical analysis of the data produced by the various instruments employed standard techniques. Descriptive statistics were employed to enhance the presentation and interpretation of the data.

Three types of item can be identified in the various instruments used. In the first type of item respondents were requested to rate various programme dimensions on a five-point Likert scale. These responses were reported using means and in some instances a "t-test". The second type of item sought responses of a nominal nature analyzed by frequency count. The third included open-ended questions or interview summary which required the establishment of categories of responses on a post hoc basis. Where possible, statements were classified on the basis of similarity. From these classifications representative statements were induced and reported.

CHAPTER VI  
THE FINDINGS OF THE STUDY

This chapter contains the findings of the study. The first section reports the findings in the order of the evaluation foci previously outlined, beginning with first order consequences and concluding with the findings on the implementation of critical activities. The second section provides an analysis of the perceptions of the major participant groups of the programme strengths and the modifications necessary to improve the Programme. The chapter concludes with a summary and discussion of the main findings.

First Order Consequences

Decisions by Interns. Programme participants indicated the extent to which the Programme provided sufficient time and teaching exposure for Interns to determine their suitability, competence, and enjoyment for teaching. Table 19 summarizes the responses which were made on scale from 1 (strongly agree) to 5 (strongly disagree). Mean ratings are 1.62 or less in each instance, suggesting that respondent groups generally agree the Programme provides sufficient time and teaching exposure for Interns. A higher mean rating by School Associates (mean of 1.62) when compared to the rating by Interns (mean of 1.12) and school district personnel (mean of 1.46) probably reflects the

Table 19

PERCEPTIONS OF PARTICIPANTS ON EXTENT TO WHICH THE PROGRAMME  
PROVIDES SUFFICIENT TIME AND TEACHING EXPOSURE FOR INTERNS

		Number Responding to Statement: The Programme provides sufficient time and teaching exposure for Interns to determine their suit- ability, competence and enjoy- ment for teaching.					
Respondent Group	N	Strongly Agree		3	Strongly Disagree		Mean <sup>a</sup>
		1	2		4	5	
School Associates	117	79	28	7	1	2	1.62
Interns	34	30	4	0	0	0	1.12
Faculty Associate	4	4	0	0	0	0	1.00
School District Personnel	35	22	11	1	1	0	1.46

<sup>a</sup> Mean scores determined on the basis of scale ratings shown in Table.

feeling on the part of some School Associates that Interns should be required to carry a full teaching load for part of the internship.

Participants also indicated the extent to which the Programme provides Interns with the opportunity and skills to analyze and evaluate their own teaching performance. Ratings were made on a scale from 1 (strongly agree) to 5 (strongly disagree). Mean ratings summarized in Table 20 are 1.86 or less in each instance, suggesting that respondent groups generally agree the Programme provides opportunities for Interns to acquire self-analytic skills. Support that these opportunities were provided was in evidence during Intern and Faculty Associate interviews. Both groups mentioned a number of strategies which were used for the development of Intern self-analytic skills: process of pre-conference, observation, post-conference; written self-evaluation requirements; use of video feedback; continuous Intern supervision, and so on.

Decisions by others. Participants were asked to indicate the effectiveness of the screening procedures in admitting potentially competent Interns into the Programme using a scale from 1 (very effective) to 5 (not effective). The mean ratings are summarized in Tables 21 and 22. School district personnel view the screening procedures as only moderately effective (mean of 2.22) in admitting

Table 20

PERCEPTIONS OF PARTICIPANTS ON EXTENT TO WHICH THE PROGRAMME  
PROVIDES OPPORTUNITIES FOR INTERNS TO ACQUIRE SELF-ANALYTIC  
SKILLS

		Number Responding to Statement: The Programme provides Interns with the opportunity and skills to analyze and evaluate their own teaching performance.					
Respondent Group	N	Strongly Agree			Strongly Disagree		Mean <sup>a</sup>
		1	2	3	4	5	
School Associates	117	60	46	7	3	1	1.62
Interns	34	21	11	1	1	0	1.47
School District Personnel	35	15	14	2	4	0	1.86

<sup>a</sup> Mean scores determined on the basis of scale ratings shown in Table.

Table 21

PERCEPTIONS OF SCHOOL DISTRICT PERSONNEL ON EFFECTIVENESS  
OF INTERN SCREENING PROCEDURES

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Number Responding to Question:  
How effective are the screening  
procedures in admitting potent-  
ially competent Interns into  
the Programme?

Respondent Group	N	Very Effective			Not Effective		Mean <sup>a</sup>
		1	2	3	4	5	
School District Personnel	32	3	20	8	1	0	2.22

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a

Mean score determined on the basis of scale ratings shown in Table.

Table 22

PERCEPTIONS OF ASSOCIATES ON EFFECTIVENESS OF INTERN  
SCREENING PROCEDURES

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Number Responding to Statement:  
The screening procedures are  
very effective in admitting  
potentially competent Interns  
into this Programme.

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Respondent Group	N	Strongly Agree			Strongly Disagree		Mean <sup>a</sup>
		1	2	3	4	5	
School Associates	115	25	41	32	10	7	2.42
Faculty Associates	4	1	0	1	2	0	3.00

---

<sup>a</sup> Mean scores determined on the basis of scale ratings shown in Table.

potentially competent Interns into the Programme. An even higher mean rating by School and Faculty Associates of 2.42 and 3.00 respectively, indicates some Associates are even less satisfied with screening procedures. Further insight into the screening procedure was obtained during interviews with Faculty Associates and Interns. Faculty Associates, in particular, with support from some Interns, stated that the problem with screening was not the process employed, i.e. academic screening, school district interviews; but rather an insufficient number of applicants for the Programme. As a result, districts in order to fill a minimum quota required in order to participate in the Programme would in some instances accept candidates who might otherwise not have been acceptable.

However, once candidates are chosen for the Programme, most participants felt that unsuitable Interns are identified at an early stage (Table 23). Those respondents who indicated that unsuitable Interns are not identified early in the Programme were requested to give reasons for this occurrence. Although no consistent pattern emerged from these responses, a variety of reasons were advanced including lack of acceptable definition of competence versus incompetence, extreme "red tape" for removal, preference to give each candidate sufficient time to determine suitability, and so on.

Table 23

NUMBER AND PERCENTAGE OF PARTICIPANTS REPORTING THAT  
UNSUITABLE INTERNS ARE IDENTIFIED AT AN EARLY STAGE

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Respondent Group	N	Yes	%	No	%
School District Personnel	29	26	89.7	3	10.3
Associates <sup>a</sup>	121	106	87.6	15	12.4

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a

Includes School and Faculty Associates

A number of indicators are useful for examining whether extended opportunities were provided for Associates to assess, correct, and build Intern competency prior to certification. First is the amount of time available for School Associates to assist Interns. In this regard, School and Faculty Associates were asked to indicate on a scale from 1 (strongly agree) to 5 (strongly disagree) whether the supernumerary status of Interns provides School Associates with adequate time for supervision (Table 24). The means of 2.02 and 2.25 for School and Faculty Associates respectively suggest that Associates in general agree that the supernumerary status does provide adequate supervision time. Further, both School and Faculty Associates were asked to rate their own performance. Mean ratings on a scale from 1 (very good) to 5 (very poor) are summarized in Table 25. The responses suggest that School Associates (mean of 2.26) and Faculty Associates (mean of 1.50) generally perceived themselves to be performing satisfactorily.

A second indicator is the perceptions of those receiving this assistance. Interns were asked to indicate how well Associates kept them informed regarding their teaching progress. Mean ratings on a scale from 1 (well informed) to 5 (poorly informed) are reported in Table 26. A mean of 1.74 for School Associates and 1.85 for Faculty

Table 24

PERCEPTION OF ASSOCIATES ON ADEQUACY  
OF TIME FOR SUPERVISION

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Number Responding to Statement:  
The supernumerary status of  
Interns gives School Associates  
adequate time for supervision.

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Respondent Group	N	Strongly Agree			Strongly Disagree		Mean <sup>a</sup>
		1	2	3	4	5	
School Associates	117	45	39	25	2	6	2.02
Faculty Associates	4	2	1	0	0	1	2.25

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<sup>a</sup> Mean scores determined on the basis of scale ratings shown on Table.

Table 25ASSOCIATES SELF-RATING OF PERFORMANCE

Respondent Group	N	Self-Rating of Performance					Mean <sup>a</sup>
		Very Good 1	2	3	4	Very Poor 5	
School Associates	117	14	62	37	4	0	2.26
Faculty Associates	4	2	2	0	0	0	1.50

<sup>a</sup> Mean scores determined on the basis of scale ratings shown in Table.

Table 26

INTERN RATING OF EXTENT TO WHICH ASSOCIATES KEPT THEM  
INFORMED OF TEACHING PROGRESS

Associate Group	Number of Interns <sup>a</sup> Reporting How Well School and Faculty Associates Kept Them Informed Re- garding Teaching Strengths and Weakness.					Mean <sup>b</sup>
	Well Informed			Poorly Informed		
	1	2	3	4	5	
School Associates	16	12	5	1	0	1.74
Faculty Associates	16	11	3	4	0	1.85

<sup>a</sup> All Interns (34) rated their Faculty Associate and School Associates as a group.

<sup>b</sup> Mean scores determined on the basis of scale rating shown in Table.

Associates suggest that Interns felt they were kept reasonably well informed of teaching progress. The Associate profile which the Interns completed provides additional information, especially regarding each Intern's perceptions of the supervisory practices of School and Faculty Associates. Ratings were made on a scale from 1 (high availability) to 5 (low availability) for Associate availability and from 1 (appropriate observations) to 5 (inappropriate observations) for Associates' observational skills. As indicated in Table 27 most Interns would appear to be quite satisfied with the availability of School Associates (mean of 1.78) and Faculty Associates (mean of 2.26). It is important to note, however, the proportion of Interns reporting low Faculty Associate availability. During the interviews, Interns from one school district in particular, expressed some concern regarding the availability of the Faculty Associate. The responses for observational skills are summarized in Table 28. The mean rating of 1.86 for School Associates and 1.87 for Faculty Associates indicate that Interns were generally supportive of Associates' observational practices.

Awareness of teaching. Participants were requested to indicate how effective the Programme was in providing Interns with a perspective of the teacher's role in relationship to the school, the school district, the

Table 27

INTERN RATING OF SCHOOL AND FACULTY ASSOCIATE AVAILABILITY

Associate Group	N <sup>a</sup>	Number of Interns rating <sup>b</sup> School/Faculty Associates					Mean <sup>c</sup>
		High Availability			Low Availability		
		1	2	3	4	5	
School Associates	122	63	38	11	5	5	1.78
Faculty Associates	31	12	8	3	7	1	2.26

a Thirty-one Interns rated their Faculty Associate and their School Associates.

b From Faculty-School Associate profile - Appendix J.

c Mean scores determined on the basis of scale rating shown in Table.

Table 28

INTERN RATING OF OBSERVATIONAL SKILLS OF FACULTY AND SCHOOL  
ASSOCIATES

Associate Group	N <sup>a</sup>	Number of Interns Rating <sup>b</sup> School/Faculty Associates Observational Skills as:					Mean <sup>c</sup>
		Appropriate Observations			Inappropriate Observations		
		1	2	3	4	5	
School Associates	122	59	37	15	6	5	1.86
Faculty Associates	31	15	9	4	2	1	1.87

<sup>a</sup> Thirty-one Interns rated their Faculty Associate and their School Associates.

<sup>b</sup> From Faculty/School Associate profile - Appendix J.

<sup>c</sup> Mean scores determined on the basis of scale rating shown in Table.

profession, and the community.

School district personnel were requested to indicate on a scale of 1 (strongly agree) to 5 (strongly disagree) the extent to which the Programme provided Interns with a broad perspective of the teacher's role in relationship to the school, the school district, the profession, and the community. Table 29 indicates that over half of the school district personnel "strongly agree" that the Programme does provide Interns with a broad awareness of teaching. Interns and Associates were asked to rate the effectiveness of the Programme in providing opportunities for Interns to gain awareness of teaching in five specific teaching areas. Ratings were made on a scale from 1 (very effective) to 5 (very ineffective). The mean responses are summarized in Table 30. The Interns indicate a more favourable overall lower mean rating in all areas compared with the Associates. For three areas: (1) demands and expectations of teaching, (2) conditions and factors influencing the school setting, and (3) differences amongst pupils, a statistically significant difference was found. The Interns thought the Programme was more effective in developing awareness in each of these areas than did the Associates.

Development of competencies. The School and Faculty Associates were requested to rate the teaching performance of Interns in the five competency areas previously outlined

Table 29

PERCEPTIONS OF SCHOOL DISTRICT PERSONNEL ON EFFECTIVENESS  
OF PROGRAMME IN PROVIDING INTERNS OPPORTUNITIES TO GAIN  
AWARENESS OF TEACHING

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		Number Responding to Statement: The programme provides Interns with a realistic field experience which gives them a broad perspective of the teacher's role in relationship to the school, the school district, the profession and the com- munity.					
Respondent Group	N	Strongly Agree 1	2	3	Strongly Disagree 4	5	Mean <sup>a</sup>
School District Personnel	37	20	12	4	1	0	1.62

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a

Mean scores determined on the basis of scale rating shown in table.

Table 30

PERCEPTIONS OF ASSOCIATES AND INTERNS ON EFFECTIVENESS OF  
PROGRAMME IN PROVIDING OPPORTUNITIES FOR INTERNS TO GAIN  
AWARENESS OF TEACHING

Teaching Areas	<u>Associates</u> Mean Rating <sup>a</sup> N=121 <sup>b</sup>	<u>Interns</u> Mean Rating N=34
Demands and expectations of teaching.	1.82 <sup>*</sup>	1.12
Organizational procedures and policies of the class-room and school.	1.64	1.41
Organizational procedures and policies of the school system and the teaching profession.	2.16	1.85
Conditions and factors such as social economic conditions, agency support, parent concerns etc. which influence the school setting.	2.50 <sup>*</sup>	1.79
Individual differences amongst pupils at various achievement and maturity levels.	2.03 <sup>*</sup>	1.41

\* Statistically significant at the .01 level.

<sup>a</sup> Mean ratings on a scale from 1 (Very Effective) to 5 (Very Ineffective).

<sup>b</sup> Includes School and Faculty Associates.

using a scale from 1 (very well) to 5 (very poorly). Interns were also asked to provide a self-rating based on the same competencies.

As shown in Table 31 respondent rating of Intern performance in the five competency areas was generally centered on the "well" category with the mean rating for the five competencies in the range from 1.26 to 2.16 on the 5-point scale. In all but one competency area the Faculty Associates rated Intern performance more positively than did School Associates and Interns. On the other hand, the Interns tended to rate their own performance more positively than did the School Associates. However, when School Associate assessments were compared with Intern self-assessments, no statistically significant differences were found in any of the competency areas. Because of such a small  $n$  (4), no test of significance was taken using Faculty Associate ratings.

A further breakdown by percentages selecting each competency category is shown in Table 32. The most frequently chosen (modal) response for each respondent group was "well" or "very well" for each competency. Only a small percentage of respondents rated Interns as doing "poorly" while only one respondent, a School Associate, rated an Intern as doing "very poorly", the area rated in this case was that of professional development. For the remaining respondents the category of "very poorly" was not used. This analysis

Table 31

ASSOCIATES' RATINGS AND SELF-RATINGS OF INTERN PERFORMANCE ON FIVE COMPETENCY AREAS

Competency	Mean of School Associate Rating N = 1	Mean of Intern Self-Rating N = 34	Mean of Faculty Associate Rating N = 4	Results of t Test of Differences between School Associates' and Intern Means
Development of Personal Attributes	1.89	1.53	1.65	NS <sup>b</sup>
Use of Effective Methodology	2.00	2.03	1.44	NS
Creation and Management of an Effective Learning Environment	2.16	1.94	1.73	NS
Use of Evaluation Process	1.98	1.91	1.41	NS
Evidence of Professional Development	1.77	1.62	1.26	NS

<sup>a</sup> Means were computed on the basis of the following scores: 1 = Very Well; 2 = Well; 3 = Adequately; 4 = Poorly; 5 = Very Poorly.

<sup>b</sup> Differences in means not significant at the .01 level.

Table 32

PERCENTAGES OF RESPONDENTS SELECTING EACH COMPETENCY CATEGORY

		Percentages Selecting Each Competency Category				
Competency Area	Respondent Group	1	2	3	4	5
		Very Well	Well	Adequately	Poorly	Very Poorly
Development of Personal Attributes	School Associates	42	32	21	5	0
	Interns	62	26	9	3	0
	Faculty Associates	53	32	12	3	0
Use of Effective Methodology	School Associates	30	46	17	7	0
	Interns	26	50	18	6	0
	Faculty Associates	65	26	9	0	0
Creation and Management of an Effective Learning Environment	School Associates	27	44	16	13	0
	Interns	32	44	21	3	0
	Faculty Associates	44	41	12	3	0
Use of Evaluation Processes	School Associates	34	39	22	5	0
	Interns	26	56	18	0	0
	Faculty Associates	59	41	0	0	0
Evidence of Continuing Professional Development	School Associates	47	34	15	3	1
	Interns	50	38	12	0	0
	Faculty Associates	74	26	0	0	0

indicates that the participants in this study were confident that most Interns were performing well.

Additional analyses were undertaken based on the competency data (Appendix O). When first term School Associates' assessments were compared with second term School Associates' assessments, no statistically significant differences were found in the ratings in the different competency areas. Although the mean rating on four of the five competencies was slightly higher in the second term (indicating a poorer performance) this may be a result of a number of reasons. Among these could be a tendency to evaluate more stringently as the year progresses, the second term assessment took place after only two months instead of five months in the first term, and so on. Appendix N contains a further analysis of the data with respect to the consistency of respondent ratings for individual Intern performance. By inspection, there appears to be a large amount of agreement in these ratings.

Two groups provided an assessment on the preparation and performance of Interns in this programme compared with student teachers from other programmes. These groups included the School Associates who had previously supervised student teachers from programmes or universities other than the University of Victoria's Internship Programme, and school district personnel who had discussed with and observed an Intern teaching. The teaching dimensions compared

were: (1) knowledge of content, (2) theoretical base for teaching, (3) knowledge of practical teaching skills, and (4) application of practical teaching skills. Ratings were made on a scale from 1 (much better preparation-performance) to 5 (much poorer preparation-performance).

As indicated in Table 33 both respondent groups thought that the Interns in general were better prepared for teaching and performed better on the application of teaching skills when compared with graduates from other programmes, with means in the range from 1.80 to 2.59 on the 5-point scale. No statistically significant differences were found between school district personnel and School Associate ratings. The results, especially in the two teaching dimensions knowledge of practical teaching skills and application of practical teaching skills, support the view that Interns, when compared with other student teachers, are doing well.

Interns were requested to provide a rating of programme adequacy for opportunities to acquire and apply teaching knowledge and skills using a scale from 1 (very adequate) to 5 (inadequate). The responses are summarized in Table 34. Mean ratings fell in a range from 1.21 to 1.94 on the 5-point scale, indicating Interns thought that adequate opportunities were provided in the Programme to acquire or develop knowledge and teaching skills.

Two additional factors which might influence the development of competencies were investigated in this study. The first was whether there was sufficient interaction

Table 33

SCHOOL DISTRICT PERSONNEL AND SCHOOL ASSOCIATE RATING OF INTERN  
TEACHING PREPARATION/PERFORMANCE COMPARED TO OTHER STUDENT TEACHERS

Teaching Dimension	Number of School District Personnel Reporting Interns					Mean <sup>a</sup> of School District Personnel N=22	Number of School Associates Reporting Interns					Mean <sup>a</sup> of School Associates N = 83	Results of t Test of Differences Between Means
	Much Better Preparation/Performance		Much Poorer Preparation/Performance				Much Better Preparation/Performance		Much Poorer Preparation/Performance				
	1	2	3	4	5		1	2	3	4	5		
Knowledge of Content	5	8	8	1	0	2.23	27	22	30	1	3	2.17	NS <sup>b</sup>
Theoretical Base for Teaching	2	9	8	2	1	2.59	22	25	28	7	1	2.28	NS
Knowledge of Practical Teaching Skills	5	13	2	2	0	2.05	34	24	21	2	2	1.96	NS
Application of Practical Teaching Skills	8	8	4	2	0	2.00	38	29	12	3	1	1.80	NS

<sup>a</sup> Mean scores determined on the basis of scale ratings shown in Table

<sup>b</sup> NS = Difference in means not significant at the .01 level.

Table 34

INTERN RATING OF PROGRAMME ADEQUACY FOR OPPORTUNITIES TO  
ACQUIRE AND APPLY TEACHING KNOWLEDGE AND SKILLS

Teaching Know- ledge or Skill Area	Number of Interns Rating Opportunities in Programme as: N = 34					Mean <sup>a</sup>
	Very Adequate			Inadequate		
	1	2	3	4	5	
Acquire an Ade- quate Theoretical Base for Teaching	13	13	5	3	0	1.94
Acquire Knowledge of Practical Teaching Skills.	22	8	4	0	0	1.47
Apply Practical Teaching Skills	28	5	1	0	0	1.21

<sup>a</sup> Mean scores determined on the basis of scale ratings shown in Table.

amongst participants to develop these competencies. For example, did Associates provide continuous professional assistance to Interns? The second was the quality of the interaction or assistance received. During interviews Interns reported that the Programme provided them with sufficient opportunities to work with pupils at various levels of achievement and maturity. Participants were asked to rate the amount and quality of contact with other participant groups using a scale from 1 (very satisfactory) to 5 (very unsatisfactory). The mean ratings are summarized in Table 35. With one exception, participant groups appear quite satisfied with the amount and quality of interaction with others. The exception, reported by Faculty Associates, was the amount and quality of their interaction with regular University of Victoria faculty. However, it should be emphasized that within any participant group or particular school district, there were sometimes important variations which are not evident in Table 35. For example, as expressed earlier, a few Interns from one school district in particular, reported they were displeased with the quality and amount of contact with their Faculty Associate.

Associate profiles provide further insight into the quality of assistance Interns received. Interns using a 5-point scale where 1 is the desired behaviour and 5 the undesired behaviour were asked to rate School and Faculty

Table 35

## SATISFACTION OF PARTICIPANT GROUPS WITH THE AMOUNT AND QUALITY OF CONTACT WITH OTHER PARTICIPANTS

		Mean <sup>a</sup> Satisfaction Rating For Amount and Quality of Contact With:													
		Interns		Faculty Associate		School Associates		School Principals and Staffs		School District Personnel		Programme Co-ordinator		University of Victoria Faculty	
Participant Group	N	Amount	Quality	Amount	Quality	Amount	Quality	Amount	Quality	Amount	Quality	Amount	Quality	Amount	Quality
Interns	34	*		1.79	1.82	1.74	1.71	1.97	2.05	1.85	2.70	*		*	
School Associates	117	1.78	1.82	2.14	2.03	*		*		*		*		*	
School District Personnel	33	2.22	1.97	1.68	1.69	2.03	2.10	*		*		2.33	2.39	*	
Faculty Associate	4	1.25	1.00	*		1.50	1.25	1.00	1.25	1.00	1.00	1.75	2.00	4.00	3.75

\* No rating requested.

<sup>a</sup> Mean ratings on a scale from 1 (Very Satisfactory) to 5 (Very Unsatisfactory).

Associates on four behavioural characteristics: (1) commitment-conduct, (2) autonomy, (3) knowledge in the field of education, and (4) teaching practice. The mean ratings are summarized in Table 36. The responses suggest that most Interns thought School and Faculty Associates exhibited a higher degree of commitment and professional conduct, allowed for Intern autonomy, were knowledgeable in the field of education, and demonstrated effective teaching practice, with overall means falling below 2.00 on the 5-point scale in all but one instance. No statistically significant differences were found between the means for the School Associates and the Faculty Associates on any of the four behaviours.

Benefits to school districts and the University. The study attempted to ascertain perceptions on the extent to which the Programme may benefit school districts and the University.

One possible benefit investigated was whether the Programme benefitted School Associates in their own professional development. School district personnel and the Associates gave their perceptions of the extent to which the Programme was useful in assisting School Associates in their professional development and educational awareness. Table 37 summarizes the mean ratings based on a 5-point scale from 1 (very useful) to 5 (not useful). Respondent groups felt

Table 36

DISTRIBUTION OF RESPONSES FOR INTERNS' PERCEPTIONS OF ASSOCIATES'  
CHARACTERISTICS

Behavioural Characteristic	Associate Group	Distribution (N = 31) <sup>a</sup>					Mean <sup>b</sup>
		High Commitment and Professional Behaviour			Low Commitment and Professional Behaviour		
		1	2	3	4	5	
Professional Commitment/ Conduct	School Associates	73	34	5	9	1	1.62 <sup>c</sup>
	Faculty Associates	21	4	3	3	0	1.61
		High Autonomy			Low Autonomy		
		1	2	3	4	5	
Professional Autonomy	School Associates	68	34	11	7	2	1.70
	Faculty Associates	19	4	5	2	1	1.77
		Broad and Deep Knowledge			Uninformed		
		1	2	3	4	5	
Knowledge in the Field of Education	School Associates	65	37	16	4	0	1.66
	Faculty Associates	17	7	5	2	0	1.74
		Effective Teaching Practice			Ineffective Teaching Practice		
		1	2	3	4	5	
Teaching Practice	School Associates	62	36	19	4	1	1.74
	Faculty Associates	14	9	1	4	3	2.13

<sup>a</sup> Thirty-one Interns rated their Faculty Associate and their School Associates.

<sup>b</sup> Mean scores determined on the basis of scale rating shown in Table.

<sup>c</sup> Differences in means not significant at the .01 level for each behavioural characteristic.

Table 37

PERCEPTIONS OF USEFULNESS OF PROGRAMME IN ASSISTING SCHOOL ASSOCIATES WITH THEIR  
PROFESSIONAL DEVELOPMENT

Respondent Group	N	Response Distribution for Statements					Mean <sup>a</sup>
Number Responding to Statement: How useful do you feel this Programme has been for assisting School Associates in their own professional development and educational awareness?							
		Very Useful				Not Useful	
		1	2	3	4	5	
School Associates	117	48	44	15	9	1	1.90
School District Personnel	36	13	16	6	1	0	1.86
Faculty Associates	4	1	3	0	0	0	1.75
Number Responding to Statement: The presence of Interns in the Schools has provided School Associates with an opportunity to try new ideas and alternate teaching techniques.							
		Strongly Agree				Strongly Disagree	
		1	2	3	4	5	
School Associates	117	26	46	23	17	5	2.39
School District Personnel	35	8	18	6	3	0	2.11
Faculty Associates	4	1	1	2	0	0	2.25
Number Responding to Statement: The training of School Associates in supervisory skills is an asset to the district.							
		Strongly Agree				Strongly Disagree	
		1	2	3	4	5	
School Associates	117	58	33	19	4	3	1.81

<sup>a</sup> Mean scores determined on the basis of scale ratings shown in Table.

the Programme was quite useful for School Associate professional development, with overall means falling below 2.00 in each instance. The second question concerning possible benefits to School Associates, invited participants to give their perceptions to the statement whether the presence of Interns in the schools provided School Associates with the opportunity to try new ideas and alternate teaching techniques. Table 37 summarizes the mean ratings based on a 5-point scale from 1 (strongly agree) to 5 (strongly disagree). In each instance the mean response fell below 2.50, suggesting that participants generally agree the presence of Interns in the schools provides School Associates with the opportunity to try new ideas and alternate teaching techniques. In addition, School Associates report (Table 37) that training in supervisory skills is an asset to the district. It would appear that for many School Associates there are benefits that accompany their role in the Programme.

School district personnel were requested to indicate whether the presence of the Internship Programme in the district has had benefits to both the district and the University, using a scale from 1 (strongly agree) to 5 (strongly disagree). As shown in Table 38 over one-half of the school district personnel "strongly agree" that the presence of the Programme benefits both the district and

Table 38

PERCEPTIONS ON BENEFITS OF PROGRAMMEBY SCHOOL DISTRICT PERSONNEL


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		Number Responding to Statement: The presence of the Internship Programme in the district has had benefits to both the dist- rict and the university.					
Respondent Group	N	Strongly Agree			Strongly Disagree		Mean <sup>a</sup>
		1	2	3	4	5	
School District Personnel	37	21	15	1	0	0	1.46

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<sup>a</sup> Mean score determined on basis of scale rating as shown in Table.

the University. One benefit they see is the Faculty Associates' assistance in providing in-service training to the teachers of the district (Table 39). Faculty Associates, because of their unique district and University perspective, were asked if the presence of the Internship Programme had benefits for both parties, and if so, what were these benefits. Faculty Associates were unanimous in reporting that the Programme has distinct benefits for both parties.

Benefits frequently listed by them for school districts were: upgrading of district staff; first choice of excellent teachers; liaison and communication with the University brings external resources and in-service to the district; enhances teaching awareness, skill development, and teaching satisfaction for School Associates; provides release time for practising teachers to use at their discretion; and extra-curricular contributions of Interns. For the University benefits frequently listed were: high level of credibility; high profile in providing meaningful, practical teacher training; increased awareness of University programmes which consequently promoted further University study by teachers; and utilization of Faculty Associates' skills in other University endeavors such as in-service work.

Broaden the base for decision making. Participants were asked if they had an opportunity to give input by

Table 39

NUMBER OF SCHOOL DISTRICT PERSONNEL REPORTING FACULTY  
ASSOCIATES WERE OF ASSISTANCE IN PROVIDING IN-SERVICE  
TO SCHOOL DISTRICTS

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Respondent Group	N	Yes	No
School District Personnel	32	32	0

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expressing their views on the development and operation of this programme. As shown in Table 40 a high percentage (91%) of school district personnel felt they received the opportunity for programme input. However, a number of Interns (41%) and School Associates (36%) felt they were not provided with opportunities to participate in programme development. Those respondents who indicated that they had the opportunity for input were asked: (1) How extensive was that input? and (2) How much weight did that input carry in decisions about the Programme? Ratings were made on a 5-point scale from 1 (very extensive) to 5 (very limited) for input and from 1 (a great deal) to 5 (very limited) for weight of input. Table 41 outlines the responses to these questions. In general, each participant group felt their input and the impact of that input was quite limited, in each instance the mean response was 2.91 or more.

A further question explored the extent to which participants would like to be involved in policy decisions that affect the Programme. Ratings were made on a scale from 1 (very extensive) to 5 (very limited). The mean ratings are summarized in Table 42. The responses suggest that each respondent group on the whole is desirous of some involvement in policy matters, with overall means falling below 3.0 on the 5-point scale in each instance. Interns

Table 40

PERCEPTIONS OF PARTICIPANT GROUPS ON OPPORTUNITY TO  
PARTICIPATE IN PROGRAMME DEVELOPMENT AND OPERATION

Participant Group	N	Number and Percent Responding	
		Yes	No
Interns	34	20 (59%)	14 (41%)
School Associates	117	75 (64%)	42 (36%)
School District Personnel	35	32 (91%)	3 ( 9%)

Table 41

PERCEPTIONS ON EXTENT AND IMPACT OF PROGRAMME INPUT BY  
PARTICIPANTS REPORTING PARTICIPATION IN PROGRAMME DEVE-  
LOPMENT AND OPERATION

Participant Group	N	Number Responding to Question:					Mean <sup>a</sup>
		How extensive was your input?					
		Very Extensive			Very Limited		
		1	2	3	4	5	
Interns	20	0	2	6	10	2	3.60
School Associates	75	4	19	31	13	8	3.03
School District Personnel	32	1	8	14	5	4	3.09
		How much weight do you think your input carried in decisions about the Programme in your area?					
		A Great Deal			Very Limited		
		1	2	3	4	5	
Interns	20	0	0	6	8	6	4.00
School Associates	75	3	12	30	21	9	3.28
School District Personnel	32	3	10	9	7	3	2.91

<sup>a</sup> Mean score determined on basis of scale rating as shown in Table.

Table 42

EXTENT TO WHICH PROGRAMME PARTICIPANTS WOULD LIKE TO BE  
INVOLVED IN POLICY DECISIONS

Participant Group	N	Number Reporting:					Mean <sup>a</sup>
		Very Extensive			Very Limited		
		1	2	3	4	5	
Interns	34	10	16	6	2	0	2.00
School Associates	117	14	33	43	15	12	2.81
School District Personnel	37	6	12	12	5	2	2.59

a

Mean score determined on basis of scale rating as shown in Table.

in particular would like a great deal more involvement than they presently have in policy decisions affecting the Programme. Considering that some School Associates and district personnel reported no opportunity for input, while others reported fairly limited involvement, the findings suggest these groups as well are interested in greater involvement in policy decisions.

In only two of the four school districts was a Local Advisory Committee operational. District personnel and Faculty Associates in these districts were asked to rate both the committees' effectiveness and how necessary the formation of such advisory committees are for communication and consultation between programme participants. Ratings were made on a scale from 1 (very effective) to 5 (very ineffective) for effectiveness and from 1 (very necessary to 5 (unnecessary) for how necessary the formation of such committees are. As shown in Table 43 there is a diversity of thought regarding the effectiveness of and necessity for Local Advisory Committees.

The final issue investigated under shared decision making centered around the selection of School Associates. Participants were asked if they felt the selection of School Associates should be the joint responsibility of district personnel and the University Faculty Associate. As indicated in Table 44 the majority of respondents felt

Table 43

DISTRICT PERSONNEL AND FACULTY ASSOCIATE PERCEPTIONS ON  
EFFECTIVENESS OF AND NECESSITY FOR LOCAL ADVISORY  
COMMITTEES

Respondent Group	N <sup>a</sup>	Number Responding to Question:					Mean <sup>b</sup>
		How effective was this committee?					
		Very Effective			Very Ineffective		
		1	2	3	4	5	
School District Personnel	14	1	4	5	4	0	2.86
Faculty Associates	2	1	0	1	0	0	2.00
		How necessary is the formation of this committee?					
		Very Necessary			Unnecessary		
		1	2	3	4	5	
School District Personnel	14	2	3	6	3	0	2.71
Faculty Associate	2	1	0	0	1	0	2.50

<sup>a</sup> Number included only those participants where a Local Advisory Committee was functional.

<sup>b</sup> Mean score determined on basis of scale rating as shown in Table.

Table 44

PERCEPTIONS OF PARTICIPANT GROUPS ON WHETHER SELECTION OF  
SCHOOL ASSOCIATES SHOULD BE THE JOINT RESPONSIBILITY OF  
DISTRICT PERSONNEL AND THE UNIVERSITY FACULTY ASSOCIATE

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Participant Group	N	Number and Percent Responding	
		Yes	No
School District Personnel	37	29 (78%)	8 (22%)
School Associates	117	105 (90%)	12 (10%)
Faculty Associate	4	4 (100%)	0 ( 0%)

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School Associate selection should be a joint responsibility. School Associates were also asked if they had volunteered for their role. As shown in Table 45 a high percentage (84%) indicated that they had volunteered. On the other hand, considering programme guidelines which emphasize that School Associates be chosen from those who indicate a willingness to participate in the Programme, it is perhaps surprising that a substantial number were not volunteers.

#### Second Order Consequences

Occupational and employment pattern. As indicated in Table 46, a high percentage (84%) of the 1977-1979 Intern graduates are teaching in British Columbia public schools. An even higher percentage of graduates were engaged in teaching when substituting and teaching in private schools, is included (96%). As of September, 1979, only two of the 45 Intern graduates responding to the survey were engaged in employment other than teaching.

Although the majority of graduate Interns now teach at the secondary level, their teaching ranges from the elementary through senior secondary level (Table 47). It is surprising the percentage of graduates teaching full time at the elementary level and the number with part of their teaching assignment at the elementary level. Over 30% of graduate Interns are involved in some elementary teaching

Table 45

NUMBER OF SCHOOL ASSOCIATES INDICATING THEY VOLUNTEERED  
FOR THEIR ASSOCIATE ROLE

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Respondent Group	N	Number and Percent Responding	
		Yes	No
School Associates	117	98 (84%)	19 (16%)

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Table 46

INTERN EMPLOYMENT SINCE GRADUATION

Employment <sup>a</sup>	Number N=45	Percentage	Cumulative Percentage
Teaching			
British Columbia public schools	38	84.4	84.4
Private schools	2	4.4	88.8
Substitute	3	6.7	95.6
Other employment	2	4.4	100.0

<sup>a</sup> Employment as of September, 1979.

Table 47

TEACHING LEVEL OF INTERN GRADUATES

Teaching Level	Grade Configuration	Number N=40 <sup>a</sup>	Percentage
Senior Secondary	11-12	4	10.0
Senior/Junior Secondary	8-12	12	30.0
	9-12		
	10-12		
Junior Secondary	8-10	11	27.5
Elementary	1-7	4	10.0
Combination Elementary/Secondary	1-12	9	22.5

<sup>a</sup> Number of Intern graduates teaching full time.

and the percentage would be increased by including those who are doing substitute teaching at the elementary level.

Programme satisfaction. Graduate Interns were asked to indicate if they would recommend the Programme to students thinking about entering the teaching profession using a scale from 1 (highly recommend) to 7 (not recommend). The mean rating of 1.33 as shown in Table 48 indicates a strong endorsement of the Secondary Internship Programme. Intern graduates were also requested to rate their teacher training programme. Table 49 summarizes the responses which were made on a scale from 1 (very good) to 7 (very poor). A mean rating of 1.62 suggests that Interns were very satisfied with their teacher training programme.

Teaching competency. All graduate Interns engaged full time in teaching were asked to give their perceptions of the extent to which the Secondary Internship Programme had contributed to their preparation in the five competency areas. In addition, they were requested to give a self-assessment of present teaching performance. Ratings were made on a scale from 1 (very well) to 5 (very poorly). As is evident in Table 50 the mean rating for both programme preparation and self-assessment centered at the "well" level in each of the five competency areas, with mean ratings from 1.78 to 2.50 on the 5-point scale.

Table 48

GRADUATE INTERNS' RECOMMENDATION OF PROGRAMME TO STUDENTS  
THINKING ABOUT ENTERING THE TEACHING PROFESSION

Group	N	Number Recommending							Mean <sup>a</sup>
		Highly Recommend					Not Recommend		
		1	2	3	4	5	6	7	
Graduate Interns	45	32	11	2	0	0	0	0	1.33

a

Mean score determined on the basis of scale rating as shown in Table.

Table 49

GRADUATE INTERNS' RATING OF THEIR TEACHER TRAINING PROGRAMME

Group	N	Number Rating							Mean <sup>a</sup>
		Very Good				Very Poor			
		1	2	3	4	5	6	7	
Graduate Interns	45	22	18	5	0	0	0	0	1.62

a

Mean score determined on the basis of scale rating as shown in Table.

Table 50

GRADUATE INTERNS' RATING OF PRESENT TEACHING PERFORMANCE  
AND UNIVERSITY PREPARATION

Teaching Competency Area	Average Self-Rating of Performance <sup>a</sup> N= 40 <sup>b</sup>	Average Rating of University Preparation N = 40	Discrepancy	Number Rating University Preparation Poor or Very Poor
Personal Attributes	1.78	2.50	-.72 <sup>c</sup>	3
Use of Effective Methodology	2.08	1.93	+.15	0
Creation and Management of an Effective Learning Environment	2.05	2.00	+.05	1
Use of Evaluation Processes	2.05	2.28	-.23	4
Evidence of Continuing Professional Development	2.05	2.25	-.20	2

<sup>a</sup> The average ratings shown were computed on the basis of the following scores: 1 = Very Well; 2 = Well; 3 = Adequately; 4 = Poorly; 5 = Very Poorly.

<sup>b</sup> The number of graduate Interns teaching full time.

<sup>c</sup> All differences between mean not significant at the .01 level except for Personal Attributes.

Few graduates rated University preparation in any of the competency areas in the "poor" or "very poor" range. Graduates indicated that the Programme was most successful in developing the "Use of effective methodology", (mean of 1.93), and the least effective in the development of "Personal attributes" (mean of 2.50). This lower rating for personal attributes may be somewhat misleading in that some Interns stated that they possessed the personal attributes prior to entering into the Programme and accordingly rated this competency area lower. The results of the self-rating of present teaching performance suggests that the graduates were confident their performance should be rated at least "adequate" and in most cases "well" or "very well". The modal response for all five competency areas was "well". With one exception, there were no statistically significant differences between the mean self-rating of performance and the rating of the teacher preparation programme for each competency area. The exception was in the area of "Personal attributes", where Interns reported a significantly higher present performance level compared with the training received. However, this difference may be due to the explanation given above.

Those principals employing full time Intern graduates provided an assessment of (a) Intern teaching performance in each competency area, (b) how well the preparation of

the Internship graduate compared with beginning graduates from other programmes. Table 51 summarizes the assessment of principals with respect to the teaching performance of Interns. Ratings were made on a scale from 1 (very well) to 5 (very poorly). Overall, principals indicate that Interns are doing "well" in each competency area. The "Personal attributes" competency area reported as the highest performance level, with a mean of 1.75, while "Use of evaluation process" the lowest performance level, with a mean of 2.17. No significant differences were found between principals' rating and Interns' self-rating of performance in each of the five competency areas. Of the 36 graduates rated by principals, only one was reported doing "poorly" or "very poorly" in each competency area, while one Intern was reported doing "poorly" in the area of "Creation and management of an effective learning environment".

Principals with other beginning teachers on staff rated the preparation and application of teaching skills of Interns using a scale from 1 (much better preparation-performance) to 5 (much poorer preparation-performance). As indicated in Table 52, principals rated Intern graduates higher than beginning graduates from other programmes in all four teaching dimensions, the most noteworthy being "Knowledge of practical teaching skills" (mean of 2.15) and "Application of practical teaching skills" (mean of 2.19). Very few Intern graduates were seen as being poorly

Table 51

PRINCIPALS' RATINGS AND GRADUATE INTERNS' SELF-RATING OF  
PERFORMANCE

Teaching Competency Area	Mean <sup>a</sup> of Principal Rating N=36	Mean <sup>a</sup> of Intern Graduate Self-Rating N=36	Results of t Test of Differences Between Means	Number of Principals Rating Poor or Very Poor	Number of Interns Rating Poor or Very Poor
Personal Attributes	1.75	1.78	N.S. <sup>b</sup>	1	0
Use of Effective Methodology	2.06	2.08	N.S.	1	0
Creation and Management of an Effective Learning Environment	2.06	2.02	N.S.	2	0
Use of Evaluation Process	2.17	2.00	N.S.	1	0
Evidence of Continuing Professional Development	2.06	2.06	N.S.	1	0

<sup>a</sup> Means were computed on the basis of the following scores: 1 - Very Well; 2 = Well; 3 = Adequately; 4 = Poorly; 5 = Very Poorly.

<sup>b</sup> N.S. = Difference in means not significant at the .01 level.

Table 52

PRINCIPALS' RATING OF INTERN GRADUATE TEACHING PERFORMANCE  
COMPARED TO OTHER BEGINNING GRADUATES

Teaching Dimensions	Number Reporting Intern Graduates: (N - 26) <sup>a</sup>					Mean <sup>b</sup>
	Much Better Preparation/ Performance			Much Poorer Preparation/ Performance		
	1	2	3	4	5	
Knowledge of Content	4	11	11	0	0	2.27
Theoretical Base for Teaching	3	9	11	3	0	2.54
Knowledge of Practical Teaching Skills	6	13	5	1	1	2.15
Application of Practical Teach- ing Skills	8	8	8	1	1	2.19

<sup>a</sup> Number of Principals having both an Intern Graduate and a beginning teacher(s) on staff.

<sup>b</sup> Mean scores determined on the basis of scale ratings shown in Table.

prepared or performing less satisfactorily than other beginning graduates.

In summary, it was apparent that the preparation for teaching and the present teaching performance of Intern graduates as viewed by both the graduates themselves and their school principals was good. In fact, the majority of the Interns are reported by principals as doing better on various teaching dimensions than beginning graduates from other teacher training programmes.

Intern written comments. All but two of the Intern graduates supplied written comments, many of which were extensive, to the questions: (1) As a practising teacher what important areas do you feel were neglected in the Internship Programme? and (2) Have you any comments or suggestions with regard to the Programme which may be of use to us in evaluating the Programme? Intern responses to these questions can be categorized by three issues: (a) Areas neglected in the Internship Programme, (b) Suggestions for programme improvement, and (c) Programme strengths.

(a) Areas neglected in the Internship Programme. There was a great diversity of comments regarding areas which may have been neglected during the Programme. Several respondents stated explicitly that the Programme

was very comprehensive and all areas were adequately covered while others identified several areas they felt should be introduced or required greater emphasis. Although there were a number of areas thought to be neglected in the Programme, for example, how to handle stress, increased understanding of the B.C.T.F. and Ministry, long range lesson planning, and so on, only those areas frequently mentioned are discussed below.

Areas which were perceived as neglected by five or more Interns fell into three categories: (1) Creation of an effective learning environment; (2) Evaluation skills; and (3) Learning disabilities. The Interns expressed a desire for greater attention to practical skills necessary to control or motivate students with learning or behavioural difficulties. There was also an expressed need for further evaluation skills as well as the need for skills in recognizing and adapting curriculum for students with learning disabilities. However, the above statements can be misleading without a mention of a concern expressed by Interns in response to this question and the second question regarding comments or suggestions about the Programme in general. That is, over one-third of the Interns indicated that they were critical of their academic course preparation.

(b) Suggestions for programme improvement. A number of suggestions were made for improving the Programme. Those

which generated five or more Intern responses fell into four categories: (1) Academic course work, (2) Structuring programme phases, (3) Selection and quality of Associates, and (4) Elementary teaching experience.

Of those Intern graduates having reservations about the above aspects of the Programme, the majority directed criticism towards their academic course work. These concerns centered around: an undue length of time spent on certain courses; course work perceived as being too theoretical; the poor quality of instruction provided by some instructors; and course work was felt to be fragmented in that little integration was seen between course offerings and the internship in the field. Suggestions to remedy this included: a general methods course; expanded methodology; more micro-teaching situations; instructors with public school teaching experience, and contact with children prior to internship. Graduates felt that more time should be spent on classroom management techniques and the application of Adolescent Psychology.

It was suggested by ten Interns that the Programme should improve the process for selecting Faculty and School Associates. Particular concern was directed at the Faculty Associate position, emphasizing the importance of employing a capable, flexible, and open educator. It was further suggested that the Programme lacks a mechanism

for conflict resolution if problems arise between Intern and Faculty Associate.

Six Interns thought there were distinct disadvantages associated with the post internship phase. These were: course work of questionable utility; costs associated with relocating on campus; and the return to campus preventing Interns from completing their teaching assignments during the second semester. Accordingly, some Interns suggested restructuring the Programme by placing all academic requirements in the first semester and eliminating the post-internship academic phase.

One last suggestion was a call for more elementary teaching experience during internship. Three reasons were given: (1) a number of Interns received elementary employment and were not adequately prepared; (2) elementary exposure may provide additional information upon which Interns could make a choice of teaching level; and (3) secondary teachers should be fully aware of the nature of the teaching profession and children at the elementary level.

(c) Programme strengths. Although there were a number of suggestions for programme improvement there were also a number of positive comments regarding the Programme. However, because positive comments tended to be global in context, i.e. "I found that the programme did an excellent job in preparing me to teach", or "This is an excellent

teacher training programme", the temptation to make certain generalizations about programme strengths will be avoided. It is considered sufficient to report that comments like these were, indeed, not atypical. This is not surprising considering Intern graduates overall programme rating and their apparent willingness to recommend the Programme to others.

To summarize the written comments, the Intern graduates appeared to be very satisfied with most of their teacher training programme. The one noteworthy exception is the academic component. The length, content, and structure of academic requirements was not viewed positively by many graduates. In addition, some Interns felt that the Programme would be improved if greater attention was given to the selection of Associates, and if an elementary teaching component was included.

Principals' written comments. There were over 80 comments regarding specific strengths and weaknesses of the Intern graduates supplied by 29 of the 36 principals surveyed. The ratio of positive to negative comments was approximately 5:1. Some principals did not offer specific comments, electing to make general statements regarding the Intern graduate or the Programme. Close to one-half of the principals offered global statements of this type which were decidedly "positive" in nature.

(a) Intern strengths. Perceived strengths of graduates generating five or more principal responses fell into three categories: (1) Positive personal attributes, (2) Possession of practical teaching skills, and (3) Awareness of teaching and teacher related activities. The desirable personal characteristics frequently mentioned by principals were: maturity; confidence; enthusiasm for teaching; readiness to teach and receptivity to advice or criticism. Interns were seen to possess practical teaching skills such as a knowledge of methodology, the use of a variety of teaching techniques, the use of teaching aids, and so on. Principals also mentioned that the Interns were aware of such matters as housekeeping needs, curriculum, dealing with parents, and staff relations.

(b) Intern weaknesses. Perceived weaknesses of graduates generating more than one principal response fell into four categories: (1) Poor personal attributes, (2) Poor classroom management and control skills, (3) Inability to adapt curriculum for students at different ability levels, and (4) Lack of specific elementary training. It should be noted however, that even the category receiving the highest frequency of response -- poor personal attributes such as lacking in empathy, inappropriate dress and so on -- generated only a total of five comments from principals.

(c) General comments. Additional comments relating to the performance of Interns or the Programme in general fell into two main categories: (1) comments regarding the particular graduate, the Secondary Internship Programme or the concept of internship, (2) comments regarding the principal's individual philosophy of teacher training or comments of an informational nature. The first category generated the majority of comments, with the principals highly supportive of individual Interns, the Programme, and the concept of internship.

To summarize, the principals' comments in general were highly positive of both the graduates, the Secondary Internship Programme, and the concept of Internship as a teacher training model.

#### System Resource Requirements.

Roles. School and Faculty Associates completed the ambiguity and role conflict questions outlined in the statement of the theoretical background. Respondents were asked to give a rating for each item as it concerned their roles in the Programme, using a scale from 1 (completely true) to 7 (completely false).

The four items used as indicators of ambiguity were:  
(1) There are clear, planned goals and objectives for my job;  
(2) I feel certain about how much authority I have;  
(3) I know that I have divided my time properly; and

(4) I know what my responsibilities are. Table 53 contains a summary of responses for role ambiguity, with low scores indicating a low degree of ambiguity. The highest level of ambiguity for School Associates was associated with item 3, "I know that I have divided my time properly", while the highest level for Faculty Associates was item 1, "There are clear, planned goals and objectives for my job". The mean School and Faculty Associate scores for all items of 2.46 and 2.43 respectively suggest that there is little concern associated with role ambiguity for School and Faculty Associates in this programme.

The four items used as indicators of role conflict were: (1) I received an assignment without adequate time and resources to execute it; (2) I have to do things that should be done differently; (3) I work on unnecessary things; and (4) I work under incompatible policies and guidelines. Table 54 summarizes the responses for role conflict, with high scores indicating a low degree of role conflict. The highest level of role conflict for School Associates was item 2, "I have to do things that should be done differently", while the highest for Faculty Associates was item 3, "I work on unnecessary things". With one exception, the pattern of responses for role conflict is similar to that for ambiguity, with no evidence of serious role conflict appearing. The exception is some evidence of

Table 53

ROLE AMBIGUITY FOR SCHOOL AND FACULTY ASSOCIATES

Respondents	N	Mean Ratings <sup>a</sup>				Mean for All Items
		1 Goals and Objectives	2 Authority	3 Allocation of Time	4 Responsibility	
School Associates	117	2.69	2.25	2.94	1.94	2.46
Faculty Associates	4	2.80	2.00	2.25	2.75	2.43

<sup>a</sup> Mean scores determined on the basis of scale ratings 1 (Completely True) to 7 (Completely False). Low scores are an indication of low ambiguity

Table 54

ROLE CONFLICT FOR SCHOOL AND FACULTY ASSOCIATES

Respondents	N	Mean Ratings <sup>a</sup>				Mean for All Items
		1 Time/ Resources	2 Procedures	3 Task	4 Policies/ Guidelines	
School Associates	117	5.79	4.87	5.51	5.67	5.46
Faculty Associates	4	6.00	6.50	5.00	6.25	5.94

<sup>a</sup> Mean scores determined on the basis of scale ratings 1 (Completely True) to 7 (Completely False). High scores are indicative of low role conflict.

role conflict for School Associates in the area of procedures associated with their role.

In addition to role conflict and ambiguity the study also asked school district personnel to rate whether the Faculty Associate was effective in developing an understanding on their part of their role in the Programme. Ratings were made on a scale from 1 (very effective) to 5 (not effective). The mean rating (1.80) summarized in Table 55 suggests that Faculty Associates were effective in developing an understanding of the role requirements for school district personnel.

Satisfaction. A number of questions were designed as indicators of participant satisfaction. Programme participants were requested to rate the concept of internship as a teacher training programme, using a scale from 1 (very highly) to 5 (very low). The mean responses are summarized in Table 56. Respondents in all groups strongly endorse the concept of internship, with means in the range from 1.08 to 1.30 on the 5-point scale. Furthermore, Interns were asked if they would recommend the Programme to students thinking about entering teaching. Ratings were made on a scale from 1 (highly recommend) to 7 (not recommend). A mean rate of 1.28 summarized in Table 57 suggests that Interns would highly recommend the Secondary Internship Programme to others entering the teaching profession.

Table 55

EFFECTIVENESS OF FACULTY ASSOCIATES IN DEVELOPING ROLE  
CLARITY FOR SCHOOL DISTRICT PERSONNEL

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Respondent Group	Response to Question: Do you feel the Faculty Associate was effective in developing an under- standing on your part of your role in the Programme?						
	N	Very Effective			Not Effective		Mean
		1	2	3	4	5	
School District Personnel	30	13	10	7	0	0	1.80

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Table 56

RATING OF CONCEPT OF INTERNSHIP AS A TEACHER TRAINING  
PROGRAMME BY PROGRAMME PARTICIPANTS

Respondent Group	N	Mean Rating <sup>a</sup>
Interns	34	1.08
School Associates	117	1.30
School District Personnel	35	1.20
Faculty Associates	4	1.25

a

Mean scores determined on the basis of scale ratings 1 (Very Highly) to 5 (Very Low).

Table 57

INTERNS' RECOMMENDATION OF THE PROGRAMME TO STUDENTS THINKING  
ABOUT ENTERING THE TEACHING PROFESSION

Respondent Group	N	Number Recommending:							Mean <sup>a</sup>
		Highly Recommending				Not Recommend			
		1	2	3	4	5	6	7	
Interns	34	28	3	2	1	0	0	0	1.29

a

Mean score determined on the basis of scale rating as shown in Table.

The issue of whether or not the participants in the Programme were satisfied that pupils are not put at a disadvantage as a result of being taught by Interns was examined. There is no agreement regarding this issue as indicated in Table 58. On the other hand, during interviews, the Faculty Associates reported only isolated cases where complaints had been received regarding the poor teaching performance of Interns. It was the collective opinion of the Faculty Associates that the frequency and substance of these isolated complaints were not of a serious nature.

School Associates were asked to indicate whether they had adequate training to fulfill their roles and whether adequate in-service sessions were provided in support of their role using a scale from 1 (strongly agree) to 5 (strongly disagree). The mean ratings are summarized in Table 59. These ratings of 2.25 for training and 2.09 for in-service suggest a moderate level of satisfaction. However, the Faculty Associates by their written questionnaire comments and by their statements during interviews, indicate that their in-service needs were not being met. They report that the availability of in-service opportunities for Faculty Associates appears to be severely reduced by University budget restrictions and policy that limits in-service funding for sessional appointments.

Table 58

PARTICIPANTS' PERCEPTIONS ON WHETHER PUPILS ARE PUT AT A  
DISADVANTAGE

		Response to Statement: Pupils are put at a dis- advantage as a result of being taught by an Intern.					
Respondent Group	N	Strongly Agree			Strongly Disagree		Mean <sup>a</sup>
		1	2	3	4	5	
School District Personnel	36	1	7	13	7	8	3.39
School Associates	117	6	19	31	34	27	3.49
Faculty Associates	4	0	0	1	2	1	4.00

a

Mean score determined on basis of scale rating as shown in Table.

Table 59

SCHOOL ASSOCIATE PERCEPTIONS OF ADEQUACY OF IN-SERVICE AND TRAINING

Statement	Number of School Associates Responding <sup>a</sup>					Mean <sup>b</sup>
	Strongly Agree		Strongly Disagree			
	1	2	3	4	5	
An adequate number of in-service sessions were provided for School Associates in support of their role.	42	40	20	13	2	2.09
School Associates have adequate training to fulfill their roles.	23	56	27	8	3	2.25

<sup>a</sup> Number of School Associates rating both statements = 117.

<sup>b</sup> Mean scores determined on basis of scale rating as shown in Table.

Interns indicated the extent to which they were satisfied with environmental work factors such as available work space, teaching resources, and facilities. Table 60 summarizes the responses which were made on a scale from 1 (very adequate) to 5 (inadequate). Mean ratings were 2.62 or lower in each instance, suggesting that Interns were reasonably satisfied with environmental work factors. Interns were also requested to indicate their satisfaction with the assistance provided by University related services, using a scale from 1 (very satisfied) to 5 (very unsatisfied). As indicated in Table 61 a number of Interns were dissatisfied (mean of 3.18) with the assistance provided by University related services. The main source of this dissatisfaction, which surfaced during Intern interviews, centered on a perception that the University services and the Internship Office left them in isolation.

Adaptability-flexibility. Information was gathered on two aspects of adaptability-flexibility: (1) University awareness of and ability to solve problems associated with the Programme, (2) Faculty and School Associates' effectiveness in assisting Interns with problems they may have encountered during the Programme. Information was collected from questionnaires, Associate profiles, and Intern interviews.

Table 60

INTERN ASSESSMENT OF ENVIRONMENTAL WORK FACTORS

Environmental Work Factors	Number <sup>a</sup> of Interns Reporting					Mean <sup>b</sup>
	Very Adequate		Inadequate			
	1	2	3	4	5	
Personal Work Space	9	7	8	8	2	2.62
Teaching Resources	11	20	3	0	0	1.76
Facilities	4	18	10	2	0	2.29

<sup>a</sup> Number of Interns rating each item = 34.

<sup>b</sup> Mean scores determined on the basis of scale rating as shown in Table.

Table 61

INTERNS' RATING OF ASSISTANCE PROVIDED BY UNIVERSITY  
SERVICES

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Respondent Group	N	Number Rating:					Mean <sup>a</sup>
		Very Satisfied		Very Unsatisfied			
		1	2	3	4	5	
Interns	34	5	5	11	5	8	3.18

---

a

Mean scores determined on a basis of scale rating as shown in Table.

Participants were requested to give their perceptions on three adaptability-flexibility statements as they relate to the University and the Programme. Table 62 summarizes the responses which were made on a scale from 1 (strongly agree) to 5 (strongly disagree). School district personnel (mean of 2.53) and School Associates (mean of 2.38) moderately agree, while Interns as a group tend to disagree (mean of 3.44) with the statement that the University is aware of problems associated with the Internship Programme. All groups, especially school district personnel (mean of 1.57) thought the University encourages feedback from the field. However, there was only moderate agreement to the statement that the Programme adequately foresees and provides solutions for problems that may arise, with the mean rating in the range from 2.38 to 2.66 on the 5-point scale.

A scrutiny of Table 62 reveals that the Interns report that the University encourages feedback but lacks awareness of problems. This apparent contradiction can be explained. First, Interns report that feedback solicited by the University is ad hoc, i.e., after problems have occurred, and secondly, some Interns felt the Programme lacks an effective mechanism for examining their problems or concerns. They suggest that an effective mechanism would include a means by which, should a problem or concern be unable to be resolved with the assistance of Faculty or School Associates,

Table 62

PERCEPTIONS OF PARTICIPANT GROUPS ON ADAPTABILITY/  
FLEXIBILITY

Adaptability/ Flexibility Statement	Mean Ratings <sup>a</sup>		
	School District Personnel N = 32	School Associates N = 117	Interns N = 34
University Awareness of Internship Prob- lems	2.53	2.38	3.44
University Willing- ness to Encourage Feedback	1.57	2.18	2.68
Programmes Effectiveness to Foresee and Pro- vide Solutions for Problems	2.66	2.38	2.47

<sup>a</sup> Mean rating on scale from 1 (Strongly Agree) to 5 (Strongly Disagree).

there would be available a confidential intermediary audience for redress. This issue is an academic one for the majority of Interns who either had few problems or were able to resolve the ones they had with assistance from the Associates. However, the issue was certainly not academic for the minority of the Interns experiencing problems, especially if the problem centered on the Faculty Associate. Further, Interns especially during the Internship phase do not perceive the Faculty Associate as an individual to whom they may turn for help regarding problems or issues of a University nature. Having no mechanism to channel their University concerns, some Interns are left feeling both isolated from and frustrated with the University.

Interns were asked to rate the effectiveness of Faculty and School Associates in assisting with problems they may have encountered in the Programme using a scale from 1 (very effective) to 5 (very ineffective). The results are reported in Table 63. Mean ratings below 2.0 in each instance indicate that Interns felt that Associates were effective in assisting with problems they may have encountered. No statistically significant difference was found between the ratings for the School and the Faculty Associates. Considering this apparent positive support for the Associates' ability to assist Interns, it is not surprising that most Interns responding to the Associate profile rated Associates as possessing effective human

Table 63

RATING BY INTERNS ON EFFECTIVENESS OF ASSOCIATES TO ASSIST  
WITH PROBLEMS ENCOUNTERED DURING THE PROGRAMME

Associate Group	Number <sup>a</sup> of Interns Rating					Mean <sup>b</sup>
	Very Effective			Very Ineffective		
	1	2	3	4	5	
Faculty Associates	19	6	6	1	2	1.85 *
School Associates	20	10	4	0	0	1.53

\* Differences in mean not significant at the .01 level.

<sup>a</sup> Thirty-four Interns rated their Faculty Associate and School Associates as a group.

<sup>b</sup> Mean scores determined on the basis of scale rating as shown in Table.

relations skills. Table 64 summarizes the ratings made on a scale from 1 (strong interpersonal skills) to 5 (weak interpersonal skills) for interpersonal skills and from 1 (effective problem solver) to 5 (ineffective problem solver) for problem solving skills. Mean ratings of below 2.00 in each instance indicate that Interns thought the Faculty and School Associates demonstrated effective interpersonal skills and were effective problem solvers. Although Interns indicated an overall lower mean rating (favourable) for the School Associates' human relations skills, no statistically significant differences were found between the two Associate groups.

Rational co-ordination. The study investigated three organizational features of the Programme: (1) how well the Programme was organized at the University and the school district level; (2) the length, structure, and content of the various phases; and (3) Faculty Associates' perceptions on governance and management of the Programme.

Participants were asked to rate how well the Programme was organized by the University and at the school district level using a scale from 1 (well organized) to 5 (poorly organized). The mean responses are summarized in Table 65. Respondents in all groups indicated the Programme both at the district level and by the University was quite well organized, with means in the range from 1.50 to 2.25 on the

Table 64

DISTRIBUTION OF RESPONSES FOR INTERNS' PERCEPTIONS OF ASSOCIATES' CHARACTERISTICS

Behavioural Characteristic	Associate Group	Distribution (N = 31) <sup>a</sup>					Mean <sup>b</sup>
		Strong Inter- personal Skills			Weak Inter- personal Skills		
		1	2	3	4	5	
Interpersonal Skills	School Associates	70	37	6	4	5	1.66 <sup>c</sup>
	Faculty Associates	19	3	5	4	0	1.81
		Effective Problem Solver			Ineffective Prob- lem Solver		
		1	2	3	4	5	
Problem Solver	School Associates	64	41	11	3	3	1.69
	Faculty Associates	16	7	4	3	1	1.90

<sup>a</sup> Thirty-one Interns rated their Faculty Associate and their School Associates.

<sup>b</sup> Mean scores determined on the basis of scale rating shown in Table.

<sup>c</sup> Differences in mean not significant at the .01 level for each behavioural characteristic.

Table 65

PARTICIPANT GROUPS' PERCEPTIONS ON PROGRAMME ORGANIZATION BY  
UNIVERSITY AND SCHOOL DISTRICT

Participant Group	N	University Mean Rating <sup>a</sup>	School District Mean Rating <sup>a</sup>
Interns	34	2.15	1.85
School Associates	117	1.97	1.85
School District Personnel	37	1.81	1.62
Faculty Associates	4	2.25	1.50

a

Mean scores determined on the basis of scale ratings:  
1 (Well Organized) to 5 (Poorly Organized).

5-point scale.

As outlined previously, all four questionnaires contained a similar question designed to elicit changes which might be required in the Programme. Each participant group was requested to rate statements having impact on the organization of the Programme on a 5-point scale, from 1 (very desirable) to 5 (very undesirable). A further category "uncertain" was also available for respondents. A summary of respondent group mean ratings for each of the nine statements is summarized in Table 66. Underlined entries indicate the highest and lowest means for each respondent group. The three major participant groups, School Associates, Interns, and school district personnel indicate that the most undesirable change would be to: "Decrease the practicum length", while the most undesirable change for the Faculty Associates would be to: "Involve the community and community resources to a much greater extent". The Interns and the School Associates agreed on the most desirable change: "Increase the emphasis on classroom management and control skills". The most desirable change for the school district personnel was: "Increase the emphasis on human relation-communication skill training", while the Faculty Associates would prefer to: "Increase the emphasis on controlled clinical experiences".

Findings supported by all groups include the desirability of: (1) continuing the present length of programme phases;

Table 66

## PARTICIPANT GROUPS' PERCEPTION ON CHANGES REQUIRED IN PROGRAMME

Change Statement	Mean Ratings <sup>a</sup>			
	School District Personnel N = 37	Interns N = 34	School Associates N = 117	Faculty Associates N = 4
Increase the emphasis on course work that complements field experience	2.68(12) <sup>b</sup>	3.19(3)	2.33(17)	2.50(0)
Continue the present length of the four programme phases.	2.06(6)	2.39(1)	1.81(24)	2.00(1)
Involve Intern in more elementary school experience.	2.09(3)	2.83(5)	2.50(25)	3.00(0)
Increase the emphasis on human relation/communication skill training.	<u>1.87</u> (6)	2.31(2)	2.05(8)	2.75(0)
Increase the emphasis on controlled clinical experiences - micro-teaching, simulations, tutoring, highly structured mini-teaching episodes and the like.	2.80(7)	3.41(0)	2.91(18)	<u>1.75</u> (0)
Increase the emphasis on classroom management and control skills.	1.94(4)	<u>2.12</u> (0)	<u>1.79</u> (7)	2.00(0)
Tailor the programme to meet individual objectives and needs.	3.00(11)	2.66(2)	2.45(20)	3.25(0)
Decrease the practicum length.	<u>4.59</u> (5)	<u>4.32</u> (0)	<u>4.48</u> (8)	3.25(0)
Involve the community and community resources to a much greater extent.	3.07(8)	2.93(5)	3.00(36)	<u>3.67</u> (1)

Note: Underlined Entries: \_\_\_\_\_ indicates highest mean for group,  
 ----- indicates lowest mean for group.

a Mean ratings determined on the basis of scale ratings, 1 (Very Desirable) to 5 (Very Undesirable).

b All numbers bracketed are the numbers of respondents answering (Uncertain).

(2) involving Interns in more elementary school experiences; (3) increasing the emphasis on human relation-communication skill training; (4) increasing the emphasis on classroom management and control skills; and (5) leaving the practicum length as is.

The Faculty Associates' perceptions with regard to various indices of programme governance and management are contained in Appendix P. As there was a total of only four ratings, generalizations regarding these findings should be made with extreme caution. However, the following points appear from this analysis, and were substantiated during the interviews with the Faculty Associates: (1) further data are required to support policy decisions, particularly regarding integration of theory and practice; (2) each Faculty Associate should receive an annual performance appraisal; and (3) more provision should be made for Co-ordinator-Faculty Associate meetings and staff development activities. In general, the Faculty Associates felt that management activities in the Programme were heavily concentrated at the administrative level, and that areas such as liaison with the field and student recruitment require much greater attention.

Cost-Benefit. This paper is not concerning itself with a cost-benefit analysis for several reasons. This decision was based on two arguments. First, the actual costs

of the Programme are difficult to determine as they are intertwined with costs that might more properly be considered as professional development in the field. The present accounting system at the University does not permit a breakdown of these costs. Indeed, as Schalock (1979:16) points out this is typical of many educational institutions: "Somehow educational institutions must find ways to collect, analyze and act upon better information as to the costs and benefits of their programs than they have had in the past."

A second argument is that many of the benefits which might be perceived to accrue from the Programme are intangible and relate to such things as professional growth of Faculty and School Associates, goodwill to the Faculty of Education resulting in an increased number of graduate students and so on.

As an alternative to a cost-benefit analysis, two main issues will be examined: the financial costs of the Programme to the University; the costs and benefits of a non-financial nature. Programme benefits and costs are reported here as a synthesis of data reported elsewhere and information derived from written and oral responses to open-ended questions.

The actual dollar costs of the Secondary Internship Programme for the University are summarized in Table 67. It does appear the dollar costs of the Programme are considerable in comparison with the costs of the regular

Table 67

THE DOLLAR COSTS OF THE SECONDARY INTERNSHIP AND REGULAR  
SECONDARY PROGRAMMES 1979 - 1980

Programme	Number of Students	Total Dollar <sup>a</sup> Cost of Programme	Cost Per Graduating Student
Secondary Internship	34	\$172,450	\$5,072
Regular Secondary Professional Year	90	\$274,667	\$3,052

a

From G. Mason "The Dollar Costs of the Secondary Internship and Regular Secondary Programmes 1979-1980". Education Reports, Faculty of Education, University of Victoria, June, 1980.

programme. It will be seen from the data reported in Table 67 that Mason (1980:2) estimates the costs per graduating student of the Intern Programme and all other Programmes combined as \$5,072 and \$3,052 respectively.

It is important to emphasize that the above figures should be viewed with some caution. First, the cost-benefit constraints previously discussed must be considered. Secondly, the costs incurred by school districts are not included in estimates per graduating student. Thirdly, the absolute costs of both types of programmes are somewhat underestimated as no capital and maintenance costs have been assessed and the apparent instructional costs of the Internship Programme are subsidized by having the academic courses in practically all cases taught "extra to load" or by visiting instructors. If the costs were adjusted for regular instruction, Mason (1980:3) estimates the costs per graduating student on the Internship Programme to be \$6,060.

The purpose of this section is to describe the benefits that seem to accrue from the Programme for the major participant groups. There seem to be two benefits to Interns that stand out above all others in importance. These are: (1) the opportunity to demonstrate clearly to others and to oneself competence as a prospective teacher, and (2) as a consequence of this opportunity, to have a

solid basis for knowing whether or not to continue teaching as a career. Other benefits which accrue to Interns from this programme are: personal satisfaction associated with relationships formed with Associates, school staff, and school children; opportunities to be involved in other activities besides classroom teaching, such as those resulting from extra-curricular involvement; and the personal as well as professional growth associated with an extended, highly supervised training programme.

There are several benefits for those working as School Associates. Chief among these are the extended opportunities provided to assess and build the teaching competency of an Intern and the satisfaction resulting from the increased clarity of, and recognition for, the teacher's role in the teacher training process. From these main benefits a number of additional benefits emerge, for example, a much clearer basis for a recommendation that the student teacher continue in teaching, greater confidence in the quality of a teacher who graduates, and so on. Lastly, and by no means inconsequential, is the fact that many School Associates find value for their own teaching and professional growth through work as an Associate.

In many ways the benefits for the Faculty Associates parallel the benefits for the School Associates, although

because of the central role of the Faculty Associate these benefits are of greater magnitude. This is particularly true with regard to the opportunity for professional growth of the Faculty Associate as evidenced by the number of ex-Faculty Associates who have gone on to take leadership positions in school districts. For example, during the past three years five of the six Faculty Associates employed by the Secondary Internship Programme have or are about to enter school or district based administrative positions.

Benefits occurring to participating school districts and the University were previously outlined (pp. 124-129). Although no attempt will be made here to restate these benefits, it is important to emphasize that the immediate benefits that derive from the Programme are considerable for both parties.

While the immediate benefits that derive from the Programme appear quite considerable for each participant group, the cost-benefit equation must also take into account any long-term benefits. Essentially, the long-term benefits of the Programme appear to be: (1) the high percentage of graduates employed in teaching, and (2) the obvious implications accompanying a group of teachers who feel confident about their teaching performance and who

employing principals see as competent practising professionals.

As indicated previously, a major concern in attempting a benefits analysis is the discovery and weighing of negative consequences resulting from the Programme. Investigating negative consequences for Interns received considerable attention in this study and these are highlighted below. However, the benefits gained from this programme seem to far outweigh the liabilities that occur. Even the students who dropped out of the Programme were, in all cases but one, very positive about the Programme and assistance they received while students.

In many ways the Interns in this programme share similar problems with students from traditional teacher training programmes. Within a general pattern of similarity, however, differences between the groups are considerable. The major unanticipated problems for Interns were: (1) the financial costs of participating in a 12-month versus 7-month teacher training programme, plus additional costs associated with relocation and moving expenses, (2) the stress, especially during the initial stages of internship, associated with teaching students and being closely supervised, (3) the difficulties associated with being separated from the University activities and University services, and sometimes isolated from friends and family, (4) the difficulties associated with relocating in a new community, finding accommodations, socialization, and so on.

### Additional Evaluation Questions

Only two of the four additional evaluation questions suggested by the audiences received a sufficiently high rating to warrant investigation.

The first of these questions was concerned with the procedures and criteria for Intern evaluation. As shown in Table 68 the majority of the Associates felt there were clearly defined criteria (competencies) established for evaluating Intern performance. Those Associates indicating that criteria were clearly established, responded to three additional questions, summarized in Table 69. Associates rated the adequacy of the criteria used for assessing the performance of Interns using a scale from 1 (extremely good) to 5 (extremely poor). Mean ratings of 2.13 for School Associates and 1.50 for Faculty Associates suggest moderate levels of satisfaction with the criteria as indicators of teacher effectiveness. Using a scale from 1 (major input) to 5 (no input) Associates were requested to indicate the actual and desired extent of input into setting the performance criteria. The responses suggest that both Associate groups generally felt they should have more input into setting these criteria than was presently the case.

School and Faculty Associates provided perceptions of the effectiveness of procedures to be followed in

Table 68

NUMBER AND PERCENTAGE OF ASSOCIATES REPORTING THAT CRITERIA  
FOR INTERN PERFORMANCE WAS CLEARLY DEFINED

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Associate Group	N	Yes	Percent	No	Percent
School Associates	116	104	90	12	10
Faculty Associates	4	4	100	0	0

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Table 69

PERCEPTIONS OF ASSOCIATE GROUPS ON THREE ISSUES RELATED TO PERFORMANCE CRITERIA

Associate Group	N	Response Distribution					Mean <sup>a</sup>
Number Responding to Question: How good are the criteria as indicators of teacher effectiveness?							
		Extremely Good		Extremely Poor			
		1	2	3	4	5	
School Associates	104	18	55	31	0	0	2.13
Faculty Associates	4	2	2	0	0	0	1.50
Number Responding to Question: How extensive was your input in the setting of these criteria?							
		Major Input			No Input		
		1	2	3	4	5	
School Associates	104	2	21	33	12	36	3.57
Faculty Associates	4	1	1	0	0	2	3.25
Number Responding to Question: Do you feel you should have input in setting these criteria?							
		Major Input			No Input		
		1	2	3	4	5	
School Associates	104	25	36	32	9	2	2.29
Faculty Associates	4	2	0	1	1	0	2.25

<sup>a</sup> Mean scores determined on the basis of scale ratings shown in table.

preparing and discussing Intern evaluation reports. Mean ratings on a scale from 1 (strongly agree) to 5 (strongly disagree) are reported in Table 70. The School Associates (mean of 2.22) and the Faculty Associates (mean of 1.75) indicate that the procedures to be followed are reasonably effective. However, some Interns expressed the view that further clarity in the form of competency examples would assist Associates in differentiating between the various rating categories which accompany the formal assessment of an Intern.

The second additional evaluation question centered around the rating of specific programme activities. The Faculty Associates and the Interns were requested to rate various programme activities according to whether they were considered to be of major importance to the growth of an Intern. Table 71 indicates activities considered important by the Interns and Faculty Associates. The four activities most frequently mentioned by Interns as being important were: (1) classroom observations, (2) extra-curricular involvement, (3) career seminars, and (4) attendance at meetings. The four activities most frequently mentioned by the Faculty Associates as being important were: (1) career seminars, (2) elementary school visits, (3) classroom observations, and (4) extra-curricular involvement. Both groups rank ordered those activities considered important and from these rankings a mean rank order assignment was

Table 70

PERCEPTIONS OF PROCEDURES FOR PREPARING AND DISCUSSING  
INTERN EVALUATION REPORTS BY ASSOCIATE GROUPS

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Associate Group	N	Number Responding to Statement: The procedures to be followed for preparing and discussing Intern evaluation reports are effective.					Mean <sup>a</sup>
		Strongly Agree			Strongly Disagree		
		1	2	3	4	5	
School Associates	116	21	59	28	6	2	2.22
Faculty Associates	4	2	1	1	0	0	1.75

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a

Mean scores determined on the basis of scale ratings shown in Table.

Table 71

RATING OF PROGRAMME ACTIVITIES BY INTERNS AND FACULTY ASSOCIATES

Programme Activity	Number Rating Activity Important		Mean <sup>a</sup> of Assigned Rank Order	
	Interns N = 34	Faculty Associates N = 4	Interns N = 34	Faculty Associates N = 4
Career Seminars	26	4	4.27	2.00
Programme Seminars (Qualicum)	23	3	5.56	4.33
Elementary school visits.	12	4	4.75	8.75
Classroom observations.	32	4	1.94	2.50
Extracurricular involvement.	28	4	3.68	5.00
Community awareness.	8	2	7.50	10.00
School and district in-service offerings.	25	3	5.84	5.33
Curricula field trips.	9	3	3.88	6.00
Familiarization with special education programmes (Family Life, Indian Education etc.)	7	2	7.00	10.50
Attendance at meetings (staff, school board, B.C.T.F.)	26	2	5.58	11.00
Limited experimentation with full teaching load.	19	3	3.89	7.33
Participation in school policies and procedures.	15	3	5.40	6.00
Short teaching experiences outside major areas.	10	2	4.00	9.50
Familiarization with the functions of school support personnel (Public Health Nurse, Counsellors etc.)	19	2	5.21	5.50

<sup>a</sup> Mean rating determined on the basis of the arithmetic average of all assigned ranks for that activity.

computed. This alternate analysis revealed that the three lowest mean ratings (indicating more important activities) for Interns were: (1) classroom observations, (2) extra-curricular activities, and (3) curricular field trips. The three most important ratings for Faculty Associates were: (1) career seminars, (2) classroom observations, and (3) programme seminars.

Additional ratings for specific programme activities were requested. School Associates and Interns using a scale from 1 (very useful) to 5 (useless) were asked to rate the utility of the May school district orientation. The responses are summarized in Table 72. The mean rating of 2.56 for School Associates and 2.62 for Interns suggest a range of opinions on the utility of the May school district orientation. Those School Associates who participated in a September (or January) programme orientation workshop were asked to rate the effectiveness of these sessions. Table 73 summarizes the mean ratings derived from responses on a scale of 1 (effective) to 5 (ineffective). Mean ratings were below 2.05 in each instance suggesting that School Associates felt these sessions were fairly effective in familiarizing them with evaluation procedures, roles of participants and Intern competencies to be developed. The Interns were asked to rate the utility of the course work undertaken the previous summer using a scale from 1 (very useful) to 5 (useless). As shown in Table 74, with the

Table 72

PERCEPTIONS OF INTERNS AND SCHOOL ASSOCIATES ON UTILITY OF  
MAY ORIENTATION

Respondent	N	Number Rating May Orientation					Mean <sup>a</sup>
		Very Useful		Useless			
		1	2	3	4	5	
School Associates	54	15	12	17	2	8	2.56
Interns	34	7	8	10	9	0	2.62

a

Mean scores determined on basis of scale ratings shown in Table.

Table 73

SCHOOL ASSOCIATES' PERCEPTIONS ON EFFECTIVENESS  
OF ORIENTATION WORKSHOPS IN FAMILIARIZING THEM  
WITH PROGRAMME GUIDELINES

Programme Guidelines	N	Mean <sup>a</sup> School Associate Rating
Evaluation Procedures	93	2.00
Roles of Participants	93	1.97
Intern Competencies to be Developed	93	2.05

<sup>a</sup> Mean scores determined on basis of 1 (Effective) to 5 (Ineffective).

Table 74INTERNS' PERCEPTIONS ON UTILITY OF JULY/AUGUST COURSE WORK


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Course Work	N	Mean <sup>a</sup> Intern Rating
Education 303 - Introduction to Psychology of Classroom Learning.	23	4.00
Education 430 - The Organization and Administration of Education in British Columbia	34	4.32
Methods Courses	34	2.15

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a

Mean scores determined on basis of 1 (Very Useful) to 5 (Useless).

exception of the methods courses (mean of 2.15), Interns had serious reservations about the utility of Education 303 - Introduction to Psychology of Classroom Learning (mean of 4.00) and Education 430 - The Organization and Administration of Education in British Columbia, (mean of 4.32).

In order to gain further insight into Interns' perceptions of academic course offerings additional ratings (Appendix N) were requested at the end of June. Specifically, Interns were asked to rank the academic courses in order of usefulness and using a scale from 1 (very useful) to 5 (no use), indicate how useful they actually found each course. Using the same scale, the Interns were also requested to indicate whether each course with a different instructor or treatment could be useful for someone on the Intern Programme. Although the response rate is limited (19 of 34 Interns), the Intern responses to these issues are summarized in Table 75.

As is evident in Table 75 the Methods courses were perceived as the most useful (mean ranking of 1.63) while The Organization and Administration of Education in British Columbia the least useful (mean ranking of 5.21). Ratings of the individual courses covered in the first academic phase included a mean of 1.84 for the Methods courses, a mean of 3.17 for Psychology of Learning, and a mean of 4.32 for Organization and Administration of Education in

Table 75INTERNS' PERCEPTION OF ACADEMIC COURSE WORK

Course	Mean Intern <sup>a</sup> Ranking of Course Utility	Mean Intern <sup>b</sup> Rating of Course Utility	Mean Intern Rating of Potential Course Utility
Psychology of Learning	3.56	3.17	2.19
Social Issues in Canadian Education	4.03	3.47	2.76
Organization and Administration of Education in British Columbia	5.21	4.32	2.67
Methods	1.63	1.84	1.21
Evaluation of Student Achievement	3.42	3.21	1.78
Psychology of Adolescence	2.39	2.17	1.76

a

Number of Interns = 19.

b

Mean scores determined on basis of 1 (very useful) to 5 (no use).

British Columbia. Intern ratings of these courses are consistent with the early ratings reported in Table 74. The utility of course work undertaken in the post-internship phase included a mean of 2.17 for Psychology of Adolescence, a mean of 3.21 for Evaluation of Student Achievement and a mean of 3.47 for Social Issues in Canadian Education.

Intern response to the question of the potential usefulness of course offerings indicate that all academic work is perceived as potentially useful with means below 3.0 in each instance. Indeed, this evidence on the potential usefulness of course offerings, points to an important paradox regarding academic course work for the Programme. The Interns, although displeased with much of the academic course work, readily admit some constraints and issues which lead to some course offerings perceived as inadequate. First is the question of course timing or placement. Not only are course offerings in a condensed time frame making it difficult for reflection and application, but the question of which courses are more appropriately pre- or post-internship is widely debated. A second concern is that sometimes academic courses are taught by non-faculty instructors and the quality of the instruction is questioned. Thirdly, there is an overriding concern that the requirement that Interns complete academic courses similar to

those for regular programmes places serious restrictions on providing more appropriate course undertakings for Internship training with respect to course length, timing, content emphasis and so on.

Further, the scrutiny of academic course offerings is limited by having only Interns rate course requirements. The views of Faculty and other parties must necessarily be accounted for in decisions regarding course offerings. Intern rating of academic course work is but one input into a rather complicated issue of determining the appropriate balance between theory and practice, core requirements, instructor selection, and so on. It is clear however, that the academic component of this programme is viewed critically by many Interns.

#### Programme Implementation

As outlined in the evaluation design, scenarios were written for 18 critical programme activities, (Appendix K). The scenarios were placed on the opposite ends of a 5-point scale with 1 representing the desired outcome and 5 representing the undesired outcome. Information was gathered for each activity via questionnaires, Associate profiles, interviews, and record inspection. After considering this information the evaluator assigned a rating to each activity. These ratings contained in Table 76 indicate that the Programme was considered to be only moderately successful in implementing critical activities.

Table 76

RATING OF EXTENT OF CRITICAL PROGRAMME IMPLEMENTATION BY  
PROGRAMME EVALUATOR

Critical Programme Activity <sup>a</sup>	Evaluator Rating <sup>b</sup>
1. Intern Selection Procedure	1
2. May Orientation - Interns	1
3. Summer Course Work - July/August	1
4. Formal Teaching Assignment	1
5. Professional Development Activities - Interns	2
6. Career Seminars	2
7. Programme Seminars	1
8. Inter-Session Course Work	1
9. School Associate Selection	3
10. May Orientation - School Associates	4
11. September/January Orientation - School Associates	2
12. In-Service - School Associates	2
13. Faculty - Associate Staff Meetings	4
14. Faculty Associate - Training and In-Service	4
15. Clinical Supervision Cycle	4
16. Support Team	2
17. Local Advisory Committee	4
18. Intern Assessment	3

<sup>a</sup> The scenarios for each activity are contained in Appendix K .

<sup>b</sup> Ratings are based on written scenarios from 1 (Fully Implemented) to 5 (Not Implemented).

Six of the 18 critical activities received a "1" rating indicating complete implementation. These activities were: (#1) Intern selection, (#2) May orientation, (#3) Summer course work, (#4) Formal teaching assignment, (#7) Programme seminars, (#8) Inter-session course work. That is, all Interns met the academic and interview admissions criteria; participated in both the July-August and inter-session course work; and attended a one-week May orientation. A series of programme seminars was held and attended by all Interns. In addition, all Interns practice taught approximately 50% of the school day in subject areas supported by their University academic courses. Teaching assignments were for five months at one secondary school and three months at a different secondary school at a different teaching level.

Five activities received a "2" rating indicating that they were close to, but not entirely implemented. These activities included: (#5) Professional development Activities for Interns, (#6) Career seminars, (#11) September-January orientation for School Associates, (#12) In-service for School Associates, and (#16) Support team. Associates and Interns were requested to indicate whether Interns were involved in a wide range of experiences in the school and district using a scale from 1 (strongly agree) to 5 (strongly disagree). The mean ratings of 2.00 and

higher reported in Table 77, suggest that not all Interns were involved in a range of school and school district activities. Although the Interns participated in regular Career Seminars, some Interns reported these seminars were restricted in content. In addition, Interns were asked to rate the effectiveness of Career Seminars using a scale from 1 (very effective) to 5 (ineffective). Responses outlined in Table 78 (mean of 1.88) indicate that some Interns question the effectiveness of Career Seminars. As indicated in Table 79 only 79% of the School Associates reported participating in a programme orientation workshop. In some instances the Faculty Associates reported that rather than a workshop, individual or small group sessions were held for the purpose of School Associate orientation. As discussed previously, there was not full agreement on the part of the School Associates that adequate in-service was provided. The number and variety of in-service opportunities provided for the School Associates varied a great deal from district to district. Support teams with sufficient membership existed for each Intern. However, as outlined previously, there were some Interns who questioned the frequency of contact, especially with the Faculty Associate.

Two activities received a "3" rating indicating that they were only partly implemented. These activities

Table 77

PERCEPTIONS OF PARTICIPANT GROUPS ON EXTENT OF INTERN  
INVOLVEMENT IN A RANGE OF SCHOOL AND DISTRICT ACTIVITIES

Participant Group	N	Number Responding to Statement: Interns were involved in a wide range of exper- iences in the school and district.					Mean <sup>a</sup>
		Strongly Agree		Strongly Disagree			
		1	2	3	4	5	
Interns	34	5	13	11	5	0	2.47
Faculty Associate	4	1	2	1	0	0	2.00
School Associates	117	13	30	45	24	5	2.81

a

Mean scores determined on the basis of scale ratings shown in table.

Table 78EFFECTIVENESS RATING OF CAREER SEMINARS BY INTERNS

Respondent Group	N	Number Rating Career Seminars:					Mean <sup>a</sup>
		Very Effective		Ineffective			
		1	2	3	4	5	
Interns	34	14	12	6	2	0	1.88

a

Mean scores determined on the basis of scale ratings shown in Table.

Table 79

NUMBER AND PERCENTAGE OF SCHOOL ASSOCIATES PARTICIPATING IN  
A PROGRAMME ORIENTATION WORKSHOP

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Respondent Group	N	Yes	Percent	No	Percent
School Associates	117	93	79	24	21

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included: (#9) School Associate selection, and (#18) Intern assessment. The suggested procedures and guidelines for selecting School Associates were not followed in each school district. It was reported earlier that not all School Associates were volunteers, nor were all volunteers provided with information regarding role expectations, programme guidelines, and so on prior to volunteering (Table 80). All Interns received two summative teaching reports (January - April) written by each member of the support team. A conference mode was used in reviewing and discussing these reports. However, only in one district did Interns write a summative assessment of their performance and because "observation notes" were not consistently written for each Intern, statements appearing on the summative reports were not supported by earlier documentation.

Five activities received a "4" rating indicating that they were for the most part not implemented as planned. These activities included: (#10) May orientation - School Associates, (#13) Faculty Associate - Co-ordinator staff meetings, (#14) Faculty Associate training and in-service, (#15) Clinical supervision, and (#17) Local Advisory Committees. In only one of the four districts was a formal May orientation session conducted for School Associates. There was general agreement on the part of the Faculty Associates that programme staff meetings were infrequent, lacked specific agendas and were dominated by administrative

Table 80

PERCEPTIONS ON WHETHER SCHOOL ASSOCIATES WERE PROVIDED WITH  
PROGRAMME INFORMATION PRIOR TO VOLUNTEERING

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Respondent Group	N <sup>a</sup>	Number Responding to Statement: School Associates were provided with information regarding role expectations, programme guide- lines and potential in-service sessions prior to volunteering as an Associate.					Mean <sup>b</sup>
		Strongly Agree			Strongly Disagree		
		1	2	3	4	5	
School Associates	98	36	28	20	6	8	2.20
Faculty Associates	4	0	2	2	0	0	2.50

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<sup>a</sup> Includes all volunteer School Associates.

<sup>b</sup> Mean scores determined on the basis of scale ratings shown in Table.

concerns. As indicated in an earlier discussion, Faculty Associates felt there was insufficient provision made for their in-service needs. Although Faculty Associates tended to use a clinical supervision cycle and systematic observation techniques, this was the exception rather than the rule for School Associates. Lastly, as reported elsewhere, only two Local Advisory Committees operated and only one of these committees met on a regular basis.

### Summary

This chapter reports findings on first and second order consequences, system resources, additional evaluation questions, and programme implementation. This is followed by an analysis of participant groups' perceptions of the strengths of the Programme and the modifications necessary for improvement. The main findings in summary form followed by a discussion of the findings conclude the chapter.

As is evident in Table 81, there is strong support for continuing this programme. Only a few respondents report that major modifications are required, although most see some minor modifications as necessary. Before turning to a listing of these modifications, the strengths of this programme are outlined. First, however, an explanation on the analysis procedure. Participants were asked to identify in writing the significant strengths of the Programme and specific modifications they felt would improve

Table 81PARTICIPANT GROUPS' RECOMMENDATIONS CONCERNING PROGRAMMECONTINUATION


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Participant Group	N	Number Responding			
		Continue with no modification	Continue but with minor modification	Continue but with mod-major modification	Dis-continue
Interns	34	1	30	3	0
School District Personnel	37	2	32	2	1
School Associates	117	20	93	4	0
Faculty Associates	4	0	3	1	0

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it. All the statements obtained were classified on the basis of similarity and from the classifications representative statements were induced. Representative statements are reported for a participant group only if 10% or more respondents in that group responded to the category. A further indication of the relative number of individuals responding to a particular category is reported by rank ordering all representative statements by frequency of response.

Programme strengths. The perceived strengths of the Programme fell into 13 major categories. As shown in Table 82 a great deal of similarity exists among participant groups as to the most important strengths of this programme. The three most frequently mentioned strengths were: (1) the length of the practicum; (2) the realistic and practical emphasis of the training; and (3) the close, continuous supervision provided to Interns.

School district personnel reported eight additional strengths, the more frequently mentioned were: (a) the professional development value for School Associates; (b) the opportunity for Interns to determine their suitability and enjoyment for teaching; and (c) personal nature of the training. The Interns reported four additional strengths, the more frequently mentioned were (a) the opportunity to participate in activities in addition to teaching

Table 82

PERCEPTIONS OF PROGRAMME STRENGTHS BY PARTICIPANT GROUPS

Programme Strength	Participant Groups		
	School District Personnel N = 37	Interns N = 34	Associates <sup>b</sup> N = 121
A. Length of practicum to assess and develop Intern competency.	2	1 <sup>a</sup>	1
B. Realistic, practical emphasis of the programme.	1	2	2
C. Close, continuous supervision provided.	3	3	3
D. Professional development value for Associates.	4		5
E. Opportunity for Interns to determine their suitability and enjoyment for teaching.	6	6	6
F. Personal nature of training where Interns get to know students, feel part of staff and community.	5	5	7
G. Selection procedures result in mature, capable Interns chosen for the profession.	10		4
H. Opportunities to do other things in addition to practice teaching.		4	
I. Good working relationships established between University and districts		7	10
J. Benefits accompanying University-school district contact.	7		
K. Contribution of Interns to schools in which they work.	8		
L. Contribution and high calibre of Faculty Associates.	9		9
M. Early identification of both strong and weak Interns.	11		8

Note: A programme strength is reported for a group if the category generated 10% or greater response from the respondent group.

a Rank order based on the frequency of participant group response.

b Includes Faculty Associates (4) and School Associates (117).

responsibilities, such as extra-curricular involvement, and (b) the personal nature of the training enabling them to get to know school staffs, pupils, and the community. For the Associate group, seven additional strengths were reported, the more frequently mentioned were: (a) the selection procedures which result in mature, capable candidates chosen for the profession, (b) the professional development advantages of being an Associate; and (c) the opportunities for Interns to determine their suitability and enjoyment for teaching.

Programme modifications. Suggestions for improving the Programme fell into 13 categories. Unlike programme strengths, there was no general pattern of similarity among participant groups (Table 83). Interns suggested the greatest number of modifications to the Programme. Over one-half of the present Interns, like their predecessors, were critical of the academic component of internship. Their criticisms and suggestions to remedy the perceived ills of the academic component were similar to those offered by the graduate Interns: a general methods course; improved instruction; expanded methodology and less theoretical emphasis with more integration of theory and practice. Eleven Interns felt they should receive an increased stipend or at least the government grant-loan administered by

Table 83

PERCEPTIONS OF MODIFICATION NECESSARY TO IMPROVE PROGRAMME BY PARTICIPANT GROUPS

<u>Suggested Programme Modification</u>	<u>Participant Groups</u>		
	School District Personnel N = 37	Interns N = 34	Associates <sup>b</sup> N = 121
Modification to academic component		1 <sup>a</sup>	1
Increased financial assistance to Interns		2	
Modification to programme seminars		3	
Modification to formal teaching assignment	5	5	2
Modification to matching Interns and Associates		4	
Modification to screening and placement of Interns	1		
Expansion to elementary	2		
Additional professional development activities	3		
Increased elementary experience for Interns	4		
Increased training for school associates			3
Increased University - participant contact		7	4
Availability of teaching reports		6	
Modification to May orientation		8	

Note: A programme modification is reported for a group if the category generated 10% or greater response from the respondent group.

a Rank order based on the frequency of participant group response.

b Includes Faculty Associates (4) and School Associates (117).

University should take into consideration such factors as the added length, travel, and relocation costs accompanying this programme. Various suggestions were put forth regarding the career and programme seminars. Career seminars which failed to provide opportunities for group support or occasional Intern input were criticized, while the utility of most Qualicum seminars was questioned. In addition, some Interns felt programme seminars should be planned to facilitate greater Intern interaction. Other modifications less frequently mentioned were: (a) concurrent spare periods for Interns and School Associates, (b) a longer second practicum, (c) formal teaching reports prior to the January school district recruitment, (d) a greater contact with the University, and (e) a restructuring of the May orientation week.

School district personnel suggested five modifications, the most frequently mentioned centered on the screening procedures and elementary teaching exposure for Interns. District personnel would like more applicants presenting themselves for candidacy, especially more mature applicants with prior work experience. Not only would many district personnel like to see the Programme expanded to include an elementary internship, but they also felt elementary school experiences should be required for all secondary internship students. Other modifications less frequently mentioned were (a) more professional development activities for

Interns in the area of trustee and community awareness and involvement with district staff, and (b) formal teaching assignments to include more team teaching and some experimentation outside the Intern's major teaching area.

School Associates suggested four modifications. Approximately one-fifth of the School Associates suggested modifications were necessary to better prepare Interns for the September teaching. Suggestions advanced included more emphasis on setting objectives, long range planning, classroom management, knowledge of curriculum guidelines and evaluation skills. A similar number suggested changes to the formal teaching assignment for the Interns. Modifications suggested here included that the Interns should carry a full teaching load for two weeks, and Interns should remain in the schools for the entire second semester. Lastly, some School Associates would like to have more contact with Faculty Associates and the University, especially in the form of in-service opportunities.

#### The Main Findings in Summary Form

##### First order consequences.

1. Participants see the Programme as providing sufficient time and teaching exposure for Interns to determine their suitability for teaching, as well as providing opportunities for Interns to acquire skill in analyzing

- and evaluating their own professional behaviour.
2. In general, extended opportunities were available for the School and Faculty Associates to assess and build Intern competencies.
  3. Although preferring to have a greater supply of candidates to select from, participants report that the screening procedures especially during early internship ensures that unsuitable Interns are identified.
  4. Most respondents, but the Interns in particular, indicate that the Programme provides Interns with a broad perspective of a teacher's role in relationship to the school, the school district, the profession, and the community, and adequate opportunities are provided to acquire knowledge and to develop teaching skills.
  5. The ratings of Intern competency performance in five broad areas by the School and Faculty Associates and the Intern self-ratings indicate that Interns are progressing well in each competency area.
  6. The School Associates with prior experience with a student teacher and school district personnel familiar with the teaching performance of Interns report that the Interns as a group are better prepared in three teaching dimensions and performed better in the application of teaching skills when compared to student teachers from other programmes.

7. The support systems which influence the development of teaching competencies such as the amount and quality of interaction, opportunity to work with pupils at various achievement levels and so on, are perceived by most participants to be functioning well.
8. For the most part the Interns were highly complementary of the School and Faculty Associate supervisory practices, professional attitudes, and pedagogical skills.
9. A number of benefits accrue to the University and school district from the Programme in its present form.
10. The Programme is achieving limited success in its goal to broaden the base for decision making. In particular, Local Advisory Committees, except for one school district, are not functional nor perceived as necessarily desirable by some participants. Many participants, but especially the Interns, are desirous of greater input into the decision-making process of this programme.

Second order consequences.

1. A very high percentage of 1977-1979 Intern graduates are presently teaching.
2. There is a high degree of programme satisfaction amongst Intern graduates and a strong endorsement of the concept of internship as a teacher training model.
3. The present teaching performance of Intern graduates

in five broad competency areas as rated by principals of schools with an Intern and Intern self-ratings indicates that graduates are progressing well.

4. Principals of Intern graduates with other beginning teachers on staff, report Interns as a group are better prepared on three teaching dimensions and perform better in the application of teaching skills than do other beginning teachers.
5. Intern graduates suggestions for improving the programme centered around: (a) academic course work, (b) selection and quality of Faculty Associates, (c) provision of opportunities for teaching in an elementary school, and (d) structuring of programme phases.

#### System Resources Requirements.

1. With one exception, the pattern of responses by School and Faculty Associates revealed little role conflict or role ambiguity present. The exception concerns the lack of clear procedures associated with the School Associates' role.
2. Each participant group strongly endorsed internship as a teacher training model, and the Interns state that they would highly recommend the Secondary Internship Programme to others entering the teaching profession.

3. There was no agreement on whether pupils are put at a disadvantage as a result of being taught for a long period by an Intern.
4. School Associates were reasonably satisfied with both the adequacy of time and training to fulfill their roles.
5. Faculty Associates were dissatisfied with in-service opportunities.
6. Interns were reasonably well satisfied with environmental work factors but some were dissatisfied with the assistance provided by University services and the Internship Office.
7. School district personnel and the School Associates moderately agree, while Interns tend to disagree with the statement that the University is aware of problems in the Programme.
8. Participant groups report that the University encourages feedback on the shortcomings of this programme.
9. For the most part, Interns rate the human relations skills and assistance received from the School and Faculty Associates as very effective.
10. The Programme both at the school district and University level was thought to be adequately organized.
11. There was support for: (a) continuing the present length of the Programme phases and the practicum, (b) involving the Interns in more elementary school

- experiences, (c) increasing the emphasis on human relations-communication skill training and classroom management skills.
12. The perceptions of the Faculty Associates on programme governance and management support: (a) further data requirements necessary in support of policy decisions; (b) the necessity for annual Faculty Associate assessments; and (c) an increase in Co-ordinator - Faculty Associate meetings and staff development activities.
  13. Although the actual costs of the Programme are difficult to determine, it would appear the dollar costs of the Programme are considerable in comparison with the costs of the regular secondary programme.
  14. There are a number of benefits both short and long-term that accrue from the Programme for each of the participant groups.
  15. The benefits which accompany this programme far outweigh the liabilities that accrue.
  16. The main unanticipated problem areas for Interns were: (a) the financial costs of participating in the Programme; (b) stress, especially during initial stages of internship; (c) difficulties being isolated from the University and relocating to a new community.

### Additional Evaluation Questions

1. Most School Associates felt that there were clearly defined criteria (competencies) established for evaluating the performance of the Interns and that these criteria were good indicators of teacher effectiveness.
2. Three professional development activities considered by the Interns and Faculty Associates as activities being of major importance for Intern growth were:
  - (a) classroom observations,
  - (b) career seminars,
  - (c) extra-curricular involvement.
3. Ratings of specific programme activities indicate
  - (a) a diversity of opinions on the utility of the May orientation week,
  - (b) that School Associates' programme orientation sessions are moderately effective,
  - (c) that with the exception of Methods courses and the Psychology of Adolescence, there were serious reservations by Interns on the utility of academic course work.

### Programme Implementation

1. The Programme was only moderately successful in implementing critical programme activities. Five activities received a rating indicating that they were for the most part not implemented as planned. These were: (a) May School Associate orientation sessions, (b) Faculty

Associate - Co-ordinator staff meetings, (c) Faculty Associate training and in-service, (d) clinical supervision, and (e) Local Advisory Committees.

#### Programme Strengths and Weaknesses

1. There is strong support for continuing this programme.
2. There was similarity in the views of the participant groups as to the most important strengths of this programme. These strengths were: (a) the length of the practicum; (b) the realistic and practical emphasis of the training; and (c) the close, continuous supervision provided to Interns. A number of additional strengths were reported by each participant group.
3. There was no general agreement among the various participant groups regarding the modifications which would improve the Programme.
4. Most frequently mentioned modifications suggested by the Interns were: (a) changes to the academic course work; (b) increased financial assistance; (c) improvements in career and programme seminars.
5. Most frequently mentioned modifications suggested by the School Associates were: (a) specific teaching knowledge and skills to be taught to the Interns during the initial academic phase; (b) changes to the Intern's formal teaching assignment; (c) increased contact with

the Faculty Associate and the University in the form of in-service opportunities.

6. Most frequently mentioned modifications suggested by school district personnel were: (a) increase the number of candidates so as to improve selection process, and (b) expand the Programme to include an elementary internship and require all secondary internship students to participate in some elementary school experience.

#### Discussion of the Findings

While the findings just reviewed must weigh heavily in any decision to maintain or modify the Secondary Internship Programme in its present form, a number of additional factors must also be taken into account.

First, of course, are the limitations of the study which are outlined in the following chapter. Further, formal evaluation no matter how well conceived will never be the sole basis of major decisions. Dressel (1976:9) makes the point admirably:

First of all, since some of the factors involved in a decision are highly subjective, affect and politics are as much involved as evidence. Evaluation, when carefully done, may temper these but never eliminate them. In the second place, evaluation itself deals with complex relationships between processes and outcomes and is therefore often ambiguous. Assumptions, interpretations, and especially the imputation of causal relationships among inputs, processes, and outcomes are all subject to critical reviews.

The Secondary Internship Programme should be prepared for and should encourage debate, as well as engage in research to support policy decisions. In particular the linking of sound theory to effective practice and the controversy surrounding the under-and-over emphasis of skills development in teacher preparation needs to be scrutinized. Above all else the Programme must guard against purely territorial concerns and personal preference, which may affect value judgments. There will be difficulties encountered because of the juxtaposition of the different values, expectations, and perspectives characterizing the various educational constituencies. An example would be Intern statements about the academic course work. Although these statements may appear sound, treatment of this aspect of the Programme stops far short of what is adequate and essential to interpret and implement effective course requirements for internship candidates. Since practica comprise a major part of the time, much more detail and direction should be provided to guide course development to ensure that decisions reflect the results of research and allow for the considered judgments of the teacher education faculty, the profession, and other jurisdictions concerning "core" or "core learning" requirements, appropriate professional studies and instructional modes for internship.

Obviously, other considerations may be equally valid and must be addressed. In the chapter to follow some of

the issues which must be dealt with in reaching a decision to continue or modify the Programme are outlined. It is unclear how such factors should be weighed into the decision making process, but the fact they must be considered is evident.

## CHAPTER VII

## IMPLICATIONS AND CONCLUSION

This concluding chapter contains three sections. The first section outlines the study's limitations. The second section discusses the implications of the findings, first in relationship to the evaluation model adopted for the study, and then to the Programme evaluated. The final section of this chapter contains a concluding statement.

Limitations

The limitations were primarily associated with:

1. Minimal opportunity to establish the validity and reliability of the various instruments.
2. Participants in the study represented the supply side of education rather than the consumer side, i.e., no pupil perceptions or learning gains were investigated.
3. The generalizability of the findings is limited by factors associated with the selection of the audiences for the study. It should be recognized that the other audiences which may potentially use or will be directly affected by the evaluation results were not included in the study. By limiting the data collection to programme participants or those directly affected by the Programme the views of policy makers, parents, Faculty members and so on are missing from the study.

4. Without good cost-benefit information, decision making about the design and the operation of the Secondary Internship Programme must necessarily be handicapped. In addition, a clearer definition of and stronger justification for the goals and five system resource requirements chosen for this study would perhaps strengthen the proposed evaluation model.

#### Implications

The results of the study have a number of implications for the model adopted and the Programme evaluated. Following, implications are reviewed first for the organizational effectiveness model and then for the Secondary Internship Programme.

Organizational effectiveness model. A review of the two-dimensional model adopted for this study reveals some degree of overlap, despite the divergent approaches to the study that were initially taken. Even though the two-dimensions of goals and system resources were dealt with separately in the study they are obviously closely related, although the exact nature of that relationship is unclear. This lack of clarity partly stems from a continual difficulty experienced by most organizations in specifying their operative goals. Which goals and which system resource requirements are critical for the effectiveness of

the organization under study is left unresolved. Furthermore, it is clear that a conceptual framework drawn from the literature of organizational effectiveness is only the starting point for developing an evaluation model. That is, any evaluation model is incomplete without the added foci of a full description of the programme to be evaluated and an investigation of the implementation of its critical features.

One step in defining which goals and system resources are critical in this study was the attempt to have the audiences verify the goals and system resources and then rate them. Indeed, the usefulness of the proposed model is contingent upon the verification by the audiences of the organization's goals and system resource requirements. It would be interesting, of course, to have started with the audiences defining the system resources and programme goals. Consensus regarding goals and system resources for teacher training programmes are possible and should be pursued as a means to further the model.

Although the model needs to be applied in a way that is appropriate and fitted to each audience, perhaps the success of the model is dependent upon the extent that it could be expanded so as to accommodate the views of others, pupils, parents, other faculty members, the Ministry of Education for British Columbia and members of the general public. Stake (1973:304) indicates why this is important:

I think it is important to distinguish among the possible audiences for the evaluation study. It is important because we gather different information for different audiences. Different people have different appetites for different information. One audience thinks that certain measurements are relevant and credible; another audience will ignore those measurements.

These considerations should not be allowed to obscure the several advantages over a single-indicator approach, which the present model appears to hold. These advantages are:

1. It is fairer. Programmes should be given a fair opportunity to demonstrate their strengths as well as weaknesses.
2. It is more useful. It has the advantage of increasing the comprehensiveness of analyses aimed at the better understanding of various components and inter-relationships amongst the components of an organization.
3. It is more likely to capitalize on the process of evaluation. A two-dimensional approach that includes feedback information on goals, roles, adaptability-flexibility etc. from Interns, faculty members, principals and so on, can stimulate the thinking about, discussing, and debating issues important to the future of a given programme.

Secondary Internship Programme. As previously stated, the planning of this evaluation study was viewed as a joint

responsibility of the evaluator and the audiences for the evaluation. This "joint responsibility" does not end with the initial input by audiences into the evaluation process. At this stage of the evaluation, the evaluator who attempts to be a surrogate decision-maker, by offering a list of recommendations about the Programme, is not in the author's view "fulfilling his part of the bargain".

The more appropriate role for the evaluator then is to stimulate the audiences to perform the inquiry function necessary in reviewing the findings (Stufflebeam, 1971). Accordingly, the implications for the Secondary Internship Programme are given in the form of 15 questions which address various issues. It is hoped that a consideration of these questions will assist the audiences to identify decision opportunities for the Programme.

These questions are:

1. Is the scale of the Programme sufficiently large in terms of the number and quality of Interns choosing the Programme to allow for the necessary economy of operation?
2. What procedures and policies need to be instituted in order to obtain systematic and consistent cost-benefit information?
3. To what extent do existing academic course offerings and instructional modes enhance or detract from the present or potential effectiveness of this programme?

4. For those who are reluctant to support internship because they feel that the idea represents a return to the apprenticeship phase of development from which the profession may have only recently emerged, what arguments and research can be given in support that internship will not denigrate either professional image or professional product in the preparation of teachers. In addition to research on intern teacher effectiveness and the relationship between intern teachers' performance competencies (teachers' behaviour while teaching) and their pupils' learning experiences (pupils' behaviour while under the teachers' care) perhaps an important key to this issue is not only having more information about a large number of specific programme characteristics, but also having information regarding the status of traditional teacher education programmes on the same characteristics.
5. To what extent is the size of Intern enrolment related to: (a) insufficient or ineffective programme advertisement? (b) insufficient Intern financial compensation for costs incurred in the Programme? (c) the longer time period compared with the regular programme to which the Intern is committed?
6. What means have been developed by the Programme to:
  - (a) provide Interns with adequate University services?
  - (b) gather the views and suggestions of the Interns with regard to the Programme?
  - (c) assist Interns who

may experience problems with field personnel?

7. What research should be undertaken to: (a) further develop the Programme? (b) overcome some of the limitations of the present study?
8. Are there core features of this programme, such as ensuring that only volunteer School Associates are chosen, which affect the Programme to such a degree that a statement of such features should be made explicit, written down, and then enforced?
9. Are there recognizable developmental stages which Interns progress through, and if so, are programme activities such as career and programme seminars aligned with these stages?
10. Is adequate provision made for the supervision, assessment, and improvement of Faculty Associates?
11. What are the differing purposes for the evaluation of each Intern and how can each of these purposes best be served?
12. Are management functions, responsibilities and procedures clearly defined and made explicit in this programme?
13. Are the rewards or recognition offered School Associates sufficient to maintain their present contributions to this programme?
14. Are there financial or other constraints preventing:  
(a) the establishment of an elementary internship programme? (b) Interns from participating in elementary

school experiences?

15. To what extent should the various participant groups and other parties affected by the Programme play a role in the planning, development, and policy making and what mechanisms need to be put into place to implement any decision with regard to this?

### Conclusion

The purposes of the study were:

(a) to apply the concepts of organizational effectiveness in the design of an evaluation model to a situation of current interest in education;

(b) to conduct an evaluation of a teacher internship programme using the model developed in (a) above. The situation of current interest in education is the movement in teacher education towards increased field experience for pre-service students. There are relatively few studies of the effectiveness of this increased experience.

A review of the theory of organizational effectiveness revealed the construct to be both complex and elusive. However, recognizing its potential usefulness to the evaluator, a two-dimensional model was adopted where effectiveness was defined in terms of an organization's capacity to satisfy its system resource requirements in the pursuit of its goals. It may be concluded that a conceptual framework drawn from the literature of organizational effectiveness when supplemented

by a full description of the programme to be evaluated, and a report on the implementation of critical features of the programme has several advantages for the evaluation of teacher education programmes. This evaluation model, however, is contingent upon the verification by evaluation audiences of the organizational goals and system resource requirements.

The University of Victoria, Secondary Internship Programme, the Programme evaluated, was found in general to be successful in meeting its goal and system resource requirements. However, the study raises a number of critical issues, especially regarding the system resources' requirements for future development and for the survival of the Programme.

In concluding, Dressel (1976:15) has reminded us that "a final step in any evaluation process should be an evaluation of the evaluation", so let the critics come forth!

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APPENDIX A

INTERN PROFILE - 1979/1980

APPENDIX A  
INTERN PROFILE - 1979/83

Candidate	Age	Sex	Marital Status S/M Children	Degree	Institution	Teaching Areas	B.C. Res. Other	Work Exp. Student/ Career/ # Of Years	Status
#1	24	M	M	B.A.	U. Vic.	Hist./Eng.	B.C.	Student	
#2	30	M	S	B.A.	U. Manicoba	Hist.	Man.	C-8	
#3	26	M	S	B.Mus.	U. Manicoba	Music	B.C.	Student	
#4	26	M	S	B.A.	Queen's Un.	Eng./Hist.	B.C.	Student	
#5	25	F	M	B.H.Ec.	U.B.C.	Home Ec.	B.C.	Student	Withdrew
#6	31	M	S	B.Sc.	U.Vic.	Chem(Gen.Sc)/Ma.	B.C.	C-8	
#7	31	M	M(1)	B.A.	Reed Col. (USA)	Phys.	B.C.	C-8	
#8	26	F	M	B.Sc.	U.Vic.	Bio./Ma.	B.C.	Student	
#9	23	F	S	4th Yr. Ed.	U.Vic.	PE/Eng.	B.C.	Student	
#10	27	M	S	4th Yr. Ed.	U.Vic.	PE/Outdr.Ed.	B.C.	Student	
#11	26	F	S	B.H.Ec.	U.B.C.	Home Ec.	B.C.	Student	Withdrew
#12	24	M	M	4th Yr. Ed.	U.Vic.	Gen.Sc.	B.C.	Student	
#13	24	F	S	4th Yr. Ed.	U.Vic.	PE/Outdr.Ed.	B.C.	Student	
#14	28	M	M	B.Ed.	U.Vic.	Mus.	B.C.	C-6	
#15	25	F	S	B.H.Ec.	U.B.C.	Home Ec.	B.C.	Student	Withdrew
#16	25	F	S	B.Sc.	U.B.C.	Ma./Bio.	B.C.	Student	
#17	28	M	S	B.Sc.	U.Guelph	Bio/Chem.	B.C.	C-3	
#18	27	M	M(2)	B.P.E.	U.B.C.	PE/Geog.	B.C.	C-2	
#19	26	M	S	4th Yr. Ed.	U.Vic.	Hist/Geog.	B.C.	C-2	
#20	24	F	S	B.H.Ec.	U.B.C.	Home Ec.	B.C.	Student	
#21	25	F	S	B.H.Ec.	U.B.C.	Home Ec.	B.C.	Student	
#22	25	F	S	B.H.Ec.	U.B.C.	Home Ec.	B.C.	Student	
#23	27	F	S	B.A.	U.Vic.	Geog/Eng.	B.C.	Student	
#24	34	M	M(2)	B.P.E.	U.B.C.	PE/Comm.	B.C.	C-10	
#25	26	F	S	B.A.	U.Vic.	Eng/Fr.	B.C.	Student	
#26	24	F	S	4th Yr. Ed.	U.Vic.	Eng/Art	B.C.	Student	
#27	24	M	S	B.A.	U.Vic.	Geog/ Biol.	B.C.	Student	
#28	24	F	M	B.H.Ec.	U.B.C.	H.Ec.	B.C.	Student	Withdrew
#29	29	M	S	B.A.	U.Vic.	Eng.	B.C.	C-2	Withdrew
#30	28	F	S	B.A.	U.Vic.	Fr./Eng.	B.C.	C-2	Withdrew
#31	27	M	M(2)	B.A.	Lakehead Un.	Eng.	Ont.	C-2	
#32	25	M	S	4th Yr. Ed.	U.Vic.	PE/Hist.	B.C.	C-2	Withdrew
#33	24	M	S	4th Yr. Ed.	U.Vic.	PE/Geog.	B.C.	C-1	
#34	24	F	M	4th Yr. Ed.	U.Vic.	Mus./Eng.	B.C.	Student	Withdrew
#35	25	M	S	4th Yr. Ed.	U.Vic.	PE/Ma.	B.C.	Student	
#36	25	F	S	B.H.Ec.	U.B.C.	H.Ec.	B.C.	Student	
#37	25	M	S	4th Yr. Ed.	U.Vic.	PE/Biol.	B.C.	Student	
#38	25	F	S	B.A.	U.Vic.	Span./Fr.	Ont.	Student	
#39	25	M	S	4th Yr. Ed.	U.Vic.	Mus.	B.C.	Student	
#40	27	M	M(1)	B.P.E.	U.B.C.	PE/Eng.	B.C.	C-3	
#41	25	F	S	B.A.	U.Vic.	Eng/Hist.	B.C.	Student	Withdrew
#42	27	M	S	B.A.	Simon Fr.	Eng/Hist.	B.C.	C-2	
#43	23	F	S	B.Sc.	U.B.C.	Bio/Chem.	B.C.	Student	

APPENDIX B

INITIAL FIFTY EVALUATION QUESTIONS

## APPENDIX B

INITIAL FIFTY EVALUATION QUESTIONSFirst Order Consequences

1. Does the programme provide sufficient time and teaching exposure to help Interns determine their suitability, competence and enjoyment for teaching?
2. Are Interns provided with opportunities to acquire skill in analyzing and evaluating their own professional behaviour?
3. Does the programme screen out unsuitable candidates?
4. Does the programme identify at an early stage unsuitable candidates?
5. Are extended opportunities provided for others to assess, correct and/or build competency in teaching prior to certification?
6. Do Interns acquire an understanding of the demands and expectations of teaching?
7. Is the Intern exposed to the organizational procedures and policies of schools, the school system and the teaching profession?
8. Do Interns gain an awareness of classroom practices, procedures and routines?
9. Are Interns provided with opportunities to experience the sociological and educational climate in which the school functions?
10. Is the academic (theory) component both preceding and following internship seen as an integral part of the programme?
11. Do Interns receive an adequate theoretical base for teaching?
12. Does the programme provide Interns sufficient opportunity to work with pupils at various achievement and maturity levels?

13. Is there extensive explanation and modeling by others of good teaching practice?
14. Are Interns provided with extended opportunities to apply knowledge and skills essential to teaching?
15. Does the programme develop positive personal attributes of Interns?
16. Does the programme develop the ability of Interns to plan, develop and implement curriculum?
17. Does the programme develop the ability of Interns to create and manage an effective learning environment?
18. Does the programme develop evaluation competencies in Interns?
19. Do Interns show evidence of continuing professional development?
20. Do both faculty associates and school associates provide continuous professional assistance to Interns?
21. Are School Associates trained in supervisory skills?
22. Is the programme beneficial in assisting the School Associates in their own professional development and educational awareness?
23. Does the programme contribute to an exchange of ideas and in-service activities between the university and the school district?
24. Do Interns participate in co-curricular and extra-curricular activities?
25. Does the programme provide the school district an opportunity to assess Intern performance prior to employment?
26. Does the programme provide a channel for communication and ideas between the university and the school system?
27. Does the university use the feedback received from this programme to improve campus based programmes?
28. Is there a formally recognized policy-making body for the programme?

29. Are all groups participating in the programme represented in policy decisions that affect the programme?
30. Are School Associates selected from those who meet criteria jointly established by the field and the university and who indicate a willingness to participate in the programme?

#### Second Order Consequences

31. What is the employment experience of Interns completing the programme?
32. To what extent are programme graduates considered by employing principals to be well trained and prepared for teaching?
33. What do graduates and employing principals see as professional training areas which Interns still require upon graduation from the programme?
34. Do graduates feel that the programme should be continued?

#### System Resources

35. Is there some degree of certainty on the part of participants of what is expected of them in the programme?
36. Are programme participants certain as to how to carry out their expected roles in the programme?
37. Is there some degree of consensus on the part of the participants as to what their role should be in the programme?
38. Are parents and participants satisfied that pupils are not put at a disadvantage as a result of being taught by an Intern?
39. Do participants feel the programme is meeting their needs?
40. How satisfied are participants with environmental work facts?

41. Is the university aware of problems involved in the programme?
42. Does the programme provide solutions for problems which might arise during the programme?
43. Does the university encourage feedback on shortcomings of the programme?
44. Are school associates and faculty associates effective in assisting Interns with problems they may have encountered during the programme?
45. What are the costs of the programme per Intern?
46. How do the costs of this programme compare to alternate programmes?
47. Is the need for this programme as seen by Interns, School Associates and districts increasing/diminishing?
48. Do participants feel that the programme is adequately organized?
49. Is the present length, content and structure of the various programme phases adequate?
50. Which programme activities (seminars, elementary visitation etc.) are most and least successful?

APPENDIX C

REVISED AND ADDITIONAL EVALUATION QUESTIONS

## APPENDIX C

REVISED AND ADDITIONAL EVALUATION QUESTIONSFirst Order Consequences

- I. Decisions by Interns
1. Does the programme provide sufficient time and teaching exposure to help interns determine their suitability, competence and enjoyment for teaching?
  2. Are interns provided with opportunities to acquire skill in analyzing and evaluating their own professional behaviour?
- II. Decisions by others
3. Does the programme screen out unsuitable candidates?
  4. Does the programme identify at an early stage unsuitable Interns?
  5. Are extended opportunities provided for others to assess, correct and/or build competency in teaching prior to certification?
- III. Awareness of teaching
6. Do interns acquire an understanding of the demands and expectations of teaching?
  7. Is the intern exposed to the organizational procedures and policies of schools, the school system and the teaching profession?
  8. Do interns gain an awareness of classroom practices, procedures and routines?

IV. Development of  
competencies

9. Are interns provided with opportunities to experience the sociological and educational climate in which the school functions?
10. Is the academic (theory) component both preceding and following internship seen as an integral part of the programme?
11. Do interns receive an adequate theoretical base for teaching?
12. Does the programme provide interns sufficient opportunity to work with pupils at various achievement and maturity levels?
13. Is there extensive explanation and modeling by others of good teaching practice?
14. Are interns provided with extended opportunities to apply knowledge and skills essential to teaching?
15. Does the programme develop positive personal attributes of interns?
16. Does the programme develop the ability of interns to plan, develop and implement curriculum?
17. Does the programme develop the ability of interns to create and manage an effective learning environment?

- V. Benefit to participating school districts and the university
18. Does the programme develop evaluation competencies in interns?
  19. Do interns show evidence of continuing professional development?
  20. Do both faculty associates and school associates provide continuous professional assistance to interns?
  21. Are school associates trained in supervisory skills?
  22. Is the programme beneficial in assisting the school associates in their own professional development and educational awareness?
  23. Does the programme contribute to an exchange of ideas and in-service activities between the university and the school district?
  24. Do interns participate in co-curricular and extra-curricular activities?
  25. Does the programme provide the school district an opportunity to assess intern performance prior to employment?
  26. Does the programme provide a channel for communication and ideas between the university and the school system?
  27. Does the university use the feedback received from this

VI. Broaden the base  
for decision making  
in teacher  
preparation

programme to improve campus  
based programmes?

28. Are all groups participating  
in the programme represented  
in policy decisions that affect  
the programme?

29. Are school associates  
selected from those who meet  
criteria jointly established  
by the field and university  
and who indicate a willingness  
to participate in the programme?

30. Is the L.A.C. seen as a  
necessary and/or effective  
committee for this programme?

#### Second Order Consequences

31. What is the employment ex-  
perience of interns completing  
the programme?

32. To what extent are programme  
graduates considered by employ-  
ing principals to be well trained  
and prepared for teaching?

33. How well do graduates feel  
the programme prepared them for  
entering into teaching?

34. Do graduates feel that the  
programme should be continued?

35. What do graduates and em-  
ploying principals see as pro-  
fessional training areas which  
interns still require upon  
graduation from the programme?

System Resources

## Roles

36. Is there some degree of certainty on the part of participants of what is expected of them in the programme?

37. Are programme participants certain as to how to carry out their expected roles in the programme?

38. Is there some degree of consensus on the part of the participants as to what their role should be in the programme?

## Satisfaction

39. Is the concept of internship as seen by participants an effective means of teacher training?

40. Do participants feel the programme is meeting their needs?

41. How satisfied are participants with environmental work facts?

42. Are parents and school associates satisfied that pupils are not put at a disadvantage as a result of being taught by an intern?

## Adaptability/flexibility

43. Is the university aware of problems involved in the programme?

44. Does the programme provide solutions for problems which might arise during the programme.

Cost/benefit

45. Does the university encourage feedback or shortcomings of the programme?

46. Are school associates and faculty associates effective in assisting interns with problems they may have encountered during the programme?

47. Is the university able to effectively staff the programme during the summer and inter-session?

48. What are the costs of the programme per intern?

49. How do the costs of this programme compare to alternate programmes?

50. Is the need for this programme as seen by interns, school associates and districts increasing/diminishing?

Rational co-ordination

51. Do participants feel that the programme is adequately organized?

52. Is the present length and structure of the various programme phases adequate?

53. Is the content of each programme phase adequate?

54. Is there consistency in the implementation of programme guidelines in the various programme locations?

Additional Evaluation Questions

55. Is there a minimum/maximum number of interns which school districts are able to accommodate?

56. Which programme activities (seminars, elementary visitations etc.) are most and least effective?

57. Does the programme operate within B.C.T.F. and department of education guidelines?

58. What are the advantages and disadvantages in having school districts participate in the programme on a rotational basis?

59. Is the basis and process to be followed for evaluating interns adequately defined for programme participants?

APPENDIX D

PRESCRIBED Q-SORT TECHNIQUE

## APPENDIX D

PRESCRIBED Q-SORT TECHNIQUE

1. All 43 evaluation questions were written on a 5" X 8" cards numbered 1 through 43, beginning with first order consequences questions and ending with "other" questions. A random table was used to sequence the order of cards to be presented to respondents.
2. A set of five envelopes were labelled as follows:
  - Highest level of importance.
  - Second highest level of importance.
  - Average importance.
  - Second lowest level of importance.
  - Lowest level of importance.
3. Each rater was contacted and instructed about the rating procedure as follows:
  - a) Purpose of the rating -- order the 43 evaluation questions according to how important it is that the question be asked in the evaluation.
  - b) Scan the whole set to get an idea of the range and type of questions.
  - c) Having placed the five envelopes in front of the respondent they were requested to sort the cards, placing 3 cards in the highest level envelope, 10 cards in the second highest level, 17 cards in the average level, 10 cards in the second lowest level and 3 cards in the lowest level.
4. Once the sorting had been accomplished, each card was accorded the score corresponding to the envelope into which it was placed using a 5-point scale where 5 equals the highest level of importance, 4 equals second highest level and so on.

APPENDIX E

INSTRUCTIONS TO PROGRAMME STAFF

## APPENDIX E

INSTRUCTIONS TO PROGRAMME STAFF

TO: Programme Staff  
FROM: Bruce Mitchell

As a description of the history, procedures and activities that characterize a programme is an essential part of its evaluation, I am seeking programme staff's opinions to assist in identifying The Secondary Internship Programme's most important activities/events. Without identifying yourself, please list on the page following the 20 most important activities/events for the Secondary Internship Programme.

Please note:

1. Consider all activities/events during the twelve-month programme.
2. Global activity statements are more useful than specific activity statements, (i.e. Intern course work - July/August rather than methods course. Career Seminars rather than a workshop on teaching skills.)

Thanks,

APPENDIX F

LISTING OF EVALUATION FOCI, QUESTIONS AND  
INSTRUMENTATION SOURCES

## APPENDIX F

LISTING OF EVALUATION FOCI, QUESTIONS, AND INSTRUMENTATIONSOURCECODE

<u>Evaluation Focus</u>	<u>Questions</u>
First Order Consequences	1-22
Second Order Consequences	23-26
System Resources	27-39
Roles (27)	
Satisfaction (28-31)	
Adaptability-Flexibility (32-34)	
Cost-Benefit (35-36)	
Rational Co-ordination (37-39)	
Additional Evaluation Questions	40-43
 <u>Scenarios</u>	
Critical Activities	1 -18
 <u>Respondent Groups</u>	
Interns	I
Intern Dropouts	ID
Intern Graduates	IG
Principals of Intern Graduates	PG
School Associates	SA
Faculty Associate	FA
Programme Co-ordinator	PC
School District Personnel	D

Evaluation Question	Instrumentation, Respondent Group, Comments
1	Questionnaires: I 11; SA 24; D 20; FA 22.
2	Questionnaires: I 12; SA 25; D 21; FA 23. Interview: I 10; FA 16.
3	Questionnaires: SA 26; D 6; FA 24. Interview: I 8; FA 15.
4	Questionnaires: SA 27; D 24; FA 25.
5	Questionnaires: I 16, 17; SA 4, 30; FA 7, 28. Profile: I 1,2.
6,7,8	Questionnaires: I 23; SA 28; D 23; FA 4.
9	Questionnaire: I 19A; SA 15 A,B; D 15 A,B; FA 17 A,B.  Survey: PG 2A,B.
10	Questionnaires: I 23E; SA 28E; FA 4E. Interview: I 2; FA 2.
11	Questionnaires: I 8, 9; SA 5, 6; D 8, 9; FA 10,11.  Profile: I 3-6.
12	Questionnaires: I 19 B,C; SA 15 C,D; D 15 C,D; FA 17 C,D.
13	Questionnaires: I 10 A-D; SA 10 A-D; FA 12 A-D.
14	Questionnaires: I 10E; SA 10E; FA 12E.



- 33 Questionnaires: I 13; SA 31; D 22.
- 34 Questionnaires: I 20,21.  
Profile: I 7,8.  
Interview: I 12, 13; PC 9.
- 35 Questionnaires: FA 35.  
Records  
Note: Cost-benefits in broad terms refer to:  
Questionnaires: I 30-32; SA 36-38; D 27-29;  
FA 36-38.  
Interviews: I 14,16,17; ID 1-6.
- 36 Low Priority: No specific questions.
- 37 Questionnaires: I 3,4; SA 2,3; D 2,3; FA 5,6,  
30.
- 38 Questionnaires: I 6,15,22; SA 13,14; D 13;  
FA 15,30.  
Interviews: I 9,15; FA 18; PC 10.
- 39 Questionnaires: FA 26.  
Interviews: General.
- 40 Low Priority: No specific questions.
- 41 Questionnaires: I 6,18,22; FA 16; SA 14,33.
- 42 Low Priority: No specific questions.
- 43 Questionnaires: SA 11,12; FA 13,19.  
Interviews: I 11.

Critical  
Activities

- 1 Interviews: I 8; PC 1.
- 2 Interviews: I 1; PC 2; FA 1.
- 3 Interviews: PC 3.  
Records.
- 4 Interviews: I 2; FA 2.
- 5 Interviews: I 3, FA 3.  
Questionnaires: I 18,26; FA 16,31; SA 34.
- 6 Interviews: I 4; FA 4.  
Questionnaires: I 5.
- 7 Interviews: I 5; FA 5; PC 4.
- 8 Interviews: PC 3.  
Records.
- 9 Interviews: FA 6.  
Questionnaires: SA 19; FA 1.
- 10 Interviews: FA 7.  
Questionnaires: SA 14.
- 11 Interviews: FA 8.  
Questionnaires: SA 33.
- 12 Interviews: FA 9.  
Questionnaires: SA 23,29; D 7; FA 27.
- 13 Interviews: PC 7; FA 10.  
Questionnaires: FA 30.
- 14 Interviews: PC 6; FA 11.  
Questionnaires: FA 29,30B,35F.

15 Interviews: I 6; FA 12.

Profile: I 2.

16 Profile: I 1.

Questionnaires: I 8,16,17; SA 5; FA 10.

17 Interviews: PC 5.

Questionnaires: FA 18; D 10.

18 Interviews: I 7; FA 13; PC 8.

APPENDIX G  
QUESTIONNAIRES

March, 1980

## SCHOOL DISTRICT PERSONNEL QUESTIONNAIRE

To: District Superintendents, District Staff Members,  
Trustees, Local Association Representatives,  
School Principals and Vice-Principals.  
(Please circle the appropriate category that  
reflects your association with the Programme.)

The Faculty of Education is currently examining the goals and effectiveness of its teacher education programmes. As part of this effort the Faculty has asked for an independent review of the Secondary Internship Programme. One important facet of this review is the collection of various school district personnel views about the programme.

Would you please fill out the attached questionnaire as completely as possible. Your name should not be written on this questionnaire as you will not be identified in any way.

DIRECTIONS: Please respond to each question as candidly as possible, using the response format provided for each item or group of items. Specific instructions will be given for any items where it is not clear from the question itself how you should answer. Frequently, you will be asked to circle the point on a 1 to 5 continuum which most closely represents your feelings. For instance, if after completing this questionnaire a question were asked:

How good a questionnaire do you think this is?

Very							Very
Good	1	2	3	4	5		Bad

You would circle "1" if you thought it was very good, "5" if you thought it was very bad, "3" if it were average, and so on. Circle only one number for each such item.

(continued ...)

- 2 -

We recognize that some of you may have insufficient knowledge of the programme to respond to certain questions. Accordingly, we have included for each question an inapplicable (N/A) response category. However, we ask that this only be used where another response is clearly inappropriate.

- 1 - School District Personnel

1. Overall how would you rate the concept of Internship as a teacher training Programme?  

Very Highly	1	2	3	4	5		Very Low	_____ N/A
-------------	---	---	---	---	---	--	----------	-----------
  
2. How well do you feel this Programme is organized by those at the University?  

Well Organized	1	2	3	4	5		Poorly Organized	_____ N/A
----------------	---	---	---	---	---	--	------------------	-----------
  
3. How well do you feel this Programme is organized by those at the School District level?  

Well Organized	1	2	3	4	5		Poorly Organized	_____ N/A
----------------	---	---	---	---	---	--	------------------	-----------
  
4. How useful do you feel this Programme has been for assisting School Associates in their own professional development and educational awareness?  

Very Useful	1	2	3	4	5		Not Useful	_____ N/A
-------------	---	---	---	---	---	--	------------	-----------
  
5. Do you feel the Faculty Associate was effective in developing an understanding on your part of your role in the Programme?  

Very Effective	1	2	3	4	5		Not Effective	_____ N/A
----------------	---	---	---	---	---	--	---------------	-----------
  
6. How effective are the screening procedures in admitting potentially competent Interns into the Programme?  

Very Effective	1	2	3	4	5		Very Ineffective	_____ N/A
----------------	---	---	---	---	---	--	------------------	-----------
  
7. Was the Faculty Associate of assistance in providing in-service to your district? (Check ONE)  

_____ Yes	_____ No	_____ N/A
-----------	----------	-----------

## - 2 - School District Personnel

8. How satisfactory to you is the AMOUNT of contact you had through this Programme with each of the following:
- A. With the University of Victoria Faculty Associate?
- |                   |   |   |   |   |   |                     |           |
|-------------------|---|---|---|---|---|---------------------|-----------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory | _____ N/A |
|-------------------|---|---|---|---|---|---------------------|-----------|
- B. With School Associates?
- |                   |   |   |   |   |   |                     |           |
|-------------------|---|---|---|---|---|---------------------|-----------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory | _____ N/A |
|-------------------|---|---|---|---|---|---------------------|-----------|
- C. With the University of Victoria Programme Co-ordinator?
- |                   |   |   |   |   |   |                     |           |
|-------------------|---|---|---|---|---|---------------------|-----------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory | _____ N/A |
|-------------------|---|---|---|---|---|---------------------|-----------|
- D. With Interns?
- |                   |   |   |   |   |   |                     |           |
|-------------------|---|---|---|---|---|---------------------|-----------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory | _____ N/A |
|-------------------|---|---|---|---|---|---------------------|-----------|
9. How satisfactory to you is the QUALITY of interaction you had through this Programme with the following:
- A. With the University of Victoria Faculty Associate?
- |                   |   |   |   |   |   |                     |           |
|-------------------|---|---|---|---|---|---------------------|-----------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory | _____ N/A |
|-------------------|---|---|---|---|---|---------------------|-----------|
- B. With School Associates?
- |                   |   |   |   |   |   |                     |           |
|-------------------|---|---|---|---|---|---------------------|-----------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory | _____ N/A |
|-------------------|---|---|---|---|---|---------------------|-----------|
- C. With the University of Victoria Programme Co-ordinator?
- |                   |   |   |   |   |   |                     |           |
|-------------------|---|---|---|---|---|---------------------|-----------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory | _____ N/A |
|-------------------|---|---|---|---|---|---------------------|-----------|
- D. With Interns?
- |                   |   |   |   |   |   |                     |           |
|-------------------|---|---|---|---|---|---------------------|-----------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory | _____ N/A |
|-------------------|---|---|---|---|---|---------------------|-----------|

## - 3 - School District Personnel

10. Was there a Local Advisory Committee operating in your School District? (Check ONE)

<input type="checkbox"/> Yes	<input type="checkbox"/> No (If "No" skip to item 11)	<input type="checkbox"/> N/A (skip to item 11)
If Yes:		
A. How effective was this Committee in attending to such matters as Programme development, the discussion of local issues, etc.?		
Very Effective	1 2 3 4 5	Very Ineffective
B. How necessary is the formation of this Committee for communication and consultation between Programme constituents?		
Very Necessary	1 2 3 4 5	Unnecessary

11. Do you feel that you had an opportunity to give input in commenting on the development and operation of this Programme in your area? (Check ONE)

<input type="checkbox"/> Yes	<input type="checkbox"/> No (If "No" skip to item 12)	<input type="checkbox"/> N/A (skip to item 12)
If Yes:		
A. How extensive was your input?		
Very Extensive	1 2 3 4 5	Very Limited
B. How much weight do you think your input carried in decisions about the Programme in your area?		
A Great Deal	1 2 3 4 5	Very Limited

12. To what extent would you like to be involved in policy decisions that affect this Programme?

Very Extensive      1    2    3    4    5      Very Limited       N/A

## - 4 - School District Personnel

13. On the rating scale to the right of each topic, circle the number which most closely approximates your feelings about the changes which MAY be required in this Programme. (Circle ONE for each scale)

	<u>Very Desirable</u>				<u>Very Undesirable</u>		<u>Uncertain</u>	
A.		Increase the emphasis on course work that complements field experience.	1	2	3	4	5	U
B.		Continue the present length of the four programme phases.	1	2	3	4	5	U
C.		Involve Interns in more elementary school experience.	1	2	3	4	5	U
D.		Increase the emphasis on human relation/communication skill training.	1	2	3	4	5	U
E.		Increase the emphasis on controlled clinical experiences - micro-teaching, simulations, tutoring, highly structured mini-teaching episodes and the like.	1	2	3	4	5	U
F.		Increase the emphasis on classroom management and control skills.	1	2	3	4	5	U
G.		Tailor the programme to meet individual objectives and needs.	1	2	3	4	5	U
H.		Decrease the practicum length.	1	2	3	4	5	U
I.		Involve the community and community resources to a much greater extent.	1	2	3	4	5	U

- 5 - School District Personnel

14. Do you feel the selection of School Associates should be the joint responsibility of District Personnel and the University Faculty Associate? (Check ONE)

<input type="checkbox"/> Yes (If "Yes" skip to item 15)	<input type="checkbox"/> No <span style="float: right;"><input type="checkbox"/> N/A</span> <span style="float: right;">(skip to item 15)</span>
If No: How should School Associates be selected?	

15. Have you had an opportunity to discuss with and observe Interns teaching this year? (Check ONE)

<input type="checkbox"/> Yes	<input type="checkbox"/> No <span style="float: right;"><input type="checkbox"/> N/A</span> (If "No" skip to item 16) <span style="float: right;">(skip to item 16)</span>	
If Yes:		
How do you feel the preparation of Interns on this Programme compares in general with students from other teaching training programmes?		
A. <u>Knowledge of content.</u>		
Much Better Preparation	1    2    3    4    5	Much Poorer Preparation
B. <u>Theoretical base for teaching.</u>		
Much Better Preparation	1    2    3    4    5	Much Poorer Preparation
C. <u>Knowledge of Practical Teaching Skills.</u>		
Much Better Preparation	1    2    3    4    5	Much Poorer Preparation
D. <u>Application of practical teaching skills.</u>		
Much Better Performance	1    2    3    4    5	Much Poorer Performance

## - 6 - School District Personnel

16. Pupils are put at a disadvantage as a result of being taught by an Intern.
- |                |   |   |   |   |   |                   |           |
|----------------|---|---|---|---|---|-------------------|-----------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree | _____ N/A |
|----------------|---|---|---|---|---|-------------------|-----------|
17. The University is aware of the problems involved in the Internship Programme.
- |                |   |   |   |   |   |                   |           |
|----------------|---|---|---|---|---|-------------------|-----------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree | _____ N/A |
|----------------|---|---|---|---|---|-------------------|-----------|
18. The presence of Interns in the schools has provided School Associates with an opportunity to try new ideas and alternate teaching techniques.
- |                |   |   |   |   |   |                   |           |
|----------------|---|---|---|---|---|-------------------|-----------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree | _____ N/A |
|----------------|---|---|---|---|---|-------------------|-----------|
19. The presence of the Internship Programme in the District has had benefits to both the District and the University?
- |                |   |   |   |   |   |                   |           |
|----------------|---|---|---|---|---|-------------------|-----------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree | _____ N/A |
|----------------|---|---|---|---|---|-------------------|-----------|
20. The Programme provides sufficient time and teaching exposure for Interns to determine their suitability, competence and enjoyment for teaching.
- |                |   |   |   |   |   |                   |           |
|----------------|---|---|---|---|---|-------------------|-----------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree | _____ N/A |
|----------------|---|---|---|---|---|-------------------|-----------|
21. The Programme provides Interns with the opportunity and skills to analyze and evaluate their own teaching performance.
- |                |   |   |   |   |   |                   |           |
|----------------|---|---|---|---|---|-------------------|-----------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree | _____ N/A |
|----------------|---|---|---|---|---|-------------------|-----------|
22. The University actively encourages feedback on the shortcomings of this Programme.
- |                |   |   |   |   |   |                   |           |
|----------------|---|---|---|---|---|-------------------|-----------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree | _____ N/A |
|----------------|---|---|---|---|---|-------------------|-----------|



- 8 -

27. Please identify what you consider to be some of the significant STRENGTHS of this Programme.

28. Please identify some specific MODIFICATIONS you feel would improve this Programme.

- 9 - School District Personnel

29. If you have additional comments relating to the operation of this Programme that you feel were not adequately covered in this questionnaire, please comment.

-- THANK YOU --

March, 1980

## INTERN EVALUATION QUESTIONNAIRE

TO: All Interns.

The Faculty of Education is currently examining the goals and effectiveness of its teacher education programmes. As part of this effort, the Faculty has asked for an independent review of the Secondary Internship Programme. One important facet of this review is the collection of Interns' views about the Programme.

Would you please fill out the attached questionnaire as completely as possible. In order to maintain the anonymity of respondents, all answer sheets are coded by number. You are requested not to identify yourself on the questionnaire.

DIRECTIONS: Please respond to each question as candidly as possible, using the response format provided for each item or group of items. Specific instructions will be given for any items where it is not clear from the question itself how you should answer. Frequently, you will be asked to circle the point on a 1 to 5 continuum which most closely represents your feelings. For instance, if after completing this questionnaire a question were asked:

How good a questionnaire do you think this is?

Very Good                    1        2        3        4        5                    Very Bad

You would circle "1" if you thought it was very good, "5" if you thought it was very bad, "3" if it were average, and so on. Circle only one number for each such item.

## - 1 - Interns

1. Overall how would you rate the concept of Internship as a teacher training programme?
- |             |   |   |   |   |   |          |
|-------------|---|---|---|---|---|----------|
| Very Highly | 1 | 2 | 3 | 4 | 5 | Very Low |
|-------------|---|---|---|---|---|----------|
2. Indicate your assessment of the availability to you of each of the following environmental (school) work factors.
- A. Personal work area?
- |               |   |   |   |   |   |            |
|---------------|---|---|---|---|---|------------|
| Very Adequate | 1 | 2 | 3 | 4 | 5 | Inadequate |
|---------------|---|---|---|---|---|------------|
- B. Teaching resources (media, materials, equipment, etc.)?
- |               |   |   |   |   |   |            |
|---------------|---|---|---|---|---|------------|
| Very Adequate | 1 | 2 | 3 | 4 | 5 | Inadequate |
|---------------|---|---|---|---|---|------------|
- C. The general physical features or facilities of the classroom and school?
- |               |   |   |   |   |   |            |
|---------------|---|---|---|---|---|------------|
| Very Adequate | 1 | 2 | 3 | 4 | 5 | Inadequate |
|---------------|---|---|---|---|---|------------|
3. How well do you feel this Programme is organized by those at the University?
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Well Organized | 1 | 2 | 3 | 4 | 5 | Poorly Organized |
|----------------|---|---|---|---|---|------------------|
4. How well do you feel this Programme is organized by those at the School District level?
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Well Organized | 1 | 2 | 3 | 4 | 5 | Poorly Organized |
|----------------|---|---|---|---|---|------------------|
5. Was the Faculty Associate effective in offering a variety of In-Service/ Career Seminar opportunities for Interns?
- |                |   |   |   |   |   |             |
|----------------|---|---|---|---|---|-------------|
| Very Effective | 1 | 2 | 3 | 4 | 5 | Ineffective |
|----------------|---|---|---|---|---|-------------|
6. How useful was the May School District orientation?
- |             |   |   |   |   |   |         |
|-------------|---|---|---|---|---|---------|
| Very Useful | 1 | 2 | 3 | 4 | 5 | Useless |
|-------------|---|---|---|---|---|---------|

- 2 -

Interns

7. Were you satisfied with the assistance given by University related services (Canada Manpower, Registrar's Office, Financial Aid, etc.) during this Programme?
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Very Satisfied | 1 | 2 | 3 | 4 | 5 | Very Unsatisfied |
|----------------|---|---|---|---|---|------------------|
8. How satisfactory to you is the AMOUNT of contact you have had through this Programme with each of the following:
- A. With the University of Victoria Faculty Associate?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
- B. With School Associates (as a group)?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
- C. With School Principals and Staff?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
- D. With School District Personnel?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
9. How satisfactory to you is the QUALITY of the interaction you have through this Programme with the following:
- A. With the University of Victoria Faculty Associate?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
- B. With School Associates (as a group)?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
- C. With School Principals and Staff?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
- D. With School District Personnel?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|

10. Listed below are five COMPETENCIES considered important for beginning teachers. Under each heading, indicators for each competency are provided. These are of course only samples of many indicators which could be applied to demonstrate competency effectiveness.

Following each competency, using the following scale, provide an estimate of how well you think YOU are prepared in each competency area.

Circle 1 if VERY WELL  
 Circle 2 if WELL  
 Circle 3 if ADEQUATELY  
 Circle 4 if POORLY  
 Circle 5 if VERY POORLY

A. Development of Personal Attributes.

Sample indicators:

- Uses acceptable written and oral expression with learners.
- Able to analyze role of self in the teaching situation.
- Exhibits willingness to alter behaviour where necessary.
- Shows enthusiasm for teaching pupils and working with others.
- Exhibits ability to communicate with students and others.

Rating            1     2     3     4     5

B. Use of Effective Methodology

Sample indicators:

- Specifies or selects learner objects for lessons and/or units.
- Incorporates a variety of teaching strategies and techniques.
- Selects, evaluates and uses a variety of materials and media.
- Organizes instruction to take into account individual differences.
- Uses innovative or creative approaches in lesson development.

Rating            1     2     3     4     5

C. Creation and Management of an Effective Learning Environment.

Sample indicators:

- Gives clear directions and explanations.
- Establishes and maintains standards of classroom behaviour.
- Uses responses and questions from learners in teaching.
- Attends to routine tasks.
- Gets and maintains pupil attention in an appropriate manner.

Rating            1     2     3     4     5

- 4 -

Interns

D. Use of Evaluation Processes.

Sample indicators:

- Interprets and reports pupil performance.
- Diagnoses pupil learning difficulties.
- Uses a variety of evaluation methods.
- Evaluates a variety of materials and media effectively.
- Uses evaluation results to make revisions in instruction when needed.

Rating            1        2        3        4        5

E. Evidence of Professional Development.

Sample indicators:

- Shares practices and materials with colleagues.
- Familiarizes himself with people and agencies in the community.
- Demonstrates ethical behaviour.
- Participates in professional growth activities.
- Follows the policies and procedures of the school and school district.

Rating            1        2        3        4        5

11. The Programme provides sufficient time and teaching exposure for Interns to determine their suitability, competence and enjoyment for teaching.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------

12. The Programme provided you with the opportunity and skills to enable you to analyze and evaluate your own teaching performance.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------

13. The University actively encourages feedback on the shortcomings of this Programme.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------

14. The Programme has adequately foreseen and provided solutions for problems that might have arisen.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------



- 6 -

Interns .

17. How well informed by your SCHOOL ASSOCIATES do you feel you have been kept regarding strengths and weaknesses in your teaching?

Well Informed            1        2        3        4        5                      Poorly Informed

18. Listed below are various Programme activities. We would like to know how important you feel each one was to your professional growth. First, circle the letter in front of those activities which you participated in and were of major importance to your growth. Do not circle those areas which SHOULD have been important, but rather only those which WERE important.

Next, rank order the activities you have circled by writing "1" in the blank before the most important one, "2" in front of the next and so on. Be sure you rank only those you have circled.

- |    |       |   |
|----|-------|---|
| a. | _____ | Career Seminars   |
| b. | _____ | Programme Seminars (Qualicum).  |
| c. | _____ | Elementary school visits.   |
| d. | _____ | Classroom observations.   |
| e. | _____ | Extracurricular involvement.  |
| f. | _____ | Community awareness.  |
| g. | _____ | School and district in-service offerings.   |
| h. | _____ | Curricula field trips.  |
| i. | _____ | Familiarization with special education programmes (Family Life, Indian Education etc.)                  |
| j. | _____ | Attendance at meetings (staff, school board, B.C.T.F.)  |
| k. | _____ | Limited experimentation with full teaching load.  |
| l. | _____ | Participation in school policies and procedures.  |
| m. | _____ | Short teaching experiences outside major areas.   |
| n. | _____ | Familiarization with the functions of school support personnel (Public Health Nurse, Counsellors, etc.) |

- 7 -

Interns

19. How adequate are the opportunities you have had in this Programme to:

A. Acquire an adequate theoretical base for teaching?

Very Adequate      1      2      3      4      5      Inadequate

B. Acquire knowledge of practical teaching skills?

Very Adequate      1      2      3      4      5      Inadequate

C. Apply practical teaching skills?

Very Adequate      1      2      3      4      5      Inadequate

20. How would you rate the effectiveness of your FACULTY ASSOCIATE to respond and assist you, where necessary, in dealing with problems you have encountered in this Programme?

Very Effective      1      2      3      4      5      Ineffective

21. As a group, how would you rate the effectiveness of your SCHOOL ASSOCIATES to respond and to assist you, where necessary, in dealing with problems you have encountered in this Programme?

Very Effective      1      2      3      4      5      Ineffective

22. Now that you have experience at the school level we are interested in your opinion of the UTILITY of the course work you took last summer.

A. Education 303 - Introduction to Psychology of Classroom Learning?

Very Useful      1      2      3      4      5      Useless

B. Education 430 - The Organization and Administration of Education in British Columbia?

Very Useful      1      2      3      4      5      Useless

C. Methods Courses?

Very Useful      1      2      3      4      5      Useless

- 8 -

Interns

23. How effective was this Programme in providing you with opportunities to gain an AWARENESS OF TEACHING in each of the following areas? (Circle ONE for each scale).

A. Demands and expectations of teaching.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

B. Organizational procedures and policies of the classroom and school.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

C. Organizational procedures and policies of the school system and the teaching profession.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

D. Conditions and factors such as social economic conditions, agency support, parent concerns etc. which influence the school setting.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

E. Individual differences amongst pupils at various achievement and maturity levels.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

24. Do you feel that you have had an opportunity to give input in commenting on the development and operation of this Programme? (Check ONE)

Yes

No  
(If "No" skip to item 25)

If Yes:

A. How extensive was your input?

Very Extensive	1	2	3	4	5	Very Limited
----------------	---	---	---	---	---	--------------

B. How much weight do you think your input carried in decisions about this Programme?

A Great Deal	1	2	3	4	5	Very Limited
--------------	---	---	---	---	---	--------------

- 9 -

Interns

25. To what extent do you think Interns should be involved in policy decisions that affect this Programme?
- |                |   |   |   |   |   |              |
|----------------|---|---|---|---|---|--------------|
| Very Extensive | 1 | 2 | 3 | 4 | 5 | Very Limited |
|----------------|---|---|---|---|---|--------------|
26. In addition to preparation and classroom teaching, as an Intern you were involved in a wide range of experiences in the school and district such as classroom observations, familiarization with special education programmes, community awareness etc.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
27. The University is aware of the problems involved in the Internship Programme.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
28. Would you recommend the Secondary Internship Programme to students who are considering entering the teaching profession?
- |                  |   |   |   |   |   |               |
|------------------|---|---|---|---|---|---------------|
| Highly Recommend | 1 | 2 | 3 | 4 | 5 | Not Recommend |
|------------------|---|---|---|---|---|---------------|
29. Based on your knowledge of and experience with this Programme what would you recommend concerning its continuation?  
(Circle ONE)
- A. Continue with no modification.
  - B. Continue but with MINOR modifications.
  - C. Continue but with MAJOR modifications.
  - D. Discontinue.

- 10 -

Interns

30. Please identify what you consider to be some of the significant STRENGTHS of this Programme.

31. Please identify some specific MODIFICATIONS you feel would improve this Programme.

- 11 -

Interns

32. If you have additional comments relating to the operation of this Programme that you feel were not adequately covered in this questionnaire, please comment.

-- THANK YOU --

March, 1980.

## SCHOOL ASSOCIATE QUESTIONNAIRE

To: School Associates.

The Faculty of Education is currently examining the goals and effectiveness of its teacher education programmes. As part of this effort, the Faculty has asked for an independent review of the Secondary Internship Programme. One important facet of this review is the collection of School Associates' views about the Programme.

Would you please fill out the attached questionnaire as completely as possible. In order to maintain the anonymity of respondents all answer sheets are coded by number. You are requested not to identify yourself on the questionnaire.

Directions: Please respond to each question as candidly as possible, using the response format provided for each item or group of items. Specific instructions will be given for any items where it is not clear from the question itself how you should answer. Frequently, you will be asked to circle the point on a 1 to 5 continuum which most closely represents your feelings. For instance, if after completing this questionnaire a question were asked:

How good a questionnaire do you think this is?

Very							Very
Good	1	2	3	4	5		Bad

You would circle "1" if you thought it was very good, "5" if you thought it was very bad, "3" if it were average, and so on. Circle only one number for each such item.

( continued ... )

Background Information: Please check the appropriate category:

1. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
2. Age: 20 - 24 \_\_\_\_\_ 25 - 30 \_\_\_\_\_ 31 - 35 \_\_\_\_\_  
35 and over \_\_\_\_\_
3. Number of years of teaching experience:  
0 - 4 \_\_\_\_\_ 5 - 9 \_\_\_\_\_ 10 and over \_\_\_\_\_

## School Associates

1. Overall how would you rate the concept of Internship as a teacher training programme?
- |             |   |   |   |   |   |          |
|-------------|---|---|---|---|---|----------|
| Very Highly | 1 | 2 | 3 | 4 | 5 | Very Low |
|-------------|---|---|---|---|---|----------|
2. How well do you feel this Programme is organized by those at the University?
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Well Organized | 1 | 2 | 3 | 4 | 5 | Poorly Organized |
|----------------|---|---|---|---|---|------------------|
3. How well do you feel this Programme is organized by those at the School District level?
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Well Organized | 1 | 2 | 3 | 4 | 5 | Poorly Organized |
|----------------|---|---|---|---|---|------------------|
4. How would you rate your performance as a School Associate?
- |           |   |   |   |   |   |           |
|-----------|---|---|---|---|---|-----------|
| Very Good | 1 | 2 | 3 | 4 | 5 | Very Poor |
|-----------|---|---|---|---|---|-----------|
5. How satisfactory to you is the AMOUNT of interaction you had through this Programme with each of the following?
- A. With the University of Victoria Faculty Associate?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
- B. With your Intern?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
6. How satisfactory to you was the QUALITY of interaction you had through this Programme with each of the following?
- A. With the University of Victoria Faculty Associate?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|
- B. With your Intern?
- |                   |   |   |   |   |   |                     |
|-------------------|---|---|---|---|---|---------------------|
| Very Satisfactory | 1 | 2 | 3 | 4 | 5 | Very Unsatisfactory |
|-------------------|---|---|---|---|---|---------------------|

7. On the rating scale to the right of each statement, circle the number which most closely approximates your feelings about YOUR ROLE AS A SCHOOL ASSOCIATE. (Circle ONE for each scale.)

	<u>Completel, True</u>	<u>Completely False</u>
A. I received an assignment without adequate time and resources to execute it.	1 2 3 4 5 6 7	
B. There are clear, planned goals and objectives for my job.	1 2 3 4 5 6 7	
C. I have to do things that should be done differently.	1 2 3 4 5 6 7	
D. I feel certain about how much authority I have.	1 2 3 4 5 6 7	
E. I work on unnecessary things.	1 2 3 4 5 6 7	
F. I know that I have divided my time properly.	1 2 3 4 5 6 7	
G. I work under incompatible policies and guidelines.	1 2 3 4 5 6 7	
H. I know what my responsibilities are.	1 2 3 4 5 6 7	

8. The University is aware of the problems involved in the Internship Programme.

Strongly Agree	1 2 3 4 5	Strongly Disagree
----------------	-----------	-------------------

9. The Programme has adequately foreseen and provided solutions for problems that might have arisen in your school or district.

Strongly Agree	1 2 3 4 5	Strongly Disagree
----------------	-----------	-------------------

10. Listed below are five COMPETENCIES considered important for beginning teachers. Under each heading, indicators for each competency are provided. These are of course only samples of the many indicators which could be applied to demonstrate competency effectiveness.

Following each competency, using the following scale, provide an estimate of how well you think YOUR INTERN is prepared in each competency area.

Circle 1 if VERY WELL  
 Circle 2 if WELL  
 Circle 3 if ADEQUATELY  
 Circle 4 if POORLY  
 Circle 5 if VERY POORLY

A. Development of Personal Attributes.

Sample indicators:

- Uses acceptable written and oral expression with learners.
- Able to analyze role of self in the teaching situation.
- Exhibits willingness to alter behaviour where necessary.
- Shows enthusiasm for teaching pupils and working with others.
- Exhibits ability to communicate with students and others.

Rating            1     2     3     4     5

B. Use of Effective Methodology

Sample indicators:

- Specifies or selects learner objectives for lessons and/or units.
- Incorporates a variety of teaching strategies and techniques.
- Selects, evaluates and uses a variety of materials and media.
- Organizes instruction to take into account individual differences.
- Uses innovative or creative approaches in lesson development.

Rating            1     2     3     4     5

C. Creation and Management of an Effective Learning Environment.

Sample indicators:

- Gives clear directions and explanations.
- Establishes and maintains standards of classroom behaviour.
- Uses responses and questions from learners in teaching.
- Attends to routine tasks.
- Gets and maintains pupil attention in an appropriate manner.

Rating            1     2     3     4     5

D. Use of Evaluation Processes.

Sample indicators:

- Interprets and reports pupil performance.
- Diagnoses pupil learning difficulties.
- Uses a variety of evaluation methods.

(continued ...)

- 4 -

School Associates

D. Use of Evaluation Processes (continued)

- Evaluates a variety of materials and media effectively.
- Uses evaluation results to make revisions in instruction where needed.

Rating            1     2     3     4     5

E. Evidence of Professional Development.

Sample indicators:

- Shares practices and materials with colleagues.
- Familiarizes himself with people and agencies in the community.
- Demonstrates ethical behaviour.
- Participates in professional growth activities.
- Follows the policies and procedures of the school and school district.

Rating            1     2     3     4     5

11. Do you feel there were clearly defined criteria (competencies) established for evaluating the performance of the Intern? (Check one)

<p>_____ Yes</p>	<p>_____ No (If "No", skip to item 12)</p>																					
<p>If Yes:</p> <p>A. How good are the criteria as indicators of teacher effectiveness?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">Extremely Good</td> <td style="width: 15%;">1</td> <td style="width: 15%;">2</td> <td style="width: 15%;">3</td> <td style="width: 15%;">4</td> <td style="width: 15%;">5</td> <td style="width: 15%;">Extremely Poor</td> </tr> </table> <p>B. How extensive was your input in the setting of these criteria?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">Major Input</td> <td style="width: 15%;">1</td> <td style="width: 15%;">2</td> <td style="width: 15%;">3</td> <td style="width: 15%;">4</td> <td style="width: 15%;">5</td> <td style="width: 15%;">No Input</td> </tr> </table> <p>C. Do you feel you should have input in setting these criteria?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">Major Input</td> <td style="width: 15%;">1</td> <td style="width: 15%;">2</td> <td style="width: 15%;">3</td> <td style="width: 15%;">4</td> <td style="width: 15%;">5</td> <td style="width: 15%;">No Input</td> </tr> </table>		Extremely Good	1	2	3	4	5	Extremely Poor	Major Input	1	2	3	4	5	No Input	Major Input	1	2	3	4	5	No Input
Extremely Good	1	2	3	4	5	Extremely Poor																
Major Input	1	2	3	4	5	No Input																
Major Input	1	2	3	4	5	No Input																

12. The procedures (guidelines) to be followed for preparing and discussing Intern Evaluation Reports (January or April) are effective.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------

- 5 -

School Associates

13. On the rating scale to the right of each topic, circle the number which most closely approximates your feelings about the changes which MAY be required in this Programme (circle ONE for each scale.)

	<u>Very Desirable</u>				<u>Very Undesirable</u>	<u>Uncertain</u>
A. Increase the emphasis on course work that complements field experience.	1	2	3	4	5	U
B. Continue the present length of the four programme phases.	1	2	3	4	5	U
C. Involve Interns in more elementary school experiences.	1	2	3	4	5	U
D. Increase the emphasis on human relations/communication skill training.	1	2	3	4	5	U
E. Increase the emphasis on controlled clinical experiences - micro-teaching, simulations, tutoring, highly structured mini-teaching episodes and the like.	1	2	3	4	5	U
F. Increase the emphasis on classroom management and control skills.	1	2	3	4	5	U
G. Tailor the programme to meet individual objectives and needs.	1	2	3	4	5	U
H. Decrease the practicum length.	1	2	3	4	5	U
I. Involve the community and community resources to a much greater extent.	1	2	3	4	5	U

14. Were you a first term School Associate? (Check ONE).

<input type="checkbox"/> Yes	<input type="checkbox"/> No (If "No" skip to item 15)	
If Yes: How useful was the May school district orientation to you and your Intern?		
Useful	1   2   3   4   5	Useless

15. Have you supervised student teachers from programmes or Universities other than the University of Victoria's Internship Programme? (Check ONE).

Yes

No (If "No" skip to item 16)

If Yes: How do you feel the preparation of Interns on this Programme compares in general with students from other programmes?

A. Knowledge of Content

Much Better Preparation	1	2	3	4	5	Much Poorer Preparation
----------------------------	---	---	---	---	---	----------------------------

B. Theoretical Base for Teaching.

Much Better Preparation	1	2	3	4	5	Much Poorer Preparation
----------------------------	---	---	---	---	---	----------------------------

C. Knowledge of Practical Teaching Skills.

Much Better Preparation	1	2	3	4	5	Much Poorer Preparation
----------------------------	---	---	---	---	---	----------------------------

D. Application of Practical Teaching Skills.

Much Better Performance	1	2	3	4	5	Much Poorer Performance
----------------------------	---	---	---	---	---	----------------------------

16. Do you feel that you have had an opportunity to give input in commenting on the development and operation of the Programme in your area? (Check ONE)

Yes

No (If "No" skip to item 17)

If Yes:

A. How extensive was your input?

Very Extensive	1	2	3	4	5	Very Limited
-------------------	---	---	---	---	---	-----------------

B. How much weight do you think your input carried in decisions about the Programme in your area?

A Great Deal	1	2	3	4	5	Very Limited
-----------------	---	---	---	---	---	-----------------

17. To what extent would you like to be involved in policy decisions that affect this Programme?

Very Extensive                      1      2      3      4      5                      Very Limited

18. Do you feel the selection of School Associates should be the joint responsibility of District Personnel and the University Faculty Associate? (Check ONE)

Yes (If "Yes" skip to item 19)                       No

If No: How should School Associates be selected? Briefly explain.

19. Did you volunteer for your role as School Associate? (Check ONE)

Yes                       No (If "No" skip to item 20)

If Yes:

School Associates were provided with information regarding role expectations, programme guidelines and potential in-service sessions prior to volunteering as an Associate.

Strongly Agree                      1      2      3      4      5                      Strongly Disagree

20. How useful do you feel this Programme has been in assisting your own professional development and educational awareness?

Very Useful                      1      2      3      4      5                      Not Useful

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School Associates

21. The presence of Interns in the schools has provided you with an opportunity to try new ideas and alternate teaching techniques.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
22. The training of School Associates in supervisory skills is an asset to the District.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
23. An adequate number of in-service sessions were provided for School Associates in support of their role.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
24. The Programme provides sufficient time and teaching exposure for Interns to determine their suitability, competence and enjoyment for teaching.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
25. The Programme provides Interns with the opportunity and skills to analyze and evaluate their own teaching performance.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
26. The screening procedures are very effective in admitting potentially competent Interns into this Programme.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|

27. Are unsuitable Interns identified at an early stage in this Programme?  
(Check ONE)

Yes (If "Yes" skip to item 28)

No

If No: To what do you attribute this situation? Briefly explain.

28. How effective is this Programme in providing Interns with opportunities to gain an AWARENESS OF TEACHING in each of the following areas? (Circle ONE for each scale.)

A. Demands and expectations of teaching.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

B. Organizational procedures and policies of the classroom and school.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

C. Organizational procedures and policies of the school system and the teaching profession.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

D. Conditions and factors such as social economic conditions, agency support, parent concerns etc. which influence the school setting.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

E. Individual differences amongst pupils at various achievement and maturity levels.

Very Effective	1	2	3	4	5	Very Ineffective
----------------	---	---	---	---	---	------------------

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School Associates

29. School Associates have adequate training to fulfill their roles.
- Strongly Agree                    1    2    3    4    5                    Strongly Disagree
30. The supernumery status of Interns gives School Associates adequate time for supervision.
- Strongly Agree                    1    2    3    4    5                    Strongly Disagree
31. The University actively encourages feedback on the shortcomings of this Programme.
- Strongly Agree                    1    2    3    4    5                    Strongly Disagree
32. Pupils are put at a disadvantage as a result of being taught by an Intern.
- Strongly Agree                    1    2    3    4    5                    Strongly Disagree
33. Did you participate in a September (or January) School Associate Programme orientation workshop conducted by the Faculty Associate? (Check ONE)

 Yes

 No (If "No" skip to item 34)

If Yes: How effective was this session in familiarizing you with:

A. Evaluation procedures?

Effective                    1    2    3    4    5                    Ineffective

B. Roles of participants?

Effective                    1    2    3    4    5                    Ineffective

C. Expectations of Intern competencies to be developed during Internship?

Effective                    1    2    3    4    5                    Ineffective

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School Associates

34. In addition to preparation and classroom teaching, Interns were involved in a wide range of experiences in the school and district such as classroom observations, familiarization with special education programmes, community awareness etc.
- |                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | 1 | 2 | 3 | 4 | 5 | Strongly Disagree |
|----------------|---|---|---|---|---|-------------------|
35. Based on your knowledge of and experience with this Programme what would you recommend concerning its continuation? (Circle ONE)
- A. Continue with no modification
  - B. Continue but with MINOR modifications.
  - C. Continue but with MAJOR modifications.
  - D. Discontinue.
36. Please identify what you consider to be some of the significant STRENGTHS of this Programme.

37. Please identify some specific MODIFICATIONS you feel would improve this Programme.

38. If you have additional comments relating to the operation of this Programme that you feel were not adequately covered in this questionnaire, please comment.

-- THANK YOU --

March, 1980

## FACULTY ASSOCIATE QUESTIONNAIRE

To: Faculty Associates.

As you know the Faculty has asked for an independent review of the Secondary Internship Programme. One important facet of this review is the collection of Faculty Associates' views about the programme.

Would you please fill out the attached questionnaire as completely as possible. In order to maintain the anonymity of respondents all answer sheets are coded by number. You are requested not to identify yourself on the questionnaire as you will not be identified in any way. The sheet attached to this introductory statement contains the appropriate coding numbers for your group of Interns. Upon completing the questionnaire please discard that coding reference.

The questionnaire is long and parts of it are tedious. If you find insufficient space for any response, please feel free to use the reverse side of that page. We are aware of the time commitment which will be necessary for you to complete the questionnaire fully. Yet, we are impressed enough with the importance of the task to request your co-operation and are confident that you share our interest in the effort and will help by completing and returning the questionnaire as soon as possible.

Directions: Please respond to each question as candidly as possible, using the response format provided for each item or group of items. Specific instructions will be given for any items where it is not clear from the question itself how you should answer. Frequently, you will be asked to circle the point on a

(continued ... )

1 to 5 continuum which most closely represents your feelings.  
For instance, if after completing this questionnaire a question  
were asked:

How good a questionnaire do you think this is?

Very							Very
Good	1	2	3	4	5		Bad

You would circle "1" if you thought it was very good, "5" if  
you thought it was very bad, "3" if it were average, and so on.  
Circle only one number for each such item.

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## Faculty Associates

1. School Associates were provided with information regarding role expectations, programme guidelines and potential in-service sessions prior to volunteering as an Associate in your District.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------

2. Pupils are put at a disadvantage as a result of being taught by Interns.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------

3. On the rating scale to the right of each statement, circle the number which most closely approximates your feelings about YOUR ROLE AS A FACULTY ASSOCIATE. (Circle ONE for each scale)

		<u>Completely True</u>					<u>Completely False</u>	
A.	I received an assignment without adequate time and resources to execute it.	1	2	3	4	5	6	7
B.	There are clear, planned goals and objectives for my job.	1	2	3	4	5	6	7
C.	I have to do things that should be done differently.	1	2	3	4	5	6	7
D.	I feel certain about how much authority I have.	1	2	3	4	5	6	7
E.	I work on unnecessary things.	1	2	3	4	5	6	7
F.	I know that I have divided my time properly.	1	2	3	4	5	6	7
G.	I work under incompatible policies and guidelines.	1	2	3	4	5	6	7
H.	I know what my responsibilities are.	1	2	3	4	5	6	7

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## Faculty Associates

4. How effective is this Programme in providing Interns with opportunities to gain an AWARENESS OF TEACHING in each of the following areas? (Circle ONE for each scale)
- A. Demands and expectations of teaching.
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Very Effective | 1 | 2 | 3 | 4 | 5 | Very Ineffective |
|----------------|---|---|---|---|---|------------------|
- B. Organizational procedures and policies of the classroom and school.
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Very Effective | 1 | 2 | 3 | 4 | 5 | Very Ineffective |
|----------------|---|---|---|---|---|------------------|
- C. Organizational procedures and policies of the school system and the teaching profession.
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Very Effective | 1 | 2 | 3 | 4 | 5 | Very Ineffective |
|----------------|---|---|---|---|---|------------------|
- D. Conditions and factors such as social economic conditions, agency support, parent concerns etc. which influence the school setting.
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Very Effective | 1 | 2 | 3 | 4 | 5 | Very Ineffective |
|----------------|---|---|---|---|---|------------------|
- E. Individual differences amongst pupils at various achievement and maturity levels.
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Very Effective | 1 | 2 | 3 | 4 | 5 | Very Ineffective |
|----------------|---|---|---|---|---|------------------|
5. How well do you feel this Programme is organized by those at the University?
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Well Organized | 1 | 2 | 3 | 4 | 5 | Poorly Organized |
|----------------|---|---|---|---|---|------------------|
6. How well do you feel this Programme is organized by those at the School District level?
- |                |   |   |   |   |   |                  |
|----------------|---|---|---|---|---|------------------|
| Well Organized | 1 | 2 | 3 | 4 | 5 | Poorly Organized |
|----------------|---|---|---|---|---|------------------|
7. How would you rate your performance as a Faculty Associate this year?
- |           |   |   |   |   |   |           |
|-----------|---|---|---|---|---|-----------|
| Very Good | 1 | 2 | 3 | 4 | 5 | Very Poor |
|-----------|---|---|---|---|---|-----------|

8. Do you feel the selection of School Associates should be the joint responsibility of District Personnel and the University Faculty Associate? (Check ONE)

Yes  
(If "Yes" skip to item 9)

No

If No: How should School Associates be selected? Briefly explain.

9. Overall how would you rate the concept of Internship as a teacher training programme?

Very Highly	1	2	3	4	5	Very Low
----------------	---	---	---	---	---	-------------

10. How satisfactory to you is the AMOUNT of interaction you had through this Programme with each of the following?

A. With Interns?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
----------------------	---	---	---	---	---	------------------------

B. With School Associates (as a group)?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
----------------------	---	---	---	---	---	------------------------

C. With Principals?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
----------------------	---	---	---	---	---	------------------------

D. With School District Personnel (Superintendent, Trustee, Director, etc.)?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
----------------------	---	---	---	---	---	------------------------

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## Faculty Associates

E. With the Programme Co-ordinator?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
-------------------	---	---	---	---	---	---------------------

F. With regular University of Victoria faculty?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
-------------------	---	---	---	---	---	---------------------

11. How satisfactory to you is the QUALITY of the interaction you had through this Programme with the following:

A. With Interns?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
-------------------	---	---	---	---	---	---------------------

B. With School Associates (as a group)?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
-------------------	---	---	---	---	---	---------------------

C. With Principals?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
-------------------	---	---	---	---	---	---------------------

D. With School District personnel (Superintendent, Trustee, Director, etc.)?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
-------------------	---	---	---	---	---	---------------------

E. With the Programme Co-Ordinator?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
-------------------	---	---	---	---	---	---------------------

F. With regular University of Victoria faculty?

Very Satisfactory	1	2	3	4	5	Very Unsatisfactory
-------------------	---	---	---	---	---	---------------------











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Faculty Associates

13. Do you feel there were clearly defined criteria (competencies) established for evaluating the performance of the Intern?  
(Check ONE)

_____ Yes						____ No (If "No" skip to item 14)
If Yes:						
A. How good are the criteria as indicators of teacher effectiveness?						
Extremely Good	1	2	3	4	5	Very Poor
B. How extensive was your input in the setting of these criteria?						
Major Input	1	2	3	4	5	No Input
C. Do you feel you should have input in setting these criteria?						
Major Input	1	2	3	4	5	No Input

14. How useful do you feel this Programme has been for assisting School Associates in their own professional development and educational awareness?

Very Useful	1	2	3	4	5	Not Useful
-------------	---	---	---	---	---	------------

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Faculty Associate

15. On the rating scale to the right of each topic, circle the number which most closely approximates your feelings about the changes which MAY be required in this Programme. (Circle ONE for each scale.)

	<u>Very Desirable</u>				<u>Very Undesirable</u>		<u>Uncertain</u>	
A.		Increase the emphasis on course work that complements field experience.	1	2	3	4	5	U
B.		Continue the present length of the four programme phases.	1	2	3	4	5	U
C.		Involve Interns in more elementary school experiences.	1	2	3	4	5	U
D.		Increase the emphasis on human relation/communication skill training.	1	2	3	4	5	U
E.		Increase the emphasis on controlled clinical experiences - micro-teaching, simulations, tutoring, highly structured mini-teaching episodes and the like.	1	2	3	4	5	U
F.		Increase the emphasis on classroom management and control skills.	1	2	3	4	5	U
G.		Tailor the programme to meet individual objectives and needs.	1	2	3	4	5	U
H.		Decrease the practicum length.	1	2	3	4	5	U
I.		Involve the community and community resources to a much greater extent.	1	2	3	4	5	U

16. Listed below are various programme activities. We would like to know how important you felt each one was to the professional growth of your Interns (as a group). First, circle the letter in front of those activities which your Interns participated in and were of major importance. Do not circle those areas which SHOULD have been important, but rather only those which WERE important.

Next, rank order the activities you have circled by writing "1" in the blank before the most important one, "2" in front of the next, and so on. Be sure you rank only those you have circled.

- |    |       |   |
|----|-------|---|
| a. | _____ | Career Seminars.  |
| b. | _____ | Programme Seminars (Qualicum).  |
| c. | _____ | Elementary school visits.   |
| d. | _____ | Classroom observations.   |
| e. | _____ | Extracurricular involvement.  |
| f. | _____ | Community awareness.  |
| g. | _____ | School and District in-service offerings.   |
| h. | _____ | Curricula field trips.  |
| i. | _____ | Familiarization with special education programmes (Family Life, Indian Education etc.)                  |
| j. | _____ | Attendance at meetings (staff, school board, B. C. T. F.)   |
| k. | _____ | Limited experimentation with full teaching load.  |
| l. | _____ | Participation in school policies and procedures.  |
| m. | _____ | Short teaching experiences outside major areas.   |
| n. | _____ | Familiarization with the functions of school support personnel (Public Health Nurse, Counsellors, etc.) |

17. Have you supervised student teachers from programme or Universities other than the University of Victoria's Internship Programme? (Check ONE)

<p><u>      </u> Yes</p>	<p><u>      </u> No (If "No" skip to item 18)</p>	
<p>If Yes: How do you feel the preparation of Interns on this Programme compares in general with students from other programmes?</p>		
<p>A. <u>Knowledge of Content.</u></p>		
<p>Much Better Preparation</p>	<p>1    2    3    4    5</p>	<p>Much Poorer Preparation</p>
<p>B. <u>Theoretical Base for Teaching.</u></p>		
<p>Much Better Preparation</p>	<p>1    2    3    4    5</p>	<p>Much Poorer Preparation</p>
<p>C. <u>Knowledge of Practical Teaching Skills.</u></p>		
<p>Much Better Preparation</p>	<p>1    2    3    4    5</p>	<p>Much Poorer Preparation</p>
<p>D. <u>Application of Practical Teaching Skills.</u></p>		
<p>Much Better Preparation</p>	<p>1    2    3    4    5</p>	<p>Much Poorer Preparation</p>

18. Was there a Local Advisory Committee operating in your School District? (Check ONE)

<p><u>      </u> Yes</p>	<p><u>      </u> No (If "No" skip to item 19)</p>	
<p>If Yes:</p>		
<p>A. How effective was this Committee in attending to such matters as programme development, the discussion of local issues etc.?</p>		
<p>Very Effective</p>	<p>1    2    3    4    5</p>	<p>Very Ineffective</p>
<p>B. How necessary is the formation of this committee for communication and consultation between programme constituents?</p>		
<p>Very Necessary</p>	<p>1    2    3    4    5</p>	<p>Unnecessary</p>

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Faculty Associates

19. The procedures (guidelines) to be followed for preparing and discussing Intern Evaluation Reports (January or April) are effective.

Strongly  
Agree

1    2    3    4    5

Strongly  
Disagree

20. The presence of Interns in the schools has provided School Associates with an opportunity to try new ideas and alternate teaching techniques.

Strongly  
Agree

1    2    3    4    5

Strongly  
Disagree

21. The presence of the Internship Programme in the District has had benefits to both the district and the University. (Check ONE)

Yes

No  
(If "No" skip to item 22)

If Yes:

A. What are the benefits to the District?

B. What are the benefits to the University?

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Faculty Associates

22. The Programme provides sufficient time and teaching exposure for Interns to determine their suitability, competence and enjoyment for teaching.

Strongly Agree                      1      2      3      4      5                      Strongly Disagree

23. Does the Programme provide Interns with the opportunity and skills to enable them to analyze and evaluate their own teaching performance? (Check ONE)

<p><u>      </u> Yes</p>	<p><u>      </u> No (If "No" skip to item 24)</p>
<p>If Yes: What activities, strategies, methods, etc. are used for this purpose. Briefly explain.</p>	

24. The screening procedures are very effective in admitting potentially competent Interns into this Programme.

Strongly Agree                      1      2      3      4      5                      Strongly Disagree

25. Are unsuitable Interns identified at an early stage in this Programme? (Check ONE)

<p><u>      </u> Yes (If "Yes" skip to item 26)</p>	<p><u>      </u> No</p>
<p>If No: To what do you attribute this situation? Briefly explain.</p>	

26. Is there consistency in the implementation of programme guidelines in the various Programme locations? (Check ONE)

       Yes  
(If "Yes" skip to item 27)

       No

       Insufficient  
Knowledge  
(skip to item 27)

A. If No: To what do you attribute the situation? Briefly explain.

B. If No: Do you feel there is a necessity for maintaining consistency in programme guidelines?

Strong Necessity	1	2	3	4	5	No Necessity
------------------	---	---	---	---	---	--------------

27. School Associates have adequate training to fulfill their roles.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------

28. The supernumery status of Interns gives School Associates adequate time for supervision.

Strongly Agree	1	2	3	4	5	Strongly Disagree
----------------	---	---	---	---	---	-------------------

29. Do you feel you received an adequate orientation for your role as a Faculty Associate? (Check ONE)

       Yes  
(If "Yes" skip to 30)

       No

If No: What was missing for an effective orientation?

30. For the following indicators of Programme governance and management you are asked to rate your response on one of five positions that are between two opposite descriptions of each indicator.

A. Policy statements are written to govern in broad outline the intended structure, content and operation of this Programme.

Indicators:

1. A formally recognized policy making or governing body exists for the programme.

A governing body is recognized as having responsibility and authority for making policies for the programme.

1 2 3 4 5

No authority recognized to which one may turn to obtain knowledge of existing policies upon which to base programme operations.

2. All groups participating in the Programme are represented in policy decisions that affect the programme.

When policies are formed all persons or groups which may be affected by those policies are represented

1 2 3 4 5

No policies or policies made by one group.

3. Policy decisions are supported by and made after consideration of data on programme effectiveness and resources required.

Data are collected and considered in reviewing, changing or creating policies.

1 2 3 4 5

No research base exists for policy decisions. Policies are the result of power relationships and personal opinions.

4. An explicit statement of policies for management and governance of the Programme is available to all involved or concerned.

Such a statement of policies is in printed form, current and frequently referred to by persons involved in management or governance of the Programme.

1 2 3 4 5

There appears to be no orderly statements of policies available to persons involved in management or governance of the Programme.

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## Faculty Associates

5. Policies, organization and management procedures are readily modified and regularly reviewed.

Process known to all; review process regular.	1	2	3	4	5	No known governance structure or a rigid, unmodifiable one.
--	---	---	---	---	---	---

B. Provisions are made for staff orientation, assessment and improvement.

1. Staff orientation opportunities are made available.

Frequently	1	2	3	4	5	Never
------------	---	---	---	---	---	-------

2. The Co-ordinator and Faculty Associates meet regularly to work as a team.

Always	1	2	3	4	5	Never
--------	---	---	---	---	---	-------

3. Evaluation profiles are kept on all staff and made available to them.

Yes	1	2	3	4	5	No
-----	---	---	---	---	---	----

4. Staff development activities/in-service activities are provided/encouraged.

Yes	1	2	3	4	5	No
-----	---	---	---	---	---	----

C. The Programme is planned and operated as a totally unified, integrated system.

Indicators:

1. The Programme was planned as a totally integrated system.

Total Programme designed prior to independent parts.	1	2	3	4	5	Independent parts grouped together and called a Pro- gramme.
--	---	---	---	---	---	--

2. The Programme is operated as a system.

Decisions reflect consideration of the total system.	1	2	3	4	5	Many isolated independent decisions.
--	---	---	---	---	---	---

3. The sub-systems are continually being modified.

Yes                    1    2    3    4    5                    No

4. The Programme is continually evaluated against constituent needs, and refined based on feedback.

Formal review structure operational; changes continually being considered.	1   2   3   4   5	Programme not amenable to modification.
--	-------------------	---

31. In addition to preparation and classroom teaching, Interns were involved in a wide range of experience in the school and district such as classroom observations, familiarization with special education programmes, community awareness etc.

Strongly Agree                    1    2    3    4    5                    Strongly Disagree

32. Based on your knowledge of and experience with this Programme what would you recommend concerning its continuation? (Circle ONE)

- A. Continue with no modification
- B. Continue with MINOR modification
- C. Continue with MAJOR modification
- D. Discontinue.





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## Faculty Associates

D. Training of School Associates.                           Yes                           No

E. Criteria/procedures for evaluating Intern performance.                           Yes                           No

F. In-service opportunities for Faculty Associates.                           Yes                           No

36. Please identify what you consider to be some of the significant STRENGTHS of this Programme.

37. Please identify some specific MODIFICATIONS you feel would improve this Programme.

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Faculty Associates

38. If you have additional comments relating to the operation of this Programme that you feel were not adequately covered in this questionnaire, please comment.

-- THANK YOU --

APPENDIX H

INTERN GRADUATE SURVEY

February 1, 1980

Dear Intern Graduate:

The Faculty of Education is currently examining the goals and effectiveness of its teacher education programmes. As part of this effort, the Faculty has asked for an independent review of the Secondary Internship Programme. One important facet of this review is the collection of graduates' views about the programme.

As an internship graduate your perspectives are essential for this review. Consequently, I am asking that you complete a brief questionnaire on the Intern Programme. In order to maintain the anonymity of respondents all answer sheets are coded by number. You are requested not to identify yourself on the questionnaire.

I am also requesting permission from you (see item 9) to permit your school principal to complete a similar questionnaire on your competencies. This questionnaire again will be coded to maintain strict confidentiality and anonymity. It is most important for us to obtain both the principals' views on the competencies of the beginning teachers and the beginning teachers' views on the quality of their training programme.

I am sure that you appreciate that improvements to our programmes require frank evaluations from those who know most about them. Would you therefore please be kind enough to take a few minutes to complete the questionnaire and return it in the stamped addressed envelope provided.

Yours sincerely,

Encl.



# UNIVERSITY OF VICTORIA

P.O. BOX 1700, VICTORIA, BRITISH COLUMBIA, CANADA V8W 2Y2

*Faculty of Education*

March 23, 1980.

Dear Intern Graduate:

Recently we sent you a short questionnaire concerning the effectiveness of the Secondary Internship Programme. To date, over eighty percent of all Intern graduates have returned completed questionnaires.

However, we are most anxious to have all Interns' opinions represented in our programme review. If you have recently returned the questionnaire, please consider this a "thank you". If you have not done so, may we ask that you spend a few minutes to complete the questionnaire.

Your response is most important for a proper review of programmes at the University of Victoria.

Yours sincerely,

P.S. In the event that you have either lost or misplaced the original questionnaire a duplicate is enclosed.

UNIVERSITY OF VICTORIA  
FACULTY OF EDUCATION  
SECONDARY INTERNSHIP PROGRAMME REVIEW

INTERN GRADUATES (1977-1979)

1. What have you been doing in the school year(s) following internship?

	<u>School Year Beginning Sept. 1978 (1977-78 Graduates)</u>	<u>School Year Beginning Sept. 1979 (1977-79 Graduates)</u>
(a) Teaching		
(i) Public School	_____	_____
(ii) Private School	_____	_____
(iii) College, University	_____	_____
(iv) Other teaching <i>(please specify)</i>	_____	_____
_____		
(b) Further academic or vocational training <i>(please specify)</i>	_____	_____
_____		
(c) Employment <i>(please specify)</i>	_____	_____
_____		
(d) Other <i>(please specify)</i>	_____	_____
_____		

2. If you answered 1(a) above, please complete the following:

(a) School	_____	_____
(b) School District	_____	_____
(c) Principal's name	_____	_____
(d) Grades taught	_____	_____

3. Would you recommend the Secondary Internship Programme to students who are considering entering the teaching profession?

Highly Recommend	1	2	3	4	5	6	7	Not Recommend	<i>(circle one number)</i>
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-2-

NOTE: Questions 4 through 7 are for those graduates who have entered teaching.

BEFORE ATTEMPTING TO ANSWER THE FOLLOWING QUESTIONS, PLEASE FAMILIARIZE YOURSELF WITH A MORE DETAILED EXPLANATION OF EACH COMPETENCY AREA BY READING THE ATTACHED "DESCRIPTION OF COMPETENCIES".

4. In Column I below, using the following scale, state how well you feel you are doing in each competency area.

Circle 1 if Very Well  
 Circle 2 if Well  
 Circle 3 if Adequately  
 Circle 4 if Poorly  
 Circle 5 if Very Poorly

Profession Competencies of Teachers	How well do you feel you are doing in each competency area?	How much did the Secondary Internship Programme contribute in each competency area?
(a) Personal Attributes	1 2 3 4 5	1 2 3 4 5
(b) Use of Effective Methodology	1 2 3 4 5	1 2 3 4 5
(c) Creation and Management of an Effective Learning Environment	1 2 3 4 5	1 2 3 4 5
(d) Use of Evaluation Processes	1 2 3 4 5	1 2 3 4 5
(d) Evidence of Continuing Professional Development	1 2 3 4 5	1 2 3 4 5

5. In Column II above, using the same scale, state how much you feel the Secondary Internship Programme contributed to your preparation in each competency area.

6. Please signify your willingness to have us contact your principal for a confidential rating of your competencies in the areas listed above.

Permission granted \_\_\_\_\_

Permission not granted \_\_\_\_\_

.../3



DESCRIPTION OF COMPETENCIESFROM: ASSUMPTIONS AND COMPETENCIES OF THE FACULTY OF EDUCATIONUNIVERSITY OF VICTORIA1. Development of Personal Attributes of Teachers1.1 Communicative Skills

- exhibits good use of voice
- speaks clearly to children being taught and with an appropriate vocabulary
- recognizes verbal and non-verbal communication skills
- questions pupils in ways designed to encourage their participation in the learning experience
- listens to and acts upon pupil responses
- facilitates individual and collective dialogue.

1.2 Inter-Personal Skills

- exhibits ability to communicate with others
- shows care and respect for pupils
- works cooperatively with other staff
- willing to discuss school problems with pupils, parents, and members of the community
- arouses and maintains pupil interest and participation
- is able to empathize in relating to socio-economic, cultural, and personal world
- recognizes and protects the rights of the individual and society in the learning environment
- acts as facilitator of changes: his or her own, pupil, profession and community.

1.3 Self-Perception Capabilities

- able to analyze role of self in the teaching situation
- recognizes effects of stress on own personal performance
- exhibits self-esteem.

1.4 Self-Modification Capacities

- reacts rationally and positively in a crisis
- adapts without compromising self
- copes with hostility in self and others
- exhibits willingness to alter behaviour when necessary.

### 1.5 Attitudinal Evidence

- speaks and acts congruently
- exhibits a sense of humour
- shows enthusiasm for teaching pupils and working with others
- reacts positively to changing conditions and/or circumstances.

## 2. Use of Effective Methodology

### 2.1 Curriculum Development Skills

- engages in long-range instructional planning and evaluation
- bases teaching behaviours and instruction on developmental levels of pupils
- bases teaching behaviours on proven learning principles
- translates specialist recommendations into classroom instruction
- specified intended and appropriate learning outcomes
- adapts instruction to recognize community needs and resources
- establishes adequate resource base.

### 2.2 Instructional Skills

- incorporates a variety of teaching strategies and techniques to meet individual differences of pupils
- demonstrates effective communication with pupils
- designs and carries out lessons
- selects, evaluates, and uses variety of materials and media effectively
- arouses and maintains pupil interest and participation
- uses innovative/creative approaches in lesson development
- organizes and conducts field trips for pupils
- develops observational and recording skills in pupils
- develops appropriate corrective cycle sequences for the instruction of pupils.

## 3. Creation and Management of an Effective Learning Environment

### 3.1 Skills in applying Psychological, Sociological and Anthropological Knowledge

- applies proven or acknowledged mental health principles
- uses positive reinforcement
- identifies and rewards positive pupil effort
- uses basic counselling skills
- gives and receives emotional support to pupils, parents and staff
- reveals and shares personal learning experiences with colleagues, pupils and parents
- demonstrates knowledge of child and adolescent development
- facilitates transfer of learning
- facilitates small and large group process among pupils and staff.

### 3.2 Classroom Control Skills

- negotiates solutions to pupil conflict
- provides outlets for expression of pupil emotion
- sets up classroom routines
- negotiates, establishes, and maintains standards of classroom behaviour with children
- encourages self-reliance and self-responsibility among pupils
- gets and maintains pupil attention in an appropriate manner
- adapts to unforeseen circumstances
- maintains classroom control
- teaches for self-management of pupils.

### 3.3 Conceptual Skills

- facilitates pupil problem solving
- helps pupils perceive elements in relation to the whole
- engages pupils in logical decision-making utilizing problems real to the child
- gives attention to details
- initiates pupil enquiry
- helps pupils distinguish between process and product
- helps pupils use effective problem solving skills.

### 3.4 Skills in Establishing Relationships

- uses adequate resources (professional and otherwise)
- innovates and experiments with classroom procedure
- responds to physical factors of learning environment
- assists the child in establishing a home-school relationship
- sensitizes children to social and natural environments.

## 4. Use of Evaluation Processes

### 4.1 Skills in Evaluation of Programme

- evaluates appropriateness of curriculum content for pupils being instructed
- evaluates a variety of materials and media effectively.

### 4.2 Skills in Evaluation of Learning

- interprets behaviour in terms of child's needs
- assesses pupil readiness at all levels of progress
- recognizes learning symptoms of abnormalities
- interprets and reports pupil performance
- diagnoses pupil learning difficulties
- pre-assesses pupil learning status
- observes and records pupil behaviour.

### 4.3 Skills in Evaluation of Teaching

- evaluates and modifies own teaching behaviours
- uses pupil feedback to evaluate and improve own effectiveness

- modifies own instruction
- plans for and engages in self-evaluation.

#### 4.4 Capability of Involving Others in Evaluation

- involves community in evaluating programmes
- interprets reports written by specialists
- involves pupils in self-evaluation and in the evaluation of instruction
- refers to specialists.

#### 4.5 Skills in Devising and Using Evaluative Techniques and Materials

- constructs evaluative devices
- uses a variety of evaluative techniques
- recognizes limitations of evaluation methods.

### 5. Evidence of Continuing Professional Development

#### 5.1 Philosophical and Developmental Awareness

- verbalizes changes needed on basis of pupil needs
- states personal philosophy of education
- translates educational beliefs into educational practice
- accepts the existence of differences in philosophy and educational practices.

#### 5.2 Overt Professional Involvement

- acts on committees
- shares practices and materials with colleagues
- participates in professional organizations
- requests workshop or in-service training
- uses and tests new teaching methods
- participates in on-going professional activities.

#### 5.3 Organizational Awareness

- abilities to apply for and enter into contract
- acts in compliance with School Act, etc.
- communicates and negotiates needs through proper channels
- demonstrates understanding of roles and patterns of organization
- uses organizational resources to advantage.

#### 5.4 Community Awareness

- familiarizes with people and agencies in the community at large
- recognizes relationships between school and community and operationalizes this relationship when and where possible
- involves self and students in community activities in a responsible and responsive way.

APPENDIX I

SCHOOL PRINCIPAL SURVEY



## UNIVERSITY OF VICTORIA

P.O. BOX 1700, VICTORIA, BRITISH COLUMBIA, CANADA V8W 2Y2

*Faculty of Education*

1980

Dear \_\_\_\_\_ :

The Faculty of Education is currently examining the goals and effectiveness of its teacher education programmes. As part of this effort, the Faculty has asked for an independent review of the Secondary Internship Programme. One important facet of this review is the collection of information on how school principals view graduates from this programme.

\_\_\_\_\_, a Secondary Internship graduate presently on your teaching staff, has been contacted and has given permission for us to contact you regarding his/her teaching competency. Consequently, I am asking if you would be kind enough to complete a brief questionnaire. In order to maintain the anonymity of respondents, all answer sheets are coded by number. You are requested not to identify yourself in any way.

I am sure that you appreciate that improvements to our programmes require frank evaluations from those who employ our graduates. Would you therefore please take just a few minutes to complete the questionnaire and return it in the stamped addressed envelope provided.

Sincerely,

UNIVERSITY OF VICTORIA  
FACULTY OF EDUCATION  
SECONDARY INTERNSHIP PROGRAMME

EXTERNAL REVIEW - 1980 (SCHOOL PRINCIPALS)

1. Listed below are five COMPETENCIES considered important for beginning teachers. Following each competency, using the following scale, please provide an estimate of how well you think the University of Victoria Secondary Internship graduate on your staff is doing in each competency area.

Circle 1 if VERY WELL  
Circle 2 if WELL  
Circle 3 if ADEQUATELY  
Circle 4 if POORLY  
Circle 5 if VERY POORLY

Note: Before attempting to answer this question, please familiarize yourself with a more detailed explanation of each competency area by referring to the attached "DESCRIPTION OF COMPETENCIES".

	How well do you feel the Secondary Internship graduate on your staff is doing?				
A. Personal attributes.	1	2	3	4	5
B. Use of effective methodology.	1	2	3	4	5
C. Creation and management of an effective learning environment.	1	2	3	4	5
D. Use of evaluation processes.	1	2	3	4	5
E. Evidence of continuing professional development.	1	2	3	4	5

- 2 -

2. Do you have on staff beginning teachers other than the University of Victoria's Internship graduate?  
(Check one)

Yes

No (If "No" skip to item 3)

If Yes:

In general, how well do you feel the preparation of this Internship graduate compares with beginning graduates from other programmes?

A. Knowledge of Content

Much Better Preparation	1	2	3	4	5	Much Poorer Preparation
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B. Theoretical Base for Teaching

Much Better Preparation	1	2	3	4	5	Much Poorer Preparation
-------------------------	---	---	---	---	---	-------------------------

C. Knowledge of Practical Teaching Skills

Much Better Preparation	1	2	3	4	5	Much Poorer Preparation
-------------------------	---	---	---	---	---	-------------------------

D. Application of Practical Teaching Skills

Much Better Performance	1	2	3	4	5	Much Poorer Performance
-------------------------	---	---	---	---	---	-------------------------

- 3 -

3. Please list below any STRENGTHS and/or WEAKNESSES you have noticed in University of Victoria Secondary Internship graduates.

STRENGTHS:

WEAKNESSES:

4. If you have additional comments relating to performance of University of Victoria Internship graduates that you feel were not adequately covered in this questionnaire, please comment.

- THANK YOU -

APPENDIX J

FACULTY AND SCHOOL ASSOCIATE PROFILE



# UNIVERSITY OF VICTORIA

P.O. BOX 1700, VICTORIA, BRITISH COLUMBIA, CANADA V8W 2Y2

*Faculty of Education*

May, 1980.

To: ALL INTERNS

## INTERNSHIP EVALUATION: FACULTY/SCHOOL ASSOCIATE PROFILE

There are eight pairs of behavioural profiles in the pages to follow. Each pair contains two views of a particular kind of behaviour - a "positive" view and a "negative" view.

You are asked to rate your Faculty Associate and each of your School Associates. First, read each pair of behavioural descriptions and give your response to one of five positions that are between the two opposite descriptions of each behaviour. For instance, if you felt that the "positive" view was clearly evident in the Associate's behaviour almost all of the time, rate him "1". However, if you felt that the "negative" view was characteristic of your Associate almost all of the time, rate him "5". If the Associate was between both descriptions rate him "3", and so on.

Circle only one number for each Associate.

The instrument is not to be used as a check-list to determine what the Associate's behaviour "looks like" in a given moment of time, but rather as a means to indicate that this behaviour is a reflection of how the associate generally behaves. It is through this thoughtful assessment that a "profile" of Associates' behaviour can emerge.

Thank you for your time and patience.

1. AVAILABILITYHigh Availability

At the highest level you would find the associate who was able to be there when the intern needed him. He could always be reached. He seemed to have time to sit down and talk over planning, methods and concerns with interns. Truly, you could say this associate used a developmental approach to supervision in which there was, in effect, adequate support available as well as a sufficient understanding on his part of the class/school with which the intern was working. When he drew attention to certain weaknesses and made suggestions about how to remedy them, he was able to spend time to see how the intern used the suggestions and then tried to help further.

Low Availability

The antithesis of the available associate is the one who was not present when needed. It was difficult to contact this person. When one asked for support he seemed to be preoccupied with other concerns. There was not enough time to discuss observation reports and intern planning with him. Observations took place in a vacuum in that the associate had little knowledge of the class, the preceding lessons or the follow-up.

Rating: Please circle the appropriate number for EACH associate.

	High Availability			Low Availability	
Faculty Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5

2. OBSERVATIONAL SKILLS

Appropriate Observations

At the highest level is the associate who uses classroom observation to obtain data for promoting further learning. He recognized the difference between observation and evaluation and emphasized the former as a way of helping interns. Procedures and methods of observing the intern's growth were carefully chosen, appropriate, and did not devalue the intern's sense of self. His observations included suggestions for improvement and he communicated these to his intern.

Inappropriate Observations

Antithetically, you would find the associate who frequently was dogmatic in his observation of intern progress. He may have used the threat of failure as a device to promote learning. He rarely communicated to interns concrete ideas for improvement. His main purpose for classroom observation was to arrive at a grade.

Rating: Please circle the appropriate number for EACH associate.

	<u>Appropriate Observations</u>			<u>Inappropriate Observations</u>	
	1	2	3	4	5
Faculty Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5

3. PROFESSIONAL COMMITMENT/CONDUCTHigh Commitment and Professional Behaviour

At the highest level is the associate who recognizes and adheres to the code of ethics. He avoids derogatory criticism of other interns, associates and school officials. He ensures that interns recognize the need for and value of a code of professional conduct. His professional commitment and conduct are obvious through continuous self-improvement, a desire to work with interns and in attitudes toward children.

Low Commitment and Professional Behaviour

The antithesis of the professional with exemplary behaviour is one who does not seem to recognize that professionalism requires a code of conduct. He makes no attempt to follow the code of ethics and is likely to openly criticize others with whom the intern has to work. He lacks commitment to work with interns. He sets a poor example in attitudes toward self-improvement, in attitudes toward children and in stressing the teacher's responsibility in pupil progress.

Rating: Please circle the appropriate number for EACH associate

	High Commitment and Professional Behaviour			Low Commitment and Professional Behaviour	
Faculty Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5

4. PROFESSIONAL AUTONOMYHigh Autonomy

At the highest level is the associate who understands the importance of autonomy in the development of the intern and allowed for individualization of teaching style consonant with the intern's personal and professional frames of reference. He recognized that there exists an array of models of teaching, and he tried to stimulate interns to learn and discover independently. He provided the intern with the tools and understanding necessary for continuous and independent growth.

Low Autonomy

Antithetically, we find an associate who considered himself more of a judge rather than a colleague. More often than not he maintained that there was a correct method or model for teaching. Rather than having an intern reflect on a problem or concern, he would quickly provide a ready-made solution. Even though his solution was perhaps valid he did not seem to understand that the intern needed time to work through the situation or that it may not have matched the intern's personal and professional frame of reference.

Rating: Please circle the appropriate number for EACH associate.

	High Autonomy			Low Autonomy	
Faculty Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5

5. KNOWLEDGE IN THE FIELD OF EDUCATIONBroad and Deep Knowledge

At the highest level, this associate exhibits a broad and deep knowledge of the curriculum, or principles of learning and of human growth and development as they relate to teaching. He is well informed and seems to have read extensively. There is an intellectual depth to his discussions with interns. He recognizes the limits of his knowledge and where he is uninformed, admits it. His knowledge earns respect.

Uninformed

The antithesis of the knowledgeable person is the one who is uninformed. You wonder if he really understands what he is saying. His inconsistency, the shallowness of his discussions/ explanations and his attempts to disguise his limited understanding indicate his lack of knowledge of teaching.

Rating: Please circle the appropriate number for EACH associate.

	Broad and Deep Knowledge			Uninformed	
	1	2	3	4	5
Faculty Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5

6. TEACHING PRACTICEEffective Teaching Practice

At the highest level, this associate can take ideas and put them into practice. He is able to make an assessment of needs, come up with an idea that is appropriate to those needs and create a scheme for implementing his ideas. During implementation he demonstrates effective teaching practice such as skill in organizing and presenting material, appropriate interaction with learners, a repertoire of teaching methods. In short, he exemplifies effective teaching practice.

Ineffective Teaching Practice

Antithetically, we find an associate who has a rigid, formula approach to most new situations. He has considerable difficulty in taking an educational principle and applying it to the classroom. In addition, there are obvious shortcomings in his teaching skills as he applies his ideas and curriculum to the learner.

Rating: Please circle the appropriate number for EACH associate.

	<u>Effective Teaching Practice</u>			<u>Ineffective Teaching Practice</u>	
	1	2	3	4	5
Faculty Associate					
First Term School Associate					
First Term School Associate					
Second Term School Associate					
Second Term School Associate					

7. INTERPERSONAL SKILLSStrong Interpersonal Skills

At the highest level, you will find the associate who allows the intern to express his ideas, opinions and feelings and who accepts these as a starting point for communication and understanding. In his interactions with interns he gives explicit evidence of warmth, praise and encouragement. You would find this associate has a positive self-concept and shows the capacity of empathizing, clarifying and supporting interns while at the same time, de-emphasizing his own personal needs and desires.

Weak Interpersonal Skills

Antithetically, you would find an associate who shows a lack of sensitivity towards the intern. In his interactions, he may appear passive rather than warm, disinterested rather than sincere. He frequently rejects the ideas and opinions of the intern. His criticisms are cutting and devaluating and seem to be made without regard to the intern's feelings. He lacks any basic understanding or skills in communicating with people.

Rating: Please circle the appropriate number for EACH associate.

	Strong Interpersonal Skills			Weak Interpersonal Skills	
Faculty Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5

8. PROBLEM SOLVINGEffective Problem Solver

At the highest level, you would see an associate who, in the face of a difficult problem would be able to identify the problem, suggest alternative courses of action, examine underlying assumptions and propose workable strategies. In the face of dissonant kinds of data, this associate would "open his mind" to them and examine them with objectivity. You might say of him that in the presence of some new and complex problem he takes the lead in planning the strategy. He is seen as an inquiring, open-minded person, able to function effectively in the face of new and complex problems.

Ineffective Problem Solver

The antithesis of the "problem-solving person" is the person who, in the face of a problem, seems to go to pieces. He does not know what to do, or how to start. In the absence of some direction or leadership from others, he does not know where or how to begin. He seems unable to make a decision. He waits for others to start, and then follows. He has much difficulty in entertaining dissonant kinds of data; his mind seems to be closed to them. Once embarked upon a course of action, he is hard to budge. When new alternatives are introduced, he may say, "We already have a plan. Let's not waste any more time by fooling around with new ideas".

Rating: Please circle the appropriate number for EACH associate.

	Effective Problem Solver			Ineffective Problem Solver	
Faculty Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
First Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5
Second Term School Associate	1	2	3	4	5

APPENDIX K

SCENARIOS FOR CRITICAL PROGRAMME ACTIVITIES

CRITICAL PROGRAMME ACTIVITIES

1. INTERN SELECTION PROCEDURE

Interns met the academic admissions criteria for the University and the Faculty of Education. Interviews conducted by a faculty member were required of all candidates. Interns obtained placement with one of the participating school districts through an interview with district representatives in Victoria during May.

Academic admissions criteria were waived for some Interns. Interns were not interviewed by a faculty member. Some Interns were placed in a school district without school district interviews.

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2. MAY ORIENTATION - INTERNS

Interns participated in a week orientation in the school district (May) where they met school associates and principals; observed classroom teaching; identified their September teaching assignment; clarified roles of support team and other objectives as outlined in the programme handbook.

Some Interns did not participate in the orientation phase. Interns did not spend the full week in the school district or failed to accomplish orientation objectives as outlined in the handbook.

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3. SUMMER COURSE WORK - JULY/AUGUST

Interns participated in course work in preparation for their teaching assignment in

Not all Interns participated in the required courses. Instructional

September which included introductory methods courses in their teaching areas. In addition, courses in Psychology of Learning, the Organization and Administration of Education in British Columbia and a teaching skills seminar were required.

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4. FORMAL TEACHING ASSIGNMENT

Interns practice taught in the subject areas supported by their University academic and professional courses. The overall amount of teaching time was close to 50% of the school day. The teaching assignment was for five months at one secondary school at a different teaching level.

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5. PROFESSIONAL DEVELOPMENT ACTIVITIES - INTERNS

In addition to preparation and classroom teaching Interns were involved in a wide range of experiences in the school and district such as extra-curricular involvement, elementary school visits, classroom observations, attendance at staff/department meetings etc.

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time for courses was not comparable to regular campus course requirements.

Interns practice teaching in subject areas which were unsupported by their University work and the overall amount of teaching time was far greater than or less than 50% of the school day. Interns remain at one secondary school during the internship phase.

Interns were not involved in professional development activities restricting their school time to preparation/planning for formal teaching or non-professional pursuits.

6. CAREER SEMINARS

Interns participated in a career seminar conducted in the school district by the Faculty Associate. These seminars scheduled throughout the internship phase, totalling a minimum of 40 hours, covered various topics under the following areas: the teacher as a professional; self-analysis of teaching; effective teaching practices; the learning process.

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Career seminars were not scheduled on a regular basis. Intern attendance was sporadic. Seminar topics were restricted to include only one of the areas to be covered.

7. PROGRAMME SEMINARS

Interns from each school district participated in four programme seminars. These seminars were of sufficient variety and extended over a full day.

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Not all programme seminars were held. Full Intern participation was lacking. Seminar topics were not varied, while some seminars failed to extend over the full day.

8. INTER-SESSION COURSE WORK

Interns participated in the final segment of course work which included courses in Adolescent Psychology, Evaluation of Student Achievement, Social Issues in Canadian Education and a final education seminar.

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Not all Interns participated in the required courses. Instructional time for courses was not comparable to regular campus course requirements.

9. SCHOOL ASSOCIATE SELECTION

Established procedure and guidelines were followed in selecting School Associates. Interested Associates were provided with information regarding role expectations, programme guidelines and potential in-service sessions prior to submitting their names to the school principal. The principal and when appropriate, in consultation with the University of Victoria Faculty Associate, screened Associates and informed the district selection team of acceptable associates for that school.

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Selection procedures and guidelines were not adhered to. Associates were not volunteers and prior to accepting an Intern they were unfamiliar with the role expectation, programme objectives etc. School principals were not involved in screening potential associates.

10. MAY ORIENTATION - SCHOOL ASSOCIATES

Prior to Interns arriving for the May orientation week an orientation session for School Associates was conducted by the Faculty Associate. The session included a review of programme guidelines; an overview of orientation objectives emphasizing the School Associate's responsibility during orientation.

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An orientation session was not held for all School Associates. Associates were unfamiliar with orientation objectives or their responsibility during the orientation phase.

11. SEPTEMBER/JANUARY ORIENTATION - SCHOOL ASSOCIATES

A September School Associate orientation meeting was held (repeated for new January associates) to discuss such issues as reporting procedures and evaluating criteria. At this time a supervisory skills overview was provided.

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School Associates did not meet for an orientation session. Attendance at orientation sessions was poor, resulting in some Associates being unfamiliar with supervisory practices and programme guidelines.

12. IN-SERVICE - SCHOOL ASSOCIATES

Throughout Internship opportunities were provided for School Associates to receive in-service training in support of their role. Although the major focus of the in-service was in the area of supervisory skills other possibilities as identified by both faculty and School Associates were encouraged.

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In-service training for School Associates was lacking. School Associates were not provided with supervisory skills training nor were they canvassed to suggest appropriate in-service activities which might support their role as an associate.

13. FACULTY-ASSOCIATE STAFF MEETINGS

Faculty Associates meet on a regular basis to review programme guidelines, discuss problems or issues and planned future programme activities.

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Programme staff meetings were held infrequently. Attendance was irregular. Meetings were dominated by a review of programme guidelines with little attention to other issues.

14. FACULTY ASSOCIATE - TRAINING AND IN-SERVICE

Training and in-service opportunities were provided to enhance the skills of the Faculty Associate. Training sessions began in August and continued throughout the year.

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4

5

There was no provision for the systematic training or in-service opportunities for Faculty Associates.

15. CLINICAL SUPERVISION CYCLE

Faculty Associates and School Associates employed a clinical supervision cycle and systematic observation techniques when viewing Intern teaching.

1

2

3

4

5

Faculty Associates and School Associates fail to conduct pre or post conference sessions with Interns. Objective data upon which decisions regarding teacher behaviour could be made was not collected.

16. SUPPORT TEAM

During the internship phase Interns were under the supervision of a resident University Faculty Associate who, with the assistance of School Associates formed the support team. Members of the team were in sufficient ongoing and frequent contact with both the Intern and other team members.

1

2

3

4

5

Interns had insufficient membership on their support team. There was little contact between members of the support team.

17. LOCAL ADVISORY COMMITTEE

A local advisory committee was operational in each participating district and consisted of representatives from Interns, School Associates, Principals, Trustees etc.

1

2

3

A local advisory committee was not functional in each district. Representation on committees was inadequate.

4

5

18. INTERN ASSESSMENT

Interns received two summative teaching reports (mid-January/end of April) written by each member of the support team. Interns also assessed their own performance. Statements made in the comment section were supported by data in earlier observation notes. At each reporting stage a meeting was held between the Intern and members of the support team wherein the Intern was able to discuss his assessed progress.

1

2

3

Intern summative teaching reports were not written by each member of the support team and Interns. If meetings were held, not all members of the support team were present. Comments appearing on the summative reports were unsupported by previous documentation.

4

5

APPENDIX L

SEMI-STRUCTURED INTERVIEW QUESTIONS

UNIVERSITY OF VICTORIA  
FACULTY OF EDUCATION  
SECONDARY INTERNSHIP EVALUATION  
INTERVIEW - INTERNS, MAY 1980.

I. INTRODUCTION

Discussion of purpose, format and confidentiality of interview.

II. PROGRAMME IMPLEMENTATION

1. May orientation - Did you attend the May School District orientation? Were you aware of specific objectives for this week? Were these objectives accomplished?
2. Formal teaching assignment - Did you practice teach in subject areas supported by university academic courses? What percentage of the school day did you teach? Did you change schools for the second semester? Was your teaching assignment(s) with pupils at various achievement and maturity levels?
3. Professional development activities - Did you find time to engage in activities such as classroom observations, special education programmes etc. in addition to preparation and classroom teaching?
4. Career seminars - How often did you attend career seminars? Were they of sufficient variety and what was the content of seminars?
5. Programme seminars - Did you attend all of the programme seminars in Qualicum? Were they of sufficient variety?
6. Clinical supervision - Did your Faculty and School Associates employ a clinical supervisor cycle when observing your teaching?
7. Intern assessment - Did you write a summative report in January and April? At each reporting period did your support team get together to discuss your reports?

## III. FROM PRIORITY EVALUATION QUESTIONS

8. Do you feel the screening procedures were effective in screening out unsuitable intern candidates?
9. Describe your reaction to the academic course work undertaken in this programme.
10. Do you feel Interns on this programme are able to analyze and evaluate their own professional behaviour? If so, during the programme, what strategies/opportunities were provided for this purpose?
11. Are the procedures and criteria for evaluating Interns clearly defined in this programme?
12. Describe your relationship with your Faculty Associate.
13. Describe your relationship with your School Associate.
14. Had you thought about withdrawing from this programme at any time? For what reasons?
15. What additional activities, courses or experiences would you like to see incorporated or deleted from this programme?
16. Have you become aware of any major unanticipated benefits for Interns or others which have occurred during the operation of this programme?
17. Have you become aware of any major unanticipated problems for Interns or others which have occurred during the operation of this programme?

## IV. INTERVIEW WRAP-UP

I would like to thank you for your time and assistance in the review of this programme. Before closing, are there any additional comments, impressions or concerns you would like to express about the programme?

UNIVERSITY OF VICTORIAFACULTY OF EDUCATIONSECONDARY INTERNSHIP PROGRAMME EVALUATIONINTERVIEW - FACULTY ASSOCIATE, MAY, 1980

## I. INTRODUCTION

Discussion of purpose, format and confidentiality of the interview.

## II. PROGRAMME IMPLEMENTATION

1. May orientation - Did all Interns attend the School District May orientation? How successful were Interns in meeting the objectives as outlined in the programme handbook?
2. Formal teaching assignment - Did all Interns teach in subject areas supported by their University academic course work? What percentage of the school day did Interns teach? Did Interns change teaching assignments and schools for the second semester? Were their teaching assignments with pupils at various achievement and maturity levels?
3. Professional development activities - In addition to preparation and classroom teaching, were you satisfied with the involvement of Interns in such activities as classroom observations, familiarization with special education programmes and so on?
4. Career seminars - How often were they held and was attendance compulsory? Briefly describe the content of sessions.
5. Programme seminars - Did all Interns attend these programme seminars? Were they of sufficient variety?
6. School Associate selection - Describe the procedure in your district for the recruitment and selection of School Associates.

- 2 -

7. May School Associate orientation workshop - Was there a May orientation workshop held in your district for School Associates prior to the arrival of Interns? If so, what was the content of this session? If so, did all Associates attend?
8. September/January School Associate orientation - Was there a September/January orientation workshop held in your district for School Associates? If so, what was the content of this session? If so, did all Associates attend?
9. School Associate in-service - Were in-service sessions conducted in your district for School Associates other than orientation sessions? If so, describe the content and attendance at these sessions.
10. Programme staff meetings - Describe the frequency, attendance and content of Faculty Associate -- Co-ordinator meetings.
11. Faculty Associate training - Describe the frequency and content of in-service activities you participated in this year in support of your role as Faculty Associate.
12. Clinical supervision - Did you and School Associates employ a clinical supervision cycle when viewing Intern teaching?
13. Intern assessment - Did Interns write a self-summative January and April report? At each reporting period did support teams meet to discuss the Intern's summative reports? Describe the process used at these meetings?

### III. FROM PRIORITY EVALUATION QUESTIONS

14. Are you aware of any complaints from School Associates or Principals regarding the poor teaching performance of any Intern which had serious implications on the learning situation for pupils?
15. Do you feel the screening procedures were effective in screening unsuitable Intern candidates?

16. Do you feel Interns on this programme are able to analyze and evaluate their own professional behaviour? If so, during the programme what strategies/opportunities were provided for this purpose?
17. In addition to benefits to School Associates, does the programme contribute to an exchange of ideas and in-service activities between the university and the school district? If so, give examples pertaining to your district.
18. What additional activities, courses or experiences would you like to see incorporated or deleted from this programme?
19. Have you become aware of any major unanticipated benefits for Interns, School Associates, yourself or others during the operation of this programme?
20. Have you become aware of any unanticipated problems for Interns, School Associates, yourself or others which have occurred during the operation of this programme?

#### IV. INTERVIEW WRAP-UP

I would like to thank you for your time and assistance in the review of this programme. Before closing are there any additional comments, impressions or concerns you would like to express about this programme?

UNIVERSITY OF VICTORIAFACULTY OF EDUCATIONSECONDARY INTERNSHIP PROGRAMME EVALUATIONINTERVIEW - PROGRAMME CO-ORDINATOR, MAY, 1980.

## I. INTRODUCTION

Discussion of purpose, format and confidentiality of interview.

## II. PROGRAMME IMPLEMENTATION

1. Admission - Did all Interns meet the following selection criteria: academic admissibility, faculty interview, school district interview?
2. May orientation - Did all Interns participate in the May orientation? Did you receive written documentation of Intern's September teaching assignment?
3. Academic course work - Did all Interns participate and receive credit for academic course work? How does the amount of instructional time for each of these courses compare to regular campus course requirements?
4. Programme seminars - Did all Interns attend programme seminars? Were they of sufficient variety?
5. Local Advisory Committee - Was there a Local Advisory Committee operating in each district? Was there adequate representation (i. e. Interns, School Associates, Faculty Associates, trustees etc.) on these committees?
6. Faculty Associate training - Describe the training and in-service activities provided for Faculty Associates.
7. Programme staff meetings - Describe the frequency, attendance and content of Co-ordinator -- Faculty Associate meetings.
8. Teaching reports - Did you receive observation notes throughout the year for each Intern? Were summative reports written for each Intern?

## III. FROM PRIORITY EVALUATION QUESTIONS

9. Did you receive any complaints from Interns about the assistance they received from their Faculty or School Associates? University related services such as Canada Manpower, Financial Aid, Housing etc. ?
10. What additional activities, courses or experiences would you like to see incorporated or deleted from this programme ?
11. Have you become aware of any major unanticipated benefits for Interns, School Associates, Faculty Associates or others during the operation of this programme ?
12. Have you become aware of any unanticipated problems for Interns, School Associates, Faculty Associates or others which have occurred during the operation of this programme ?

## IV. INTERVIEW WRAP-UP

I would like to thank you for your time and assistance in the review of this programme. Before closing are there any additional comments, impressions or concerns you would like to express about the programme ?

APPENDIX M

TELEPHONE INTERVIEW QUESTIONS

UNIVERSITY OF VICTORIA  
FACULTY OF EDUCATION  
SECONDARY INTERNSHIP PROGRAMME EVALUATION  
TELEPHONE INTERVIEW - PROGRAMME DROPOUTS, MAY, 1980.

I. INTRODUCTION.

Discussion of purpose, format and confidentiality of interview.

II. QUESTIONS.

1. What were your reasons for choosing the Secondary Internship Programme?
2. What did you view as the major strengths of the programme?
3. What did you view as the major weaknesses of the programme?
4. Why did you withdraw from the programme?
5. Describe the assistance given by your Faculty and School Associates up to and including the time of your withdrawal.
6. Now that you have had time to reflect on your withdrawal from the programme, please describe your feelings toward the University and the programme.

III. INTERVIEW WRAP-UP.

I would like to thank you for your time and assistance in the review of this programme. Before closing are there any additional comments, impressions or concerns you would like to express about the programme?

APPENDIX N

ACADEMIC COURSE WORK SURVEY

## APPENDIX N

ACADEMIC COURSE WORK SURVEY

June 30, 1980

URGENT AND IMPORTANT

Dear Intern Graduate:

As you are aware we are in the final stages of the evaluation of the Intern Programme. May I please make a final request for two minutes of your time.

Below are the academic courses you took on the Programme or in a previous year. In Column I please rank these courses in order of their usefulness to you in your training as a teacher. Give a rank of 1 to the most useful, 2 to the next, and so on.

In Column II, indicate how useful you actually found each course using the scale

1. very useful
2. useful
3. some use
4. not much use
5. no use

In Column III, using this same scale, indicate whether each course with a different instructor or treatment could be useful for someone on the Intern Programme.

	I	II	III
	<u>Rank</u>	<u>Usefulness</u>	<u>Could Be</u>
Psychology of Learning . . . . .	_____	_____	_____
Social Issues in Canadian Education . . . . .	_____	_____	_____
Organization of Administration of Education in B.C. . . . .	_____	_____	_____
Methods . . . . .	_____	_____	_____
Evaluation of Student Achievement . . . . .	_____	_____	_____
Psychology of Adolescence . . . . .	_____	_____	_____

A stamped addressed envelope is enclosed. Would you please answer the above and return the form right away. Your cooperation will be much appreciated.

Yours sincerely,

APPENDIX O

ADDITIONAL COMPETENCY ANALYSES

FIRST AND SECOND TERM SCHOOL ASSOCIATE'S RATINGS OF INTERN  
PERFORMANCE

	Mean <sup>a</sup> of First Term School Associates  N = 57	Mean of Second Term School Associates  N = 62	Results of t Test of dif- ferences between means
Competency			
Personal Attributes	1.88	1.90	NS <sup>b</sup>
Use of Effective Methodology	1.92	2.06	NS
Creation and Management of an Effective Learning Environment	2.32	2.00	NS
Use of Evaluation Processes	1.84	2.11	NS
Evidence of Continuing Profes- sional Development	1.75	1.79	NS

<sup>a</sup> Means were computed on the basis of the following scores: 1 = Very Well; 2 = Well; 3 = Adequately; 4 = Poorly; 5 = Very Poorly.

<sup>b</sup> Differences in means not significant at the .01 level.

RATINGS OF INTERN COMPETENCY PERFORMED BY INTERN SELF-RATING  
FACULTY ASSOCIATES AND SCHOOL ASSOCIATES

Key Example: #1    A 1 1 1 2  
                   B 2 1 1 2  
                   C 3 2 2 1  
                   D 2 2 2 2  
                   E 1 2 2 1

Interpretation:-#1 refers to Intern number one.

- "A" through "E" refers to the five competency areas.

- The first column of numbers are Intern self-ratings; the second column are Faculty Associate ratings and columns three and four are School Associate ratings.

- The numbers in the columns are based on the following performance level:  
 1 = Very Well; 2 = Well; 3 = Adequately;  
 4 = Poorly; 5 = Very Poorly.

#1	A 1 1 1	#2	A 1 2 2 2 1 2	#3	A 1 2 1 1 1
	B 2 1 1		B 2 3 3 2 1 1		B 1 2 2 1 1
	C 2 1 2		C 2 1 2 2 2 1		C 2 2 1 1 2
	D 2 1 3		D 2 2 3 2 1 1		D 2 2 1 1 1
	E 1 1 1		E 3 2 2 3 1 2		E 1 1 1 1 1
#4	A 1 1 2 1 1 1	#5	A 1 3 1 3	#6	A 1 1 1 1 1 1
	B 2 1 2 2 1 2		B 2 2 2 2		B 1 2 2 1 2 3
	C 1 1 2 2 2 2		C 3 3 3 3		C 2 1 2 1 1 1
	D 1 2 3 1 2 2		D 1 2 2 3		D 2 2 1 1 2 3
	E 1 2 1 1 1 2		E 2 2 1 3		E 1 1 1 1 1 1
#7	A 3 2 2 3 2	#8	A 1 1 1 1 1 1	#9	A 2 2 3 3 2 2
	B 2 2 2 2 1		B 1 1 1 1 1 1		B 3 2 3 3 2 4
	C 3 2 1 4 1		C 1 2 2 1 1 1		C 2 2 3 3 2 2
	D 3 2 2 2 2		D 1 2 1 1 1 2		D 2 2 2 2 2 3
	E 3 1 4 2 1		E 1 1 1 1 1 2		E 1 1 2 3 2 3
#10	A 1 1 2 1 2 1	#11	A 2 1 3 2 2 2	#12	A 2 4 3 3
	B 2 1 2 1 2 2		B 3 1 3 3 2 3		B 3 3 4 4
	C 2 1 2 1 2 1		C 3 2 4 3 3 2		C 3 3 3 3
	D 2 1 2 1 2 2		D 1 1 3 2 2 3		D 1 2 1 4
	E 2 1 2 2 2 2		E 2 1 4 2 2 3		E 2 2 3 3

#13	A 1 1 3 2 1 3	#14	A 1 1 1 3 3 2	#15	A 2 2 2 2 2
	B 1 1 2 2 1 3		B 2 1 1 2 2 3		B 4 1 3 2 2
	C 1 2 2 2 3 2		C 2 2 2 2 1 2		C 2 2 4 2 2
	D 2 1 3 2 3 4		D 1 1 1 3 2 2		D 2 1 4 3 2
	E 1 1 2 1 2 2		E 1 1 2 5 3 3		E 2 1 2 2 2
#16	A 1 1 1 1 1 1	#17	A 1 1 1 1 1 1	#18	A 2 2 2 1 3
	B 1 1 2 1 1 1		B 2 1 2 1 2 1		B 2 1 1 2 3
	C 1 1 4 2 1 1		C 1 1 2 3 1 2		C 2 2 3 2 3
	D 2 1 3 1 1 2		D 2 1 3 1 2 1		D 3 1 1 1 3
	E 2 1 3 1 1 2		E 2 2 1 1 1 1		E 2 1 2 2 3
#19	A 2 2 3 1 3 3	#20	A 4 3 4 3 3 3	#21	A 1 1 1
	B 3 2 2 2 4 2		B 4 2 4 4 3 3		B 2 1 2
	C 2 2 4 2 4 4		C 4 3 4 3 3 2		C 2 1 1
	D 2 2 3 2 3 3		D 3 2 1 3 3 2		D 1 1 1
	E 2 1 4 2 3 2		E 3 1 1 1 2 2		E 1 1 1
#22	A 1 2 2 4 4	#23	A 2 3 3 3 3 4	#24	A 2 1 1 2 2 2
	B 2 1 3 3 4		B 3 2 2 2 4 3		B 2 1 2 2 3 2
	C 3 2 2 4 4		C 2 3 2 4 4 3		C 3 1 2 4 2 2
	D 3 2 3 2 3		D 2 1 2 2 3 2		D 2 2 2 1 3 4
	E 1 2 2 2 4		E 2 1 1 2 2 3		E 2 1 1 1 1 2
#25	A 1 1 1 2 1 2	#26	A 1 1 1 1 2 2	#27	A 1 1 2 1 1
	B 2 1 1 2 3 1		B 1 1 2 1 2 2		B 1 1 1 2 1
	C 2 1 1 1 2 1		C 1 1 2 1 2 1		C 1 1 3 2 1
	D 1 1 2 2 1 1		D 1 1 3 1 2 2		D 2 1 2 2 1
	E 1 1 1 1 1 1		E 1 2 2 1 1 2		E 1 1 1 1 1
#28	A 3 2 2 1 1 1	#29	A 2 2 3 2 2 1	#30	A 1 1 1 1 1 1
	B 2 1 1 1 2 1		B 1 1 2 2 2 2		B 2 1 1 1 1 1
	C 2 1 2 2 2 2		C 1 2 4 2 2 1		C 1 1 1 1 1 2
	D 2 1 2 1 1 2		D 2 1 2 1 2 1		D 3 1 1 1 1 2
	E 1 1 2 1 1 1		E 1 1 3 1 3 1		E 1 1 1 1 1 1
#31	A 1 1 2 2 1 1	#32	A 1 1 2 1 2 2	#33	A 3 3 3 3 4 3
	B 2 1 2 1 2 2		B 1 1 1 2 1 2		B 3 3 2 2 3 2
	C 2 1 2 1 1 1		C 1 1 2 2 2 2		C 3 4 3 3 4 3
	D 2 1 2 1 1 1		D 2 1 1 1 2 2		D 3 2 3 2 4 4
	E 1 1 1 2 1 1		E 1 1 1 1 2 2		E 2 2 3 2 3 2
#34	A 1 2 4 2 2				
	B 2 2 2 2 3				
	C 1 2 4 1 2				
	D 2 1 2 2 1				
	E 2 2 1 1 2				

APPENDIX P

FACULTY ASSOCIATES' PERCEPTIONS ON PROGRAMME GOVERNANCE

AND MANAGEMENT

## APPENDIX P

FACULTY ASSOCIATES' PERCEPTIONS ON PROGRAMME GOVERNANCE  
AND MANAGEMENT

Summary of mean response by Faculty Associate (N=4)  
to question #30 of the Faculty Associate Questionnaire.

- A. Policy statements are written to govern in broad outline the intended structure, content and operation of this Programme.

Indicators:

1. A formally recognized policy making or governing body exists for the Programme.

A governing body is recognized as having responsibility and authority for making policies for the programme.

No authority recognized to which one may turn to obtain knowledge of existing policies upon which to base programme operations.

1 2 3 4 5

---

\* Mean Response = 2.50

---

2. All groups participating in the Programme are represented in policy decisions that affect the Programme.

When policies are formed all persons or groups which may be affected by those policies are represented.

No policy or policies made by one group.

1 2 3 4 5

---

\* Mean Response = 3.00

---

3. Policy decisions are supported by and made after consideration of data on programme effectiveness and resources required.

Data are collected and considered in reviewing, changing or creating policies.

No research base exists for policy decisions. Policies are the result of power relationships and personal opinions.

1 2 3 4 5

\*Mean Response = 3.75

4. An explicit statement of policies for management and governance of the Programme is available to all involved or concerned.

Such a statement of policies is in printed form, current and frequently referred to by persons involved in management or governance of the Programme.

There appears to be no orderly statements of policies available to persons involved in management or governance of the Programme.

1 2 3 4 5

\*Mean Response = 1.75

5. Policies, organization and management procedures are readily modified and regularly reviewed.

Process known to all; review process regular.

No known governance structure or a rigid unmodified one.

1 2 3 4 5

\*Mean Response = 2.50

B. Provisions are made for staff orientation, assessment and improvement.

1. Staff orientation opportunities are made available.

Frequently	1	2	3	4	5	Never
------------	---	---	---	---	---	-------

---

\*Mean Response = 2.50

---

2. The Co-ordinator and Faculty Associates meet regularly to work as a team.

Always	1	2	3	4	5	Never
--------	---	---	---	---	---	-------

---

\*Mean Response = 3.00

---

3. Evaluation profiles are kept on all staff and made available to them.

Yes	1	2	3	4	5	No
-----	---	---	---	---	---	----

---

\*Mean Response = 5.00

---

4. Staff development activities/in-service activities are provided/encouraged.

Yes	1	2	3	4	5	No
-----	---	---	---	---	---	----

---

\*Mean Response = 3.25

---

- C. The Programme is planned and operated as a totally unified integrated system.

Indicators:

1. The Programme was planned as a totally integrated system.

Total Programme designed prior to independent parts.						Independent parts grouped together and called a Programme.
	1	2	3	4	5	

---

\*Mean Response = 3.25

---

2. The Programme is operated as a system.

Decisions reflect consideration of the total system.						Many isolated independent decisions.
	1	2	3	4	5	

---

\*Mean Response = 3.25

---

3. The sub-systems are continually being modified.

Yes	1	2	3	4	5	No
-----	---	---	---	---	---	----

---

\*Mean Response = 2.75

---

4. The Programme is continually evaluated against constituent needs, and refined based on feedback.

Formal review structure operational; changes continually being considered.						Programme not amenable to modification.
	1	2	3	4	5	

---

\*Mean Response = 2.25

---

VITA

Surname: MITCHELL Given Names: BRUCE OGILVIE

Place of Birth: Victoria, B.C. Date of Birth: April 25, 1943

Educational Institutions Attended, with Dates of Entering and Leaving:

UNIVERSITY OF VICTORIA 1962 to 1968

UNIVERSITY OF VICTORIA 1979 to 1980

Degrees, Diplomas, Etc., Awarded, with Dates and Names of Institutions:

B. Ed. 1969 University of Victoria

Honors and Awards:

President's Scholarship, 1968.

The Rose's Limited Jewelers Watch, 1969.

The Maxwell Cameron Memorial Medal, 1969.

Shell Merit Fellowship, 1979.

Publications:

none

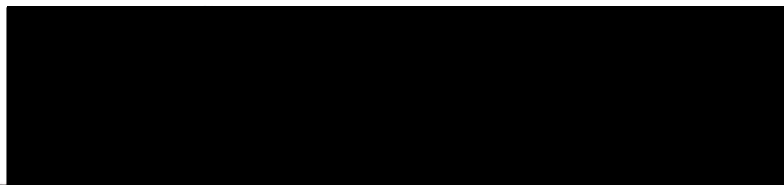
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Title of Thesis

Evaluating a Teacher Internship Programme

Author



BRUCE OGILVIE MITCHELL

August 22, 1980