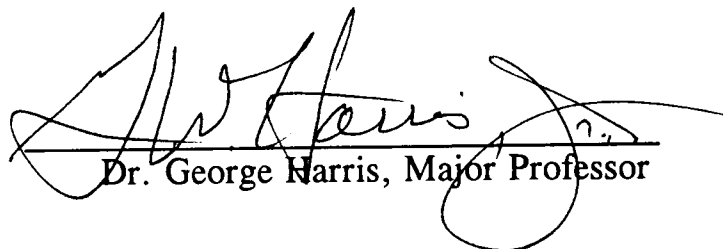
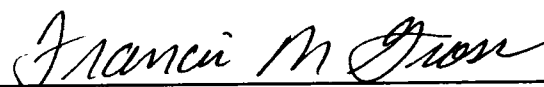
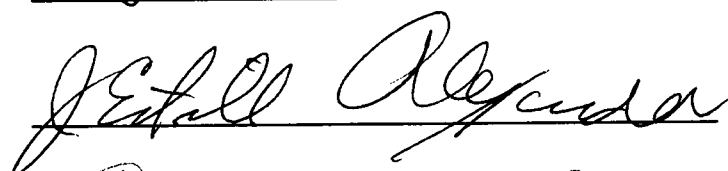
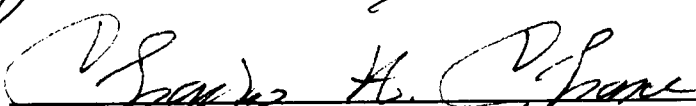
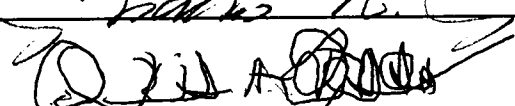


To the Graduate Council:

I am submitting herewith a dissertation written by Allen Brian Dyal entitled "An Exploratory Study to Determine Principals' Perceptions Concerning the Effectiveness of a Fifth-Year Teacher Preparation Program." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Ed.D., with a major in Educational Administration and Supervision.


Dr. George Harris, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Associate Vice Chancellor
and Dean of the Graduate School

**An Exploratory Study to Determine
Principals' Perceptions Concerning
the Effectiveness of a Fifth-Year
Teacher Preparation Program**

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Allen Brian Dyal

May 1993

DEDICATION

This dissertation is dedicated to my parents, Betty Lawrence Dyal and Claud W. Dyal, Jr., the two finest teachers one could have throughout this journey called life.

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to my major professor, Dr. George Harris, Jr. His dedication to my professional growth and educational pursuits provided me with encouragement through this process.

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Finally, I would like to acknowledge the many friends who have given me support, advice, and encouragement along this journey.

ABSTRACT

The preparation of teachers has undergone a variety of reforms during the past several years. Over 100 universities nationwide have developed fifth-year teacher preparation programs designed to offer a unique approach to the development of beginning teachers. The University of Tennessee, Knoxville implemented its program during the 1991-92 school year.

The purpose of this study was to determine the perceptions of principals concerning the effectiveness of a unique fifth-year teacher preparation/internship program and to compare these perceptions with prior held views concerning fourth-year student teaching program effectiveness. The study is descriptive in nature. The population of this study consisted of 40 principals who were directly involved with the supervision of interns who completed the UTK fifth-year teacher preparation/internship program during the 1991-92 school year.

Data were collected by means of two instruments. A Principals' Perceptions Questionnaire (PPQ) was mailed to each member of the study. Forty usable questionnaires were returned. The second phase of the study used a Semi-Structured Interview Guide to determine deeper and broader views of principals concerning program effectiveness. Eight principals proportionally

representing elementary, middle, and high school principals were randomly selected and interviewed. This group represented a 20% stratified sample of the original population.

Principals responded to the questionnaire on a Likert-type scale, from 1-strongly disagree to 5-strongly agree, to each statement. Responses were placed on an SAS data file for statistical analysis. Means and standard deviations were calculated for each of the PPQ's 36 statements. Chi square analysis was used to determine meaningful differences between and among eight demographic groups related to each statement. Each of the eight interviews conducted were audiotaped, categorized, and summarized in regard to the study's four guiding research questions.

Results of the study revealed general support for the UTK fifth-year teacher preparation/internship program. Thirty three of 36 statements received means of 3.50 or higher. Domain 1, general effectiveness of The University of Tennessee internship, received a mean of 3.83. Domain 2, effectiveness of a fifth-year internship compared with fourth-year student teaching, received a composite mean of 3.69. Domain 3, intern performance on the state model for local evaluation, received a mean of 3.63. The overall questionnaire mean was 3.72.

The highest-rated statements related to the perceptions that fifth-year interns developed effective professional relationships with mentors; a year-long internship was an appropriate amount of time for in-school teaching experiences; and fifth-year interns were appropriately exposed to extracurricular activities. The lowest-rated statements related to the pursuance of a master's degree and skill within content area and greater levels of TIM competence compared to fourth-year student teachers.

The interview process revealed a variety of strengths, as well as some weaknesses, associated with a fifth-year teacher preparation/internship program. Principals placed great value in a year-long experience that provides interns with a broader experience and allows for a variety of educational opportunities. Maturity and confidence of interns were perceived as great strengths of the program. The single greatest weakness acknowledged by all principals who were interviewed was the cost or financial burden a fifth year of education placed on interns.

Several conclusions were reached upon completion of the study:

1. Principals perceived that a fifth-year teacher preparation/internship program is generally effective in producing beginning teachers;
2. A year-long internship was perceived as an appropriate amount of time for such a program;

3. A fifth-year teacher preparation/internship program compared favorably with fourth-year student teaching programs with which principals had previously worked; and

4. Prospective teachers who complete a fifth-year program are more likely to be successful in their first year of teaching than their student-teaching counterparts.

This study concluded with several recommendations for further research and various program applications of the UTK fifth-year teacher preparation/internship program.

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CHAPTER I

OVERVIEW OF THE STUDY

Statement of the Problem

Introduction

Reform is presently reshaping educational institutions across America. Questions are being raised at virtually all levels of society concerning educational standards, accountability, and performance. One of the questions relevant to the issue of educational reform is whether or not we are doing our best in developing the most effective beginning teachers. There are some indications that our educational system is not. Quality teachers are leaving the field and ineffective teachers are often protected by tenure. The dissatisfaction with America's schools has created a national debate over our educational future. Most would agree that teaching is in need of improvement. The question is: How? (Tomorrow's Teachers, 1986). Because the process of preparing teachers has an enormous impact on the quality of education across the nation, it is important to look at new ways of preparing teachers. Clearly, teachers and the teaching profession are the targets of much of today's educational reform agenda. Furthermore, school systems invest time, money,

and energy into each beginning teacher. For these and other reasons, it is important for school districts to hire and retain the most effective beginning teachers. Traditionally, colleges and universities have prepared beginning teachers through a four-year course of study that culminates with a semester or quarter of student teaching experience. The question is whether this is the most effective approach. At the turn of the century, the normal school prepared the majority of teachers in the United States. A variety of methods and programs were used for this preparation, ranging in length from one to four years. One of the earliest reforms to take place early in the century focused on a more thorough approach, the four-year bachelor's degree typically awarded at newly-formed teachers' colleges.

As we approach the 21st century, a new reform movement takes shape in the form of The Holmes Group, a consortium of research universities, typically flagship institutions within their respective states, which are dedicated to revolutionizing teacher preparation in America. At the core of its agenda rests the fifth-year internship (Tomorrow's Teachers, 1986).

Background of the Problem

As this research study is undertaken, it is important to note that several studies have been conducted in regard to fifth-year teacher preparation/

internship programs for teacher preparation. Topics include program, general effectiveness, structure, attitudes of interns, and the new relationship between public schools and colleges of education, to name a few. Most of the present research has centered upon the views of interns, mentoring teachers, and college faculty.

The perceptions of principals concerning the effectiveness of such a program is critical to any analysis of a fifth-year teacher preparation/internship program. Principals generally evaluate teachers with particular interest given to beginning teachers. They also recommend student teachers and interns for possible employment. Virtually no research has been done concerning the perceptions of principals and the fifth-year teacher preparation/internship program. This study will attempt to provide important findings concerning one program, The University of Tennessee, Knoxville's fifth-year teacher preparation/internship program.

The Problem

The problem to be investigated in this study concerns the impact of a fifth-year teacher preparation/internship program and the development of an effective beginning teacher, as perceived by school principals. Does a fifth-year teacher preparation/internship program create an effective beginning

teacher? Do principals perceive that a fifth-year teacher preparation/internship program creates a more effective beginning teacher than traditional fourth-year programs?

The movement of teacher preparation--in large part to the master's level, including a fifth year of active internship--requires careful study. The principal plays an important role, not only in the internship experience, but also in the entire school program. Principals are in a unique position to evaluate such programs. At the time of this study, research concerning fifth-year programs, while on the rise, was limited.

Purpose of the Study

The purpose of this study was twofold in nature. First, principals' perceptions concerning the effectiveness of a fifth-year teacher preparation/internship program were determined in order to provide important direction for the future of such programs. Second, principals' perceptions regarding the overall effectiveness of a fifth-year program were compared to perceptions of the effectiveness of prior fourth-year programs. The information obtained and conclusions reached add to the limited amount of existing research on this important subject.

The resulting instruments for this study were designed to determine principals' perceptions concerning a fifth-year teacher preparation/internship program at The University of Tennessee, Knoxville. The questionnaire (see Appendix A) is designed with a Likert-type scale to provide the researcher and teacher educators with important results that provide an understanding of overall effectiveness. The in-depth interview guide was designed to yield a deeper understanding of the views of principals concerning a unique fifth-year teacher preparation/internship program.

Importance of the Study

This study is important for several reasons. A significant factor in a beginning teacher's success in large part depends on the type and quality of preparation prior to service as a teacher. The single most important reform related to teacher preparation (in the last several years) is the development of fifth-year programs that culminate with a collaborative, year-long internship experience. This post-baccalaureate approach is most easily identified with The Holmes Group. Fifth-year teacher preparation/internship programs are presently being implemented across the nation and around the world. Principals who directly supervise interns are in the best position to evaluate their performance as well as the overall effectiveness of fifth-year teacher

preparation/internship programs. Principals who have worked with traditional fourth-year programs and student teachers can provide valuable insights into the *effectiveness* and *quality* of a fifth-year teacher preparation/internship program and its respective interns.

The development of effective beginning teachers is critical to the health of individual schools as well as the nation's entire educational system. The importance of attracting the best and brightest students into the teaching profession is clearly an important educational goal. The preliminary review of literature indicated that, while programs are being redesigned nationwide, research to support such action is minimal. School reform and improved effectiveness is directly linked to the effective teacher. The level of effectiveness of beginning teachers impacts students and the overall school. While effectiveness is difficult to define, it is important to determine the differences between traditional fourth-year programs and fifth-year teacher preparation/internship programs. Do fifth-year programs produce a more effective beginning teacher than traditional approaches? The answer to this question, while complex, can provide direction for teacher education programs of the future.

The concepts being investigated in this study were relatively new. Most of the research conducted has related to mentoring teachers, professors, and the

views of interns themselves. Principals are most accountable for the school program, including the hiring of new teachers. The quality and likely effectiveness of the beginning teacher impacts several years of teaching and the school program.

For many years, educators have argued that the caliber of teachers must improve. One proposed way to improve teaching is through a vigorous, year-long teaching internship. The research in this study will ultimately provide conclusions concerning the effectiveness of the beginning teacher who successfully completes a fifth-year teacher preparation/internship program.

The Research Questions

Research questions to be examined in this study were stated as follows:

Question 1

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program is generally effective in producing beginning teachers?

Question 2

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces a more effective beginning teacher than fourth-year student teaching programs?

Question 3

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces effective teachers in terms of a variety of state and local models of evaluation?

Question 4

What are the greatest strengths and weaknesses of a fifth-year teacher preparation/internship program?

Definition of Terms

Several important terms are defined below for the purpose of this study.

PPQ

As used in this study, PPQ (Principals' Perceptions Questionnaire) is the principal data collection instrument consisting of a questionnaire containing 36 statements with a Likert-type scale for responses.

Principal

As used in this study, a principal is "a person who has controlling authority or is in a leading position as the chief executive officer of an educational institution [as in elementary, middle, junior, or senior high school]" (Webster's Ninth New Collegiate Dictionary, 1984, p. 935).

Fifth-Year Teacher Preparation/Internship Program

As used in this study, fifth-year teacher preparation/internship program refers to a comprehensive program of teacher preparation that includes graduate courses leading to a master's degree, coupled with a year-long teaching internship in a local school.

Fourth-Year Teacher Preparation Program

As used in this study, fourth-year teacher preparation program refers to a program of teacher preparation that typically includes a professional core of classes, an academic subject major, and a semester-long student teaching experience culminating with a bachelor's degree in Education.

Master's Degree in Teaching

As used in this study, Master's Degree in Teaching is defined as a 36-semester-hour degree that is integrated into the year-long teaching internship (12 hours), specialty studies (6 hours), analysis of teaching (2 hours), clinical studies (4 hours), and a concentration area (12 hours) (UTK Graduate Catalog, 1990).

Effective Beginning Teacher

As used in this study, effective beginning teacher is an individual who has completed the probationary year (internship) of teaching, and who exhibits and possesses the following characteristics: (1) knowledge in specific subject area(s); (2) ability to conduct research and reflect on past educational experiences; (3) mastery displayed on teaching components of the TIM; and (4) the ability to manage day-to-day class activities, utilizing appropriate class management techniques.

Fifth-Year Intern

As used in this study, a fifth-year intern is an individual who takes part in a year-long (August-June) teacher preparation experience. The experience typically is combined with graduate studies culminating with a Master of Science degree in Teaching.

SAS Data File

As used in this study, SAS data file represents the computer program used for statistical treatment of collected data.

Student Teacher

As used in this study, student teacher typically is defined as an individual who takes part in a semester-long teacher education experience during the fourth year of an undergraduate education program.

Class Management

As used in this study, class management consists of the necessary skills needed to effectively manage a school classroom. Consistency, fairness, and effective discipline techniques are part of effective class management skills.

Academic Content Area

As used in this study, academic content area refers to a subject of expertise acquired at the undergraduate level by a prospective teacher.

TIM

As used in this study, TIM refers to the Tennessee Instructional Model. It includes the basic teaching competencies outlined by the Tennessee Department of Education in 1984, which are incorporated into the TIM. TIM competencies are the accepted standard of teaching practices in Tennessee (TIM, 1984).

UTK

As used in this study, UTK refers to The University of Tennessee, Knoxville.

Procedures and Data Analysis

Introduction

Research concerning fifth-year teacher preparation/internship programs is limited. The perceptions of principals concerning the effectiveness of a fifth-year program and the year-long internship shall provide direction for the future. Traditional fourth-year programs are being replaced at a variety of institutions across the nation. The effectiveness of the traditional approach is clearly in question.

The Population

The population selected for study was a cluster of 40 school principals who were directly involved with The University of Tennessee, Knoxville's fifth-year teacher preparation/internship program during its initial year, 1991-92.

The Stratified Interview Sample

Twenty percent of the original population were selected for in-depth study in proportion to the actual numbers of three basic types of principals in this study: elementary, middle/junior high, and senior high schools.

Specific Procedures and Data Collection

For the purpose of this study, two specific instruments were used for the collection of data (see Appendix A). First, a questionnaire was given to all individuals (principals) within the population. The survey contained statements with a Likert-type scale for responses. The perceptions of principals were identified concerning the effectiveness of a fifth-year teacher preparation/internship program, including the overall effectiveness of interns. Survey questions further investigated the differences between traditional fourth-year teacher preparation programs and The University of Tennessee, Knoxville's fifth-year teacher preparation/internship program, plus the respective effectiveness of each. Principals responded to questions based on perceptions developed primarily during the 1991-92 school year, and perceptions about fourth-year programs and student teachers over their respective administrative careers. The questionnaire and interview guide were

examined by a panel of experts during the summer of 1992. The study was formally conducted during the first 12 weeks of the 1992-93 school year.

The second phase of the study centered upon a proportionately stratified sample of some 20% of the population. A Semi-Structured Interview Guide allowed principals to respond to survey areas in greater detail and in greater depth (see Appendix B). The interview guide was administered upon completion of the survey of all principals in the study.

Data Analysis

This study is descriptive in nature. Questionnaire data collected was analyzed in several ways. Mean scores were determined for each question in the study. Composite means were developed in the study's three major areas: (a) the general effectiveness of the fifth-year internship, (b) the effectiveness of fifth-year interns compared with fourth-year student teachers, and (c) intern performance on the state model for local evaluation. A mean score was determined for the entire questionnaire. The means and composite means provide valuable insight into the perceptions of principals related to each question in the study.

The following descriptive statistics were used in the study:

The Calculated Mean

"The arithmetic mean is the sum of all the scores divided by the number of scores" (Huck, Cromer, & Bounds, 1974, p. 23). As used in this study, the Calculated Mean consisted of each statement as well as composites and a total mean of results.

The Standard Deviation

Standard deviation is a measure of variability around the mean (Huck, Cromer, & Bounds, 1974). For this study, the Standard Deviation was used to analyze how tightly or loosely around the calculated mean the group of individual responses lies.

Chi Square Analysis

Chi Square Analysis is a test to determine whether or not the frequency of responses between two or more independent groups differs significantly from expected random distributions. For this study, Chi Square Analysis was used to determine whether responses to questionnaire items varied in demographic terms from what would be randomly expected.

The Interview Process

Interviews conducted with the Semi-Structured Interview Guide were taped and categorized. The interview process provided a more in-depth consideration of the perceptions of principals concerning the UTK fifth-year teacher preparation/internship program.

Assumptions, Limitations, and Delimitations of the Study

The study was limited in several ways. Only those principals who participated in The University of Tennessee, Knoxville's fifth-year teacher preparation/internship program in its initial year, 1991-92, were involved in the study.

The population involved in this study included some 40 principals were involved with the program during the 1991-92 school year. The stratified sample size of the second phase of the study similarly reflected the population's size. The perceptions of principals concerning effectiveness of traditional fourth-year teacher preparation programs have clearly developed over many years, as opposed to perceptions of fifth-year teacher preparation/internship program effectiveness, which were created over the past few years. The personalities of specific interns/student teachers may have distorted in some way the overall perceptions of principals.

Organization of the Study

The study is organized into five chapters. Chapter I includes an introduction, followed by the definitive problem statement, the research questions, population, and sample. Specific terms for the study are also defined. Chapter I concludes with the importance of the study and its assumptions, limitations, and delimitations.

Chapter II provides a review of related literature concerning the history of teacher preparation in the U.S. since 1900, as well as literature concerning The Holmes Group (the fifth-year teacher preparation/internship consortium) and specific studies concerning fifth-year teacher preparation internships. Finally, the review includes literature relating specifically to The University of Tennessee's fifth-year teacher preparation/internship program.

Chapter III centers upon the methods and procedures used to conduct this study. Chapter IV includes presentation of data and findings of the study. Chapter V contains a summary of findings, conclusions, discussions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

During the past century, a variety of curricula, techniques, and strategies have been used to prepare our nation's teachers. At the turn of the century, the two-year normal school was the most common avenue of teacher preparation. By World War II, educational reformers had created the traditional fourth-year approach of teacher preparation. The latest effort designed to improve the preparation of teachers is embodied in a fifth-year teacher preparation/internship program being implemented by some 140 universities nationwide (Tomorrow's Schools, 1990).

The purpose of the present research effort was to determine the perceptions of principals concerning a fifth-year teacher preparation/internship program and its overall effectiveness.

This chapter contains four major sections: first, an historical perspective concerning teacher preparation since 1900; second, a review of The Holmes Group and its teacher preparation agenda; third, a review of specific fifth-year

teacher preparation/internship research that impacts this study; and, finally, a review of the UTK fifth-year teacher preparation/internship program itself.

The chapter reviews a variety of books, journal articles, reports, and research studies. Due to the limited amount of research in some areas, descriptive literature is used to provide a comprehensive perspective on historical and existing teacher preparation programs that impact this study. Historical accounts often center on little or no research. The written records of The Holmes Group and the UTK fifth-year teacher preparation/internship program are non-research components of this review.

Today's fifth-year teacher preparation/internship programs, while somewhat controversial, are nevertheless a bold effort by teacher educators to improve the preparation of our nation's teachers. The University of Tennessee, Knoxville has created and is committed to one such program.

Historical Perspectives

The founders of our nation understood the importance of public education. The land ordinances of 1785 and 1787 provided public support for education, including a section of land in each new township expressly for education (Smith, 1979). Thomas Jefferson saw education as critical to a young nation

and, more importantly, believed that education was necessary for an informed and enlightened electorate (Harris & Dawes, 1988). Horace Mann, believed by many to be the father of the public school in the United States, saw education as the great equalizer of the human condition (Shapiro, 1991).

Four distinct eras of teacher preparation have been identified during the 20th century. For the purpose of this study, they included: The Normal School in Transition - 1900-1929; The Growth and Construction of the Teachers' College - 1930-1949; Teacher Education in Time of Criticism - 1950-1969; and A Time of Research and Reform - 1970-Present (Su, 1986).

The Normal School in Transition - 1900-1930

As the 20th century began, the normal school was developing teachers in a haphazard way. Aspenwall (1902) and Judd (1920) identified several characteristics of the normal school. The rise of free and universal education had put a strain on the demand and preparation of teachers (Luckey, 1915). The normal school had existed for at least 75 years. The narrow focus of such schools created teachers as practitioners who were lacking, in the professional sense, a variety of skills. The normal school was characterized by poor standards, students who had not obtained proper credentials, irregular

acceptance of credit, a lack of guidance, and a practice teaching experience that was far too limited in its scope (Judd, 1920).

As early as 1920, Judd advocated the lengthening of the normal school practice teaching experience. Still others in the field of education lauded the normal school. For many, the profession of teaching was the most noble of endeavors, the essentials of which were creating a dynamic process of educational growth in students, opening the world to others, and becoming a leader in the classroom (Luckey, 1915).

Possibly the single most important body of research between 1900 and 1920 concerning the professional preparation of teachers for American public schools was sponsored by the Carnegie Foundation in 1920. Virtually no research had been done concerning the normal school program of teacher preparation to that point. Learned and Bagley's (1920) study of Missouri's normal school was in-depth, thorough, and sometimes critical. Virtually every major aspect of the normal school was analyzed. Several important findings applied not only to Missouri but the nation's normal schools as a whole. The researchers recommended a transformation of the normal school for the following reasons: (1) the quality of teaching lacked uniformity; (2) the existence of local control of individual schools served to compromise the objectives of such programs; (3) the typical two-year residency was inadequate

for the development of teachers; (4) standards of admission were inferior; and (5) the normal school curriculum lacked vigor and stressed training over professionalism. Findings indicated that student welfare was more important than the profession of teaching itself. The researchers called for higher standards, the creation of a single board to control normal schools, a lessening of the difference between elementary and high school preparation, a commitment to professional curricula, and a prolonged residency requirement.

An examination of Problems of the Teaching Profession (Almack & Lang, 1925) provided teacher educators with a variety of findings. The teaching profession compared unfavorably to other professions. Teacher training nationwide varied widely, from as little as no training beyond high school to graduate work. Almack and Lang advocated that higher standards were needed, that theory and practice needed to be integrated into teacher education programs, and, finally, that practice teaching was rated as the most important subject that helped the beginning teacher.

The normal school had prepared a multitude of teachers for a growing nation. The typical normal school was designed to extend the knowledge of students who intended to teach school (Payne, 1901). The standard of admission to the normal school varied to such a degree that a composite could not be obtained (Harper, 1939).

The normal school offered a teacher preparation program of one to four years. The first year typically prepared one for rural or elementary teaching, the second year for elementary or small high schools, the third year for advanced high school, and the fourth year for administrative certification, ultimately leading to the bachelor's degree (Learned & Bagley, 1920).

The normal school curriculum provided a prospective teacher with the following courses: The first year of study typically included elementary courses in English, algebra, civics, and history. During the second year, additional courses in geometry, principles of teaching, geography, the classics, and manual training might be taken. The third year of study included practice teaching, trigonometry, chemistry, economics, and school management. The fourth year included advanced courses in teaching and administration, as well as calculus, poetry, and literature. It is important to note that many normal school students spent a great deal of academic time remediating secondary subjects. Certificates of teaching were offered at each of the four levels. The teaching profession was stratified with individuals who had as little as one year of study to a four-year bachelor's degree (Learned & Bagley, 1920).

In 1929, W. W. Charters and Douglas Waples studied over 1,000 teachers in an effort to improve the pedagogy of teaching. The researchers studied teacher traits, existing curricula, and teaching activities. The study was so

massive and inclusive that its use has been somewhat limited. The goal of the researchers was to provide a new curriculum for the education of teachers in this time of transition.

The Growth and Construction of the Teachers College - 1930-1949

The many inadequacies of the normal school led to the development of four-year professional schools of education that were, in many instances, on par with other professional schools at the university level. In 1889, Teachers College was founded at Columbia University. During its infancy, Teachers College fought diligently for a national acceptance of a professional bachelor's degree in education (Russell, 1937).

During the early part of this century, Columbia Teachers College reorganized on several occasions, and in 1934 developed a plan to organize according to specific educational functions. Four divisions were created: Instruction, Guidance, Administration, and, probably the most important division, Foundations of Education. The latter was implemented by a variety of teachers colleges across the nation in an attempt to provide professional training that was lacking in former normal schools (Cremin, Shannon, & Townsend, 1954).

During the late 1920s, several faculty members met to reform the teacher preparation program at Teachers College. These individuals were followers of John Dewey. Their dissatisfaction with the status quo resulted in the creation of two important classes that would impact curricula nationwide: first, a class in the psychological foundations of education, and, most importantly, a social foundations class that was interdisciplinary in nature and which broke with the strict disciplinary approaches of the past. A direct result of the Great Depression, these educational reformers saw education as critical to social change (Houston, 1990).

The normal school had prepared teachers since its creation in 1823. The advent of the teachers college was brought about in large part by ever-increasing state standards of teacher certification. In order to compete, most normal schools eventually changed to teachers colleges; also, the creation of the American Association of Teachers Colleges brought about tremendous changes in teacher preparation. Many normal schools made the move to state teachers colleges by improving curricula and requiring a four-year degree for teacher preparation. This was in direct response to the rise of state-sponsored teachers colleges (Encyclopedia of Education, 1971). By 1943, the association's 183 accredited institutions had dramatically raised curricula, entrance, exit, and faculty requirements. The four-year degree in 1940 was

now the standard all colleges were striving to offer (Teachers for Our Times, 1944).

A massive study was undertaken by the U.S. Office of Education between 1930 and 1933. The National Survey of the Education of Teachers (1933) provided a picture of teacher preparation during the Depression years, as well as identification of trends in the field, and an analysis of problems facing the field of teacher preparation. The thorough nature of this study provided a detailed account of the education of teachers in the United States.

The study found that the supply of teachers had risen dramatically after World War I as industries diminished. Normal school students increased in enrollment by 38%. During the 1920s and 1930s, the quality of teacher preparation increased in large part through more vigorous standards and the rise of the teachers colleges. However, between 1920 and 1926, there was a 71% rise in secondary school enrollment. The need for qualified, effective teachers was greater than ever (National Survey, 1933).

In terms of practice teaching, the report advanced the following: "There is probably no professional phase of a teacher's preparation upon which there is more agreement in theory and more diversity in practice than the development of necessary teaching skills during a period of supervised practice teaching" (National Survey, 1933, p. 120).

The Office of Education provided several general recommendations for the preparation of teachers. Changes in specific practices were needed. The two-year normal school degree was advocated as a minimum for teacher certification. The report promoted making the teaching profession more professional, providing greater training for teachers and prospective teachers, increasing standards for teaching, and, finally and most important for the present study, a recommendation to *increase the length of teacher preparation, including practice teaching* (National Survey, 1933).

This study indicated that serious problems existed in education in 1933. One in 20 elementary teachers had no training beyond high school. Forty-six percent of all teachers had two-year normal school degrees. Less than 2% completed any graduate work. Half of the nation's teachers were minimally qualified. The survey found that urban teachers were generally better educated than their rural counterparts.

The study found that while practice teaching was virtually required in normal schools, only one/sixth of traditional universities offered it. Teacher programs, as a group, attracted academically inferior students to the field of education.

Several important recommendations were made by the Office of Education through this report, including the raising of general standards, providing at

least 90 hours of practice teaching as a minimum, the development of tougher entrance and exit requirements for prospective teachers, and a specific teaching curricula that would include methods and management skills of teaching.

Between 1938 and 1944, the American Council on Education conducted a national cooperative study, the Improvement of Teacher Education (1946). The results of this study indicated that teachers colleges, while on the rise, were in many ways at odds with traditional universities; many were former normal schools themselves. The study reached conclusions similar to the U.S. Office of Education's National Survey of the Education of Teachers (1933). Beginning teaching success depended on proper recruitment, appropriate entrance requirements, vigorous curricula, a core of general education, an *extended practice teaching program*, and the acquisition of specific methods of teaching.

Important aspects of a Michigan study of pre-service teachers, directing teachers, and administrators (Trout, 1943) found that the integration of methods courses during the practice teaching experience created a more effective beginning teacher. The study further reported a growing trend to create a more socialized classroom for students, practice teachers, and directing teachers. "The integrated program provides many advantages, especially from the psychological standpoint. It provides the opportunity of giving reality and

meaningfulness to what otherwise might have seemed highly abstract theory" (p. 37). The researchers recommended a close look at the length of practice teaching, which varied greatly from institution to institution.

Teacher Education in a Time of Criticism - 1950-1969

The decades of the 1950s and 1960s were a time of great criticism and reflection in the field of teacher preparation. The domestic life of the country under the Eisenhower Administration was stable and conservative. The launching of Sputnik by the Soviet Union in the late 1950s sent shock waves through the education community. Public school curricula were revamped, and colleges that prepared teachers did not escape the criticism of a troubled nation. It was during this time period that school populations rose dramatically. To meet this need, a variety of teacher preparation programs were developed at all levels of higher education (Gardner, 1958). Some programs advocated a longer student teaching experience (Lieberman, 1956), as well as the integration of theory and practice in pre-service teaching programs (Stiles, Barr, Douglas, & Mills, 1960).

As early as 1960, a fifth-year teacher preparation/internship program was recommended by Stiles, Barr, Douglas, and Mills as a way to produce quality teachers with a liberal arts background. The objectives of internships ranged

from the integration of course work and field experiences to replacing the traditional student teaching experience. The fifth year added a full year to the pre-service experience in teaching, ultimately providing a fuller and richer experience that culminated in a Master of Arts in Teaching.

A 1965 study concerning one of the earliest fifth-year teacher preparation/internship programs in the U.S. examined The University of California's Graduate Internship program. Results of the study indicated that a realistic year-long teaching experience, coupled with appropriate seminars that integrate theory and practice, created effective beginning teachers who were both prepared for the profession of teaching and more likely to remain teachers (Stone & Robinson, 1965).

A report of the Task Force on New Horizons in Teacher Education and Professional Standards (Lindsey, 1961) examined the preparation of teachers and teacher education programs. The report advocated a more thorough student teaching experience that would include direct teaching experience up to three fourths of a teaching load and a fuller understanding of the requirements of teaching. The report further advocated the study of *fifth-year teacher preparation/internship programs* for evidence of overall effectiveness.

One of the most meticulous studies of the time period was conducted by James B. Conant (1963), who examined over 70 institutions involved directly

with teacher preparation. Conant found that very few institutions provided teacher training at the graduate level. Nearly three fourths of all four-year institutions provided some form of teacher preparation. Results indicated that while programs may appear similar from one institution to the next, there was a vast difference in the type and quality of programs offered. One interesting finding was that teachers colleges provided only 20% of the nation's teachers. "Indeed the greatest number of teachers come from universities that fit neither the 'teachers college' nor the 'liberal arts' college stereotype" (p. 74). Conant found that preparation of teachers was consistent with democratic theory. The in-depth study provided recommendations for improvement in the academic subject area to be taught as well as general education improvements.

While Conant and others were describing the field of education and teacher preparation in the early 1960s, James Koerner (1963) was attacking the system. The Miseducation of American Teachers provided a scathing critique of education in America. Koerner believed that most educational reform had failed, for a variety of reasons. Schools of education were led by academic inferiors, thus the resulting product lacked language, math, and professional skills needed for the challenging field of teaching. Koerner was skeptical about the training of teachers, arguing that after 50 years of reflection, no standard of criteria was accepted by the profession. Koerner criticized the quality of

instruction, curricula offered, the academic background of professors, and, ultimately, the profession as a whole. Recommendations included shutting down all teachers colleges, revamping existing four-year programs, raising entrance requirements for students, elimination of education as an undergraduate major, and a complete overhaul of graduate programs in education were recommendations of the study. It should be noted that the negative nature of Koerner's study provided little hope for the future.

A Time for Research and Reform - 1970 to the Present

During the past two decades, the teaching profession has taken a serious look at practical reforms in teacher preparation. This era has been a time of reflection and maturity in the field. The teaching profession and society in general have focused on educational reform and the reform of teacher preparation (Su, 1986).

The education reform movement of the 1970s centered on a variety of old and new measures, which were promulgated in New Perspectives on Teacher Education (McCarty, 1973). These included the century-long debate over the proper curricula for teacher preparation. Should the focus of a prospective teacher's preparation stress liberal arts education or the professional needs of a beginning teacher? In addition to the changing role of teaching in a technical

society, effective dialogue between schools of education, public schools, and specific structural reforms in teacher preparation programs was warranted.

A major contributor to this study, Robert W. Blanchard, offered the internship as a positive alternative to the practice teaching experience. "The internship would take the place of what we now recognize as student-teaching and provide greater breadth and depth in classroom experience" (McCarty, 1973, p. 70).

Gage (1978) examined a multitude of variables related to teaching and teaching effectiveness. Gage postulated that, historically, teacher educators were concerned with the science of teaching described as "Knowledge That vs. Knowledge How" (p. 44). While schools of education had spent much effort teaching prospective teachers what to teach, Gage asserted that the "how" of teaching was critical to classroom success. Gage redefined this paradigm as the "scientific basis for the art of teaching" (p. 17). Research efforts concerning fifth-year teacher preparation/internship programs of this time period will be reviewed in detail later in this chapter.

The historical record since 1900 concerning teacher preparation indicates growth, transition, and change. The normal school provided the nation with a multitude of teachers. Some were effective, while others suffered from low standards and irregular program requirements. The teachers college arose in

the 1930s in part as a response to the many deficiencies of the normal school. Its many improvements included the acquisition of a four-year bachelor's degree with a general education core and more vigorous practice teaching experience. Most reform efforts since 1945 have met with little success. While reform has brought about change, substantive lasting results have not transpired (Breault, 1990). The 1950s and 1960s were characterized by a critical analysis of teacher preparation programs. From 1970 to the present, a series of reform efforts has shaped the debate concerning teacher preparation. Fifth-year teacher preparation/internship programs were increasingly offered as one method of improving teacher education in the United States.

The Holmes Group Agenda

Teacher Preparation Reform

As a result of educational reform efforts across the country, deans of several colleges met in 1983 to consider a restructuring and revolutionary change in teacher preparation in the U.S. The group was led by Judith E. Lanier, Dean of Michigan State University's College of Education, and former Secretary of Education, Terrel Bell. The Holmes Group began to analyze teacher education nationwide. The consortium of universities numbers over

100 today, "organized around the twin goals of reform of teacher education and the reform of the teaching profession" (Tomorrow's Teachers, 1986, p. ix).

Three major works would result from The Holmes Group's efforts: Tomorrow's Schools: Principles for the Design of Professional Development Schools (The Holmes Group) (1990); Tomorrow's Teachers: A Report of The Holmes Group (1986); and "Work in Progress: The Holmes Group One Year On" (1989). The present research effort depends on a complete understanding of The Holmes Group agenda, in as much as The University of Tennessee, Knoxville is a charter member of the consortium. The consortium was named for Henry W. Holmes, who was Dean of The Harvard Graduate School of Education during the 1920s. Holmes had battled for reform of ineffective methods and strategies of teacher preparation during his tenure at Harvard (Tomorrow's Teachers, 1986).

The Holmes Group advanced five major goals for the improvement of teaching:

1. To make the education of teachers intellectually more solid.
2. To recognize differences in teachers' knowledge, skill and commitment in their education, certification and work.

3. To create standards of entry to the profession--examinations and educational requirements--that are professionally relevant and intellectually defensible.

4. To connect our own institutions to schools.

5. To make schools better places for teachers to work and learn.

(Tomorrow's Teachers, 1986, p. 4)

The revolutionary change advocated by The Holmes Group would create three levels of teachers, the first of which is the "instructor." The instructor would hold a four-year undergraduate degree and serve as a novice teacher. Certification at this level would be temporary and non-renewable. The "professional teacher" certificate would be awarded only to those teachers who had completed a master's degree in teaching. This reform is at the core of The Holmes Group agenda. It requires course work within a major and minor, as well as pedagogy and a *full year as an intern in a school environment*. This reform moves full certification in teaching to the master's level. The highest certification advocated by the group would be "career professional." This individual would meet the highest standards in teaching, including the earning of an advanced degree (Tomorrow's Teachers, 1986).

New standards of teacher licensing required a revamping of the traditional undergraduate teacher education program. A cornerstone of The Holmes

Group reform is the movement of teacher preparation from the undergraduate level to the graduate level.

The Holmes Group rejects the notion that teachers should be generically prepared to teach virtually any subject. Teachers should be experts in their specific fields of study. Citing a variety of recent reports, the consortium advocates a much more vigorous preparation. "Most teachers exhibit no grasp of their subjects, nor any passion for them. Their pedagogy is as sadly lacking as their grip on the material" (Tomorrow's Teachers, 1986, p. 15).

The present condition of teaching was offered as evidence that past reforms had not worked. Many of the day's teaching force were exposed to a variety of reforms over the past 30 years. The abolishment of undergraduate programs was not viewed as a panacea. Undergraduate programs were urged to totally revise the curriculum, providing challenging subject matter to students as well as the intellectual focus of their disciplines. Finally, coherent programs at both the undergraduate and graduate levels should be integrated. The goal of undergraduate programs, then, must be to provide a foundation for the development of good teachers who are skilled in terms of subject area and the basic pedagogy of teaching (Tomorrow's Teachers, 1986).

The Holmes Group acknowledges that there is no single blueprint to accomplish its goals. "No two universities will have identical programs"

(Tomorrow's Teachers, 1986, p. 17). The reforms advocated require a tremendous effort on the part of colleges of education. Fifth-year programs would not be developed overnight; each is dynamic, requiring years to implement. The Holmes Group advocates that fifth-year programs be well thought out, incorporating research methodology, advanced teaching strategies, cooperation between local schools of education and public schools, as well as an intensive year of internship with master teachers (Tomorrow's Teachers, 1986).

The competent and effective beginning teacher who results from such efforts possesses a deep understanding of subject matter and student learning as well as the social context of today's modern classroom. This "interactive learning" is neither boring nor dull. It is not a one-way enterprise. Students, therefore, should be directly involved in the learning process (Tomorrow's Teachers, 1986).

New Professional Development Schools

By 1990, The Holmes Group reform agenda, while meeting skepticism from some, was receiving broad support from many of the nation's flagship universities. A preliminary update, "Work in Progress" (1989), provided an outline of efforts taking place at Holmes-affiliated institutions. Schools of

education were diligently creating new programs of teacher preparation. Essential to these programs was advanced study in teaching, the creation of small cohorts of students to study with mentoring faculty members, extensive practice teaching, a broad field experience at a variety of grade levels, and specific curricula in research and methodology. It is important to acknowledge that while programs being developed had similarities, each was unique in its own way. The Holmes Group advocated such distinctions ("Work in Progress," 1989).

The Holmes Group proposed a rethinking of traditional teacher preparation programs. The fifth-year internship, critical to future success, must be coupled with an effective, vigorous undergraduate teacher education program. Colleges of education should be elevated in stature and importance similar to medical and law schools. The Group further advocates a stronger role for colleges of arts and sciences, arguing for collaboration on classes, restructuring of curricula, and joint advisement of prospective candidates in teaching ("Work in Progress," 1989).

A new coalition between K-12 schools and colleges of education was advocated in Tomorrow's Schools (1990). The professional development school is at the core of this new coalition. Reform efforts have been numerous over the past several years. Many have tried a variety of measures; though

well intentioned, few have succeeded. The new proposals advocated by The Holmes Group depend on a new relationship between schools and teacher preparation programs. Invisible walls that once blocked communication between vital interest had to be eliminated.

The professional development school is organized around the following principles: Learning is a lifetime proposition for teachers and students. Classrooms must be reorganized to promote learning. Society must overcome social, economic, and financial barriers to learning. Educators must continue to learn after completion of a teacher education program. Long-term inquiry into teaching and learning requires a partnership between all concerned. New organizational structures must be created that seek profound changes in the actual preparation of teachers (Tomorrow's Teachers, 1986).

Forging new programs of effective teacher preparation is acknowledged as a difficult proposition. The Holmes Group is careful in its advocacy not to usurp community rights in creating the types of schools they view necessary. However, the Group squarely places the responsibility of developing effective teacher preparation programs on colleges of education (Tomorrow's Teachers, 1986).

The Holmes Group agenda was the first formal effort to garner support from a large number of the nation's research universities. The creation of

fifth-year teacher preparation/internship programs was a major goal of The Holmes Group. The University of Tennessee - Knoxville incorporated the majority of the Holmes agenda into its fifth-year teacher preparation/internship program for the 1991-92 school year.

Fifth-Year Teacher Preparation/Internship Program Research

A number of studies have been conducted focusing on traditional fourth-year and fifth-year teacher preparation/internship programs. The majority of the literature has centered upon fifth-year teacher preparation/internship programs and in few instances has focused on the views of principals. This section of the review of literature focuses on research related to fifth-year teacher preparation/internship programs, including specific studies related to principals and their respective views concerning such programs.

The Traditional Fourth-Year Teacher Preparation Program

The traditional approach of preparing teachers for schools centered around several key components. Students typically seek a bachelor's degree in education or a specific academic field. A professional core of classes includes methods and general education courses. The fourth-year approach generally

culminates with a semester-long student teaching experience. Upon successful completion of student teaching, the student receives a bachelor's degree in education.

Teacher Education Reform Nationwide

During the 1980s, most states studied and reformed programs for the preparation of teachers. These reforms were a direct result of the critical analysis of A Nation at Risk (1983), A Nation Prepared (1986), and (Tomorrow's Teachers, 1986). Reforms surfaced during the mid and late 1980s in the form of higher admission and exit standards and specific internship programs for certification, as well as new alternate programs for certification that were developed in many states. Much of the reform effort was mandated by state legislatures (Helmich, 1985). This was in stark contrast to teacher preparation early in the century.

Prior to the 1930s, teacher preparation was, in large part, superficial and haphazard. Most states did not require extensive preparation. Those that were willing and available to teach were generally certified with ease (Monohan, 1984).

In a study of model fifth-year programs, Helmich (1985) identified two basic types of programs being implemented:

1. State-initiated fifth-year programs. Implemented by Florida, Oklahoma, and Kentucky, which require a year-long beginning teacher experience, these include mentoring, specific observation-evaluation requirements, and usually culminates with a competency-based test. Certification ultimately depends on satisfactory evaluation at the local level.

2. University programs. Implemented by a variety of colleges of education around the country. Early components of such programs included a strong four-year emphasis in a specific content area followed by a year-long internship either paid or unpaid with extensive evaluation and mentoring opportunities.

A 1988 survey of all 50 states conducted by "The Chronicle of Higher Education" reported several initiatives underway nationwide. Several plans had been adopted, or were in the process of being adopted, by institutions of higher education and state legislatures. These new standards included higher admission standards, improved first-year competency testing, more stringent curriculum requirements in both content area and general education, and new beginning teaching experiences that included fifth-year internships and alternative certification programs to lure non-educators into the field. The report identified the state of Tennessee as proposing the following specific policies: Teaching majors must be approved by a faculty committee, 50% of

coursework must be in general education, and the option of completing a semester-long student teaching experience or a year-long paid internship would conclude the program ("A Survey of Two Years," 1988).

A study of some 90 institutions that prepared teachers and others (Galluzzo, Arends, & Ashburn, 1988) found similar results with the aforementioned research. The study, which used the Institutional Questionnaire of the research about teacher educators, a project of the American Association of Colleges for Teacher Education, examined to what degree various institutions were studying and implementing reforms.

The results of this study indicated that 73% of respondents in 1988 had raised teacher education admission standards, while 55% had increased exit or degree completion standards, making it more difficult to enter the field of teaching. Several important Holmes Agenda components have been implemented. Forty-three percent of doctoral institutions were studying the fifth-year program; 32% were improving recruitment efforts; 50% were planning to offer scholarships and loans to prospective teachers; 46% had implemented, or were planning to implement, alternative programs of teacher certification. Most fifth-year programs were devoted to non-traditional students who were seeking a second career in teaching. Finally, the study revealed that

reforms were occurring at almost every institution throughout the nation (Galluzzo, Arends, & Ashburn, 1988).

Several university systems and individual colleges have implemented key Holmes Group reform measures over the past five years. The University of Minnesota system, after careful study, offers the traditional fourth-year teacher preparation approach as well as a variety of extended fifth-year programs (Byrnes, Kissock, & Preskill, 1987).

Educators at Memphis State University began implementing fifth-year teacher preparation/internship programs as early as 1984. Several benefits have resulted: A greater emphasis is placed on subject matter at the undergraduate level; the practical teaching experience is between 83% and 144% longer; graduate-level courses are more sophisticated and vigorous; and, finally, accountability for the preparation of teachers is shared (Saunders, 1985).

The first cohort of graduates from The University of Virginia's fifth-year teacher preparation/internship program in 1990 entered the program with higher S.A.T. scores and superior academic skills. Results of the study included the importance of both a strong liberal arts and professional studies background, as well as a strong new collaborative relationship between the College of Arts and Science and the School of Education (Moore, Comfort, & Biermann, 1988).

Academic and Professional Knowledge of Student Teachers and Interns

The University of Pittsburgh, during the 1986-87 school year, developed a new Master of Arts program with three basic components: (1) a fifth-year internship in teaching, (2) experiences needed for certification, and (3) a Master of Arts in Teaching. During 1990, The University of Pittsburgh phased out its undergraduate teacher preparation programs.

The research conducted at The University of Pittsburgh focused on the academic skills in reading, writing, and math, as well as general and professional knowledge of fifth-year interns compared to traditional fourth-year student teachers. Five state-mandated tests were used for the comparison (Eichelberger & Bean, 1990).

The results of The University of Pittsburgh study indicated support for The Holmes Group reform agenda. While no significant difference was found in terms of academic knowledge, fifth-year interns scored significantly higher in the areas of general knowledge and professional knowledge. The results of this study indicated at least some positive effects of a fifth-year teacher preparation/internship program working directly with professional teachers. Interns who participated in the program may have scored higher on the general and professional certification tests due to the *longer experience*, compared to a 15-week student teaching experience. The researchers advocated further

study of the strengths and weaknesses of fifth-year teacher preparation/ internship programs with year-long internships versus more traditional fourth-year programs (Eichelberger & Bean, 1990).

A New Collaborative Relationship Between Colleges of Education and Schools

One of the most important reform measures advocated by The Holmes Group centers upon new relationships between colleges that prepare teachers and the public schools (Tomorrow's Schools, 1990). This new collaborative approach is a major focus of the UTK fifth-year teacher preparation/internship program (Cagle & Heathington, 1991). The relationship requires input and communication between mentoring professors, school principals, mentoring teachers, and the intern.

Results of a study of some 300 teacher education faculty members nationwide (Miller, 1989) found broad support for The Holmes Group goals among Holmes institutions and general support for goals two, three, four, and five at non-Holmes institutions. Goal one consists of making teacher preparation more intellectually stimulating.

At the center of a collaborative relationship is a strong, effective faculty. What characteristics are deemed necessary and effective by teacher education

faculty? A survey of Connecticut colleges found that faculty members need to be solid role models, providing effective field experiences and positive mentors (Pasquale, 1990).

A study conducted by Baker (1990) found that a fifth-year teacher preparation/internship program fosters a collaborative environment between all parties concerned. The success of interns depends on a collaborative effort. The internship requires local school districts to provide special support for interns. Mentoring professors work hand-in-hand with local school officials, including principals, to create the most effective internship experience. This new collaborative effort creates greater levels of confidence among interns and more positive ways of solving problems.

Finally, this study recommends the development of collaboration during all aspects of a fifth-year teacher preparation/internship program. A study conducted by Purdue University (McInerney, 1987) found that principals must be the engines that drive a teacher preparation program at the school level. In terms of collaboration, principals are involved with the total school program and able to bridge tensions and stresses between the school and the university.

Research conducted at The University of New Hampshire (Corcoran & Andrew, 1988) supported a systematic collaborative effort with a year-long teaching internship. Five areas of concern were identified as phases of

immersion, adjustment, expansion, analysis, and autonomy. During these phases, university faculty and school personnel used collaboration to meet individual intern needs, providing direction and support. This effort has culminated in higher rates of teacher retention and is considered a cornerstone of The University of New Hampshire's fifth-year teacher preparation/internship program.

A study conducted by Schwab (1989) found that a fifth-year internship supported interns and helped create positive networks between the university and the public schools, ultimately providing a more positive experience for prospective teachers and the schools. Several studies (Waters & Wyatt, 1985; Bracey, 1990) reached similar conclusions concerning collaboration. Successful programs of teacher preparation require strong collaborative relationships. Becoming an effective teacher requires a long-term commitment between the university and the public schools.

Interns: Their Views Concerning a Fifth-Year Teacher Preparation/ Internship Program

A study of former UTK interns who were employed in their first year of teaching provides valuable insight into the effectiveness of such programs (Boser, 1992). Thirty-three of 51 beginning teachers would choose to major

in teaching if they were starting college again. Former interns from 1990-91 were asked to evaluate the UTK teacher preparation program in three areas: 79% rated their academic experience as either good or excellent; 80% rated their social experiences as good or excellent; and 83% rated their overall experience as good or excellent. It is important to note that this study evaluated three separate UTK teacher preparation programs. During this time period, most prospective teachers at The University of Tennessee, Knoxville were prepared through the traditional fourth-year student teaching approach.

Responses to the open-ended section of this study revealed that beginning teachers were concerned with low pay, the large amount of paperwork, and overall class management and discipline. What could the program have done differently? It could have provided professional support and a greater commitment to job placement (Boser, 1992).

A qualitative study of three UTK interns found that the fifth-year experience was practical and rewarding. The interns indicated that the year-long experience had strengthened confidence levels and overall abilities (Gettys, 1990).

Results of a study concerning beginning teacher self-concepts during a year-long internship showed little change perceived by interns. Positive experiences were noted on 11 of 13 items on a self-perception inventory by

interns. Principals noted significant differences between what was experienced and what was expected. Interns viewed overall expectations and experiences in a more positive light than their cooperating principals (Chiang, 1990). In a separate study in Kentucky, beginning teachers' and interns' concerns centered on the interns' ability to teach subject matter to students. Those involved in a year-long internship were positive and experienced fewer problems than did those indicated in other studies (Sandidge, 1989).

Research conducted by Butler and Smith (1989) studied three cohorts of interns from 1985 to 1988 during the course of an academic school year. Using Fuller's theoretical model, concerns were measured at three different points: summer, fall, and spring. Weekly problems and stress were measured at four separate times during the year. Findings of the study included self-concerns dominating the intern in the summer, management concerns rising to the surface in the fall, and impact-type concerns increasing in the spring. The results support The Holmes Group agenda. Conclusions reached included that the year-long internship provided individuals with varying backgrounds, diverse personalities, and different academic performance levels an effective transition into teaching.

Results of an exploratory study of interns and stress (Schwab, 1989) supported the implementation of fifth-year teacher preparation/internship

programs. The study acknowledged the complexities of teaching as stressful, many times ending with ineffective teachers leaving the profession. Providing prospective teachers with a positive program that alleviates as much stress as possible is desired. The study found that 95% of interns during the 1988-89 school year rated the internship experience at The University of New Hampshire as good or excellent. Interns who were placed in small clusters reported low levels of stress, exhaustion, and fatigue. Overall, interns scored lower in terms of depersonalization and high on personal accomplishment compared to a national sample (Schwab, 1989).

While interns report a variety of positive aspects related to a fifth-year teacher preparation/internship program, student teachers involved in traditional fourth-year programs seem to not see the need for extended programs. Research conducted at The University of Alabama indicated that 83% of student teachers would participate in an extended program if it were the only available program. Program inadequacies, however, seem to support the goals of fifth-year programs, which included subject or content weaknesses, class management skills, and, finally, a limited amount of time in actual teaching (Ducote, 1990).

Fourth-Year Student Teaching and Fifth-Year Teacher Preparation/ Internship Program Differences

Over the past 15 years, The University of New Hampshire has had both fourth- and fifth-year teacher preparation/internship programs. Two sources of data were used for the purpose of a study conducted by Michael Andrew (1990): a comparison of responses of fourth- and fifth-year graduates from 1976 to 1986, responding to a questionnaire; and a second source, the evaluations of fourth- and fifth-year students from 1981 through 1989. A comparison of the content of each program indicated that participants in the fifth-year program become involved in schools as teacher assistants at the undergraduate level. Foundation courses are generally taken at the undergraduate level. Upon completion of the bachelor's degree, students were immersed in a fifth-year teacher preparation/internship program coupled with courses leading to a master's degree. The fourth-year program offers the more traditional teacher-induction approach. Students enroll in teaching majors with as many as ten education courses required. During the final year, students were involved in a semester-long student teaching experience.

The results of the study by Michael Andrew (1990) show significant differences between the two programs. Retention rates of fourth-year students were 56% after five years, compared to 74% for students who completed the

fifth-year program. In terms of career satisfaction, 82% of fifth-year graduates indicated that they would choose teaching again, as opposed to 56% of fourth-year graduates. In terms of the quality of teacher education in which program graduates were involved, fifth-year graduates responded more favorably than fourth-year graduates. The quality of cooperating teachers was also rated higher by fifth-year graduates. The most dramatic results related to the graduates' rating of their own teaching effectiveness. On 11 of 12 items, fifth-year graduates rated their abilities higher than fourth-year graduates. Fifth-year graduates responded more favorably to their individual teacher education programs, as well as displaying greater levels of knowledge concerning teaching models, strategies, management skills, and curriculum design. Eichelberger and Bean (1990) concur with the findings of Andrew (1990), that a year-long internship combined with graduate classes in education results in more effective beginning teachers who know more about teaching.

Beginning Teacher Practices

The Tennessee Instructional Model (TIM) was used by graduates of two internship programs at Memphis State University. One program immersed interns into school environments, allowing three classes to be taught during the entire school year. A second program phased the intern into teaching situations

during the entire year. This incremental approach allowed for observation, advice, and evaluation (McNelis & Etheridge, 1988).

The study, conducted in 1988, attempted to determine to what extent graduates of two internship programs exhibited teaching practices defined in the TIM. The 34 graduates used in this study were employed and in their first year of teaching. No significant differences were noted in the study between the two groups. Results of the study were mixed. After analyzing the components of TIM, the graduates rated highest in four areas: (1) use of lecture, 79%; (2) observing students, 62%; (3) directed practice, 62%; and (4) stating objectives, 62%. The lowest-rated areas of observable TIM components included teacher monitoring and class closure, at 41%, and the use of recitation, at 26%. The results indicated that, while lecture was the dominant method used by teachers, a variety of alternatives to the TIM were demonstrated (McNelis & Etheridge, 1988).

Fifth-Year Teacher Preparation/Internship Program: Concerns and Criticism

While much of the research concerning fifth-year teacher preparation/internship programs is positive, some findings are negative and reflect, in part, criticism. A study conducted by Tracy, Sheehan, and McArdle

(1988) found that 60% of so-called educational stakeholders disagree with the need for a mandated year-long internship program. The study was conducted in 58 northern Ohio counties. Respondents agreed with increased standards, including selecting prospective teachers from the top 75% of their class. However, stakeholders disagreed with the importance of subject knowledge vs. professional knowledge and were concerned about the impact of fifth-year programs on local budgets. The majority of school board members responding were ambivalent about the need for fifth-year teacher preparation/internship programs.

The financial burden of the fifth-year teacher preparation/internship program on beginning teachers was noted by Boser (1992) and Andrew (1983) as a major concern. A fifth-year of study places a great financial burden on beginning teachers. Research conducted by Vollmer, Creek, and Vollmer (1986) indicated concern regarding the supply and demand of teachers and the impact of fifth-year programs on shortages of teachers. Several studies have, in part, identified similar concerns. Orlosky (1988) recommended maintaining existing fourth-year programs, citing little or no evidence to mandate movement to a fifth-year program. Andrew (1983) found that money was a poor motivator of beginning teachers, but was seen as a concern by interns.

First-Year Teaching Performance: Principals' Perceptions

Research conducted at The University of Tennessee, Knoxville (UTK) concerning principal perceptions of a year-long internship provide important insights into the quality of such a program, as well as indications of rates of success for first-year teachers who completed such an internship program. Boser and Davis-Wiley (1990) conducted interviews with six principals who hired nine former interns for the 1989-90 school year. A semi-structured interview process was used to obtain data.

Results of this limited study indicate several strengths associated with first-year teachers who have completed a year-long internship program. Principals indicated that the teachers' preparation program had effectively served them, rating them "extremely well prepared," and viewed them, in many cases, as teachers with second-year skills (Boser & Davis-Wiley, 1990). However, completion of the internship did not guarantee the intern a teaching position. A year-long internship provided students with a wider variety of opportunities to become directly involved with students in the classroom and in terms of extracurricular activities. The year-long experience creates an atmosphere where interns are looked upon by students as staff members. One principal noted that interns were prepared as well or better than student teachers, in large part due to the year-long experience. Student teachers typically miss out on

important procedures and aspects that a full year allows (Boser & Davis-Wiley, 1990).

Principal perceptions were not always positive. The financial burden of an additional year and the perception that a shortage of teachers might be created by year-long programs were identified as weaknesses of the fifth-year program (Boser & Davis-Wiley, 1990).

A comprehensive study of 1991 student teachers and interns at UTK examined principals' perceptions in a variety of areas (Boser, 1992). Principals who employed beginning teachers from UTK were asked to rate the UTK teacher preparation programs. Principals rated interns and the internship program in several important ways: 78% rated former interns as very well prepared in terms of methods of teaching, and 92% as very well prepared in terms of knowledge of subject matter. In terms of human relations, 85% of first-year teachers were rated as very well prepared. Finally, the principals were asked to rate the beginning teachers in terms of overall preparedness. Eighty-five percent were viewed as either very well or moderately prepared by the UTK internship.

Principals responded to two important open-ended questions. Major strengths of the beginning teachers were identified as the year-long internship and the interns' knowledge, human relations skills, overall experience, and

maturity. Weaknesses of beginning teachers and program were identified as class management, working with at-risk students, discipline, and the financial burden of a fifth-year of teacher preparation/internship.

The results of this study indicated support for comprehensive fifth-year teacher preparation/internship programs. It is important to note that this study analyzed all types of teacher preparation programs at UTK during 1990-91. The vast majority of students were involved in the traditional four-year bachelor's program. The internship program consisted of Lindhurst interns who were non-traditional students seeking teacher certification. Results of the four-year approach were comparable to the internship program (Boser, 1992).

Further Study Needed

Several of the studies in this preliminary review (Eichelberger & Bean, 1990; Andrew, 1990; Gettys, 1990) indicated that research concerning fifth-year programs of teacher preparation is limited. More in-depth research is needed to further clarify differences in effectiveness between fourth- and fifth-year teacher preparation/internship programs. The views of principals are critical to any analysis of fifth-year teacher preparation/internship programs.

The University of Tennessee, Knoxville's (UTK)
Fifth-Year Teacher Preparation/Internship Program

The UTK Undergraduate Teacher Education Program

The foundation of an effective post-bachelor teacher preparation program including the fifth-year internship is dependent on a strong liberal arts degree with a variety of pre-teaching classes and field experiences (Tomorrow's Schools, 1990). The creation of a fifth-year internship program for the 1991-92 academic year required a revamping of UTK's undergraduate education programs.

Prospective teachers at UTK, in accordance with the Holmes agenda, complete a bachelor's degree with a liberal arts background. Both elementary and secondary students earn a minor in education. Minimum requirements for acceptance into the fifth-year program include at least a 2.5 cumulative grade point average (GPA) and satisfactory completion of a pre-professional skills test or its equivalent. Prospective teachers must seek admission to teacher education through a board of admissions. The selection process is competitive (UTK Undergraduate Catalog, 1991-92).

Prospective elementary teachers complete a liberal arts core as well as the education minor, which consists of 28 semester hours in education, psychology,

curriculum, laboratory and field studies, elementary and middle school teaching methods, and professional studies (College of Education, Pre-Teaching, 1991).

Prospective secondary teachers complete a major in one of several subject areas. In addition to liberal arts requirements, secondary students complete a 15-semester hour minor in secondary education, which includes educational psychology and counseling, field experience, secondary education curriculum, professional studies, and computers (College of Education, Secondary, 1991).

The UTK Fifth-Year Teacher Preparation/Internship Program

The University of Tennessee, Knoxville offers a Master of Science degree in Education. The 36-hour program is sometimes called the professional year. Secondary and elementary interns take four semester hours of internship during the fall semester and eight semester hours during the spring semester. The post-baccalaureate program prepares interns upon completion for state teaching licenses. Course work includes Education 574, Analysis of Teaching for Professional Development, two hours; Education 575, The Professional Internship in Teaching, 12 hours; Education 591, Clinical Studies, four hours; a total of six semester hours in appropriate teaching methods; and a final 12 semester hours within a concentration approved by the intern's graduate

committee, which may be taken prior to the professional year or upon its completion (Tennessee Graduate Catalog, 1991-92).

The UTK Fifth-Year Internship

The internship experience is a collaborative enterprise between prospective teachers, the College of Education, and the public schools of East Tennessee. The guidelines and policies of the internship are encompassed in the UTK College of Education Internship Handbook (Cagle & Heathington, 1991) (see Appendix F). The internship experience and teacher preparation program became the standard method of teacher preparation at The University of Tennessee, Knoxville for the 1991-92 school year. As a member of The Holmes Group, the internship program was developed in conjunction with many of The Holmes Group principles. Furthermore, the internship program meets or exceeds all guidelines and policies set forth by the Tennessee State Board of Education in 1988 (Cagle & Heathington, 1991).

Basic Internship Policies

The policies outlined in the Internship Handbook (Cagle & Heathington, 1991) are intended to meet the legal requirements of teacher induction as well as provide prospective teachers with the broadest possible experiences in

teaching. The length of the internship is one full academic school year. Interns spend four and a half hours a day in the public schools during the fall semester, while attending graduate classes at UTK in the afternoon. During the second semester, interns spend the full school day in the public school. "State guidelines specify that interns must spend at least half of the school year (a minimum of 100 days) in direct teaching activities with a significant portion in full day continuous teaching experiences" (Cagle & Heathington, 1991, p. 1).

Interns must follow all school rules. Interns are expected to perform all the duties and responsibilities of teachers, both in terms of curricula and extracurricular activities. In accordance with UTK policy, interns cannot take part in corporal punishment, either as a participant or a witness. Interns have most of the same rights and responsibilities as mentoring teachers. They must have a full understanding of pupil, personnel, and management policies and procedures. Interns cannot be involved in student searches. Interns are expected to exhibit professional and ethical standards at all times, adhering to confidentiality guidelines of the school district. Interns are expected to teach within a locally prescribed instructional program in conjunction with mentoring teachers. Interns are exposed to a variety of experiences planned by mentoring professors, teachers, and the school principal. Their experiences are documented in a booklet that provides professors with a list of experiences

completed during the year; the booklet serves as a document for future employers (Cagle & Heathington, 1991).

Roles and Responsibilities of Interns, Mentoring Teachers, Mentoring Professors, Faculty Associates, and Principals.

The Intern. "The intern is not a student teacher" (Cagle & Heathington, 1991, p. 6). This statement indicates that a major difference exists between traditional student teaching programs and a fifth-year internship. The intern is involved in a year-long (August - May) teaching experience that includes observation as well as direct teaching experiences for at least 51 % of the year. During the school year, the intern is enrolled in the graduate courses mentioned earlier in this chapter. The intern is evaluated by a mentoring professor and the school principal. The intern receives a grade of "satisfactory" or "unsatisfactory" from the mentoring professor. During the school year, the intern assumes all the responsibilities of a classroom teacher. Each intern is expected to exhibit the professional teaching competencies mandated by the Tennessee Department of Education (Cagle & Heathington, 1991).

The Mentoring Teacher. "The mentoring teacher plays a critically important role in the internship experience" (Cagle & Heathington, 1991, p. 7). The mentoring teacher and, in many cases, other teachers provide instructional

feedback as well as serving as mentors to be observed regularly by the intern. A close professional relationship between intern and mentoring teacher(s) is desired. Mentoring teachers collaborate with UTK professors in an effort to create the best possible internship experience. Most importantly, mentors provide interns with assistance and direction in planning, curriculum, instruction, student behavior, class management, evaluation, and an understanding of school life (Cagle & Heathington, 1991).

The Mentoring Professor. "The major responsibility of mentoring professors is to facilitate the professional development of the intern" (Cagle & Heathington, 1991, p. 7). The mentoring professor is directly responsible for planning the intern's experience, in conjunction with the principal, mentoring teachers, faculty associates, and the intern. The mentoring professor evaluates the overall success of the intern. The mentoring professor observes and evaluates the intern on a regular basis and may serve as a resource or liaison for possible resources. The mentoring professor is responsible for developing the broadest possible program that is flexible and meets the individual needs of the intern. Possibly the most important aspect of the mentoring professor's role is to ensure that interns have the fullest opportunity to develop teaching skills and remediate ineffective skills (Cagle & Heathington, 1991).

The Faculty Associate. The faculty associate is designated by the principal to serve as a liaison between interns, mentors, professors, other teachers, and the principal. Each school that participated in the fifth-year internship program during the 1991-92 school year had at least one faculty associate. The faculty associate helps coordinate with mentors the appropriate program for each intern within each respective school. The faculty associate's most important role may be to serve as an impartial counselor to interns serving in his or her school (Cagle & Heathington, 1991).

The Principal. Each intern was under the direct supervision of a local school principal. Principals determine through evaluation whether or not the intern has successfully completed the probationary year of teaching and is eligible for the apprentice teacher license status. Principals assist mentoring professors and faculty associates in the orientation of the intern as well as the appropriate planning for each intern experience. Principals observe the intern on a regular basis and are involved in at least three formative and summative evaluations. Finally, principals assign duties to each intern that will provide a broad array of teaching and non-teaching experiences during the school year (Cagle & Heathington, 1991).

Principals play a critical and unique role in the UTK fifth-year teacher preparation/internship program; their perceptions are critical to an analysis of

its effectiveness. Principals are in a position to evaluate key components of the fifth-year teacher preparation/internship program. This study focuses on the perceptions of a group of principals who evaluate teachers on a regular basis and who make recommendations for the hiring of new teachers. Each is uniquely qualified to judge this program's ability to create an effective beginning teacher.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this study was twofold in nature: first, to determine the perceptions of principals concerning the effectiveness of a fifth-year teacher preparation/internship program; and second, to compare principals' perceptions of a fifth-year teacher preparation/internship program with prior perceptions of traditional fourth-year programs.

Four specific research questions were examined in this study:

1. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program is generally effective in producing beginning teachers? Domain 1

2. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces a more effective beginning teacher than fourth-year student teaching programs?

Domain 2

3. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program provides effective

teachers in terms of a variety of state and local models of evaluation?

Domain 3

4. What are the greatest strengths and weaknesses of a fifth-year teacher preparation/internship program?

Information obtained is intended to add to the limited amount of research on this important, unique, and timely subject. This chapter summarizes the methods and procedures used to obtain the data and perform the analyses needed to determine the perceptions of principals in the study. The chapter is divided into the following sections: Introduction, The Population - Subjects of the Study, Research Design, Description of the Instruments, Data Collection, and Data Analysis.

The Population - Subjects of the Study

The population identified to participate in this study was a cluster of 40 principals who participated in a unique fifth-year teacher preparation/internship program in conjunction with The University of Tennessee, Knoxville (UTK) during the 1991-92 school year. Each principal in the study led a K-12 public school in East Tennessee during the 1991-92 school year. The population of this study was selected for the following reasons:

1. The principals involved in this study were charged with direct supervision of UTK interns within their respective schools during the 1991-92 school year.

2. Principals are uniquely qualified to evaluate programs of teacher preparation.

3. While fifth-year teacher preparation/internship program research is on the rise, a limited amount is directed at principals.

A list of principals who had participated in the UTK fifth-year teacher preparation/internship program was obtained from Dr. Betty Heathington, director of the UTK Office of Field Studies. Since all principals involved in the program during 1991-92 were included in this study, sampling techniques were not utilized.

Forty principals responded to the questionnaire, yielding an overall response rate of 100%. A stratified random sample was obtained in proportion to the percentages of elementary, middle school/junior high, and high school principals in the study population. A 20% stratified random sample was used for the second phase of the study. A sample of three elementary principals, two middle school/junior high principals, and three high school principals was selected from the original population of 40 principals.

Design

The research effort was descriptive in nature. It was an exploratory study. Two specific instruments were used in the study: the Principals' Perceptions Questionnaire (PPQ) (see Appendix A), and the Semi-Structured Interview Guide (see Appendix B).

To determine the instrument's validity, the content of the PPQ and Semi-Structured Interview Guide were examined by a small panel of experts. This panel consisted of teacher-educators and principals not involved in the study. The content of any instrument must be examined to determine if it represents the concepts so identified (Wiersma, 1985). The panel of experts examined the instruments to determine if instrument questions measured what they purported to measure. This process is often referred to as face validation: Does the instrument measure, on its face, what it appears to measure? (Sattler, 1992). In order for an instrument to be considered to have high validity, it must produce the information that the researcher needs (Cronbach, 1970).

Description of the Instruments

Two specific data collection instruments were used for this study: a questionnaire (PPQ) with specific stimulus statements, followed by a Likert-

type scale for responses, and a second instrument, a Semi-Structured Interview Guide, which was comprised of eight open-ended questions.

The PPQ was designed to obtain the broadest perceptions of principals in the study concerning a unique fifth-year teacher preparation/internship program. Each principal was directly involved with the UTK fifth-year teacher preparation/internship program during its initial year, 1991-92. The PPQ contained nine general demographic questions, including gender, race, age, level of education, years as principal, school type and enrollment, community type, and to what extent the principals had supervised student teachers in the past (see Appendix A).

The researcher discussed at length the number and types of domains that were necessary for this study to be valid. Each question was reviewed by several UTK College of Education faculty members and researcher colleagues. Three specific domains developed for the PPQ were as follows:

1. General Effectiveness of the UTK Fifth-Year Teacher Preparation/Internship Program
2. Effectiveness of a Fifth-Year Teacher Preparation/Internship Program Compared with Fourth-Year Student Teaching
3. Intern Performance on the State Model for Local Evaluation

Within each of the three domains, a number of stimulus statements or items were created that either had been identified through the review of literature or by the panel of experts as relevant to the study. A total of 36 statements were selected for the PPQ. In many instances, the items reflected stated goals of the UTK fifth-year teacher preparation/internship program and state-mandated requirements for evaluation of effective teaching practices commonly found in the TIM or state model for local evaluation (see Appendix A). Each stimulus statement was stated in the positive. Principals were given the opportunity to select the response that best reflected their individual perceptions.

At the end of each stimulus statement were five possible Likert-type responses. They included:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

The questionnaire was designed for easy response. Responses were designed to be circled quickly. Gay (1987) suggests that the instrument must not only measure what it intends, it must also be attractive and easy to respond to. Care was taken to ensure that the questionnaire was just that. The PPQ was professionally formatted, with the four basic sections placed on one 11 x 17

sheet of paper. Each item was examined extensively to determine that it measured specific objectives of the study. Questionnaire responses were designed as suggested by Gay (1987), with closed responses.

According to Gay (1987), the use of a questionnaire with a five-point Likert-style scale can be used to determine attitudes or perceptions concerning a given stimulus statement. "Each position on a continuum has an associated score value; by totalling score values for all items, it can be determined whether the respondents' attitude is positive or negative" (p. 147). A 5-7 interval scale is recommended for questionnaire responses.

The PPQ was designed to be both valid and reliable. The validity of any questionnaire depends in large part on the relevance of the questionnaire to answer questions related to its specific focus. Many definitions of validity are vague in nature, and a simple definition is generally not attainable. In theory, validity is related to reliability and the questionnaire's total relevance (Shertzer & Linden, 1979).

At least three specific types of validity are relevant to this study. (1) Face validity, while unscientific, asks if the content of the questionnaire relates to the subject and the major topic or focus of the study. In this case, do the questions relate to the principals and the general goals of the study? Is the questionnaire a credible way to acquire the intended information? (2) Content

validity should be determined with care. The researcher must examine each question to ensure that its content measures what is intended (Shertzer & Linden, 1979). (3) Congruent validity relates specifically to the utility of a given test. Similar tests should be reviewed to determine the validity of the questionnaire. Several studies related to the perceptions of principals and teacher preparation were analyzed by the researcher. In developing the PPQ, several statements were changed or deleted after review (Shertzer & Linden, 1979).

Several experts (Young & Veldman, 1976; Gay, 1987; Katzer, Cook, & Crouch, 1991) advocate, where appropriate, field testing a specific questionnaire. The present questionnaire was analyzed by a variety of experts. A decision was made not to field-test the instrument for the following reasons. The only recently available principals to field test the questionnaire were participants in the study. The newness of fifth-year teacher preparation/internship programs would make it almost impossible to locate principals with expertise in fifth-year teacher preparation/internship programs. The uniqueness of the UTK program would not necessarily compare to other university teacher preparation programs.

The panel of experts used to validate the instrument rated the questions in terms of understandability and accuracy. Finally, the questionnaire was examined for ease of response and appearance.

The reliability of any instrument relates to its trustworthiness or its ability to measure in a dependable fashion time and time again what it purports to measure (Katzner, Cook, & Crouch, 1991). The PPQ principal instrument used in this study was examined by the panel of experts and deemed reliable. Special care will be used in future chapters to apply results of the study to the population itself and not to expand conclusions to other, similar fifth-year teacher preparation/internship programs nationally. Questions in this study apply in a unique way to the UTK program, and, while it may generate hypothesis or questions related to all programs of its type, it is not intended to provide conclusions beyond the present population.

The perceptions of principals concerning a fifth-year teacher preparation/internship program are important for several reasons. The PPQ used in this study provides valuable insight concerning the perceptions of principals who directly supervised interns during the 1991-92 school year. While the PPQ identifies broad perceptions of principals, it was not designed to measure deeper views of principals concerning interns or the fifth-year teacher preparation/internship program itself.

The Semi-Structured Interview Guide. In order to determine a deeper understanding of principals' perceptions, the Semi-Structured Interview Guide was developed (see Appendix B). This second instrument was designed to determine fifth-year teacher preparation/internship program strengths, weaknesses, possible changes, as well as to determine to what extent the relationship between the university and public schools had changed. Finally, the guide allowed principals to make final comments.

An effective and proper interview guide possesses many of the same objectives of a questionnaire. The interview process has some distinct advantages. "When well conducted it can produce in-depth data not possible with a questionnaire; on the other hand, it is expensive and time consuming, and generally involves smaller samples" (Gay, 1987, p. 203). The interview process works best when dealing with questions that cannot be answered easily through objective testing. While the PPQ is quantitative and straightforward, some questions involving a fifth-year teacher preparation/internship program require a qualitative approach.

The eight-question Semi-Structured Interview Guide was designed to add validity to the overall study. Each of the questions examined one or more important aspects of the study. The interview guide was designed to allow principals to respond to/answer the fourth and final research question of the

study, as well as to add depth to the PPQ. Questions that are less structured tend to yield the most in-depth responses (Gay, 1987). The Semi-Structured Interview Guide was pretested by a small panel of teacher educators and principals who were not involved in the study.

Similar to the questionnaire process, Gay (1987) recommends the guaranteeing of anonymity to all respondents. Furthermore, the interviewer should be well prepared. Each interview should begin with complete questions that serve to inform and relax the interviewee. Gay recommends the use of recording devices in order not to slow the interview process: "In general, mechanical recording is more objective and efficient" (p. 205). For the purpose of this study, specific instructions were given to each participant in the stratified sample prior to the interview. Each principal was allowed as little or as much time as needed to respond to each question. Care was taken to communicate the purpose of the study and, more specifically, the purpose of the interview process to each participant.

Data Collection

Each principal involved in this study was telephoned prior to the data collection process. Due to the busy schedule of principals, a telephone call prior to the study was a method designed to improve the overall return rate.

Principals were urged to take part in this study, and, due to the small nature of the population, their participation was critical to its overall success. After each principal had been contacted by telephone, the PPQ was mailed to each with a cover letter guaranteeing anonymity and confidentiality (see Appendix A). Two and a half weeks were provided for the return of each PPQ. By the end of this time period, 31 of 40 questionnaires had been returned. A second mailing urging support of the study and completion of the PPQ yielded 9 questionnaires, for a total of 40.

The response rate to any questionnaire is directly tied to its construction, which includes the cover letter accompanying it, as well as the researcher's persistence and the respondents' motivation. A high response rate is important to any study. The generalizability of data gathered is related to the overall response rate. A 70% rate of response is considered by Gay (1987) to be acceptable. Few studies reach a rate of response of 100%.

Forty usable questionnaires were returned by the principals, representing a rate of response of 100%. The high response was probably due to the telephone calls and the unique relationship that exists between the UTK College of Education and local schools.

The second phase of the study relied on the Semi-Structured Interview Guide (see Appendix B). A randomly selected proportion of elementary,

middle school/junior high, and high school principals who responded to the questionnaire were asked to take part in the interview process. The stratified sample consisted of 20% of the original population. Three elementary school principals, two middle school principals, and three high school principals were selected by using a table of random numbers (Beyer, 1968). Each of the eight principals involved in the semi-structured interview process was asked to respond to eight questions designed to provide a greater depth of perception concerning the UTK fifth-year teacher preparation/internship program and its interns. Each interview began with specific instructions concerning the questions. Each principal was given ample time to read the questions prior to responding.

The data collection process was time-consuming and often logistically difficult. The schedules of principals made it difficult for them to respond to either the first or second phase of the study. Nevertheless, the proximity to the UTK campus and a general feeling of collaborative responsibility resulted in the high response rate.

Data Analysis

Each of the 40 completed PPQs contained nine demographic categories: gender, race, age, years as administrator, community type, school enrollment,

highest degree earned, and type of school; the ninth demographic category related to student teaching supervision. Each of the 40 responding principals had past experience supervising student teachers.

The questionnaires returned and fully completed contained 36 responses across three specific domains (see Appendix A). Each of the 36 statements were rated by principals from 1-Strongly Disagree to 5-Strongly Agree. Data collected on each of the 40 questionnaires were placed on an SAS data file for the purpose of data analysis.

Mean ratings and standard deviations were computed for each of the 36 statements on the PPQ; these appear in Chapter IV. Composite means were calculated for each of the three specific domains related to the PPQ. An overall composite mean for the entire questionnaire was also created.

Chi square analysis was used for eight of the nine demographic categories across each of the 36 PPQ statements. While determining a statistical significance is important for sample studies, the descriptive nature of this study would not allow such inferences. Chi square analysis, however, did yield valuable information concerning meaningful differences between a variety of demographic categories. The .10 level of significance was used as a meaningful level of difference, or a 90% confidence level that differences were not due to chance. Huck, Cromer, and Bounds (1974) offer the .10 level as

appropriate in some cases, especially for a non-sample descriptive study of a whole population.

The second phase of the study was qualitative in nature. A sample of principals was selected proportionally representing (1) elementary, (2) middle/junior high, and (3) high schools. The eight principals selected were contacted for an interview, which took place between December 1992 and January 1993. The researcher used a mechanical device (tape recorder) to record data for the interview. Each principal was read a uniform set of instructions and allowed time to preview the eight interview questions. The researcher read each question, one at a time, allowing each principal ample time to respond to the eight questions in the Semi-Structured Interview Guide.

Each response to the Semi-Structured Interview Guide was categorized and ranked. All interview responses appear in Chapter IV. The goal of the second phase was to provide principals with an opportunity to provide data that could not be collected quantitatively about the UTK fifth-year teacher preparation/internship program.

The general methodology of this study was intended to produce specific information concerning the perceptions of principals related to a unique fifth-year teacher preparation/internship program. The study was descriptive in

nature. The population in this study (40 principals) was uniquely qualified to provide information concerning the effectiveness of such a program.

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS OF THE STUDY

Introduction

The purpose of this study was to determine the perceptions of principals concerning the effectiveness of a fifth-year teacher preparation/internship program and to compare principals' perceptions to their prior perceptions of traditional fourth-year programs. A questionnaire (PPQ) was designed with three basic domains related to research questions 1, 2, and 3 (see Appendix A). Each principal involved with the UTK fifth-year teacher preparation/internship program during its initial year, 1991-92, served as the study's population. The second phase of the study centered upon a Semi-Structured Interview Guide designed to ascertain broader and deeper views of a sample of eight principals concerning the program and its effectiveness. The interview guide relates specifically to research question 4 as well as questions 1, 2, and 3.

This chapter contains the data analysis and findings of the study. The data presented were collected through the mailing of the PPQ to each respondent and through personal interviews of some 20% of the population. The information supplied by principals on the PPQ was entered on an SAS data file

for statistical treatment (see Appendix D). Means and standard deviations were calculated for each of the PPQ's 36 statements. A Likert-type scale of 1=strongly disagree to 5=strongly agree was used by respondents to rate each statement. A composite mean was calculated for each domain. Chi square analysis was used to determine whether responses to questionnaire items varied across eight demographic groups. The interviews conducted were audio-taped, categorized, and summarized; they appear in Appendix E. The analysis presented in this chapter was conducted in relation to the study's four basic research questions:

Question 1

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program is generally effective in producing beginning teachers?

Question 2

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces a more effective beginning teacher than fourth-year student teaching programs?

Question 3

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces effective teachers in terms of a variety of state and local models of evaluation?

Question 4

What are the greatest strengths and weaknesses of a fifth-year teacher preparation/internship program?

The findings and results of the study are organized in relation to the four research questions. Section one provides a general overview of all 36 PPQ statements. Means and standard deviations are provided for each statement or item on the PPQ.

The data presented in section two relate to research question 1. The responses of principals are compared in regard to the eight demographic categories using chi square analysis. A chi square probability was calculated for each statement in Domain 1 across the eight demographic categories. The eight usable demographic categories included gender, race, age, years as administrator, community type, school enrollment, highest degree earned, and type of school. Domain 1 contains 13 statements. Section 2 concludes with the results of the interview process related to research question 1.

The data presented in section three relate to research question 2. The responses of principals are compared in regard to the eight demographic

categories using chi square analysis. A chi square probability was calculated for each statement in Domain 2 across the eight demographic categories. Domain 2 contains 11 statements. Section three concludes with the results of the interview process related to research question 2.

The data presented in section four relates to research question 3. The responses of principals are compared regarding eight demographic categories using chi square analysis. A chi square probability was calculated for each statement in Domain 3 across the eight demographic categories. Domain 3 contains the PPQ's final 12 statements. Section four concludes with the results of the interview process related to research question 3.

The fifth and final section presents data related to research question 4. Information provided by the 20% stratified sample of principals is categorized and summarized. The data was gathered through the semi-structured interview process (see Appendix E). It is important to note that some aspects of the data presented relate not only to research question 4 but deal with questions 1, 2, and 3 as well.

Guidelines for Data Interpretation

The Principals' Perceptions Questionnaire (PPQ) contained 36 statements related to the first three research questions. Means and standard deviations

were calculated for each statement. Overall means for each domain also were calculated and appear throughout this chapter. A data file provides the specific responses of each of the principals involved in this study (see Appendix D). Special care was taken to ensure each principal's complete anonymity. The responses to each of the PPQ's 36 statements range from 1 to 5; the higher the number, the greater the degree of agreement with a given statement.

Responses to the Semi-Structured Interview Guide varied from principal to principal. Each response was summarized and categorized and is presented in section five of this chapter. Eight specific open-ended questions were used to obtain interview data (see Appendix B).

Overall Mean Responses, Standard Deviations, and Composite Domain Means

The Principals' Perceptions Questionnaire (PPQ) developed for this study contained a total of 36 statements related to three specific domains. Means and standard deviations were calculated for principal responses for each of the PPQ's 36 statements (see Table 1). Composite means were calculated for Domain 1: General Effectiveness of the UTK Internship; Domain 2: Effectiveness of a Fifth-Year Internship Compared with Fourth-Year Student

Table 1. Overall Mean Responses, Standard Deviation, and Composite Means by Domain for Principals' Perceptions Questionnaire

Key:

- 1 = SD - Strongly Disagree
- 2 = D - Disagree
- 3 = N - Neutral
- 4 = A - Agree
- 5 = SA - Strongly Agree

PPQ Overall Mean $\bar{x}$ = 3.72

Domain 1: General Effectiveness of The University of Tennessee, Knoxville Internship
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#	Statement	Mean $\bar{x}$	Standard Deviation
1	A year-long internship produces an effective beginning teacher.	3.98	0.6196566
2	A year-long internship produces a reflective beginning teacher.	3.98	0.6196566
3	A year-long internship program fosters a collaborative climate between K-12 public schools and colleges of education.	3.66	1.0087338
4	The pursuit of a master's degree in teaching enhances the development and growth of the effective beginning teacher.	3.63	0.8969321
5	Fifth-year interns communicate effectively within the educational environment.	3.65	0.6998168

Domain 1: General Effectiveness of The University of Tennessee, Knoxville Internship
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#	Statement	Mean $\bar{x}$	Standard Deviation
6	Fifth-year interns manage the classroom effectively.	3.50	0.7510676
7	A year-long internship is an appropriate amount of time for in-school teaching experiences.	4.08	0.8285762
8	Fifth-year interns are exposed to appropriate extracurricular school activities.	4.05	0.8149249
9	Fifth-year interns communicate and relate well to students.	3.68	0.6938373
10	Fifth-year interns are well prepared within their specific content area(s).	3.83	0.6751068
11	Fifth-year interns develop effective professional relationships with mentoring teachers.	4.15	0.6998168
12	Fifth-year interns foster a positive climate for student learning and individual growth.	3.87	0.6561245
13	Fifth-year interns are motivated.	3.79	0.7670685
Composite Mean - Domain 1:		3.83	

Domain 2: Effectiveness of a Fifth-Year Internship Compared With Fourth-Year Student Teaching

#	Statement	Mean $\bar{x}$	Standard Deviation
1	Fifth-year interns are more effective as beginning teachers than fourth-year student teachers.	3.80	0.9391759
2	Fifth-year interns are more effective classroom managers than fourth-year student teachers.	3.53	0.9054677
3	Fifth-year interns are more mature than fourth-year student teachers.	3.70	0.8227534
4	Fifth-year interns are more confident than fourth-year student teachers.	3.85	0.8441271
5	Fifth-year interns communicate more effectively within the educational environment than fourth-year student teachers.	3.63	0.8378085
6	Fifth-year interns are more likely to be successful in the first year of teaching than fourth-year student teachers.	3.92	0.9286270
7	Fifth-year interns are more skilled in their content areas than fourth-year student teachers.	3.49	0.8544557

Domain 2: Effectiveness of a Fifth-Year Internship Compared With Fourth-Year Student Teaching

#	Statement	Mean $\bar{x}$	Standard Deviation
8	Individuals who pursue a master's degree in teaching are more effective beginning teachers than fourth-year student teachers.	3.28	0.9333562
9	Fifth-year interns have greater exposure and understanding of extracurricular teaching duties than fourth-year student teachers.	3.80	0.9922779
10	Fifth-year interns develop a more effective professional relationship with mentoring teachers than fourth-year students.	3.93	0.9442810
11	All things being equal, I would hire a fifth-year intern over a fourth-year student teacher.	3.75	1.0561177
Composite Mean - Domain 2:		3.69	

Domain 3: Intern Performance on the State Model for Local Evaluation

#	Statement	Mean $\bar{x}$	Standard Deviation
1	Fifth-year interns exhibit appropriate levels of competence on the TIM.	3.59	0.9656726
2	Fifth-year interns effectively describe the learning task to students.	3.68	0.5723322
3	Fifth-year interns effectively present the content (i.e., information, concepts, principles) to students.	3.80	0.5163978
4	Fifth-year interns provide learners with appropriate levels of practice and review.	3.58	0.7120753
5	Fifth-year interns effectively monitor learner understanding and comprehension of content that has been presented.	3.60	0.6717753
6	Fifth-year interns effectively involve the learner in the learning task(s).	3.78	0.5767949
7	Fifth-year interns effectively report learner status and progress to each student.	3.55	0.7493587
8	Fifth-year interns effectively establish and maintain appropriate student behavior.	3.50	0.7844645
9	Fifth-year interns effectively create and maintain a climate that promotes learning.	3.65	0.8335897

Domain 3: Intern Performance on the State Model for Local Evaluation

#	Statement	Mean $\bar{x}$	Standard Deviation
10	Fifth-year interns effectively use available classroom resources.	3.68	0.7641822
11	Fifth-year interns effectively use vocabulary, grammar, and language in both written and spoken communication.	3.68	0.6938373
12	Individuals who successfully complete a fifth-year teacher preparation program exhibit greater levels of effectiveness on the TIM than fourth-year student teachers.	3.45	1.0365129
Composite Mean - Domain 3:		3.63	

Teaching; and Domain 3: Intern Performance on the State Model for Local Evaluation.

The statement rated highest by the study's 40 principals was Domain 1, statement 11, with a mean of 4.15: "Fifth-year interns develop effective professional relationships with mentoring teachers." Two other statements received means above 4.00, both of which related to Domain 1. Statement 7, "A year-long internship is an appropriate amount of time for in-school teaching experiences" received a mean rating of 4.08; statement 8, "Fifth-year interns are exposed to appropriate extracurricular school activities," received a mean of 4.05. **Thirty three of the thirty six PPQ statements received means of 3.50 or higher.**

The three statements rated below 3.50 with the least amount of agreement included: Domain 2, statement 8, "Individuals who pursue a master's degree in teaching are more effective beginning teachers than fourth-year student teachers," which received a mean of 3.28, while statement 7, "Fifth-year interns are more skilled in their content areas than fourth-year student teachers," received a mean of 3.49. The final PPQ statement in Domain 3, statement 12, "Individuals who successfully complete a fifth-year teacher preparation program exhibit greater levels of effectiveness on the TIM than fourth-year student teachers," received a mean of 3.45.

Composite means were calculated for each domain in the PPQ and appear in Table 1. Domain 1 calculated to 3.83 and was the highest rated section of the instrument. Domain 2 received a composite mean of 3.69. The final section, Domain 3, received a composite mean of 3.63. A final overall mean of 3.72 was calculated for the entire PPQ, which appears in Table 1.

Standard deviations were calculated for each of the PPQ's 36 statements. Standard deviation is calculated to determine the variability of scores around a specific mean. Standard deviations for the questionnaire's 36 statements ranged from 0.5163978 to 1.0365129, indicating little dispersion of scores around specific means. This provides one indication that mean scores for each statement did not vary significantly from the individual scores or ratings provided by principals. One possible reason for the tightness of scores rests with the small number of intervals on a 1-5 Likert-type scale.

Research Question 1

"Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program is generally effective in producing beginning teachers?"

The principals involved in this study were asked to rate each of the PPQ statements on a Likert-type scale of 1-5, from 1=strongly disagree to 5=strongly agree. Domain 1, which contained the PPQ's first 13 statements relating to general effectiveness of the UTK internship, was the highest rated, showing the greatest amount of agreement with a composite mean of 3.83 (see Table 1). Each of Domain 1's 13 statements were rated 3.50 or higher. Statements 1 and 2 rated 3.97, while statements 7, 8, and 11 were rated above 4.00 (see Table 1).

Meaningful Differences Between Demographic Categories - Domain 1

Meaningful differences related to specific Domain 1 statements were determined using chi square analysis. Females generally perceived the general effectiveness of the UTK internship to be higher than males (see Table 2). Meaningful differences between female principals and male principals are noted in Table 2.

Statement 9, concerning intern communication, and statement 13, related to intern motivation, were rated higher by females, while males rated statement 10, related to intern content knowledge, higher than their female counterparts (see Table 2). In terms of race, only one statement (6) revealed a meaningful

Table 2. Domain 1: Mean Responses and Chi Square Analysis of Responses by Gender

S#	Female	Male	Overall	Chi ²	df	Prob. Chi ²
1	4.14	3.88	3.98	2.245	2	0.325
2	4.14	3.88	3.98	1.959	2	0.375
3	4.00	3.48	3.66	3.764	4	0.439
4	3.64	3.61	3.63	7.053	4	0.133
5	3.85	3.53	3.65	4.718	3	0.194
6	3.57	3.46	3.50	5.149	3	0.161
7	4.42	3.88	4.08	5.044	3	0.169
8	4.42	3.84	4.05	5.078	3	0.166
9	4.00	3.50	3.68	8.645	3	0.034*
10	3.78	3.84	3.83	6.777	3	0.079*
11	4.285	4.07	4.15	0.949	3	0.814
12	4.07	3.76	3.87	2.983	2	0.225
13	4.21	3.56	3.79	8.145	3	0.043*
	n=14	n=26				

*Denotes a meaningful difference.

difference. White principals perceived that fifth-year interns were more effective class managers than black principals (see Table 3). No meaningful differences were noted among the four age brackets concerning Domain 1 (see Table 4).

Chi square analysis revealed several meaningful differences related to the principals' educational level. Seven of Domain 1's 13 statements revealed meaningful differences. Principals who demographically checked "other," rated statements 6, 7, 8, 9, 10, 11, and 12 higher than principals who held a specific degree (see Table 5). There were no meaningful differences among the five years of experience categories in Domain 1 (see Table 6).

Several important differences were noted among school types. Elementary principals generally rated Domain 1 higher than their middle school and high school counterparts. Meaningful differences were determined related to statement 1, "A year-long internship produces an effective beginning teacher." Statement 8 concerned exposure to extracurricular activities, statement 9 concerned intern communication, and statement 13 related to motivation. Elementary principals rated each higher than their respective counterparts. Middle school principals perceived that interns developed more effective professional relationships with mentoring teachers (see Table 7).

Table 3. Domain 1: Mean Responses and Chi Square Analysis of Responses by Race

S#	Black	White	Overall	Chi ²	df	Prob. Chi ²
1	3.75	4.00	3.98	3.143	2	0.208
2	4.25	3.94	3.98	1.143	2	0.565
3	4.50	3.57	3.66	4.038	4	0.401
4	4.00	3.58	3.63	1.010	4	0.908
5	3.75	3.63	3.65	6.00	3	0.112
6	3.00	3.55	3.50	13.016	3	0.005*
7	4.50	4.02	4.08	1.376	3	0.711
8	4.25	4.02	4.05	3.783	3	0.286
9	3.75	3.66	3.68	1.852	3	0.604
10	4.25	3.77	3.83	1.944	3	0.584
11	4.25	4.13	4.15	0.829	3	0.842
12	3.75	3.88	3.87	1.798	2	0.407
13	3.75	3.80	3.79	2.217	3	0.529
	n=4	n=36				

*Denotes a meaningful difference.

Table 4. Domain 1: Mean Responses and Chi Square Analysis of Responses by Age Group

S#	30-39	40-49	50-59	60+	Over- all	Chi ²	df	Prob. Chi ²
1	4.00	3.92	4.10	4.00	3.98	2.306	6	0.089*
2	4.00	4.00	3.90	4.00	3.98	2.016	6	0.918
3	3.00	3.77	3.40	4.00	3.66	8.830	12	0.717
4	3.00	3.57	3.90	3.00	3.63	10.916	12	0.536
5	4.00	3.67	3.50	4.00	3.65	6.307	9	0.709
6	3.00	3.42	3.70	4.00	3.50	6.290	9	0.711
7	4.00	4.14	3.90	4.00	4.08	4.714	9	0.858
8	4.00	4.10	3.90	4.00	4.05	6.330	9	0.798
9	3.00	3.71	3.60	4.00	3.68	9.248	9	0.415
10	3.00	3.89	3.70	4.00	3.83	6.840	9	0.654
11	4.00	4.25	3.90	4.00	4.15	5.167	9	0.820
12	3.00	3.88	3.90	4.00	3.87	4.364	6	0.628
13	3.00	3.81	3.70	5.00	3.79	13.235	9	0.152
	n=1	n=28	n=10	n=1				

*Denotes a meaningful difference.

Table 5. Domain 1: Mean Responses and Chi Square Analysis of Responses by Degree Attained

S#	Master	EDS	Doc.	Other	Over- all	Chi ²	df	Prob. Chi ²
1	4.00	3.83	3.66	4.33	3.98	10.492	6	0.105
2	3.90	4.00	3.83	4.33	3.98	6.503	6	0.369
3	3.85	3.33	3.16	3.83	3.66	10.366	12	0.584
4	3.72	3.50	3.50	3.50	3.63	8.463	12	0.748
5	3.63	3.33	3.50	4.16	3.65	7.160	9	0.621
6	3.31	3.50	3.50	4.16	3.50	15.273	9	0.084*
7	4.09	4.00	3.50	4.66	4.08	16.421	9	0.059*
8	4.09	3.50	3.67	4.66	4.05	16.294	9	0.061*
9	3.59	3.50	3.50	4.16	3.68	21.071	9	0.012*
10	3.81	3.83	3.83	4.16	3.83	19.081	9	0.025*
11	4.22	4.16	3.67	4.33	4.15	18.551	9	0.029*
12	3.71	3.83	3.50	4.50	3.87	16.152	6	0.013*
13	3.71	3.66	3.66	4.33	3.79	12.531	9	0.185
	n=22	n=6	n=6	n=6				

*Denotes a meaningful difference.

Table 6. Domain 1: Mean Responses and Chi Square Analysis of Responses by Years of Experience as Principal

S #	0-5	6-10	11-15	16-20	20+	Over -all	Chi²	df	Prob. Chi²
1	4.16	4.14	3.81	4.00	3.87	3.98	6.422	8	0.600
2	4.00	4.00	3.90	3.87	4.12	3.98	6.764	8	0.562
3	3.66	4.28	3.45	3.71	3.37	3.66	11.620	16	0.770
4	3.50	4.00	3.54	3.50	3.62	3.63	19.671	16	0.278
5	3.83	3.71	3.63	3.75	3.37	3.65	7.928	12	0.791
6	3.33	3.85	3.45	3.62	3.25	3.50	7.655	12	0.811
7	4.50	4.57	3.72	3.62	4.25	4.08	13.277	12	0.349
8	4.66	4.14	3.90	4.12	3.62	4.05	13.523	12	0.332
9	3.66	4.00	3.63	3.62	3.50	3.68	8.66	12	0.731
10	3.83	4.00	3.63	4.00	3.75	3.83	14.148	12	0.291
11	4.50	4.42	3.90	4.00	4.12	4.15	8.999	12	0.703
12	3.83	4.28	3.72	3.57	4.00	3.87	7.642	8	0.469
13	3.83	4.42	3.63	3.71	3.50	3.79	10.225	12	0.596
	n=6	n=7	n=11	n=8	n=8				

Table 7. Domain 1: Mean Responses and Chi Square Analysis of Responses by School Type

S#	Elem. School	Middle School	High School	Over- all	Chi²	df	Prob. Chi²
1	4.25	4.00	3.72	3.98	10.922	4	0.027*
2	4.18	3.83	3.83	3.98	4.748	4	0.294
3	4.00	4.00	3.27	3.66	9.991	8	0.266
4	3.75	4.00	3.38	3.63	10.783	8	0.214
5	3.81	3.83	3.44	3.65	5.269	6	0.510
6	3.68	3.66	3.27	3.50	6.994	6	0.321
7	4.31	4.00	3.88	4.08	3.555	6	0.737
8	4.31	4.00	3.83	4.05	14.769	6	0.022*
9	3.93	3.66	3.44	3.68	11.037	6	0.087*
10	3.93	4.16	3.61	3.83	6.549	6	0.365
11	4.31	4.50	3.88	4.15	12.102	6	0.060*
12	4.13	4.00	3.61	3.87	7.721	4	0.102
13	4.00	4.00	3.55	3.79	14.230	6	0.027*
	n=16	n=6	n=18				

*Denotes a meaningful difference.

In terms of school enrollment, generally speaking, the smaller the school, the greater the agreement with Domain 1 statements. A meaningful difference was noted concerning statement 12, relating to interns fostering a positive climate for learning and student growth. The smallest schools, under 500 in population, agreed with this statement, while the largest schools, over 1500 population, remained neutral on this issue (see Table 8). Chi square analysis revealed meaningful differences among type of community in three Domain 1 statements. Principals representing urban schools rated statement 1, "A year-long internship produces an effective beginning teacher"; statement 10, relating to intern content knowledge; and statement 11, which focused on developing effective relationships between interns and mentoring teachers, higher than rural suburban or metropolitan principals (see Table 9).

Results of Interview Process Related to Research Question 1

The second phase of this study was centered upon an open-ended semi-structured interview process. The stratified sample of eight principals was asked, "How would you describe the general effectiveness of the UTK fifth-year teacher preparation/internship program?" (see Appendix E), which is directly related to research question 1.

Table 8. Domain 1: Mean Responses and Chi Square Analysis of Responses by School Enrollment

S #	0- 500	501- 750	751- 1000	1001- 1500	1500 +	Over -all	Chi ²	df	Prob. Chi ²
1	4.25	4.09	3.91	3.57	4.00	3.98	7.261	8	0.509
2	4.25	4.09	4.00	3.57	3.50	3.98	8.120	8	0.422
3	4.12	4.10	3.58	2.85	3.00	3.66	23.147	16	0.110
4	3.50	3.90	3.75	3.14	3.50	3.63	18.089	16	0.319
5	3.87	3.72	3.58	3.57	3.00	3.65	13.341	12	0.345
6	3.62	3.63	3.50	3.42	2.50	3.50	17.203	12	0.142
7	4.25	4.45	3.91	3.28	5.00	4.08	16.635	12	0.164
8	4.50	4.18	3.75	3.85	4.00	4.05	12.166	12	0.432
9	4.25	3.81	3.33	3.57	3.00	3.68	14.894	12	0.247
10	4.00	4.09	3.66	3.57	3.50	3.83	8.046	12	0.782
11	4.37	4.45	3.91	3.85	4.00	4.15	11.338	12	0.500
12	4.25	4.10	3.66	3.71	3.00	3.87	13.631	8	0.092*
13	4.37	3.70	3.66	3.57	3.50	3.79	9.960	12	0.619
	n=8	n=11	n=12	n=7	n=2				

*Denotes a meaningful difference.

Table 9. Domain 1: Mean Responses and Chi Square Analysis of Responses by Community Type

S #	Urban	Rural	Suburban	Metro	Over -all	Chi ²	df	Prob. Chi ²
1	4.30	3.75	3.80	4.00	3.98	13.874	6	0.031*
2	4.23	3.50	3.85	4.33	3.98	6.845	6	0.335
3	4.00	3.50	3.50	3.66	3.66	6.555	12	0.886
4	3.76	3.50	3.60	3.33	3.63	14.620	12	0.263
5	3.61	3.75	3.65	3.66	3.65	1.971	9	0.992
6	3.46	3.50	3.60	3.00	3.50	9.842	9	0.363
7	4.23	4.00	3.95	4.33	4.08	2.482	9	0.981
8	4.23	3.75	3.95	4.33	4.05	6.991	9	0.638
9	3.84	3.50	3.60	3.66	3.68	5.253	9	0.812
10	4.07	3.75	3.80	3.00	3.83	17.295	9	0.044*
11	4.30	4.00	4.20	3.33	4.15	15.113	9	0.088*
12	3.91	3.75	3.85	4.00	3.87	9.287	6	0.158
13	3.83	3.25	3.85	4.00	3.79	10.146	9	0.339
	n=13	n=4	n=20	n=3				

*Denotes a meaningful difference.

The results of the interview process yielded a variety of important results. In general, principals indicated that the UTK fifth-year teacher preparation/internship program with which they had been directly involved was effective. As a rule, the program's interns were well-prepared and very effective. The program was rated as excellent by some and effective by all. The most effective aspect identified by the principals was the extended length of time interns spent in the local school. This allowed interns to make mistakes, rebound, and improve. The year-long time frame also was praised for providing interns with the opportunity to see a variety of school activities. While principals' responses were positive and program effectiveness was perceived to be high, the program was not without its weaknesses. A composite of weaknesses appears later in this chapter. A detailed account of principal responses relating to general effectiveness appears in appendix E.

Research Question 2

"Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces a more effective beginning teacher than fourth-year student teaching programs?"

Domain 2 asked principals to compare the effectiveness of the UTK fifth-year internship with fourth-year student teaching programs with which they had been involved previously. Each of the population's 40 principals had previous experience with student teaching programs. Domain 2 contained 11 statements. Domain 2 was the second-highest rated of the three domains, with a composite score of 3.69 (see Table 1).

Nine of 11 statements in Domain 2 were rated by principals at 3.50 or higher. Statement 7, "Fifth-year interns are more skilled in their content areas than fourth-year student teachers," was rated 3.49; statement 8, "Individuals who pursue a master's degree in teaching are more effective beginning teachers than fourth-year student teachers," received a mean of 3.28 (see Table 1).

Meaningful Differences Between Demographic Categories - Domain 2

Meaningful differences between and among demographic groups were determined using chi square analysis for each statement in Domain 2. Principals in general perceived that the UTK fifth-year teacher preparation/internship program compared favorably with fourth-year student teaching programs with which they had worked. A meaningful difference was found between females and males concerning statement 10 (see Table 10). There was greater agreement among females that fifth-year interns develop

Table 10.

**Domain 2: Mean Responses and Chi Square
Analysis of Responses by Gender**

S#	Female	Male	Overall	Chi ²	df	Prob. Chi ²
1	4.07	3.65	3.80	3.442	3	0.328
2	3.85	3.34	3.53	3.956	3	0.266
3	3.92	3.57	3.70	2.263	3	0.520
4	4.07	3.72	3.85	1.967	3	0.579
5	3.85	3.50	3.63	2.710	3	0.439
6	4.21	3.76	3.92	2.786	3	0.426
7	3.57	3.44	3.49	0.283	3	0.963
8	3.42	3.19	3.28	0.972	4	0.914
9	3.85	3.76	3.80	3.272	4	0.513
10	4.21	3.76	3.93	8.579	4	0.073*
11	4.28	3.46	3.75	5.934	4	0.204
	n=14	n=26				

*Denotes a meaningful difference.

more effective professional relationships than their student teaching counterparts. While blacks tended to rate Domain 2 higher than whites, no meaningful differences were noted related to race (see Table 11).

Chi square analysis revealed no meaningful differences concerning Domain 2 related to the four reported age demographic categories (see Table 12). Two statements within Domain 2 revealed meaningful differences among the four types of degree attained categories. Principals holding a doctorate rated statement 9 considerably lower, at 3.16, than those holding a master's, EDS, or other degrees, who rated exposure to extracurricular teaching duties at 4.16 when compared to prior student teachers (see Table 13).

In terms of years of experience as a principal, no specific meaningful differences were noted; however, principals with 16-20 years of experience saw little connection between the attainment of a master's degree and effective teaching, rating statement 8 at a domain low of 2.75 (see Table 14). Four specific statements within Domain 2 revealed meaningful differences among types of school. Elementary principals perceived greater agreement with statement 5, which compared fifth-year intern communication with student teachers; statement 6, which compared likely first-year success; statement 10, which concerned fifth-year interns developing more effective professional relationships with mentoring teachers; and statement 11, which asked if they,

Table 11. **Domain 2: Mean Responses and Chi Square**
Analysis of Responses by Race

S#	Black	White	Overall	Chi²	df	Prob. Chi²
1	4.50	3.72	3.80	3.015	3	0.389
2	3.75	3.50	3.53	1.164	3	0.762
3	3.50	3.72	3.70	3.810	3	0.283
4	4.25	3.80	3.85	2.502	3	0.475
5	4.00	3.58	3.63	1.179	3	0.758
6	4.25	3.88	3.92	2.967	3	0.397
7	4.00	3.42	3.49	1.698	3	0.637
8	3.50	3.25	3.28	3.889	4	0.421
9	4.50	3.72	3.80	2.716	4	0.606
10	4.25	3.88	3.93	1.768	4	0.778
11	4.50	3.66	3.75	2.778	4	0.596
	n=4	n=36				

Table 12. Domain 2: Mean Responses and Chi Square Analysis of Responses by Age Group

S#	30-39	40-49	50-59	60+	Over- all	Chi ²	df	Prob. Chi ²
1	4.00	3.78	3.80	4.00	3.800	4.537	9	0.873
2	3.00	3.57	3.40	4.00	3.525	5.620	9	0.777
3	3.00	3.64	3.90	4.00	3.700	8.874	9	0.449
4	3.00	3.88	3.80	4.00	3.846	5.239	9	0.813
5	3.00	3.67	3.50	4.00	3.625	4.856	9	0.847
6	5.00	4.00	3.70	3.00	3.923	9.742	9	0.372
7	3.00	3.48	3.50	4.00	3.487	3.738	9	0.929
8	4.00	3.21	3.40	3.00	3.275	6.027	12	0.915
9	4.00	3.75	3.90	4.00	3.800	6.665	12	0.879
10	4.00	4.00	3.70	4.00	3.925	4.811	12	0.964
11	4.00	3.75	3.70	4.00	3.750	8.802	12	0.779
	n=1	n=28	n=10	n=1				

Table 13. Domain 2: Mean Responses and Chi Square Analysis of Responses by Degree Attained

S#	Master	EDS	Doc.	Other	Over- all	Chi ²	df	Prob. Chi ²
1	3.86	3.16	3.83	4.33	3.80	9.711	9	0.374
2	3.54	3.16	3.66	4.33	3.53	7.354	9	0.600
3	3.68	3.50	4.16	3.83	3.70	12.604	9	0.181
4	3.95	3.50	4.00	3.50	3.85	8.786	9	0.457
5	3.77	3.16	3.50	4.16	3.63	8.913	9	0.445
6	4.00	3.83	3.50	4.16	3.92	10.684	9	0.298
7	3.47	3.33	3.66	4.66	3.49	6.546	9	0.684
8	3.27	3.00	3.66	4.66	3.28	6.994	12	0.858
9	3.86	3.83	3.16	4.16	3.80	19.785	12	0.071*
10	4.13	4.00	3.33	4.16	3.93	29.163	12	0.004*
11	3.86	3.50	3.50	4.33	3.75	9.500	12	0.660
	n=22	n=6	n=6	n=6				

*Denotes a meaningful difference.

Table 14. Domain 2: Mean Responses and Chi Square Analysis of Responses by Years of Experience as Principal

S #	0-5	6-10	11-15	16-20	20+	Over -all	Chi²	df	Prob. Chi²
1	4.50	3.57	3.72	3.62	3.75	3.80	11.843	12	0.458
2	3.83	3.85	3.63	3.25	3.12	3.53	7.439	12	0.827
3	3.33	4.14	3.54	3.87	3.62	3.70	17.367	12	0.136
4	4.16	4.00	3.63	3.85	3.75	3.85	4.062	12	0.982
5	3.50	4.00	3.54	3.50	3.62	3.63	10.274	12	0.592
6	4.66	4.42	3.36	3.71	3.87	3.92	14.411	12	0.275
7	3.50	4.00	3.27	3.42	3.37	3.49	9.458	12	0.663
8	3.33	3.85	3.36	2.75	3.12	3.28	14.579	16	0.556
9	4.50	4.28	3.63	3.12	3.75	3.80	14.746	16	0.543
10	4.66	4.42	4.00	3.37	3.37	3.93	21.681	16	0.154
11	4.50	4.28	3.54	3.12	3.62	3.75	16.942	16	0.389
	n=6	n=7	n=11	n=8	n=8				

as principals, were more likely to hire fifth-year interns over student teachers. Elementary principals saw fifth-year interns as more likely to be successful in their first year of teaching, developing more effective professional relationships, and, finally, they would be more likely to hire interns for their first year of teaching (see Table 15).

A breakdown of responses related to size of school revealed, in general, that the smaller the school, the greater the agreement with Domain 2's 11 statements (see Table 16). Meaningful differences were found in Domain 2 related to school size concerning statements 6, 8, 9, and 11. Perceptions of principals of the two smallest school categories, 0-500 and 501-750, indicated that interns are more likely to be a success in their first year of teaching, that a master's degree is valued, that interns are perceived to have greater exposure to extracurricular activities, and, finally, that principals of smaller schools would be more likely to hire fifth-year interns than fourth-year student teachers (see Table 16).

Community type yielded four specific meaningful differences related to Domain 2 (see Table 17). These are: statement 6, related to intern success in their first year of teaching; statement 9, related to intern exposure to extracurricular activities; statement 10, related to fifth-year interns developing effective professional relationships with mentoring teachers; and statement 11,

Table 15. Domain 2: Mean Responses and Chi Square Analysis of Responses by School Type

S#	Elem. School	Middle School	High School	Over- all	Chi²	df	Prob. Chi²
1	4.12	4.00	3.44	3.80	7.552	6	0.273
2	3.81	4.00	3.11	3.53	8.958	6	0.176
3	4.00	3.83	3.38	3.70	6.048	6	0.418
4	4.26	3.66	3.55	3.85	7.953	6	0.242
5	3.93	3.50	3.38	3.63	13.125	6	0.041*
6	4.20	4.16	3.61	3.92	12.490	6	0.052*
7	3.80	3.83	3.11	3.49	7.910	6	0.245
8	3.43	3.50	3.05	3.28	10.685	8	0.220
9	4.12	4.00	3.44	3.80	12.519	8	0.130
10	4.43	4.33	3.33	3.93	17.464	8	0.026*
11	4.12	4.00	3.33	3.75	17.517	8	0.025*
	n=16	n=6	n=8				

*Denotes a meaningful difference.

Table 16. Domain 2: Mean Responses and Chi Square Analysis of Responses by School Enrollment

S #	0- 500	501- 750	751- 1000	1001- 1500	1500 +	Over -all	Chi ²	df	Prob. Chi ²
1	4.25	4.18	3.41	3.42	3.50	3.80	17.599	12	0.128
2	3.87	3.72	3.33	3.28	3.00	3.53	13.999	12	0.301
3	3.75	4.09	3.50	3.42	3.50	3.70	12.768	12	0.386
4	4.00	4.40	3.50	3.57	3.50	3.85	13.404	12	0.340
5	3.75	4.09	3.33	3.28	3.50	3.63	14.926	12	0.246
6	4.12	4.50	3.58	3.42	4.00	3.92	19.767	12	0.072*
7	3.75	4.00	3.16	3.14	3.00	3.49	14.700	12	0.258
8	3.37	3.54	3.33	2.85	2.50	3.28	24.338	16	0.082*
9	4.37	4.09	3.91	2.42	4.00	3.80	27.257	16	0.039*
10	4.37	4.36	3.83	2.85	4.00	3.93	21.083	16	0.175
11	4.25	4.09	3.58	2.85	4.00	3.75	23.600	16	0.099*
	n=8	n=11	n=12	n=7	n=2				

*Denotes a meaningful difference.

Table 17. Domain 2: Mean Responses and Chi Square Analysis of Responses by Community Type

S #	Urban	Rural	Suburban	Metro	Over -all	Chi²	df	Prob. Chi²
1	4.23	3.50	3.65	3.33	3.80	10.862	9	0.285
2	3.61	3.25	3.60	3.00	3.53	9.915	9	0.357
3	4.00	3.25	3.65	3.33	3.70	11.852	9	0.222
4	4.33	3.75	3.65	3.33	3.85	15.459	9	0.079*
5	4.00	3.25	3.55	3.00	3.63	10.108	9	0.342
6	4.50	3.50	3.80	3.00	3.92	16.156	9	0.064
7	3.75	3.25	3.50	2.66	3.49	11.933	9	0.217
8	3.38	3.00	3.35	2.66	3.28	10.016	12	0.615
9	4.38	3.25	3.70	2.66	3.80	28.815	12	0.004*
10	4.30	3.50	4.00	2.33	3.93	27.081	12	0.008*
11	4.07	3.00	3.75	3.33	3.75	28.015	12	0.006*
	n=13	n=4	n=20	n=3				

*Denotes a meaningful difference.

related to hiring fifth-year interns in their first year of teaching. Principals from urban schools rated these statements higher than principals from rural, suburban, and metropolitan schools.

Results of Interview Process Related to Research Question 2

The second phase of the study, the semi-structured interview process, provided a variety of results related to research question 2. The eight principals who served as the study's stratified sample were asked, "How would you compare the UTK fifth-year program with fourth-year teacher preparation programs with which you have previously been involved?" (see Appendix E).

The UTK fifth-year teacher preparation/internship program compared favorably to prior fourth-year programs with which principals had previously been involved. Principals indicated that the fifth-year program was more effective than fourth-year programs that they had previously experienced. The internship allowed for more time for interns to learn and grow as beginning teachers. Interns were perceived by principals to be of better ability and better prepared than their student teaching counterparts. A typical view was that the year-long process is of great benefit to an intern, which was an important difference between the UTK fifth-year program and fourth-year student

teaching. Principals indicated that, on average, interns were of a higher caliber than their student teaching counterparts.

The UTK fifth-year teacher preparation/internship program was perceived to provide a total picture of what school is all about from beginning to end (see Appendix E). Principals indicated that the fifth-year program is generally preferable to fourth-year programs and that it provides a better candidate for the first year of teaching. While the views of principals were nearly unanimous concerning this issue, several indicated that program quality and intern ability depended on the individual. A detailed account of principals comparisons of the UTK fifth-year teacher preparation/internship program with previous fourth-year programs appear in Appendix E.

Research Question 3

"Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces effective teachers in terms of a variety of state and local models of evaluation?"

Domain 3 asked principals for their perceptions concerning intern performance on the State Model for Local Evaluation. Domain 3, which

contained 12 statements, was the lowest-rated domain of the PPQ, with a composite mean of 3.63 (see Table 1).

Eleven of 12 statements in Domain 3 were rated by principals at 3.50 or higher. Statement 12, "Individuals who successfully complete a fifth-year teacher preparation program exhibit greater levels of effectiveness on the TIM than fourth-year student teachers," received a mean of 3.45 (see Table 1).

Meaningful Differences Between Demographic Categories - Domain 3

Meaningful differences between and among demographic groups were determined using chi square analysis for each statement in Domain 3. Principals, in general, agreed that fifth-year interns effectively implemented state and local models of instruction, and that a fifth-year teacher preparation/internship program produces effective beginning teachers in terms of these models. It is important to note that Domain 3 was the lowest-rated domain, or the domain with the weakest agreement.

No meaningful differences were noted concerning Domain 3 in regard to gender (see Table 18). Chi square analysis did reveal meaningful differences concerning Domain 3 related to race (see Table 19). Black principals rated

Table 18.

**Domain 3: Mean Responses and Chi Square
Analysis of Responses by Gender**

S#	Female	Male	Overall	Chi ²	df	Prob. Chi ²
1	3.85	3.44	3.59	2.918	4	0.572
2	3.78	3.61	3.68	2.412	3	0.491
3	4.00	3.69	3.80	3.903	3	0.272
4	3.71	3.50	3.58	3.918	3	0.270
5	3.64	3.57	3.60	4.493	3	0.213
6	3.92	3.69	3.78	1.608	3	0.658
7	3.71	3.46	3.55	4.713	3	0.194
8	3.64	3.42	3.50	4.322	3	0.229
9	3.92	3.50	3.65	3.536	3	0.316
10	3.71	3.65	3.68	0.506	3	0.918
11	3.92	3.53	3.68	3.099	3	0.377
12	3.78	3.26	3.45	4.693	4	0.320
	n=14	n=26				

Table 19. Domain 3: Mean Responses and Chi Square Analysis of Responses by Race

S#	Black	White	Overall	Chi²	df	Prob. Chi²
1	4.25	3.51	3.59	5.794	4	0.215
2	4.00	3.63	3.68	9.302	3	0.026*
3	4.25	3.75	3.80	9.892	3	0.020*
4	3.75	3.55	3.58	5.035	3	0.169
5	4.00	3.55	3.60	3.925	3	0.270
6	4.25	3.72	3.78	4.683	3	0.197
7	3.50	3.55	3.55	3.889	3	0.274
8	3.25	3.52	3.50	7.037	3	0.071*
9	3.25	3.69	3.65	4.596	3	0.204
10	3.75	3.66	3.68	2.879	3	0.411
11	3.75	3.66	3.68	3.446	3	0.328
12	3.75	3.41	3.45	2.959	4	0.565
	n=4	n=36				

*Denotes a meaningful difference.

statement 2, "Fifth-year interns effectively describe the learning task to students," and statement 3, "Fifth-year interns effectively present the content (i.e., information, concepts, principles) to students," higher than their white colleagues. Black principals rated statement 8, "Fifth-year interns effectively establish and maintain appropriate student behavior," lower than white principals (see Table 18).

Chi square analysis revealed no meaningful differences concerning Domain 3 related to specific age groups (see Table 20). Principals did rate two specific statements in Domain 3 with meaningful differences according to type of degree attained. Statement 4, "Fifth-year interns provide learners with appropriate levels of practice and review," and statement 9, "Fifth-year interns effectively create and maintain a climate that promotes learning," were rated lower by principals who held a doctorate than all other types of degrees (see Table 21).

Principals with the most amount of experience (20 years or more), rated Domain 3 lower than less-experienced principals. A meaningful difference was found concerning statement 9, "Fifth-year interns effectively create and maintain a climate that promotes learning." Principals with 20 or more years of experience rated statement 9 the lowest of all Domain 3 statements (see Table 22).

Table 20. Domain 3: Mean Responses and Chi Square Analysis of Responses by Age Group

S#	30-39	40-49	50-59	60+	Over- all	Chi ²	df	Prob. Chi ²
1	3.00	3.60	3.55	4.00	3.59	8.086	12	0.778
2	3.00	3.64	3.80	4.00	3.68	4.430	9	0.881
3	4.00	3.78	3.80	4.00	3.80	1.406	9	0.998
4	3.00	3.64	3.40	4.00	3.58	4.115	9	0.904
5	3.00	3.64	3.50	4.00	3.60	5.232	9	0.814
6	3.00	3.82	3.70	4.00	3.78	5.535	9	0.785
7	3.00	3.64	3.40	3.00	3.55	5.810	9	0.759
8	3.00	3.50	3.50	4.00	3.50	4.276	9	0.892
9	3.00	3.71	3.50	4.00	3.65	5.901	9	0.750
10	3.00	3.67	3.70	4.00	3.68	3.829	9	0.922
11	3.00	3.71	3.60	4.00	3.68	5.546	9	0.784
12	3.00	3.46	3.40	4.00	3.45	7.793	12	0.801
	n=1	n=28	n=10	n=1				

Table 21. Domain 3: Mean Responses and Chi Square Analysis of Responses by Degree Attained

S#	Master	EDS	Doc.	Other	Over- all	Chi ²	df	Prob. Chi ²
1	3.52	3.66	3.33	4.00	3.59	15.562	12	0.212
2	3.59	3.66	3.66	4.00	3.68	6.923	9	0.645
3	3.81	3.66	3.66	4.00	3.80	9.591	9	0.385
4	3.54	3.66	3.16	4.00	3.58	21.964	9	0.009*
5	3.59	3.66	3.16	4.00	3.60	10.807	9	0.289
6	3.81	3.66	3.50	4.00	3.78	6.777	9	0.660
7	3.54	3.33	3.16	4.16	3.55	11.061	9	0.272
8	3.40	3.50	3.33	4.00	3.50	17.815	9	0.037*
9	3.54	3.83	3.50	4.00	3.65	15.890	9	0.069*
10	3.50	4.00	3.66	4.00	3.68	11.561	9	0.239
11	3.59	3.83	3.66	3.83	3.68	9.455	9	0.396
12	3.59	3.50	2.66	3.66	3.45	10.390	12	0.582
	n=22	n=6	n=6	n=6				

*Denotes a meaningful difference.

Table 22. Domain 3: Mean Responses and Chi Square Analysis of Responses by Years of Experience as Principal

S #	0-5	6-10	11-15	16-20	20+	Over -all	Chi²	df	Prob. Chi²
1	4.00	4.00	3.36	3.42	3.37	3.59	12.921	16	0.679
2	3.66	3.85	3.81	3.37	3.62	3.68	8.314	12	0.760
3	4.00	4.00	3.81	3.50	3.75	3.80	11.387	12	0.496
4	3.66	3.71	3.63	3.50	3.37	3.58	6.852	12	0.867
5	3.83	3.59	3.63	3.50	3.50	3.60	9.129	12	0.692
6	3.83	4.00	3.72	3.62	3.75	3.78	10.881	12	0.539
7	3.66	3.85	3.45	3.50	3.37	3.55	16.001	12	0.191
8	3.66	3.57	3.72	3.37	3.12	3.50	7.854	12	0.796
9	3.83	4.28	3.72	3.50	3.00	3.65	20.034	12	0.066*
10	3.83	3.71	3.72	3.50	3.62	3.68	4.513	12	0.972
11	4.00	4.00	3.72	3.37	3.37	3.68	7.216	12	0.843
12	3.66	4.14	3.00	3.25	3.50	3.45	15.903	16	0.460
	n=6	n=7	n=11	n=8	n=8				

*Denotes a meaningful difference.

Elementary, middle, and high school principals rated Domain 3 in a similar fashion. A meaningful difference was found concerning statement 7, "Fifth-year interns effectively report learner status and progress to each student." High school principals rated this statement lower than their counterparts (see Table 23).

School size impacted Domain 3 results in several ways. Principals from the largest schools, 1001 to over 1500, generally rated this domain lower than the others (see Table 24). Meaningful differences were found among school enrollment categories concerning statements 1, 4, and 12. Principals from schools with enrollments of 1500 or more rated these statements the lowest of any demographic category.

One statement revealed a meaningful difference among community types. Statement 11, "Fifth-year interns effectively use vocabulary, grammar, and language in both written and spoken communication," was rated much lower by the three metropolitan principals than their counterparts (see Table 25).

Results of Interview Process Related to Research Question 3

The second phase of the study, the semi-structured interview process, provided a variety of results related to research question 3. The eight principals who served as the study's stratified example were asked, "How

Table 23. Domain 3: Mean Responses and Chi Square Analysis of Responses by School Type

S#	Elem. School	Middle School	High School	Over- all	Chi²	df	Prob. Chi²
1	3.81	4.20	3.22	3.59	12.172	8	0.144
2	3.93	3.83	3.38	3.68	9.241	6	0.160
3	3.87	3.83	3.72	3.80	5.366	6	0.498
4	3.87	3.66	3.27	3.58	9.011	6	0.173
5	3.75	3.83	3.38	3.60	6.797	6	0.340
6	3.87	3.83	3.66	3.78	6.425	6	0.377
7	3.75	3.83	3.27	3.55	11.993	6	0.062
8	3.62	3.83	3.27	3.50	10.431	6	0.108
9	3.87	4.00	3.33	3.65	8.944	6	0.177
10	3.93	4.00	3.33	3.68	8.209	6	0.223
11	3.81	3.83	3.50	3.68	6.689	6	0.351
12	3.62	4.00	3.11	3.45	5.946	8	0.140
	n=16	n=6	n=8				

Table 24. Domain 3: Mean Responses and Chi Square Analysis of Responses by School Enrollment

S #	0- 500	501- 750	751- 1000	1001- 1500	1500 +	Over -all	Chi ²	df	Prob. Chi ²
1	4.25	3.54	3.63	3.42	1.50	3.59	30.148	16	0.017*
2	4.00	3.81	3.66	3.28	3.00	3.68	16.819	12	0.157
3	4.00	3.81	3.75	3.71	3.50	3.80	9.993	12	0.617
4	4.00	3.72	3.41	3.42	2.50	3.58	20.232	12	0.063*
5	3.87	3.63	3.66	3.42	2.50	3.60	16.788	12	0.158
6	4.00	3.90	3.58	3.71	3.50	3.78	14.776	12	0.254
7	3.87	3.54	3.50	3.42	3.00	3.55	7.800	12	0.801
8	3.75	3.54	3.50	3.42	2.50	3.50	10.666	12	0.558
9	4.12	3.54	3.58	3.42	3.50	3.65	12.74	12	0.390
10	4.12	3.81	3.50	3.57	2.50	3.68	13.957	12	0.303
11	4.00	3.63	3.50	3.71	3.50	3.68	7.819	12	0.799
12	3.75	3.81	3.33	3.00	2.50	3.45	30.695	16	0.015*
	n=8	n=11	n=12	n=7	n=2				

*Denotes a meaningful difference.

Table 25. Domain 3: Mean Responses and Chi Square Analysis of Responses by Community Type

S #	Urban	Rural	Suburban	Metro	Over -all	Chi²	df	Prob. Chi²
1	3.91	3.50	3.45	3.33	3.59	14.678	12	0.260
2	3.76	3.75	3.65	3.33	3.68	5.249	9	0.812
3	3.84	3.75	3.85	3.33	3.80	16.117	9	0.341
4	3.61	4.00	3.55	3.00	3.58	7.157	9	0.621
5	3.69	3.75	3.60	3.00	3.60	7.383	9	0.597
6	3.84	3.75	3.80	3.33	3.78	10.200	9	0.335
7	3.69	3.25	3.55	3.33	3.55	6.344	9	0.705
8	3.53	3.50	3.60	2.66	3.50	12.273	9	0.198
9	3.61	3.75	3.75	3.00	3.65	11.110	9	0.268
10	3.69	4.25	3.70	2.66	3.68	10.573	9	0.306
11	3.61	4.00	3.80	2.66	3.68	17.340	9	0.044*
12	3.69	3.50	3.35	3.00	3.45	10.052	12	0.611
	n=13	n=4	n=20	n=3				

*Denotes a meaningful difference.

would you describe the fifth-year intern's ability to implement TIM competencies within the classroom and educational environment?" (see Appendix B). TIM competencies are incorporated into a variety of local and state evaluation instruments.

The fifth-year intern's ability to implement TIM competencies was rated by most principals as effective and appropriate. Responses from principals indicated that fifth-year interns effectively implement TIM competencies within the classroom, and that they are instructionally ready to teach. Principals saw the TIM training interns receive in their graduate studies at UTK as important and vital to lesson planning and implementation of TIM competencies into effective lessons.

One principal indicated that the interns he/she supervised were inadequately prepared with the total TIM concept, suggesting that more training is needed at the university level and within the schools. A detailed account of principals' descriptions of TIM competencies and the interns' ability to implement such competencies within the classroom and educational environment appears in Appendix E.

Research Question 4

Results of Interview Process Related to Research Question 4

One of the primary focuses of the semi-structured interview process centered on research question 4. Any analysis of a program's effectiveness must take into account the strengths and weaknesses of such a program. The eight principals who served as the study's stratified sample were asked, "What is the greatest strength(s) of the UTK fifth-year teacher preparation program?" and "What is the greatest weakness(es)?" (see Appendix B).

The principals involved in the interview process cited several important strengths associated with the UTK fifth-year program and its respective interns. They included: the amount of time associated with a year-long experience, allows for more thorough experiences and a greater variety of experiences; the matching of interns with strong mentoring teachers; the confidence level and maturity of interns; involvement with the total school program; and the opportunity to observe other programs and extracurricular activities (see Appendix E).

When asked to provide weaknesses, the principals unanimously acknowledged the cost or financial burden of an extra year as the single greatest weakness. Interns spend a final year working in the schools while

paying for and taking a full courseload of graduate studies. Other weaknesses cited included: the intern's class management skills; communication between the school and the various UTK education departments; and, for one principal, attendance rates. A detailed account of strengths and weaknesses provided by principals concerning the UTK fifth-year teacher preparation/internship program appear in Appendix E.

Results of PPQ Related to Research Question 4

The 36 statements in the PPQ asked principals to rate statements on a 1-5 Likert-type scale in three domains related to the study's first three research questions. While no specific statement examined strengths and weaknesses of the UTK fifth-year teacher preparation/internship program or its interns, it is reasonable to assume that the highest-rated statements represent program strengths and the lowest-rated statements represent program weaknesses.

The three highest-rated statements on the PPQ were found in Domain 1. Statement 11, "Fifth-year interns develop effective professional relationships with mentoring teachers," was rated highest, with a mean of 4.15 (see Table 1). Statement 7, "A year-long internship is an appropriate amount of time for in-school teaching experiences," received a mean of 4.08. Statement 8, "Fifth-year interns are exposed to appropriate extracurricular school activities,"

received a mean of 4.05 (see Table 1). As the highest-rated of the PPQ's 36 statements, it is reasonable to conclude that each of these statements is a strength of the UTK fifth-year teacher preparation/internship program.

The three lowest-rated statements on the PPQ were found in Domain 2. Statement 8, "Individuals who pursue a master's degree in teaching are more effective beginning teachers than fourth-year student teachers," received a mean of 3.28. Statement 7, "Fifth-year interns are more skilled in their content areas than fourth-year student teachers, received a mean of 3.49. The third lowest-rated statement found in Domain 3 was statement 12, "Individuals who successfully complete a fifth-year teacher preparation program exhibit greater levels of effectiveness on the TIM than fourth-year student teachers," which received a mean of 3.45 (see Table 1). As the lowest-rated of the PPQ's 36 statements, it is reasonable to conclude that each of these statements was perceived by principals to be a weakness of the UTK fifth-year teacher preparation/internship program.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

Introduction

This chapter consists of a summary of the study and the conclusions reached upon its completion. A discussion of specific findings and recommendations for further research and study are included as well. This chapter is organized into five sections. Section one includes a summary of the study. Section two provides a summary of the findings. Conclusions are presented in section three. A general discussion of the findings and conclusions is presented in section four. The final section contains recommendations for further research.

Summary of the Study

The preparation of teachers since 1900 has evolved historically from minimal two-year normal school programs to a four-year course of study that included a variety of courses in education as well as a semester-long student

teaching experience in the schools. The debate over the most appropriate method and type of preparation program has been ongoing.

The most recent effort to improve the preparation of teachers is embodied in the principles of The Holmes Group. The University of Tennessee, Knoxville, a charter member of The Holmes Consortium, developed a unique fifth-year teacher preparation/internship program, incorporating much of The Holmes Group agenda. The fifth-year program was implemented during the 1991-92 school year.

A careful review of the literature revealed a minimal amount of material related to fifth-year teacher preparation/internship programs. A thorough search of the literature related to principals and their perceptions of such programs revealed even fewer studies. The perceptions of principals concerning the preparation of teachers is relevant for several reasons. First, principals serve as the direct supervisors of student teachers/interns. Second, principals evaluate teachers on a regular basis. Finally, principals are directly involved with the hiring of beginning teachers.

The purpose of this study was twofold in nature: first, to determine principals' perceptions concerning the effectiveness of a fifth-year teacher preparation/internship program; and second, to compare principals' perceptions concerning such a program with prior perceptions of fourth-year teacher

preparation programs. The study was designed to obtain this information, reach conclusions, and add to the limited amount of literature concerning this topic. The following research questions guided the study:

Question 1. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program is generally effective in producing beginning teachers?

Question 2. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces a more effective beginning teacher than fourth-year student teaching programs?

Question 3. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces effective teachers in terms of a variety of state and local models of evaluation?

Question 4. What are the greatest strengths and weaknesses of a fifth-year teacher preparation/internship program?

Two specific research instruments were used to collect the data. The Principals' Perceptions Questionnaire (PPQ) contained 36 statements related to Domains 1, 2, and 3. The statements were created from the literature and validated by a small panel of teacher educators. The PPQ was mailed to 40 principals who directly supervised UTK interns during the 1991-92 school year to ascertain their perceptions. A total of 40 questionnaires were returned,

representing a 100% rate of return. The responses of all 40 principals were utilized in addressing research questions 1, 2, and 3.

The second phase of the study was intended to provide a broader understanding of principals' perceptions concerning the UTK fifth-year teacher preparation/internship program. A stratified sample of 20% of the original population representing elementary, middle, and high school principals was interviewed using the Semi-Structured Interview Guide. The principals responded to eight questions related to TIM competencies, comparisons with previous programs, general effectiveness, strengths, weaknesses, and possible changes that would improve the program as well as the relationship between UTK and the schools. Elements of the interview process relate to each of the study's four research questions.

The data collected using the PPQ was coded and analyzed using an SAS data file. Means, standard deviations, and chi square analysis were used to determine specific results. Data collected through the Semi-Structured Interview Guide was summarized and categorized (see Appendix E).

Summary of Findings

A specific criterion of 3.50 or higher was established prior to the mailing of the PPQ for determining minimal agreement with a specific statement. Of the 36 statements, 33 were rated 3.50 or higher. The higher the rating from 1 to 5, the greater the overall agreement with a given statement. A brief summary of the highest rated statements by domain follows.

Question 1. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program is generally effective in producing beginning teachers?

Domain 1 of the PPQ, General Effectiveness of the UTK Internship, related specifically to research question 1. Principals who were involved with the UTK fifth-year teacher preparation/internship program perceived that such a program is generally effective in producing a beginning teacher. The principals in this study agreed that a fifth-year teacher preparation/internship program creates a reflective beginning teacher and that the year-long experience is an appropriate time frame for in-school teaching. Finally, principals perceived that fifth-year interns are well prepared to teach within a specific content area and that they develop effective professional relationships with mentors.

The semi-structured interview process involved eight principals. Each believed that the UTK fifth-year teacher preparation/internship program was effective in producing beginning teachers. Credit was given to the length of experience, maturity, and confidence of interns, and the relationship between interns and mentoring teachers.

Question 2. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces a more effective beginning teacher than fourth-year student teaching programs?

Domain 2 of the PPQ, "Effectiveness of a Fifth-Year Internship Compared with Fourth-Year Student Teaching": Principals compared the UTK fifth-year teacher preparation/internship program favorably with fourth-year student teaching programs. Principals agreed that fifth-year interns are more confident and more effective beginning teachers than fourth-year student teachers. Finally, principals perceived that completing a fifth-year program is likely to make them more successful first-year teachers than fourth-year student teachers.

The UTK fifth-year teacher preparation/internship program compared favorably to fourth-year student teaching programs; the length of experience and the caliber of interns were perceived by principals to be higher. Overall,

principals interviewed perceived that the fifth-year program produces a better beginning teacher candidate.

Question 3. Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces effective teachers in terms of a variety of state and local models of evaluation?

Domain 3 of the PPQ, "Intern Performance on the State Model for Local Evaluation," related specifically to research question 3. Principals perceived that interns involved in a fifth-year teacher preparation/internship program exhibit a variety of evaluation competencies related to effective teaching. Interns effectively present content, involve learners, create and maintain positive class climate, and communicate effectively within the classroom. There was no clear indication, however, that interns exhibited greater levels of competency on the Tennessee Instructional Model. Principals interviewed rated intern performance on state and local models of evaluation as appropriate and effective. TIM training was perceived as important and critical to intern success.

Question 4. What are the greatest strengths and weaknesses of a fifth-year teacher preparation/internship program?

The greatest strengths identified by principals on the PPQ related to Domain 1, statement 7, "A year-long internship is an appropriate amount of

time for in-school teaching experiences," with a mean of 4.08; statement 8, "Fifth-year interns are exposed to appropriate extracurricular school activities," with a mean of 4.05; and statement 11, "Fifth-year interns develop effective professional relationships with mentoring teachers," with a mean of 4.15.

The greatest weaknesses identified by principals on the PPQ related to Domain 2, statement 8, "Individuals who pursue a master's degree in teaching are more effective beginning teachers than fourth-year student teachers," with a mean of 3.28; Domain 2, statement 7, "Fifth-year interns are more skilled in their content areas than fourth-year student teachers," with a mean of 3.49; and Domain 3, statement 12, "Individuals who successfully complete a fifth-year teacher preparation program exhibit greater levels of effectiveness on the TIM than fourth-year student teachers," with a mean of 3.45.

The interview process yielded several program strengths. Length of experience was consistently rated as the program's greatest strength. Relationships between mentors and interns and the confidence and maturity of interns were also cited as strengths. The weakness most often identified by principals centered on the financial burden of a fifth year of education for interns.

Conclusions

This study was undertaken in order to determine the perceptions of principals concerning the effectiveness of a unique fifth-year teacher preparation/internship program. Forty principals rated 36 statements related to the effectiveness of the UTK fifth-year program on a Likert-type scale from 1=strongly disagree to 5=strongly agree. In addition, the study was designed to compare the perceptions of principals with prior-held views concerning fourth-year student teaching programs to determine if a fifth-year teacher preparation/internship program produces a more effective beginning teacher. The second phase of the study was designed to gain a deeper understanding of principals' perceptions concerning strengths, weaknesses, and possible changes that would improve the program. Based on the perceptions of the population of this study and the stratified interview sample, the analysis of the collected data and subsequent findings that emerged, the following conclusions can reasonably be determined:

1. The UTK fifth-year teacher preparation/internship program is effective in producing beginning teachers.
2. A year-long internship appears to be an appropriate amount of time for in-school teaching and produces effective beginning teachers.

3. A fifth-year teacher preparation/internship program fosters professional relationships between interns and mentoring teachers.

4. The UTK fifth-year teacher preparation/internship program appears to compare favorably with fourth-year student teaching programs.

5. Prospective teachers who complete a fifth-year teacher preparation/internship program are likely to be more successful in their first year of teaching than those who have completed a fourth-year teaching program.

6. Interns who complete a fifth-year teacher preparation/internship program are more likely to be employed than a fourth-year student teacher.

7. Intern performance on the State Model for Local Evaluation was appropriate.

8. The UTK fifth-year teacher preparation/internship program has several strengths. Those who complete such a program appear to benefit from a year-long experience, and they are more confident and mature than the student teacher. Interns develop effective professional relationships and tend to become involved in the total school program.

9. The financial burden of a fifth year of education appears to be the program's greatest weakness. Communication between a variety of participants, teachers, administrators, and university faculty has room for improvement. Principals place greater value on aspects of the program with which they are directly involved. Public school experiences were rated higher than the program of graduate studies. This may be a result of the direct involvement of principals with the internship and virtually no involvement with the master's program.

10. Several changes in the UTK fifth-year teacher preparation/internship program seem to be warranted. Financial support, possibly in the form of a stipend, is needed. Improved communication throughout the entire program, and even greater opportunities for intern growth, seems appropriate.

Discussion

The education of children in this nation historically has been of major importance. The preparation of teachers over the past century evolved from haphazard methods (Aspenwall, 1902) that were incorporated in the traditional two-year normal school that, in many cases, created beginning teachers who lacked a variety of skills necessary to teach, characterized by poor standards and weak and improper credentials (Judd, 1920). The push for higher standards during the early part of this century was incorporated in a variety of research reports, including Learned and Bagley's Carnegie Foundation Report of 1920 and the 1929 study by Charters and Waples to improve the pedagogy of teaching. The National Survey of the Education of Teachers (1933) revealed trends in teacher preparation detailing the rise in the supply of teachers and students and the need for increased standards. Improvements made during this time period were, in large part, due to the rise of the teachers college (National Survey, 1933).

The importance of improved methodology and extended practice teaching experiences offered by fourth-year programs progressed through the post-World War II era. During the 1960s and 1970s, critiques of the traditional fourth-year approach surfaced, indicating the need for extended teacher preparation

programs; some even advocated a move to a post-baccalaureate fifth-year program that would integrate coursework with practical experience (Stiles, Barr, Douglas, & Mills, 1960).

The Holmes Group represents the culmination of this reform movement at least to this point in history. The University of Tennessee, Knoxville is a charter member of the consortium. A fifth-year teacher preparation/internship program was implemented by The University of Tennessee, Knoxville during the 1991-92 school year.

The purpose of this study was to determine principals' perceptions concerning the effectiveness of a fifth-year teacher preparation/internship program and to compare the perceptions of principals concerning a fifth-year teacher preparation/internship program with their perceptions of fourth-year programs.

Based on the findings and conclusions, the tasks to determine principals' perceptions concerning the UTK fifth-year teacher preparation/internship program and to have principals compare their perceptions with prior perceptions of fourth-year programs has been accomplished. This study was descriptive in nature; findings and conclusions reached apply specifically to the UTK fifth-year teacher preparation/internship program and the 40 principals involved in this study. The researcher does not intend for the results to apply

to or represent any other program of this type throughout the nation. Fifth-year teacher preparation/internship programs are relatively new, and, by design, each of the over 140 universities that are Holmes Group members have implemented or are implementing a variety of fifth-year programs that are unique to their institutions and student bodies.

Four basic research questions guided this study. The instruments used were designed to reach conclusions concerning the research questions. *Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program is generally effective in producing beginning teachers?* The answer is yes. Thirty three of the 36 statements on the PPQ related to fifth-year teacher preparation/internship program effectiveness received means above 3.50. Domain 1 of the PPQ, which focused on the general effectiveness of the UTK fifth-year teacher preparation/internship program, was rated highest with the greatest amount of agreement and a composite mean of 3.83. Furthermore, principals involved in the interview phase of the study rated the program as effective and, in many cases, superior.

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces a more effective beginning teacher than fourth-year student teaching programs? The

answer would appear to be yes. Principals in this study indicated that fifth-year interns were more effective, better prepared, and more likely to be successful in their first year of teaching than their fourth-year counterparts. They were perceived as better communicators, possessing greater levels of maturity and confidence. Furthermore, principals involved in the interview phase of the study rated interns as superior to fourth-year student teachers in terms of academic preparation and ability, and related that the year-long internship prepared interns for their first year of teaching.

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces effective teachers in terms of a variety of state and local models of evaluation? The answer would appear to be yes. Domain 3 of the PPQ received a composite mean of 3.63. Interns exhibited appropriate levels of competence on the TIM and presented content to the students effectively. While several aspects of Domain 3 were rated above 3.50, it is important to note that it received the lowest composite mean, indicating that principals perceived at least some weaknesses. Furthermore, principals involved in the interview phase of the study indicated that interns effectively used and implemented TIM competencies.

What are the greatest strengths and weaknesses of a fifth-year teacher preparation/internship program? Principals who were involved in this study undoubtedly perceived several important strengths of the UTK fifth-year teacher preparation/internship program. Clearly, the most important aspect of the program was the amount of time interns spend in the school during a year-long internship. This time allows for proper matching of interns and mentoring teachers as well as for providing a wide array of observational and teaching experiences for interns. The principals in this study saw the maturity and confidence of interns as a major strength of a fifth-year teacher preparation/internship program.

Principals were hard-pressed to find more than a few weaknesses with the UTK teacher preparation/internship program. The financial burden or cost of such a program was cited by each principal as a weakness. Principals would like to see improved communication between the university and the schools, and some indicated that intern class management skills could improve.

It seems apparent that the results of this study are positive and support the continued growth of the UTK fifth-year teacher preparation/internship program. Principals who were not convinced that such a program was necessary at its

inception have, in many cases, become the program's strongest proponents. The positive outcome does support the many facets of such a program. This does not mean that principals do not perceive at least some problems or weaknesses with such a program. In general, principals were supportive in this entire project, indicated by the high rates of response, to the actual outcomes of the data collection and analysis process. Most saw the involvement in the development of beginning teachers as part of their professional responsibility. Each of the principals involved in this study was uniquely able to judge such a program in terms of effectiveness and its future, and to draw comparisons to fourth-year programs with which they have had previous experience.

Recommendations

A variety of fifth-year teacher preparation/internship programs are in various stages of development and implementation across the nation. Opportunity for research concerning new and innovative programs is necessary. This descriptive study explored a multitude of components of one single fifth-year program during its initial year: the UTK fifth-year teacher preparation/

internship program. More specifically, this study examined the perceptions of principals involved with the UTK program.

The data collected and findings and conclusions presented in this study support the continued use of this specific program and the efficacy of such programs nationwide. The effectiveness of fifth-year teacher preparation/internship programs requires further study. Recommendations for program implementation and further research include the following:

1. Surveys of principals' perceptions should be conducted nationwide to help validate fifth-year teacher preparation/internship programs.
2. Financial support is needed for interns involved with fifth-year teacher preparation/internship programs. Several revenue sources could include a university stipend, local school district support, or some combination of the above to relieve the financial burden of a fifth year of education.
3. Develop and implement a comparative study of principals who are involved with fourth-year student teachers and principals who are involved with fifth-year teacher preparation/internship programs. This could take the form of studying two separate university programs simultaneously.

4. The application of the findings of this study to fifth-year programs and fourth-year programs should include extending the length of classroom teaching opportunities, moving from fourth-year student teaching models to fifth-year teacher preparation/internship programs, creating collaborative relationships between local schools and universities, and raising entrance requirements of teacher preparation programs.

5. The development and implementation of a study to examine the perceptions of principals, mentoring teachers, and interns concerning fifth-year teacher preparation/internship programs at Holmes Group institutions nationwide would provide broader conclusions.

6. Fifth-year teacher preparation/internship programs should be implemented nationwide in a variety of settings.

7. Develop and implement a qualitative study of intern perceptions concerning the effectiveness of fifth-year teacher preparation/internship programs to determine specific intern views.

8. Communication between professors, principals, mentoring teachers, and interns involved with the UTK fifth-year teacher preparation/internship program should be improved in the future.

9. Develop and implement a longitudinal study analyzing the perceptions of principals over several years concerning the effectiveness of a fifth-year teacher preparation/internship program.

10. Develop and implement a comprehensive study at a single Holmes Group institution that focuses on the perceptions of professors, principals, mentoring teachers, and interns.

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APPENDIXES

APPENDIX A

Principals' Perceptions Questionnaire

I. Demographics - General Information

Please circle the response that describes you best:

1. Gender: Male Female

2. Race: Black White Other _____

3. Age: 20-29 30-39 40-49 50-59 60 or Above

4. Level of Education - Highest Degree Earned:

Bachelor's Master's Ed. Specialist Doctorate

Other _____

5. Years of Experience as a Principal:

0-5 6-10 11-15 16-20 20 or Above

6. Type of School:

Elementary Middle/Junior High High School

7. School Enrollment: 0-500 501-750 751-1000 1001-1500 1501 or
Above

8. Community Type: Urban Rural Suburban Metropolitan

9. Have you supervised student teachers in the past? Yes No

II. General Effectiveness of the UTK Internship

The following statements relate to the general effectiveness of the UTK Year-Long Internship for Teacher Preparation. Please circle the response that best reflects your perception of each statement.

Key:

1 = SD - Strongly Disagree

2 = D - Disagree

3 = N - Neutral

4 = A - Agree

5 = SA - Strongly Agree

	SD	D	N	A	SA
	1	2	3	4	5
1. A year-long internship produces an effective beginning teacher.	1	2	3	4	5
2. A year-long internship produces a reflective beginning teacher.	1	2	3	4	5
3. A year-long internship program fosters a collaborative climate between K-12 public schools and colleges of education.	1	2	3	4	5
4. The pursuit of a master's degree in teaching enhances the development and growth of the effective beginning teacher.	1	2	3	4	5
5. Fifth-year interns communicate effectively within the educational environment.	1	2	3	4	5

		SD 1	D 2	N 3	A 4	SA 5
6.	Fifth-year interns manage the classroom effectively.	1	2	3	4	5
7.	A year-long internship is an appropriate amount of time for in-school teaching experiences.	1	2	3	4	5
8.	Fifth-year interns are exposed to appropriate extracurricular school activities.	1	2	3	4	5
9.	Fifth-year interns communicate and relate well to students.	1	2	3	4	5
10.	Fifth-year interns are well prepared within their specific content area(s).	1	2	3	4	5
11.	Fifth-year interns develop effective professional relationships with mentoring teachers.	1	2	3	4	5
12.	Fifth-year interns foster a positive climate for student learning and individual growth.	1	2	3	4	5
13.	Fifth-year interns are motivated.	1	2	3	4	5

III. Effectiveness of a Fifth-Year Internship Compared With Fourth-Year Student Teaching

The following statements relate to the effectiveness of the UTK fifth-year teacher preparation program compared to traditional fourth-year programs. Please circle the response that best reflects your perception of each statement.

Key:

- 1 = SD - Strongly Disagree
- 2 = D - Disagree
- 3 = N - Neutral
- 4 = A - Agree
- 5 = SA - Strongly Agree

	SD	D	N	A	SA
	1	2	3	4	5
1. Fifth-year interns are more effective as beginning teachers than fourth-year student teachers.	1	2	3	4	5
2. Fifth-year interns are more effective classroom managers than fourth-year student teachers.	1	2	3	4	5
3. Fifth-year interns are more mature than fourth-year student teachers.	1	2	3	4	5
4. Fifth-year interns are more confident than fourth-year student teachers.	1	2	3	4	5

		SD 1	D 2	N 3	A 4	SA 5
5.	Fifth-year interns communicate more effectively within the educational environment than fourth-year student teachers.	1	2	3	4	5
6.	Fifth-year interns are more likely to be successful in the first year of teaching than fourth-year student teachers.	1	2	3	4	5
7.	Fifth-year interns are more skilled in their content areas than fourth-year student teachers.	1	2	3	4	5
8.	Individuals who pursue a master's degree in teaching are more effective beginning teachers than fourth-year student teachers.	1	2	3	4	5
9.	Fifth-year interns have greater exposure and understanding of extracurricular teaching duties than fourth-year student teachers.	1	2	3	4	5
10.	Fifth-year interns develop a more effective professional relationship with mentoring teachers than fourth-year student teachers.	1	2	3	4	5
11.	All things being equal, I would hire a fifth-year intern over a fourth-year student teacher.	1	2	3	4	5

IV. Intern Performance on the State Model for Local Evaluation

The following statements relate to the effectiveness of the UTK fifth-year interns' levels of competence on the state model for local evaluation. Please circle the response that best reflects your perception of each statement.

Key:

1 = SD - Strongly Disagree

2 = D - Disagree

3 = N - Neutral

4 = A - Agree

5 = SA - Strongly Agree

	SD	D	N	A	SA
	1	2	3	4	5
1. Fifth-year interns exhibit appropriate levels of competence on the TIM.	1	2	3	4	5
2. Fifth-year interns effectively describe the learning task to students.	1	2	3	4	5
3. Fifth-year interns effectively present the content (i.e., information, concepts, principles) to students.	1	2	3	4	5
4. Fifth-year interns provide learners with appropriate levels of practice and review.	1	2	3	4	5
5. Fifth-year interns effectively monitor learner understanding and comprehension of content that has been presented.	1	2	3	4	5

		SD 1	D 2	N 3	A 4	SA 5
6.	Fifth-year interns effectively involve the learner in the learning task(s).	1	2	3	4	5
7.	Fifth-year interns effectively report learner status and progress to each student.	1	2	3	4	5
8.	Fifth-year interns effectively establish and maintain appropriate student behavior.	1	2	3	4	5
9.	Fifth-year interns effectively create and maintain a climate that promotes learning.	1	2	3	4	5
10.	Fifth-year interns effectively use available classroom resources.	1	2	3	4	5
11.	Fifth-year interns effectively use vocabulary, grammar, and language in both written and spoken communication.	1	2	3	4	5
12.	Individuals who successfully complete a fifth-year teacher preparation program exhibit greater levels of effectiveness on the TIM than fourth-year student teachers.	1	2	3	4	5

APPENDIX B

Principals' Semi-Structured Interview Guide

1. How would you describe the fifth-year intern's ability to implement TIM competencies within the classroom and educational environment?
2. How would you compare the UTK fifth-year program with fourth-year teacher preparation programs with which you previously have been involved?
3. How would you describe the general effectiveness of the UTK fifth-year teacher preparation program?
4. What is the greatest strength(s) of the UTK fifth-year teacher preparation program?
5. What is the greatest weakness(es)?
6. What changes would you suggest for the UTK fifth-year teacher preparation program?
7. How has the UTK fifth-year teacher preparation program changed the relationship between schools and The University of Tennessee?
8. Are there any other comments you would like to make concerning the interns or the UTK fifth-year teacher preparation program?

APPENDIX C

Letter of Introduction to Principals' Perceptions Questionnaire

October 21, 1992

Dear [Principal's Name]:

You are invited to take part in a very special study. As a school principal directly involved in the supervision of University of Tennessee Knoxville interns during the fifth-year program's initial year, 1991-1992, your perceptions concerning the program's effectiveness are an important part of any investigation.

Over the last year and a half, I have served as a supervisor of interns at UTK. As a former principal, I am interested in learning about your perceptions of this new and innovative teacher preparation program.

Enclosed is a copy of the *Principals' Perceptions Questionnaire*, which serves as the research instrument for Phase One of this study. Please take a few moments to complete the questionnaire and return it in the stamped envelope provided. **Due to the small number of principals involved in this study, your participation is critical to its success.**

Your participation in this study is strictly confidential and voluntary, and in compliance with UTK's Informed Consent guidelines. Your return of the completed form constitutes your informed consent. Your responses are confidential and will be reported only in aggregated form.

Please return the questionnaire by Friday, November 6, 1992.

Thank you for your participation in this important research project. If you have any questions, please do not hesitate to call me at (615) 687-7243.

Sincerely,

Allen Dyal
UTK Intern Supervisor
Doctoral Candidate

Dr. George W. Harris, Jr.
Committee Chairman, Educational Leadership
College of Education

This questionnaire is mailed at no cost to UTK.

Letter of Follow-Up to Principals' Perceptions Questionnaire

November 9, 1992

Dear [Principal's Name]:

Several weeks ago, I sent you an important questionnaire concerning the UTK fifth-year teacher preparation program. In reviewing the returned questionnaires, I discovered that your response is missing. If you have returned the questionnaire, please disregard this letter. However, if for some reason you have not responded, please take a few moments to complete the enclosed *Principals' Perceptions Questionnaire* and return it in the stamped envelope provided. Due to the small number of principals involved in this study, your participation is critical to its success.

Your participation in this study is strictly confidential and voluntary, and in compliance with UTK's Informed Consent guidelines. Your return of the completed form constitutes your informed consent. Your responses are confidential and will be reported only in aggregate form.

As a former principal, I realize the extensive demands on your time, and I very much appreciate your time and assistance. If you have any questions, please do not hesitate to call me at (615) 687-7243.

Sincerely,

Allen B. Dyal
UTK Intern Supervisor
Doctoral Candidate

Dr. George W. Harris, Jr.
Committee Chairman, Educational Leadership
College of Education

This questionnaire is mailed at no cost to UTK.

APPENDIX D

SAS Data File: Responses to Each PPQ Statement by Each Principal in the Study

#	Demographic Information Statements 1-9	Domain 1 1-13	Domain 2 1-11	Domain 3 1-12
1	FW352123Y	4444455455555	44445544444	444544444444
2	MW324121Y	54554445444XX	33555533555	544445544435
3	FB321111Y	4443424544434	54343443555	544444323443
4	FB353121Y	5555555555555	55555555555	555555555555
5	MW443133Y	3324233223232	33333233333	344333333332
6	MW322121Y	4445445544554	55455555555	444444444445
7	FW443123Y	4444444543444	44543444455	344334344443
8	FW322114Y	4444334443344	33444433344	444434434334
9	FW342111Y	5553445554555	55555555555	544444445554
10	MW323113Y	4444443444544	33333333443	444444444443
11	FW351111Y	5543445555555	54454533555	444444555444
12	MW335122Y	4423324233442	33443323232	233433322433
13	MW331122Y	4344445544544	54343553555	444444345554
14	FW321133Y	4555545534544	55455544455	444454544444
15	FW524113Y	4443444444445	44444343444	444444344444
16	MW332233Y	4554444435445	34443544554	544344445444
17	MW455213Y	4444445544554	54333543544	444444444544
18	FW323243Y	4443434443444	44334332244	444444444444
19	MW425223Y	4444444445544	55555555455	444444444445
20	MW322233Y	4344444344544	34433344444	444444444444

#	Demographic Information	Domain 1 1-13	Domain 2 1-11	Domain 3 1-12
	Statements 1-9			
21	MW334313Y	4444444444444	444444444444	4444444444444
22	MW424231Y	4335333434433	43443433443	X33333333333
23	MW354342Y	3333443434333	33333332222	4444444444443
24	MW324343Y	4433443444544	33333443233	324444434443
25	MW343343Y	3312331333333	33333333331	333333333331
26	MW323353Y	4423325434433	54344433444	133333333331
27	MW423331Y	5444444444444	55554444444	4444444444444
28	MW333333Y	3432334433433	2222222343	333333233332
29	MW323333Y	3444434444444	44444434444	3444444444444
30	FW344344Y	3444434444444	44443333113	333333333333
31	MW445343Y	4434444444444	43554444334	344334333443
32	MW435331Y	4424243244444	22434432433	4444444444444
33	MB325321Y	3444325434433	43344433434	344344332334
34	MB325321Y	3454334334443	43344443444	434334333333
35	MW423332Y	4454444444444	33344334443	444444344444
36	FW322353Y	4344335433434	22433432444	234224324244
37	MW455334Y	5532435532344	32222222423	333233322222
38	FW321343Y	4323234433443	33343423443	434334343344
39	FW221331Y	4433434433433	43333534444	334333333333
40	MW324121Y	55X1334434433	424X3XX1341	132222222221

APPENDIX E

Semi-Structured Interview Guide Summary of Responses

1. How would you describe the fifth-year intern's ability to implement TIM competencies within the classroom and educational environment?

Elementary School Principal Responses

Interns effectively use TIM competencies.

They have the TIM procedures down pretty much on target. They are doing very well with it.

For the most part, our interns in their fifth year are very capable of meeting the TIM competencies. They do a fine job instructionally.

Middle School Principal Responses

It is of great benefit to the interns who have been through TIM training. It helps them in the classroom.

They have more time to spend on lesson plans and unit goals and becoming more prepared in how to do this in our school setting.

High School Principal Responses

The interns that we've had the opportunity to work with have understood the TIM very well and been able to implement those competencies very well.

In my experience in dealing with them, they are, in my opinion, inadequately prepared with the total TIM concept.

The more opportunities that they have in a structured classroom, either in this classroom or in classrooms at the university, helps to implement and set key guidelines that are going to be important for them for the remainder of their educational career.

- 2. How would you compare the UTK fifth-year program with fourth-year teacher preparation programs with which you previously have been involved?**

Elementary School Principal Responses

The year-long program helps interns and students; it meets the needs of both.... I haven't noticed any obvious great difference in the two so far as preparation and ability and whether or not I think they are ready to go out in the work world.

We have been very fortunate at our school to have top-notch interns.... They have been even more prepared than our regular student teachers were in the past. I would say they are better.

I think that our interns are coming to the schools a little better prepared than our previous student teachers. We feel the quality of the interns are of higher quality. This is much more preferable than the four-year program.

The apprenticeship that they get during that year makes them a better candidate going into the field of teaching.

Middle School Principal Responses

I feel like the fifth-year program at The University of Tennessee, the students are better prepared, in my opinion.... The intern being in our school for the whole year is a great benefit to that intern--a lot more so than five to eight weeks that normally UT would send the student teacher.

I feel like the fifth-year program is superior to the fourth-year.

Personally, what I have observed over the last several years is that the fifth-year program is a lot better.

I would rate it above previous programs simply for the reason [that] they have more direct experience working as a teacher for the full year.

High School Principal Responses

Overall, I would say that the fifth-year students are a little better prepared, but that depends on the ability of the individual.

I think the fifth-year program has some advantages over the fourth-year program due to the fact [that] it's for an extended period of time. This gives them an overall long-range picture of what the school year is totally like. I think that is a definite plus for the fifth-year program over the fourth.

The fifth-year program is a benefit to the student who really wants to be an educator.... What they see in a fifth-year program is all the way from soup to nuts. You have a total experience.

3. How would you describe the general effectiveness of the UTK fifth-year teacher preparation program?

Elementary School Principal Responses

Overall, they are very well prepared.

The fifth-year program is a good program.

I feel like it is a very effective program.

Middle School Principal Responses

I think it is very effective.

I think it's excellent.

It gives the teacher a chance to make mistakes and learn from trial and error methods.

High School Principal Responses

The fifth-year program puts the people in there for more time than other student teaching situations.

We've had some good experiences with the fifth-year program, although it has some weaknesses. On a 10-scale, I would rate it a 7 or 8.

I think it has been very positive.... Overall, our students [interns] seem better prepared.

- 4. What is the greatest strength(s) of the UTK fifth-year teacher preparation program?**

Elementary School Principal Responses

The time they have allows for a great variety of experiences.... The greatest strength is the fact that they do have time to learn more about the many facets of their job.

It's basically, the students [interns] that we have that come to us truly want to be teachers. They have a lot of confidence in themselves; they feel good about themselves.... It's our job to be a support system to them.... The confidence they have now is much better than it has been in the past.

The students we have are coming to us more prepared.

Matching their apprenticeship year that they have under strong teachers is extremely important because they can gain some knowledge that they would have to sample a lot off and on [themselves] had they not had this opportunity.

Teachers who have been in the field for a good while can offer a lot of guidance, and that guidance is crucial when they solo on their own.

Middle School Principal Responses

There are several greatest strengths [of the fifth-year program]. The intern is involved in the total program. For nine months they get to observe the starting of school year and the closing of school year and all the different activities they are going to be involved in during the school year, [which] is a tremendous strength for the internship program.

The interns get involved in a lot of activities that normally they would not get involved with five to six or eight weeks [of] student teaching.

Interns have an opportunity to go out and observe other programs.

The overall organization and another year's maturity and experience as a teacher is the strength of it.

High School Principal Responses

The fact that they are in the classroom a little bit more, they are working with a coordinating teacher, and that gives them the opportunity to not be in a hurry to have to take over the class and to actually observe. Student teachers spend more of their time with their coordinating teacher.

The greatest strength is the fact that you have them [interns] for part of the time the full year.

The bridges: Mentoring professors, teachers, and principals all help to mold the intern.... The support system that is under the fifth-year program certainly is beneficial.

5. What is the greatest weakness(es)?

Elementary School Principal Responses

Having to fund a fifth year in school.

They have to pay to come here and work full time.

We would like to have the interns for the full-day program at the first semester. We are doing an injustice to them having their minds at two different locations.

Middle School Principal Responses

The cost factor.

Some students [interns] have problems being here on a regular basis due to jobs or other commitments.

High School Principal Responses

From the student's [intern's] viewpoint, it takes them longer to get through.

The lack of communication with the various departments... Students being out of the building a half a day for the first semester is a drastic mistake. They either need to be interns or students.... One of the biggest weaknesses is their classroom management skills.

I would say communication.... We all need to be on the same page at the same time, and sometimes that's not happening.

6. What changes would you suggest for the UTK fifth-year teacher preparation program?

Elementary School Principal Responses

Helping the students with some kind of a stipend or relief from some of their expenses.

Somehow, the students [interns] should not have to pay the complete amount.... We ought to be able to compensate them in some way.

Number one would be to have a full-day program the first semester and second semester an apprenticeship program for the entire year.... Number two would be to work a little closer on the evaluation process.

Middle School Principal Responses

UT needs to help in the area of finance...I know that would be very difficult to do.

More meetings directly with the supervising teacher [professor] and principal at the school that they are working.

High School Principal Responses

Make sure interns have the opportunity to work as much as possible with the best teachers and then to have the opportunity to observe other teachers in that school as well.

I would like to see them address the area of communication between the professors and the school, as their roles and defining what our role is as a principal.

Improve the communication.... Throughout the program, provide them [interns] with some discipline training.

7. How has the UTK fifth-year teacher preparation program changed the relationship between schools and The University of Tennessee?

Elementary School Principal Responses

Now we are having more contact with the university. The more the university personnel can come to the schools, the better job they can do; the more we can communicate with them, the better job we can do. The big advantage is the increased communication with the university with the internship program over what we had with pure student teaching.

I was one of the non-believers when it first started. I don't know if I would have gone five years. This has been a good change and we are getting students [interns] who are truly dedicated to teaching and are willing to put a lot of time and energy into it.

I feel like it has changed the relationship quite a bit.

There has been a significant change because we see that we are putting theory into practice.

It has been a very good program, a very good thing for our schools, and, I think, the university.

Middle School Principal Responses

The University of Tennessee is very much involved in our school now.... They are keeping us informed.... It has been a great relationship; I have really enjoyed it.

Not at all. I have always thought well of the relationship.

High School Principal Responses

We have more opportunity to work with the intern supervisors.

It has brought some people into the schools from the university.

I think it's improving.... We are beginning to see some commonalities and some working knowledge.

- 8. Are there any other comments you would like to make concerning the interns or the UTK fifth-year teacher preparation program?**

Elementary School Principal Responses

We are thankful to be a part of the program.

We will be happy to have some more [interns] next year.

We feel very fortunate to have the opportunity to work with The University of Tennessee and the teacher preparation program.

Middle School Principal Responses

I appreciate The University of Tennessee really trying to help teachers prepare themselves to be a teacher, showing a tremendous amount of concern in the last several years.

Overall, the program has done well in our school, and I would recommend they continue having fifth-year teachers.

High School Principal Responses

We have been pleased with the quality of the folks we have had. They all had possibilities of becoming good teachers.

I think the fifth-year program is a step in the right direction.

APPENDIX F

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COLLEGE OF EDUCATION

INTERNSHIP HANDBOOK

THE UNIVERSITY OF TENNESSEE

**TEACHER EDUCATION
INTERNSHIP HANDBOOK**

College of Education
The University of Tennessee
Knoxville, Tennessee

INTRODUCTION

This handbook is intended to provide information about the UTK teacher education internship to those involved in the experience: interns, mentoring teachers, mentoring professors, faculty associates, and principals. The internship is a new endeavor whereby teacher education candidates at UTK are inducted into the teaching profession: it is a joint venture between local school systems and UTK.

Policies and guidelines presented in this handbook reflect those outlined in Licensure Standards and Induction Guidelines approved by the Tennessee State Board of Education on November 14, 1988. They are intended to provide those involved in the internship with a set of answers to day-to-day questions about the internship. Contact should be made with one of the following people concerning any policy that may need clarification:

Dr. Lynn Cagle
204 Claxton Addition
PHONE: 974-6638

Dr. Betty Heathington
216 Claxton Addition
PHONE: 974-5203

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POLICIES FOR INTERNSHIP

There are certain basic guidelines and policies related to the internship experience. Some are set by the State of Tennessee; others have been established by UTK and the local schools.

Length of Experience:

The beginning and ending of the internship period is defined by the school calendar of the cooperating local school system. Interns are subject to the same vacation periods, holidays, and inservice days as other local school system personnel.

During fall semester, the intern spends 4 1/2 continuous hours in the public school each day, beginning each day at the time of arrival of the mentoring teacher. Interns are involved in university courses during the remainder of the school day during fall semester. At the end of the fall semester and until the end of the public school year, interns spend full-time in the school.

State guidelines specify that interns must spend at least half of the school year (a minimum of 100 days) in direct teaching activities with a significant portion in full day, continuous teaching experiences. The planning team, composed of the principal, UTK mentoring professors, system supervisors, and faculty associates, provide guidance in planning the intern's experiences to meet the state guidelines regarding direct teaching activities.

Supplemental Staffing:

Interns are supplemental to existing staffing in schools where they are placed for the internship. Interns are not teachers of record.

Attendance:

Interns are not excused from school because of work schedules. Absences from school are acceptable only in cases of personal illness or death in the immediate family. If an intern has been teaching one or more classes and must be absent, written lesson plans should be given to the mentoring teacher.

Internship Placement:

A contract must be developed between UTK and a school system before an intern may be placed in a school in the system. Interns generally will not be placed in schools where members of their immediate family are staff members or students or in schools they attended as students.

Substitute Teaching:

According to State guidelines, interns may not serve as substitute teachers.

Transportation and Housing:

Interns are responsible for their own transportation and housing. Arrangements are made with residence halls for interns to obtain housing when the school year begins before the university session begins.

School Policies:

Interns must follow the school's policies as they apply to regularly employed staff. This includes arrival and departure times, parking, smoking privileges, use of the teachers' lounge, use of school-owned equipment and supplies, and similar policies.

Interns are to attend school-related functions that mentoring teachers are expected to attend (PTA meetings, athletic events, and similar activities).

Student Behavior:

Interns are accountable for student behavior when conducting any educational activity, especially when the mentoring teacher is not present. Interns have the same status as mentoring teachers in pupil management. Interns must assume liability for their actions during teaching-learning activities.

Suspected Child Abuse:

Each intern must become aware of the local school board's policy in regard to the teacher's role in cases of suspected child abuse and must follow that policy. Under no circumstances should an intern initiate any action in a case of suspected child abuse without first consulting the mentoring teacher and the school principal.

Punishment:

Interns may not administer corporal punishment to students nor serve as witnesses when staff members administer corporal punishment.

Searching Students:

Interns may not initiate or carry out an independent search of students or students' lockers. Tennessee law allows for such searches only under certain conditions and only under direction from the school principal.

Confidentiality
of Information:

Each intern should assume the professional propriety necessary for keeping confidential that information which is given in confidence by students, teachers, administrators, or mentoring professors. This includes information derived from student performance, personnel records, or faculty meetings.

Professional Conduct:

Interns must maintain ethical conduct by refusing to speak in disparaging terms about a member of the staff, the student body, school patrons, the administration, or another intern. This is especially important in informal meetings in the teachers' lounge.

Teaching Program:

An intern accepts the responsibility to teach a program which is approved by the school and the district to which an intern is assigned. The mentoring teacher, in conjunction with the intern, will determine the appropriateness of programs or units to be taught.

Social Behavior:

An intern must assume the role of teacher in the community concerning socially acceptable behavior. While neither the university nor the school desires to establish a standard code of conduct, interns should conduct themselves in a manner which will add credit to teachers in the profession in general and the community in particular.

Employment
Recommendation:

Each intern has the responsibility to ask permission of the persons requested to complete recommendations concerning future employment. As professionals, interns need to be mindful of professional courtesies.

Dress Code:

There is no written dress code for interns; however, interns should dress in a similar manner to other school staff. Clothing may be an important factor in the students' perception of the intern, both as an adult and as a "real" teacher.

Job Interviews:

During spring semester, the Career Planning and Placement Office sponsors a week of on-campus job interviews with school districts from Tennessee and surrounding states. With permission from mentoring teachers and mentoring professors, interns may have released time to sign up for interviews and may miss a maximum of two (2) days for interviews.

EXPERIENCES DURING INTERNSHIP

Participants in the internship are to have a variety of experiences which enable them to have a thorough understanding of teaching.

Interns must complete a booklet, "Documentation of Internship Experiences", which serves two purposes. One, it lists possible experiences (indicating those required) to be used in planning a schedule. Two, it provides a documentation of completed experiences to be used in evaluating the intern's completion of the program. A copy of the booklet is included as Appendix A.

Experiences to be completed prior to or during the internship are planned by the principal, mentoring professor, and faculty associates. The intern is responsible for writing up completed activities and obtaining signatures.

RESPONSIBILITIES OF THOSE INVOLVED IN INTERNSHIP

Intern

The intern is not a student teacher. Although there are areas of commonality such as admission to the Teacher Education Program, completion of selected professional courses, field experiences, and completion of a teaching specialization, there are major differences. The intern:

1. has opportunities to teach (not just observe) students representing minorities, different grade levels, and various socio-economic settings.
2. has major teaching and teaching-related responsibilities throughout the school year.
3. spends a minimum of 51% of the school year in teaching and teaching related activities to fulfill state minimum requirements for the probationary year.

The College of Education expects this minimum to be exceeded.

4. enrolls in a series of courses which relate to the internship experience.
5. is evaluated by a College of Education mentoring professor and a school principal (or designee) using state evaluation material.
6. receives university course credit, credit for the probationary year, one year of credit on the state pay scale, and the apprentice license upon successful completion of the internship.
7. assumes all professional roles and responsibilities expected of classroom teachers in the system.
8. demonstrates the professional competencies called for by the state of Tennessee Department of Education for probationary teachers.
9. completes the required number of teaching days and related professional experiences with appropriate documentation.

10. participates in an internship seminar.

**Mentoring Teacher
Responsibilities:**

The mentoring teacher plays a critically important role in the internship experience. Mentoring is a professional assignment and the job description for mentoring teachers should incorporate at least the following responsibilities:

1. Supervise intern instructional activities, observe interns, and provide performance feedback.
2. Demonstrate effective classroom instruction to interns.
3. Meet regularly with interns to provide assistance in the following: planning curriculum and instruction, diagnosing learner needs and differences, evaluating student progress, managing classroom behavior, selecting teaching strategies and instructional materials, and becoming acculturated to the school.
4. Meet regularly with higher education mentoring professors to identify intern needs, plan assistance strategies, and discuss intern progress.
7. Provide periodic and frequent formative evaluation of each intern's progress.

**Mentoring
Professor
Responsibilities:**

The major responsibility of mentoring professors is to facilitate the professional development of the intern. This is done in a variety of ways which include:

1. Initiate, arrange, and participate in meetings of the planning team to identify the intern's needs, plan assistance strategies, and discuss intern progress.
2. Communicate with the school principal, mentoring teacher(s), and faculty associate(s) regarding the intern's experiences and evaluation.

3. Observe and coach the intern in improvement of professional development.
4. Provide periodic and frequent formative evaluation of the intern's progress and a summative evaluation for the attainment of internship course credit.
5. Assist in clarifying roles and responsibilities in the internship experience.
6. Plan with the mentoring teacher, the faculty associate, and the principal in designing a program which provides the intern with the maximum opportunity to develop and demonstrate teaching competencies.
7. Serve as a resource, when requested, in helping develop skills or in locating resources to help the intern enhance strengths or remediate weaknesses.

**Faculty Associate
Responsibilities:**

A faculty associate may be designated by the local school system in consultation with the institution of higher education to coordinate the internship experiences and mentoring responsibilities. The faculty associate's role should incorporate at least the following responsibilities:

1. Assist in planning experiences of interns in his/her school building.
2. Observe and coach interns as appropriate in improvement of teaching performance and other professional development.
3. Counsel and advise mentoring teachers in their roles and responsibilities.
4. Provide input and feedback to UTK regarding the teacher education program.

**Principal
Responsibilities:**

The principal of the school where the intern has a primary assignment has responsibility for evaluating the intern as a probationary teacher. Principals (or designees) should carry out at

least the following responsibilities relative to the internship:

1. Assist faculty associates in orienting interns.
2. Regularly observe the interns and provide feedback using the approved local evaluation procedures.
3. Evaluate the interns and determine apprentice teacher licensure status in accordance with the approved local evaluation procedures.
4. Involve the intern in activities and responsibilities expected of all teachers.
5. Meet periodically with the planning team to discuss the program and progress of interns in the school.

EVALUATION OF INTERNS

Course Grade:

The mentoring professor has primary responsibility for determining the intern's grade in the internship. The mentoring professor provides feedback to the intern using the forms shown in Appendix B. A progress report is completed by the mentoring professor at the end of the fall semester and submitted to the Office of Field Studies (Intern Midyear Evaluation in Appendix C). A summative evaluation is done by the mentoring professor at the end of the internship experience (Intern Evaluation Form in Appendix D).

Probationary Year:

The principal (or designee) conducts three evaluations of the intern using forms similar to those shown in Appendix B. These forms are submitted to the central office of the school system.

APPENDIX A

**Guidelines for Using
DOCUMENTATION OF INTERNSHIP EXPERIENCES**

Participants in the five-year Teacher Education Program are to have a variety of experiences which enable them to have a greater understanding of teaching.

The "Documentation of Internship Experiences" form serves two purposes. One, it lists possible experiences (indicating those required) to be used in planning a schedule. Two, it provides a documentation of completed experiences to be used in evaluating the person's completion of the program.

Completion During Professional Year

Experiences to be completed during the Professional Year will be planned by the principal, faculty associate, and UT mentoring professor. The intern is responsible for writing up completed activities and obtaining signatures.

Information to Provide

1. Description and dates: Level of experience (1st grade or 7th grade) and date(s) completed.
2. Notation: Brief description of activity (obs. all day; tutored reading).
3. Documentation: Signature of classroom teacher where activity was done or supervisor of field experience.

EXPERIENCE

1. School Organization Patterns
 - A. Elementary participants should complete experiences at at least one other level in addition to that assigned (if assigned to a primary grade, have an experience at the Intermediate or Middle Grades).
 - B. Secondary participants should have experience at both Middle and Secondary levels.
2. Various Programs of the School

Complete experiences in at least three (3) different programs.
3. Social/Cultural Dimension of Students
 - A. Participants must complete:
 1. Minority ad
 2. Low SES
 3. C or D or E

Participants assigned to a school which has a minority student population or a low SES student population should have a experience in a predominantly white student body or a high SES student population.

4. Teaching and Teaching Related Experiences

A. The following must be completed:

A, B, C, D, E, F, J, L, M

B. At least five of the following must be completed:

G, H, I, K, N, O, P, Q, R, S, T

Documentation of Internship Experience

Intern
School(s)
Academic Year
licensure area(s)

1. School Organization Patterns

A. Primary (K-2 or other primary designation)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

B. Intermediate (3-5 or other intermediate designation)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

C. Middle (5-8, 6-8, 6-9, 7-9 or other designation of middle)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

D. Secondary (9-12 or 10-12)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

2. Various Programs of the School

A. Special Education

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

B. Gifted

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

C. Art

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

D. Music

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

E. Physical Education

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

F. Other (Specify) _____

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

3. Social/Cultural Dimensions of Students

A. Minority

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

B. Low SES

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

C. Rural

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

D. Urban (Inner-city)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

E. Suburban

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

4. Teaching and Teaching Related Experiences

A. Whole Class Instruction

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

B. Small Group Instruction

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

C. Team Teaching

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

D. Tutorial

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

E. Classroom Observation

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

F. M-Team Participation

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

G. PTA Meetings

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

H. School Board Meetings

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

I. Staff Development (In-service)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

J. Out-of-Classroom Duties (lunchroom, study hall, bus monitor, etc.)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

K. Parent Conferences

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

L. Test Administration

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

M. Diagnostic Activities (testing, score interpretations, record analysis, etc.)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

N. Central Office (personnel and processes)

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

O. School Library

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

P. Resource Center

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

Q. Counseling and Psychological Services

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

R. Direction of Performing Groups

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

S. Demonstrations, Exhibits, Performances

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

T. Civic Organizations/Support Groups

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

Other Noteworthy Experiences

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

Description and Dates _____

Notations _____

Documentation _____, _____, _____
signature signature signature

APPENDIX B

CLASSROOM OBSERVATION INSTRUMENT

Intern _____ Grade/Subject _____

Mentoring Professor _____ Date _____

		Notes, Script, Comments
II.A.	Task	_____ Overview
		_____ Directions
		_____ Procedural Questions*
II.A.	Content	_____ Definitions
		_____ Explanations
		_____ Context
		_____ Learner Remarks
II.C.	Practice/ Review	_____ Initial Practice
		_____ Independent/Group Practice
		_____ Varied Materials
		_____ Review
II.B.	Monitors	_____ Checks for Understanding
		_____ Requests Questions
		_____ Requests Higher Order Thinking
		_____ Monitors Individual/Group
		_____ Reteaches
II.D.	Involvement	_____ Students Waiting*
		_____ Students Participate in Discussion*
		_____ Teacher Calls on Non-Volunteers*
III.B.	Learner Status	_____ Recognizes Student Responses
		_____ Corrective Statement
		_____ Discusses Homework
		_____ Reports Student Status
		_____ Provides Recommendation
IV.A.	Learner Behavior	_____ Students Off-Task*
		_____ Students Disruptive*
		_____ Non-Academic or Non-Procedural Question*
IV.B.	Climate	_____ Positive Affect*
		_____ Favoritism*
		_____ Lack of Respect
IV.C.	Resources	_____ Media/Materials
		_____ Community
		_____ Facilities
		_____ Ineffective Use of Time
VI.B.	Communication	_____ Writes Legibly
		_____ Speaks Clearly
		_____ Appropriate Vocabulary
		_____ Correct Grammar
		_____ Organized Speech

* Mark Frequency

Intern's Signature / Date

Mentoring Professor's Signature / Date

PRE AND POST OBSERVATION CONFERENCE RECORD

Intern _____ Grade/Subject _____

Mentoring Professor _____ Date _____

I. a. Topic or focus of lesson:

b. Did this occur: yes___ no___? If no, what actually happened?

II. a. Learner objectives (skills, content objectives, affective objectives):

b. Were objectives congruent with activities as observed: yes___ no___?
If no, explain.

III. a. What will students be doing during the lesson (student activities)?

b. Did student activities occur as intended: yes___ no___? If no, explain.

IV. a. What will teacher be doing during lesson (teacher activities)?

b. Did teacher activities occur as intended: yes___ no___? If no, explain.

V. How will achievement of objectives be measured? When?

VI. Special conditions (students, materials, classroom, other) which should be considered: (optional)

VII. Special focuses of observation:

VIII. Additional comments about lesson, classroom management, student involvement, climate or related areas:

IX. Strengths exhibited during this observation:

X. Areas of need exhibited during this observation:

XI. Intern comments:

XII. Mentoring Professor comments:

Intern's Signature / Date

Mentoring Professor's Signature / Date

APPENDIX C

INTERN MIDYEAR EVALUATION

Name of Intern _____

UT Faculty Member _____

Date _____

S - Satisfactory Progress

U - Unsatisfactory Progress

_____ Self Confidence

_____ Critical Feedback

_____ Enthusiasm

_____ Initiative

_____ Student Relationships

_____ Peer Relationships

_____ Sense of Professional Responsibility

_____ Self-Evaluation

_____ Ethical Behavior

_____ School-related, Non-classroom Responsibilities

_____ Preparation

_____ Subject Matter Preparation

_____ Communication with Students

_____ Teaching Techniques

_____ Evaluation of Student Performance

_____ Management Plan

_____ Classroom Management

_____ Classroom Organization

(Signature) UT Faculty Member

(Signature) Intern

APPENDIX D

INTERN FINAL EVALUATION FORM
College of Education
The University of Tennessee

Name of Intern _____ Last _____ First _____ Middle _____ Social Security Number _____
Internship Year _____ University Supervisor _____
Assignment #1 _____ Mentoring Teacher _____ Grade Level/Subjects _____ Principal _____

School Name _____ Address _____
Number of Students in School _____ Number of Teachers in School _____ Setting (inner city, suburban, rural, small town, city)
Assignment #2 _____ Mentoring Teacher _____ Grade Level/Subjects _____ Principal _____

School Name _____ Address _____
Number of Students in School _____ Number of Teachers in School _____ Setting (inner city, suburban, rural, small town, city)

Personal

- A. Self Confidence _____ 1. Has no self confidence _____ 2. Often has little self confidence _____ 3. Is generally self confident _____ 4. Is self confident in all situations _____
- B. Critical Feedback _____ 1. Ignores or rejects criticism _____ 2. Accepts criticism, does not change behavior _____ 3. Accepts criticism, modifies behavior _____ 4. Solicits criticism, modifies behavior _____
- C. Enthusiasm _____ 1. Shows little or no enthusiasm _____ 2. Is sometimes enthusiastic _____ 3. Is consistently enthusiastic _____ 4. Generates enthusiasm in others (students/peers) _____
- D. Initiative _____ 1. Ignores requests for involvement _____ 2. Accepts requests for involvement, does only what was asked _____ 3. Accepts requests for involvement, does an outstanding job of what was asked _____ 4. Suggests involvement, does an outstanding job of what was asked _____

Professional

- E. Student Relationships**
- ___ 1. Is unresponsive to needs of students ___ 2. Is intermittently sensitive to needs of students ___ 3. Demonstrates sensitivity to needs of students ___ 4. Willingly provides extra effort to meet students' needs
- F. Peer Relationships**
- ___ 1. Shows little or no interest in interacting with peers ___ 2. Intermittently shows interest in activities of peers ___ 3. Works well with peers ___ 4. Works hard to promote good working relationships with peers
- G. Sense of Professional Responsibility**
- ___ 1. Does not fulfill directed school responsibilities ___ 2. Needs to be reminded to meet directed school responsibilities ___ 3. Fulfills directed school responsibilities ___ 4. Is self-motivated, assumes extra responsibilities willingly
- H. Self-Evaluation**
- ___ 1. Never evaluates performance or behavior ___ 2. Evaluates performance or behavior when requested to do so ___ 3. Initiates self-evaluation ___ 4. Offers insightful suggestions after self-evaluation
- I. Ethical Behavior**
- ___ 1. Occasionally shows unethical behavior ___ 2. Must be reminded to be ethical ___ 3. Demonstrates ethical behavior ___ 4. Never demonstrates unethical behavior
- J. School-related, Non-classroom Responsibilities**
- ___ 1. Does not assume out-of-class responsibilities ___ 2. Intermittently assumes out-of-class responsibilities ___ 3. Performs out-of-class responsibilities for smooth operation of the school ___ 4. Is self-motivated; assumes extra responsibilities willingly

Planning

- K. Preparation**
- ___ 1. Does not prepare for classroom instruction ___ 2. Sometimes prepares for classroom instruction ___ 3. Consistently prepares for classroom instruction ___ 4. Displays evidence of superior preparation for instruction

Instruction

- L. Subject Matter Preparation**
- ___ 1. Does not know content ___ 2. Is well prepared in some areas, inadequate in others (in content area) ___ 3. Exhibits broad subject matter preparation ___ 4. Expands student learning from that presented in textbooks
- M. Communication with Student**
- ___ 1. Frequently fails to communicate effectively with students ___ 2. Fails to communicate with some students ___ 3. Communicates effectively with students ___ 4. Always communicates effectively during instruction

N. Teaching Techniques	1. Demonstrates little or no evidence of variety in teaching strategies	2. Intermittently uses variety of teaching strategies	3. Uses a variety of teaching strategies which are effective in achieving objectives	4. Develops exceptional teaching strategies to meet individual needs
O. Evaluation of Student Performance	1. Seldom attempts to evaluate student performance	2. Intermittently uses variety of teaching strategies	3. Provides accurate feedback to students on a regular basis	4. Recognizes improvements of students on all levels of performance
P. Management Plan	1. Shows no evidence of management plan for classroom	2. Has management plan that is difficult to enforce	3. Has management plan that can be enforced	4. Has management plan that meets needs of all students
Q. Classroom Management	1. Shows little or no classroom control	2. Is inconsistent in controlling pupil behavior	3. Establishes and maintains effective discipline	4. Plans and implements strategies for pupil self-discipline
R. Classroom Organization	1. Shows little or no skill in organizing the classroom learning environment	2. Ineffectively manages the classroom learning environment	3. Maintains a functional classroom learning environment; selects appropriate activities	4. Assesses and adjusts the setting to provide for a variety of learning styles
Comments				

Signature of UTK Supervisor

Date

Intern Release Request

I request that this evaluation become a part of my Career Planning and Placement file.

Signature of Intern

I hereby grant permission to the College of Education, The University of Tennessee, to release the contents of this evaluation.

Signature of Intern

VITA

Allen Brian Dyal was born on July 29, 1958, in Miami, Florida. His formative years culminated with graduation from South Miami Senior High School in 1976. Boone, North Carolina, became a second home, and Appalachian State University would award him the Bachelor of Science degree in History in 1981. A career in teaching and coaching would follow from 1982 to 1987. Upon completion of the Master of Arts degree from Western Carolina University in 1987, an administrative career began. Leading Cherokee Middle School as principal from 1987 to 1990 proved to be both challenging and rewarding.

Mr. Dyal is presently employed by The University of Tennessee at Knoxville and is a candidate for the Doctor of Education degree in Educational Leadership.