

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
COLLEGE OF EDUCATION  
UNIVERSITY OF MINNESOTA**

# INTERNSHIP IN EDUCATIONAL ADMINISTRATION

Department of Educational Administration  
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## THE PROGRAM

The concept of the internship in educational administration is similar to that found in other professional fields. Its basic function is to enable the intern, who is an almost fully-trained practitioner, to gain the necessary experience in the performance of the critical tasks of his profession while under the close supervision of a fully-trained and experienced practitioner. Thus, he has the opportunity to refine the skills, develop the insights, and achieve the habitual intuitive familiarity with educational administration problems because he has an experienced administrator ready to advise and assist him or to take over in case of serious difficulty. It is an opportunity for the University and local school systems to work together in training well-qualified school administrators.

The internship in educational administration is a phase of the program for preparing school administrators in elementary and secondary school administration, general school administration, school business administration, and the administration of higher education. It is an investment in leadership from which the cooperating agency, the University, and the intern will derive benefit and in which all three have responsibilities. Cooperation among all three is essential to the success of the program.

## GRADUATE REQUIREMENTS

At the University of Minnesota an internship is required of all candidates for the Ph.D. and Ed.D. degrees and the Specialist certificate having a major in educational administration or a major in education with major emphasis in educational administration or a major in educational administration (advised by an educational administration adviser). M.A. degree candidates who are nearing completion of the requirements for the Standard Principal's Certificate are also eligible for the internship experience. This internship is for one academic year on a full-time basis.

During the period of the internship the student is required to register for Educational Administration 241, Internship Seminar, and pay required University tuition and fees. This seminar, which meets once a week during the academic year, offers three quarter-hours of credit each quarter. (If the intern wishes, he may register for all three quarters of the seminar at any one registration during his internship.) The University coordinator of the internship program is in charge of the seminar. No academic credit is granted for the internship itself.

## THE INTERNS

### Eligibility for the Internship

The following requirements govern admittance to the internship program.

1. *Each intern must have had two years of successful teaching experience.*
2. *Each intern must have been admitted to the Graduate School of the University of Minnesota and must be pursuing a program in the Department of Educational Administration at the University.*
3. *Each intern must have completed enough of his graduate*

*program to permit him to meet the certification requirements for the position in which he is interning by the end of the summer session following the period of the internship.*

#### **Selection and Assignment of Interns**

Both public and private school systems plus school-related agencies may request interns from the University. The University coordinator will then recommend suitable candidates to them. The system administrators will interview the candidates and make a selection. Final selection will be made without the approval of the cooperating agency, the principal or other administrator who is to be in supervisory charge, the University coordinator, and the intern. A participating school system may select an intern from among its current employees providing that such a person meets the requirements set forth above. It is possible for a person so selected to intern within the system but in a different building from the one in which he has served as a teacher. However, it is urged that interns serve in a school district other than that in which they taught. Broadening of experience through exposure to an entirely different school setting is desirable. Perhaps school systems would care to exchange interns. Each would identify a prospective intern from among its employees and arrange a reciprocity agreement for the internship year. In this way systems have an excellent chance of retaining and promoting qualified personnel within their existing staffs.

When a candidate is appointed to an internship he is assigned to a staff position as an administrative intern. No administrative certificate is required for this position. In cases where the intern holds or is qualified for such a certificate, he may be assigned to his position as assistant principal or administrative assistant.

#### **Remuneration of Interns**

The cooperating agency will provide an adequate level of compensation for the intern. Factors to be considered in salary

determination should include the education and experience of the intern, the time committed to the position, and the salaries paid to other persons in comparable positions. It is recommended that the "full-time" intern be paid 9/10th of the salary of a teacher on the system's salary schedule at the appropriate step, because 1/10th of the intern's time will be spent attending the University's internship seminar which meets one afternoon a week. In return for this remuneration, the intern works under the immediate supervision of the person to whom he is assigned.

#### **Required Internship Activities**

The intern will prepare an outline of his proposed activities for the year. This guide should be tailored to the school or system in which he is assigned and should be developed in cooperation with the supervising administrator. This guide should reflect the general purposes of the internship program and include the suggested areas of administrative or supervisory activities in which the intern will be involved. It may include a special project to be handled by the intern.

During the period of the internship, the student is required to keep a daily log or anecdotal record of his activities and experiences. This log is a comprehensive, objective, evaluative, chronological record of the activities carried on by an individual intern during the internship year. It is essential for evaluating the experiences of the intern. Daily entries will be made in the log on the basis of the following criteria:

1. *Provide a sufficient number of entries to permit a day-to-day analysis of activities. Except in rare instances, there should be at least one entry for each day of the internship.*
2. *Append all written materials produced by the intern.*

3. *Note briefly any activities considered by the intern to be of little professional value.*
4. *Describe valuable activities in detail.*
5. *Make all entries objective, except in the case of value judgments, analyses, or interpretations.*
6. *Describe activities of other persons (students, teachers, administrators, parents, etc.) when they have an important bearing on the intern's experience.*

Plans for evaluation conferences are to be made by the intern. Arrangements for these conferences involving the University coordinator, the intern, and the supervising administrator should be made at regular intervals--at least twice a year. The conference will normally be conducted by the intern who will also assume responsibility for developing an agenda and collecting all materials to be reviewed.

A written review and evaluation of his internship must be submitted to the University coordinator and the system supervisor at the end of the internship.

#### T H E C O O P E R A T I N G A G E N C Y

The key figure in the administrative internship project is the supervising administrator in the school or system where the intern is assigned. Practicing administrators can teach neophyte administrators many things about school administration. Through close association with an outstanding practitioner the intern learns the full meaning of theories and principles of which he has become aware in the University classroom.

The cooperating agencies in the program are selected primarily because they have established a reputation for educational leadership. The administrators of these agencies possess both the attitudes and priority systems which ought to be developed in administrators of the future. Interns should not, however, be allowed to follow in

the footsteps of even the best administrators. New ideas are not produced solely by following others. A spirit of quest and critical evaluation of all that goes on in a school must be engendered in the intern as he takes part in the program.

### **Guidelines for Cooperating Agencies**

Since his salary is paid by the cooperating agency, the intern is under an obligation to render enough service to justify his salary. The intern's primary responsibility, however, is that of a learner. Because the intern is a learner, emphasis is best placed on his acquiring a breadth of experiences rather than a single experience in depth. He is therefore given a variety of assignments over time, instead of being restricted to a specific and limited phase of administration. It is assumed that learning and serving are compatible when the intern is given three major types of experiences:

1. *Observing and analyzing the work of other administrative and supervisory personnel*
2. *Undertaking specific assignments in implementing the program of the cooperating agency*
3. *Assuming responsibility for special projects and studies of value to the cooperating agency and to the intern*

More specific suggestions provided by the National Association of Secondary School Principals in its internship project are applicable to the University of Minnesota internship program. They are intended to serve as guidelines in the development of relationships between supervising administrators and interns which will permit the goals of the program to be realized.

1. *Interns are given the broad responsibilities for working with teachers involved in experimental studies.*
2. *Interns have opportunities to work with teachers in the*

*development of proposals for experimentation.*

3. *Interns devise and conduct evaluation of experimental programs.*
4. *Interns become familiar with the operation and management of the school plant.*
5. *Interns are not given extended assignments of a routine or clerical nature.*
6. *Interns are responsible for explaining the internship program as well as the school innovations to interested visitors.*
7. *Interns are encouraged to call in consultants as they are needed.*
8. *Interns bring new curricular developments to the attention of the staff.*
9. *Interns help facilitate the use of learning resources in the school.*
10. *Interns produce publications and make presentations concerned with school experimentation.*
11. *Interns strive to develop community receptivity to, and understanding of, change.*
12. *Interns devote some time to the improvement of articulation among the elementary school, the secondary school, and the University.*

Additional requirements for cooperating agencies participating in the internship program include the following:

1. *A history of being a leader in the process of education*
2. *A willingness to take part in the effective training of future administrators through internship experiences*

3. *The approval of the superintendent and the board of education for the system's participation in the program*
4. *A supervising administrator whose professional history is one of initiating and supporting educational betterment*
5. *A supervising administrator who has both the time and willingness to supervise the intern*
6. *One of the most important lessons an intern can learn on the job is the way a skilled administrator copes with the myriad of small administrative matters that clamor for his attention. Different administrators have their own methods for dispatching their administrative responsibilities, but basic to all are a sound staff organization, efficient clerical assistance, and judicious delegation of routine tasks.*
7. *Appropriate budgetary allotments for the internship*
8. *A written review and evaluation of the internship at the end of the year.*

#### I L L U S T R A T I V E   I N T E R N A C T I V I T I E S

The following outline lists examples of appropriate activities for interns. The outline is neither prescriptive nor exhaustive, since the needs of the school and the particular competencies of the intern will have a considerable influence on the nature of the intern's activities. The experiences suggested in the outline are submitted as guidelines which the supervising administrator and the intern may find useful in cooperative planning.

##### **Elementary School Principalship**

1. *Make a supervisory check on the adequacy and smoothness of functioning of: the lunch program, safety patrol, library usage, assembly program, fire drill, schedule of special teachers, playground usage, departmental schedule (if any).*

2. *Prepare a description (with diagrams if possible) of the organization for instruction in this school and evaluate it in relation to curriculum scope and balance and the aims of the instructional programs.*
3. *Prepare a careful description of this school's parent-teacher relations and evaluate the situation.*
4. *Prepare a description of the organization for library service in this school and make recommendations for its improvement.*
5. *Prepare reports such as: attendance, vision and hearing test, illness, achievement tests, pupil progress.*
6. *Hold conferences with pupils, teachers, or parents regarding pupil problems.*
7. *Use current enrollment data, the January census data, and other pertinent facts to project staff needs for this school for the next year.*
8. *Participate with the principal in whatever roles he has in staff evaluation and the selection of new staff members.*
9. *Prepare a description of the staff organization for (a) administering the program, (b) program improvement, and (c) decision-making. How are provisions for these three functions interrelated? Evaluate the plan as a whole in terms of degree of teacher participation, delegation of authority and responsibility, and levels of decision-making.*
10. *Through interviews with teachers, try to find out what limitations are being placed on their teaching by inadequate materials and plant facilities. What can be done to remove these restrictions?*
11. *Spend several lunch periods observing the lunch program in operation. Interview teachers to get their views about strong and weak aspects of the lunch program. Make recommendations for improvement if weaknesses are discovered.*
12. *Study the incoming correspondence and prepare replies for*

*several letters for the principal's approval.*

13. *Develop a handbook for parents containing pertinent information about the school.*
14. *Study the utilization of space in the building and on the grounds, and recommend improvements.*
15. *Study the effects of the school plant on the instructional program.*
16. *Develop plans for improving student government in the school.*
17. *Study the results of standardized tests administered to pupils and prepare a report for some designated group, such as teachers or parents.*
18. *Develop a schedule of classes and room assignments for the next school year.*
19. *Assume responsibility for the within-school handling of money long enough to become familiar with the procedures.*
20. *Prepare a description of the organization for (a) the improvement of teaching and (b) the revision of the curriculum. Address yourself to such topics as: Who participates? What is the role of the principal? Who selects topics, organizes groups, chooses consultants, holds leadership roles? How do central office personnel fit into the plans? How could the operation be improved?*

#### **Secondary School Principals**

1. *Make the master schedule.*
2. *Assign pupils to classes and home-rooms.*
3. *Plan and manage the student activity program.*
4. *Initiate and maintain the school's professional library.*
5. *Develop a student handbook.*

6. *Develop job descriptions for all teacher positions in the school.*
7. *Make an enrollment projection for the school's future.*
8. *Visit innovative schools and report to the staff the information gained.*
9. *Assess staff needs for the future.*
10. *Initiate a program of teacher supervision.*
11. *Make an inventory of instructional equipment.*
12. *Assist the principal in developing in-service activities.*
13. *Chair the self-evaluation activity in preparation for North Central accreditation.*
14. *Become familiar with the school's guidance policies and procedures.*
15. *Assist the principal with state and local annual reports.*
16. *Handle student transfers, admittance and withdrawal.*
17. *Confer with pupils regarding their schedule changes.*
18. *Conduct a study of drop-outs.*
19. *Confer with juvenile authorities.*
20. *Arrange clinical referrals for exceptional children.*
21. *Initiate a school safety plan.*
22. *Assist the teachers in planning new curricula.*
23. *Assist the principal with teacher evaluation.*
24. *Conduct a faculty meeting.*
25. *Assist the P.T.A. program chairman.*

## Central Office

1. *Plan with principals and others school activities in observation of American Education Week.*
2. *Prepare and give a speech to a local citizens group in support of a forth coming school bond election.*
3. *Prepare a report to the superintendent on suggested policies and procedures for dealing with student demonstrations and disturbances*
4. *Make an enrollment projection of each school attendance area for the next five years.*
5. *Project the costs of various salary proposals which might be proposed by the teacher negotiating committee and assess what their impact would be on the district's tax rate.*
6. *Study the district's organization for involving principals in planning for collective negotiations. Make recommendations for improvement.*
7. *Make a study of personnel turnover in the district during the past five years.*
8. *Prepare a circle graph showing sources of school district revenue. Prepare a similar graph showing expenditures of funds - personnel, bonded indebtedness, etc. Prepare these in a form suitable for aids in making presentations to citizens groups.*
9. *Develop policy guides on teacher personnel practices.*
10. *Develop job description for administrative personnel in the district.*
11. *Organize the substitute teacher services.*
12. *Initiate a study of problems of student unrest, including recommendations for their solution.*
13. *Assist in textbook selection.*

14. *Initiate a study of the necessity for decentralization.*

## T H E U N I V E R S I T Y O F M I N N E S O T A

The role of the University in this program is to contribute its resources to help develop skilled leadership for the educational system in its area. Basic requirements include:

1. *Professors are interested in the early identification and training of persons with talent for school administration.*
2. *The staff is committed to the principle of internship training in school administration.*
3. *The University takes an active part in cooperating with school systems in its area.*
4. *The administration is willing to contribute staff time to the intern and the program by providing a University coordinator for the internship program.*
5. *The University coordinator serves as liaison between the University on one hand and the intern and cooperating agency on the other, bringing to the attention of the agency the University resources that could be useful in the agency's programs.*
6. *The University coordinator confers regularly with interns at the place of their internships and at the University.*

## I N S U M M A R Y

Dedicated educators feel that the time has come for school systems to grasp the opportunity to take part in training good administrators. This internship program is designed to help them. The cost of developing promising people by involving them first hand in the process of administration may be considerable; but the price of neglecting the need for dynamic educational leadership is far greater.