

Summer 2000

**Perceptions of Interns and Mentors About the Yearlong Internship
in the Central Washington University Masters/Certification
Program (1997-2000) Wenatchee University Center**

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PERCEPTIONS OF INTERNS AND MENTORS
ABOUT THE YEARLONG INTERNSHIP IN THE
CENTRAL WASHINGTON UNIVERSITY
MASTERS/CERTIFICATION PROGRAM (1997-2000)
WENTACHEE UNIVERSITY CENTER

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Education
Master Teacher

by
Tracy Mills Day
And
Sara Joanne Ferry
July 14, 2000

CENTRAL WASHINGTON UNIVERSITY

Graduate Studies

Final Examination of

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B.A., Central Washington University

And

Sara Joanne Ferry

B.S., Central Washington University

For degree of

Master of Education

Master Teacher

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Conference Room

Tuesday, August 1, 2000

9:00 a.m.

Courses presented for the Master's degree

Course No.	Course Title	Number of Credits	Instructor	Quarter Completed
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INTERNS AND MENTORS PERCEPTIONS
OF YEARLONG INTERNSHIP'S IN THE
CENTRAL WASHINGTON UNIVERSITY
MASTER/CERTIFICATION PROGRAM (1997-2000)
AT THE WENATCHEE BRANCH

By

Tracy Mills Day

And

Sara Joanne Ferry

August 1, 2000

The purpose of this project is to determine the perceptions of the yearlong internship by Interns and Mentors in the Central Washington University Masters/Certification Program (1997-2000) at the Wenatchee Center. To accomplish this purpose, questionnaires were sent to all Interns and Mentors of Central Washington University Masters/Certification pilot Program at the Wenatchee Center. Additionally, related information from selected sources was obtained and analyzed.

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PREFACE

The authors would like to take this opportunity to describe in detail how they completed this team-project. The authors took the word team literally, in the preparation of this document. Each team member researched separate aspects, Sara Joanne Ferry researched perceptions of interns and Tracy Mills Day researched the perceptions of the mentors.

Throughout the duration of this project the authors worked collaboratively, even when completing their respective research area. When reviewing literature, it was completed together but separate, as well as in developing questionnaires, locating intern and mentor names and addresses, and compiling results of the study it was done separately by each researcher and yet concurrently.

When completing the Chapters Two, Three and Five, the authors took the individual information and intertwined the information to complete this document in a flowing and easy to read manner. This is evident in the consistency of the intern material always being followed by that of the mentor. The authors feel that this type of teamwork and intertwining of research and results of questionnaires produced a high quality master's team-project.

CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

"The one indispensable part of any teacher preparation program is field experience. Student teaching can be considered a special type of field experience." (Posner, 1985, p. 1). Since the 19th century the United States has been producing teachers who have been a part of an internship program (The Association for Student Teaching, 1968). In 1997 Central Washington University, Wenatchee University Center, launched a 12-month Masters/Certification pilot program. This program was designed to prepare future teachers by providing them with educational academic learning, as well as a yearlong internship in a secondary school.

Student teaching is an experience that college students are given in the classroom. This is an introduction to the teaching profession and the classroom. A standard student teaching consists of 8-10 weeks in which the student teacher is in charge of the class. The internship from Central Washington University Masters/Certification program has the time frame of nine months or one full school year. There is a considerable difference in the time frame between the "traditional" student teaching and the yearlong internship. Being a part of the internship gives the student teacher a better knowledge of the field-based experience due to the length of time spent in the classroom. Dudley (1999) said that participating in the internship paved the road to her teaching practices. She believed that without the internship she would not be in the teaching profession today.

Research shows that close to 30 percent of novice teacher's end up leaving the profession within the first five years. This has given education a reputation of "the profession that eats its young" (Halford, 1998, p. 33). Dudley's comment replicates the importance of a yearlong internship on the effect of the first years of teaching.

Razzano (1999) believes that one semester of teaching is not enough experience to have before entering a classroom of her own. Fifteen weeks or four months may seem like enough time to experience a lot of teaching in the classroom but it allows the teacher a little more than setting up a classroom when it is compared to spending the full academic year in the classroom. A year allows the intern to fully experience all the aspects of teaching before taking over a classroom for their own.

In evaluation of the Collaborative Redesign of Educational Systems (CREST) Program, at University of Texas at Arlington, the interns were said to be more confident, possessed a greater knowledge of teaching and a heightened professionalism. They were also said to have more knowledge in classroom management and discipline, as well as assessment, development and planning (Wilmore, 1996).

In 1997, Central Washington University created a program that provides students with the opportunity to spend a full year in the classroom under the supervision of a mentor teacher. This is not a new way of student teaching but in actuality gives the experience of a first year of teaching to the intern. The internship gave the intern a complete year within the classroom observing, interacting, teaching and supervising.

Problem Statement

The purpose of this project was to determine the perceptions of the interns and mentors about the yearlong internship in the Wenatchee Masters/Certification Program 1997-2000.

Limitations of the Project

For the purposes of this project, it was essential to highlight the following limitations:

1. Scope: Former and present students and mentor teachers from the Central Washington University Masters/Certification Program (1997 – 2000) at the Wenatchee Center.
2. Target Population: The perceptions of former (1997 – 1998 and 1998 – 1999) and present (1999 – 2000) interns and mentors in the Central Washington University Masters/Certification Program, Wenatchee Center.
3. Time: This project was developed during the 1999 – 2000 Masters/Certification Program for use in future Masters/Certification programs.
4. Duration of internship: Due to changes in the Central Washington University Masters/Certification Program, time spent in the internship changed yearly as well as quarterly.

Definitions of Terms

Intern: A teacher preparation student who, having completed specific requirements, is placed in a school district for an extended period of time. Support and supervision of the intern is provided primarily by the mentor teacher but with a continuing relationship with

university supervisors and instructors for the duration of the internship assignment (Utah State University, 2000, p. 1)

Mentor: A wise and trusted counselor or teacher (The American Heritage College Dictionary, 1993, p. 851), advising a beginning teacher on the subjects of school culture, students relationships, curriculum, materials and methods (Wollamn-Bonilla, 1997).

Cohort: A group of teacher preparation students who start a program together and finish together. All students are exposed to the same learning and practicum experiences at the same time. Once organized, group members interact and become interdependent (Miles, 1959; Milstein and Associates, 1991; Shaw, 1976) as they work to (a) maintain themselves as a formal versus accidental group, (b) accomplish group goals and (c) develop and change to improve group effectiveness-that is, meet group goals (Koeppen, Huey, & Connor, 2000, p. 139-140).

Seminar: Helps the student integrate content knowledge and internship experiences. Students bring incidents from their internship to the class in order to work on them as a group, and apply relevant theories and concepts. This is also an important time for supervisors and students to interact with one another (The Teaching Professor, 1999).

Year long internship: Any educational program that provides teaching experience within the classroom for nine months, hours varying per program.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The literature that was found relating to the yearlong internship pertained to the different programs that are available and the mechanics of each role within the internship. Through our research, we found many yearlong internship programs throughout the states and information relating to mentor only perceptions. Many of these perceptions were from mentors who participated in mentoring first year teachers not teacher preparation students. There is a paucity in literature pertaining to the perceptions of mentors and interns in regards to the yearlong internship.

In 1909, Brown University established the first recognized internship in teacher education. The students were placed in a classroom in the public school system for one full year as half-time teachers. They were also under supervision of a mentor and a university professor. Interns were also required to participate in college courses, at the university, while taking part in his or her internship (Association for Student Teaching, 1968).

The University of Minnesota offers a postbaccalaureate program in which students are admitted into a Masters of Education degree by licensure area. This program entails a yearlong internship with a course of study. Students can be admitted into the Master of Education degree after one year of teaching experience has been completed. The program provides cohorts for the students in each of the 14-licensure areas. Also students have a GPA of 3.2 to 3.5, and are of the approximately 30 years of age. Thus

showing that the students have had experiences, and are determined and driven to become effective teachers in a 12 to 15 month program (Lange, 1995).

Little said “There was a perception that teacher education programs were conducted inside ivory towers. The clinical internship program will provide a closer meshing between the university and the actual workplace” (University of North Carolina Pembroke, 2000, p. 1). Programs in which yearlong internships are provided in the public school systems gives interns real world experiences, thus in reality providing the teaching student a first year teacher experience (University North Carolina Pembroke, 2000).

Classroom Management

Furlong and Maynard (1995) reported in their research that a student teacher’s main concern is classroom management and control. This issue’s importance to the student teacher was held above content lesson planning and activities, until rapport had been set within the classroom. Classroom control and management seems to build from the student teachers confidence in one’s self in the classroom setting.

In 1996, Wilmore reviewed the CREST field-based program at the University of Texas at Arlington. Collaborative Redesign of Educational Systems (CREST) is a yearlong intensive teacher preparation program. In regards to management, through this program one principal said “They did not seem to have to go through a period of discovering how strict or how friendly to be toward the students. This was probably because they had previously had the yearlong opportunity to practice and receive corrective feedback from their mentor and university supervisors” (p. 62). The general consensus throughout the programs effectiveness is that the students are “more skilled in

effective planning, self-confidence, self-reliance, adaptability, and flexibility, professionalism, dealing with student diversity, parental involvement and willingness to seek assistance from other teachers and administrators” (p. 62).

The Mentor and Intern Relationship

If mentors did not exist, we would have to invent them. Indeed, we do so from childhood on. They come in an array of forms, from the classic bearded Merlin to the grandmotherly fairy godmother to the otherworldly elfin Yoda from the *Star Wars* trilogy. Myths, fairy tales, fantasy and children stories abound with mentor figures: Gandolf in Tolkien, Charlotte in *Charlotte's Web*, Utnapishtim in the Gilgamesh Epic, Shazam in Captain Marvels Comics, the spider woman in Native American lore, the Belgian doctor in *Tarzan*, the little old lady in *Babar*, Teiresias in Greek legend, the Skin Horse in *The Velveteen Rabbit*. They proceed from a place in us as deep as our dreams. Carl Jung tells us that the archetype, which may be of either sex or both, represents “knowledge, reflection, insight, wisdom, cleverness, and intuition.” The figure appears in a situation where “insight, understanding, good advice, determination, planning, etc. are needed but can not be mustered on one’s own,” often arriving in the nick of time to help the traveler along the journey (Jung, 1958, p. 71), (Daloz, 1989, p. 16-17).

The mentor and intern relationship is the most beneficial and powerful relationship that an intern can make. The mentoring teacher can help the intern by developing teaching competency and may even have the strength to secure the intern their first teaching position through a letter of recommendation (A.I. Schwebel, 1992).

The mentoring relationship provides a relationship for veteran teachers to interact and relate with new and excited teachers. The relationship that entails this type of internship provides both parties with a sense of camaraderie, and lessens the feelings of isolation (Wollman-Bonilla, 1997). It also provides the chance to bounce ideas and thoughts off someone in your direct content area.

Although some mentor teachers may harbor a feeling of guilt for leaving their students the literature is leaning more towards the positive aspects of the relationship that develops. The research shows that a mentor is a teacher who subsumes a role that takes off beyond the realm of methods and the enigma of teaching (Awaysa, 1997).

Student and Intern Relationships

The most important part of a relationship between student and intern is the freedom to develop trust between one another. This can be accomplished by being fair, having conversations, and being genuinely interested in their interests and concerns. Providing all students with self-worth, recognition and relating material to their lives can also reinforce this.

Over a period of a year, an intern can see the changes that occur in the relationship between the intern and the students. The changes in the relationship can not be seen by the intern if he or she is there for only a short amount of time like the fifteen weeks that a "traditional" student teacher (Dudley, 1999).

Throughout the yearlong internship it may be a tendency to typecast students. This could be by putting students in classes such as slow learners, jocks, stoners, disadvantaged, or academically inclined. If this is to happen, it will make the intern oblivious to their classes individuality. All students have certain strengths and

weaknesses, likable and unlikable traits, as well as likes and dislikes. Having the ability to relate to each student as an individual is of great importance to the student teacher and student relationship (Posner, 1993).

The Interns Relationship in the School System

It is of vital importance that the intern is introduced to the faculty of the school in which the intern is participating in his or her internship. The introduction should provide the intern with recognition and acceptance. The relationships that develop between the intern and other teachers helps in providing the intern professional behavior (Henery & Beaseley, 1989).

As well as faculty, interns must interact with office personnel and the custodians. This provides a more hospitable environment in becoming acquainted with all staff. Office personnel can help in a multitude of areas from parent contacts to needing assistance in the formation of a letter. Custodians can help you in all aspects of the school, replacing a light bulb to the location of needed extra material (A. I. Schwebel, 1992).

Role of the Intern

Dudley (1999) said

The best part of the internship was that I was not simply left on my own: I had people to support and help me during the long and often frustrating year. I shared a classroom with my mentor teacher, who provided me with all sorts of ideas, suggestions for successful lessons, planning techniques, and resources. I cried, was confused, and wanted to celebrate, and all along my mentor was there to support my development as a beginning teacher (p. 29).

This is the beginning of the intern's role: to seek direction and help as needed to become a successful educator.

The University of Southern Maine provides their education students with the opportunity to take part in a yearlong internship program. The internship program places a student with a cooperating school at the end of August. The interns then spend an entire year with that school. The intern is to take part in all activities that are assigned with their class, then progressively begin to take over the class as the full-time teacher. The intern works with a school-based faculty member, as well as a university supervisor (Lyons, 1996). This showing that the intern's role is one that is field-based and hands on.

The intern also needs to be aware of the school itself. They must examine the curriculum, policies and procedures, administration, and all the other jobs that go with being teacher (University of North Carolina Pembroke, 2000). In turn this offers the interns a higher quality and more realistic perspective on teaching.

Role of the Mentor

"Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way" (Daloz, 1989, p. 17). This is what the role of the mentor teacher is to guide and direct with insights and revisions for the interning student teacher.

Ganser (1996) agreed with Daloz (1989) in the aspect of mentoring requiring skills and knowledge. Effective mentoring entails skills that are entwined with good teaching, providing service as a cooperating teacher, as well as the ability to peer

coaching. These types of skills help the interns in relation to his or her own skills and as a means of direction from the mentor teacher.

In sharp contrast to the above Furlong and Maynard (1995) made the conclusion that mentoring is not an active process or involves any skills other than acting as a model. They also reported supporting a competency model that advocates a systematic skill-based approach to learning. The mentor is seen as a trainer in separating the different methods of teaching (Furlong & Maynard, 1995).

In closing Shelia, who participated in the Master of Education in Teaching (MET) at the University of Hawai'i stated in relation to her mentoring role "Whenever someone asks me about my MET experience, 'broadened perspective' is what always pops right up there. I just have a much better appreciation for all that's involved in what teaching is about; preparing for it, doing it, then thinking about it and hopefully improving the next time around" (Awaya, 1997, p. 13).

Observations of Interns

According to the University of Maryland student handbook (1999) the definition of observing: "the process of watching an individual perform for the purpose of gathering objective data that can be cited during a conference to provide formative feedback to the individual being observed"(p.1). To accomplish this type of observation three steps must be followed the first being standards or outcomes relating to all aspects of teaching. The second provides definition to the level of performance in regards to the standards or outcomes. Finally, the performance is rated on a scale pertaining to the definition of the level of performance (Pullman, 1995).

The university faculty along with the mentor teacher completes an observation of the intern's teaching and interaction in the classroom. The mentor teacher observes the student on a regular basis, and provides feedback on the daily interaction that the intern has in the classroom. Observations done by the faculty staff member depend on the length of the teaching and may vary in the number of times observed which could be four to eight times in a standard student teaching (University of Maryland, 1999).

The evaluation of the intern through observation should give the intern perspective and interpretation to their performance. This should include all aspects of the experience and provide analysis and reflection. Evaluative observation should not be criticizing or demeaning but as a tool for growth (University of Maryland, 1999).

“Throughout my internship I was observed so often I lost count. My students became so used to the observers that they rarely gave them a second glance. The observations helped me to reflect upon and change areas of my teaching that may otherwise become bad habits, had I not had the constant feedback from the observers” (Dudley, 1999, p. 30).

Classes Taken Pertaining to Internship

Throughout the literature the researchers found that all programs discussed in the above had interns taking part in some form of classes. These classes ranged from university classes to “seminars” provided at a university or in another setting.

The University of North Carolina Pembroke program has a required a “seminar” class once a month during the academic year. These seminar classes vary on topics including educational academics, cultural and professional development. Workshops are also held for interns, students are encouraged to participate in the workshops that are

given by the university staff, school district administrators or the local educators.

"Seminars are designed to meet the specific needs or interests of a particular group"

(Aiken & Day, 2000, p. 125-126).

Researchers found that Stanford University also provides a yearlong internship program for master teacher candidates. The Stanford Teacher Education Program (STEP) is twelve-months in duration and students have the opportunity to participate in a yearlong practicum. Student's internship is a daily assignment from 8:00 AM - 12:00 PM. Throughout the year students teaching responsibilities increase in their internship. While participating in the internship the students are also attending seminar at Stanford University (Stanford University, 1999)

Due to the lack of literature revolving around the yearlong internship, the final conclusion of the benefits of the yearlong internship is limited. Although information provided supports positive feedback and reinforcement of a teacher preparation yearlong internship program. Additional information in regards to the perceptions of the mentors and interns in the Central Washington University yearlong internship program is provided in Chapter Four.

CHAPTER THREE

PROCEDURES

To study the program the following steps were accomplished. The first step taken was to review current research and literature about mentoring and educational internships. Material gathered focused on internships, mentorships, field-based experience, evaluations, yearlong internships and programs, and cohorts. After reviewing the collected data the researchers created topics of interest to prepare two separate questionnaires (Appendix C & Appendix D). The questionnaires reflected areas of classroom management, mentor and intern relationships, student and intern relationships, interns relationship within the school system, role of the interns and mentor, observations of intern, and classes taken pertaining to internship. Each researcher had her questionnaire reviewed by an English teacher, as well as had the program director and an associate critique them.

The second step was to acquire a roster of all previous intern's and mentor teacher's names and addresses. This was completed by gathering information through files located at the Wenatchee University Center, as well as asking the director of the program, office manager, and the 1999 - 2000 cohort members. After obtaining the names of past and present mentors and interns, addresses were located via the phonebook and Internet. Mentors were sent a questionnaire to the school where they teach and interns were sent a questionnaire to their home address.

As a follow-up, peers within the 1999-2000 cohort were repeatedly reminded to complete the questionnaires sent to them. They were also asked to keep reminding their mentors to complete their questionnaires that were sent to them.

Questionnaires were sent out with a cover letter (Appendix A & B), which described who the researchers were, why they were conducting this project, and requesting to have questionnaires returned to the researchers by a specific date. A self-addressed and stamped envelope also accompanied questionnaires in hopes of receiving questionnaires back.

The final step was to tabulate the results from the questionnaires received back. Data collected from the questionnaires will be presented to the staff of the Masters/Certification Program Wenatchee University Center, in hopes of making the necessary adjustments and reinforcing the findings to provide a strong and educational yearlong internship program for interns and mentors alike.

CHAPTER FOUR

PROJECT RESULTS

Introduction

This chapter provides the results of the questionnaires sent out to all previous and past interns and mentors. The intern's results will be followed by the results of the mentors.

Researchers sent out 36 questionnaires to interns, and received ten completed questionnaires. The breakdown of returned questionnaires in regard to program years were: 1997-1998 (two), 1998-1999 (five), and 1999-2000 (three).

There were 27 questionnaires sent out to mentors. Two of the mentors had participated in the program before; therefore their response was in fact providing information on two interns. However, one of the mentors who has participated in the program for two years filled out the questionnaire in regards to only one of the interns. Out of the 27 questionnaires sent researchers received eleven completed questionnaires. The returned questionnaires fell into program years as follows: 1997-1998 (one), 1998-1999 (three), 1999-2000 (six), and one from a mentor who had an intern both in 1998-1999 and 1999-2000.

Results of the Intern Questionnaire

Question #1: Do you think the Master's Certification Program at Central Washington University Wenatchee Branch prepared you for classroom management? Why or why not?

The responses on this answer were mixed. A majority of the interns responded that they learned about classroom management through their internship. There was not a

specific class that was offered from the Central Washington University that focused just on classroom management. There were discussions and guidance during the seminar classes that conversed about classroom management, but it was not the same experience that they learned within their internship.

Question #2: Do you feel your internship provide you with classroom management experience? Why or why not?

All of the interns responded that their internship provide them experience in classroom management. The responses included "Yes, it was 'trail by fire', but I did it."; "...it provided me with an opportunity to observe classroom management in practice. In this case, I may know the techniques that work and avoid those that don't", "Yes, I saw the Make Your Day Program used which is a classroom management tool for students to take responsibility for their behaviors.", and " The internship did provide me an opportunity to work on and improve classroom management".

The interns all felt that they were able to observe, practice and analyze their style of classroom management. Some of the interns had more than one mentor teacher and were able to observe more that one approach of classroom management.

Question #3: If you are teaching full time, do you feel the internship provided you with management skills for your own classroom? Why or why not?

Some of the interns are still in the program and were unable to answer this question but the interns from the 97-98 class and the 98-99 class had some positive things to contribute.

The program provided the interns with management techniques (for example Make Your Day) and with the help and observation of their mentor teachers, the interns

were able to fine tune their personal management style and apply it in the classroom. They felt they were more knowledgeable and prepared than a first year teacher that did not receive a full year of observing and apply different techniques. Interns were able to adapt and create their own technique during their internship.

Only one intern answered part of this question with a no and the response was "Yes and No - Because I am now teaching in a 7th grade core class with behavior problems because of very low reading skills and disruptive home lives and abuse."

Question #4: Do you feel that you were more prepared for your first year of teaching following the internship? Explain.

The responses were very positive for this question. A few of the responses sum up the answers by the other interns. "Yes, because I got to see an entire year, the progression of the curriculum and seasonal adjustments, including end-of-year procedures." And "Yes! Because the program gave us 10 months in the classroom, "On the Job Training" as it could be called".

The length of time that the intern spent in the classroom gave them the skill and knowledge to walk into the first year of teaching with confidence and classroom experience. To sum it up, one intern wrote: "More time in front of the class = more confidence."

Question #5: Do you feel you're were more prepared for your first year of teaching following the internship? Explain.

The responses for this question consisted of see answer to question #4. Only one intern had a different response to the academic aspect of the internship program and

she/he responded that, "I think the "hands on" exposure was better than other programs, but I feel the academic aspect was probably weaker than other programs."

Question #6: Do you feel you developed relationships with a variety of students throughout the yearlong internship?

The interns all answered yes to this question. They felt that the length of time that they spent in the classroom not only benefited them but the student and mentor as well. One intern wrote, "They felt they had two teachers for the year. Parents were very pleased knowing that their kids had more help." Another intern wrote that they had a well-rounded experience with the students due to the fact she/he was in the middle school and the high school during the internship. One intern wrote, "it was one of the most rewarding aspects of the year."

Question #7: Do you feel there was open communication between you and your mentor? Why or why not?

The majority of the responses about open communication between the intern and the mentor was yes, due to many circumstances like; knowing the mentor before the internship, having a mutual respect for each other and the level of comfort in going to the mentor to seek advice, views or opinions. A couple of interns struggled with the communication with their mentor due to circumstances with the communication line between the mentor and the Central Washington University staff members.

Question #8: What kind of relationship did you have with your mentor? (1=low, 5=high) Why?

All of the interns responded that they had very good relationships with their mentor during the internship. Some interns did not feel that it started at a five but by the end of the internship they were at a five.

The relationship between the mentors and the interns were very positive. Some had previously known the mentor before the internship and others had a very open relationship consisting of "I could be open and take any concern to him, and receive excellent help," another wrote, "We shared many of the same beliefs and had common interests. We worked well together and had an open, trusting relationship, and weren't afraid to admit we didn't have all the answers."

Many of the interns wrote about the mentor having an open relationship and the preparation that they took in order to prepare the intern for the "Real World" of teaching outside of the internship.

Question #9: Was there an opportunity for you to team-teach with your mentor before or after student teaching?

There were two no's from the interns and quite a few yes's. Some interns were able to team-teach a couple of months into the internship and others were not allowed to team-teach at all. One intern wrote that they were able to team-teach the whole year and it was great while others only a few times over the year. One intern was able to team-teach through out the year and when a sub was called to be in the classroom the intern was the one who taught.

Question #10: What do you feel your role as an intern was? Explain.

The interns had a variety of answers for this questions, a majority of them wrote that they had the role of a learner as well and a teacher. One intern wrote, "My role was

to learn. I listened a lot and asked a lot of questions, and did not challenge my mentor. I chose this role, knowing that my time for independent action would come later." Another wrote that their role was "to learn as much as possible! To be a team player! To establish a good rapport with students, parents and educators".

"The role of watching mimicking and then venturing out and being creative in my own teaching skills," was written by one intern that shed light on the importance of the observation period of the internship. The mentors role was defined as a model for the intern to watch, copy and adapt into their own style of teaching.

Question #11: Was your role as a student and as an intern clearly defined by Central Washington University Master's Certification staff at the Wenatchee Branch?

The responses for this question were mixed. The interns from the first two years stated that they were kept informed of the upcoming expectation and that the Central Washington University staff was very accommodating to the different needs of the school districts.

There were a few comments from the interns over the years that states a need for a couple of changes within the program. One intern wrote that "Somewhat, standards were clearly staked, tools for fulfilling them were not always provided. I have a sense that intern roles changed depending on each mentor's desires." Another intern wrote "there were a few times that we had a couple of classes direct from Central Washington University and the Profs. did a horrible job of outlining."

Question #12: Were the students confused about your role as an intern and as a student teacher? Explain.

Only one intern wrote that the students were confused and they treated the intern as an undergraduate student. The others did not have a problem with the students understanding who they were and why they were there. Most of the interns wrote that the mentor along with the intern explained to the class the purpose of the intern being in the class. The interns wrote that the students accepted their presents in the class and were very receptive to the idea of having a student teacher in the class for the year. One intern did state that the students did challenge her/him due to being new. However they eventually accepted the intern as an equal to the mentor teacher.

Question #13: Do you feel that you were treated like a professional staff member throughout your year internship, or as a temporary student teacher?

Most of the interns responded that they were treated as an intern professional. Only a couple of the interns said that they were treated like a student teacher due to the size of the school and the views and attitudes of the staff. One intern wrote, "The high school is relatively large; it was difficult for me to familiarize myself with the staff. Most teachers recognized me around the building, but didn't know who I was or what my role was. I felt at home in the science department; they treated me as one of their own." Another intern wrote "First a half-time student teacher, second half-time as a professional staff. When I had confidence, I was treated as a professional." Confidence level of the intern played a role on how they were treated by the staff.

Question #14: Was your mentor receptive toward your ideas and feedback?

Everyone one of the interns responded with a yes. One intern stated, "Yes, but I often refrained from expressing everything I thought." Another intern wrote that "Yes,

my mentor allowed me to create my own unit for CWP at Wenatchee High school. Other CWP teachers used my materials/curriculum.”

Question #15: How many times did your internship supervisors, mentor(s) and others observe you?

With the mentors the answers consisted of “non-stop”, “Daily”, “1-2 official observations; numerous informal observations,” and “all the time until the consecutive 5 weeks and then about 2 times”. The observation of the intern by the mentor was a daily non-stop process. This is where the interns were able to receive feedback on their teaching and lessons by their mentor’s everyday if needed. Other observations were from the Principals, vice principles, program coordinators/supervisors and other teachers. These observations did not occur on a daily basis but the number of observations varied on the student and on the program year. One student was observed six times throughout the year and another was observed from the principle twice, other teachers four times, and the program coordinator/supervisors was a total of six times through the year. Other interns said only a few times, a handful and by the internship supervisors three times.

Question #17: Was there an open line of communication between you and the Central Washington University staff on expectations of the program?

The responses from the interns varied on this question. The interns from the different years all had different answers about the communication with the staff members at Central Washington University. The one thing that was consistent through the last three years was the interns felt there was mass confusion on the expectations given by the Central Washington University staff from both the Wenatchee branch and the Ellensburg campus. One intern wrote, “I think the CWU faculty thought they made expectations

clear, but many of us needed more guidance, I expressed my confusion or frustration openly and they listened, but did not always take action.”

Question #18: Do you feel the content of the Central Washington University classes pertained to the internship classroom experiences?

Many of the classes did pertain to the program but there were some that the interns did not feel should be a part of the program. One intern stated that “Most of the classes pertained to the classroom experiences, but the best way to learn the material is to actually do the process. Often the reading material and classroom activities were not helpful for our internship.” One year the program threw a class in at the last minute in June, which the intern said, “...seemed to be very busy work.”

The majority of the classes were based towards the internship where the interns spent a majority of the year. There were many class lectures and readings given by the Central Washington University staff that reportedly did not pertain to the internship but were given in order to fulfill a standard that was given by the program director.

Question #19: Do you feel you had adequate time between internship and classes to perform at a high quality level on standards and on Master’s Thesis/Project? Why or why not?

On this question the answers from the interns varied from the different year and the reviews were mixed with yes and no’s. Many of the students over the three-year time period felt very stressed because, “we have to do a certain amount of work for which the time factor is not taken into account.”

There were many different factors that decreased the number of hours that were spent on performing a higher level on standards. Two interns wrote that they did not

have enough time due to family, not enough personal time, while other interns worked at a job after classes.

One intern wrote, “ No, I felt very stretched for time to complete my standards, internship and thesis. There were too many hoops to jump through. We needed extra time to complete standards - too much time was “wasted” at seminars.” An intern from another year wrote, “the Reading in the Content Area class was scheduled poorly. It should have been in the fall.” The class was scheduled in June at the last minute.

On the other hand another intern wrote that there was enough time because “we were given our schedules in the fall and we backed off of classes in the summer and had plenty of time to do an exceptional job. If you didn’t then you probably procrastinated”. Another intern wrote that there was enough time but “I didn’t use my time wisely and I waited until June to really get going on it. But I didn’t have a clear vision of what I needed to do either.”

Question #20: Do you feel you were provided with ample and constructive information in relation to your Master’s Thesis/Project? Why or why not.

Most of the interns struggled with this part of the program. Some students just had a hard time getting started and once they were able to get going the rest of the thesis went really easily. Interns felt that there was limited guidance and confusion from the staff and another wrote that the rules changed for a team project but the fault did not belong to Wenatchee staff, but the faculty at Ellensburg.

“There was not much of an introduction to our Thesis paper. I felt frustrated and lost because there was no guidance provided for us (other than 2 meetings with a Prof.

from CWU). We needed a class designed specifically for our thesis.", and others expressed the same view.

Question #21: What are your recommendations to strengthen or enhance all areas of the Masters/Certification Program at Central Washington University via Wenatchee Branch?

The overall consensus was that the intern students needed guidance and structure from the supervisors and instructors. Many interns pointed out that what would be most beneficial to them and the program would be to go over all the standards at the beginning of the year. Further, they also felt that more guidance needed to be offered in relation to the master's part of the program.

Another area they felt needed improvement on was the relationship between the Wenatchee Branch and the Ellensburg campus. Two comments in reference to this were: "Particular departments on the Ellensburg campus tended to put roadblocks in front of us. We were treated as "second class students" sometimes" and "Wenatchee and Ellensburg must have better communication. Professors at Ellensburg do not understand what is going on in Wenatchee".

Question #22: Do you feel you benefited from a yearlong internship? Why or why not?

Yes, was the answer from all interns. The interns all agreed that they learned a great deal and had the opportunity to see first hand how the school year goes from the perspective of a teacher. One intern said "Absolutely, because I consider myself as a first year teacher, in fact I received most of the experiences a first year teacher receives".

Question #23: Would you recommend a yearlong internship to others in pursuit of the same professional growth?

The answers were replicate of the above: all stated yes.

Question #24: What was the one thing that you liked about the program?

There were three overall likes of the program: the cohort, the internship and the length of the program. One intern replied "It is quick and dirty, the "fluff" work is condensed to a yearlong program and the rewards are worth the hassles of jumping through the hoops. It was fun to be in the high school all year long". Another comment was "I appreciated the internship and relationship with my peers in the program".

Question #25: What was one thing that needed to be improved or could be changed on the program?

Many of the responses to this question had been voiced in previous questions. The main idea for improvement would be to add structure and organization within the program. There should also be expectations for mentors and interns and as "Communication and definite parameters set that didn't change from one minute to the next".

The last statement provided interns to give any additional information or comments. The responses to this statement were few. Many interns wished us good luck with the program and our careers. In closing an intern stated "I had a very good experience and I am grateful that I was able to be a part of this program. I could have never completed it if I had to stay in Ellensburg. It would have been very difficult with a family".

Results of Mentors

Question #1: Do you feel that your intern student was properly prepared upon entering your classroom to deal with classroom management? Please explain.

There was a wide range of responses to this question. Responses included statements such as, “She adapted well...”, “Yes for the most part”, “I don’t think anyone is totally prepared for this aspect from college courses” and “Classroom management takes a great deal of training and expertise”. All in all the mentors felt the same in regards to classroom management, that it is not a tool that can be gained through a college course, but is a skill that is developed by being immersed into the situation.

One mentor did point out the fact that their intern was not prepared due to the districts use of the “Make Your Day” program. Thus the intern had no training in the districts classroom management program.

Question #2: Did the intern’s professional development grow throughout the year and do you feel that Central Washington University provided them with adequate tools for growth in this area? Please explain.

All eleven mentors stated yes, that all the interns grew significantly throughout the year. Although there were many different opinions about how growth took place. There was support of the courses that the intern was taking in relation to their growth in the classroom, but one felt that it provided a conflict in the professional development of the student. Other mentors stated that they felt the development was due to the mentor’s advice and guidance, and the intern’s own effort and time.

Question #3: Do you feel that you and your intern developed a relationship that bettered you both professionally and personally? Why or why not?

This was a very positive aspect of the internship to the mentors. All mentors felt that they had a wonderful experience and both parties learned from one another. One mentor said it best “Growth and learning is a continuous process and always leaves new marks or ideas in the lives of the people involved”.

Question #4: Does a yearlong internship provide interns and students a better opportunity to develop positive interactive relationships or do you feel that the students were confused with the role of the intern? Please explain.

The answers varied from yes to no. Some mentors felt that the interns had to hectic of a schedule leading to confusion. Another pointed out that they “believe it is difficult for the students and interns when the intern is in and out”. One mentor stated “They were a little confused first semester – expecting her to “student teach”, but with explanation they were fine. We switched classes in February (block schedule) so there was no confusion moving into the student teaching role”. Another mentor’s statement backs this up by saying “In my opinion, the best experience is a full semester in the class all day”. Agreeing with the two above statements a mentor said, “I believe the internship is valuable. However I do believe it is very important for the intern to be in at least one class everyday rather than here one day and gone the next”.

One mentor stated “ The confusion comes with the schedule of who does what when, what roles are to be assumed at what time. What evaluation should the mentor be doing/when/how often?”, thus pointing out a confusion in roles between the mentor and intern not with the students.

Question #5: Do you believe that through the combination of Central Washington University seminars and the internship, interns can adapt to many different learning and teaching styles, as well as provide affective lessons?

There were mixed replies on this question. A few mentors said that they felt they could not answer due to the fact that they did not know the content of the classes. This was an understandable response due to the perception of the mentors to the question.

Question #6: In regards to content knowledge, should students within the program be provided with a “refresher” methods course? Please explain.

Nine out of the eleven mentors said yes. Many were in agreement that this type of knowledge is always applicable. One mentor stated “Please! I’ve never had a good experience with any Central Washington University education class.” Another said, “My understanding is that the interns do not necessarily have education backgrounds, therefore, a methods class should be addressed concurrently”.

Question #7: In relation to a traditional student teacher, how did you perceive the acceptance of the yearlong intern by the students?

One mentor pointed out that they felt that the students felt that they were more accountable for their work and were able to develop a rapport with the intern who was with them for the entire quarter or semester. Other mentors felt the same way, in that the time allotment provides great opportunity for students and interns to get to know one another.

Again a mentor found the problem to lie between the mentor and the intern. In stating “Again I think there is a confused state which is created when no assigned schedule is set for all concerned. The traditional student teacher observed for a couple of

weeks, then took over classes in an assigned order and taught for the quarter. It made easy for grading periods, units taught, ect. The yearlong program did not have a road map of clear dates or expectations.”

Question #8: Do you believe that your role as a mentor teacher was clearly defined by the staff at Central Washington University? Why or why not?

In regards to this question there were three very strong no's and many concerns. These no's resonated about the lack of communication with Central Washington University staff, not meeting with mentors before placement, and lack of coordination between mentors and supervisors. Other concerns dealt with the need for input and guidance, standards and outcomes, and the need for an evaluation system.

Two mentors stated that they had been provided with adequate information detailing their roles as mentors. One mentor said that it did get better throughout the year, while another stated “Getting better every year”.

Question #9: Do you believe that your intern's role was clearly defined by Central Washington University? Why or why not?

Again only two mentors said yes, and one said that the intern's role became clearer as the year went on. The others voiced the same concerns in regards to question eight.

Question #10: Did you, as a mentor teacher, have an open line of communication with your intern's supervisor? If so how and if not how could Central Washington University rectify this?

The replies to this question were half yes and half no. Six mentors said that they felt that they had easy access to the supervisors. One mentor said “Yes, I was very comfortable and felt that I could communicate if needed”.

The mentors who said no almost all asked for the same thing: a list of phone numbers and contacts. There were also concerns in regards to meeting before the intern is placed and the need for an outline and expectations.

Question #11: In regards to feedback and ideas that you presented to your intern how well were they received?

The overall response was positive. The responses ranged from, “Great”, “Very well”, to “Well received”. One mentors statement was “My intern was always anxious to receive my feedback and frequently asked me to critique his performance”. This kind of response demonstrates the relationship between mentor and intern, as one of trust and guidance.

There was only one negative comment, but this mentor has participated in the program for two years. They stated “They were always open, although sometimes I wondered if they truly believed in what was shared or if they did what was asked because they wanted a good recommendation”. This comment throws into light the arena of politics in the area of education.

Question #12: How do you feel that you grew professionally through having a yearlong intern?

All responses were very positive. Mentors stated that they gained new ideas, remembered old ideas, re-evaluated why they do things, and focused on their own teaching style. These answered paralleled the literature found in Chapter Two

Question #13: What are your recommendations to strengthen or enhance the Masters/Certification yearlong internship program through Central Washington University?

“Semester in the classroom not part-time all year. No seminars during teaching! Perhaps evening, but not afternoon” was what one mentor had to recommend for the program. This reflects on what another mentor had to say in regards to question #4.

Two main concerns seemed revolve around providing interns with the ability to not being stretched so thin so they can focus on teaching and providing mentors with a chance to meet interns to make sure that the match will work.

Question #14: What was the most important aspect for you and the intern during the internship? Why?

The mentor’s had many positive comments to this question. They were:

“That she understand the depth of her commitment to educate students.”

“He got to learn from my good and bad habits – what to do and not to do, and I got to see him grow as a teacher. He is now a full-time teacher in our district.”

“The opportunity to share experience and knowledge definitely enhanced professional growth for us both.”

“Planning together and discussing the “whys” and “hows” of teaching.

Sharing our love of Spanish.”

“Time, the yearlong internship allows time to observe, monitor and adjust.”

“Professional teamwork – it was rewarding to work together and be a part of the growth experience.”

“It was a good experience to watch the students as they developed throughout the course.”

“It allowed both of us a chance to discuss good teaching.”

Question #15: What was the one thing that you liked least about the yearlong internship program?

The overall dislike mentioned was planning and scheduling. "Fragmented days and lacked continuity" was one mentors concern. Another comment along the same lines was "Need better Central Washington University planning and scheduling - things always seemed to be in flux". These comments seem to bring back a common theme from the mentors in that they feel that they need more structure and planning.

Two mentors voiced concern over the quality of the interns. "The quality of some of the interns. In reference to my September experience intern - different from my yearlong person. He was not quality person and it wasn't a pleasant experience. I feel there should be a more stringent application process", was one of the comments in regards to intern quality. The other mentor stated "Probably the in and out, and by the time an undergraduate gets through a traditional program, a lot of weeding out has occurred. It would be nice to somehow "weed out " those that aren't ready to be a teacher no matter their age". Although this is a negative concern dealing with mentoring, there could have been a personality conflict between the parties, or the interns could have been seen as stated above.

Question #16: Do you feel that the Central Washington University Masters/Certification program adequately provides for the intern's at the master's level?

There was a mixture of responses to this question. The answers ranged from yes, no, too not sure. One of the mentors who said yes stated "Adequate but they do need more work on methods, background knowledge and lesson planning". One mentors response was to provide the interns with one more quarter to provide a quarter to teaching only.

"I feel that the interns are at the bachelor's level as a teacher! But obviously have the credits for a masters", was one of the more negative comments. Another stated that they felt that there was a lot compacted into one year, and little time for the interns to reflect". Although these may be negative comments they are both very powerful statements in reference to the interns and their knowledge.

Question #17: Would you ever consider taking another intern from the Central Washington University masters/Certification Program? Why or why not?

Out of the eleven questionnaires returned seven mentors said that they would take another intern from the Central Washington University Masters/Certification program. Their responses all pertained to the opportunity to help train new teachers for the American youth, as well as a positive feeling for them and their students.

In regards to the last statement: Please feel free to add additional comments, there were no responses. It was disappointing to find that none of the mentors felt that they should add any of their opinions in regard to the program, interns, or the mentoring. Although it may be that all their concerns and opinions had been addressed through the questionnaire.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

Discussion

The purpose of this project was to determine the perceptions of the interns and mentors about the yearlong internship in the Central Washington University Masters/Certification Program (1997 - 2000) at the Wenatchee University Center. The researchers believe this project can and will provide insight to the strengths and weaknesses of the Masters/Certification Program.

Mentoring and internships are not a new way of teaching in the United States. Chapter One and Chapter Two mention how the United States has been producing teachers who have been part of internship projects since the 19th century. Internships not only benefit and effect the intern, but the mentor as well. Mentors help

...provide new models of teacher education and development by serving as exemplars of practice, builders of knowledge, and vehicles for communicating professional understandings among teacher educators, novices, and veteran teachers. They support the learning of prospective and beginning teachers by creating settings in which novices enter professional practice by working with expert practitioners, enabling veteran teachers to renew their own professional development and assume new roles as mentors...(Awaya, 1996, p. 1-2)

In 1997, Central Washington University Masters/Certification program was created. The program was designed in order to provide students with the opportunity to take part in a yearlong internship program. This program also provides an opportunity

for teachers in the Wenatchee area to mentor in a yearlong internship. The participants of the internship included the mentor teacher, the intern student and university supervisor.

It is a requirement for all cohort members, to have a Bachelors degree in an endorsable area of study. Each intern was placed with a mentor teacher in his or her content area. In some cases interns with more than one area of study were placed with two mentor teachers.

Each cohort member was placed with a mentor teacher in September at a cooperating school, and in most cases stayed with that teacher through June. (It should be noted that some cohort members moved to different districts or mentor teachers due to various circumstances.) Cooperating schools ranged from local schools, i.e. Wenatchee and Eastmont School Districts, to outlying areas including, Manson and Liberty Bell school districts.

While participating in the yearlong internship cohort members met weekly to participate in “seminar.” The role of “seminar” was to provide intern students the opportunity to obtain foundational knowledge, theory and skills that were then integrated into the practical setting of the classroom. University professors facilitated seminar and provided cohort members with the opportunity to reflect and learn from each other (Parilla and Hesser, 2000). The number of meetings per week, as well as the length of seminar fluctuated throughout the twelve-month program.

Perceptions of Internship

The perception of the yearlong internship by the interns who have participated in the Central Washington University Master/Certification program at the University Wenatchee Center was very positive. The intern had a lot of positive things to say about

the internship and about the program. The interns also include a few recommendations to help the program give greater impact on new students entering the program.

Huling-Austin (1992) describes that the first year teacher as going into the classroom with *unrealistic optimism*. This meaning that the first year teacher believes that teaching is easy and they will experience little difficulty in the classroom. "In the classroom this belief quickly turns to what Veenman (1984) termed *reality shock* when the novice teacher confronts the demands of teaching." (p. 174). Through the responses of the interns they have a good grasp on what their first year will have in store, therefore possessing the skills and qualities to hopefully avert this type of *reality shock*. The interns that have participated in the yearlong internship agree with Huling-Austin, that they were more prepared to enter into the classroom. They felt that with the help of the mentors and the university staff they were very knowledgeable on what was expected out of them in the classroom and gave them many useful experiences and tools for the following years in the classroom.

During the course of the yearlong internship, interns were able to create the relationships with students that a full time teacher would. From the response of interns this was one of the most rewarding aspects of the internship and one that would not have happened if the internship was a shorter amount of time like a "traditional" student teaching. After spending the full year with the students interns were able to build relationships with a greater variety of students over the year not just a quarter. Interns also stated that seeing the changes in the students during the year was a neat and unexpected lesson for the intern.

According to the information that the interns provided, spending a year with an experienced mentor was a great influence on them and their teaching. The constant observation by the mentor provided the interns with continuous feedback, which gave the interns a chance to improve daily on their teaching style. Formal observations done by the university staff and various administrators helped the intern as well. Over the years the number of formal observation varied from year to year, thus providing information on the lack of continuity throughout the program years.

There were only a few negative comments from the interns in regards to the Central Washington University Master/Certification program. Inconsistency in the instructions for the interns from the university professors seemed to be the weakest link in the program. The interns seemed to feel that professors from the university did not understand the overwhelming load that was placed on the shoulders of the interns throughout the year.

"Seminar" that interns were required to attend were very helpful and informational but in the times that seemed to be the busiest for the intern (full time teaching) seminars were felt to be a waste of time in regards to what the interns feel is important at the time, teaching.

The overall conclusion of the intern's perception of the yearlong internship is that it is something that they feel was well worth their time and that they would never trade it for anything. Interns felt that the relationships that were built between them and the mentor and students is something that they would never replace. The program gave them a better understanding of what was to be expected from the interns as a teacher.

Mentor Perceptions

The overall impression and perceptions from the mentors who have participated in the Central Washington University Masters/Certification program through the Wenatchee University Center was very positive. Mentor teachers have noticed that when they are able to take part in a mentoring position that they learn about theory and practice along with the interns (Awaya, 1997). Stevens (1995) found that "Mentors indicated that they made new friendships, more willingly shared successes and failures with colleagues, and felt less isolated in their jobs as a result of the mentoring experience" (p.135). The mentors who have participated in the Central Washington University yearlong internship program agreed with the above comments.

The participating mentors felt that they had the chance to help an up and coming teacher, as well as a chance to help themselves learn from their interns. There were responses that addressed the idea of working as team, bouncing ideas off one another, and the opportunity to discuss teaching and becoming friends. Mentors also felt that the internship provides a chance for relationships to develop not only between them and the intern, but between the intern and students and staff.

There were two overall negative perceptions of the Central Washington University Masters/Certification Yearlong Internship program. The first one was in regards to providing mentors with an outline of expectations and standards. This would also include a list of contact names and numbers. The mentors had an overall feeling of unorganization between themselves and the Central Washington University supervisors.

The other area of need was in relation to a methods course before intern students are placed in their internship. Many of the interns that are participating within this

program have not had any educational classes before; therefore they are lacking in the area of methods. Many of the comments in regards to question six, which related to providing a methods course, were a strong yes. In reviewing the answers (Appendix F) there was a cry for the program to provide it's students with the opportunity to take a methods course. A comment that was in relation to this question was "I would suggest that Central Washington University provide teaching methods, learning styles. Lesson plan preparation, discipline and class management related to each subject area during their first weeks out at schools so they have the knowledge and skills to be prepared for the 'actual' classroom."

Conclusions

In gathering the information in relation to the mentors and interns who have participated in the Wenatchee University Center Masters/Certification program the researchers ran into great difficulty. The program director did not have records of participants for the previous years. The researchers also contacted the Central Washington University Ellensburg in requests of stipend receipts for mentors and came across the same problem of no complete records. Therefore, it was difficult in finding all participants of the yearlong internship.

The researchers feel that if a greater number of questionnaires could have been sent out the response would have been greater. The participants were also given a time of two weeks to return their completed questionnaires. Researchers feel that if they had put a longer time constraint on the participants they would have received more questionnaires. Despite the fact that few questionnaires were returned information that

was received was beneficial in regard to the intern and mentors perceptions of the yearlong internship.

The recommendations for implementing this project would be few. The researchers would suggest that the names and addresses of mentors and interns be gathered through a more accurate manner. This entailing going to Central Washington University Ellensburg and pursuing names of participants through university records. Thus in sending out questionnaires to interns, asking them to provide the names of their mentors.

The researchers would also recommend sending out questionnaires at the middle school year. The beginning and end of the school year are hectic, the mentors and interns may not have the time to complete a questionnaire. It also provides the researchers with a longer time frame to ask for questionnaires to be completed, as well as the opportunity to record which interns and mentors have completed the questionnaires. Thus allowing the researchers time in order to send out follow-up letters to those who have not completed their questionnaires.

In conclusion, the researchers feel that this project provided a great deal of evidence at the positive impact that a yearlong internship can provide. This positive impact was felt not only by the interns but by the mentors as well. With the addition of clear and concise role responsibilities the Central Washington University Masters/Certification Program at the Wenatchee University Center a yearlong internship provides interns the ability to become well-rounded and experienced first year teachers.

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Appendix A
Intern Cover Letter

Sara J. Ferry

Interns Name
Street Address
City, State, Zip Code

Dear Mr./Ms. Intern,

My name is Sara Ferry, and I am a student in the Central Washington University Masters/Certification program at Central Washington University-Wenatchee Center. I am interested in your perception about your experience as a full year intern and I will use the information to complete my Master's Project.

You are receiving this questionnaire as a resent participant in the Central Washington University Masters/Certification program. This questionnaire will provide my study with relevant and important information pertaining to the program and your year long internship. All information collected will be used to establish the strengths and weaknesses of the program, thus enabling us to provide Central Washington University with useful and pertinent information on how to better the program for future educators.

Thank you for taking time out of you busy schedule to provide me with this greatly needed information. This information will help Central Washington University provide future educators with a higher quality education. Please use the enclosed envelope to return the questionnaire to us by June 5, 2000.

Sincerely,

Sara J. Ferry

Enclosures

Please note: An address on this page was redacted due to security concerns.

Appendix B
Mentor Cover Letter

Tracy Day

May 19, 2000

Mentors Name
Name of School
Street Address
City, State, Zip Code

Dear Mr./Ms. Mentor,

My name is Tracy Day and I am currently a student in the Central Washington University Masters/Certification program at the Central Washington University Wenatchee Center. I am interested in your experience as a mentor for a yearlong intern and will use the information to complete my Master's Project.

You are receiving this questionnaire as a recent mentor for the Central Washington University Masters/Certification program. This questionnaire will provide my study with relevant and important information pertaining to the program and your yearlong mentoring role. All information collected will be used to establish the strengths and weaknesses of the program, thus enabling me to provide Central Washington University with useful and pertinent information on how to better the program for future educators.

Thank you for taking time out of your busy schedule to provide us with this greatly needed information. This information will help Central Washington University provide future educators with a higher quality education. Please use the enclosed envelope to return the questionnaire to me by June 5, 2000.

Sincerely,

Tracy Day

Enclosures

Please note: Contact info on this page was redacted due to security concerns.

Appendix C
Intern Questionnaire

Evaluation of the Central Washington University
Pilot/Certification Program
Intern Questionnaire

Please answer all questions to the best of your ability. All information provided will be of great value. Answer sheet will be kept separate from personal information to keep answers confidential.

Personal Data

Name: _____

Date: _____

Mentor(s): _____

Subject Area(s): _____

School Year of Internship: 97-98 _____ 98-99 _____ 99-00 _____

Performance Based Internship Site: _____

Amount of time spent at internship during

Fall Quarter _____

Winter Quarter _____

Spring Quarter (after Student Teaching) _____

Summer Quarter _____

Have you acquired a Full Time Teaching job? Yes _____ No _____

1. Do you think the Master's Certification Program at Central Washington University Wenatchee Branch prepared you for classroom management? Why or why not?
2. Do you feel your internship provided you with classroom management experience? Why or why not?
3. If you are teaching full time, do you feel the internship provided you with management skills for your own classroom? Why or why not?
4. Do you feel that you were more prepared for your first year of teaching following the internship? Explain.
5. Do you feel you were more prepared for your first year of teaching following the internship? Explain.
6. Do you feel you developed relationships with a variety of students throughout the yearlong internship?
7. Do you feel there was open communication between you and your mentor? Why or why not?
8. What kind of relationship did you have with your mentor? (1=low, 5=high) Why?
9. Was there an opportunity for you to team-teach with your mentor before or after student teaching?
10. What do you feel your role as an intern was? Explain.
11. Was your role as a student and as an intern clearly defined by Central Washington University Master Certification staff at the Wenatchee branch?

12. Were the students confused about your role as an intern and as a student teacher? Explain.

13. Do you feel that you were treated like a professional staff member throughout your year internship, or as a temporary student teacher?

14. Was your mentor receptive toward your ideas and feedback?

15. How many times did your internship supervisors, mentor(s) and others observe you?

Mentor?

Other?

16. Was observation feedback provided and was it beneficial for teaching growth?

17. Was there an open line of communication between you and the Central Washington University staff on expectations of the program?

18. Do you feel the content of the Central Washington University classes pertained to the internship classroom experiences?

19. Do you feel you had adequately time between internship and classes to perform at a high quality level on standards and on Master's Thesis/Project? Why or why not?

20. Do you feel you were provided with ample and constructive information in relation to your Master's Thesis/Project? Why or why not?

21. What are your recommendations to strengthen or enhance all areas of the Master's Certification Program at Central Washington University via Wenatchee branch?

22. Do you feel you benefited from a year-long internship? Why or why not?

23. Would you recommend a year-long internship to others in pursuit of the same professional growth?

24. What was one thing that you liked about the program?

25. What was one thing that needed to be improved or could be changed on the program?

Additional Comments:

Appendix D
Mentor Questionnaire

Evaluation of the Central Washington University
Pilot Masters/Certification Program
Mentor Questionnaire

Please answer all questions to the best of your ability. All and any information provided will be of great value. Answer sheet will be kept separate from this page as to keep information confidential.

Name: _____

Intern student's name: _____

School year of mentoring intern: 97-98 _____ 98-99 _____ 99-00 _____

Length of time mentoring intern: Fall _____ Winter _____ Spring _____

Optional

Years of teaching experience: _____

5. Do you believe that through the combination of Central Washington University seminars and the internship, interns can adapt to many different learning and teaching styles, as well as provide affective lessons? Why or why not?

6. In regards to content knowledge, should students within this program be provided with a "refresher" methods course? Please explain.

7. In relation to a traditional student teacher, how did you perceive the acceptance of the yearlong intern by the students?

8. Do you believe that your role as a mentor teacher was clearly defined by the staff at Central Washington University? Why or why not?

9. Do you believe that your intern's role was clearly defined by Central Washington University? Why or why not?

10. Did you, as a mentor teacher, have an open line of communication with your intern's supervisor? If so how and if not how could Central Washington University rectify this?

Appendix E
Intern Questionnaire Results

Evaluation of Central Washington University
Pilot/Certification Program Intern Questionnaire and Answers

1. Do you think the Master's Certification Program at Central Washington University Wenatchee Branch prepared you for classroom management? Why or Why not?
 - A. Not fully, I wish I had taken a workshop on "Make your day" or management in general. What I learned I learned on my own. At the end of the year, Wong films helped a lot.
 - B. I learned about classroom management through the internship. We did not take a class specifically geared towards classroom management. The best way I have found to learn about classroom management is through experience.
 - C. Yes, Reasons: Internship (a yearlong internship) psychology classes, seminar sessions, how to be an effective teacher book and videos and so on.
 - D. Yes/No. Yes- provided guidance and techniques. No- I am/was about to handle classroom management.
 - E. Somewhat.
 - F. Yes, Because of the time I spent with my mentor at school.
 - G. The work we did in seminar raised questions and issues; however, role-playing cannot substitute for real classroom experience.
 - H. Yes, I was well prepared because of the quality of internship time.
 - I. Yes, we had some great Psych. classes with Biedert, they were very useful.

J. No, because there isn't a class to prepare you for the behavior of 7th or 8th graders.

This is learned by doing!

2. Do you feel your internship provided you with classroom management experience?

Why or Why not?

A. Yes, It was "trial by fire", but I did it. Luckily my mentor was available for good advice in tough situations.

B. Yes, towards the end. My mentor left the classroom for the last 2 weeks and I was in complete control of classroom management. However, I learned much more about classroom management through my own two classes (I was the actual teacher).

C. Yes, because it provided me with an opportunity to observe classroom management in practice. In this case, I may know the techniques that work and avoid those that don't.

D. Yes, especially "Make your Day" in the Middle School.

E. Yes, it gave practical, current, tangible methods that made my experiences more enjoyable.

F. Yes, my internship was an incredible experience... worth its weight in gold.

G. The internship did provide me an opportunity to work on and improve classroom management.

H. Yes, by being in charge of the classroom for a good length of time, learning classroom management was a necessity.

- I. Yes, I had a tremendous amount of experience through the yearlong internship!
Hands-On!
 - J. Yes, I saw the Make Your Day Program used which is a classroom management tool for students to take responsibility for their behavior.
3. If you are teaching full time, do you feel the internship provided you with management skills for your own classroom? Why or Why not?
- A. Not yet teaching.
 - B. N/A
 - C. Yes, because the program provided me with the management technique, it is up to me to apply them in such a way that they can be effective.
 - D. Yes, to a degree. "Make your Day" helped me to define terms. Other teachers assist in the fine tuning expectations for students and administration.
 - E. Yes, because the Make Your day experience I received as an intern gave me an advantage over others that weren't as knowledgeable as 1st year teachers
 - F. I substitute almost full time, and yes I feel prepared for what I face each day.
 - G. N/A
 - H. Yes, I observed several teacher's management plans and applied the best from what I witnessed.
 - I. Yes, Because it is very similar situation and going through it before prepares you for the future.
 - J. Yes and No- Because I am now teaching in a 7th grade core class with behavior problems because of very low reading skills and disruptive home lives and abuse.

4. Do you feel that you were more prepared for your first year of teaching following the internship? Explain.
- A. Yes, because I got to see an entire year, the progression of the curriculum and seasonal adjustments, including end-of-year procedures.
 - B. Yes, because I have been able to participate in an entire school year.
 - C. Yes, reasons see #1 please.
 - D. Yes, experiences in classroom management aided my personal skills. Teacher interactions helped me to understand the flow of curriculum/lessons.
 - E. Definitely, More time in front of a class = more confidence.
 - F. More than what? I was well prepared for teaching. As a result I have been called to sub a lot.
 - G. Yes, being in the school the whole year allowed me to see the eff and flow of events, energy and attitudes.
 - H. Yes, I needed all of the internship time to be ready to have my own classroom.
 - I. Of course, I was the teacher for 5 solid weeks. I planned, taught, disciplined and called the shots on my own.
 - J. Yes! Because the program gave us 10 months in the classroom, "On the Job training" as it could be called.
5. Do you feel you were more prepared for your first year of teaching following the internship? Explain.

- A. I do not know, because I have no basis for comparison with other graduate programs. I think the "hands on" exposure was better than other programs, but I feel the academic aspect was probably weaker than other programs.
- B. N/A
- C. Yes, see #1 please.
- D. ? same Question as 4
- E. Same answer as #4
- F. Same
- G. N/A
- H. Yes
- I. Same question Right?
- J. Yes, because of the answer on #4
6. Do you feel you developed relationships with a variety of students throughout the yearlong internship?
- A. Yes, definitely and it was one of the most rewarding aspects of the year.
- B. Yes.
- C. Yes.
- D. Yes.
- E. Definitely
- F. Yes, they felt they had 2 teachers for the year. Parents were very pleased knowing that their kids had more help.
- G. Yes, I got to know of various activities and interests of students.

- H. Yes, I was placed in a middle school and a high school, so I had a well-rounded experience.
 - I. Somewhat, At CHS there really are only 2 cultural backgrounds but various learning styles among the students.
 - J. Yes, Cross cultural, Cross-economic. Some kids you like right away.
7. Do you feel there was open communication between you and your mentor? Why or Why not?
- A. Yes, very open. My mentor was remarkably communicative. However, he feels he was not given enough instruction in what was expected of him as a mentor.
 - B. Yes, we discussed many philosophical issues related to education. I felt comfortable suggesting a new idea and coming to him with problems/concerns.
 - C. At the beginning no. But now, Yes because the internship coordination's had little problems.
 - D. Yes, I knew both of my main mentors before CWU Master's Program of Study.
 - E. Yes, we shared his office and talked constantly about how things were going and questions that I had.
 - F. Yes, Because she is a master teacher, and I was willing to learn. We had mutual respect for each other.
 - G. Yes, My mentor was very interested in my success.
 - H. Yes, in all cases I was comfortable communicating with my mentors.

- I. Definitely, I am open and my mentor is the exact same way. I also knew her beforehand.
- J. Yes, I still seek their advice.
8. What kind of relationship did you have with your mentor? (1=low, 5=high) Why?
- A. 5+. He expected a lot from me and I gave it to him. I could be open and take any concern to him, and receive excellent help.
- B. 5 - He was my teacher in high school and we had kept in touch over the years. He and I are both relatively easy-going and open to new ideas. He gave me feedback whenever I needed it.
- C. Beginning 3 and now 5. I started doing whatever they want me to do. We came to understand each other in process.
- D. 5 - Previous relationship. They had great interpersonal skills themselves.
- E. 5+ - We shared many of the same belief and had common interests. We worked well together had an open, trusting relationship, and weren't afraid to admit we didn't have all the answers.
- F. 5 - see above.
- G. 5 - she wanted me to be ready to teach when the internship ended.
- H. 5 - they were open and worked at preparing me for the "Real World" of education.
- I. 5 - We were very honest with one another! The Mentor did her job as the mentor and I was eager to learn and take constructive criticism.
- J. 5 - open communication. I would ask her for help and it was given. We are friends now!

9. Was there an opportunity for you to team-teach with your mentor before or after student teaching?
- A. Yes, we began team teaching in November or December at his request.
 - B. Yes, we team-taught only a few times.
 - C. No!
 - D. Yes- it was a part of the intern experience.
 - E. Yes and during student teaching.
 - F. We team-taught the whole year. It was Great!
 - G. Yes, she was open to any and all ideas.
 - H. No
 - I. Yes, both before and after. We share a lot of lessons, materials and classtime.
 - J. I taught off and on all through the year- even when a sub had to be in the classroom I taught.
10. What do you feel your role as an intern was? Explain.
- A. My role was to learn. I listened a lot and asked a lot of questions, and did not challenge my mentor. I chose the role, knowing that my time for independent action would come later.
 - B. To learn from my mentor and to teach the students to the best of my ability.
 - C. Student teacher - at a lower rank than the mentor(s).
 - D. Experience being in the classroom as the only adult. Teach curriculum, develop curriculum. Received guidance from mentor.

- E. Dual role as an educator as well as a student.
- F. To learn as much as possible! To be a team player! To establish a good rapport with students, parents and educators.
- G. My role was as a learner and a teacher.
- H. Most of my internship was as an assistant to my mentor teachers. I taught on my own for approx. 1 month. I learned a great deal teaching on my own and with my mentors.
- I. The role of watching, mimicking and then venturing out and being creative in my very own teaching skills.
- J. Learn by doing and learn by observation of a master teacher.

11. Was your role as a student and as an intern clearly defined by Central Washington University Master's Certification staff at the Wenatchee Branch?

- A. Somewhat, Standards were clearly stated, tools for fulfilling them were not always provided. I have a sense that intern roles changed depending on each mentor's desires.
- B. No.
- C. No!
- D. Yes
- E. Pretty much
- F. It was more up to each school district as to what they wanted. And CWU was willing to accommodate.
- G. Yes

- H. Yes, Jane Lloyd worked to keep us informed about the upcoming expectations.
- I. Yes, more or less. There were a few times that we had a couple of classes direct from CWU and the Profs did a horrible job of outlining. Dr. Sledge was one.
- J. N/A

12. Were the students confused about your role as an intern and as a student teacher?

Explain.

- A. No, the student accepted me as an equal teacher, because my mentor presented me as an equal. The students challenged me because I was new, but accepted my role.
- B. No, because I was explained to them that I would be around for one year.
- C. Yes! Because they treated me as an undergraduate student.
- D. No, mentor teacher explained my role to the class. Students are familiar with having student teachers in their classrooms.
- E. I do not believe so. My mentor teacher and I discussed this with each class.
- F. No
- G. No the staff explained my position to the students and that I was to be treated as a teacher.
- H. No, my mentors communicated to the students in order to prepare them for my role as teacher.
- I. No they were very aware of what was happening and what was going to happen.
- J. Students were not confused - told them I was learning how to be a teacher.

13. Do you feel that you were treated like a professional staff member throughout your year internship, or as a temporary student teacher?
- A. I was fully accepted by the staff as an intern professional. As a consequence, I was not included in every team decision because I could not attend all meetings, and chose to do more listening than talking.
 - B. The high school is relatively large; it was difficult for me to familiarize myself with the staff. Most teachers recognized me around the building, but didn't know who I was or what my role was. I felt at home in the science department; they treated me as one of their own.
 - C. A temporary student teacher
 - D. More of the former than later in my 2 major internship experiences.
 - E. Like a staff member for the most part.
 - F. 1st 1/2 a temporary student teacher, 2nd 1/2 as a professional staff. When I had confidence, I was treated as a professional.
 - G. Professional
 - H. I was treated very well by the other staff members. Certainly, I was always viewed as an intern though.
 - I. Yes
 - J. As a professional
14. Your mentor receptive toward your ideas and feedback?
- A. Yes, but I often refrained from expressing everything I thought.
 - B. Yes

- C. One of them yes, the other No!
- D. Yes, Mentor allowed me to create my own unit for CWP at wen. H. S. Other CWP teachers used my materials/curriculum.
- E. Definitely
- F. Yes, she was great!
- G. Yes
- H. Yes, my mentors all welcomed my new ideas.
- I. Yes
- J. Yes always.

15. How many times did your internship supervisors, mentor(s) and others observe you?

Mentors?

- A. 10+
- B. 1-2 official observations; numerous informal observations.
- C. ?
- D. I didn't count
- E. At least daily
- F. Non stop
- G. Almost daily
- H. Daily
- I. All the time until the consecutive 5 weeks and then about 2 times.
- J. On a daily basis

Others?

A. Principle - 2

Other teachers - 4

Program Coordinators/Supervisors - 6

B. 6 times throughout the year.

C. N/A

D. One Assistant Principal, one Principal. One with CWU staff

E. A few time

F. A handful

G. Internship supervisors 3 times

H. Vice Principal - 2 times, Jane Lloyd- 5 times

I. Jane Lloyd- 4 times, Principal - 1 time

J. Principal and Vice Principal

16. Was observation feedback provided and was it beneficial for teaching growth?

A. Yes, I was always given feedback, usually very positive, always specific when suggestions for improvement were made.

B. That depended on who was observing me. One supervisor provided plentiful feedback, while the other discussed more classroom mechanics.

C. My first internship coordinator only criticized everything.

D. Yes, I asked the AP and P (q. 15 above) for a pre and post conference meetings,

E. Definitely.

- F. Yes
- G. Yes
- H. Yes the feedback was most helpful
- I. Yes each and every time.
- J. Yes, some verbal, some written "brainstorming" took place on lesson plans

17. Was there an open line of communication between you and the Central Washington University staff on expectations of the program?

- A. I think the CWU faculty thought they made expectations clear, but many of us needed more guidance, I expressed my confusion or frustration openly and they listened, but did not always take action.
- B. No!!!! Clear expectations were not given.
- C. No!
- D. Overall, yes. It was the first year and each of us was working out the rough spots in the curriculum.
- E. For the most part
- F. There was between Wenatchee and my school district but not between Ellensburg and Wenatchee school District.
- G. Yes
- H. At times there was confusion about expectations for class requirements.
- I. Yes
- J. Expectations were vague at times and tended to change quickly

18. Do you feel the content of the Central Washington University classes pertained to the internship classroom experiences?

- A. Sometimes, the water course was unnecessary; some lecture classes were a waste of time and did not relate to any standard.
- B. At times yes. Most of the classes pertained to the classroom experiences, but the best way to learn the material is to actually do the process. Often the reading material and class activities were not helpful for our internship.
- C. N/A
- D. Yes.
- E. Most did.
- F. Yes
- G. Yes
- H. In some cases. (the law class did not).
- I. Yes
- J. Not all - one was thrown in at the last minute in June which seemed to be very busy work.

19. Do you feel you had adequate time between internship and classes to perform at a high quality level on standards and on Master's Thesis/Project? Why or Why not?

- A. No, I did not, because my personal life (children and Family, etc.) received more time that I had. As a result, in order to get my work done and be prepared daily and sacrificed sleep and was under much stress.

- B. No, I felt very stretched for time to complete my standards, internship and thesis. There were too many hoops to jump through. We needed extra time to complete standards - too much time was "wasted" at seminars.
- C. No! Because we have to do a certain amount of work for which the time factor is not taken into account.
- D. Yes/No - #1 I was working 3/4 time during the year and on the weekends too.
#2 I had a partner.
#3 I had a previous experience with a Master's Project, so I knew what to expect.
- E. Most of the time. It is difficult through. As I'm sure you know because of the workload and demands on time.
- F. Yes, but I didn't use my time wisely and I waited until June to really get going on it. But I didn't have a clear vision of what I needed to do either.
- G. No, The Reading in the Content Area class was scheduled poorly. It should have been in Fall.
- H. No, I needed more direction for my project earlier in the year, as there was not enough time at the end of the year.
- I. Yes, because we were given our schedules in the fall and we backed off of classes in the summer and had plenty of time to do an exceptional job. If you didn't then you probably procrastinated.

J. I personally was exhausted most of the time I got tired of being tired, but I had a husband and children - might have been easier as a single person without others to care for.

20. Do you feel you were provided with ample and constructive information in relation to your Master's Thesis/Project? Why or why not?

A. No. I wanted more specifics on how to write it and perhaps a book? I also needed to get started on it sooner, but did not have time.

B. There was not much of an introduction to our Thesis papers. I felt frustrated and lost because there was no guidance provided for us (other than 2 meetings with a Prof from CWU). We needed a class designed specifically for our thesis.

C. No! Because of a lack of structure in the program.

D. Generally, Yes

E. For the most part. Having 2 advisors was a little difficult because of the inconsistencies.

F. No I think I needed more very early on.

G. Yes, but it would have been better to have Jim give help earlier in the program.

H. No, as there was limited guidance for the selection and process of the master's project.

I. So-So the rules changed for the team project but that wasn't Wenatchee's fault it was CWU.

J. No, I struggled to get started and once I had chosen a topic it went more smoothly I just had trouble getting past the topic.

21. What are your recommendations to strengthen or enhance all areas of the Master's Certification Program at Central Washington University via Wenatchee branch?

- A. #1 Get some Grad. Course work out of the way the summer before.
- #2 Eliminate Water course and other extraneous classes that do not related to standards.
- #3 Expose us to the best of current educational thought.
- #4 Show Wong film and books in the beginning of the program.
- #5 Use the expertise available from the ESD. They offer expert instruction in assessment and other topics. We received virtually No instructional assessment. #6 Do not ask us to buy materials that we will not use (like expensive computer programs).
- #7 Do not allow courses to drag on from one semester to the next. (Reading in the Content Field).
- #8 Eliminate some classes. We did not need to earn 60+ credits. Only 40 something were required in the other satellite branch grad. Programs. This heavy load added to out cost and our stress load.
- #9 Orient all mentors and inters at a meeting at the beginning of the year, where all standards are introduced to everyone, along with the philosophy of the program.
- #10 Tackle specific standards weekly, as a way to help students stay on task, complete work and avoid feeling overwhelmed.

#11 Provide weekly or monthly calendars, written rubrics, and expectations.

The best teachers do this in the classroom. Why not do so in graduate school

as well? #12 We began working very interactively and wound up listening to

lectures and watching films. The interaction fell off. We are just like our

students and learn best by working hands-on in grad. school.

- B. Hey- I know- how about a syllabus?
- C. Structure and Procedures
- D. Nothing at this time. I hear it has been updated.
- E. More Hands - On activities in the Classroom.
- F. More technology classes. Better organization
- G. Wenatchee and Ellensburg must have better communication. Profs. at Ellensburg do not understand what Wenatchee is doing.
- H. Offer greater assistance with the Master's project earlier in the year. Offer a Law class that has some relevance to teaching.
- I. Ditch - Reading in the Content Areas. Pass out all standards (divide into quarters) at once, right at the beginning. Have more observations with more than 1 supervisor.
- J. Particular departments on the Ellensburg campus tended to put roadblocks in front of us. We were treated as "second class students" sometimes.

22. Do you feel you benefited from a yearlong internship? Why or why not?

- A. Yes, I achieved my goal of certification and masters degree in one year, observed the system for 1 year and can now find the employment I desire. However, I

know I will now have to supplement my training to fill in the gaps in my education.

- B. Yes, because it was hands - on learning. It did put a damper on the mentors because the expectations were not clear for them. The program needs more organization so that the mentors actually know what is going on in the program and what is expected of them.
- C. Absolutely, because I consider myself as a first year teacher, In fact, I received most of the experiences a first year teacher receives.
- D. Yes, although my classes/cohort experience was divided up into 4 units - some students had 4 intern relationships - a few choose two master teachers.
- E. Yes, Gained valuable experience and confidence.
- F. Yes! For all the above answers on this survey
- G. Yes, Time, experience, relationships.
- H. Yes this benefited me greatly as I felt this was very practical information.
- I. Yes, because we actually got to see how teachers began the school year, switched schedules at semester or quarter and how more hands - on time than a regular student teaching.
- J. Yes, got me into the classroom ASAP to try what we had learned in class rather than after three years of undergraduate work!

23. Would you recommend a yearlong internship to others in pursuit of the same professional growth?

- A. Yes, however, the quality of introduction in the graduate classes need to be higher.
- B. If they earn a Master's and credentials simultaneously, then yes, definitely
- C. Absolutely!
- D. Yes
- E. Definitely
- F. Yes! The only way to go!!!
- G. Yes, it gives those who are waffling a chance to get out before they spend a lot of time and energy.
- H. Absolutely!
- I. Of Course
- J. Yes, could be used in other professions.

24. What was one thing that you liked about the program?

- A. My classmates and out camaraderie.
- B. It is quick and dirty the "fluff" work is condensed to a yearlong program and the rewards are worth the hassles of jumping through the hoops. It was fun to be in the high school all year long.
- C. The program is great however, it needs structure and procedure.
- D. It fit my personal need and scheduling.
- E. Year long internships and the members of the cohort group
- F. I loved learning! I could easily be a professional student.
- G. Time frame (short)

- H. I appreciated the internship and the relationship with my peers in the program.
 - I. Its flexibility with class schedule - influence of group projects, group planning and Steve's sense of humor.
 - J. It was here in Wen. I am "place bound", husbands career and children in school.
25. What was one thing that needed to be improved or could be changed on the program?
- A. Quality of instruction in graduate classes.
 - B. Needs to be more organized and clear expectations need to be set for both interns and mentors
 - C. See the answer for question 21, please.
 - D. CWU staff needs to know what High School and Middle School principals and staff is looking for in credentials. Middle school core is expected to have K-8 endorsement. CWU said English and History is enough. Not So!
 - E. Clearly defined goals. Our standards were fairly clear, but many aspects changed during the course of our program as we were the 1st group to go through the program.
 - F. Organization
 - G. Class scheduling
 - H. See #21
 - I. Switch schedule or order of classes. We could have used some classes at the beginning instead of the end. They would have helped with our student teaching internship.

- J. Communication and definite parameters set that didn't change from one minute to the next.

Additional Comments:

- A. The program was worthwhile because I will now achieve my employment goal.
However, I wish I had learned more.
- B. It's a good quick program if you can tolerate the constant annoyances.
- C. N/A
- D. Proofread your questionnaire.
- E. Good luck with your program and career!
- F. I had a very good experience and I am grateful that I was able to be part of this program. I could never have completed it if I had to stay in Ellensburg. It would have been very difficult with a family.
- G. N/A
- H. N/A
- I. N/A
- J. Long questionnaire... not much time, hurriedly answered at daughter's ball game.
Good Luck! It really is worth it!

Appendix F

Mentor Questionnaire Results

Answers to the Evaluation of the Central Washington University Pilot

Masters/Certification Program Mentor Questionnaire

1. Do you feel that your intern student was properly prepared upon entering your classroom to deal with classroom management? Please Explain.
 - A. Yes. I've seen her in a classroom before.
 - B. No, but this was no ones fault. We use Make Your Day in most of our district and he had no training.
 - C. I think that no matter how academically prepared a student teacher or intern might be, it is still an adjustment for anyone. He learned quickly and did well.
 - D. Yes, for the most part. Intern had a system with cards that students drew for punishment infractions. This was a good idea and seemed to work well. We all learn from our experiences and cannot stay static – I change my classroom management from time to time, as needed. More experience will help intern as well.
 - E. For the activities she was expected to participate in the beginning of the year, yes! This is definitely an area I feel the interns learned “on the job”.
 - F. I don't think anyone is totally prepared for this aspect from college courses. Experience is the main/best thing.
 - G. No – but no one ever is, that is what the internship is for!
 - H. Yes. My intern has experience as a parent and as a young adult public librarian. She is organized, sees the “operator picture” and can multi-task.

- I. She adapted well to this, but I feel more time and class-work could have been spent on subject area method ideas, curriculum and resources so she had more materials to utilize when teaching.
 - J. Classroom management takes a great deal of training and experience. Intern quickly understood the need to manage students firmly, consistently and continuously; however, he was unprepared to do this at the beginning. It takes time and experience and strong role modeling in the classroom.
 - K. Yes, she only needed experience.
2. Did the intern's professional development grow throughout the year and do you feel that Central Washington University provided them with adequate tools for growth in this area? Please explain.
- A. Yes. Experience builds with time.
 - B. Yes he grew, but the university should make sure that students with different cultural backgrounds fully understand the "American" educational system.
 - C. My intern was a highly motivated person who continually improved in class management. I think the Central Washington University program has also grown.
 - D. Yes. Interns need more non-conflicted time to devote to both professional development and teaching.
 - E. Yes – the increased involvement correlated with the classes they were taking.
 - F. Yes she was up on all the WASL and EALR's materials.
 - G. Yes, the course work helped continue the growth of the intern.

- H. Yes. My intern juggled a dual assignment upon Central Washington Universities demand. She took advantage of both her mentor's expertise and classroom environments.
- I. The growth process was remarkable throughout the year, but it resulted from the student teachers effort and the training she was receiving from her mentors and school support staff. The college provided theory and evaluation.
- J. It is difficult to correlate preparation in a college classroom to actual practice with students in a school setting. Intern grew professionally throughout the year, but I wouldn't be able to say what influenced that growth specifically.
- K. Yes, she improved throughout the year.
3. Do you feel that you and your intern developed a relationship that bettered you both professionally and personally? Why or why not?
- A. Sure. I always learn from others. She gained valuable management experience.
- B. Yes, I feel that the learning process was mutual.
- C. I had a good experience and hopefully my intern did too. His conscientiousness and good attitude made for a pleasant experience. We both grew.
- D. Yes, we both learned from each other – the best situation!
- E. Yes. She was, as assets to our department – over a year's time you get to know a person well.
- F. Yes.
- G. I always either learn new things from my inters/student teachers or am reminded of things I had forgotten.

- H. Definitely. We share common training in library sciences along with a desire to serve our students. We shared both a professional and personal friendship, which I hope will continue to grow.
- I. Great relationship! Growth and learning is a continuous process and always leaves new marks or ideas in the lives of the people involved.
- J. Even though I have been teaching for many years, I view it as essential to have college students in my class. I learn from them and they learn from me. My intern and I worked very well with each other and enhanced one another's skills.
- K. Yes, my intern had contacts with the work force that helped us in a variety of classes.
4. Does a yearlong internship provide interns and students a better opportunity to develop positive interactive relationships or do you feel that the students were confused with the role of the intern? Please explain.
- A. Seemed the same as a student teacher to them.
- B. Much better. It gives mentors more time with the intern allowing us to give better advice and therefore, make better evaluations.
- C. Since this was the first year of the program, I think everyone was trying to figure out what it was to look like and what the expectations should be. As with anything new – you learn from the experience and hopefully improve as you go along.
- D. The more time spent in the classroom, the better! Students were not confused with the intern's role.

- E. They were a little confused during the 1st semester -- expecting her to “student teach”, but with explanation they were fine. We switched classes in February (block schedule) so there was no confusion moving into the student teaching role.
- F. Confused too hectic of a schedule.
- G. I have had a number of intern/student teachers from Western Washington University, Eastern Washington University and Central Washington University. In my opinion, the best experience is a full semester in the class, all day. I believe it is difficult for students and interns when the intern is in and out. How you work this around class, I don't know.
- H. Absolutely. A yearlong internship is a necessity in order to experience the full school calendar. Students are flexible. They enjoyed the yearlong assignment, because it allowed greater relationships between the intern and her students.
- I. The yearlong relationship builds stability with students and staff alike. The confusion comes with the schedule of who does what when, what roles are to be assumed at what time. What evaluation should the mentor be doing/when/how often?
- J. The time frame allowed my intern time to develop lessons, instruct and then to assess the outcomes. This cannot be done in a short period of time. It did not seem confusing or inappropriate.
- K. I believe the internship is valuable. However I do believe it is very important for the intern to be in at least one class everyday rather than here one day and gone the next.

5. Do you believe that through the combination of Central Washington University seminars and the internship, interns can adapt to many different learning and teaching styles, as well as provide affective lessons? Why or why not?
- A. I can't comment on the Central Washington University content, as I did not experience it. I think her success was not due to Central Washington University rather who she is.
- B. Yes.
- C. Interning is adapting to your mentor's style, to the style of others, and to your own. I had my intern observe other teachers in the same field to see how different people do things. I also encouraged him to be himself and learn from my mistakes.
- D. Yes – obviously, more exposure allows the intern more experience with teaching and learning styles as well as designing and teaching effective lessons.
- E. Yes. They've been given the tools and the opportunities to try things out. This was good but too much time required took away from teaching.
- F. Lesson planning has seemed to be the strength of the interns from Central Washington University. Adapting...I don't know.
- G. I cannot evaluate the value of Central Washington University's seminars. However, my intern was highly capable of adapting to varied classroom climates and teaching styles.
- H. I would suggest the Central Washington University provide teaching methods, learning styles. Lesson plan preparation, discipline and class management related

to each subject area during their first weeks out at schools so they have the knowledge and skills to be prepared for the “actual” classroom.

J. Once again, it is difficult for me to assess the value of Central Washington University seminars in that I am not aware of the content. I do believe that an internship is extremely valuable to new professionals if they are teamed with effective classroom teachers.

K. Yes, the internship will provide ample time to try new things.

6. In regards to content knowledge, should students within the program be provided with a “refresher” methods course? Please explain.

A. Please! I’ve never had a great experience with any Central Washington University education class.

B. Of course. These courses can only help not hinder an intern.

C. It probably wouldn’t hurt. However most people really get going when they’re under the pressure of having to produce a product.

D. Yes, particularly if the intern has a weak area.

E. A refresher course on their BA subject? No.

F. She was very well prepared in content area.

G. Always applicable.

H. My understanding is that the interns do not necessarily have education backgrounds, therefore, methods should be addressed concurrently.

I. This would also be very helpful to the student teachers in being more effective in the real classroom situation.

- J. An effective teacher, whether he is intern or seasoned veteran, must know if and when there is a need for more knowledge. It would seem that a well-rounded program would make that opportunity available to students.
- K. I don't see the relation in your question. Content knowledge and methods are totally different.
7. In relation to a traditional student teacher, how did you perceive the acceptance of the yearlong intern by the students?
- A. No different to them, more mature and ready to me.
- B. Good.
- C. Because my intern was confident and because my students were familiar with him being in the classroom, he and they did well together.
- D. I think students felt more accountable and able to develop a rapport with an intern who was with them the entire quarter, or the entire semester.
- E. Some students wanted me back in the classroom more – they liked the team-teaching approach we started with. But they were fine once they got used to it.
- F. Would not recommend it.
- G. Difficult for them to identify with the intern when they are in and out of the room. Once they start full-time, that helps.
- H. No differently, students are used to volunteers, para-pros and team teacher interacting with them.
- I. Again I think there is a confused state which is created when no assigned schedule is set for all concerned. The traditional student teacher observed for a couple of

weeks, then took over classes in an assigned order and taught for the quarter. It made it easy for grading periods, units taught, ect. The yearlong program didn't have a road map of clear dates or expectations.

J. My students were pleased to have a student teacher in the class. They were as eager to help the intern as he was to teach and learn from them.

K. The students accepted the intern.

8. Do you believe that your role as a mentor teacher was clearly defined by the staff at Central Washington University? Why or why not?

A. NO, but I've never relied on them for much.

B. Yes. Information provided made that very clear.

C. Please refer back to #4. I could have used a little more input and guidance early on, but it all worked out okay.

D. My role could have been better defined. There seemed to be confusion on schedules, due dates and outcomes. Perhaps better coordination and communication between mentor teachers and Central Washington University staff would be helpful.

E. Not at the beginning. It was a new program and I didn't feel the supervisors themselves were always very clear of the expectations either.

F. Very poor communication with staff. I only saw one person twice the whole time and I only one good meeting.

G. Getting clearer every year.

- H. No. This has been the downfall of the Central Washington University program since its inception. Central Washington University should be responsible for meeting with the cooperating mentor prior to their assignment in the buildings. Standards/outcomes should be agreed upon.
- I. No. I think an outline of who does what when would be helpful, an evaluation system set-up so progress can be monitored, knowledge and methods classes provided for student teachers.
- J. Yes, it was clear to me what my role was. I have worked with student teachers on previous occasions, and I know the value of the experience. I also know that when a student teacher is merely thrown into a position without adequate preparation, it can be overwhelming at best and damaging to students and careers.
- K. Yes.
9. Do you believe that your intern's role was clearly defined by Central Washington University? Why or why not?
- A. Again no. Changes with the wind and not clearly defined.
- B. NO. Neither of us were real clear on how long he would be teaching full-time until we asked.
- C. It became more clear as the year went on. My intern had concerns at the beginning.
- D. No – seemed to be in flux quite a bit.
- E. No. Same as above.
- F. Not totally, fuzzy time schedule.

- G. Yes – they seem to have had a clear picture of what they were to do.
 - H. No. Central Washington University does not communicate adequately with mentor teacher.
 - I. This was always the question – What do we need to be providing for you (student teacher)?
 - J. To the best of my knowledge, my intern knew what his role was.
 - K. I don't recall getting information directly from the college.
10. Did you, as a mentor teacher, have an open line of communication with your intern's supervisor? If so how and if not how could Central Washington University rectify this?
- A. NO. Nice people but don't seem interested.
 - B. Yes, but that supervisor changed and made continuity difficult.
 - C. Yes. I could have used some more direction at the beginning.
 - D. This is an area that could be improved. An information sheet with names, phone numbers and addresses of several Central Washington University contacts would be helpful. Including an outline of the program and expectations would also be of help.
 - E. Yes. Having time to visit after they met with the intern was very helpful.
 - F. No.
 - G. Yes – Jane/Steve were easily accessible over the phone and then in person.

H. The Central Washington University supervisor focused primarily on the intern.

The mentor generally must initiate communication with the supervisor in the Central Washington University program.

I. Before a student teacher is assigned make contact with the mentor teacher with an overview of the program, duties and time line of events plus student teachers background information. List phone numbers for contacts, meeting times for reviews and evaluations.

J. Yes, I was very comfortable and felt that I could communicate if needed.

K. I had plenty of contact with my interns supervisor.

11. In regards to feedback and ideas that you presented to your intern how well were they received?

A. Great.

B. Very well. He was very open to discussion and critiquing.

C. Very well. Good intern.

D. Well received.

E. Very well! I think this is an important part of the internship experience.

F. Good.

G. They were always open, though sometimes I wondered if they truly believed in what was shared, or if they did what was asked because they wanted a good recommendation.

H. My intern was very receptive to direction. Our relationship was very positive in spite of a very intense year for my intern academically and personally.

- I. Very well received – adapted and adjusted with all comments.
 - J. My intern was always anxious to receive my feedback and frequently asked me to critique his performance.
 - K. The intern readily accepted feedback.
12. How do you feel that you grew professionally through having a yearlong intern?
- A. We shared the intern in our department. If it were anyone but her it would have been very time consuming.
 - B. As I have previously stated, I always get new ideas every time I get an intern.
 - C. I had to focus on how and why I do things the way I do.
 - D. I gained some new ideas and methods I plan to use. It was also nice to have someone in the same subject area to “bounce ideas off of”.
 - E. Just re-evaluated what’s important in a classroom by “teaching” my intern.
 - F. N/A retiring.
 - G. They always remind me of things I’d forgotten. They usually provide great ideas I can use later.
 - H. We became close colleagues and shared our role in our library well. It was not possible for me to leave full-time and my intern seemed comfortable in my presence. We had the opportunity to observe and team with one another.
 - I. A very positive experience except for the confusion of who does what when.
 - J. It was a positive experience for me. Having another adult in my class always encourages me to do my best.
 - K. Having a student teacher makes you focus on your own teaching style.

13. What are your recommendations to strengthen or enhance the Masters/Certification yearlong internship program through Central Washington University?
- A. Semester in the classroom not part-time all year. No seminars during teaching!
Perhaps evening, but not afternoon.
 - B. If you plan on sending more interns to Wenatchee, you must include Make Your Day training.
 - C. Keep looking at the parts that work and strengthen those. Don't be afraid to let go of things that don't work well.
 - D. I would recommend adding a quarter to the program to allow interns to devote time to teaching for a 3-month period, without being concerned with additional class-work.
 - E. Better screening of candidate's and application process for interns,
Teacher/supervisor getting that chance to meet intern to make sure it's a fit.
 - F. Interns need to be able to focus more on the teaching, not being spread so thin.
 - G. ?
 - H. If the constructivist model is to be followed, allow greater freedom for the intern and mentor to design the yearlong internship. The practitioner has insight Central Washington University should trust.
 - I.
 1. Set up an expectation handbook of the entire year program for mentors and students.
 2. Meet and get information before student arrives.

J. It might be helpful to have a continuing program between mentors and Central Washington University. If I had students coming to me on a regular basis, then I could develop criteria, look for strengths and weakness and become even more familiar with your program's needs and expectations.

K. Provide scheduling to allow for daily contact in the class.

14. What was the most important aspect for you and the intern during the internship?

Why?

A. That she understand the depth of her commitment to educate students.

B. Not answered

C. He got to learn from my good and bad habits – what to do and not to do, and I got to see him grow as a teacher. He is now a full-time teacher in our district.

D. The opportunity to share experience expertise and knowledge definitely enhanced professional growth for us both.

E. Planning together and discussing the “whys” and “hows” of teaching.

F. Sharing our love for Spanish.

G. Not answered.

H. Time, the yearlong internship allows time to observe, monitor and adjust.

I. Professional teamwork – it was rewarding to work together and be a part of the growth experience.

J. It was a good experience to watch the students as they developed throughout the course.

K. It allowed both of us chances to discuss good teaching.

15. What was the one thing that you liked least about the yearlong internship program?

- A. Fragmented days and lacked continuity.
- B. Can't think of anything.
- C. I don't like giving up my classes.
- D. Need better Central Washington University planning and scheduling – things always seemed to be in flux.
- E. The quality of some of the interns. In reference to my September experience intern – different from my yearlong person. He was not quality person and it wasn't a pleasant experience. I feel there should be a more stringent application process.
- F. Intern having to rush off to afternoon classes.
- G. Probably the in and out, and by the time an undergraduate gets through a traditional program, a lot of weeding out has occurred. It would be nice to somehow “weed out” those that aren't ready to be a teacher no matter their age.
- H. Sharing my intern with another mentor in another curricular area was very difficult. There was little flexibility from the other mentor.
- I. Confusion of my role-responsibility in the project.
- J. Nothing that I recall...
- K. The schedule.

16. Do you feel that the Central Washington University Masters/Certification program adequately provides for the intern's at the master's level?

- A. Dunno. Very much depends on the individual person.

- B. Yes.
- C. From my own experience.
- D. Yes, with the addition of another quarter for seminars and class-work, rather than doing this simultaneously while teaching.
- E. Definitely.
- F. No.
- G. I feel the interns are at the bachelor's level as a teacher! But obviously have the credits for a masters.
- H. I hesitate to affirm this. I feel it is a lot compacted into a year with few reflective breaks.
- I. Adequate but they do need more work on methods, background knowledge and lesson planning.
- J. I don't feel qualified to answer.
- K. Yes.

17. Would you ever consider taking another intern from the Central Washington

University Masters/Certification Program? Why or why not?

- A. Probably not. Takes too much of my limited free time with little compensation.
- B. Yes, program is improving and I enjoy fresh ideas and sharing.
- C. Possibly see #15.
- D. Yes, I feel this is an excellent opportunity to train new colleges in the field. More organization from Central Washington University would make it more effective.

- E. Probably not – a whole year is a long commitment for one teacher. If I would I would want to meet the intern to make sure it was a “fit” for our school and program. I think I lucked out with a terrific intern. If she hadn’t been so awesome, it could’ve been a really long year.
- F. Not sure.
- G. Yes – because I feel a responsibility to help others reach their goals.
- H. Yes, but I would expect greater involvement in the design of the year.
- I. Yes because we need good teachers in our schools to provide excellence in education for the American Youth.
- J. Yes, it was a positive experience for my student teacher and me.
- K. Yes, but we as a department would need to make sure the interns schedule fit with ours.

Please feel free to add additional comments:

No one replied to this.