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Baltimore-Education
Interns-Principal
9-24-70

A REACTION TO THE UNQUALIFIED SUCCESS OF THE
ADMINISTRATIVE INTERN PROGRAM FUNDED BY THE
ROCKEFELLER FOUNDATION FOR THE BALTIMORE CITY PUBLIC SCHOOLS

In September 1969, the Baltimore City Public Schools initiated as a pilot effort an Administrative Intern Program. Funded by a grant of \$60,000 from the Rockefeller Foundation, the program was geared to on-the-job preparation of five inner-city elementary school administrators. Expenditures for salaries and educational trips were covered by the Rockefeller grant. The Baltimore City Public Schools provided all additional resources. Priority was given to providing relevant training and extensive experiences which would prepare the intern to meet successfully the many new problems being faced currently by administrators, to gain insights into the operation of the total school system, and to realize individual potential. Subsequently, the outcomes of the project were to be evaluated informally.

The Administrative Intern Program has proven an unqualified success in the Baltimore City Public Schools. Evidence to support this premise include:

1. Sixty-three applications for ten positions were received for the second year of the program.
2. Abundant unsolicited letters and comments have been received relative to the contribution the program has made to the Baltimore City Public Schools.
3. The Secondary Education Division requested inclusion in the Administrative Intern Program.
4. Many formal and informal inquiries concerning the acquisition of partial intern service made by various divisions of the system.

5. Organizations outside the jurisdiction of the Department of Education made many demands for intern involvement in both community and educational activities.
6. The interns were accepted and welcomed systemwide, not only during the orientation period but throughout their subsequent training schedules.
7. Outstanding evaluations were recieved by each intern from the school administrator to whom he was assigned.
8. Four of the five interns were promoted to administrative positions upon completion of the program.
9. The observable increase in self-esteem and administrative self-image evidenced by the deportment of the interns
10. The interns provided needed services to the Baltimore City Public Schools which were otherwise unavailable.

Delineation of the Promotion Policies of the Baltimore City Public Schools reveals a progression of advances after the basic requirements for promotion have been met. Candidates for promotion must be elected to tenure, have acquired a Master's Degree or its equivalent, have passed two qualifying examinations and an oral interview. Evaluation of these items by a point system creates an ordered eligibility list. Candidates for promotion are those whose scores place them in the top five. As positions are assigned, regroupings occur until either all positions are filled or the list is depleted. Having successfully mastered these basic requirements, candidates usually progress through a series of ranked administrative or supervisory positions in their division.

In contrast, most individuals who completed the Administrative Intern Program advanced with dispatch. A comparison between the progression of

promotions for individuals who participated in the Administrative Intern Program and a projected advancement for these same individuals without the training program reveals the following:

Candidate A displayed a potential for creative organizational and administrative abilities during the intern program. Commendations from peers and superiors attested to the intelligent, dedicated efforts of this individual. It was possible, therefore, to assign this candidate to a position of high level responsibility. Traditionally, the individual would have served another three to five years in his former position, followed by lateral moves for an indefinite period. Afterwards, Candidate A would have progressed through at least one and probably two or three other advancements before being considered for the position to which he was assigned upon completion of the internship.

Candidate B gained knowledge of administrative techniques and procedures through the intern training which enabled him to move to first place on the established promotional eligibility list. Prior to the training program, Candidate B had ranked very low on the eligibility list. Therefore, he had not been considered very seriously for a promotion. More than likely, this individual would not have been promoted in the foreseeable future. The eligibility list would be reranked as new candidates met criteria. Candidate B had an inadequate composite score which precluded any dynamic change of rank on the promotional roster.

Candidate C became eligible for an entry level administrative assignment during the program. He gave preference to completing the internship and refused the promotion. Future projections reveal

a possible gain of three to six years over the average time required for advancement through levels of administrative responsibility. Although Candidate C is presently employed at the entry level, subsequent moves should be constant and rapid. This first administrative assignment should provide the showcase which will allow him to display vividly the skills and techniques mastered during the training program. Accordingly, the assignment will act as a lever to advancement.

Candidate D, upon completing the intern program, was able to qualify for promotion. Without the training program, it would probably have taken three to five years for this candidate to negotiate successfully the promotional procedures. He has been assigned an entry level administrative position which will facilitate future promotions.

Candidate E, to date, has not successfully negotiated Baltimore City promotional requirements. It was possible, however, to assign him to a Central Office non-promotional position because of his experiences in the training program. It is anticipated that Candidate E will succeed in fulfilling promotional requirements this school year.

The Baltimore City Public Schools successfully administered the intern training program in terms of specified objectives. Identifying five prospective inner-city administrators and providing relevant training with varied experiences were primary objectives of the program. This was achieved. A secondary objective was to evaluate informally the effectiveness of the program. Based upon the progress of each intern and the impact these individuals have affected on the Baltimore City Public Schools,

the program has been extremely successful. In meeting a critical need, the Administrative Intern Program is looked upon as a major step towards in-depth practical training for administrators who can efficiently cope with the diverse problems of a creative school system. Consequently, positive attitudes toward the innovative perspective of our system are fostered which will affect profoundly, positively and indefinitely the educational programs of the Baltimore City Public Schools.

The Administrative Intern Program in the Baltimore City Public Schools is unique. Few opportunities are available which enable the system to provide a service while receiving direct benefits. Therefore, when such a mutually advantageous program appears, it is readily accepted. Unfortunately, financial restrictions prevent unlimited expansion of the intern training program.

William Pinderhughes

September 24, 1970