A Report of an Internship in School Administration at Mount Clemens Community Schools

Carolyn J. Smith
Western Michigan University

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A REPORT OF AN INTERNSHIP IN SCHOOL ADMINISTRATION
AT MOUNT CLEMENS COMMUNITY SCHOOLS

by

Carolyn J. Smith

A Project Report
Submitted to the
Faculty of the Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
August 1980
ACKNOWLEDGEMENTS

I wish to express my gratitude to the administrative staff of the Mount Clemens Community Schools. Special thanks is given to R. Russel Toner, Acting Superintendent, for granting permission for this internship experience. Special thanks is given to my field supervisor, Mr. Sydney Farber, Acting Assistant Superintendent in charge of Personnel and Labor Relations, to Ms. Marcee Martin, Curriculum Director; to Ms. Pamela Nicolai, Reading Coordinator; and to Mr. Arthur Stone, Elementary and Junior High School Principal, for sharing their expertise with me.

A very special thanks is given to my advisor in the Department of Educational Leadership, Dr. Richard Munsterman, as well as to Dr. Carol Sheffer, the Chairperson of the Department of Educational Leadership and a member of my committee.

Carolyn J. Smith
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WESTERN MICHIGAN UNIVERSITY, ED.S., 1980
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ii</td>
</tr>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td>I. A RATIONALE FOR THE EXPERIENCE</td>
<td>1</td>
</tr>
<tr>
<td>II. THE OBJECTIVES FOR THE INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>III. ACHIEVEMENTS OF THE OBJECTIVES</td>
<td>6</td>
</tr>
<tr>
<td>IV. SCHOOL ADMINISTRATION SKILLS LEARNED</td>
<td>16</td>
</tr>
<tr>
<td>V. SUMMARY AND CONCLUSIONS</td>
<td>21</td>
</tr>
<tr>
<td><strong>BIBLIOGRAPHY</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>APPENDICES</strong></td>
<td>26</td>
</tr>
<tr>
<td>A. DAILY LOG OF ACTIVITIES</td>
<td>27</td>
</tr>
<tr>
<td>B. WELCOME BACK LUNCH SCHEDULE--IMC</td>
<td>40</td>
</tr>
<tr>
<td>C. UPDATE #1 LABOR NEGOTIATIONS</td>
<td>42</td>
</tr>
<tr>
<td>D. CUSTODIAL/MAINTENANCE/RELATED PERSONNEL EVALUATION</td>
<td>45</td>
</tr>
<tr>
<td>E. CLERICAL EVALUATION</td>
<td>49</td>
</tr>
<tr>
<td>F. TEACHER APPLICANT EVALUATION</td>
<td>54</td>
</tr>
<tr>
<td>G. JOB APPLICANT REFERENCE REQUEST</td>
<td>59</td>
</tr>
<tr>
<td>H. NON-CERTIFIED APPLICANT EVALUATION</td>
<td>62</td>
</tr>
<tr>
<td>I. EMPLOYEE INFORMATIONAL PACKET</td>
<td>64</td>
</tr>
</tbody>
</table>
CHAPTER I

A RATIONALE FOR THE EXPERIENCE

The preparation for a position in educational leadership goes beyond the classroom. Classroom study may be narrowed to a particular type of position, but practical application to a position in an organization can be achieved better through an internship experience. This type of experience is accomplished by the student selecting and interning a specific position within an organization. In order to ready oneself for a leadership position, even the best potential leader can benefit from a practical first-hand experience.

Interning is beneficial in a number of ways. For instance, the opportunity to study an entirely unfamiliar position is available. This gives one a broader scope in identifying a position to which to aspire. Another benefit is that the intern is given the opportunity to view a style of leading that may differ from the intern's style, providing one with additional leadership techniques. Still another benefit is the opportunity to study within an unfamiliar organization, providing opportunity to observe variation in the role
of a particular position.

For this particular intern the position of Administrative Assistant in charge of Personnel and Labor Relations was selected for closer study. To prepare for the most effective learning experience, however, it was perceived that other administrative positions generally should be understood and placed in proper perspective in relation to the Personnel and Labor Relations Director. The positions of the Elementary and Junior High School Principal and the Curriculum Director were identified as appropriate for this type of general understanding. Positions such as the Superintendent, Reading Coordinator, Business Manager, Career Education Director, Community Education Director, Custodial Head, and Maintenance Head were identified also as appropriate for this type of general understanding, but to lesser degree.

This general understanding of many administrative positions and their relationship to the position of the Personnel and Labor Relations Director led to better understanding of the Personnel and Labor Relations Director position by giving the intern a proper perspective of the various tasks within the organiza-
tion. Specific areas of indepth study included: job interview and selection process, employee appraisal, layoff process, negotiations, professional development, curriculum development, Title I and Article 3 governmental programs, class scheduling, and school closing procedures.
CHAPTER II

THE OBJECTIVES FOR THE INTERNSHIP

After concurrence with the field supervisor and university advisor, the following objectives were established for this internship experience:

Conceptual Objectives

1. To understand and evaluate the job interviewing process.
2. To understand the process of layoff selection.
3. To analyze some negotiating concerns.
4. To gain an overview of the Title I and Article 3 governmental programs.
5. To become acquainted with procedures involved in closing school at the end of the year.

Human Objectives

1. To promote a positive relationship among teachers and with administrators.
2. To encourage teachers to use more community resources.
3. To project a positive attitude toward citizens during negotiations.
Technical Objectives

1. To develop a school-wide K-8 Language Arts curriculum chart.

2. To develop a special areas class schedule for an elementary school.

3. To update a junior high school class schedule.

4. To develop evaluation forms for classified employees.
CHAPTER III

ACHIEVEMENTS OF THE OBJECTIVES DURING THE INTERNSHIP

The degree to which each objective was achieved is demonstrated by the following analysis:

Conceptual Objectives

1. To understand and evaluate the job interviewing process.

The assignment related to the achievement of this objective was to develop a process for hiring that would be practical and would demonstrate objectivity in employee selection. In order to do this, familiarity with the interview process and understanding of the outcomes desired was necessary. An investigation of written material on the interview process suggested the value of a correlation between the employee selection process and the later employee evaluation process. Therefore, data was collected from the application form as well as from the employee evaluation form used by the district at the time of the internship. After discussions with various district administrators who had participated in job interviews, a set of general
questions related to the selection process and the evaluation forms was developed for interviews. After participation in job interviewing and after additional discussion with administrators, an evaluation of the interview process was obtained and a weighted employee selection form was developed.

2. To understand the process of layoff selection.

A teacher layoff problem which had developed due to declining student enrollment was explained. The reasoning which determined what grade or subject area was to be cut or curtailed was explained. Through the use of a large chart with moveable parts symbolizing schools, teachers, grades, and subject areas, teachers which should be laid off or transferred were identified. Considerations for determining which teachers should be laid off included: district, seniority, building seniority, specific areas of teacher certification, transfers, bumping, retirements, and leaves. Discussion of the decisions reached followed the process and the rationale for each decision was clarified.

Later on during the internship experience, the reverse process was used for recalling those on leave.
or those who had been "pink slipped" and were eligible for recall.

3. To analyze some negotiating concerns.

Proposed changes in contracts were received from the union. The process of analyzing the changes began by reading and carefully considering each proposed change as it related to other existing factors within the district. Initial responses were noted. One to many interactions with the Personnel and Labor Relations Director took place regarding the necessary considerations related to each proposal. As many discussions and changes as necessary were made until the intern and the Personnel and Labor Relations Director were in agreement with the initial counterproposals.

4. To gain an overview of the Title I and Article 3 governmental programs.

Time was spent with the Reading Coordinator in which the use of Title I and Article 3 funds were explained. Various procedures and stipulations identified by the funding agency were read and studied. Discussion with the Reading Coordinator provided understanding regarding what the procedures and stipulations
meant to the school district. Other tasks of the Reading Coordinator which were studied were: determining the amount of monies spent from these funds by individual schools within the district, determining the progress of each student receiving benefits provided by these funds, and summarizing the success of the entire annual program of the district.

5. To become acquainted with procedures involved in closing school at the end of the year.

Specific annual school closing procedures studied were selected by the Elementary and Junior High School Principal. Determining how to spend the available monies left in some of the school accounts was the topic of several discussions. Interviews and conferences regarding job applicants within the school district were experienced. Knowledge of forthcoming new programs, such as the Math Lab Program, was gained through meetings and conferences. A specifically assigned task for the intern was the preparation of the following year's elementary school special areas class schedule which had to coincide with the junior high school schedule. Another specifically assigned task was the continual updating of the following year's
junior high school class schedule of teachers as well as of students.

Human Objectives

1. To promote a positive relationship among teachers and with administrators.

The Curriculum Director suggested that a Welcome Back Luncheon might be a positive approach to the beginning of a new school year. The task of the intern was to assign the teachers of each school to one particular lunch period out of three, keeping in mind a balance of the number of teachers and of their interests, such as grade levels taught and subject areas taught. A schedule was developed which would allow each group time to spend visiting and time to spend browsing through the city and school teachers' libraries where new books, materials, and equipment were displayed. This was an excellent opportunity for teachers and administrators to review new material. Invitations to the luncheon were selected, personally written, and mailed to all teachers and administrators.
2. To encourage teachers to use more community resources.

The Welcome Back Luncheon provided an opportunity to issue information on a variety of sites appropriate for class trips and on available speakers for the classroom. The intern was assigned to contact sites in search of tour and speaker schedules or informational brochures for teacher reference regarding time, place, fee, appropriate grade level, etc. Also, the design of a folder in which to keep this material was selected and ordered.

3. To project a positive attitude toward citizens during negotiations.

Since negotiation problems can create anxiety for citizens, a form for communication to the public on these issues was requested. The intern was assigned to develop the form including the wording and layout. Objectivity and clarity were of prime importance.

Technical Objectives

1. To develop a school-wide K-8 Language Arts curriculum chart.

The need had been identified by the Curriculum Director to update and coordinate all curricula between
grade levels. The concern was the updating and coordination of the K-8 Language Arts curriculum.

Discussion with the Curriculum Director resulted in a determination of the process in which the updating and coordination could be accomplished. Extra copies of the school district's present K-8 Language Arts Curriculum Booklet were cut and pasted on a large chart which divided each grade level into columns. If one objective was identified at three grade levels, for example, it was placed in each respective column.

Objectives were to be color coded to indicate if they were in the initial teaching stage, developmental stage, or review stage. A list of objectives appropriate to their teaching level was sent to each teacher and each was asked to comment whether the objectives were outdated or at what stage they were being taught. The list was formed at the time of the internship experience, but was not sent to teachers until the fall semester had started. There was provision for new objectives to be added.

2. To develop a special areas class schedule for an elementary school.

It was the task of the intern to develop the next
year's special areas class schedule for the elementary school. The need to place these classes within the junior high school teachers' scheduling blocks added to the difficulty of developing a workable schedule. Other factors considered in scheduling were: reasonable balance of teacher daily planning time, minimal interruption of reading block times, and half day kindergarten sessions.

3. To update a junior high school class schedule.

Continual updating of the next year's junior high school class schedule was necessary. Corrections, additions, and deletions were regularly occurring due to new or more accurate information. After the schedule was developed, for example, the principal was informed that there would be one less teacher than anticipated for the next school year. The teacher with the lowest seniority was laid off or transferred to another school. This caused changes in many other teachers' class schedules and class loads. Some teacher assignments had to be changed from teaching one subject to teaching another. These changes necessitated changes of a large number of students' schedules. These changes precipitated additional student schedu-
ling difficulties, thus making more alterations necessary. The operation of the computer program in scheduling indicated the complexities of programming to the intern.

4. To develop evaluation forms for classified employees.

Until the time of the internship, evaluation of classified employees had been done in a very informal and inconsistent manner. The assignment was to draft an evaluation form that would be suitable for the school district's custodial and maintenance employees. The procedure used was to call every other school district in the County and request a copy of the forms they were using. After receiving and studying each one in relation to the size of school district in which it was being used, items were selected along with the process used and adjustments for the intern's school district were made. After the first draft of the form was completed, conferences were held with the Personnel and Labor Relations Director, Custodial Head, and Maintenance Head. Consequently, minor adjustments in form and substance were made before the final draft was submitted for approval.
A similar assignment was to develop a clerical evaluation form. The procedure used was the same as for the Custodial/Maintenance Evaluation form. Conferences this time, however, included the Personnel and Labor Relations Director and two executive secretaries. Minor adjustments were again made before the final draft was submitted for approval.
CHAPTER IV

SCHOOL ADMINISTRATION SKILLS LEARNED

The many specific tasks that were assigned during this internship experience led to knowledge acquisition and skill development. The following list is representative:

1. Development of instruments used in employee selection and evaluation.
2. Promotion of professional growth of staff.
4. Updating and correlating the teaching of objectives within curricula by grade levels.
5. Development of a class schedule.

In order to develop or evaluate an instrument to be used for employee selection or evaluation, as stated in item number one, the present system being used was studied. The procedure could range from informal conferences by one administrator to written forms evaluated by one or more administrators. The frequency of evaluation had to be known. The criteria used in the evaluation was analyzed. The analysis included consideration of what the evaluation measured, and if it measured what
the employer actually wanted measured. This process led to the evaluation of the employee selection process as part of the employee evaluation process being studied. Evaluation procedures of other school districts were sought. Comparisons were made and a new form was submitted to administration for review. After having provided opportunity for alterations from administration, forms were submitted to the Board for approval, representing a learned skill for developing or evaluating an instrument to be used for employee selection or evaluation.

Promotion of professional staff growth is identified in the list of learned skills. The beginning of the school year was viewed as the ideal time to make special efforts toward professional development. One reason for this timing was to attempt to overcome any hard feelings that may have been caused by negotiations. Another reason was to afford the staff the opportunity to reacquaint themselves with one another after the summer vacation, as well as review new material which had arrived over the summer. The Welcome Back Luncheon provided the vehicle used for these promotional purposes. Tasks accomplished were: contact various places
for informational brochures regarding sites appropriate for class tours or speaker schedules, select or design a folder for the brochures and make printing arrangements, make arrangements for the food, develop three lunch schedules in order to accommodate the number of staff, display new materials, and send the invitations. The luncheon was successful and was accepted as a way to promote professional development.

Another learned skill was the development of community awareness. Through discussions with the Personnel and Labor Relations Director, the view that the community needs to be informed and involved was reinforced. The particular task used to learn the skill of informing the public was to make and keep the public aware of the school district's progress in negotiations with the four employee unions. The vehicle selected for this purpose was a newsletter. The newsletter was constructed to inform the public of the position of each union versus the position of the Board. It was designed for easy comprehension and it provided a general form including updated newsletters. It was decided that the newsletter should be constructed in the form of an outline in order to meet these needs. The newsletter was
called an update and provided for any necessary numbering of publications. There was a short paragraph explaining the purpose of the newsletter, followed by one division for each union concerned. Each of these divisions provided a short paragraph explaining estimated nearness to or distance from settlement, followed by a list of union concerns and a list of Board concerns. The draft of the newsletter form was submitted to the Board for approval, representing a learned skill for promoting community awareness.

Updating and correlating the teaching of objectives within curricula by grade levels is identified in the list of learned skills. Objectives listed in the school district's K-8 Language Arts Curriculum Booklet were separated and arranged by the grade level in which they were taught. Every teacher was asked to comment as to whether or not the objective needed updating, needed to be omitted, or others needed to be added. Each objective also required the labeling of the stage at which it was being taught, the initial, developmental, or review stage. After teacher input was received, a large chart was constructed to show what was being taught at each grade level and to coordinate the objectives.
throughout the district. Approval of the updated chart was sought from the Board and new updated curriculum booklets were developed. This process was accepted by the intern as a learned skill for correlating or updating curriculum charts.

Finally, the skill of developing an elementary special areas class schedule was learned from this internship experience. By having the task of drafting a schedule, the following necessary considerations were identified. Since special area classes were release time for regular classroom teachers as well as being a special time of interest for the children, it was necessary to spread the special classes as evenly as possible throughout the week for each class. Since the school's junior high school teachers also taught the elementary special area classes, it was necessary to schedule the classes at certain times of the day. The kindergarten session had to have all special classes scheduled within the half day. An attempt was made to avoid the scheduling of special area classes during the school's reading block times. The first-hand experience of working with these factors and producing a satisfactory schedule taught the intern skill in scheduling.
CHAPTER V

SUMMARY AND CONCLUSIONS

The internship experience was advantageous as well as disadvantageous. The advantage was that the experience was designed to meet the need of the intern. Since the intern had a limited knowledge of tasks and responsibilities of many administrative positions, aspiration toward one certain position had not yet been determined. It was decided that an opportunity to study several administrative positions was the appropriate plan of work for the internship experience. Although the area of personnel seemed to hold the most attraction to the intern, the labor relations and curriculum positions had not been omitted from consideration of selection. The realization that a school principalship might be a prerequisite to receiving another administrative position prompted the intern to desire some training in this area. Therefore, the plan of work was designed to include an indepth study of personnel with some concentration in labor relations, curriculum, and school principalship. Other positions to be studied to a minimal degree in order to give the
intern a proper perspective of various tasks within the organization were: Superintendent, Reading Coordinator, Business Manager, Career Education Director, Community Education Director, Custodial Head, and Maintenance Head.

Specific areas of indepth study with the Personnel and Labor Relations Director were: job interview and selection process, employee appraisal, layoff process, and negotiations. Professional development and curriculum development were studied with the Curriculum Director. In the area of curriculum, the Title I and Article 3 governmental programs were studied with the Reading Coordinator. Study of class scheduling and end of year school closing procedures took place with the Junior High and Elementary School Principal.

The disadvantage of the internship experience was not having the opportunity to select an administrator with whom to intern after determining the position to which to aspire. The attraction of the intern toward personnel held true. If knowledge of the tasks and responsibilities of the various administrative positions could have been obtained earlier through some type of class assignment, the major internship experience would
have been available for an even more detailed indepth study of personnel. A personnel concern that was not studied, but one that was desired to be studied by the intern was the entire area of employee profile. The knowledge of what to study and how to use the information gathered was an area that the internship experience lacked.

The University may have further assisted the student in striving toward individual goals. In the case of this intern more assistance would have been helpful in determining the administrative position to which to aspire. It would seem that more preparation before the internship experience through classroom study would have benefited the intern. However, the cognate internship is another option for further study and was used by this intern to continue study within the area of personnel.

The University may have been more helpful in locating field supervisors that were inserviced and recommended by the University. This would minimize the chance of an intern not receiving as much as possible through an internship experience. It would also provide the intern with recommendation of a field super-
visor based upon the intern's needs.

With consideration given to the internship experience on the whole, the experience was designed to meet the needs of the intern and was found to be beneficial. The University supervisor, field supervisor, and intern worked together toward the professional advancement of the intern.
BIBLIOGRAPHY


APPENDIX A

DAILY LOG OF ACTIVITIES
DAILY LOG OF ACTIVITIES

June 18 (9 hours)

8:00 Discuss possibility of individualized junior high math laboratory. Meeting with Math Specialist and other administrators on organization and projected cost.

12:00 Follow-up conference with school principal on possibilities for subsidizing the math program, inclusive of the role of the General Motors Corporation.

2:00 Develop elementary special area class schedule, giving consideration to teacher planning schedule, reading program, and junior high schedule.

June 19 (12 hours)

8:00 Submit for discussion and possible changes the elementary special area class schedule to the principal.

9:00 Study and discuss the findings of the North End Study, including the possibility of changing to the middle school concept.

11:00 Receive orientation to the junior high computer scheduling process.

2:00 Make necessary changes through the computer terminal regarding scheduling.

4:00 Study and process teacher requisitions.

7:30 Attend Board of Education meeting, North End Study and Gifted Program presentations. Meet board members, administrators, and parents.
June 20 (8 hours)

8:00 Discuss ramifications of results of North End Study presentation.

9:00 Make decisions of ordering materials to disperse of extra funds.

11:00 Continue working through scheduling problems on the computer.

2:00 Discuss general concerns of a junior high and elementary principal, inclusive of school vandalism, discipline procedures, and parental responsibilities.

3:00 Receive orientation of importance of good record keeping in regard to teacher evaluations, inventories, student cumulative records, and testing of students.

June 21 (10 hours)

8:00 Continue working through scheduling problems on the computer.

9:00 Summarize with the school principal this internship experience in relation to school closing tasks and procedures.

11:00 Receive orientation to the identification and purpose of Title I and Article 3 governmental programs.

12:00 Discuss in more detail the boundaries and guidelines of Title I and Article 3.

2:00 Check and correct the pretest and post test scores as submitted by the individual schools.

3:00 Do the necessary calculations as required by the government in order to submit forms.
7:30 Attend Parent Advisory Committee (PAC) meeting, meeting members and joining in their discussions.

June 22 (8 hours)

8:00 Receive orientation on the process of selection of PAC members, keeping in line with government regulations.

9:00 Study and discuss various requirements perpetuating the need for various forms used, inclusive of needs assessment tallies, logs of student work time and achievement, specific time-line events, and surveys of Title I employees' assessment program.

1:00 Study the annual evaluation report of the district's entire Title I and Article 3 program which is used as a guideline for what needs to take place.

3:00 Summarize with the reading coordinator the purpose of Title I and Article 3 and the process for meeting its qualifications in relation to this internship experience.

June 25 (8 hours)

8:00 Receive orientation to the purpose of Title IV B in relation to this school district.

9:00 Close Title IV B account.

10:00 Select and order material with extra funds.

1:00 Discuss possibility of making a "Welcome" folder for teachers and a luncheon for the first day of school in the fall.

3:00 Contact by telephone various places in seeking brochures and field trip schedules for the folder.
June 26 (8 hours)

8:00 Continue decision making regarding priorities for ordering material for Title IV B.

10:00 Continue telephone contacts seeking material for welcome folder.

1:00 Receive orientation of priorities of this Curriculum Director in regard to the needs of this school district.

3:00 Continue telephone contacts.

June 27 (8 hours)

8:00 Continue telephone contacts.

11:00 Begin planning for the actual folder cover, its design and cost.

1:00 Contact various printing companies regarding cost and design.

3:00 Meet with instructor of high school print shop for additional information.

June 28 (9 hours)

8:00 Continue work on folder.

10:00 Meet with Career Education Director regarding the district's Career Education Program and his role as director.

11:00 Meet with Community Education Director regarding the district's Community Education Program and his role as director.

1:00 Draft form for teacher questionnaire for K-8 curriculum chart.
2:00 Plot various objectives under particular grade level goals. Color code according to phase of teaching (initial, developmental, or review).

June 29 (8 hours)

8:00 Develop schedule for teachers' Welcome Luncheon.

9:00 Continue plotting objectives on the K-8 curriculum chart.

2:00 Investigate governmental commitment to the Gifted Program.

3:00 Discuss Gifted Program of this school district in terms of its present situation as well as the short range and long range goals of the program.

July 2 (8 hours)

8:00 Meet with the Graphic Artist of the M.I.S.D. regarding the design of the "Welcome" folder cover.

11:00 Edit filmstrip for implementing individualized classroom technique approach as a possibility for a teacher inservice activity.

1:00 Summarize and categorize comments from last year's graduating class regarding their estimate of the value of their schooling. Comments will be used to upgrade the school curriculum.

July 3 (8 hours)

8:00 Continue summarization and categorization of graduate comments.

2:00 Draft chart to summarize graduate comments.
July 5 (8 hours)

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<tr>
<td>8:00</td>
<td>Evaluate books used as teacher aids in relation to the district's goals and objectives.</td>
</tr>
<tr>
<td>11:00</td>
<td>Pick up teaching aid kit to be used as an aid in the district.</td>
</tr>
<tr>
<td>12:00</td>
<td>Summarize with the Curriculum Director this internship experience in relation to the school-wide curriculum chart for K-8 and professional development attempts of this administration, inclusive of the &quot;Welcome&quot; folder and luncheon.</td>
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<tr>
<td>2:00</td>
<td>Draft an outline of a communication to the public regarding the progress to date with the four unions.</td>
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<td>3:30</td>
<td>Estimate cost of such a communication for presentation to the Board of Education.</td>
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July 6 (8 hours)

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<tr>
<td>8:00</td>
<td>Discuss with the Administrative Assistant activity which will fulfill the needs of this internship in relation to personnel and labor relations.</td>
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<td>9:00</td>
<td>Contact by telephone all school districts in Macomb County inquiring about evaluation forms for non-teaching personnel.</td>
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July 9 (8 hours)

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<tr>
<td>8:00</td>
<td>Discuss with the Administrative Assistant possible items to be included in an informational packet to employees from the personnel office.</td>
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<tr>
<td>9:00</td>
<td>Meet with the secretary of the Superintendent to determine what was given to employees from that office.</td>
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10:00 Meet with the secretary of the Assistant Superintendent to determine what was given to employees from the business office.

11:00 Begin drafting items which would be appropriate for the personnel office to distribute.

2:00 Review evaluation forms being sent from other school districts.

3:00 Begin sorting ideas for appropriate evaluation form for this school district.

July 10 (8 hours)

8:00 Continue developing personnel office packet for employees.

11:00 Draft evaluation form for custodial maintenance employees.

3:00 Begin collection of evaluation forms for clerical personnel.

July 11 (8 hours)

8:00 Interview executive secretaries regarding evaluation forms for clerical personnel.

10:00 Observe interview involving promotion of custodial employee.

11:00 Continue developing personnel office packet for employees.

2:00 Draft evaluation form for clerical employees.
July 12 (8 hours)

8:00 Conference with Administrative Assistant regarding layoff procedure and bumping procedure.

10:00 Deliver teaching position opening to the union office.

11:00 Continue work on clerical evaluation form.

2:00 Write second draft of clerical evaluation form.

3:00 Conference with Administrative Assistant regarding personnel packet.

July 13 (8 hours)

8:00 Draft copies of items for personnel office packet.

9:00 Study Employees Assistance Program of other school districts.

10:00 Discuss with Administrative Assistant the purpose of the Employees Assistance Program and its relevance to this school district.

11:00 Conference with Head Custodian regarding proposed evaluation form of custodial/maintenance employees.

12:00 Conference with Head of Maintenance regarding proposed evaluation form.

1:00 Write final draft of Custodial/Maintenance Evaluation form.

2:00 Study last year's non-certified employees' contract.
July 16 (8 hours)

8:00 Review teachers union's proposals to the Board for the 1979 contract.

10:00 Interview with Superintendent regarding his role in this school district.

11:00 Discuss with Administrative Assistant the Board's views and counter-proposals for the teachers' union.

1:00 Continue study of contract and proposals.

3:00 Conference with Administrative Assistant regarding questions and suggestions of proposals.

July 17 (12 hours)

8:00 Write final draft of Clerical Evaluation form.

10:00 Study possibility of an outline for job interviews of teachers.

12:00 Discuss what is presently being done by this school district.

2:00 Review items on agenda of Board of Education meeting.

7:30 Attend Board of Education meeting, inclusive of Year End Report of Title I and Article 3, recall of some teaching personnel, and athletic budget.

July 18 (8 hours)

8:00 Discuss implications of the Board meeting.

10:00 Explore need for more sophisticated job interviewing technique.
12:00 Telephone contact other school districts to learn their interviewing practices and hiring practices.

3:00 Study literature for teacher application evaluation processes.

July 19 (8 hours)

8:00 Discuss interviewing needs of this school district.

9:00 Conference on recalling personnel on lay-off; proper procedure and problems related.

11:00 Begin work on development of Teacher Application Evaluation form.

July 20 (8 hours)

8:00 Study non-certified personnel union's proposals to the Board for the 1979 contract.

9:00 Discuss Board's proposals to the union as well as the union's proposals to the Board.

11:00 Continue study of proposals.

1:00 Offer suggestions, revisions of the Board's proposals.

2:00 Continue development of Teacher Application Evaluation form.

July 30 (8 hours)

8:00 Continue development of Teacher Application Evaluation form.

11:00 Write first draft of form.
1:00 Act as receptionist for the personnel office, inclusive of answering questions, giving directions, and answering the telephone.

July 31 (8 hours)

8:00 Edit first draft of Teacher Applicant Evaluation form.

9:00 Interview Ms. Maslanka of Community Services from the M.I.S.D. regarding evaluation of the proposed personnel office packet for this school district.

11:00 Submit second draft of evaluation form.

1:00 Act as receptionist for the personnel office.

August 1 (8 hours)

8:00 Study applications for custodial positions and their respective references.

10:00 Meeting with administration at Army Tank Command.

1:00 Conference with Administrative Assistant regarding custodial applicants.

2:00 Act as receptionist for the personnel office.

August 2 (8 hours)

8:00 Conference with Administrative Assistant regarding this internship experience as a check of its intent.

9:00 Conference on the approach of the Board to bargaining with the non-certified employees union, receiving orientation to the actual bargaining.

11:00 Submit final draft of Teacher Application Evaluation form.
1:00 Attend first bargaining meeting with the non-certified employees union, ground rules submitted.

3:00 Conference on need for other employee applicant evaluations forms.

August 3 (8 hours)

8:00 Observe job interviews for custodian positions. Participate in interviews where appropriate.

2:00 Discuss interviews and selection process.

3:00 Summarize internship experience, inclusive of definite plans for this intern to continue in negotiation meetings with the non-certified employees union.
APPENDIX B

WELCOME BACK LUNCH SCHEDULE--IMC
WELCOME BACK LUNCH SCHEDULE—IMC

September 4, 1979

A Lunch  11:00 - 11:40 IMC, 11:40 - 1200 Library
         19 Macomb
         23 Seminole Junior High
         24 Washington Junior High

B Lunch  11:40 - 12:20 IMC, 12:20 - 12:40 Library
         10 King
         8 Edison
         17 Special Area Personnel
         7 Fast
         12 Washington Elementary
         12 Seminole Elementary

C Lunch  12:20 - 1:00 IMC, 1:00 - 1:20 Library
         23 Clemens
         6 Lincoln
         12 Wilson
         15 Selfridge
         8 Special Education Department

* 6 Administration Building Personnel may attend any lunch.
Paragraph explaining that this is an update of the progress between the Board and the teachers', secretaries', custodians', and administrators' unions in terms of major items.

NAME OF FIRST BARGAINING UNIT: BEGIN WITH BIGGEST PRESENT BARRIER TO RESOLUTION. Summary of the Board's optimism or pessimism regarding successful settlement in terms of cost, time, and tone of meetings.

Board's Position or Priorities

1. 
2. 
3. 
4. 
5. 

Union's Position or Priorities

1. 
2. 
3. 
4. 
5. 

NAME OF SECOND BARGAINING UNIT: BEGIN WITH BIGGEST PRESENT BARRIER TO RESOLUTION. Summary of the Board's optimism or pessimism regarding successful settlement in terms of cost, time, and tone of meetings.

Board's Position or Priorities

1. 
2. 
3. 
4. 
5.
Union's Position or Priorities

1.
2.
3.
4.
5.

(Name of third bargaining unit, etc.)
APPENDIX D

CUSTODIAL/MAINTENANCE/RELATED PERSONNEL EVALUATION
CUSTODIAL/MAINTENANCE/RELATED PERSONNEL EVALUATION

Name of Employee__________________________________________

Status______________Rating period ending____________________

Classification_______School/Dept.__________________________

This form is intended to aid the employee and the supervisor to arrive at an understanding of the employee's performance and progress in a given position for the above designated period of time. It has value as a counseling aid and therefore should be reviewed by the supervisor and the employee together. The status report will become part of the employee's personnel file and will be considered in cases involving promotion, transfer, and attainment of permanent status. The rating should be made by placing a mark at the place on the line which represents the supervisor's judgment as to the employee's degree of possession of the trait.

Quality of Work

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<th>Required</th>
<th>Above</th>
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<th>Exceptional</th>
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Comment:

Volume of Work

|----------|-----------|-----|----------|---------|

Comment:

Knowledge of Work

|----------|-----------|-----|----------|---------|

Comment:
Initiative


Comment:

Work Attitude


Comment:

Attitude toward others (Including Public Relations)


Comment:

Appearance


Comment:

Attendance/Punctuality


Comment:

(Additional sheets of information to support a ranking by the supervisor, or response by the employee, may be attached.)

If not permanent, is employee being recommended for permanent status? ( )yes, ( )no, ( )too early to judge
General comments and suggestions for improvement by Principal (if applicable):

Name ________________________  Title _______________  Date ____

General comments and suggestions for improvement by Custodial Supervisor or Maintenance Supervisor:

Name ________________________  Title _______________  Date ____

Employee's comments:

I do ( )  do not ( ) request further evaluation by an administrative committee.

Employee's Signature ________________________  Date ____

(This signature indicates that the employee has seen and discussed this evaluation report. It does not necessarily indicate agreement with evaluation.)
APPENDIX E

CLERICAL EVALUATION

49
CLERICAL EVALUATION

Name of Employee ______________________________

Status __________________ Rating period ending ______________

Classification ____________ School/Dept. ___________________

This form is intended to aid the employee and the supervisor to arrive at an understanding of the employee's performance and progress in a given position for the above designated period of time. It has value as a counseling aid and therefore should be reviewed by the supervisor and the employee together. The status report will become a part of the employee's personnel file and will be considered in cases involving promotion, transfer, and attainment of permanent status. The rating should be made by placing a mark at the place on the line which represents the supervisor's judgment as to the employee's degree of possession of the trait.

Knowledge of Work

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Comment:

Quality of Work

|-----|---------|-----------|-----|----------|---------|

Comment:

Volume of Work

|-----|---------|-----------|-----|----------|---------|

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</table>

Comment:
Cooperation/Tact


Comment:

Care of work area and equipment


Comment:

Appearance


Comment:

Dependability


Comment:

(Additional sheets of information to support a ranking by the supervisor, or response by the employee, may be attached.)

If not permanent, is employee being recommended for permanent status? ( )yes, ( )no, ( )too early to judge

General comments and suggestions for improvement by Supervisor:

Name_________________________ Title_________________________ Date_________________________
Employee's comments:

I do ( ) do not ( ) request further evaluation by an administrative committee.

Employee's Signature__________________ Date__________

(This signature indicates that the employee has seen and discussed this evaluation report. It does not necessarily indicate agreement with evaluation.)
### TEACHER APPLICANT EVALUATION

Candidate_________________Job Classification________

Interviewer____________________________Date________

Rating scale will indicate appropriateness according to position for which applicant is applying. Rating scale ranges from 1 (poor) to 5 (excellent)

1. **Teacher Application**
   
   **Points**

   A. Academic and professional training
      1. Bachelor's degree and each advanced degree beyond
      2. Any parallel level of degrees

   B. Certification information
      1. Teaching majors
      2. Teaching minors

   C. Teaching experience
      1. Years of experience in area of job application
      2. Years of experience in another area

   D. Non-teaching experience and U.S. military experience
      1. Years of experience related to area of job application
      2. Years of experience in a non-related field

   E. Special abilities, college and professional activities
      1. College activities or honors in related area
      2. College activities or honors in non-related area
      3. Professional activities in related areas
      4. Professional activities in non-related areas
      5. Special abilities in related area
      6. Special abilities in non-related area
Points

F. Written Teaching Philosophy
   1. Content, considered on belief, style and application
   2. Writing skills

II. References

A. Professional Commitment and Involvement
   1. Approaches problems in a professional manner and through established procedures
   2. Demonstrates respect for students, colleagues, staff, and community
   3. Cooperates with prevailing rules, regulations and guidelines for building and class operation
   4. Demonstrates genuine concern for needs of pupils, parents and problems of the school
   5. Demonstrates professional commitment through committee work, meetings, professional organizations, etc.
   6. Is punctual
   7. Attendance record

B. Teaching Performance
   1. Writes appropriate plans, goals, and objectives for self and students
   2. Demonstrates knowledge of course content
   3. Utilizes materials relevant to course content
   4. Uses a variety of methods to meet individual differences and goals
   5. Uses student feedback
   6. Shows flexibility in utilizing immediate educational opportunities
   7. Seeks improved ways of teaching
   8. Makes appropriate referrals to obtain assistance for students with special needs
C. Instructional Environment and Management

1. Demonstrates concern for all students regardless of their race, culture, intellect, sex, or economic status
2. Provides for individualization of learning
3. Uses instructional goals and objectives which are clear to the student, teacher, and the observer
4. Maintains a proper physical setting
5. Maintains required records

III. Interview

A. Stability
B. Assertiveness
C. Attitude
D. Initiative
E. Verbal ability

(Possible interview questions)
1. Clarify any information of teacher application form.
2. Why did you choose a teaching career?
3. Why did you choose your particular area of specialization?
4. Would you feel comfortable teaching in all areas of your certification?
5. Are you aware of teaching resources available in this community?
6. Are you physically or otherwise able to perform all aspects of this job?
7. Do you know of any necessary foreseen absences?
8. Can you expound upon your teaching philosophy, for example, ways you would handle
learning, motivational, or disciplinary problems?

9. Where do you see yourself ten years from now?

10. Do you have any additional comments or questions at this time?

IV. Rating Summary

A. Total points ______

B. Comments regarding strengths/weaknesses_____

C. Recommendation for hiring: Yes____ No____
APPENDIX G

JOB APPLICANT REFERENCE REQUEST
Reference to _____________ 'SS No.____________
This applicant has applied for a position ____________
and states that he/she was in your employ or under your
supervision from ____________ to ____________.
Will you kindly furnish the information listed below?
All information will be held in confidence and we will
be glad to reciprocate at any time.

Sincerely,

Sydney Farber
Personnel Director

Employed or supervised from ____________ to ____________
Type of position ____________________________
Resigned ( ) Discharged ( ) Laid off ( )
Rehire? Yes ( ) No ( )
Reason for separation ____________________________

Rate as follows: 4=Excellent, 3=Good, 2=Fair, 1=Poor

I. Professional Commitment and Involvement
A. Approaches problems in a professional
   manner and through established pro-
   cedure
B. Demonstrates respect for students,
   colleagues, staff and community
C. Cooperates with prevailing rules/
   regulations and guidelines for build-
   ing and class operation
D. Demonstrates genuine concern for needs
   of pupils, parents and problems of the
   school
E. Demonstrates professional commitment
   through committee work, meetings,
   professional organizations, etc.
II. Teaching Performance
A. Writes appropriate plans, goals and objectives for self and students
B. Demonstrates knowledge of course content
C. Utilizes materials relevant to course content
D. Uses a variety of methods to meet individual differences and goals
E. Uses student feedback
F. Shows flexibility in utilizing immediate educational opportunities
G. Utilizes materials relevant to course content
H. Seeks improved ways of teaching
I. Makes appropriate referrals to obtain assistance for students with special needs

III. Instructional Environment and Management
A. Demonstrates concern for all students regardless of their race, culture, intellect, sex, or economic status
B. Provides for individualization of learning
C. Uses instructional goals and objectives which are clear to the student, teacher and an observer
D. Maintains required records
E. Maintains a proper physical setting

Additional Comments:

Signed ___________________________ Date __________________

Title ____________________________
APPENDIX H

NON-CERTIFIED APPLICANT EVALUATION
NON-CERTIFIED APPLICANT EVALUATION

Candidate______________ Job Classification________

Interviewer______________ Date ________________

Rating scale will indicate appropriateness according to position for which applicant is applying. Rating scale ranges from 1 (poor) to 5 (excellent).

A. Work Experience
   1. Years of job related experience
   2. Years of non-related experience

B. Reference
   1. Quality
   2. Cooperation
   3. Dependability
   4. Initiative
   5. Attendance

C. Interview
   1. Stability
   2. Attitude
   3. Initiative
   4. Maturity
   5. Motivation

(Possible interview questions)
1. Clarify any information on application.
2. Why did you apply for this particular position?
3. What are your specific qualifications for this position?
4. Are you physically or otherwise able to perform all aspects of this job?
5. Do you know of any necessary foreseen absences?
6. What is your attitude toward work?
7. Do you have any additional comments or questions at this time?
APPENDIX I

EMPLOYEE INFORMATIONAL PACKET
FROM THE PERSONNEL OFFICE

This office is the employer's commitment to assist the employee in any way possible. Services are provided for all personnel; certified and non-certified, full time and part time.

Acting as an informational source, questions regarding health insurance, life insurance, retirement, unemployment, layoffs, seniority, transfers, tenure, leaves, wages, job assignment, employee assistance, and any other areas of concern may be answered directly through this office or channeled to a more appropriate source.

"The Newsletter" is our ongoing written informational communication with employees which contains schedules of meetings, conferences, personnel announcements, job opportunities, items of interest submitted by staff members, items for sale, etc. All employees are invited to submit such items for print.

The following items are further explained to provide example of the types of information available through this office: Retirement information, MESC's section on "Eligibility for Benefits," and Employees Assistance Program.
ELIGIBILITY FOR UNEMPLOYMENT BENEFITS

An unemployed individual must meet the following eligibility conditions:

1. File a claim for benefits by appearing in person at a branch office of the Commission which processes claims.

2. Have earned wages of at least $25.01 in not less than 14 separate calendar weeks during the base period with one or more liable employers in covered employment.

3. Register for work at a branch office of the Commission and be seeking work.

The requirement that the claimant register for work and be seeking work may be waived by the Commission if the employer notifies the Commission in writing that the layoff is temporary and that work is expected to be available for the individual in 45 days or less. The Commission may waive the registration for work and seeking work requirement if such notice is received from the employer before the worker completes the first compensable week. If unemployment continues beyond the specified period, the claimant must register for work and seek work in the usual manner.

The Commission may also waive the seeking work requirement (except during a period of disqualification) where it finds that suitable work is unavailable both in the locality where the claimant resides and in those localities in which the claimant has earned base period credit weeks.

4. Be able and available to perform suitable full time work.

5. Continue to report at a branch office as directed by the Commission.
EMPLOYEES ASSISTANCE PROGRAM

The EAP is a service provided to all employees and their families. Its purpose is to provide effective assistance to those employees experiencing personal problems.

EAP recognizes that a wide range of human problems, not directly associated with one's job function, can have an effect on an employee's job performance. It also recognizes that almost any human problem can be successfully treated. This applies whether the problem be one of alcoholism, drug abuse, physical illness, mental or emotional illness, financial distress, marital or family distress, legal problems, or other concerns.

Assurances of this program are that job security and promotional opportunities will not be jeopardized by any request for help with problems. Further, employees are assured that referral for assistance with such problems will be handled in a confidential manner.

For further information call or visit: EAP, 12500 East Thirteen Mile, Warren, Michigan 48093. (313)751-5130
RETIREMENT INFORMATION

This special issue has been prepared in an attempt to compile all the pertinent information regarding retirement into one document. This information will be accurate so long as the state law remains unchanged.

Eligibility

All public school employees with a minimum of ten years of service are eligible to receive full retirement benefits at the age of 60.

All public school employees with a minimum of thirty years of service are eligible to receive full retirement benefits at age 55.

Withdrawal and Replacement

Upon discontinuing employment in a public school system, you may request the money you have contributed to be refunded. The payroll office has the appropriate forms. You will at that time receive all of the money you have contributed plus the interest that has accrued. Teachers with less than 10 years of credit that quit and do not plan on returning should do this as the interest rates are comparatively low.

Teachers no longer contribute the required 5% of gross salary. The School Board is now required to do so. As a result, however, any contributions made after this date are not refundable to you should you request a refund. Only the amount you contributed prior to this year plus interest as shown on your statement of account you recently received is refundable should you request it.

If you quit and draw your money out of the fund, it may be replaced should you decide to return to teaching. If you return within five years of receiving the refund, all benefits will be reinstated after payment and one year of teaching. Should you return more than five years after receiving your refund, it is necessary to teach five more years in order to receive full benefits for the money replaced.
It is possible to transfer out-of-state credit into the Michigan Retirement system. One year of out-of-state service may be transferred for each year of service in the state. If you do plan to teach until eligible for benefits, it is to your benefit to purchase this out-of-state credit. Once the forms are completed the Michigan Retirement System will bill you for the appropriate amount, and it can be paid in amounts of $200 or more per year up to the time of retirement.

It is now possible to also purchase military credit accrued prior to teaching.

Hospitalization Insurance

In addition to the monthly benefit, Blue Cross hospitalization insurance coverage is provided for all retirees. Full premiums are paid for those with Medicare. Those without Medicare must pay approximately $8 per month for the full coverage. It is, also, possible to cover dependents under this plan at an additional cost to the retiree.
Where to Call

If you have questions regarding your particular individual circumstances, it is generally better to get those answered directly from the Retirement Board. Phone: (517)373-0650 or: Michigan Public School Employees Retirement System, Stevens T. Mason Building, Lansing, Michigan 48913.

Compute your Retirement

1. List best five consecutive years' salaries: Salaries may cover amounts which are earned within any five year consecutive period.

<table>
<thead>
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<th>Year</th>
<th>Amount</th>
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<tr>
<td>Total</td>
<td>$</td>
</tr>
</tbody>
</table>

2. Divide by 5 to arrive at your final average compensation (FAC).

3. Multiply the FAC by $1.25%.

4. Enter the number of years of service you have including fractions of a year to the nearest 1/10 of a year.

5. Multiply the amount in "3" by the number of years in "4". This is Your yearly allowance from the Retirement System, at or after the age 60, when no longer working, or at age 55 with 30 or more years of service upon termination of employment.

$  

Attached page contains a table for estimating your annual retirement allowance.
To estimate your annual retirement allowance, locate your average salary earned and received for your best five consecutive years in the first column below. Move to the right on the same line to the column for the number of years of service you have. The figure in that column is the amount of your annual retirement allowance. For years of service or salary average not shown, the allowance would be proportionately between the column before and after. Social Security allowances are in addition to the figure below.

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