Supervision of an Elementary School Summer School Program in Grand Rapids, Michigan

Diana Lee Muller
SUPERVISION OF AN ELEMENTARY SCHOOL SUMMER SCHOOL PROGRAM IN GRAND RAPIDS, MICHIGAN

by

Diana Lee Muller

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 1985

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This project was undertaken so that an in-depth view of the role of an Elementary Supervisor could be experienced. While there are many facets to the role, much of the time was spent attending to paper work, solving unanticipated problems, and keeping staff on task.

It was determined that the role of an educational leader is complex and unpredictable. Each day brought with it unexpected problems which ranged from dramatic to boring. No two days were identical and no day turned out the way it had been planned. It takes a flexible person with the willingness to take risks and a sense of organization to successfully complete a day as an educational leader.
ACKNOWLEDGEMENTS

I would like to express my deep appreciation to Elisabeth Anne Rowlands, Supervisor of Reading and English for the Grand Rapids Public Schools, and William Oosse, Supervisor of Math and Science for the Grand Rapids Public Schools, for sharing their knowledge and expertise with me during my internship with them in the summer of 1984.

Diana Lee Muller
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CHAPTER I

MAJOR INTERNSHIP PROSPECTUS

Sponsoring Organization:  Grand Rapids Public Schools

Field Supervisor:  Betty Anne Rowlands, Supervisor of Reading/English, Grand Rapids Public Schools

University Supervisor:  Dr. Lawrence Schlack, Western Michigan University

Major Focus of Experience:  Coordinate an elementary summer school program for Grand Rapids Public Schools

Duration:  Eight weeks commencing Monday, June 18

Rationale

One of the more serious problems of a large metropolitan area in the summer is how to deal constructively with the teenage youth who are not quite old enough to find summer employment. To help rectify this problem the Job Placement Training Act (JPTA) has provided opportunities for 14- and 15-year-old disadvantaged youths to work and earn money in the summer months. One of the programs JPTA has received monies for is a tutorial summer school program. My internship will involve coordination of this program.

Specifically, this program is an academic tutoring program for elementary students Grades 1 through 4. The tutors are 14- and 15-year-old students from economically deprived homes who have proven academic excellence in the areas of reading and math. All the tutors will be supervised and trained by certified teaching personnel.
The tutoring program will take place at four different elementary buildings within the Grand Rapids School System. Each site will have two staff members from the Grand Rapids Public Schools as supervisory personnel. Spread among the four sites will be about 75 tutors and 150 elementary students. Each tutor will be responsible for the progress of two elementary students in the areas of reading and math. The supervisory personnel will be responsible for the training of the tutors and the proper follow-through of tutors with their individual students.

The tutors will use the Grand Rapids Academic Summer Program (GRASP) as the basis for their instruction. This program is designed to help students review and maintain the skills they have learned during the past school year.

My responsibility is to oversee this process and make sure the day to day program is run smoothly. Some of the tasks I will be responsible for are as follows:

1. Payroll for supervisory staff.
2. Acquisition of Substitute Teachers when necessary.
3. Acquisition of materials for program.
4. Preparing final program for summer school.
5. Making sure lessons are accomplished and turned in on time.
6. Final report of program.
7. Staff meetings of supervisory personnel.
8. Preparation of in-service for staff personnel.
9. Provide supervision of emergency situations during school hours.
Objectives

Conceptual

1. To review the results of the students using GRASP at the work site.

2. To analyze data and determine whether the JPTA Program is beneficial for the students in Grand Rapids Public Schools.

3. To make an analysis of the students' success in GRASP in the JPTA Program.

4. To acquire knowledge to further the continuing success of the JPTA Program.

Human

1. To become familiar with different teaching styles of supervisory staff.

2. To analyze whether the JPTA Program accomplishes its objectives.

3. To decipher whether the JPTA Program was beneficial to students.

Technical

1. To develop appropriate evaluation forms to gather information needed to analyze program.

2. To develop accurate system to determine academic gain of students.

3. To develop appropriate tool for students to chart their summer school progress.

Experiences and Contacts

Conceptual

1. The intern will examine and analyze returned data from work site.
2. The intern will **compile** and **tabulate** final academic results of students in tutoring program.

3. The intern will **acquire** computer results of students in tutoring program.

4. The intern will **request** written evaluations from supervisory staff.

**Human**

1. The intern will **observe** teacher supervisors in action.

2. The intern will **request** tutors to fill out evaluation form.

3. The intern will **observe** and **talk** with students during instruction time.

**Technical**

1. The intern will **prepare** forms acquiring the advice of Betty Anne Rowlands and William Oosse.

2. The intern will **discuss** with William Oosse the appropriate procedure for acquiring this information.

3. The intern will **examine** variety of structures to visually represent progress of students.

**Terminal Skills**

**Conceptual**

1. The intern will be able to **determine** the academic benefits of the tutoring program.

2. The intern will be able to **report** the actual success rate of students in tutoring program.

3. The intern will be able to **observe** academic achievements of students in JPTA Program.

4. The intern will be able to **compile** recommendations for future JPTA tutorial programs.
**Human**

1. The intern will be able to describe the best techniques for training teenagers to tutor elementary students.

2. The intern will be able to collate information for JPTA and Grand Rapids Public Schools.

3. The intern will be able to consolidate in written form opinions of students.

**Technical**

1. The intern will be able to gather information needed for comprehensive report on tutoring program.

2. The intern will be able to prepare a comprehensive report on the academic gain of the students.

3. The intern will be able to develop charts for students to keep track of their summer school accomplishments.
CHAPTER II

LOG OF EXPERIENCES

Monday, June 18, 1984

Time: 2 hours

I met with Bill Oosse, Supervisor of Math and Science. Bill is in charge of the Grand Rapids Academic Summer Program (GRASP). The GRASP materials were used as the curriculum for the Job Placement Training Act/Grand Rapids Public School (JPTA/GRPS) summer school program which I supervised. We discussed the process we were going to use for the summer.

Tuesday, June 19, 1984

Time: 6 hours

I met with Betty Anne Rowlands, Supervisor of English and Reading for the Grand Rapids Public Schools to discuss final details of the proceedings of the initial staff meeting for the summer program.

After our session I had to sort and tabulate supplies for each of the four sites.

Monday, June 21, 1984

Time: 8 hours

I had the initial staff meeting with teacher and aides. One of
the aides showed up to quit because she had found another job. She brought someone else to take her place. It took numerous phone calls to central administrative offices to sort out this personnel problem. We finally found a school secretary to work as an instructional aide for the summer at the last minute.

I ended the day by sorting and getting the GRASP materials ready for the incoming summer school students.

Tuesday, June 22, 1984

Time: 8 hours

I visited all four sites of the summer school program. Two sites had problems with the facilities. We called building administrators and worked with building maintenance people to find and clean new rooms for the summer school sessions.

I gathered materials and equipment which teachers requested on my rounds.

Monday, June 25, 1984

Time: 8½ hours

Today is the first day of summer school with tutors and students. One of the sites (the same one which was assigned the secretary as the instructional aide) also had an instructor who was new to the program. This was only the beginning of my problems, for students showed up who were not enrolled and only three tutors were at the site. I spent most of my day there working with the teacher,
tutors, students, and parents on a wide variety of organizational problems. I finished there and visited the other three sites to acquire student and tutor population head counts.

Tuesday, June 26, 1984

Time: 8 hours

The aides came in to correct completed lessons. We set up a procedure and system for tabulating scores of lessons for the students.

I prepared materials for the staff meeting, and we had a staff meeting all afternoon to discuss problems and concerns about the beginning of summer school.

Thursday, June 28, 1984

Time: 9½ hours

I worked at a site where the instructor had to be absent for the morning.

I telephoned parents of children who were on the waiting list to attend summer school.

I worked on bringing expenditures for summer school up to date.

Friday, June 29, 1984

Time: 8½ hours

I supervised correcting and recording of GRASP modules.
I substituted for a staff member who attended a funeral.

I organized paper work for return of the unused curriculum materials.

Monday, July 2, 1984

Time: 7 hours

I supervised correction of GRASP modules.

We developed consistent marking procedures for grading GRASP modules.

I continued working on the return order for the unused curriculum materials.

Tuesday, July 3, 1984

Time: 8 hours

I developed a Summer School Fun Certificate for all students who would meet attendance and academic qualifications successfully this summer.

I developed an evaluation form for tutors.

I supervised correction of GRASP modules for one of the sites.

I finished forms for returning unused curriculum materials.

I returned unused GRASP materials to the GRASP office.

Thursday, July 5, 1984

Time: 8 hours

I supervised correction of GRASP modules.
I wrote evaluations for teachers and aides and for elementary students for the last week of school.

I wrote a memo to staff concerning activities for the fourth week of school.

Friday, July 6, 1984

Time: 8 hours

I substituted for a teacher who was ill.
I calculated payroll for staff.
I supervised correction of GRASP modules.
I worked on GRASP order for Bill Oosse.

Monday, July 9, 1984

Time: 6 hours

I supervised correction and tabulation of GRASP modules.
I completed student and teacher evaluation forms.

Tuesday, July 10, 1984

Time: 8½ hours

This was a chaotic day. The first problem of the day concerned one of our tutors. While he was riding to the summer school site on his bike, a car forced him off the road. He was not hurt badly but was terribly upset. We reported the incident to the police and to his supervisor. It took most of the morning to calm the staff members involved.
Our next case concerned a little girl who fell off a swing at another site. We followed up this incident with a written accident report and a phone call to her parents.

I supervised correction of GRASP modules.

I handed in payroll.

I finished the student certificate for attending summer school.

I finalized the draft of the tutor certificate for participation in the program.

I purchased materials needed for staff at the sites.

I acquired a certificate bond for the tutor certificates.

I notified staff members of a staff meeting.

I talked at great length with Betty Anne Rowlands on other aspects of her role as Supervisor of English and Reading.

Wednesday, July 11, 1984

Time: 8 hours

I planned and discussed a staff meeting for tomorrow with Betty Anne.

I supervised correction of GRASP modules.

I picked up extra GRASP materials and delivered them to the sites.

I completed evaluations for the teachers, aides, and students and took them to Repro to be duplicated.
Thursday, July 12, 1984

Time: 8 hours

I shopped for refreshments for the staff meeting.
I worked on payroll.
I wrote the agenda for the staff meeting.
I supervised scoring of GRASP modules.
I priced ice cream for the last day of school.
I chaired the staff meeting.

Friday, July 13, 1984

Time: 8½ hours

I supervised scoring of GRASP modules.
I worked on payroll.
I selected and picked up films for the last week of school.
I developed a film schedule.

Monday, July 16, 1984

Time: 5 hours

I supervised scoring of GRASP modules.

Tuesday, July 17, 1984

Time: 7 hours

I supervised scoring of GRASP modules.
I ordered certificates for students who completed all ten GRASP modules successfully.

Wednesday, July 18, 1984

Time: 8\% hours

I supervised correction of GRASP modules.
I finalized all grades for students.
I figured out who got awards for completion of GRASP.
I helped a graduate student with a term paper, using reference materials at Reading Services.

Thursday, July 19, 1984

Time: 8\% hours

I picked up frisbees.
I turned in payroll.
I delivered frisbees.
I substituted for an absent instructor.
I discussed with Betty Anne the types of reports she would like to see prepared to evaluate the 1984 Summer School Program.

Friday, July 20, 1984

Time: 8 hours

I bought and delivered ice cream to the four summer school sites.
The instructors returned summer school supplies to Reading Services. I was in charge of checking things off as they were returned.

I met with the supervisor of tutors and discussed changes necessary for the selection of tutors for next year.

Tuesday, July 24, 1984

Time: 3½ hours

I tabulated teacher evaluations.

I interviewed for a position on the Curriculum Committee.

Wednesday, July 25, 1984

Time: 8 hours

I met with Bill Cosse to discuss GRASP reports.

I tabulated tutor evaluations.

I packaged and stored materials not used during summer school.

Thursday, July 26, 1984

Time: 3 hours

I began to tabulate student evaluations.

Friday, July 27, 1984

Time: 6 hours

I was appointed to the Curriculum Committee. The Curriculum Committee was developed to select materials to be used in a program
Grand Rapids Public Schools would pilot in the fall of 1984. The program would be entitled "the Excel Program." The Excel Program was scheduled to have two types of transition rooms. One was between first and second grade and the other was between third and fourth grade. The students who were assigned to these rooms were children who just needed an extra year. They were not learning disabled or slow learners, but students who needed more time on task.

Our first meeting was today. We layed out timelines and the tasks to be accomplished within these parameters.

I worked further on student evaluations.

I made phone calls to get necessary information for the Curriculum Committee.

Sunday, July 29, 1984

Time: 3 hours

I finished tabulating student evaluations.

I worked on GRASP reports.

I prepared for tomorrow's Curriculum Committee meeting.

Monday, July 30, 1984

Time: 8 hours

The Curriculum Committee met, and we discussed and developed lists of tasks we thought students should learn in each of the transition rooms. We established the fact that we would concentrate our efforts in the academic areas of reading, math, and language.
I finished student evaluations.
I continued working on GRASP reports.

Tuesday, July 31, 1984

Time: 6 hours

The Curriculum Committee met, and we decided to separate into subject area task groups to expedite our tasks. We continued looking at each of our disciplines and delineating the items that should be taught in the Excel rooms and the process by which they should be taught.

I continued with GRASP reports.

Wednesday, August 1, 1984

Time: 7½ hours

The Curriculum Committee met, and we shared information gathered in our small groups. We then began to look at instructional materials we thought would satisfy our academic needs.

I worked on GRASP reports.

Thursday, August 2, 1984

Time: 8 hours

The Curriculum Committee met, and we had a presentation of a reading program called "Metra." After the educational consultant who presented the Metra Reading Program left, we further previewed
the Metra materials to see if all the components ran smoothly togeth-
er and satisfied our academic needs.

I continued working on GRASP reports.

Friday, August 3, 1984

Time: 8 hours

The Curriculum Committee met, and we continued to preview the
Metra Reading Program.

I finished GRASP reports.

I began to write a narrative report on the JPTA/GRPS Summer
School Program.

Monday, August 6, 1984

Time: 8 hours

The Curriculum Committee met, and we heard a presentation by
the Testing and Evaluation Department on how the Excel Program would
be assessed. After the presentation we continued to preview the
Metra Reading Program.

Tuesday, August 7, 1984

Time: 4 hours

The Curriculum Committee met, and we heard a presentation on
Math Their Way by a teacher who was using it in her room. We started
to develop a scope and sequence for the Metra Reading Program.
I made several phone calls for the Committee to get information on reproducing material we developed, on copyright dates, and on material we wanted to preview.

Wednesday, August 8, 1984

Time: 7 hours

The Reading Subcommittee met, and we started to look at comprehension materials to supplement Metra. Metra is an excellent auditory phonics program, but it is extremely weak in the area of comprehension. Therefore, supplementary materials had to be previewed for purchase.

Thursday, August 9, 1984

Time: 5¾ hours

The Curriculum Committee met to hear a consultant from American Guidance Service present language and math materials.

I met with Betty Anne and discussed reports on the Summer School Program.

Friday, August 10, 1984

Time: 5 hours

The Reading Subcommittee met, and we wrote the purchase orders for the materials we needed for the fall. We started to develop a list of items necessary for the in-service for incoming Excel instructional staff.
Monday, August 13, 1984

Time: 7 hours

The Reading Subcommittee met with Betty Anne to defend the multitudinous reading materials for which we had written purchase orders.

I called and purchased as much of the material as I could over the phone.

I presented GRASP reports to Bill Oosse.

I finalized the cover report for the Summer School Program.
CHAPTER III

EVALUATION

Self

I learned a great deal about myself during my administrative internship. My strengths were demonstrated by my ability to be organized and precise in my coordination of the summer school program. My ability to be tolerant, flexible, and open-minded made my relationship with staff run smoothly.

I found myself actually using some of the knowledge I had acquired in psychology. I learned while working with staff members that there are times when adults act like children or need a parent figure to confide in.

I had the hardest time understanding why one of the staff members was constantly demonstrating her child element with me and her adult element with my field supervisor. After a lengthy discussion with my supervisor, I realized that this particular staff member was having a difficult time dealing with the idea that she had to report directly to me. She had always seen me as a peer and was angry and jealous when she had to deal with me in another capacity. While dealing with these emotions, she was in her child element. I felt I handled this situation well during the course of the summer school session even though it provided me with more than a few frustrations.
I found the role of supervisor political and dramatic. I had to know when to exercise my authority, when to be subordinate, and when to be simply noncommittal. In all these situations some pre-planning was necessary to assess the egos of the other parties involved. Almost consistently I had to be aware of my role and status within a given situation.

James MacGregor Burns (1979), author of a number of books about political leaders, suggests in an interview in Educational Leadership that leaders create leaders.

There is evidence from humanistic psychology that leaders can have a dynamic impact on people. Therefore supervisors can produce leaders among teachers if the supervisors themselves act like leaders. This statement brought back to mind an incident that occurred during my internship.

I had a very capable instructor who was new to the summer school program. I knew she had demonstrated leadership ability on several prior occasions. She had more problems than any other instructor in organizing her site. I had to spend considerable time at the site, but I always cautioned myself to let her lead the way. I found my main purpose for being available was to provide someone with whom she could discuss various issues. It took a while, but she finally was able to work independently with a great deal of success. This was my most successful experience dealing with staff, and I felt very good about it.

VanDoren (1979) suggested some qualities to look for in a potential leader:

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1. Independence of thought. The ability to think for one's self.
2. They may have original ideas which benefit their departments or companies.
3. They are not constantly pestering those above them for advice and guidance.
4. They produce answers as well as questions.
5. They work well under pressure and can get the job done without outside help.
6. They can be trusted to work in their manager's absence.
7. They will stand up for ideas that they believe in.
8. They will put their judgement on the line and be willing to be judged by results.
9. They realize the importance of cooperation, even when they have to back down on pet ideas. (pp. 8-9).

These qualities are a constant reminder to me of how to demonstrate my potential as an educational leader.

Supervisors

Diana capably performed the duties of coordinator of the program. She was responsive to the needs of students, aides, and teachers, as well as to the varied requirements of JPTA, the Reading Department, and the GRASP program. She demonstrated excellent organizational and decision making skills. She experienced some frustration with staff, but was able to further develop her awareness of adult needs and consequent behaviors.
In summary, Diana has demonstrated fine skills and success as an educational leader.
Name ____________  Summer ____________

Reading
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Math
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

My Finished  GRASP Lessons
Directions: Read to the student. Help the student fill in the evaluation for by spelling the words he/she needs.

1. Did you like summer school?

2. Did you learn something new this summer?

3. Did you like your tutor?

4. Did you like your teachers?

5. What was the hardest part of summer school?

6. What was the easiest part of summer school?

7. What will you miss about summer school?

8. What was fun at summer school?

9. Will you come to summer school next year?

10. If you could change something about summer school, what would you change?

11. Draw a picture on the back about what you want to remember about summer school. Have your tutor write a title for it.

Student's Name

Tutor's Name

School
### J.P.T.A. - G.R.P.S. SUMMER READING PROGRAM

**July, 1984**

**Tutor Evaluation**

| Name: ___________________________ | Center: ___________________________ |
| Date: ___________________________ |

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<td>1. I'm glad that I was a tutor in this program.</td>
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<td>2. I helped the children learn more about reading and writing.</td>
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<td>3. I liked being responsible for planning the activities for my students.</td>
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<td>4. I was helped by the teachers when I asked for help.</td>
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<td>5. I learned some new ideas that I can use in school.</td>
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<td>7. I would like to tutor again next summer.</td>
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Please respond to the open-ended statements as honestly as possible. Your ideas are important in the evaluation of this program!

1. If I could make any changes in this program, I would: ___________________________

2. The part of the program that I think could have been better is: ___________________________

3. The part of the program that I think is the best is: ___________________________

---

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1. If I could make changes in the program, I would:

________________________________________________________________________
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________________________________________________________________________

2. The part of the program I think could have been better is:

________________________________________________________________________
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3. The part of the program I think went the smoothest was:

________________________________________________________________________
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4. List four or five things that worked for you this summer:

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### Simple 10H Kit

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### Completion Rates UPTA/GRPS Summer School Modules Completed

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### Completion Rates UPTA/GRPS Summer School Reading Modules Completed

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**Completion Rates for JPTA/GRASP Summer School**

% Math Modules Completed

**Completion Rates for JPTA/GRASP Summer School**

% Reading Modules Completed
# DEMOGRAPHIC REPORT OF NUMBER OF MODULES COMPLETED PER GRADE

for Henry Summer School 1964

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The Grand Rapids Public Schools provided a summer school program from June 25, 1984 to July 20, 1984 with funds provided by the Job Placement Training Act (JPTA). Alexander, Henry, Madison, and Sigsbee Schools were selected as sites for the program on the bases of academic need.

Each site had as supervisory staff, one certified instructor and an instructional aide. It was the responsibility of the supervisory staff to in-service the tutors on the academic program, and supervise and interact with students and tutors during the school day.

The tutors were fourteen and fifteen year old students who had applied for summer employment and met the academic standards identified as being needed to tutor in the program. The tutors were responsible for monitoring the academic progress of the students assigned to them.

The students were selected from the student population of each individual school. Each child was identified because he/she would benefit academically from an extra month in school. Each child was responsible for completing ten lessons in math and in reading provided by the Grand Rapids Academic Summer Program (GRASP) and any ad-
ditional work provided by the instructional staff.

The summer school was four weeks in length. The supervisory staff worked 5\(\frac{1}{2}\) hours a day, tutors worked 5 hours a day, and the students attended 2\(\frac{1}{2}\) hours a day.

Outside of the supervisory staff there was a coordinator who supervised the scoring of the GRASP materials and attended to the day-to-day needs of the four sites.

The tutors were assigned a coordinator from the Youth Employment Office. He was a secondary counselor, who was invaluable to the process. He visited each site daily and helped the supervisory staff when there were concerns, about the responsibilities of the JPTA employees.

Attached are the tabulated summer school evaluations from:

1. The total supervisory staff.
2. Tutors from each site.
3. Students from each site.

Following the evaluations there are a series of reports on GRASP:

1. Two reports demonstrate the completion rates for each school in math and reading.
2. Four reports give the grade level material each student was issued and the number of modules completed in reading and math for each site.
3. There are four demographic reports demonstrating the number of students in each grade, and the number of modules they completed per site.
BIBLIOGRAPHY

