A Report of an Internship with the Albion Public Schools Albion, Michigan

Anthony L. DeRose

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A REPORT OF AN INTERNSHIP
WITH THE ALBION PUBLIC SCHOOLS
ALBION, MICHIGAN

by

Anthony L. DeRose

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
December 1984

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A REPORT OF AN INTERNSHIP 
WITH THE ALBION PUBLIC SCHOOLS 
ALBION, MICHIGAN 

Anthony L. DeRose, Ed.S. 
Western Michigan University, 1984 

This report is a summary of a six-week internship in the Albion Public Schools during the summer of 1984. 

The objective of this internship was to introduce the intern to the roles, responsibilities, and duties of the position of Assistant Superintendent and to provide for a general understanding of the operations of the central office administration. 

The six-week experience included extensive opportunities to observe and participate in a variety of valuable activities. A considerable amount of time was spent in the development of a new professional staff evaluation and goal-setting system, interviewing and hiring new teaching staff, completing Title I reports, and gathering information for negotiations with bus drivers and cafeteria personnel. 

The internship included numerous opportunities to "shadow" the administrative staff in its day-to-day activities thus assuring a truly unique learning experience.
ACKNOWLEDGEMENTS

I want to thank the people who provided me with support, direction, and encouragement through the course of my Specialist Program in Educational Leadership.

I wish to thank Dr. Larry Schlack, my advisor, and Dr. Dave Cowden, both of whom provided, through their excellent instruction and caring personalities, a special meaningfulness to my coursework and experience at Western Michigan University.

I wish to express my sincere appreciation to Sue Chambers, Assistant Superintendent of the Albion Public Schools, for not only providing me with a very practical and enlightening internship, but also for sharing her warmth and enthusiasm. Thanks to Dr. Michael Bitar, Superintendent of the Albion Public Schools, who so graciously opened the doors of his school system to me.

I want to give a special thanks to Cindy Mizikar, secretary, Department of Educational Leadership, and to Helen Smith, my secretary, for expediting all the tedious tasks and smoothing out all the rough spots.

Finally, I'm especially grateful to my wife, Harriett, for her understanding and patience during the long months of my coursework and study.

Anthony L. DeRose
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INTRODUCTION

My goal in creating a meaningful internship was to allow me an opportunity to gain experience in central office administration in the K-12 public education sector, particularly in the area of personnel.

On the advice of my advisor, Dr. Larry Schlack, I contacted Dr. Michael Bitar, Superintendent of the Albion Public Schools, who offered me an opportunity to work with his Assistant Superintendent, Sue Chambers. Later, during our first visit, Sue discussed several tentative projects with me. I was particularly interested in one major task, the administration's desire to rewrite and update the professional staff evaluation system and establish a goal-setting component to complement it. Once completed it would be necessary to "sell" the new system to the building administrators and later to representatives of the teachers' union. If interested, this project would be the major focus of my internship. I found the challenge irresistible, and I accepted the assignment enthusiastically.

Throughout my six week internship, I was given countless opportunities to work with and interact with various members of the Albion Public Schools professional staff. My experience was a very rewarding one, and it satisfied my every expectation.
Thursday, June 7, 1984

I met with Sue Chambers, Assistant Superintendent, Albion Public Schools, to discuss the scope of my internship. We agreed upon some major areas of concentration including: update of the staff evaluation system and development of a goal-setting program, completion of Title I reports, data gathering for negotiations with bus drivers and food service personnel, and a direct involvement in interviewing and hiring professional staff. If time permitted, we would work on review of curriculum guides.

I was particularly enthused about working on the staff evaluation and goal-setting material as this has been one of my areas of interest for some time. It was decided that I would focus my attention on this area in particular and work in the other areas as time permitted.

Finally we decided that each day for the next six weeks, in order to complete the required 240 contact hours, my work day would extend from 8:00 A.M. until 4:30 P.M. Additionally, I would have the opportunity to attend at least two meetings of the Board of Education and, later in August, a three day workshop on the subject of instructional supervision.

Week #1

Monday, June 25, 1984

I spent most of the morning being introduced to Mike Bitar, Superintendent of the Albion Schools, Jerry Smith, Business Manager, and most of the members of the main office and business office staff.
During the afternoon I met with Sue Chambers and discussed some of the concerns the staff had regarding the old evaluation form.

Tuesday, June 26, 1984

Most of Tuesday was spent reviewing the old evaluation form with the Superintendent and Assistant Superintendent and discussing guidelines for the new evaluation form. This gave me a "feel" for what parameters they were setting for the new form.

Wednesday, June 27, 1984

Most of the day was spent reviewing publications and materials containing information and guidelines on various types of evaluation systems.

Thursday, June 28, 1984

The day was spent writing sample statements for the updated evaluation form. I attempted to maintain those parts of the old form that had been identified as acceptable, while beginning to fill the gap in the areas that were weak.

Friday, June 29, 1984

I met with Sue Chambers to review some of the statements I had written to see if I was on the right track. She approved of my initial work and suggested that I continue to develop the form along the proposed guidelines.

Week #2

Monday, July 2, 1984
During the morning I continued writing sample statements for the evaluation form. I also continued researching other evaluation systems. I wrote a letter to area school districts requesting information from them regarding the financial portion of their contract with their bus drivers and food service personnel. I also developed an accompanying form upon which to place the information as we received it.

Tuesday, July 3, 1984

Most of the day was spent working on sample statements for the evaluation form. In the afternoon Sue Chambers and I worked on gathering information for the district's Title I report.

Thursday, July 5, 1984

During the morning Sue Chambers and I interviewed a candidate for a secretarial position open at the Junior High School. Later we reviewed the "politics" of the position and discussed some of the other candidates we would be interviewing. The afternoon was spent working on the Title I report. This was a tedious job involving a lot of paper shuffling.

Friday, July 6, 1984

We interviewed two more candidates for the secretarial position. The rest of the day was spent working on the evaluation form.

Week #3

Monday, July 9, 1984

I met with the Assistant Superintendent and the Junior High School Principal to discuss the candidates for the secretarial posi-
tion. The Principal had also interviewed each of the candidates and expressed his preference.

During the afternoon I met with the Superintendent and Assistant Superintendent to update them on my progress with the evaluation form. They expressed satisfaction with my work, made a few suggestions, and directed me to continue.

Tuesday, July 10, 1984

Today afforded me a nice change of pace. I spent most of the day touring the Junior High School and the Elementary Schools with the Superintendent and Business Manager to check on the progress of the summer maintenance and repair schedule. It was very informative to see how the Superintendent operated and how he and the other members of his staff interacted.

Wednesday, July 11, 1984

During the morning I had an extensive meeting with the Assistant Superintendent and High School and Junior High School Principals to familiarize them with the first draft of the evaluation/goal-setting form. They expressed general approval of the form but identified several minor areas of concern and requested some changes.

I had a meeting with Jim Craig, Director of the Computer Education Program for the district. This is a new position for the district, and we spent considerable time discussing his goals for the new year.

Thursday, July 12, 1984

In the morning the Assistant Superintendent and I reviewed the
recommended changes on the evaluation/goal-setting form. We also spent some time discussing the Superintendent's decision on the secretarial position.

In the afternoon we traveled to Lansing for a lengthy meeting with Henry Smith, Title I Consultant for the Michigan Department of Education.

During the evening I attended a special meeting of the Albion Board of Education. The Board developed a format for the consideration, review, and selection of a new Board member to replace one who had resigned.

**Friday, July 13, 1984**

I spent most of the morning reviewing and rewriting the evaluation/goal-setting form and preparing it for retyping.

Later I started an initial reading of several applications for two special education teacher positions open at the Elementary and Junior High School.

In the afternoon I discussed the implications of a recent arbitration decision on seniority with the Superintendent and Assistant Superintendent. Later I had an opportunity to read the text of the arbitrator's decision.

**Week #4**

**Monday, July 16, 1984**

Today the Assistant Superintendent and I interviewed two candidates for the position of teacher of the emotionally impaired for the district. Both candidates were excellent, and we suspected that the
selection process might prove to be a challenging one.

Later I spent time reviewing materials for a civil rights investiga­tigative hearing scheduled for Wednesday and Thursday in the district. An employee in the business office had filed a discrimination suit against the district.

Tuesday, July 17, 1984

In the morning I reviewed several new applications for the teacher of the emotionally impaired. It was decided that we would interview approximately 10-12 candidates. Later I prepared a letter to send to surrounding districts, requesting information on substitute teacher pay. I also spent some time reviewing the most recent draft of the evaluation form in anticipation of meeting with the Superin­tendent on July 18. This would be our final review prior to meeting with representatives of the teaching staff.

On Tuesday evening I attended a Board of Education meeting at which a new Board member was chosen.

Wednesday, July 18, 1984

In the morning I met with the Superintendent and Assistant Superintendent to review and discuss the most recent draft of the evaluation/goal-setting form. Some minor corrections were made, and we decided we were ready to present it to the teaching staff for their review and reaction.

During the afternoon I sat in on a meeting with two representa­tives of the Civil Rights Commission, the Assistant Superintendent and the Business Manager. The meeting lasted almost three hours, and
several alleged incidents of discrimination involving the school district and a specific employee were discussed in detail.

Later in the day I worked on a procedural format to be used by the district's principals when using the new evaluation form with the teaching staff.

**Thursday, July 19, 1984**

The morning was spent meeting with the Civil Rights representatives, the Superintendent, Assistant Superintendent and Business Manager. Additional testimony was taken from everyone present. I also attended an administrative staff meeting with the Superintendent, Assistant Superintendent, and Business Manager. A number of general items were discussed as well as the implications of the Civil Rights investigation.

In the afternoon Sue and I interviewed two more candidates for the E.I. teaching position.

**Friday, July 20, 1984**

This morning we discovered that in addition to the E.I. position we also needed a teacher of the learning disabled. I spent some time reviewing old applications and contacting college placement offices for candidate information. Later I called some applicants and set up interviews.

The afternoon was spent continuing to develop a procedure for use by principals in working with staff to set annual goals and objectives.

The day ended with a lengthy building inspection of the High
School with the Superintendent.

Week #5

Monday, July 23, 1984

In the morning I drafted a letter to the teaching staff outlining the purpose and value of the proposed evaluation/goal-setting form. This letter will eventually be sent to the staff at the beginning of the school year.

The afternoon was spent reviewing candidate credentials for the E.I. and L.D. positions and setting up interview appointments for both.

Both the Superintendent and Assistant Superintendent are on vacation this week.

Tuesday, July 24, 1984

I spent most of the day working on administrative guidelines for use with the staff when using the evaluation form. I also spent considerable time reviewing information on the guidance program for the Albion schools.

Wednesday, July 25, 1984

Most of the day was spent writing recommendations for improvement of the Albion Public Schools' Guidance Program. I also spent some time reviewing more credentials of candidates for both the E.I. and L.D. positions.

Thursday, July 26, 1984

I spent the entire day reviewing, collating, and charting information we received from area school districts on cafeteria workers'
and bus drivers' pay and benefits.

Friday, July 27, 1984

Most of today was spent charting information received from area school districts regarding substitute teacher pay.

I spent some time checking over the newly retyped draft of the evaluation form. Final corrections were made and returned to the secretary.

Week #6

Monday, July 30, 1984

With the return of the Assistant Superintendent from vacation, the office was again in full swing. In the morning we interviewed three additional candidates for the E.I. teaching position.

During the afternoon the Assistant Superintendent and I reviewed the materials on which I had been working the previous week.

Tuesday, July 31, 1984

In the morning I met with the Assistant Superintendent, and we carefully reviewed the entire evaluation form in preparation for Wednesday's meeting with teachers and administrators. We attempted to anticipate all questions and objections which might arise in regard to the form. We decided that Sue would actually run the meeting, and that I would serve as back-up as particular questions arose.

In the afternoon we interviewed two additional candidates for the E.I. and L.D. teaching positions.

Wednesday, August 1, 1984
Having completed the first round of interviews for the E.I. and L.D. positions, the Assistant Superintendent and I spent most of the morning reviewing our impressions of the candidates and selecting those we would invite for a second interview.

The remainder of the day was spent in a lengthy meeting with representatives of the teacher association and administrators, reviewing the evaluation/goal-setting form. Many objections and concerns were raised. Much of the discussion centered around the whole question of trust as it related to teacher/administrator interaction. Many fears voiced about the form were more philosophical than substantive. Additional changes were recommended by the teachers.

Thursday, August 2, 1984

During the morning the Assistant Superintendent and I reviewed the items discussed at yesterday's meeting with the teachers. We spent a considerable amount of time talking about the "politics" at work between teaching staff and administration. We made some minor changes in the form, based on some of the objections raised by the teachers. At this point I prepared the form for final typing and printing.

I spent some time with the Business Manager touring the High School athletic facilities to check on the progress of work being done on the track and tennis courts.

During the afternoon, I had an extensive discussion with the Assistant Superintendent and Director of Computer Programming regarding the potential impact of the evaluation/goal-setting form on the
school district as a whole.

**Friday, August 3, 1984**

This morning I prepared a letter to be sent to those teacher candidates who had not been interviewed, and another to those candidates who had been interviewed, but who were not being asked to return for a second interview. I called the candidates we had interviewed once and made arrangements for a second interview or explained that they would not be asked for a second interview.

The afternoon was spent getting materials in order and reviewing the highlights of my internship with the Assistant Superintendent.

**August 13, 14, 15, 1984**

At the invitation of the Albion School District, the last three days were spent participating in an administrative workshop held at the Calhoun Intermediate School District office. This informative workshop, involving several area school districts, was patterned after the Madeline Hunter model on instructional supervision. I presume that I may have an opportunity to apply much of this material as I work with teachers in my own district.
SUMMARY

of

INTERNSHIP EXPERIENCE
SUMMARY OF INTERNSHIP EXPERIENCE

I was completely satisfied with my internship experience with Sue Chambers and the Albion Public School system. I am especially appreciative of the extent to which everyone made me feel a part of the system. My assignments were truly substantive in nature. They were useful and important, not just busy work. In addition, I was given the opportunity to witness, share, and be a part of the politics as well as the mechanics of the school system's decision-making procedures.

My experience served to clarify some things for me. One was the obvious importance of authority and its proper use in the process of successful goal-setting and achievement. Authority improperly used can be a much greater detriment to this process than the total lack of authority. Authority is incomplete without the addition of finesse. Webster defines finesse as "the ability to handle delicate and difficult situations skillfully and diplomatically." Authority alone may get the job done, but authority and finesse will get the job done plus cultivate an atmosphere of enthusiasm and cooperation conducive to future successes.

I recognized the importance of developing and maintaining a leadership team, where possible, which incorporates complementary personality and leadership styles. Such a team increases the opportunities for a staff to identify leaders to whom they can relate, thereby increasing productivity and work satisfaction and decreasing the risk of staff alienation and disassociation. If a team approach
is not possible, then it is particularly important that the educational leader clearly understand the concept of leadership style and his or her leadership style, and then adjust where necessary to meet the styles and needs of the staff.

Finally, my internship served to make the complexities and the demands of educational leadership abundantly clear and gave me additional insights into the positive and negative aspects of school administration.
APPENDIX A

INTERNSHIP PROSPECTUS
MAJOR INTERNSHIP PROSPECTUS

INTERN: Anthony L. DeRose
SPONSORING ORGANIZATION: Albion Public Schools
FIELD SUPERVISOR: Sue Chambers, Assistant Superintendent
UNIVERSITY SUPERVISOR: Dr. Larry Schlack
MAJOR FOCUS OF EXPERIENCE: The Roles and Responsibilities of an Assistant Superintendent
DURATION: Six Weeks - commencing June 25, 1984

RATIONALE:

Leadership is multi-faceted. It involves working with ideas and ideals. It is managing time and managing people. It is understanding and using power. It is expertise and experience. It is exciting; it is frustrating; it is rewarding. In order to fully appreciate the complexity of leadership, one must experience it. The purpose of this internship will be to work with a leader in the field of K-12 education in order to experience first hand the various nuances of leadership.
I. GOAL: Develop Leadership Skills

A. OBJECTIVES:
   1. Expand my knowledge and understanding of the role of a leader.
   2. Further develop my personal abilities in the areas of leadership and decision making.
   3. Learn to evaluate the personal styles of others.

B. PLAN:
   1. Attend meetings and observe the Assistant Superintendent as she works with the Superintendent, Building Principals, Teacher Leaders, Board of Education.
   2. Work directly with the Assistant Superintendent, Building Principals, and Teacher Leaders in updating a staff evaluation system, reviewing curriculum guides, and writing Title I reports.
   3. Collect information from area school districts for use in negotiations with Food Service personnel and bus drivers.
   4. Observe Assistant Superintendent and Superintendent when possible.

C. EVALUATION CRITERIA:
   1. Completion of evaluation system.
   2. Completion of curriculum review.
   3. Completion of Title I reports.
   4. Completion of assigned work on negotiations.
   5. Analysis and discussion of leadership techniques with the Assistant Superintendent.
II. **GOAL:** Develop Curriculum Skills

**A. OBJECTIVES:**

1. Recognize the specific educational needs of the school district.
2. Develop specific program/s to meet the school district's needs.

**B. PLAN:**

1. Work with staff in updating the professional staff evaluation system.
2. Work with Assistant Superintendent in writing Title I reports.
3. Work with staff in reviewing curriculum guides.
4. Observe Assistant Superintendent when possible.

**C. EVALUATION CRITERIA:**

1. Completion of assigned work in Title I reports.
2. Completion of assigned work on staff evaluation system.
3. Completion of assigned work in curriculum guides.
III. **GOAL:** Develop Communication Skills

A. **OBJECTIVES:**

1. Improve interaction skills.
2. Better understand group dynamics.

B. **PLAN:**

1. Work directly with Superintendent, Assistant Superintendent, Building Principals, and professional staff in updating the staff evaluation system.
2. Work with staff on curriculum.
3. Work with Assistant Superintendent on curriculum.
4. Work with Assistant Superintendent on Title I reports.
5. Observe Assistant Superintendent and Superintendent when possible.

C. **EVALUATION CRITERIA:**

1. Completion of assigned work.
2. Review of completed work with the Assistant Superintendent.
3. Evaluation of my communication skills by the Assistant Superintendent.
IV. GOAL: Develop Organizational Skills

A. OBJECTIVES:
   1. Improve use and budgeting of time.
   2. Recognize the skill and value of task delegation.
   3. Improve group dynamics skills.

B. PLAN:
   1. Schedule and meet with various staff regarding evaluation system, curriculum and Title I reports.
   2. Delegate tasks where appropriate.
   3. Observe Assistant Superintendent at work.

C. EVALUATION:
   1. Timely completion of assignments.
   2. Review of my work with staff by observation and input of the Assistant Superintendent.
APPENDIX B

CERTIFICATED EMPLOYEE EVALUATION
CERTIFICATED EMPLOYEE EVALUATION

NAME _____________________________________________ SCHOOL _____________________________
GRADE OR SUBJECT AREA ____________________________
(Secondary Level: Include all areas taught)

PRESENT CLASSIFICATION: (CIRCLE ONE)
1st Year 2nd Year 3rd Year Tenure
Probation Probation Probation

CLASSROOM VISITATION DATE/S: __________________________
AMOUNT OF TIME OBSERVED: __________________________

* STATEMENT OF PHILOSOPHY *

The Albion Public School System is committed to the philosophy that continued improvement in the quality of a teacher's classroom performance is a worthwhile goal.

This goal is best accomplished through an on-going process of evaluation involving teacher and building administrator.

This evaluation form is intended to serve as a format for this evaluation process as well as give the teacher and administrator direction for development of meaningful goals.

** CRITERIA **

The following key will be used:

1. Effective
2. Area of Concentration
3. Unsatisfactory
4. Not applicable or not observed
## INSTRUCTIONAL SKILLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom Control: (Teacher is always in charge - enforces rules consistently - disciplines appropriately)</td>
</tr>
<tr>
<td>2.</td>
<td>Lesson Preparation: (Presentation gives evidence of good planning - lesson interesting)</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching Methods and Materials: (Uses combination of materials, teacher made materials, lectures, discussions - students encouraged to participate)</td>
</tr>
<tr>
<td>4.</td>
<td>Speaking Skills: (Uses good grammar - can be heard - clear - language appropriate for students)</td>
</tr>
<tr>
<td>5.</td>
<td>Questioning Skills: (Involves all students - questions are challenging - geared to students' level of ability)</td>
</tr>
<tr>
<td>6.</td>
<td>Enthusiasm: (Evidence that teacher enjoys job - shows positive attitude)</td>
</tr>
<tr>
<td>7.</td>
<td>Room Atmosphere and Organization: (Orderly - neat functional - complements teaching and learning)</td>
</tr>
<tr>
<td>8.</td>
<td>Individualized Lessons: (Evidence that techniques are used to meet different learning styles of students - flexibility)</td>
</tr>
<tr>
<td>9.</td>
<td>Knowledge of Topic: (Knows subject being taught and can get it across to students)</td>
</tr>
<tr>
<td>10.</td>
<td>Classroom Rules: (Well defined - rules posted, available and/or reviewed with students)</td>
</tr>
<tr>
<td>11.</td>
<td>Record of Student Performance: (Evidence that teacher keeps up-to-date and accurate records on students - files - record books - charts)</td>
</tr>
<tr>
<td>12.</td>
<td>Management of Equipment and Materials: (Shows good care - use by students is controlled by teacher)</td>
</tr>
<tr>
<td>13.</td>
<td>Goals and Objectives: (Evidence that approved curriculum is being taught)</td>
</tr>
<tr>
<td>14.</td>
<td>Task Management: (Appropriate use of class time and time-on task)</td>
</tr>
</tbody>
</table>

**COMMENTS OR CLARIFICATION**
PROFESSIONAL SKILLS:

1. Professional Service Usage: (Makes use of Special Education Services - Vocational Center - community resources/agencies)

2. Reaction to Suggestions: (Open to and responds positively to recommendations)

3. Acceptance of Assignments: (Responds professionally to assigned classes and/or tasks)

4. Self Assessment: (Willing to assess own strengths and weaknesses)

5. Professional Growth: (Follows professional growth procedures - attends workshops and/or classes within subject area - Keeps up-to-date on professional information)

6. Adherence to School Policies: (Subscribes to board policies - administrative procedures - master agreement - student and teacher handbooks)

7. Paper Work: (Reports are timely and complete)

COMMENTS OR CLARIFICATION

PERSONAL QUALIFICATIONS

1. Professional Appearance and Dress: Appropriate to position and assignment

2. Professional Attitude: (Positive - enthusiastic - likes teaching and shows it)

3. Cooperation: (Works positively with principal, peers, students, parents)

4. Dependability: (Can be counted on to meet daily expectations)

5. Work Attendance: (Good attendance - punctual)

6. Time Management: (Time is used effectively - demonstrates good management of work day)

COMMENTS OR CLARIFICATION
1. Student/Teacher Relationship: (Students respect teacher - teacher is patient, helpful - likes kids - uses appropriate language)

2. Age Group Empathy: (Understands students' physical, emotional, social needs and problems)

3. Student Affinity: (Friendliness - understanding - warmth - sense of humor - admits mistakes)

4. Role Model Suitability: (A good example for students in language and personal habits - behavior distinct from students)

5. Teacher/Parent Communications: (Professionally conducted - honest - friendly - follow-up is timely and appropriate)

6. Parent/School Involvement: (Promotes good relations with parents - parents involved in learning situations)

7. Public Relations: (Demonstrates awareness and understanding of the importance of good community support)

8. Support of System: (Is aware of proper methods of airing concerns)

9. Peer Relationships: (Gets along well with other teachers)

10. Tolerance of Others: (Listens - expresses opposing viewpoints positively)

COMMENTS OR CLARIFICATION
RECOMMENDATIONS

1. This employee is effective and it is recommended that s/he be retained. We have discussed possible goals based upon this evaluation.

2. This employee's work is in need of improvement. I have recommended specific goals which are designed to bring about the necessary improvement. It is recommended that s/he be retained.

3. This employee's work is unsatisfactory and it is recommended that s/he not be retained.

Date __________________ Signature of Administrator

------------------------------------------------------------------------------------------------------------------

THIS REPORT HAS BEEN EXPLAINED TO ME

I UNDERSTAND THAT MY SIGNATURE DOES NOT NECESSARILY MEAN THAT I AM IN AGREEMENT WITH THIS EVALUATION.

Date __________________ Signature of Employee
ANNUAL GOALS GUIDELINES

Annual goals and objectives for each staff member will be developed by the teacher and building administrator and discussed in an individual conference. Modification may be made by mutual agreement during the school year.

Goals and objectives will be developed in any or all of the following areas. The examples given are designed to stimulate thinking and serve only as a guide to goal development.

A. INSTRUCTIONAL SKILLS: These goals should include classroom management and teaching skills improvement.

Examples –
Classroom techniques, reading instruction, discipline, etc.

B. PROFESSIONAL SKILLS: These goals should include the professional development of the teacher.

Examples –
Approved academic work, curriculum work, improved use of community resources/agencies, etc.

C. PERSONAL QUALIFICATIONS: These goals should include areas of personal development and improvement.

Examples – Time management workshops, exercise, diet, general health maintenance, self-improvement workshops, etc.

D. HUMAN RELATIONS SKILLS: These goals should include relationships with students, peers, administrators, parents and community.

Examples –
An active role in the PTO, class advisor, service clubs, workshops dealing with human relations, etc.

## A n n u a l G o a l s

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School</th>
<th>Meeting Date</th>
</tr>
</thead>
</table>

### A. Instructional Skills

1. Goal(s):

2. Objective/Plan:

### B. Professional Skills

1. Goal(s):

2. Objective/Plan:

### C. Personal Skills

1. Goal(s):

2. Objective/Plan:

### D. Human Relations

1. Goal(s):

2. Objective/Plan:

Teacher Signature

Administrator Signature
BIBLIOGRAPHY


