An Examination and Analysis of the Department of Special Education in the Muskegon Heights Public Schools

Doristine Louise Minott

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses

Part of the Educational Administration and Supervision Commons

Recommended Citation
Minott, Doristine Louise, "An Examination and Analysis of the Department of Special Education in the Muskegon Heights Public Schools" (1984). Master's Theses. 1527.
https://scholarworks.wmich.edu/masters_theses/1527
AN EXAMINATION AND ANALYSIS OF THE
DEPARTMENT OF SPECIAL EDUCATION IN
THE MUSKEGON HEIGHTS PUBLIC SCHOOLS

by

Doristine Louise Minott

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 1984
AN EXAMINATION AND ANALYSIS OF THE DEPARTMENT OF SPECIAL EDUCATION IN THE MUSKEGON HEIGHTS PUBLIC SCHOOLS

Doristine L. Minott, Ed.S.
Western Michigan University, 1984

This project was undertaken so that an in-depth view of the role of the director of special education and the Department of Special Education, Muskegon Heights Public Schools, could be observed. While there are many facets in the Department, much of the time was spent reviewing the Michigan Department of Education Administrative Manual for Special Education, working on administrative skills, and getting a feel for operating the Department.

It was determined that the Department is a very complex one indeed. Because policies change so often from the state level, it is often difficult to stay abreast of things. Therefore the director has the tremendous task of revising and updating the program. This leads to the ongoing job that allows for growth and change. It was further determined that it takes a very special person to become and do an effective job as director of special education.
ACKNOWLEDGEMENTS

Because so many persons extended their help during my internship, I would like to personally acknowledge them. First and foremost, I would like to thank my husband, Hector, and my family for their patience and understanding during this period. I would like to thank my advisor, Dr. Lawrence Schlack, for his advice and help. To Mr. John Egyed, Director of Special Education, Muskegon Heights Public Schools, I give a special thanks for sharing his time, knowledge, encouragement, and patience with me during my internship. To Darlinda Smith, secretary, whose smile greeted me daily and warmed my day, I give thanks. Without these people my internship would not have been possible.

Doristine Louise Minott
INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.

2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

University Microfilms International
300 N. Zeeb Road
Ann Arbor, MI 48106

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
MINOTT, DORISTINE LOUISE

AN EXAMINATION AND ANALYSIS OF THE DEPARTMENT OF SPECIAL EDUCATION IN THE MUSKEGON HEIGHTS PUBLIC SCHOOLS

WESTERN MICHIGAN UNIVERSITY

ED.S. 1984

University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106
PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark. 

1. Glossy photographs or pages ______
2. Colored illustrations, paper or print ______
3. Photographs with dark background ______
4. Illustrations are poor copy ______
5. Pages with black marks, not original copy ______
6. Print shows through as there is text on both sides of page ______
7. Indistinct, broken or small print on several pages ______
8. Print exceeds margin requirements ______
9. Tightly bound copy with print lost in spine ______
10. Computer printout pages with indistinct print ______
11. Page(s) 22 ______ lacking when material received, and not available from school or author.
12. Page(s) ______ seem to be missing in numbering only as text follows.
13. Two pages numbered _________. Text follows.
14. Curling and wrinkled pages ______
15. Other ____________________________________________________________

University Microfilms International

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
TABLE OF CONTENTS

ACKNOWLEDGEMENTS ............................................................ ii

Chapter

I. MAJOR INTERNSHIP PROSPECTUS .................................. 1
   Rationale ........................................................ 1
   Skills To Be Learned. ........................................... 2

II. REVIEW OF SELECTED MICHIGAN LITERATURE ON SPECIAL EDUCATION 4

III. LOG OF EXPERIENCES ................................................. 10

IV. EVALUATION ........................................................... 54
   Self ................................................................. 54
   Department of Special Education ............................... 54
   Internship .......................................................... 55

BIBLIOGRAPHY ................................................................. 57
CHAPTER I

MAJOR INTERNSHIP PROSPECTUS

Intern:  Doristine L. Minott

Duration:  17 weeks beginning January 4, 1984

Sponsoring Organization:  Muskegon Heights Public Schools

Field Supervisor:  Mr. John Egyed, Director of Special Education

University Supervisor:  Dr. Lawrence Schlack

Rationale

In order to become an effective leader, one must possess many different skills. These skills generally fall into three broad categories: organizational skills, management skills, and humanistic skills. Because it is my goal to become an effective educational leader, doing an internship can provide the opportunity to learn those skills necessary for the position I hope to attain. As director of special education, there are many skills that are pertinent only to that position. It is these skills I shall learn while doing the internship.

It is my intent to accomplish the following goals:

1. To become familiar with policies, rules, regulations mandated by the state department of education as they relate to special education.

2. To become familiar with the financial aspects of the department of special education.

3. To become familiar with all programs available to special education students.

The internship will be done on a daily basis spending three hours
with the director of special education. In addition, time will be spent in other areas outside of the district. This will allow me to become familiar with special education procedures in other districts.

Skills To Be Learned

Organizational

1. To develop programs for each area of special education
2. To know what the qualifications are for students being placed in a specific program
3. To know how to set up an Individual Educational Placement Committee meeting
4. To develop evaluative procedures for special education programs and staff
5. To prepare state forms for finance and special education programs
6. To develop inservice programs

Management

1. To act as a liaison between local and centralized programs
2. To act as a liaison between school district and community in areas where special education is a concern
3. To represent district at county and state affairs
4. To conduct an Individual Educational Placement Committee meeting
5. To reevaluate the eligibility of special education students and evaluate the eligibility of new students
6. To know and abide by the state rules of special education as closely as possible
7. To know sources and uses of funds of special education as regulated by state law. To report costs and apply for state aid to the local district
8. To comply with complaints from all levels in regards to special education programs, policies and procedures

9. To supervise and evaluate special education personnel and programs

10. To know how to conduct an interview and know what you're getting

Humanistic

1. To strengthen and capitalize upon the ability to work with people

2. To be able to motivate staff so as to gain maximum productivity

3. To provide guidance and help where needed

4. To act as a resource person for staff when needed
CHAPTER II

REVIEW OF SELECTED MICHIGAN LITERATURE ON SPECIAL EDUCATION

The State Constitution has provided the primary, initial legal base for special education in Michigan. Section 2, Article XIII of the Constitution specifies the concern for the plight of the handicapped. Cited in Trends in Special Education, Section 8 of the article states

Institutions, programs and services for the care, treatment, education or rehabilitation of these inhabitants who are physically, mentally or otherwise seriously handicapped shall always be fostered and supported.

The overall goal of the special education department, according to the State Board of Education is to ensure that each handicapped child in Michigan has the opportunity to develop into a self-sufficient and as contributing a member of his community as possible. Each child must be given the opportunity to develop his personal, social, and vocational skills to the fullest extent of his capabilities.

In 1975, the Congress of the United States passed P.L. 94-142, "The Education for All Handicapped Children Act" (Trends in Special Education, 1983, p. 2). It provides funds to states to:

1. assure that all handicapped children, age 9 through 25, have available free appropriate public education which emphasizes special education and related services to meet unique needs

2. assure the rights of handicapped children, their parents and/or guardians are protected

3. assure that states are assisted to provide education

4. assess and assure effectiveness of education efforts.

In order to receive federal funds each state must develop an annual
plan that includes policies and procedures to assure the following

a) available free appropriated public education
b) identification and provision of service to all handicapped children
c) adherence to defined priorities
d) development and review/revision of Individual Educational Placement's
e) establishment of procedural safeguards
f) appropriate expenditure of funds
g) maintenance of confidential records

Students with disabilities are educated and served under ten different categories. These categories are the mentally impaired, the emotionally impaired, the learning disabled, the hearing impaired, the visually impaired, the physically and otherwise health impaired, the severely multiply impaired, the speech and language impaired, and the autistic impaired.

In Michigan, the mentally impaired are further categorized into the educable mentally impaired, the trainable mentally impaired and the severely mentally impaired. Eligibility for any of these subcategories are as follows: a) results of comprehensive evaluation by a multidisciplinary evaluation team which includes a psychologist, b) not solely on behaviors relating to environment, culture or economic differences.

The emotionally impaired student is determined through manifestation of behavioral problems which affect the person's education to the extent that the person cannot profit from regular learning experiences without special education support. Characteristics of behaviors
may include the inability to build and keep interpersonal relationships, inappropriate types of behavior under normal conditions, and moods of unhappiness or depression. Included under the term "emotionally impaired" are persons who in addition to the above symptoms, exhibit maladaptive behaviors related to schizophrenia or similar disorders.

Those students who have been identified as learning disabled are those with a disorder in one or more of the basic psychological processes involved in understanding and using written and spoken language. This is manifested through the inability to listen, think, speak, read, write, spell or do mathematical calculations. Learning disability includes such conditions as brain injury, minimum brain dysfunction, dyslexia and aphasia.

The special education rules have established definite characteristics and specified parameters for the determination of hearing impaired: a) they shall be determined through manifestation of a hearing impairment which adversely affects educational performance, and b) based upon a comprehensive evaluation by a multidisciplinary evaluation team which shall include an audiologist and an otolaryngologist.

The visually impaired student is identified through the manifestations that affect educational performance and either a central visual acuity of 20/70 or less in the better eye after routine refractive correction or a peripheral field of vision restricted to not more than 20 degrees. The impairment is based on a thorough evaluation of a multidisciplinary team which includes an ophthalmologist or optometrist.

The physically and otherwise health impaired are determined by
manifestations of a physical or other health impairment which affects educational performance and which may require physical adaptations within the school environment. Students' eligibility will be determined by a comprehensive evaluation of a multidisciplinary evaluation team which includes an orthopedic surgeon, internist, neurologist, pediatrician, or osteopathic internist.

The severely multiply impaired students are those students who are identified as having multiple handicaps in the physical and cognitive domain, are unable to function within other special education programs which deal with a single handicap and develop at less than the expected rate for the age group in the cognitive, affective or psychomotor domains.

Speech and language impaired students are those students identified as having a) articulation impairments (omissions, substitutions, distortion of sounds), b) voice impairments (inappropriate pitch, loudness or voice quality), c) fluency impairment (abnormal rate of speaking, speech interruptions, repetition of sounds, words, phrases or sentences), d) phonological, morphological, syntactic, semantic or pragmatic use of aural/oral language impairments.

The preprimary impaired children are those children up to five years old who manifest an impairment in 1 or more areas of development equal to or greater than 1/2 of the expected development for the chronological age which cannot be corrected by medical or nutritional intervention. These impairments are determined by a multidisciplinary evaluation team.

Autistic impaired students are those who are identified before
30 months of age by the following characteristics: a) disturbance in the capacity to relate appropriately to people, events, and objects, b) absence disorder, or delay of language, speech or meaningful communication, c) unusual or inconsistent response to sensory stimuli, and d) insistence on sameness as shown by repetitive movements, abnormal preoccupation or resistance to change. Determination of the impairment shall be by a MET consisting of a psychologist or psychiatrist, teacher of speech and language impaired, and social worker.

The Michigan State Board of Education has adopted and amended a set of rules governing the Special Education Department (The Administrative Manual for Special Education, 1981, pp. i-iv). They are as follows:

- R.340.1701 Definitions
- R.340.1701a
- R.340.1701b
- R.340.1702 Definition of "Handicapped person"
- R.340.1703 Determination of severely mentally impaired
- R.340.1704 Determination of trainable mentally impaired
- R.340.1705 Determination of educable mentally impaired
- R.340.1706 Determination of emotionally impaired
- R.340.1707 Determination of hearing impaired
- R.340.1708 Determination of visually impaired
- R.340.1709 Determination of physical and otherwise health impaired
- R.340.1710 Determination of speech and language impaired
- R.340.1711 Determination of preprimary impaired
- R.340.1713 Determination of specific learning disability
- R.340.1714 Determination of severely multiply impaired
- R.340.1715 Determination of autism
- R.340.1721 a,b,c Evaluation, eligibility
- R.340.1722 a,b,c,d,e,f student assignment, and
- R.340.1723 a,b,c due process procedure
- R.340.1724 a,b
- R.340.1725 a,b,c,d
- R.340.1732 - R.340.1757 Administration of programs and services
- R.340.1771 - R.340.1774 Qualifications of directors and other personnel
According to rule R.340.1750, each school district must employ the services of a director or supervisor of special education. The director or supervisor must possess the following minimum qualifications: a) an earned masters degree, b) full approval in at least one area of special education, c) three years successful professional practice and/or administrative experience in special education and d) thirty semester or forty-five term hours of graduate credit and a successful two hundred hour block practicum in special education administration (The Administrative Manual in Special Education, 1981, pp. 29-30).
CHAPTER III

LOG OF EXPERIENCES

Wednesday January 4, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: These hours were spent as introductory time. Although the director and I knew each other, we did not know what to expect from each other's personalities. Therefore he spelled out what he expects of me and how he operates. We talked at length about what his job as a director of special education entails, what the qualifications for being a director are, and what kind of a person it takes to become an effective leader.

Analysis: After talking with Egyed (though he insisted that I call him John), I can surmise that being a leader is not for everyone. As an effective leader, one must play many roles and play them well. One has to look deep within and make the final decision as to if he/she can be effective. There are just as many areas to master in the field of special education. A lot of this mastery comes only with time, experience and mistakes. I'll get a little of all of these areas while working closely with Egyed. I'm very excited about starting this venture.
Thursday January 5, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Today I attended an Individual Educational Placement Committee meeting for a student who is already in special education but needs a program change. This student will be going out of the district so transportation must also be planned for.

Analysis: It was interesting to see how this school goes about placing students in a particular program of special education. In this case the student was also involved in the IEPC. He was allowed to make some options available to him. I was not sure if I was in agreement with that but if it works, then all is well. As it turned out the student was very anxious to go. It was decided that a bus from the Heights or a van would pick him up at a designated area and take him to school.

Friday January 6, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Egyed decided that today we should make classroom visitations to make teachers aware of the fact that I will be assisting him and will be available to them should they need help or have questions. After talking with them, several teachers thought that Egyed needed an assistant because he was spread too thin.
After coming back to the office, I pulled copies from the CA60's to make certain that all necessary information was in them.

Analysis: It was interesting to see the reaction of my co-workers after my presence was explained. I was also pleased to find out how concerned they were about our director. I was not aware that special education forms were to be placed in the student CA60's. I will take forever to go through 218 folders. It sure felt good to be able to get outside of the classroom/office for a time and mingle with other teachers and principals.

Monday January 9, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: We went to two Individual Educational Placement Committee meetings. One was held at the High School and the other at the Middle School. The meeting at the Middle School concerned a student coming from a regular class into the special education program. The High School meeting involved a student who's already in special education but wants to be taken out.

Analysis: The Middle School meeting went quite well. Involved were the counselor, the receiving teacher, the sending teacher, the director, the parent and me. As I watched Egyed conduct this meeting, I wondered if I could do this same job with the same proficiency as he. Time was not wasted on a lot of unnecessary tasks, yet all involved were satisfied with the results.
The High School meeting was quite different. It was the mother who wanted this meeting because she wanted her child pulled from special education. She was concerned that her child would be going to a school out of the district when she got to be a senior. Egyed again came through with his professionalism. He explained to her that this was true and why it was true. He also explained the only option she had, and the consequences of that option. At this point the parent became unnerved. It was interesting to watch Egyed handle this situation which could so easily have turned into a negative event. Egyed later explained that it takes experience in dealing with some kinds of parents. It was noted that the student will not remain in special education.

Tuesday – Thursday January 10, 11, 12, 1984

**Time:** 1:30 – 4:30 (9 hours)

**Description of experience:** Today (Tuesday) I went to city hall to obtain several maps of the city of Muskegon Heights. I was to chart the shortest route possible for each of the district's bus drivers. This has to be done for trips going and returning. The district has five drivers. Times and pick-up areas also had to be charted.

**Analysis:** Oh boy! If and when I finish this assignment, I will certainly know the district well. Egyed explained that this has to be turned in to the state department and each district has to do this. I decided to do a trial run in my car first for each
route before putting it on paper. This worked out very well. I then color coded each route and trip. I think Egyed was very impressed. He sure grinned when I handed him the final product.

Friday January 13, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: In a separate area there is kept a "Special Education Data Card" on each student involved in special education. Some of these cards are not up to date. Today I looked at these cards so as to decide what they needed to be accurate. These cards must also correlate with information on the special education log and the student folder.

Analysis: I suppose Egyed sensed my apprehensiveness about doing this. He told me that while it may seem like the secretary's job, he has always done it because he knows exactly what to look for and what needs to be done. It did not take as long as I thought to go through the cards. Many of the students were only tested for special education but did not qualify, therefore, nothing had to be done. The lesson to be learned here was that the director also plays a clerical role.

Monday - Friday January 16-20, 1984

Time: 1:30 - 4:30 (15 hours)

Description of experience: All this week was spent on special education students' folders. They were scattered all over the
place. Egyed explained that each student had to have in his/her folder certain information, and that information has to be up-to-date. If problems with this information are present, that folder must be pulled to be worked on later. Egyed explained that I was to look for psychological reports, test results, referral forms, social worker reports, and IEPC forms. These forms and reports should be no older than three years.

**Analysis:** 218 folders greeted me. Most of the folders are in order. There seems to be so much material in these folders. It is interesting to see how many students have been in special education for many of their school years. I questioned Egyed as to whether or not an administrator needed to do this. Quickly he informed me that he indeed needed to know. He cited several examples where the county director and state director have questioned him about items in students' folders. I made it through the week with no further questions. I still thought this should have been the secretary's job. I suppose that the secretary would not know about annual goals, performance objectives, etc. and the director does.

**Monday - Friday January 23-27, 1984**

**Time:** 1:30 - 4:30 (15 hours)

**Description of experience:** This week was a continuation of last week. For each folder that I found out of order I worked on correcting errors. This meant listing those students on the special...
education log who needed to be retested and reevaluated. It also meant going to the teacher in some cases to point out to them that their performance objectives, short term goals and annual goals did not correlate. I also, in some cases, actually worked with the teachers to show them how to correlate those items.

**Analysis:** I was pleased that Egyed trusted me to this area. I went over a couple of problem folders with him and he in turn indicated that I knew the material in this general area of special education. But I was somewhat reluctant about going to the teachers to point out their errors. However, Egyed assured me that it would be okay and that being an administrator would invite this. The only thing he cautioned me about was being tactful.

Monday January 30, 1984

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** I spent an easy three hours today going through sample material that we could possibly use in our department in the future.

**Analysis:** What a pleasant afternoon! If only there was money to buy everything. I did not realize that there is so much on the market for all areas of special education. I did select some materials for approval of the director. These were materials that all special education teachers can use (dictionaries, math and English kits). He approved and will order.
Tuesday January 31, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Egyed and I took a look at some of the forms the district uses in special education. Some of the forms are from the state and others were devised by the district. We concluded that the local forms could be written in a much better way. I drafted a form for two of the old ones, one of which met Egyed's approval and one did not. Egyed explained to me that there is certain information that must be on given forms and I must allow for that. I went back to the drawing board.

Analysis: There seems to be so many different forms used in special education. How does one ever keep up with them all? Egyed did say to me that he is going to have them printed to be used for next year. Apparently each district is responsible for its own forms.

Wednesday February 1, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: I went to the elementary building where the special education teachers work to talk with them about our program and what changes we could make to allow for maximum learning in our students. We talked about things such as curriculum, better communication between teachers, director and parents, money, class size, need for aides, unification of total program
and the need for an inservice all of our own.

**Analysis:** It felt good to know that many of my coworkers agreed with me that there is room for change in our system. When I relayed this information to Egyed he did agree on some issues and on others indicated that he had no control over. As administrator his job is to do whatever it is he sees fit to do that is in the best interest of the district and student. We did agree to start work on some of the issues.

**Thursday February 2, 1984**

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** This time was spent with the Middle School teachers talking about the special education departments and what changes we could (if any) make to allow for maximum learning in our students. Curriculum, communication, money, class size, aides, unification and inservice were some of the topics of discussion. This information was taken back to the director and discussed.

**Analysis:** Of all the things I've done, this assignment is proving most informative. I am inclined to think that sometimes teachers need to get together if only to air concerns and problems.

**Friday February 3, 1984**

**Time:** 1:30 - 4:30 (3 hours)
Description of experience: I did the same thing today as I have done for the past two days. This time I talked with the high school teachers.

Analysis: Egyed decided that if all of the department's teachers had the same concerns, maybe he should schedule an inservice to work on the issues. I felt that was a good idea and indicated this to him. However, he could not make that decision on his own — it would take approval from the board as well. As director, he would make that recommendation himself to the board.

Monday February 6, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Egyed was not in the office today so I took this opportunity to read the Administrative Manual for Special Education prepared by the state department.

Analysis: This book is so multitudinous. There is so much to learn. There are rules and revisions to fit every situation. I wonder if I'll ever remember all of this material. If I do indeed get to be an administrator, I'll have to know the material or at least where to go to find answers. At this point Egyed has a lot of questions to answer for me.

Tuesday February 7, 1984

Time: 1:30 - 4:30 (3 hours)
Description of experience: I continued to read the state manual. Egyed was back so we discussed questions I had concerning some of the things I've been reading. He explained that policies are developed as a result of needs of students and districts. He further explained that rules are changed so rapidly that it is often difficult to keep up with them.

Analysis: I'm glad to know that Egyed does not know all of the answers either. However, the more I read the more I understand why Egyed has done some of the things he has and why he cannot do some of the things we think he should. It's so easy to sit back and criticize one. I can see why being an administrator is not an easy job. One is often caught in the middle but must take a stand and do so with strength.

Wednesday February 8, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Today I conducted an IEPC meeting. It was explained prior to the meeting why I was conducting this meeting. This meeting was to determine placement for a student on the elementary level who is in regular education but qualifies for special education. Prior to the meeting I reviewed all of the information necessary so as to be knowledgeable about the situation. I read his psychological reports, his social worker's report and his annual goals, short term goals and performance objective which were drawn up by the director and pyschologist.
Involved in the meeting were the parents, the sending and receiving teacher, Egyed and me. It was pointed out that while I could not make the final decision, I could make recommendations.

**Analysis:** I was very nervous about conducting this meeting even though I knew what it involved and what was expected. I don't think that showed too much and felt my composure returning after the meeting was underway. A discussion afterwards lead Egyed to compliment me on handling the meeting fairly well. He did point out that I did not allow for very much input from the parents. However, one does make mistakes and profits from them. The next time I will remember to solicit parental input.

**Thursday February 9, 1984**

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** This afternoon was spent discussing with Egyed the program for our high school special education students for next year. We talked about the possibilities of instituting our own vocational education program as opposed to sending our students to other districts. We looked at class assignments, available classes, students coming up from Middle School, and a number of teachers. A decision will have to be made soon about what the district is going to do about this program so we can begin planning for next year. This discussion was not a new one Egyed informed me. It comes up every year at the same time since
director of the center. All of these persons were actively involved in the meeting.

Analysis: I must be getting old. To my surprise the parent I picked up was one of my former students. We had a pleasant talk in the car and she showed a genuine concern for her child. I enjoyed the meeting and was pleased to see how so many different persons can form a team to work for the betterment of just one very young child. My day was certainly warmed by all of this. This is a very real option for educating those young children who do have physical as well as mental handicaps.

Monday February 13, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: It was time for me to address the area of budgeting. Egyed pulled the special education budget for the 1982-83 and 1983-84 school years. He explained the different forms that were used for different items. He also explained how the figures were arrived at and what each represented. We also went over a proposed budget for next year. He pointed out areas where there was an excess amount and how to juggle the two to make ends meet.

Analysis: This is an area I don't think I'll ever master. With everyone saying there is no money, how do you determine what has top priority and what doesn't? Egyed explained and I agreed that
with experience budgeting becomes easier. Once you know what funds are available, the rest falls in. I'm trusting the Egyed knows what he's talking about and that I will eventually get the hang of it. During our discussion, Egyed also emphasized that budgeting was probably the largest of his responsibilities as an administrator but the easiest because he likes working with figures. As for me, when I do fill this role, budgeting will not become an easy part of the job. The humanistic part of me will reign supreme.

Tuesday February 14, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: My task this afternoon was to see how good a student I am and how good of a teacher Egyed is. I drew up a mock zero based budget for the special education department and brought it up to an ideal situation. I had to use all of the formulas and sources of funds in order to attain the minimum amount of monies I could for the department. Included in the budget were such items as staff salaries (director, teachers, secretary, bus drivers, psychologists, therapists, social worker, and aides), transportation costs, purchased services, benefits, tuition, and supplies. All of these items had to be accounted for.

Analysis: I didn't think I could do it. I fussed and got angry but I finished (still don't like figures). With the use of a
calculator my figures were accurate. However, I did not include one source from where we could draw money. Egyed again reassured me that it does get easier with experience.

Wednesday February 15, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Because there are so many different programs for students who are in special education, and our district does make use of these programs, I visited one of these programs today. I went to the West Michigan Center for the Handicapped - Wesley School. It is a beautiful, fairly new facility that works with students who are trainable students. I was shown around the classrooms, talked with teachers and students (some of whom I have had), and observed a faculty meeting.

Analysis: This was a truly unique experience indeed for me. All of those teachers I talked with were excited about their jobs and the things their students were doing. All quickly pointed out to me that I should not look for the typical academic classroom. The students were busy doing things such as sorting laundry to be washed, sewing on buttons, working on life skill words (bathroom, walk, stop). The faculty meeting was open and easy going. After the business at hand was over, faculty members shared experiences and concern they had during the week. It would be nice to be involved in an environment like this one.
Thursday February 16, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Time was spent today talking with Egyed about an inservice for our district's special education teachers. Egyed had previously been considering this and had already decided to carry through with one. We took a look at our weaknesses and our strengths and began to make plans for addressing the issues. We decided, based upon our weakness, what topics would be discussed and who could come to facilitate the panel.

Analysis: I felt very positive about this activity. There have been some concerns among teachers for quite a while and I'm glad we're finally going to address them. As administrator, Egyed had to acknowledge that all was not well and go about the business of correcting things. It is sometimes hard to divorce oneself from the top job to look below and see what is going on in an organization. But an effective administrator must be able to do this.

Friday February 17, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Egyed and I continued to work on plans for the inservices. We secured a date and permission from the superintendent. We compiled a list of names to contact to be
facilitators. Then I got on the telephone and made phone calls to solicit those persons' help.

**Analysis:** I did not think it would be so difficult to contact people and get commitments from them. I did secure three persons who could come on the given date and discuss the issues at hand.

**Monday February 20, 1984**

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** Plans were finalized today for the in-service. I drafted a letter to the facilitators and to the teachers involved giving the specifics of the in-service. Secretary typed it and made copies. I also started to put together a packet of material for the inservices. These packets included copies of sample psychologicals, performance objectives, annual goals and short term goals, programs.

**Analysis:** With plans well underway it was a good feeling to know that a major task was completed. I believe Egyed is just as excited about this as I. This was a fun part of acting as administrator. However it was pointed out that this does not always happen.

**Tuesday February 21, 1984**

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** I asked Egyed if he would go over
specific rules and regulations mandated from the state, particularly those relating to the eligibility of students coming into special education. I wanted to be able to call off rule numbers and be able to tell what they were. I also wanted to be able to know what the requirements were for hiring teachers of special education in a particular area. The manual is so dense I wonder if I'll ever know it all.

Analysis: Reading the manual can sometimes be so confusing. So many of the rules seem to be contradictory and often overlap. Egyed reminded me that I must also continuously reread the revisions to the manual as he often does. There is not an easy way that one can be expected to remember all of the manual. Instead I should concentrate on general parts and use the manual as a reference book.

Wednesday February 22, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Egyed was absent today so I spent the afternoon reviewing forms he uses in evaluating staff. These forms are very specific which allows the supervisor to look for and observe a vast amount of things in the classroom setting.

Analysis: The forms are complete, I thought, but I would like to be able to take part in an evaluation setting. Since this will be occurring after my internship is finished, this will not be feasible.
Thursday February 23, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: A new position has been opened in the department as an elementary emotionally impaired teacher. Today was the day for interviewing of the applicants. While I could not personally interview the applicants, I did observe the process. Prior to each applicant being questioned, I read over each application to see what kind of courses had been taken and what their philosophy of education was. I was surprised to see that only three persons had applied for the position and two of those I knew.

Analysis: This was an exciting afternoon. It was fun being on the opposite side of the table for a change. Mentally I played the role of the interviewer and most questions I would have asked were asked. I did think, however, that I would have made a little more effort to put one of the applicants at ease. I talked with Egyed afterward about what it was that he was specifically looking for and what he thought of each applicant. It was interesting to note that his recommendation to the board was not the same one I would have recommended. I suppose it was the administrative experience that emerged in this process. Egyed indicated that the person with the most impressive transcripts and application does not always make the best teacher. He relies a lot on intuition and instant responses from the applicant. He
also weighs heavily how easily they relate to given situations.

Friday February 24, 1984

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** Today I spent time in the superintendent's office talking with him about my experiences in the department, what I see as positive and negative points, what he thinks about the district's department and what he sees the future of the department to be.

**Analysis:** The purpose of this meeting was dual. I wanted him to know that I am in pursuit of an advanced degree and also that my interests in the department are very strong in that one day I'd like to be its head. The longer we talked, the more I realized some of our concerns were mutual. We both readily agreed that there is a lot of room for growth and change in the department. We also agreed that a good strong effective leader could add a wealth of resources to the department. When the discussion ended, I felt very positive about having made my desires, beliefs and attitude known to the superintendent.

Monday - Wednesday February 27-29, 1984

**Time:** 1:30 - 4:30 (9 hours)

**Description of experience:** The department was in a tizzy during this time. The results from the audit by the state department
came in and there were several areas where we were cited for non-compliance. As a result of this the director has to provide proof of refutation and/or make corrections. Therefore, we begin to take, item by item, the results and pull material to refute the charges. This meant, for one of the items, pulling the file of each student currently in special education and proving that there were letters of invitation to parents for the past three years. Then copies of these letters were made to be forwarded to the state. Another item to be challenged was proof of IEPC for many, many of the students. Once found, these too had to be copied and forwarded.

Analysis: While there was no need for alarm, I do think Egyed was upset with the results of the audit. As administrator he had learned, as I must learn, to deal with the good and the bad. Together we worked on over two hundred files gathering information. I think he works well under pressure.

Thursday March 1, 1984

Time: 8:00 - 3:30 (7\% hours)

Description of experience: This morning I represented the district at a county wide inservice dealing with instituting a vocational education program for special education students at the local school districts. We listened to speakers from the state department as well as from other local districts who are already operating a vocational education program. Lunch was provided for
us. The afternoon session was divided into small groups where we actually worked on planning for such programs which would meet state guidelines.

Analysis: The workshop was very informative. One can only wonder though how much money would be necessary to run a vocational education program and from what sources would the money come. I do firmly believe, however, that our special education students do need such programs which would lead to some real on the job training and to possibly a full time job.

Thursday March 1, 1984

Time: 6:30 - 9:00 (2 1/2 hours)

Description of experience: This time was spent in a meeting of a specially formulated committee to study ways in which to deal with some problems the district is having as a result of reading the national survey Nation at Risk. I was asked by Egyed to represent the department at this meeting. The group had invited persons from each instructional level to discuss how their program was run, negative and positive points and needs. Included among the guests were elementary principals and I. I did not get a chance to talk about the department because time ran short. However, I was invited back again for next month's meeting.

Analysis: I felt this was a waste of my time but only because I did not get a chance to give my report. I did feel that the
committee can be useful and I did enjoy listening to the principals. However, if the district is to seriously address all issues brought forth, a lot of dedication and hard work on the parts of parents, students, teachers and administrators is an absolute necessity. Only through unification of the masses can success be achieved.

Friday March 2, 1984

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** Egyed was absent today of all days. A group of parents came in who were very upset about an incident involving a bus driver. The secretary referred them to me in the director's absence. I listened as they aired their complaints and indicated to them that I could not resolve the issue but that I would relay the information to John. After they left I did make note of the situation to pass on to Egyed. Meanwhile, I downed several cups of black coffee to calm my heart.

**Analysis:** This was my first time dealing with a group of "irate" people. Boy, was I nervous. However, there was nothing for me to do but listen which I did without approving or disapproving of the incident. I do believe that when the group left, they were not as upset as they were when they came. But the issue still remains to be settled and I know Egyed will solve it.

Monday March 5, 1984

**Time:** 1:30 - 4:30 (3 hours)
Description of experience: Whenever students are referred to special education they are placed on a log in the order in which the referrals are received. They are then to be tested and placed if they qualify for special education within 30 days. Today was spent following up on this ruling. After reviewing the log with the secretary I could see that we are running behind with the testing. I discussed the issue with the psychologist.

Analysis: Egyed should have forewarned me. This is a touchy subject with the psychologist. It all has to do with an administrative problem. As Egyed later explained, the psychologist feels she is overworked, there is no way she can keep up. He has addressed this issue with her but they have not reached a happy medium. This is a typical case of an ongoing conflict. I think, though, that sooner or later it will have to be resolved if we are to comply with state rules.

Tuesday March 6, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Time to do some traveling. With tape measure in hand, Egyed and I went to each building to measure the rooms used for special education and some used as regular education classrooms. This was all necessary because the district was cited for non-compliance of a specific rule that deals with this. We measured six rooms at the elementary level, four at the middle school and eight at the high school. We recorded and compared
the measurements.

**Analysis:** I suppose this was all necessary but I surely felt silly. One does it all if the state dictates so Egyed reminded me. We found that those rooms which are used as special education rooms are adequate for pupil ratio when compared with those of regular education. All of these data will also be forwarded to that state department of education.

*Wednesday March 7, 1984*

**Time:** 1:30 – 3:15 (2-3/4 hours)

**Description of experience:** A representative from a publishing company was in the office today pushing his product. Egyed directed him to me since I am a teacher and would be more familiar with classroom activities than he. I did examine the material.

**Analysis:** I was not enthusiastic about his product. While there were some new ideas, most of the material was old. What I would like to see available for special education teachers and students is a series of hard back, high interest-low level texts in each of the basic areas. He agreed that many teachers are asking for that, but no one has published such yet. There are a few books out, but no series. Egyed reviews materials for use, but likes to have teachers make their own choices. As director, the final decision is his however.
Thursday March 8, 1984

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** Egyed and I looked at scheduling again for the high school students. We looked at the number of students who will be in special education, the number of teachers available, the number of classes offered and number of credits needed for graduation. Egyed explained that because of the large number of students already at the high school and the large amount of students who will be coming up from middle school next year, it is going to be necessary to hire additional teachers. He will have to pass the information on the board first for approval and then post the position to be filled.

**Analysis:** From a personal viewpoint, I was pleased with his decision to hire other teachers. I hope I will be in on the interviewing again. It is amazing to watch him group and regroup students. He seemingly does so with ease.

Friday March 9, 1984

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** Egyed was not in the office today and he did not leave an assignment for me. So I took advantage of this time to talk with the secretary. I wanted to know what she thought about the position of director of special education, what her role in the department is, how she and her boss relate
to each other, what changes she has seen in the department.

**Analysis:** What a beautiful, caring person the secretary is. As we talked I could pick up that she was particularly concerned about the person rather than the role he plays. This is also evident in many of her actions. I have seen her defend and inform him on many varied occasions. She sees that as a part of her responsibility. I have seen how well they relate to one another. She feels, along with me, that the secretary in any organization is a vital part of that organization.

Monday March 12, 1984

**Time:** 8:30 - 3:00 (6½ hours)

**Description of experience:** I attended a county wide workshop at the intermediate school district which dealt with writing performance objectives, annual goals and short term goals so that they all follow the student's psychological report.

**Analysis:** The workshop was held as a result of the audit by the state department of all schools in Muskegon County. It was found that generally teachers have been writing P.O's, A.G's and S.S.O's that don't relate to the psychologicals. Therefore, a workshop was in order. Basically I felt that for those who were having problems it was an excellent learning situation. However, most of what was discussed, I already knew. It did provide me with a chance to meet with others in the field and to make acquaintances.
with those who are in hiring positions. Lunch was excellent.

Tuesday March 13, 1984

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** Those materials that were collected at yesterday's workshop were turned over to Egyed today. I went through the package with him. We found many things we could use in our inservice with our teachers.

**Analysis:** Egyed and I agreed to do the suggested activities as quickly as possible. He also felt the material could aid with future state audits. He felt it was good that I attended the workshop.

Wednesday - Friday March 14-16, 1984

**Time:** 1:30 - 4:30 (9 hours)

**Description of experience:** All of this time was used to collect and finish compiling materials to be presented to the state in relation to the audit. I went to each teacher to gather what information they had. I made copies of proof of specified records. I certainly don't look forward to putting the materials away.

**Analysis:** This has surely been a busy time. The collection of data, the response to allegations, the time involved makes me wonder if being an administrator is indeed what I want. It can be viewed as just being a part of the job. The director must be
held accountable for all that goes on under his supervision and
Egyed is that indeed.

Monday March 19, 1984

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** I spent these hours away from the
district this afternoon. I went out to South Shores to meet with
their director and tour their facilities. I also talked with
several of their teachers and a few students.

**Analysis:** Though I had referred students to South Shores and was
somewhat aware of their program, I was most impressed with their
facilities and the operation of their program. They are housed
in a fairly new building within walking distance of a lake. South
Shores houses a program for the physically handicapped, some train-
able, and the severely emotionally impaired, and is run by the in-
termediate school district. The director is a bright, energetic
man who seemingly has a genuine concern for children who fall
under these categories. The teachers were rather tired as it was
the end of the day, but they too spoke enthusiastically about the
program. If this group of teachers is indicative of the rest of
the staff, the director certainly must feel good about his build-
ing and indeed is an effective leader.

Tuesday March 20, 1984

**Time:** 1:30 - 4:30 (3 hours)
Description of experience: I took the opportunity to sit in on a scheduled meeting between the bus drivers and Egyed. There were several items of concern Egyed wanted to discuss with them.

Analysis: The meeting was brief and to the point. I marvelled at how Egyed took control of a situation that could easily have gotten out of hand and quickly turned it into a learning experience. After the meeting was over and I complemented him on that and his reply was, "It comes with experience." Sure hope I'll be able to act as he did in similar situations.

Wednesday March 21, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Egyed and I, at my request, reviewed budgeting again today. While going over this area, Egyed also showed me how to determine the amount of money each teacher will have for next year's supplies. With his approval, I then drafted, typed, and put in the school mail a letter to the teachers indicating their "spending money".

Analysis: Sometimes I think Egyed is tired of my questioning him, especially about money. But he never says a word. He was so patient with me today. I imagine he must have been one super teacher.

Thursday March 22, 1984

Time: 1:30 - 4:30 (3 hours)
Description of experience: The district has for some time been in the process of revising report cards on the elementary level. This also includes the special education department. Egyed has gathered sample report cards from other districts as well as proposals from teachers in the district. Together we looked at and discussed each of the submitted proposals.

Analysis: As a former elementary teacher of special education, I took a special interest in the area of administration. I had very strong feelings about the report card for special education students and expressed these concerns to Egyed. He agreed that the current report card does not tell the parent very much and because of the kind of students we deal with and the kinds of things we teach, a new card is definitely in order. Those proposals that were submitted all had some good points and what John would like to do is to pull those points from each to make one good card. He will work on this at a later date.

Friday March 23, 1984

Time: 8:30 - 3:00 (6½ hours)

Description of experience: The inservice day was scheduled for today. The morning was spent in total group session listening to several speakers. The afternoon was spent in small groups with the department of special education being one group. We listened as speakers addressed those issues that were of concern to us as special education teachers. We also held a question and answer
period for just us to settle things that were common only to our district.

**Analysis:** The afternoon was mine. John let me step into his shoes sort of as a culminating activity. I, surprisingly, was very comfortable in this role. I watched the group's participation and was very pleased at how receptive they were to the speaking and how actively involved they were in the discussion. I, too, was pleased at their responses to our own problems and how we resolved them. At the end of the day I gave myself a pat on the back. All did go well.

**Monday March 26, 1984**

**Time:** 1:30 - 4:30 (3 hours)

**Description of experience:** I pulled the manual to go back through again and quiz myself on rules and regulations. I forced Egyed to quiz me again.

**Analysis:** I'm remembering more and more. Egyed laughed at me saying by the time I get to be a director, the state will have changed all the rules anyway. But he did have to admire my persistence.

**Tuesday - Wednesday March 27-28, 1984**

**Time:** 1:30 - 4:30 (6 hours)

**Description of experience:** Today Egyed and I made home calls to
some parents of students who had been referred to special education and needed to be tested. We also answered questions parents had concerning special education.

Analysis: It was a little disheartening to see the homes of some of our students. I now have a better appreciation of these students and can understand a little better why some act as they do. After going into these homes I would recommend that all teachers make home calls before the beginning of the year, so as to give them a better feel of the student. I'm sure that the suggestion would be frowned upon by most teachers however. I was also amazed to find parents who were opposed to special education. Egyed indicated that he runs into that quite frequently.

Thursday March 29, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: I observed a meeting requested by a particular teacher between her and other personnel in the department. Egyed conducted the meeting. After it was over I talked privately with each individual and with Egyed about the outcome of the meeting. I also discussed with Egyed why he handled the situation as he did.

Analysis: As I watched Egyed work between two very upset people, I again sang his praises. He had not allowed the situation to become hostile. All participants agreed to the solution. Egyed
explained that one of his many roles is that of referee, and do so in a way that both parties can live with the outcome. Dealing with people of all different personalities calls for a special kind of person and obviously Egyed has that quality. I am sure that with my own innate qualities and points learned from Egyed, I, too, will be equally effective at this when I step into the administrative position.

Friday March 30, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: I accompanied Egyed to a meeting with the business manager to discuss his proposed budget for the 1984-85 school year. I watched him as he justified each figure and each item. I listened as he bargained for money. I was very amused by all of this.

Analysis: Money and issues dealing with money seems to all be a game. I was pleased to see how Egyed went to bat for the department. Obviously one needs to be very shrewd in this area in order to succeed. Egyed disagreed; he says that you ask for more than you need to get what you want and be very demanding and persistent.

Tuesday April 3, 1984

Time: 9:30 - 3:30 (6 hours)

Description of experience: Spring break started today so I was all
alone in the office. I chose to come in to do several things. Most important, I wanted to clean up the area where we were working to compile things that were taken to the state department. We had, in our haste, just sort of thrown things in a room and then shut the door. I put student files back together so that they can be put back in the cabinets and drawers. I also reviewed the state manual again.

**Analysis:** It was so quiet today. Only the ringing of the phone broke the silence. The more I worked, the more I thought that there has to be a better way of filing these folders. I decided to talk with the secretary to see if we can devise a new system. There's so much "stuff" in this space and everything needs to be put away.

**Thursday April 5, 1984**

**Time:** 10:00 - 3:00 (5 hours)

**Description of experience:** Once again the office was empty except for me. I continued with the clean-up of materials. The speech therapist came in to do some catch up work so I talked with her for quite a while about her role in the department. She talked about having a large case load, the kinds of students she works with, the need for another therapist and what she actually does with the students. She pointed out that most of her students' problems are not results of physical impairments but rather cultural impairments. Those who do have physical problems are usually
stutterers.

Analysis: It was interesting talking with the therapist. I can see through her excessive case load that she too cannot turn a child away. If one needs her help, she finds the time to squeeze them in. What a dynamic person! There should be more people like her. I want to talk with Egyed about her job. Finally finished with the "stuff" used for audit.

Friday April 6, 1984

Time: 8:30 - 12:00 (4 hours)

Description of experience: This morning was spent completing the student data cards. This task was begun earlier but not finished. I was able to get them done this morning.

Analysis: It has occurred to me that all of this work that was done by hand could have been done easier and more efficiently by computer. I'm going to discuss this with Egyed.

Monday April 9, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: I used this time to set up several Individual Educational Placement Committee meetings for students who have been tested and qualify for special education. It is certainly difficult to get times coordinated so that all involved can participate.
Analysis: I understand now why Egyed has so often said teachers are not the most cooperative people. This experience has taught me a lesson as a teacher. There again one must use tact when approaching people to do something. On the other hand, Egyed indicated that state rules say that participants need only to be invited to the I.E.P.C. meeting and if all cannot attend, go on with those who can. I suppose there is a short cut for doing everything.

Tuesday April 10, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Acting in Egyed's behalf, I met with a social worker for the Department of Social Services today. Her concern was to secure a homebound teacher for a student who has missed much of the school year because of diabetes. I pulled his file to review it, called his current teacher to talk with her, and checked the state manual to see what the technicalities involved. After much discussion it was determined that if a doctor gave written consent that this student's absence was indeed a result of his illness, the services of a homebound teacher could be secured.

Analysis: I think the social worker was not too pleased with the decision. I did all that was correct to do and the final decision stood. It seemed that this student could have attended school if parents would control his diet (according to doctor). His teacher
felt that because it was so late in the school year, there was no way he could make up everything he had missed. I felt badly for the student, but I knew and Egyed knew the decision was correct.

Wednesday April 11, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: I visited another school today where some of our district's preschoolers who have problems attend. I had attended an I.E.P.C. meeting at Multicap but had not seen the facility nor met with their director and staff. Upon arriving, it was explained to me that they were temporarily without a director, but I did talk with the acting director. He explained what their program was all about, how it was run and funded, and where its students came from. I also visited a few classes and briefly talked with a few staff members.

Analysis: I was just as impressed with this program as I have been with others I have visited. It must be hard to separate the parental feelings in one from the professionalism when working with these little tots. Obviously the staff does. My presence was not announced in advance so as to see what typically goes on in class. There were many varied activities (physical, social and mental) going on. This indeed is an excellent program.

Thursday April 12, 1984

Time: 2:00 - 5:20 (3 hours)
Description of experience: Egyed took me with him to a meeting of all special education directors in the county. I listened intensely as they aired and discussed their concerns and problems.

Analysis: It was amusing to note that everyone has the same kinds of problems; money, lack of openings for new students, the need for additional staff. This group seems to be a very cohesive one.

Friday April 13, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: The afternoon was spent putting together materials special education teachers would need to close out the year. Each teacher will be given a packet containing all necessary items. Included in these packets were the Woodcock Reading and Key Math tests for each student, annual review forms for each student and forms for P.O's for next year. Also included were requisition sheets for supplies for the next school year.

Analysis: I thought it to be a good idea to get these packets out early so as not to bog teachers down at the last few days with this work. Another reason for doing this early was to allow for student absences. So many of them don't come those last days and therefore cannot be tested.

Monday April 16, 1984

Time: 1:30 - 4:30 (3 hours)
Description of experience: My car was filled today with those packets put together on Friday. I delivered a packet to each teacher in each building and explained what they were to do. I returned to the office and spent some time talking with Egyed about all of the paper work we have to do as teachers.

Analysis: I certainly was surprised to hear teachers express their thanks for getting the packets early this year. My response was that, "Since John has an 'assistant', lots of things can be taken care of with a little more efficiency." That got a chuckle. Sometimes I think the state just wants to make sure that teachers really earn their salary when they require us to complete so many forms.

Tuesday, April 17, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: In the absence of the secretary today, I filled her role. Basically all I did was answered the phone and took messages and directed visitors to where they wanted to go. I also took some time to work on this paper.

Analysis: It sure seemed as if the phone would never stop ringing. Egyed laughed at how many people I disconnected until I figured out the phone system. I can now appreciate a little better the secretary's job.
Wednesday April 18, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: The secretary and I talked about putting in a new filing system by which she and Egyed could more readily access the files. I saw a need for this while working on the audit material. She too, agreed that the current system was not the best and would like to change it. We talked with Egyed who gave consent. After much discussion, we decided to group files under four different categories. These areas would be

1) "Active" for those students who are currently in special education,
2) "Inactive" for those students who have either graduated, moved out of the district or dropped out of school,
3) those students who are in programs out of the district would be in the "Outside" file and 4) "On Hold" for those students who are waiting to be tested and placed. We then pulled the files from the cabinets and rearranged the furniture.

Analysis: Both of us were excited about doing this. It just seems so logical to do it this way. Everything had been grouped together and it took so long to find a folder. With this system much time could be saved. I still think the department needs a computer.

Thursday April 19, 1984

Time: 1:30 - 5:00 (3½ hours)
Description of experience: Today we took out everything from all cabinets and cleaned out the cabinets. We labeled each and arranged all folders in each cabinet in alphabetical order.

Analysis: Two pairs of sore arms and hands were evident at the end of the day. The secretary even worked overtime. However, all involved were pleased. What a time we had checking and cross-checking each file.

Thursday April 19, 1984

Time: 6:00 - 9:15 (3 1/4 hours)

Description of experience: Tonight I represented the department at a committee meeting of concerned citizens. I had attended a meeting of this group last month but because I did not get a chance to discuss the department, I was invited back. I was asked and answered questions concerning district policies, class size, why and how we send students out of the district, bus drivers and teacher qualifications. I also had to explain my presence as opposed to Egyed's.

Analysis: Some of the questions I could not answer (those relating to the bus drivers), but I referred them to the director. I felt the group did have some very legitimate concerns and that I answered as honestly as I could. My reading of the manual proved most beneficial.
Friday April 20, 1984

Time: 1:30 - 4:30 (3 hours)

Description of experience: Egyed and I just went to lunch over which we discussed the positive and negative points of my internship. We went back to the office where I cleared out my "office". I felt sort of sad while saying my goodbyes.
CHAPTER IV

EVALUATION

Self

A different person emerged after having completed the internship than the person who entered it. The time spent with the director has proven to be one of the most valuable experiences of my professional career. It has caused me to become more assertive, to be able to make decisions quickly, to become more sensitive to the needs of a variety of groups of people, and to reassure myself of the fact that one cannot please everyone nor should one try. I have also become aware of the fact that while I, as an administrator, would have to play many roles, I would also have to be me. I have learned to be very positive about my position and my beliefs.

Department of Special Education

Spending seventeen weeks in the office of The Department of Special Education has enabled me to view it in a different light. It has allowed me to have a deeper appreciation for the director and secretary as well. There are so many areas of special education the director has to concern himself with. In all of these areas, the director has to handle all matters with tact and skill. He has to keep abreast of all policies, rules, and regulations from both the state level and locally. It is his responsibility to make the final decision on issues that relate to students and staff as well. He also provides the department
with an adequate working budget which is subject to approval by the district's board of education.

I do feel that there is room for improvement in this department, just as there must be in other departments in other districts. Egyed admits to this but because he has been spread over so many areas, he has not had the time nor the manpower to institute these changes. One change I have begun to work towards is a district-wide unified curriculum. As it stands now, each teacher is free to do his/her own thing. However, it is felt that we should all use the same company's material on various levels of each subject area. This would allow for maximum productivity from students and easier planning for the teachers. Another area in need of change would be more inservice for teachers and better psychological and social services.

Internship

The internship, Egyed and I felt, went very well. It allowed me to grow and change and provided me with many varied experiences. I was able to learn state policies that are active today through reading and reviewing and rereading the Administrative Manual for Special Education (Michigan, 1981). I was able to learn the process of budgeting after many trials and errors. I also learned to set up and conduct an Individual Educational Placement Committee meeting. Through visitation to other special education agencies, I was able to see how they operate. Experience was gained in handling specially called meetings dealing with a variety of subjects. I now am able to read a psychological report and determine in which of the offered programs to place a student who qualifies. I have experience in planning for an inservice. I
have learned how to listen to and pass on representatives from publishing companies who are trying to sell their products.

Egyed has provided me with a lot of varied experiences and I do think I have an exceptional overview of the director and the Department of Special Education, in Muskegon Heights. I feel I could step into his shoes and do an adequate job of administering the department. With time and experience, I feel there is no end to developing a special education program that is matched by none and I would like to head that department.
BIBLIOGRAPHY

