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A Report of an Internship in the St. Joseph Public Schools St. Joseph, Michigan

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A REPORT OF AN INTERNSHIP IN THE
ST. JOSEPH PUBLIC SCHOOLS
ST. JOSEPH, MICHIGAN

by

Richard H. Bartz

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
April 1983

A REPORT OF AN INTERNSHIP IN THE
ST. JOSEPH PUBLIC SCHOOLS
ST. JOSEPH, MICHIGAN

Richard H. Bartz, Ed.S.

Western Michigan University, 1983

The purpose of this report is to describe a nine-week internship in the St. Joseph Public Schools. The major portion of the internship was devoted to working on a position description project and on computer scheduling at the Upton Junior High School.

Chapter I contains a brief background of the St. Joseph Public Schools and the intern's prospectus.

Chapter II describes the intern's role in reviewing and developing position descriptions for certified personnel.

Chapter III describes ~~the intern's~~ experiences in working with the Upton Junior High Principal to build a course master schedule.

Chapter IV contains the intern's observations on leadership change. A description of other unplanned experiences is included.

Chapter V is a summary of the intern's experiences.

ACKNOWLEDGEMENTS

I wish to express my thanks to Mr. Don Dryden and the St. Joseph Public Schools for providing the opportunity for a meaningful internship. Dr. Carol F. Sheffer has also given encouragement and counsel when I have most needed support.

My employer, the Berrien Springs Board of Education, has provided me with financial support and employment opportunities. I wish to thank them for the continued confidence they have shown in me.

Richard H. Bartz

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CHAPTER I

BACKGROUND OF ST. JOSEPH PUBLIC SCHOOLS

As part of the Educational Specialist degree program at Western Michigan University students are required to serve a 240 hour internship with a person who is employed in their area of specialization. From that internship the student must present a major project paper.

The writer was granted permission to serve an internship in the St. Joseph Public Schools, St. Joseph, Michigan.

The St. Joseph Public Schools is a third class school district which first offered regular high school education in 1871. The district encompasses an area of approximately 20 square miles along the south-eastern shore of Lake Michigan. It serves a population of about 25,000 people. A solid tax base and strong support by citizens of the district have combined to maintain a high quality educational program in St. Joseph.

Perhaps the most significant change taking place in the St. Joseph Public Schools at the time of the internship was the rather rapid enrollment decline. Enrollment had dropped by 977 over the previous five years. In the fall of 1977 the K-12 enrollment was 3,713. By October of 1982 it had dropped to 2,736. That represents a 26 percent decline within the five year span. The decline forced staff reductions, the closing of buildings, reductions in some

programs, and the elimination of programs. The district had been able to maintain a high quality program because it was out-of-formula (not dependent on state financial aid) and because it has continued to receive strong financial support locally.

The personnel and curriculum decisions involved in closing buildings, reassigning teachers, and laying off teachers had been major tasks of the Assistant Superintendent for Curriculum and Personnel. A significant amount of the AS/CP's time was devoted to contractual issues involving staff reductions and staff assignment. As teachers were reassigned within the system it had become necessary to emphasize staff development programs which aided teachers in adapting to new assignments.

The administrative staff also had been reduced as a result of the enrollment decline. Several lower level administrative positions had been eliminated, with the responsibilities of the positions shifted to other administrators. It was anticipated that a projected enrollment decline of another 400 students over the next five years could result in the elimination of one of the two assistant superintendent positions.

With this background, the intern was assigned to the office of the Assistant Superintendent for Curriculum and Personnel in the central administration offices in a former elementary school. The intern met twice with the AS/CP in early June to discuss the scope of the internship experience. From those meetings the AS/CP and the applicant developed a plan which included targeted experiences and projects for the duration of the internship. The applicant

then prepared a prospectus outlining the proposed internship experiences to the Department of Educational Leadership. Approval of the prospectus and rationale was granted by Dr. Carol F. Sheffer of the Educational Leadership Department of Western Michigan University.

Internship Prospectus

SPONSORING ORGANIZATION: St. Joseph Public Schools

FIELD SUPERVISOR: Donald Dryden, Assistant Superintendent for
Curriculum and Personnel

UNIVERSITY ADVISOR: Dr. Carol F. Sheffer, Western Michigan University

MAJOR FOCUS OF EXPERIENCE: Human resources planning in curriculum
and personnel

DURATION: Nine weeks

RATIONALE:

The key process in the area of curriculum and personnel is planning. Planning is essential to achieving the desirable behaviors that the school organization expects from both students and staff. The Assistant Superintendent for Curriculum and Personnel in the St. Joseph Public Schools is in a key planning position. He must make long-range curriculum and personnel projections, then select strategies and staff to implement short-range programs.

The goal of this internship is to study and observe the planning function in curriculum and personnel administration and to develop essential planning skills. These skills in human resources planning should have application in a variety of administrative positions.

Experiences in the internship will include tasks which focus on long-range planning, such as development of position descriptions and a school district promotional brochure. The intern will also deal with the more immediate problem of providing support for a new junior high school principal in developing a master schedule. The intern will be able to observe a leadership change process as a new

superintendent assumes his duties on July 1.

The experience should provide the intern with human resources planning skills which can be applied to all positions of educational leadership. In addition, the intern should clearly comprehend the staff role of a curriculum and personnel administrator. The change in leadership provides an opportunity to observe the immediate impact of the new superintendent on curriculum and personnel planning.

PROJECTED NATURE OF INTERNSHIP EXPERIENCE

OBJECTIVES	EXPERIENCES & CONTACTS	TERMINAL SKILLS
A. <u>CONCEPTUAL</u>	The intern will -	The intern will be able to -
1. To observe and learn the processes of human resources planning in curriculum and personnel administration.	work with the Assistant Superintendent for Curriculum and Personnel in planning for human resources.	to suggest rational plans for the effective use of human resources.
2. To gain an understanding of the staff role of the Assistant Superintendent for Curriculum and Personnel.	assist and interact with building principals and other certified staff on matters of curriculum and personnel planning.	function effectively in an administrative <u>staff position</u> .
B. <u>HUMAN</u>	The intern will -	The intern will be able to -
1. To represent the Curriculum and Personnel Office in meetings to plan use of human resources.	meet with supervisors of certified personnel to acquire information for the development of position descriptions.	communicate effectively with line administrators.
2. To provide staff support for a new principal.	work with the new junior high principal in finalizing curriculum and staffing plans for the fall.	apply planning skills in supporting a line administrator.
3. To observe the effects of leadership change on human resources planning.	discuss with the new superintendent and other administrators the goals and directions for curriculum and personnel administration.	identify areas of special emphasis under the new superintendent.

OBJECTIVES	EXPERIENCES & CONTACTS	TERMINAL SKILLS
C. TECHNICAL	The intern will -	The intern will be able to -
1. To develop or revise position descriptions for all certified personnel.	examine current descriptions, review literature on the subject, and meet with supervisors before writing the descriptions.	write complete and concise position descriptions.
2. To assist in producing a school district promotional brochure.	collect data and meet with administrators and realtors to organize the data for the brochure.	collect and organize data which highlights the services of a local school district.
3. To assist the new junior high principal in developing a master schedule.	in-service the new principal in the area of computer scheduling.	explain computer scheduling processes and develop a master schedule.

Summary

This chapter presented significant background on the St. Joseph Public Schools. A brief summary of the sharp enrollment decline in the St. Joseph Public Schools was noted. The prospectus and the rationale developed by the intern also were included. The next chapter will describe the process of developing position descriptions for certified personnel in the St. Joseph system.

CHAPTER II

POSITION DESCRIPTIONS

Introduction

Position descriptions for all of the certified personnel in the St. Joseph system had to be reviewed and revised. The sharp enrollment decline had forced the elimination of some positions in recent years. In many cases assignments had been combined or shifted to other personnel. The intern was requested to review the existing position descriptions, to rewrite some descriptions, and to develop a plan for rewriting the remainder of the descriptions. It was requested also that position descriptions be developed for teaching positions. The Assistant Superintendent for Curriculum and Personnel had started this project, but had set it aside to deal with added responsibilities that the assistants had to assume when the Superintendent resigned in the spring.

Reviewing Existing Position Descriptions

Using an organizational chart, the intern was assisted by the secretary in the AS/CP office in locating position descriptions for the certified positions on the chart. Some of the positions listed on the chart had been combined or eliminated. In a few cases we were unable to locate position descriptions.

The intern organized the position descriptions that were avail-

able in a three-ring notebook under four main headings. The headings included the four primary supervisors; the AS/CP, the Elementary Principals, the Upton Junior High Principal, and the High School Principal. Virtually all of the certified positions could be organized under those headings.

The position descriptions that were available appeared to have been written by several different people over an extended period of time. They represented a variety of formats. The most recently written descriptions, written by the current AS/CP, appeared to be the best written descriptions with the most logical format. Many of the older position descriptions were very lengthy and poorly organized. Others concentrated on very specific and minute job functions without communicating the overall responsibilities of the positions.

When the intern had collected and organized the existing descriptions, each position of the organizational chart for certified personnel was discussed with the AS/CP. Since nearly all of the people holding those positions were on vacation at the time of the internship, it was impossible for the intern to get input on the accuracy of the descriptions from the position-holders themselves.

Researching Position Descriptions

The intern researched position descriptions by reviewing the literature at the libraries of Western Michigan University and Andrews University. Most literature from the field of Education failed to discuss the topic in depth. Many of the books on educational administration, supervision, and management devoted only

a page or two to job descriptions. Typically, they explained the importance of job descriptions, but failed to elaborate on how to develop good descriptions. There was very little written on job descriptions for teachers. Most of the literature focused on job descriptions for managers or administrators.

Dr. William Grimshaw of Western Michigan University proved to be an excellent resource person in the area of job descriptions. His experience as a board of education member and his background in private industry helped in providing the intern with some valuable information and understanding on what job descriptions should do for an organization. Dr. Grimshaw also suggested some school districts in the state which might provide some good model job descriptions.

The intern contacted several school districts in the area surrounding St. Joseph, including the Berrien County Intermediate School District. In addition, the intern requested sample job descriptions from selected school districts around the state. Some of the samples are included in the Appendix. School districts which provided well-organized and well-written position descriptions included Ann Arbor, Benton Harbor, and Berrien Springs. Benton Harbor had utilized a private consultant to rewrite their job descriptions.

The "Job Descriptions in Education" service of the National School Boards Association proved to be the best resource on model position descriptions. The service provided model job descriptions for a variety of certified positions in K-12 education.

Position Descriptions for Teachers

The AS/CP had indicated that St. Joseph wanted to develop job descriptions for teaching positions. No position descriptions had existed for teachers, except for special extra-duty assignments such as Band Director or Head Football Coach. Teaching duties were defined through a combination of state certification, college course credits, the teacher master contract, and outside accreditation agencies. An advantage of developing position descriptions would be to establish more specific qualifications and responsibilities for teachers. Position descriptions could be particularly useful to the administration and the school board as criteria in hiring, reassigning, and transferring certified personnel. With the reassignments and transfers forced by the sharp enrollment decline in the St. Joseph system, the more senior teachers in years of service often lacked strong qualifications in the positions to which they were entitled to teach by the district criteria which existed at the time of the internship. For example, according to existing state certification standards, nearly all high school and elementary teachers are certified to teach at the junior high level (7th and 8th grade). They are certified to teach all subjects at that level. Position descriptions for specific positions at the junior high level could reinforce a school board's position to use criteria other than seniority in reassigning teachers.

In contacting other school districts, the intern found that few had written position descriptions for regular classroom teachers. Some districts did provide position descriptions for the more

specialized teaching positions, such as special education teachers, speech therapists, or band instructors. Most of the literature, as noted previously, focused on administrative and supervisory positions with regard to job descriptions. The Ann Arbor district did provide the intern with some samples of job descriptions for certain teaching positions. The best source of model job descriptions for teachers was the "Job Descriptions in Education" publication which contained several job descriptions for specific teaching positions. The elementary principals at St. Joseph also had developed an excellent position description for elementary classroom teachers.

Writing Position Descriptions

When the intern had finished researching and reviewing position descriptions he met with the AS/CP to establish a standard format that would be used in revising and writing position descriptions for certified personnel in the St. Joseph Public Schools. The following format was agreed upon:

1. Title: The specific title of the position
2. Qualifications: - certification required
 - degree and major or minor required
 - areas of expertise desired
 - level of experience
 - a statement providing for the school board to accept other qualifications
3. Reports TO: Title of the immediate supervisor(s)
4. Terms of Employment: Hours, wages, working conditions

5. Job Goal: Broad statement of employer's expectations and basic direction for the position
6. Performance Responsibilities: Specific statements which include major responsibilities of position and define parameters

In order to maintain continuity in style, it was determined that the intern would write model descriptions for most of the positions, using the JDE/NSBA models as a base. The intern also would provide district personnel with some general guidelines for writing position descriptions. This information is supplied in Appendix A.

Planning a System for District Personnel to Review and Write Position Descriptions

Most administrators and teachers were not available to provide input or write position descriptions during the summer. Therefore, it was decided that the model descriptions developed by the intern would be distributed to the appropriate personnel through the district's Vertical Steering Committee in the fall. The Vertical Steering Committee is comprised mainly of teachers who are building representatives or department heads.

The AS/CP would meet with the Vertical Steering Committee to provide them with copies of the model descriptions and to explain a procedure for distributing the descriptions to individuals holding positions described in the respective models. Position-holders would be asked to add or delete items from the model descriptions, based on their own perceptions of the positions. The model

descriptions would then travel back up through the Vertical Steering Committee where they would be subject to review and approval. Finally, the AS/CP would review the position descriptions with the Superintendent and would submit them for approval and adoption by the Board of Education.

Summary

This chapter explained the intern's role in developing position descriptions for certified personnel in the St. Joseph system.

The majority of the internship was completed in July and August of 1982. Part of the internship included a two day follow-up period in October. At that time, the intern was able to track the progress on the summer projects in which he was involved. It was interesting to note that the development of position descriptions was proceeding as planned. However, the administration was getting some resistance from the local education association on the proposed position descriptions for teachers. The association was claiming that position descriptions were negotiable under the current master agreement.

The following chapter explains the intern's role in building a master schedule for the junior high school.

CHAPTER III

PLANNING FOR JUNIOR HIGH SCHOOL MASTER SCHEDULE

Introduction

St. Joseph Public Schools appointed a new principal for Upton Junior High School in early July of 1982. One of the first tasks confronting the new principal was building a course master schedule for the 1982-83 school year. A master schedule involves the assignment of specific classes for each teacher for each class period of the day. The intern was assigned to work through the AS/CP office to assist the new principal with the computer scheduling process and the development of a master schedule. The task of developing the master schedule was complicated by the fact that the previous principal, who had died in early April, had done virtually all of the computer scheduling by himself. Therefore, the intern and the new principal had to spend a significant amount of time trying to determine just how the scheduling had been done.

Examination of the Scheduling Process

The first step in attempting to develop a master schedule was a meeting which included the intern, the new junior high principal, and the junior high counselor. At that meeting it became clear that the new principal, who had just accepted her first principalship, had a very limited background in computer scheduling. The counselor

was familiar only with the student data collection aspect of the process.

Existing forms and computer printouts were examined to determine what had been accomplished to date in the scheduling process. It appeared that student course selections were complete and that the course selection data and curriculum offerings had been processed by the computer service at the Berrien County Intermediate School District Data Processing Center. Close examination of the printouts revealed that the former principal had omitted the course numbers for four eighth grade math and science classes. The result was that all students who selected those courses were short at least one course on the tally sheet generated by the computer. It became necessary to spend several hours reviewing and correcting the basic input data which was critical to accurate computer scheduling.

The intern next arranged a meeting with the junior high principal and the computer scheduling specialist at the ISD Data Processing Center. The specialist explained the scheduling process deviated somewhat from the standard procedures followed by most schools in using the Socrates computer scheduling package. The former principal had used a combination of computer scheduling and manual scheduling which was hard for the data specialist to reconstruct. Even the computer specialist did not understand the system that had been used by the former principal.

The computer scheduling specialist suggested the following process to the new principal and the intern for developing the 1982-83 master schedule:

1. Student Registration Phase: The collection of student course elections and establishment of school specifications.
2. Tally Phase: The preparation of course curriculum, student enrollment by course, and development of a potential conflict matrix.
3. Scheduling Phase: Manual master schedule preparation, instructor assignments, room utilization, and a procedure for reconciling student schedule conflicts.
4. Study Hall Scheduling Phase: Identification of available supervisors, room capacities, and students assigned to study halls.
5. Final Run Phase: Computer generation of class lists, student schedule locaters, and a master course directory. It was recognized that several trial runs might be necessary before requesting a final run.

Developing the Master Schedule

After the data for the tally phase was "cleaned up" to produce accurate printouts of the course elections, we were ready to begin the scheduling phase. The first major issue to be addressed had to be instructor resources. That was simply a process of identifying the teachers who were available and which courses they were qualified to teach.

The assignment of personnel had to be determined in a meeting between the Upton Junior High Principal and the AS/CP. The meeting was attended by the intern. It produced an opportunity to observe the relationship between building principal and the AS/CP as they dealt with some very basic personnel decisions. Because of the rapid

enrollment decline in the St. Joseph system, the AS/CP and the principal had to deal with transfers, splitting teacher assignments between the high school and the junior high, and assigning teachers to subject areas and grade levels which were appropriate to their certification and experience. Since the new principal had worked in the system for a number of years in a quasi-administrative role, she was well aware of the strengths and weaknesses of the existing personnel. She was quick to voice her preferences on personnel assignments for her building. The AS/CP weighed those requests against his observations of secondary staffing needs and made the final decision on the assignments. In some cases the decision had to be deferred until he could check qualifications or confer with the high school principal. Personnel assignments at the secondary level were complicated by the fact that at least two teachers were suffering from serious physical ailments. Their return in September was doubtful, but neither had made a final decision. Tentative teacher assignments for the junior high were established by the principal and the AS/CP so that scheduling could proceed.

The AS/CP also determined that the number of physical education classes in both seventh and eighth grade had to be reduced. That complicated the scheduling process because students had already been assigned to the larger number of sections in the tally phase. Several students had to be reassigned to new sections and a new tally had to be generated through the computer. The reassignment proved very complicated because the physical education, art, and vocal music classes were scheduled together on an alternate day basis

by semester. Therefore, a change in physical education classes necessitated a change in the art and vocal music classes for several students. Those changes had to be done manually for individual students and fed to the computer to correct input data.

With tentative teacher assignments established and student course elections adjusted, the intern met again with the junior high principal to begin building a master schedule. Even though the computer processes the raw data on student course elections and instructor resources, building the master schedule remained a manual process in the system which we employed. It became important that the individuals building the master schedule understood exactly how to utilize the computer-generated data to maximum advantage. Since the intern had previous experience with the computer scheduling system being used, he was able to outline a process to the junior high principal for the systematic building of the master schedule. The process, with appropriate forms, is outlined in the Appendix.

The intern then met with the junior high principal and the junior high counselor to build a master schedule. Student data had been corrected and teacher assignments had been "firmed up" with the AS/CP. The procedure outlined in Appendix B was followed in building the schedule. At this point the new principal had to face some additional personnel decisions. It was interesting to note that she kept student outcomes and curriculum foremost in her personnel decisions, rather than simply trying to keep the teaching staff happy. Lunchroom supervision, teacher preparation periods, teacher competence in subject matter, and classroom management

were all topics of discussion as work progressed on the master schedule. It was important to the principal to make the right assignments from an educational standpoint, without letting personal matters cloud the issues. The previous principal had been at the junior high a number of years, and had apparently favored certain departments and teachers. This was obvious from examination of previous master schedules and from the curriculum itself. Some curriculum changes had even been made by the former principal without approval by the AS/CP. Building the master schedule forced the new principal to make some difficult decisions of her own on curriculum and personnel. It also became obvious that the scheduling process needed to be better adapted to the existing curriculum.

Scheduling Study Halls

A major scheduling problem became obvious after two trial runs with the computer. The scheduling of regular classes was proceeding quite well, but the computer was not scheduling students into study halls as the principal had intended.

The principal and the intern met again on August 4 with the scheduling expert at the Data Processing Center. It was determined that the previous principal had actually scheduled students into study halls manually. Therefore, the course numbers assigned for study halls were insufficient for computer use. The combination of full year courses, semester courses, and alternate-day courses presented a myriad of possible study hall combinations. In order to take full advantage of the scheduling capabilities of the computer it was necessary to reconstruct the entire system of scheduling the

study halls. That proved to be a difficult and time consuming task. Time was becoming a factor as we continued to make adjustments, then waited two or three days for new computer printouts from the Data Processing Center.

Final Scheduling Run

After six trial runs, the schedule was submitted to the Data Center for a final run about ten days before the start of school. The final run still revealed several problems with student study hall assignments, but regular classes scheduled with less than 4 percent of the students having conflicts. The counselor was able to make the necessary corrections in the study hall assignments before the start of school.

Summary

The assignment to work with the new junior high principal provided the intern with several valuable experiences and insights. Working with the AS/CP and principal gave an opportunity to observe the interaction between a central office administrator and a building principal. The AS/CP actually functioned in both staff and line roles.

The scheduling process allowed the intern to take an in-depth look at the junior high personnel and curriculum and to observe some of the basic decision-making problems in those areas.

The experience also focused the intern's attention on the importance for all modern-day administrators to know how to make maximum use of computer technology. Declining enrollments,

financial cutbacks, and the resulting personnel and curriculum changes require that administrators make some serious and quick decisions. By properly programming computers, the hard data necessary for making decisions can be available in seconds.

CHAPTER IV

OTHER INTERNSHIP EXPERIENCES

Introduction

The intern had an opportunity to observe and experience several situations that were not planned when the prospectus was written. In addition to observing the day-to-day operations of the AS/CP office, the intern witnessed the filing of grievances and subsequent proceedings, parent reactions to kindergarten building assignments, and the screening of students for a gifted program. It was decided by the AS/CP that the school district brochure project outlined in the prospectus would be dropped. Instead the intern was asked to review literature on staff development and to provide the AS/CP office with information on developing good in-service programs for teachers.

Staff Development

The intern observed a meeting with the AS/CP and the Professional Development Consortium Coordinator, on August 12. From that meeting the intern was given an assignment to research literature on staff development for teachers. The AS/CP was particularly interested in knowing what types of in-service programs provide the best learning situations for teachers and under what conditions teachers learn best.

The intern provided the AS/CP with journal articles on the

topic from the National Staff Development Council Journal with principles on developing effective staff in-service programs. The guidelines are included in Appendix C.

Grievance Proceedings

The intern witnessed the filing of two grievances by the St. Joseph Education Association. However, the term of the internship prevented the intern from following each one to its eventual settlement.

The first grievance involved seniority and qualifications issues. A teacher low on the seniority scale had been assigned by the administration as a Title I reading instructor, based on her special training in reading. The St. Joseph Education Association claimed that another teacher, who was on layoff, met the minimum requirements for the position and had more seniority. An interesting aspect of the case was that the woman whose position was being challenged was the wife of the board's local attorney.

The Superintendent and the AS/CP felt that they had a strong position, based on past practice. However, a check with the board's special attorney in Lansing regarding the contract language, left some doubts in the minds of the Superintendent and the AS/CP. The position had previously been a quasi-administrative coordinator position and was not subject to the close scrutiny of the SJEA. During the follow-up in October the intern was informed that the grievance was dropped because the teacher for whom it was filed had moved from the area. The case was an excellent example of the type of problems faced by a district with rapidly declining

enrollment. The administration was trying to put the best qualified person in the position and the St. Joseph Education Association was trying to protect its senior members.

The second grievance was filed because of the transfer of an elementary teacher to a different building. An interesting aspect of that case was that the teacher involved was the president of the St. Joseph Education Association. The principal at Lincoln Elementary School had reprimanded the teacher on two occasions during the preceding school year for using physical force in disciplining students. The teacher filed the grievance on the basis that it was insufficient reason for transfer. Once again, the administration felt that past practice favored their position. The principal did, however, want to make sure that certain parents and students would support his account of the incidents of physical discipline. The intern spent a half day with the principal witnessing conversations with parents and students who had been involved in the incidents. The grievance was subsequently dropped before the start of school. It appeared that the SJEA had a poor case since the principal had followed contract guidelines on past practice in recommending the transfer.

Kindergarten Building Assignments

Assignment of approximately 160 kindergarten students to the five elementary buildings in the system was done by the AS/CP office with the cooperation of the building principals. It was mainly a process of locating the residence of the student on a map with color coded pins and balancing enrollments among the buildings. The AS/CP

then waited until mid-August to give parents final notification. By waiting until that time, they avoided the problem of changing assignments because of changes in the kindergarten population during the summer months. However, many anxious parents began calling the AS/CP office in early August with special concerns and requests about their kindergarten children. The secretary was able to handle most of the calls and answer the questions, but the more difficult problems and the persistent parents were referred to the AS/CP.

Screening for Gifted Program

Another area which stirred high interest among parents was a summer screening program to select talented and gifted upper elementary students for a pull-out program. The pull-out program involves pulling students from regular classes for certain periods to participate in activities for the gifted. As soon as the date was set for special testing in mid-August, parents began to call the AS/CP office to explain why their children could not take the tests on the specified date. Since no plans had been developed for an alternate test date, the AS/CP had to make special arrangements with some parents to have their children tested prior to the start of school so the program could begin on schedule. That involved providing test materials and locating a person qualified to do the testing.

The intern visited the testing site at Upton Junior High School with the AS/CP and the Superintendent on the first day of the testing. Parents and students seemed to take the testing very seriously.

Kindergarten building assignments and gifted and talented screening were both emotional issues for parents. The intern gained valuable experience by observing the AS/CP deal with the special concerns of the parents.

Leadership Change

The new Superintendent of the St. Joseph Public Schools assumed his duties on July 1. The intern, therefore, was afforded an excellent opportunity to observe the impact of the leadership change on the system. The intern was allowed to sit in on some meetings with the AS/CP and the Superintendent and was able to observe some of the Superintendent's early contacts with other administrators. In addition, the intern attended six St. Joseph Board of Education meetings over a four month period.

The new Superintendent displayed a low-key approach which seemed to be appreciated by the other administrators. He showed an ability to focus quickly on the crux of a problem and to make studied judgments on what actions should be taken. The intern was able to observe how the Superintendent dealt with a problem involving summer supervision of the cheerleaders. The cheerleaders had attended a summer clinic on the other side of the state without their coaches. A mother of one of the cheerleaders had acted as a chaperone. At least two parents had called to complain to the Superintendent that the coaches had not attended. The Superintendent contacted the Athletic Director and requested that the AD meet with the cheerleaders' coaches and report back to him. In the meeting with the

AD the coaches expressed the opinion that summer clinics were not included in their job description.

The Superintendent called a meeting with the AD and the AS/CP which the intern attended. After getting the background information from the AD and the AS/CP and requesting their opinions, the Superintendent suggested that the AD meet again with the cheerleader coaches to clarify their responsibilities. He also suggested that school sponsored summer trips for cheerleaders be limited to a fifty mile radius of St. Joseph.

In this situation the Superintendent sought input from subordinates, helped to develop a solution that all of the administrators could agree upon, and allowed the subordinates to carry out their responsibilities. He also made it clear that he would insist that parents go through proper channels in registering their complaints. By doing so, he immediately gained the confidence of the AD.

Board of Education Meetings

Board meetings presented another opportunity to observe the Superintendent's leadership skills. The July 12 Board of Education meeting was the first regular board meeting for the new Superintendent. The meeting was somewhat awkward, with the board reorganizing and adjusting to a slightly different agenda format. The Superintendent solicited comment from board members on some items, and deferred comment of his own on most items until he could get further information.

On September 9 the Superintendent sent a memorandum to Board of Education members identifying the following Superintendent/Board goals for 1982-83:

1. Curriculum guidelines will be developed in all subject areas K-12.
2. District-wide community education needs assessment will be made.
3. An improved data processing system will be reviewed and suggestions for adoption will be made.
4. A study group will be developed to review future building use in the St. Joseph district.
5. A system for improved community communication will be developed and be consistent with Board Policy 1110.
6. Job descriptions for teaching and non-teaching employees will be developed.
7. The counseling services K-12 will be reviewed and systems for improvement will be developed.

The Superintendent referred to the goals at subsequent board meetings and encouraged board action on agenda items which were aimed at achieving the goals.

Most notable in the leadership change was the orderliness in which it was accomplished. The Superintendent quickly established his role and provided the direction that the Board of Education seemed to be seeking.

Summary

This chapter described some of the unplanned experiences of the internship. The observation of leadership change was noted in the prospectus, but was covered here because it was a very unstructured

experience. The most valuable part of the unplanned experiences was the interaction with people. The next chapter summarizes the intern experience at the St. Joseph Public Schools.

CHAPTER V

SUMMARY AND EVALUATION OF INTERNSHIP EXPERIENCES

The internship with the Assistant Superintendent for Curriculum and Personnel in the St. Joseph Public Schools provided the opportunity to meet most of the conceptual, human, and technical skills described in the prospectus. The one exception was the development of a school district promotional brochure. That was a project the AS/CP had worked on for some time, but it had never been a top priority. Such was the case when the AS/CP requested that the intern substitute another project.

Working on development of position descriptions proved to be a very positive learning experience for the intern. Reviewing position descriptions was an excellent way to learn about the structure of the organization. It also provided the intern with an understanding of the complexity of the AS/CP position. The intern developed an appreciation for the importance of accurate and concise position descriptions in an organization.

The junior high scheduling project turned out to be the most time consuming and frustrating of the internship experiences. Since the intern had previous scheduling experience, there was only a limited gain in technical skills in scheduling. The project did provide an opportunity to better comprehend the relationship between the AS/CP and the building principal. It also highlighted the

problems in curriculum and personnel that the St. Joseph district faced because of its declining enrollment.

The opportunity to observe leadership change turned out to have some negative aspects. Because of the change, the AS/CP was involved in many meetings with the Superintendent that were of a somewhat confidential nature. A significant amount of the AS/CP's time had to be devoted to orienting the Superintendent to what was going on in the AS/CP office. The intern discovered that an important part of leadership change is the gathering of information by the new leader. For that reason, the AS/CP was not always accessible to the intern. The AS/CP also had a vacation scheduled during the period of the internship. However, he was most cooperative in allowing the intern to work on projects that allowed a very flexible schedule.

Because the intern was not able to put in the required time in the summer, before the start of his own job responsibilities, he returned to St. Joseph for two days in late October. The intern also continued to attend St. Joseph Board of Education meetings in September and October. That follow-up experience proved to be very beneficial. It gave the intern the opportunity to inquire about the progress of the position description project and the outcome of grievance proceedings. Board meetings also provided an opportunity to observe the leadership change as it influenced the direction of the board. A similar follow-up was planned with the Upton Junior High Principal to review scheduling problems and plan solutions.

The total experience was valuable to the professional growth of the intern. Skills which were developed were of immediate significance since they could be applied to his present position as a middle school principal. Many of the contacts and acquaintances made during the internship could be expected to benefit the intern in the future.

General Considerations in Writing a Job Description

1. The job description must be logically organized and presented, giving the unfamiliar reader an accurate and easily understood picture of the job.
2. It should be factual, concise, and unambiguous, leaving no doubt in the mind of the reader about the nature of the job: What there is to do and what skills are involved, how these tasks are done, and why the job exists. Continually interview yourself by asking What? How? Why? The quality of the data depends upon the quality of your job analysis.
3. The job description should be composed of statements which are as brief as possible, yet meaningful enough to accomplish their purpose. The style should be terse and direct--free of long, drawn out, and complicated sentence structure. It is more difficult for an evaluation committee to reach a proper conclusion from a rambling job description than from one that is concise and well organized.
4. Words should be selected carefully, and their meanings should be as specific as possible. Vague adjectives and phrases which can be interpreted in different ways should be avoided. Every effort should be made to describe the specialized environment within which a job operates and the way the incumbent must use his or her specialized knowledge.
5. The job description should present the job as it is intended to be performed and should not be "tailored" to meet the capabilities, or lack thereof, of the current jobholder. In addition to detailing the job duties, the write-up should cover:
 - a. the overall purpose or function of the job
 - b. the organizational structure--to whom the employee reports and who reports to the employee
 - c. the extent of the employee's responsibility and authority
 - d. the source and destination of the work
6. The job description should be written to help the reader grasp the essential or significant aspects of the position. Inclusion of incidental or trivial things, however factual, not only adds to the work of the description writer but can be confusing and impair the understanding of the reader.

TITLE: Business Education Teacher

QUALIFICATIONS:

1. A valid Michigan teaching certificate with vocational endorsement.
2. A Bachelors Degree with a major or minor in Business Education.
3. Demonstrated success in teaching business education at the secondary level.

REPORTS TO: High School Principal

TERMS OF EMPLOYMENT: Salary and work year to be according to the current master contract schedule.

JOB GOAL: To develop in each pupil an understanding of our American business system and its place in the nation's economy; to provide knowledge needed for intelligent consumption of business services; to develop practical business skills for personal use or for use in business occupations; to encourage pupils to develop work and personal habits essential for success in business.

PERFORMANCE RESPONSIBILITIES:

1. Teaches knowledge and skills in one or more of the following subjects to secondary pupils: typing, shorthand, note-taking, bookkeeping, record keeping, office procedures, merchandising, business communications, data processing, or basic business. Utilizes course of study adopted by the Board of Education and other appropriate learning activities.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Develops lesson plans and organizes daily classes so that demonstration, instruction, and practice can be completed within the allotted time.
4. Demonstrates skills such as shorthand and use of office machines, and techniques such as those used in merchandising. Prepares appropriate instructional aids and display materials to enhance learning.
5. Instructs pupils in use, care, and safe operation of business machines. Makes minor adjustments and requests repairs to equipment as required.
6. Maintains an auditable record of pupil attendance and makes daily reports.
7. Controls assigned district-owned office equipment and supplies to prevent loss or abuse.

* From JDE/NSBA model.

8. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the laboratory-type classroom, where several kinds of activities may be taking place simultaneously.
9. Instructs pupils in importance and significance of accuracy, neatness, efficiency, resourcefulness, and good work habits in obtaining and retaining employment in business.
10. Evaluates each pupil's performance, knowledge, and skills in course being taught; prepares progress reports and employment references for pupils as required.
11. Maintains continued contact with business community to keep in touch with job entry requirements and current business methods and equipment.
12. Evaluates, selects, and requisitions books, instructional aids, equipment, and instructional supplies and maintains required inventory records.
13. Maintains professional competence through inservice education activities provided by the district and/or in self-selected professional growth activities.
14. Participates cooperatively with the appropriate administrator to develop the method by which he will be evaluated in conformance with district guidelines.
15. Communicates with parents and school counselors on pupil progress.
16. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
17. Supervises pupils in out-of-classroom activities during the assigned work day.
18. Participates in curriculum and other developmental programs.
19. Participates in faculty committees and the sponsorship of student activities.

Position Description *

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TITLE: Mathematics Teacher

QUALIFICATIONS:

1. A valid Michigan teaching certificate.
2. A Bachelor's Degree with a major or minor in mathematics.
3. Demonstrated success in teaching mathematics at the secondary level.

REPORTS TO: Building Principal

TERMS OF EMPLOYMENT: Salary and work year to be according to the current master contract schedule.

JOB GOAL: To help each pupil develop competence in basic mathematical skills and an understanding of the structure of mathematics; to motivate each pupil to apply mathematical understanding and skills in the solution of practical problems; to encourage pupils to develop their special talents in the field of mathematics.

PERFORMANCE RESPONSIBILITIES:

1. Teaches courses in mathematics to secondary pupils utilizing course of study adopted by the Board of Education, and appropriate curriculum publications as guidelines in teaching individual course content.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Develops lesson plans and appropriate instructional aids stressing "discovery" and laboratory learning methods.
4. Demonstrates mathematical concepts using model, chalk board, overhead projector and other standard or teacher-prepared instructional aids.
5. Provides opportunities when needed for individualized and small group instruction to adapt the curriculum to the needs of each pupil.
6. Designs learning activities that will relate mathematics to the physical world.
7. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive classroom environment.
8. Evaluates each pupil's progress in mathematical knowledge and skills.

* From JDE/NSBA model

9. Selects and requisitions books, instructional aids, and instructional supplies and maintains required inventory records.
10. Communicates with parents to interpret contemporary methods in teaching mathematics and with parents and school counselors to discuss the individual pupil's progress.
11. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
12. Supervises pupils in out-of-classroom activities during the assigned work day.
13. Participates in curriculum and other developmental programs.
14. Shares in the sponsorship of student activities such as mathematic teams, and participates in faculty committees.
15. Maintains professional competence through inservice education activities provided by the district, and/or in self-selected professional growth activities.
16. Participates cooperatively with the appropriate administrator to develop the method by which he will be evaluated in conformance with district guidelines.

DIVISION OF SPECIAL EDUCATION
BERRIEN COUNTY
INTERMEDIATE SCHOOL DISTRICT

TITLE: Teacher/Consultant for Emotionally Impaired, Learning Impaired, or Mentally Impaired

QUALIFICATIONS:

1. Meet requirements under the Mandatory Special Education Act for Teacher Consultant status including:
 - a) Full approval in one area of Special Education
 - b) Three years satisfactory teaching experience including one year of experience with the handicapped.
 - c) Valid Michigan Teaching Certificate.
2. Knowledge of instructional materials used in general purpose and special education classrooms.
3. Knowledge of organizational and management concepts relating to handicapped children and classrooms.
4. Competencies in effectively communicating and working with other adults.

REPORTS TO: Coordinator of Diagnostic Services

JOB GOAL: To provide consultation and diagnostic prescriptive services as part of the multidisciplinary evaluation team in relation to children who have been identified as educationally handicapped and those suspected of being handicapped.

PERFORMANCE RESPONSIBILITIES:

1. Individual evaluation of children which may include tests, observation and consultation.
2. Provide consultant services for administrators, teachers, parents, students, and other school personnel as appropriate in the following areas:
 - a) Formal and informal assessment
 - b) Educational programming
 - c) Management programming
 - d) Materials for programming
 - e) Mainstreaming
3. Provide diagnostic-prescriptive information pertinent to Individual Educational Planning Committee meeting.
4. Coordinate and present inservice workshops upon request when appropriate
5. Maintain accurate records reflecting the delivery of teacher consultant services

6. Participate in the assessment of programming needs at both the local and intermediate school district levels when appropriate.
7. File written reports and disseminate same to appropriate staff and agencies.
8. Provide oral reports interpreting diagnostic data to:
 - a) School personnel and/or parents
 - b) Students where applicable
9. Follow up child's programming upon teacher's request or as directed by supervisor.
10. Provide all appropriate information for Intermediate School District files on all children referred to them.
11. Other duties as assigned.

TERMS OF EMPLOYMENT: In accord with Master Agreement

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions established by administration.

DIVISION OF SPECIAL EDUCATION
BERRIEN COUNTY
INTERMEDIATE SCHOOL DISTRICT

TITLE: Speech and Language Consultant

QUALIFICATIONS:

1. Valid Michigan Teaching Certification.
2. Approval by Department of Education as Teacher of the Speech and Language Impaired.
3. Successful experience with speech and language impaired individuals.
4. CCC from the American Speech, Language and Hearing Association.

REPORTS TO: Coordinator of Diagnostic Services

SUPERVISES:

JOB GOAL: To assist in coordination of activities and program planning for teachers of speech and language impaired; to foster effective evaluation and remediation of communicative disorders among pupils in Berrien County from the ages of 0 through 25.

PERFORMANCE RESPONSIBILITIES:

1. Will help facilitate coordination of speech and language services currently available in the county, including LLI programs.
2. Will provide consultation on speech and language problems in relation to assessment, referrals, and/or program planning.
3. Will help coordinate the planning and implementation of inservice training for teachers of the speech and language impaired.
4. Will act as liaison among local districts and the Intermediate School District regarding speech and language services and assist in the interpretation of State and Federal rules and guidelines.
5. Will maintain accurate records reflecting the delivery of services for speech and language impaired students.
6. Will evaluate and diagnose the child's language, speech and oral motor abilities through the use of tests, observations and/or consultation.

7. Will assist the local district in referring the child to appropriate agencies.
8. Will participate in Individual Educational Planning Committee meetings where appropriate.
9. Will provide direct service to students as recommended by the Individual Educational Planning Committee in Intermediate School District operated facilities.
10. CCC supervision for teachers of the speech/language impaired.
11. Other duties as assigned.

TERMS OF EMPLOYMENT: In accord with Master Agreement

EVALUATION: Performance on this job will be evaluated annually by administration.

ANN ARBOR PUBLIC SCHOOLS

TITLE OF POSITION: Health Teacher

SALARY: Teachers' Salary Schedule

REPORTING RELATIONSHIP: Reports directly to Intermediate School Principal, and indirectly to Coordinator of Health.

QUALIFICATIONS:

1. Appropriate Michigan secondary level teaching certificate.
2. Major or minor in health preferred (other related majors will be considered).
3. A current Red Cross First Aid Instructor's Certificate.
4. A current Red Cross CPR Instructor's Certificate.
5. Successful completion of at least six semester hours of approved undergraduate or graduate course work from among the following: human biology, anatomy, physiology, human heredity or genetics, bacteriology, psychology, mental health, sociology, or cultural anthropology.
6. Successful completion of:
 - a) at least two semester hours of approved undergraduate or graduate course work in sex education, human reproduction, family planning, marriage and family relations, human sexuality, family life education, or a combination of the above.
 - b) the completion of a Michigan Department of Education approved twenty clock hours of inservice in sex education, human reproduction, family planning, marriage and family relations, human sexuality, family life education, or a combination of the above.
7. Successful completion of at least two semester hours of approved undergraduate and graduate work from among the following: growth and development, personal health, community health, the school health program, school health problems, or health problems of children and youth.

RESPONSIBILITIES:

1. Teach a required health course to classes of combined 7th or 8th grade students.

2. Teach the health course and conduct the classes in accordance with the State and Ann Arbor Board of Education's parameters and guidelines.
3. Carry out other teaching responsibilities.

PERIOD TEACHER	1	2	3	4	5	6	7
BAKER, J	PART-TIME						③ CONCERT BAND
DONLEY, C					④ ALGEBRA		
FARWELL, R		⑤ DANCE P.E.	⑤ DANCE P.E.			③ TEACHES AT HIGH SCHOOL	
LEE, D	③ PREP.			④ DRAMA			④ ASTRONOMY

1. Using a magnetic board or a large sheet of paper, list teachers alphabetically and block off necessary columns for the total periods in the school day.
2. Cross out the periods that part-time teachers are not available for assignment.
3. Fill in any assignments that must be scheduled in a certain period. This includes assignments in other buildings, courses that must be taught during a certain time, and teacher preparation periods that must be scheduled at a specific time.
4. Place all single-section classes on the schedule, using the potential conflict matrix to keep conflicts to a minimum.
5. Place double and triple-section classes on the schedule, using the potential conflict matrix.

6. Determine the total slots needed each period for each grade (the number of students in each grade). Add up the slots made available per grade/per period in the classes scheduled to this point.
7. Fill in the remaining multiple-section courses on the schedule so as to provide adequate slots each period for each grade. Include potential study hall seats.
8. Make sure that teacher assignments are correct and in compliance with the teacher master agreement. Check to make sure each teacher has a full schedule, a prep period, and no more than the maximum preparations allowed by contract.
9. Make appropriate room assignments for each teacher and each class.
10. Write in the course number for each course and the section number.

⑥ 7TH GRADE = 180
 8TH GRADE = 195
 TOTAL SLOTS = 375

PERIOD TEACHER	1	2	3	4	5	6	7
1 BAKER, J	PART-TIME			98801 BAND 7 152	98802 BAND 7 152	99901 BAND 8 152	99701 CONCERT BAND 152
2 DONLEY, C	45101 MATH 7 ⑨ 116	45102 MATH 7 116	56201 MATH 8 116	56202 MATH 8 116	⑩ 56301 ALGEBRA 116	56203 MATH 8 116	⑧ PREP
3 FARWELL, R	14101 P.E. 8 GYM	⑩ 13801 DANCE P.E. GYM	13802 DANCE P.E. GYM	14102 P.E. 8 GYM	PREP	TEACHES AT HIGH SCHOOL	
4 LEE, D	PREP	⑦ 62101 ENGLISH 7 108	⑦ 62102 ENGLISH 7 108	73801 DRAMA 108	⑦ ENGLISH 7 108	⑦ ENGLISH 7 108	72901 ASTRONOMY 133
	7=30 8=30 ⑥	7=60 8=30					

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PRINCIPLES OF EFFECTIVE INSERVICE

Activities designed to support educators efforts to provide quality education for their students are known by many names. Inservice, professional development, staff development and continuing education are among the designators most often used. Activities vary widely in content and format. However, there are some generalizations about effective inservice programming which have broad support in the literature. Regardless of the way inservice education is perceived by a local team or school staff, the following principles seem to apply.

1. Teachers are more likely to benefit from inservice programs in which they can choose goals and help plan the activities as contrasted with programs in which the goals and activities are preplanned for them.
2. Teachers are more likely to be influenced in school-based training programs than those taking place on college campuses or other external sites.
3. For most teachers, the objectives of an inservice program should be specific teaching performances or outcomes.
4. Programs that have different training experiences are more likely to accomplish their objectives than programs that have common activities required for all participants. This is also true of programs in which participation is voluntary.
5. The teacher's personal goals/needs and those of the school should be congruent if training is to improve school system operations significantly and is expected to influence student learning. Inservice programs must be developed to meet the teacher's immediate and long range needs and the content must be such that teachers will conceive of it as relevant to their needs.
6. Training related to job assignments is most effective if adequate time is provided within the current work schedule for each activity. Further inservice education programs must extend the time frame covered by the inservice design if teachers are expected to change their teaching behaviors.
7. Effective inservice education utilizes techniques that are consistent with fundamental principles of effective teaching and learning (i.e., needs-based content, field-based instruction, demonstration, active learning, practice of skills, and feedback).
8. Effective inservice education utilizes a systemic model of program development, implementation, and evaluation.

There are undoubtedly other principles which may apply generally-- and there are specific needs and situations which support other principles. However, in arriving at these principles and in designing any effective inservice program there are three interlocking sets of components which any planner or decision maker must recognize: The Organizational content, the needs of the teacher, and the programmatic elements.

Characteristics of Effective Staff Development Activities Criteria
for Success

1. Clearly Stated Objectives. Participants in staff development activities should know what they will be able to do when the experience is over and how the experience will be evaluated. Participants should also know what will be expected of them during the activities.
2. Based on Expressed Needs. Effective staff development activities are based on a continuous assessment of participants' needs - needs for comfort, security and a sense of belongingness, as well as needs for new information, attitudes, and skills.
3. Opportunity for Choice. If a participant has chosen to become involved in a workshop or other growth activity, there is a far greater likelihood that the experience will be positively evaluated. Even in cases where participation is mandated but a meaningful series of alternatives is offered within the mandated program, the element of choice often remains sufficiently strong to positively influence the participants' behavior.
4. Individualization. Staff development activities that have different educational experiences for participants at different stages of their development are more apt to obtain their objectives and be evaluated positively than programs in which all participants engage in common activities.
5. Content. More successful staff development activities appear to be those which are geared toward a relatively narrow grade level range, a specific topic, or other clearly defined need area(s).
6. Opportunity for Active Involvement. More successful staff development activities are usually those which provide a chance to be actively involved. Through "hands-on" experiences with materials, active participation in exercises, and involvement in meaningful group discussion, participants are more likely to practice the learnings when they return to their schools or school districts.
7. Opportunity for Practice. Staff development activities that include demonstrations, supervised tasks and feedback are more likely to accomplish their objectives than those programs that expect participants to store up ideas and skills for use at a future time.
8. The Presenter. More successful staff development activities have been those in which the presenter has been able to come at the subject from the participants' point of view. The presenter's expertise also plays a role, as does his/her ability to convey genuine enthusiasm for the subject. However, the presenter may do a reasonably good job of presenting the material, but some of the other criteria often determine how the activity will be received.

9. Time of Day and Season. Obviously, staff development activities which take place at the end of a school day have less of a chance of being successful than those offered when participants are fresh. Further, staff development activities are less likely to be successful when they come at times of the year when seasonal activities, scheduling, parent conferences, or "crises", are evident.
10. Opportunity for Follow-up. Staff development activities are more successful if follow-up opportunities are planned and provided.
11. The Learning Environment. The social/psychological environment in which a staff development activity takes place has an important bearing on the degree of success. As a general rule (there are exceptions), the more successful activities take place within a low-threat, comfortable setting in which there is a degree of "psychological safety". Openness to learning appears to be enhanced when peers can share similar concerns, highs and lows, problems and solutions. During the activities the participant should be without fear of being evaluated and free therefore to "admit" areas of need. Through peer contact recognition will emerge that indicates he/she is not alone in having "short suits" that need strengthening. By way of contrast, it is rare to have a successfully-evaluated staff development activity in a school or school district in which a crisis or a smoldering problem has produced widespread staff discontentment. Under these conditions, evaluations of the activity can sometimes be more reflective of general "mood" and predisposition than of the quality of the activity itself.
12. Building on Strengths. People like to be recognized as valued, competent, liked, and needed. Staff development activities that view each participant as a resource are often most responsive to participants' needs.
13. Involvement in Planning. Staff development activities tend to be more effective and to be evaluated more positively by participants who have taken part in planning the activities. Activities are more likely to meet the needs of a participant who has helped to structure them around his or her areas of concern. A participant who has helped plan a staff development activity is likely to have a greater sense of "ego involvement" and desire for it to be successful, and therefore will actively look for the more positive aspects of the activity than a participant who feels no personal stake in the outcome.
14. Opportunity for Sharing. Staff development activities in which participants share and provide assistance to one another are more apt to attain their objectives than activities in which participants work alone.

15. A Finished Product. Many staff development activities (depending on their nature) seem to be evaluated more positively if the participant leaves with a finished product that is ready for immediate use. Finished products can help the participant translate the ideas presented in the activity into practice.
16. Number of Participants. Some presentations are as effective with 100 participants as they are with ten. However, for staff development activities requiring personal contact, informality and an interchange of ideas, seven to ten participants appears to be optimal. Again, there are many exceptions and wide variations based on the skill of the presenter, the organization of the activity and the nature of the topic.
17. The Physical Facility. The location in which the staff development activity takes place has a role to play in the outcome of the activity. Accessibility of supporting materials, appearance, temperature, lighting, auditory and visual sources of distraction, and many other physical factors have subtle but sometimes profound effects on the success of the activity.
18. Continuity. Staff development activities that are thematic and linked to a staff development plan are usually more effective than a series of one-shot approaches on a variety of topics.
19. Finances. They help - however the final internalization of new skills and application of new behaviors by participants are not directly related to the amount of finances. Continuous support and feedback seem to be more important.
20. Administrative Support. Effective staff development activities require district level support for district related activities and involvement of the building principal for activities designed for teachers.

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