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A Report of an Internship in the Portage Public Schools

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A REPORT OF AN INTERNSHIP
IN THE PORTAGE PUBLIC SCHOOLS

by

Diana Lung Castell

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Specialist in Education
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Western Michigan University
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A REPORT OF AN INTERNSHIP
IN THE PORTAGE PUBLIC SCHOOLS

Diana Lung Castell, Ed.S.

Western Michigan University, 1980

The purpose of this report is to describe a seven week internship in the Portage Public Schools during which the intern engaged in a variety of administrative activities. Chapter I contains the rationale for the selection of the Portage Public School, a brief description of the school system and the prospectus which structured the experience.

Chapter II describes the experiences during the internship, which involved elementary supervision, curriculum development, and administrative tasks and procedures.

Chapter III is an analysis of the organizational structure and leadership style that the intern observed at the Portage Public Schools.

Chapter IV includes conclusions and recommendation for future internships.

ACKNOWLEDGEMENTS

I am grateful for the support and patience of Dr. Carol F. Sheffer. She has provided valuable insight into the educational theories of supervision and encouragement when spirits were low. I would also like to thank Alan Garlick, the Portage Director of Elementary Education, for his gracious conduct which contributed significantly to enabling me to have a meaningful internship.

My special thanks goes to William T. Castell for his support and patience, without which this project would have been impossible.

Diana Lung Castell

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CHAPTER I

PROSPECTUS AND RATIONALE

The Portage Public Schools was chosen for the internship for two reasons. First, the Portage Public Schools had a reputation as a stable, creative school system with high professional standards. Second, the Portage Public Schools had a variety of administrators who would enable the intern to participate in a number of administrative areas. With the cooperation of Dr. Carol F. Sheffer, the intern was able to arrange for an internship with the Portage Public Schools and was subsequently accepted by the district to complete the internship during the spring of 1979.

Demographic Information

The Portage Public Schools is located in southwestern Michigan. The present city of Portage, which constitutes a major portion of the Portage School district, was developed as a suburb of Kalamazoo. According to a special report prepared by the Bureau of the Census in 1977, the total population of the city of Portage was 36,533. The total white population was 35,886 with 647 people from other races of which 499 were Blacks.

Description of Portage Public Schools

The Portage Public Schools consisted of eleven elementary schools, four junior high schools and two high schools. The public

school student enrollment for 1978-79 was, 9,672 with a total teaching staff of 478. The student-teacher ratio for both the elementary and secondary schools were approximately 20 students per teacher. The school district employed 40 administrators. The annual operating budget was approximately eleven million dollars.

Explanation Concerning the Prospectus

The purpose of the prospectus was to provide a framework for the internship. This was done in two ways. First, the intern provided a theoretical background which briefly explained the intern's motivation and expectations concerning the internship. Secondly, specific objectives were formulated, a plan devised for their accomplishment and terminal skills projected. The prospectus completes Chapter I.

INTERNSHIP

SPONSORING ORGANIZATION: Portage Public Schools

FIELD SUPERVISOR: Mr. Alan Garlick, Director of Elementary Education,
Portage Public Schools

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

MAJOR FOCUS OF EXPERIENCE: To gain practical experience in the application of supervisory theories and analysis of existing modes of school management.

DURATION: Seven weeks commencing Thursday, May 20, 1979.

RATIONALE:

Most educators would probably agree that the major goal for public schools is to prepare students for their future roles in society. Little agreement exists among educators on how to accomplish this goal. Disagreement ranges from the type of educational organization to specific content and methods of teaching. Alternative educational organizations for grades K-12 have been increasing in the past few years. The Back to Basics movement has effected school curriculum and teaching methods. Competency testing for teachers and students has won widespread acceptance in an attempt to make schools accountable.

Reform in public education is needed. Alternatives must be sought to prepare our young people for a productive role in the future. The shape of the alternatives is determined by the educators' view of the possible futures that exist for our young people. The year 2000 will not resemble the present in terms of technology, life styles, or knowledge. But most educators seem to assume that the same skills will be needed.

Instead of those traditional skills, our young people need to be taught how to learn. Emphasis should be placed on process, not content. Analytical skills should be taught along with an interdisciplinary approach to content. Inquiry, creativity and active participation should be encouraged in the learning institutions of our society.

The purpose of the internship was to prepare the intern for a role in public education in which she could affect some changes. In order to more effectively promote positive and constructive change, the intern needed the experience provided by the internship. She needed to work in an existing system to gain practical

administrative experiences in preparation for a future administrative position in which influence can be exerted. Administrative skills, together with theory and ideas, are necessary to effect change.. Therefore, the internship was structured to include experiences with three different administrative areas and to provide practical experience in conceptual skills, human relations skills and technical skills. The internship was designed to include the following areas: (1) an overview of supervision involving the Director of Elementary Education and elementary principals, (2) curriculum development and leadership, (3) routine administrative tasks involved in the elementary school and the elementary education organization, and (4) development of the human relations skills necessary for an administrator.

As a result of this internship experience, it is expected that the intern would acquire the practical knowledge of the operations of a public school system and the administrative skills necessary for an educational leader.

Projected Nature of Internship Experience

I. Elementary Director

| Objectives | Experiences and Contacts | Terminal Skills |
|---|---|---|
| A. <u>Conceptual</u> | | |
| 1. To <u>assist</u> in the planning phase for closing an elementary school. | The intern will - in cooperation with the Elementary Director <u>examine</u> and <u>investigate</u> the various problems, concerns and issues involved in closing a school. | The intern will be <u>able</u> - to <u>formulate</u> a plan to <u>reassign</u> the non-human resources of one elementary school to other schools. |
| 2. To acquire a knowledge of the legal implications of the Elementary Director's position and role. | <u>survey</u> and <u>discuss</u> with the Elementary Director: Michigan School Law, Portage Board Policies, School Regulations and the Master Agreement. | to <u>analyze</u> how legal precedents effect the role of the Elementary Director. |
| B. <u>Human Relations</u> | | |
| 1. To <u>acquire</u> a working knowledge of procedures and operations of administrative meetings. | The intern will <u>observe</u> a variety of meetings i.e. Central Office administrators, principals, staff. | The intern will be <u>able</u> - to <u>relate</u> the type of procedures and operations <u>analyze</u> the relationships of of those involved. |
| 2. To become <u>familiar</u> with the procedures and operations used in small group meetings. | <u>observe</u> and <u>participate</u> in small group meetings. | to <u>relate</u> and <u>analyze</u> how small group meetings are conducted and organized. |

Projected Nature of Internship Experience

I. Elementary Director - continued

| Objectives | Experiences and Contacts | Terminal Skills |
|---|--|--|
| B. <u>Human Relations-cont.</u> | | |
| 3. To <u>acquire</u> an overall view of the leadership style of the Elementary Director, Curriculum Director and the elementary principals. | The intern will - <u>observe</u> and <u>inter-view</u> a sample of the persons in these various positions. | The intern will be <u>able</u> - to <u>analyze</u> different styles as they relate to different official positions and their effectiveness. |
| 4. To <u>develop</u> an <u>awareness</u> of the duties and responsibilities of supervision | <u>observe</u> and <u>discuss</u> with a number of administrators their role responsibilities. | to <u>analyze</u> different leadership styles and <u>relate</u> to their official duties and responsibilities. |
| C. <u>Technical</u> | | |
| 1. To <u>acquire</u> the skills to perform routine administrative tasks. | The intern will - <u>assist</u> the Elementary Director in the performance of routine tasks. | The intern will be <u>able</u> - to <u>perform</u> routine tasks of an administrator. |
| 2. To <u>acquire</u> the skills to write administrative type communication. | <u>write</u> reports, memos, agendas and general correspondence. | to <u>write</u> administrative communications that are functional and clear. |
| 3. To <u>acquire</u> the skills to write reports and proposals. | <u>write</u> reports and proposals concerning the closing of a elementary school and a curriculum project. | to <u>write</u> reports and proposals which are functional and clear. |

Projected Nature of Internship Experience

II. Business Manager

| Objectives | Experiences and Contacts | Terminal Skills |
|--|---|--|
| A. <u>Conceptual</u> 1. To <u>acquire</u> a knowledge of the financial aspects of public schools. | The intern will <u>work</u> in the Business Office to <u>learn</u> how the department functions in relation to other departments. | The intern will be <u>able</u> — to <u>assess</u> the services and relationships between the Business Office and other administrative offices. |

III. Elementary Principal

| Objectives | Experiences and Contacts | Terminal Skills |
|---|--|--|
| A. <u>Human Relations</u> 1. To <u>identify</u> the basic concerns of an elementary principal about staff supervision. | The intern will — <u>observe</u> a sample of elementary principals and <u>discuss</u> with them their philosophy of supervision. | The intern will be <u>able</u> — to <u>analyze</u> different styles and their effectiveness. |
| B. <u>Technical</u> 1. To <u>identify</u> the steps involved in the end of the year closing of an elementary school. | <u>observe</u> and <u>discuss</u> with the elementary principals elements of an orderly closing. | to <u>describe</u> the necessary elements in the end of the year closing. |
| 2. To <u>identify</u> the steps necessary in accurate record keeping for students and staff. | <u>observe</u> and <u>examine</u> records. | to <u>state</u> the steps involved in routine type record keeping. |

Projected Nature of Internship Experience

IV. Curriculum Director

| Objectives | Experiences and Contacts | Terminal Skills |
|---|---|--|
| A. <u>Conceptual</u> | | |
| 1. To <u>assist</u> in the planning for a curriculum change. | The intern will - <u>work</u> with the Curriculum Director during the planning phase of a curriculum change. | The intern will be <u>able</u> - to <u>design</u> a plan for curriculum change |
| 2. To <u>identify</u> factors relevant to the implementation of a new curriculum program. | <u>work</u> with the Curriculum Director in learning how to <u>identify</u> factors and <u>plan</u> for a successful implementation of the new program. | to <u>analyze</u> the factors that influence the success of the program. |

CHAPTER II

A REPORT OF AN INTERNSHIP IN THE PORTAGE PUBLIC SCHOOLS

The Portage Public Schools' central administrative staff consisted of the following instructionally related positions:

Superintendent, Administrative Assistant, Director of Secondary Education, Director of Elementary Education, Director of Curriculum, Director of Special Education, Director of Community Schools, Assistant Director of Community Schools, Director of Career Education, Director of A-V and Library Services, and Director of Vocational Education. In addition to these positions, there were a number of support and non-instructional positions including the following: Director of Personnel, Business Manager, Director of Food Services, Assistant Superintendent of Non-Instructional Services, and Supervisor of Transportation.

Fourteen of these fifteen administrators in the central office reported directly to the Superintendent in a line organization format. The Assistant Director of Community Schools reported to the Director of Community Schools. The Curriculum Director, while reporting directly to the Superintendent, functioned in a staff capacity.

The Elementary and Secondary Education Divisions followed a similar organizational format. Each principal reported directly to the Director of their respective division. This organization resulted in eleven elementary principals reporting to the Elementary

Director and thirteen secondary principals and their assistants reporting to the Secondary Director.

Internship

The internship combined experiences within the Elementary Education Division and participation in curriculum development. The intern's time was divided between working with the Elementary Director, an elementary principal and the Curriculum Director. The general purpose was to provide the intern with a broad scope of administrative experiences which directly affected the operation of the elementary division of a school system. It was hoped that the intern would be better able to understand the different roles and responsibilities and their interrelationships.

In order to adequately report the intern's experiences, this chapter is divided into three sections. The experiences and activities will relate to the three different assigned positions. The first section will report the activities involved with and under the direction of the Elementary Director. The major assignment for the Elementary Director was the development of a plan to close an elementary school. The reporting of this assignment will be described as a unit even though it was accomplished at intervals throughout the entire period spent at Portage Public Schools. The second section describes activities with an elementary principal, which involved routine tasks for summer closing, preplanning for the fall and an evaluation activity. The third section will describe

activities with the Curriculum Director in the development of guidelines for a new curriculum for Human Growth and Development and revision of the Health and Science curriculum.

Elementary Director

The Elementary Director personally provided a comprehensive orientation of the Portage Public Schools and the legal framework of Michigan's educational system. He also facilitated the intern's acceptance by the school system's personnel and for the most part insured that the intern's project participation was meaningful.

The Elementary Director met with the intern for several hours each day during the first week of the internship. He shared a great deal of information with the intern which ranged from routine procedures to matters of a confidential nature. Along with this orientation, the Elementary Director made the intern feel comfortable and welcome. He introduced staff members, encouraged participation in coffee and lunch breaks, personally conducted building tours and allowed active participation in staff meetings as well as in almost all office activities. He also provided office space as well as administrative and secretarial support. A most significant contribution by the Elementary Director was his granting to the intern of equal professional status which provided an unique opportunity to participate in the organization. As a result of this professional acceptance, the intern was able to obtain an understanding of educational leadership and to experience personal growth.

Legal and Planning Concerns

During the internship, the Elementary Director had a major concern with legal issues, primarily related to the teachers' union contract. He perceived his role as the Elementary Division administrator who was responsible for adherence to the contract terms. The master contract that had been negotiated the previous fall was accompanied by a strike. Attitude changes seemed to have taken place as a result of the strike and the resulting contract which effected the interaction patterns between administrators and teachers. As a result of these changes, the Elementary Director shared his concerns and attitudes with the intern. Therefore, a major portion of the intern's orientation to the Portage Public Schools involved legal issues and documents. Along with verbal background, the intern read the Portage School Board policies, administrative procedures, the current union contract, and the Michigan School Law Handbook.

The second major concern of the Elementary Director during this time was planning for the closing of two elementary schools within the next two years. This decision had been made by the School Board in February of 1979. The Board also decided to reorganize the junior high schools from grades 7-8-9 to a middle school organization with grades 6-7-8, thereby adding grade 9 to the high school system.

The Portage Public Schools had been experiencing a significant decline in enrollment for the past three years. The greatest decrease in student enrollment occurred in the 1978-79 school year with a decrease of 530 students. Within the last three years,

Portage Public Schools had lost 1,117 students. Future school enrollment projections confirmed that Portage Public Schools, like so many other schools across the nation, would continue to lose students throughout the 1980's. Projections indicated that their enrollment would probably level off at 8,000 by the mid 1980's, thus resulting in a decrease of another 1,700 students.

Based on the current geographical student location, housing development plats and zoning restrictions, the School Board decided to close Pershing Elementary School in 1980 and Ramona Lane Elementary School in 1981. Plans were being formulated concerning the reassignment and/or release of the teaching staff of these two buildings which involved approximately 44 teachers. Plans to relocate the non-human resources had not been considered and the Elementary Director assigned this task to the intern. The plan for closing Pershing Elementary School would be used to close Ramona Lane Elementary School the following year. The assignment provided an unique opportunity to work with a number of different people throughout the school system in an official role.

Pre-planning Phase

The Elementary Director gave the intern full responsibility for gathering data and formulating a workable plan to relocate Pershing Elementary School's non-human resources. The guidelines were informal since it was felt that the three schools which would be receiving the students from Pershing should have priority in the relocation of the Pershing materials and equipment.

In preparation, the intern studied the Board's reports and decisions and learned that the planned closing of Pershing Elementary School would move the entire student population of 327 to Waylee Elementary School. Since Waylee Elementary School could not accommodate this increase the elementary districts were to be redrawn to shift students from Waylee Elementary School's present district to Haverhill and Central Elementary School districts. The result of this proposed redistricting would be an enrollment increase of 69 students for Haverhill Elementary School and 60 students for Central Elementary School. Therefore, Waylee Elementary School's net enrollment would increase by only 19½ students.

Planning Phase

The original plan developed by the intern had three steps. Step one provided for the identification of non-human resources housed at Pershing, including an inventory by quantity and condition. The second step was to investigate and determine the needs of the three schools which would be receiving additional students. It was essential that they have the necessary equipment and materials to accommodate the increase in their enrollments. The third step involved designing a system to fairly reassign Pershing's material and equipment; first to the three receiving schools, and then to the remaining elementary schools. This plan was approved by the Elementary Director. During a luncheon meeting with the elementary principals, he gave his formal support and approval to the intern's plan and asked for their cooperation.

In order to gain the cooperation of the Pershing principal and to assess firsthand the scope of the problem, the intern arranged to tour the Pershing building. The Elementary Director had assured the intern that the Pershing principal would have a complete record of the materials and equipment in that building.

The first problem encountered by the intern was the attitude and position of the principal, who was not convinced that Pershing would be closed. During that period, Pershing patrons were actively fighting the decision. The second problem was the lack of a complete inventory. There was a computer inventory, supposedly containing items with a value over one hundred dollars, which was used for insurance purposes. In addition to the computer inventory, the principal had an inventory of the physical education equipment. As the discussion and tour of the building progressed, several other problems became apparent. For example, Pershing had a music room which was partially stocked by the Portage Public Schools' Music Department, but also contained the music teacher's personal equipment. The A-V and Library Services had control of the library books, materials and A-V equipment. The Curriculum Department was responsible for a globe system and reading materials. Teachers' rooms contained a combination of personal and school property, such as room dividers and cassette players along with other instructional aids. In addition to the regular educationally related items, Pershing had a complete kitchen, a variety of playground equipment, maintenance equipment, and a furnished teachers' lounge.

The Pershing principal voiced a number of concerns related to

the relocation. He felt that the teachers should be able to transfer their school owned equipment to their new assignment. Of particular concern were large room dividers that had been especially ordered for a number of teachers. The Pershing Parent Teacher Organization had purchased a log cabin playhouse for the playground which he thought should be moved to Waylee since the entire school population of Pershing was being transferred to Waylee.

Examination of Pershing's computer inventory provided the intern with several problems. The item listings were recorded by identifying tag numbers with abbreviated descriptions. The Portage Public School system had no uniform method for the abbreviated descriptors. It was difficult in a number of cases to tell from the printout what the item actually was that was being described. Since the listing was in numerical order by tag numbers, like items were separated by several pages of printout. The utility of this type of printout was limited for this project.

The intern explored the records in the business office, trying to locate any other inventory. Finally, a member of the business office staff offered to find out from the computer center if a sort by items could be run which would bring together all like items. It was found that such a run was possible, and with the approval of the Elementary Director it was ordered. The resulting item sort inventory proved to be usable although it had several drawbacks. It included only those items with a value over \$100 which technically belonged to Pershing. Items such as A-V equipment which were used at Pershing were not listed on the inventory because they

technically belonged to the A-V and Library Services. A major drawback was that the inventory probably was incorrect. Several principals told the intern that it was not purged annually, even though the Business Manager made the request in order to remove those items which were no longer in a principal's building as well those items no longer valued at \$100. New items were added, but a complete check was not accomplished by the principals. In checking with the Pershing principal to ask about several items that fell under the dollar limit, it was discovered that indeed items under the dollar limit were retained and only a cursory check of the inventory was done. Even with these problems the item sort inventory could be used as the basis for a comprehensive inventory of Pershing's equipment. The printout first had to be checked against on site equipment at Pershing in order to obtain an accurate accounting. The final inventory was then to be arranged by categories so that all like items were grouped together.

Having solved the problem of Pershing's inventory, the intern addressed the problem of equipment relocation. A single form was created to facilitate that process. Pershing's inventory was to be recorded on this form. The items of equipment were to be recorded by category, along with the number of items available, their descriptions and their condition. In addition to recording Pershing's inventory, this same form would be used to reassign the equipment. Each elementary school principal would receive a copy of the form upon which was recorded the complete equipment inventory. Each principal would indicate the equipment which they desired, writing

their rationale in the space provided. The forms would then be sent to the person or group who was charged with the responsibility for final reassignment decisions. The reassignment system was designed to be flexible so that priority items could be easily assigned to the three receiving schools. Priority items were those that the receiving schools had to have in order to accommodate their increased enrollments. Room setups was an example of a priority item. When the final decision was made, it was recorded on the same form, thus allowing it to be used in the actual moving process.

The Elementary Director approved the form and suggested that copies be sent to the principals for feedback on its utility. Unusual items were used in place of typical school items as per the directions of the Elementary Director. The principals were delighted by the items and responded with care and thoughtfulness to the questionnaire that accompanied the form. The return rate was 100%. In summary, the principals definitely wanted to know the condition and size of the items and wanted visual inspection of them before requesting a particular item. Visual inspection by the principals was part of the proposal recommended to the Elementary Director by the intern.

The second step of the plan was to determine the needs of the receiving schools. Interviews and building tours were arranged with the principals. Central Elementary School and Haverhill Elementary School needs were relatively minor compared to those of Waylee Elementary School. Central would be receiving an additional 60 students, with 69 additional students going to Haverhill. Waylee

would be receiving 194 additional students, requiring eight additional classroom setups.

The third step was to design a systematic distribution method that would provide the three receiving schools with the materials and equipment needed for the additional students and also fairly distribute the remaining materials and equipment to the other elementary schools. In order to accomplish this phase of the planning, cooperation and assistance was sought from various departments and personnel.

The intern worked with the Business Manager and the Director of A-V and Library Services, the Curriculum Director and the Reading Specialist. Materials that belonged to the Curriculum Department were to be returned to the central office. No problem was foreseen because of the limited amount of material actually housed at Pershing, even though no record existed of what those materials were. The Reading Specialist had a complete record system, under which all materials were returned each year. Therefore, the special reading materials appeared to present no problem when Pershing closed. The Business Manager described the cycling system under which capital outlay items were replaced on a 10 year basis. He had given some thought concerning major items at Pershing that could be transferred instead of ordering new items, although no formal analysis had been done concerning the Pershing inventory. The Director of A-V and Library Services appeared uncertain of the most useful way to relocate the equipment housed at Pershing.

Each person the intern worked with during the planning was

willing to spend the time necessary to provide the organizational background on his/her department, without which adequate planning would not have been possible. As a result of their cooperation, the intern was able to propose realistic plans to close Pershing Elementary School. The intern's proposed plan which was submitted to the Elementary Director appears in the appendix.

Meetings

The intern attended a variety of meetings during the internship. An air of informality set their tone, whether the content was specific or general. The working style of the Portage administrators was relatively easygoing when dealing with other administrators. This was evidenced even between the central office administrators and the elementary principals. Status and authority differences were minimized through use of first names, familiarity with family events and current school activities.

One of the meetings attended was the elementary principals meeting. These meetings were usually held every two weeks, but since the end of the school year was approaching, only one meeting was held during the internship. The meeting started at 8:00 A.M. and ended at 12:00 P.M. Attendance included all the elementary principals with the Elementary Director acting as chairperson. The meeting's two page agenda included information and explanations provided by the Elementary Director and a variety of other central office administrators. The Superintendent, Business Manager, Curriculum Director, Personnel Director, Director of Special Educa-

tion, Director of Secondary Education, Assistant Director of Community Education and the Director of Career Education had all contributed to the agenda. Topics covered included immunization, summer tutoring, staff placements in relation to the proposed Pershing closing, procedures for personnel transfers, budget for the math management system, Special Education staff placements, contract interpretation of the principals' year, other contract issues, the intern's role and the Pershing closing.

The attendance of the central office administrators at the elementary principals' meeting had been arranged and a time set for their presentations. Thus the sequence of agenda items was constantly being adjusted in order to accommodate the administrators' scheduled presentations. The exception to this was the Superintendent who remained for the entire meeting. The role of the Superintendent seemed to be a combination of monitoring and information seeking. His input was related to only two items; the interpretation of the principals' contract and the attendance of the Special Education students at the Shire Circus. The principals' contract included two conflicting descriptions of the contract year. One description was 40 and 2/5 weeks. The other description was for a term beginning one week prior to the beginning of school and ending one week following the closing of school. The resultant difficulty was that the two terms described were of different durations. The one week provision for the principals had been in operation for a number of years. The Superintendent agreed that for the current contract year, the one week provision would be used, adding that the

issue would be clarified in future negotiations. The principals clearly viewed the decision as a victory, possibly over the Personnel Director who was trying to enforce the 40 and 2/5 week provision. The second issue that the Superintendent spoke on was the attendance of the Special Education students at the Shire Circus. Plans and arrangements had been made for the event. The Special Education Director was present when the issue was raised by one of the principals. After a brief discussion of the merits of sending only the Special Education students, the Superintendent stated that it was his opinion that this violated the goals of mainstreaming and would not occur again.

Throughout the meeting the group stayed on task, maintaining its sense of humor and relaxed attitude while dealing with thoughtful questions. The Elementary Director was an effective chairperson, keeping the group on task while preserving the flexibility necessary for accommodation of the central office staff. As chairperson, he appeared confident and did not defer to the Superintendent.

The intern attended a central office staff meeting. There was no agenda and the Superintendent was not present. The meeting was started by the Administrative Assistant who requested information for the Focus, the Portage Public Schools' newsletter. The response was negative from those attending, and therefore, the meeting was adjourned. This type of meeting was common. Meetings of the central office staff were primarily for gathering information for the newsletter. Group problem solving or group planning meetings were non-existent.

An Elementary Review Board meeting was attended by the intern. The Elementary Review Board had been established in response to pressure from the Portage Education Association. Its purpose was to provide an alternate system to determine whether the student-teacher ratio could be adjusted or other alternatives, such as aides, could be arranged. Even though Portage Public Schools were experiencing a decline in their student enrollment, several schools, particularly on the west side of the school district were thought by some to be over-crowded in the primary grades. The purpose of the meeting was to develop a questionnaire to be given to a teacher who wished to have a hearing. The Elementary Director had requested that the intern construct a questionnaire, which was done prior to the meeting.

The composition of the committee was two elementary teachers appointed by the Portage Education Association, two administrators appointed by the Superintendent and a fifth person agreed upon by both the Portage Education Association and the Portage administration. The Elementary Director was one of the administrators on the Board. The fifth member was the Assistant to the Special Education Director, who was viewed as a teacher advocate by the administration and the Portage Education Association. As it turned out, she was not a teacher advocate, at least during this meeting.

As stated, the purpose of the meeting was to agree upon a questionnaire to be given to teachers before they requested a hearing. The underlying reason for the questionnaire was to screen the requests. The procedure would begin with the teacher and the

building principal trying to work out a solution to the problem. When this was not achieved, the teacher had the opportunity to present the case to the Elementary Review Board which had the authority to recommend action to the Superintendent.

The interpersonal dynamics of the meeting were classic examples of role restriction. One of the teachers was the chairperson, but in reality the Elementary Director controlled the flow of the meeting. The teachers had come prepared with several suggested items which were ultimately deemed unsuitable by everyone, including the teachers who were present. The basic argument was that it would give the teachers ideas and thus might be translated into some type of criteria for change of the student-teacher ratio. The two teachers found themselves alone, without any support from the Special Education assistant who was very verbal in opposition to the items suggested. The result of the meeting was that a questionnaire would not be constructed because it might be interpreted as the basis for a decision and second it might give other teachers ideas to pursue an adjustment in their classroom size. The Elementary Director and the elementary principal were pleased with the outcome. Whether they had purposefully planned their combined action was unclear to the intern. It would seem that had the Elementary Director planned his action he would not have directed the intern to create a questionnaire which he thought was a good one, but never brought up during the meeting. It is possible that his hidden agenda was obscure from his own thinking until the interaction started at the meeting.

Discussion centered on whether or not to design a questionnaire rather than upon its content. The teachers came unprepared for both topics. Their ideas were discounted by the administrators. Teacher concerns centered on the number of boys versus girls, the number of students on medication and the number in Distar. Administrators did not want a questionnaire, feeling that it might serve as criteria for altering student-teacher ratios.

In an attempt to promote communication and increase understanding with teachers and parents, the Superintendent had organized two types of meetings; the Superintendent's Breakfast and a coffee. The Superintendent's Breakfast was for teachers and was held in their building. A School Board member frequently attended. The coffee was also held in individual buildings with open invitations to parents of that school. No agenda was set for either type of meeting. These meetings were scheduled throughout the school year. The Superintendent's Breakfast attended by the intern, along with the Elementary Director and the Administrative Assistant, was an informal affair. The Superintendent was not present. Discussion centered on teacher-student ratio and funds to decrease class size. A major point of discussion was that the closing of Pershing Elementary School and Ramona Lane Elementary School in the next two years should enable the school district to retain those teachers and transfer them within the system, thus reducing class size. Both the Elementary Director and Administrative Assistant tried, with little success, to explain the financial problems involved.

The coffee held at Lexington Green Elementary School was

attended by the Superintendent, the Administrative Assistant, the Elementary Director, the intern and the building principal. Notice of the coffee had been limited to the Portage Focus, a monthly publication by the Portage Public Schools, and the Lexington Green Newsletter, the elementary school's publication. The principal responded in a vague manner when asked if notice of the coffee had been published recently in the Lexington Green Newsletter. Not one parent was present during our attendance which lasted 20 minutes. The conclusion by the administrators was that in this area the parents did not have any problems. Nothing was said about attempting to get parental attendance at future meetings. The intern wondered if the coffee would be discontinued in the future because of lack of interest, as evidenced by the low turn out.

Elementary Principal

The second portion of the internship was spent primarily with one elementary principal. Visits were made to several other principals in order to broaden the intern's perspective. In general, the overall purpose was to gain a working understanding of the duties and responsibilities of an elementary principal. With the cooperation of the Elementary Director, and the criteria established by the intern, a principal was selected. The basic criteria set forth by the intern for the selection of a principal was that he or she be (1) actively involved in staff development, (2) be innovative, (3) have strong skills in administration, and (4) have good relationships with the students. The choice of the Elementary Director to

meet these criteria was the Waylee Elementary School principal. She was a second year principal who had previously been an assistant principal at a middle school in another district.

Description of Waylee

Waylee had an enrollment of 381 students in kindergarten thru sixth grade. In addition, it housed a Head Start classroom for handicapped children from 3-5 years of age. The teaching staff consisted of 14 regular education teachers, two Special Education teachers, a librarian, a reading consultant, a Title I reading teacher, a half-time art teacher, a half-time physical education teacher, and a speech teacher. In addition to the professional staff, Waylee had at that time, one full-time aide who worked with the Head Start teacher, three student teachers and five volunteer parent aides. There were also two noon-time playground aides, four cooks, two custodians, two lunch room aides and two secretaries. Thus the principal was responsible for the supervision of approximately 41 persons. In terms of organizational authority, the principal was confronted by the dilemma resulting from several staff members being responsible to two supervisors. The cooks, custodians, reading consultant, Special Education teachers and the Head Start teacher were all responsible to two supervisors.

Role of the Intern

As a result of the Pershing assignment, the Waylee principal

asked the intern to perform a number of tasks in anticipation of the increased enrollment at Waylee in the next year. Waylee enrollment would increase from 381 to 580. Thus a number of reorganizational tasks had to be done. Lunch room schedules and arrangements, classroom assignments and room changes, library changes and accommodations for a new addition to the library all required organization. The building itself was designed to hold at least 600 so that caused no problems. But several years of low enrollment had resulted in extra rooms for noon-time movies, a teachers' lounge, and noon-time games. Waylee had one year to make preparation for the increase in enrollment. Many decisions needed to be made.

Specifically, the intern was involved in pre-planning and suggested plans for room assignments for the school year 80-81, and a proposed new lunch schedule. The room assignments were a relatively simple task. Two suggested arrangements were given to the Waylee principal with their rationale.

The lunch schedule was more complex. Because adjustments needed to be made to accommodate a larger student body, the principal wanted some planning done in order to try different alternatives for the next year without the pressure of the larger group. The principal provided some background on the current situation and suggested the people to talk with about different arrangements. Interestingly, neither teachers nor students were inclined to talk with the intern concerning different lunch schedules. The intern talked with the cooks, lunch room aides and the custodian to gather information. Personal observations were made during lunch periods.

The first problem was that if the same type of scheduling existed after the Waylee/Pershing merger, the lunch hour would be almost 3 hours long. Due to the small size of the cafeteria, only 75 students could be seated at one time. The rules stated that each class must remain in the cafeteria for twenty minutes. Observation revealed that most children were finished in ten minutes and then often disturbed the rest of the children who were trying to finish eating.

The two elements of the problem were time and space. Time involved the teachers, students, cooks, lunchroom aides and playground aides. Teachers had to have a 30 minute lunch hour since it was a negotiated item in their contract. The cooks, lunch room aides, and playground aides contracted for a maximum number of hours per day, which had to be taken into consideration. Serving time was considered. Adequate time had to be allowed for serving and replacement of food on the line for the next group.

Space considerations involved investigation of using the gymnasium or the stage area for student seating so that a larger number of children could be served at one time. Different arrangements of tables were tried in an attempt to enlarge the seating capacity of the present cafeteria. After careful consideration of these elements and input from the cooks, aides and principal, the intern designed three plans. These plans were submitted to the principal, along with a complete rationale for each.

The Waylee principal requested that the intern administer an evaluation questionnaire to the staff concerning her performance as

a principal. She had used a questionnaire herself the previous year but was concerned that she had biased the responses by administering the questionnaire herself. She expressed concern about her feeling of weakness in a number of areas and wanted to know if the staff shared her feelings. Her concerns were in the following areas:

(1) availability to the staff, (2) provision of necessary staff feedback, (3) provision to the staff of the quality and quantity of necessary information, (4) awareness of staff concerns, problems and assests, (5) provision of sufficient support to the staff and programs, (6) efficiency in school operations, (7) knowledge of curriculum, and (8) flexibility. She also wanted the staff's suggestions for improvements.

The two questionnaires that she had previously used would not provide the information she wanted. Therefore, based on information provided by the principal's observations on her own management style, and the intern's conceptual background, a blueprint was formed and a questionnaire constructed.

The resulting questionnaire was approved and administrated to the entire staff. Assurances were given to them that all individual forms would be destroyed and that any comments would be retyped before the principal was given the results.

The intern carried out a number of routine tasks for the Waylee principal, such as playground and bus supervision. Even though there were aides or teachers on duty during these times, the principal usually also took an active part. The intern often joined

her and when the principal was not able to be present the intern was frequently asked to stand-in for her. The presence of the principal had an effect on the behavior of the children. They viewed the principal as the ultimate school authority. Her ability to combine good rapport with firm discipline was effective in teaching the children that they were responsible for their own behavior. However, her effectiveness seemed to result in teacher reliance upon her actions to resolve disciplinary problems. It was evident that the childrens' conduct improved when the principal was present.

Due to the ending of the school year, the principal took care of a number of relatively routine tasks. A number of these were turned over to the intern to organize and complete. The intern reviewed fall class lists, checked students' writing folders, prepared kindergarten class lists, checked students' cumulative folders, and assisted the teachers' final check outs.

Curriculum Director

The final section describes the role of the Curriculum Director in the intern's activities while working directly with him.

The position of the Curriculum Director was unique in that it was a staff position. In other words, the person having this position had no authority to require any curriculum changes. The Curriculum Director reported directly to the Superintendent. Once approval had been determined by the Superintendent and the School Board, the Curriculum Director had to depend on his personal skills to put into operation the curriculum change. Thus the Elementary Director and

the Secondary Director would have to be persuaded to support and lend their line authority to a change in order for it to occur. The intern found that instituting change, supervision and follow-up were difficult, if not impossible, from a staff position.

The intern worked on three curriculum projects with the Curriculum Director. These projects provided an opportunity to work at different developmental phases in curriculum as well as with different groups. The following will describe each project, the Curriculum Director's role and the part the intern contributed to the process or product. The three projects were the Human Growth and Development Curriculum Study, the Science Curriculum Group and the Health Committee.

The Human Growth and Development Curriculum Study

In 1977, Public Act 226 was passed by the Michigan legislature which legalized the teaching of reproductive health and family planning. The Human Growth and Development Curriculum Study for the Portage Public Schools was initiated by the Portage Board of Education in the spring of 1978. The Superintendent had recommended a comprehensive program of health education for grades K-12. Thus reproductive health would be a part of the new curriculum. The Curriculum Director was instructed to form a citizens' participation committee (CIT-PAR) to study and make recommendations in seven areas: (1) personal hygiene and community health, (2) mental and social health, (3) nutrition, (4) human sexuality, (5) safety,

(6) parenting, and (7) substance use and abuse.

Based on a written survey sent to staff and school patrons, a pool of interested people willing to serve on the various committees was provided. From this list, the Curriculum Director established a steering committee, co-chaired by himself and one parent, and seven subcommittees, one of which was to study each of the seven areas. Each committee was composed of staff, parents, community experts and one school board member.

By June 1979, the final reports of each committee were complete. These reports varied in their thoroughness and the extent of their recommendations. Due to the commitment of the committee members to their recommendations, compromise was difficult. In order to keep peace with the various committees, the Curriculum Director decided to select broad recommendations to be given to the Board, along with the reports of each sub-committee. The report to the Board was to include a section on the background, a precis, curriculum recommendations and a copy of each sub-committee's report.

Preparations for the Board report were started when the intern began the assignment with the Curriculum Director. First drafts of the background, precis, and recommendations had been outlined by the Curriculum Director and the co-chairperson of the Steering Committee. The intern had been given copies of the reports and was thus familiar with their content. In order to have the cooperation and support of the co-chairperson, the Curriculum Director had scheduled

several meetings during which the final draft of the background, precis and curriculum recommendations would be agreed upon. Even though the major decisions had been made by the steering committee, it was assumed by the Curriculum Director that the actual wording of the sub-committee reports would have an effect on the position of the Board of Education. The Curriculum Director walked a tight rope between what he believed possible and the pressures of the various committees. His success depended upon achieving a satisfactory balance between each committee's viewpoint and the position of the Board of Education.

The intern met with the Curriculum Director and the co-chairperson to revise, reorganize and polish the background, precis and the recommendations. As an outsider, the intern was able to contribute to the process with specific ideas and editorial changes to clarify these documents.

The coordination of the packaging of the reports was also completed by the intern. Each Board member was to receive a complete notebook which included a copy of each sub-committee's report, the background, precis and recommendations. Each member of the steering committee and all administrators were also to receive a complete notebook.

Science Curriculum

The second curriculum project that the intern assisted with was the Science Curriculum Group, whose purpose was to revise the elementary school science curriculum. The elementary schools had been using an inquiry kit program which had been unsatisfactory

for a majority of the teachers, due to the length of teacher preparation for the lessons, poorly designed experiments, and inadequate equipment. The problems with the kits were not limited to these reasons and had become so serious that a large number of teachers were not using the kits and possibly not teaching science in any organized manner. The Curriculum Director was aware of the problem and had decided to solve it as quickly as possible. The revision of the science curriculum was actually to adopt a suitable textbook(s), which would be ordered for the fall of 1979. That decision changed the usual procedure of testing and evaluating proposed new texts for one year prior to their adoption.

The Science Curriculum Group met for four consecutive mornings. The basic organization was outlined in an agenda constructed by the Curriculum Director in which he raised issues to be addressed by the group and goals to be achieved by the end of the fourth meeting. The group also received copies of a science position paper written by two Portage elementary teachers which outlined goals, skills and science topics to be taught in a comprehensive program for grades K-6. The purpose of the position paper was to provide guidelines in the event that the group was in agreement with its contents. It was not presented as the final statement, but as a working document. The group approved the position paper and added two goals. The third information source was the Director of Career Education whose brief comments concerned decision-making and were not related specifically to the correlation between the science curriculum and career education.

The activities during these sessions were a combination of large group discussions, small grade level discussions and review of science text books. The Curriculum Director furnished five science textbook series for the group to review. The intern's role during the sessions was as a facilitator for the Curriculum Director during the large group and grade level discussions. During the last two days the Health Education Curriculum Group met during the time of the grade level discussions of the Science textbooks. The intern acted as a facilitator for this group.

The Curriculum Director had established grade level curriculum committees for each subject area. Thus the composition of the Science Curriculum Group was comprised of the science chairpersons and another person from each grade level committee. In addition, a junior high science teacher, an elementary librarian, and an elementary principal were members of the group, thereby increasing the expertise of the entire group. The junior high science teacher was able to provide information about the expectation of the junior high science teachers and programs. The elementary librarian was able to provide insight into the specific science area that elementary students self-selected for their own interests. The elementary principal was able to provide a holistic view to the process of the needs of teachers and students. In addition to the combination of people, three members of the Science Curriculum Group were also members of the Health Education Curriculum Group which was to select a health text series to correlate with the science series and the Human Growth and Development curriculum when it was approved.

By combining these various individuals with their expertise and viewpoints, the selection process was facilitated.

Health Curriculum

Following the selection of a Health text book series for the elementary grades, a series of meetings were held to formulate guidelines for the teaching of reproductive health in the elementary schools. Two members of the Health Education Curriculum Group were selected to work with the Curriculum Director on these guidelines. The intern participated in three of the meetings. The meetings consisted of a review of the legal requirements and restraints concerning the teaching of reproductive health. A discussion of the reports from the Human Growth and Development Curriculum Group, an exchange of the individual group member's perception of community values and an evaluation of student awareness.

After three meetings, the group had developed general guidelines. The guidelines were to be transformed into specific grade level objectives during future meetings.

Internship Objectives

This accounting records accomplishment of the internship objectives. The objectives are restated, and referenced by number to the prospectus. The internship activity which accomplished each objective is stated, with reference to the pages of the report where a discussion of the activity may be found. Supporting documents are

referenced in the appendix.

Elementary Director

Two conceptual objectives were specified. The first (I-A-1) was to assist in the planning phase for closing an elementary school. That objective was accomplished by developing the plan for relocating the non-human resources of Pershing Elementary School (pp. 13-20) and Appendix A). The second conceptual objective (I-A-2) was to acquire a knowledge of the legal implications of the Elementary Director's position and role. That objective was accomplished by the Elementary Director's orientation, and research of legal and regulatory sources (p. 12).

Four human relations objectives were specified. The first (I-B-1) was to acquire a working knowledge of procedures and operations of administrative meetings. That objective was accomplished on a number of different occasions throughout the internship when the intern met with the central office administrators (pp. 20-26) The second objective (I-B-2) was to become familiar with the procedures and operations used in small group meetings. The objective was once again accomplished on a number of different occasions throughout the internship when the intern met with central office administrators, principals and committees (pp. 23-26). The third objective (I-B-3) was to acquire an overall view of the leadership styles of the Elementary Director, Curriculum Director and the elementary principals. This objective was accomplished while working with the Elementary Director (pp. 11-26), the Curriculum Director

(pp. 31-37) and the Waylee Elementary School principal (pp. 26-30). The fourth (I-B-4) objective was to develop an awareness of the duties and responsibilities of supervisors. The objective was met during the intern's work at the central office (pp. 11-25) and with the Waylee Elementary School principal (pp. 26-30).

Three technical objectives were specified. The first (I-C-1) was to acquire the skills to perform routine administrative tasks. The objective was met throughout all three phases of the internship, especially while preparing the Pershing Elementary School closing plan (pp. 13-25) and while assisting the Waylee Elementary School principal in the execution of her routine duties (pp. 27-31). The second objective (I-C-2) was to acquire the skills to write administrative type communications. Opportunities to accomplish this objective were limited, because of the infrequent use of this type of communication within the Portage Public Schools. Skills were improved, however, as a result of preparing the Pershing Elementary School closing plan (Appendix A) and conducting the staff evaluation at Waylee Elementary School (Appendix C). The third objective (I-C-3) was to acquire the skills to write reports and proposals. The objective was accomplished by the intern preparing the proposal for the closing of the Pershing Elementary School (Appendix A).

Business Manager

The objective for work with the Business Manager (II-A-1) was to acquire a knowledge of the financial aspects of public schools. Time constraints prevented complete accomplishment of this objective.

It was partially achieved as a result of learning about the cycling plan for capital outlays and by working with Pershing Elementary School's equipment inventory (pp. 19, 16-17).

Elementary Principal

The human relations objective (III-B-1) was to identify the basic concerns of an elementary principal about staff supervision. The objective was met during the intern's work with the Waylee Elementary School principal, especially while working with the staff evaluation of the principal (pp. 29-30).

There were two technical objectives. The first (III-C-1) was to identify the steps involved in the end of the year closing of an elementary school. The objective was achieved while working with the Waylee Elementary School principal (p. 31). The second objective (III-C-2) was to identify the steps necessary in accurate record keeping for students and staff. The objective was reasonably well accomplished as a result of examining Waylee Elementary School records and by participating in year-end closing procedures (p. 31).

Curriculum Director

Two conceptual objectives were established. The first (IV-A-1) was to assist in the planning for a curriculum change. This objective was met by participation with the steering committee for the Human Growth and Development Curriculum Study, the Science Curriculum Group and the Health Education Curriculum Group (pp. 31-37).

The second objective (IV-A-2) was to identify factors relevant to the implementation of a new curriculum program. This objective was accomplished through discussions with the Curriculum Director about the historical background of how the Human Growth and Development Curriculum Group came into being and the Group's planning efforts (pp. 32-33).

Summary

During the internship at the Portage Public Schools, the intern had primary assignments to the central office and to one elementary school. While at the central office she was supervised during one phase by the Elementary Director and during a second phase by the Curriculum Director. The third phase of the internship was supervised by the principal of an elementary school. While completing these three primary assignments, the intern was exposed to a great variety of people, situations and places.

While working under the supervision of the Elementary Director, the intern became familiar with the legal framework of the Michigan education system and Portage Public School policies and procedures, including the history, terms and ramifications of the teachers' union contract. The intern completed a major assignment by planning for the relocation of the non-human resources located at the Pershing Elementary School, which was to be closed. This project required inventory determination, assessment of the needs of the three elementary schools which would be receiving Pershing's student body, and development of a systematic distribution method for reassigning

Pershing's equipment.

While working under the supervision of the Waylee Elementary School principal the intern was primarily engaged in the routine tasks of closing the school for the summer and pre-planning for the influx of additional students as a result of Pershing Elementary School being closed. The intern designed and administered a staff evaluation of Waylee's principal and assisted the principal in a variety of ways in the execution of daily operations. The intern achieved a well developed comprehension of the dynamics, pressures, problems, challenges and rewards of elementary school principaling.

While working under the supervision of the Curriculum Director, the intern participated in the development of guidelines for a new curriculum for Human Growth and Development and in the revision of the Health and Science curriculum. The intern served as a discussion facilitator for the Science and Health curriculum meetings. Editorial and organizational tasks were accomplished for the Human Growth and Development curriculum.

The majority of the intern's time was spent in association with the central office administrators as they interacted with many different people in a variety of settings and circumstances. The intern was granted equal professional status which placed her in a uniquely productive position from which to perceive the process of educational leadership, while enjoying personal growth. The intern was able to observe the formal, informal and social organizational structures and to observe a variety of leadership styles. The intern was able to perceive, within the actual environment, the different

roles, responsibilities and interrelationships of the administrators as they worked within peer groups, with superiors and with subordinates.

CHAPTER III

AN ANALYSIS OF INTERNSHIP EXPERIENCES

In order to gain insight and understanding about school administration as it relates to the Portage Public Schools, two major areas were selected for analysis: organization and leadership. For the purposes of this chapter, the analysis will include the central office administrators and the elementary principals. Since contact with the secondary education division was minimal, generalizations will not be extended to this area. The following analysis is based on limited exposure to the Portage School system and reflects the opinions of the intern. In order to relate the analysis to current theory, references will be cited to support major issues.

Organization

Pugh, Hickson, Hining and Turner (1969) stated that the structure of an organization is closely related to the context in which it functions and that variations in the organizational structure can be explained by examination of the contextual factors. Within this general framework, the organizational structure of Portage Public Schools can be reasonably explained.

Three areas of the organization will be examined for analysis in the Portage Public Schools. They are: (1) the formal structure, (2) the span of control, and (3) centralization of power. These areas will be analyzed through observations made by the intern and

through review of relevant documents.

Formal Structure

The formal organizational structure of Portage Public Schools consisted of a traditional hierarchy with corresponding line and staff positions. The Board of Education, elected by the community, formed the apex and established school policy. The Superintendent, as the chief executive, was responsible for the execution of the School Board policies through administrative regulations, rules, and supervision of personnel and programs. Immediately under the Superintendent, there were fourteen positions which reflected the division of responsibilities for the operations of the Portage Public Schools. These positions made up the core of the central office administration. The instructional related positions included the following: Curriculum Director, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of A-V and Library Services, Director of Vocational Education, Director of Community Schools, and Director of Career Education. The non-instructional positions included the following: Administrative Assistant, Business Manager, Assistant Superintendent for Non-Instructional Services, Director of Food Services, Director of Personnel, and Supervisor of Transportation. The third level of administrators were the elementary and secondary principals who along with their assistants supervised the teachers in their buildings. The principals were responsible to either the Director of Elementary Education or the Director of Secondary Education.

The actual operations for these three levels of administrators seemed to follow the formal organizational structure. While such a structure is not unusual in educational systems, it may be unusual for the actual administrative interaction to follow so closely the formal organizational patterns. The intern found no evidence of an informal organizational structure.

Roger and Agarwala-Rogers (1976) noted that one purpose of organizational structure is to provide stability, regularity and predictability to the organization. It is the opinion of the intern that close adherence to the formal organizational structure provided those elements for the members of the Portage Public Schools administration. The administrators seemed comfortable in their roles. Most of the central office administrators had held their positions for a number of years. Their turnover rate was relatively low. Retirement was usually the main reason for an administrator leaving the system.

Two positions in the formal organizational structure were variations from a traditional hierarchy. The possible contextual factors which shaped those variations and their effect upon the organization will be examined. These two positions were the Curriculum Director and the Director of Special Education.

One variation was found in the staff positioning of the Curriculum Director. All other positions followed the traditional hierarchical line chain of command. With the exception of the Curriculum Director, all central office administrators held line authority

commensurate with their responsibilities. The staff position of the Curriculum Director was created by the Superintendent six years earlier. Prior to that time, the curriculum responsibilities and duties were performed by the Elementary and Secondary Directors. The Curriculum Director usually considered one of the vital roles in a school system, if changes were to be made in the curriculum. The Curriculum Director would have needed the appropriate authority to institute the changes. In Portage, the Curriculum Director was directly responsible to the Superintendent and had no line authority for implementation. It is not unusual to have curriculum responsibilities placed at the level of an assistant superintendent with the appropriate authority to guide and promote curriculum changes.

The examination of the contextual factors suggested several possibilities for the original creation of the staff role for the Curriculum Director. As noted, many of the central office administrators had been part of the system for long periods of time. In fact, the Elementary Director had been a student, a teacher, and a principal in the Portage School system. Among the principals, one individual had been the principal in the same school for twenty-seven years. It is the view of the intern that stability, regularity and predictability were extremely important elements for a vast number of administrators. To have radically changed the formal organization by creating a curriculum line position might have thrown the system into disorder. Another problem could have been the reduction of the responsibilities of the Elementary and Secondary Directors. Conflict between these two Directors and the Curriculum

Director had to be avoided if curriculum changes were to be accomplished. In light of these contextual factors, it was possible that the best alternative was to create a curriculum staff position. It was also the view of the intern that the Superintendent chose a person who could effectively function in this type of position. The Curriculum Director understood clearly how the system worked and was able, through his interpersonal skills, to maintain the cooperation of the Elementary and Secondary Directors in order to accomplish the goals of the Superintendent.

The second variation from a traditional hierarchy involves the role of the Director of Special Education. This position was directly responsible to the Superintendent as a line authority position. The intern was not aware of the basis for the location and authority for this position. Similar forces could have contributed to its formation. Its retention in this location may be explained by contextual factors operating within this sphere. One of the contextual factors could be the personality of the Special Education Director. He seemed to be all business and did not fit into the social circle of the central office administrators. He never shared coffee at the regularly appointed times.

Probably the most powerful contextual factors that influenced this position were the legal and financial aspects involved in Special Education. In many ways Special Education is a protected area due to the recent federal legislation. P.L. 94-142 requires public education for all handicapped children and sets guidelines for their education, such as Individualized Educational Plans and

least restrictive placement. In addition to federal requirements concerning the students, there was a maze of Michigan certification requirements of teachers for specific categories of Special Education students. The Director of Special Education, to comply with the law, could make changes without the usual political niceties and horse trading. The position existed outside the hierarchy of elementary and secondary education. It was possible therefore, that changes occurred faster because the Director of Special Education was responsible only to the Superintendent.

The financial factor involved state funds that were received by the Portage Public Schools which were directly tied to Special Education. These funds in 1978-79 constituted appropriately 90% of the Special Education total expenses including salaries. Therefore, the Special Education Director was not totally dependent upon the budgeting process of the Portage system. He was thus relatively independent in the financial arena.

A major complication concerning the Special Education Director and his domain involved the Special Education teachers who were located throughout the school system. These teachers were supervised, placed and evaluated by the Special Education Director. It was unclear what amount of input the principals, or the Directors of Elementary or Secondary, had in this process. It was evident during an Elementary Principals' meeting that the principals were frustrated by the system. One of the largest consumers of time for the principals was the required attendance at the Individualized Educational Planning meetings for Special Education students. Thus the principals were working with Special Education teachers whom they did not

directly supervise or evaluate.

In spite of these potentially disruptive variations, Portage administrators seemed to operate effectively. The two organizational variations appeared to be compatible with the existing contextual factors and with the administrators' needs for stability, regularity and predictability.

Span of Control

The second feature of the organizational structure to be analyzed was the span of control, which refers to the number of subordinates which a superordinate can adequately supervise. The optimum span of control is determined by different context factors such as type of organization, type of production, total size of the organization, and management style. According to classic organizational theory (Dale, 1952), the recommended span of control was between three and six subordinates. On the other hand, Campbell (1958) found that the span of control in educational organizations can be increased without causing dysfunction because of the educational level of its members, the routine tasks administered and the supporting staff available to handle unique problems.

The Portage Superintendent had fourteen subordinates reporting directly to him. The Elementary Director had eleven subordinates and the Secondary Director had fourteen. The average number of teachers reporting to each elementary principal was 21, while each secondary principal supervised an average of 48 teachers. It is

the intern's opinion that the span of control at Portage was directly related to the management style, specifically to the delegation of authority. If the Superintendent had used a team management system, the span of control might have caused communication and interaction problems. A similar situation would have occurred in the elementary and secondary schools, in which the problems increased due to cooks, aides, custodians and secretaries. During the internship, the span of control seemed to present no significant problems or concerns for the administrators. It seemed that the span of control was one of the fragile characteristics in the system. The system functions relatively smoothly due to the management styles of the administrators and their expectations. Changes in the administrative staff, however, might cause serious disruption.

Centralization of Power

The third feature of the organizational structure to be discussed is the centralization of authority. The formal organizational structure did not clarify who exercised authority or decision making power. The working assumption of the central office administrators was that each area has its own autonomy and that the administrators within each area exercised their own authority in making decisions. Observation by the intern did not support this. For example, the discrepancy in the principals' contract would be settled differently. The Superintendent could have given the Elementary Director his decision, or they could have initially agreed upon an interpretation of the contract. The

Superintendent, however, elected to reveal his decision directly to the principals, during an elementary principals' meeting. By so doing he openly retained control of an important decision. The complete lack of staff meetings of the central office administrators was another method which may have been used to retain control of decision making. Decisions frequently seemed to be made in private conference between the affected administrator and the Superintendent.

Sergiovanni and Starratt (1971) note four determinants of supervisory style: the supervisor's value system, the confidence he/she had in their subordinates, personal leadership inclinations and feelings of security in uncertain situations. Of particular interest to the intern in regards to the superintendent's behavior was his confidence in his subordinates and his feelings of security. Whether the Superintendent had confidence in his subordinates is a matter of speculation, but it might partially explain the centralization of decision making power. It is also possible that in order to retain predictability of the process, the Superintendent felt more secure by retaining the power.

Further discussion of leadership styles and decision-making procedures are presented in the next section on leadership.

Leadership

In order to understand the functioning of the Portage Public School administrators, an examination of their leadership styles has been correlated with the School's organizational structure. The following section presents an analysis of the management styles

of the central office administrators and the elementary principals.

Boles and Davenport (1975) noted that leadership was a process in which an individual takes initiative to assist a group to move toward production goals that are acceptable, to maintain the group, and to dispose of those needs of individuals within the group that impelled them to join it. According to this definition, the behavior observed at the Portage Public Schools during the internship would generally not be classified as leadership.

Central Office Administrators

The working style of the Superintendent was based on individuals rather than a group. The central office administrators were viewed as parts, rather than a whole, as would occur in a team management approach. The Superintendent conferred with individuals, such as the Elementary Director and Secondary Director. The intern's impression was that the Superintendent made all major decisions which included a variety of activities ranging from student due process hearings to attendance of Special Education students at the Shire Circus. The central administrators appeared to exercise complete authority over routine matters within established procedures. In other areas they appeared to be information gatherers rather than decision makers. The intern is unsure exactly how decisions were made in the confines of the Superintendent's office. The impression was that the Superintendent maintained his control by deciding most issues. Along with this impression, it seems that the central office administrators refrained from making their own decisions until the

Superintendent had voiced his opinion or decision. It is possible that the intern could have misinterpreted this process.

In regards to moving toward production goals that are acceptable, it seemed to the intern that the status quo was a major goal for Portage Public Schools. An often heard remark was that Portage Schools did not have the problems that Kalamazoo Public Schools had. Most administrators seemed content with their system; it worked fine with no real conflict with teachers, students, or parents. Therefore, the conclusion seemed to be drawn that the system was doing a good job. It appeared that they may have been right, at least for the time being.

In terms of group maintenance and the disposition of individual needs, the Superintendent's social actions may have satisfied these two areas. The motivation for his social actions are a matter of conjecture, but the results were to maintain a sense of group within the central administration offices, and probably to provide a certain level of need satisfaction. Two daily activities which were promoted and supported by the superintendent were the coffee breaks and lunch. The coffee breaks for the administrators were at 9:00 a.m. and 2:00 p.m. sharp. They met each day for half an hour. Schedules were arranged around these breaks. The unspoken rule was that school affairs would not be discussed. The conversation usually involved the entire group, and ranged from world affairs to the Detroit Tigers, to the cost and construction of a swimming pool. In spite of the Superintendent's support, three administrators were never in attendance while the intern was at the central office. The

Director of Special Education was one. His absence may have contributed to his non-group image. The atmosphere during the coffee breaks was friendly, open and humorous.

The second daily social activity was lunch. Six to eight of the central office administrators would go to lunch together, including the Superintendent. Once again, school business was not discussed.

It is the view of the intern that these informal sessions were very beneficial in creating a sense of belonging and group spirit among the central office administrators. There appeared to be no means to accomplish these goals within the formal working relationships. These sessions seemed to create a degree of homophily. One likely result of this group spirit and homophily was that the administrators returned to their tasks with an increased ability to work with other members of the system.

The Elementary Principals

The leadership style of the Director of Elementary Education was similar to the Superintendent's style. Each principal has a certain degree of autonomy and authority to make decisions. He did not seem to perceive himself as a change agent, choosing instead to provide guidance on legal issues, procedures and budgets. The principals may have desired a different type of leadership since they had formed an organization to share and promote professional issues and concerns. Several principals had formed an informal communication network in which ideas were shared, such as staff

agendas, recording systems for disciplinary action, and reading placement cards. It was the intern's impression that as a group the principals were dedicated professionals who were interested in promoting quality education for the students.

Portage Public Schools had experienced a strike in the fall of 1978 which seemed to have a disproportionate effect on the Elementary Director. The teachers picketing the Central Administration Building were viewed as a personal affront by the Elementary Director. Nine months had passed since the picketing occurred, but as the Elementary Director recalled the situation to the intern his emotion was evident. His response was perhaps typical of other administrators when they first encounter a teachers' strike. The Elementary Director's reaction to the strike was to follow the negotiated contract to the letter. For example, a physical education teacher had been injured while teaching. The contract stated that she must provide a doctor's written approval before she could resume her teaching activities. This note was to be given to the Personnel Director before she could teach. Instead of bringing the note to the central office, the teacher gave it to her principal. When the Elementary Director was informed that this had occurred, he required that the teacher immediately be released from her class to personally deliver the note to the Personnel Director.

The intern was interested to observe similarities between the social actions of the elementary principals and the central office administrators. While the two groups used different methods, the goals appeared quite similar. Both groups maintained a sense of

belonging and group spirit while sharing common bonds, as a result of their social activities. The elementary principals had an organization, in which the Elementary Director participated, whose official purpose was to promote professional topics and interests. The organization's unofficial purpose was to meet for lunch every two weeks. The intern attended two lunch sessions with the principals. At one meeting the sharing of professional ideas lasted twenty minutes out of a total of two hours. At the second luncheon, there was no presentation of professional issues. The principals were a very diverse group and their meetings, along with their once a month poker sessions, probably provide the same group spirit and understanding of others as was accomplished by the coffee and lunch sessions at the central office.

Waylee Principal

The intern's observations of the Waylee principal and attempts to engage her in a discussion concerning her leadership style yielded primarily her concern for administrative tasks, such as contract adherence and routine procedures. Her attempts to motivate a traditional staff were done mainly by example. She initiated student activities on the basis of being a school project. The halls were decorated with student motivational posters placed by the principal. The teachers seemed pleased with her efforts but the intern observed similar activities in only a few classrooms.

Staff problems were a major concern for the Waylee principal. Several staff members were very conservative and

outspoken. Her approach had been to try to neutralize their disruptive effects on the rest of the staff. She had been relatively successful in that effort. She attempted to place those students who could best handle the situation in the classrooms of the conservative teachers in order to minimize student problems. She also used strict student disciplinary action to support those teachers, which seemed to compensate for their tendency toward emotional reactions.

The Waylee principal seemed not to have a theoretical understanding of educational leadership or staff development. She was an effective administrator with a sincere interest in being an effective principal. It was the opinion of the intern that with a background in educational leadership and staff development, she would be an effective leader. She would have the potential of solving problems rather than neutralizing their effects or minimizing their damage.

Summary

The intern found that the formal organizational structure of the Portage Public School system adhered to traditional hierarchies. Traditional line and staff relationships existed, with two exceptions. The Curriculum Director occupied a staff position instead of a more traditional line placement. The Director of Special Education was found in a line position instead of the more usual staff position. The formal organization seemed remarkably similar to the informal organization. There was no evidence of an informal

structure competing with, or controlling, the formal relationships. The organization appeared to provide stability, regularity and predictability for the staff members, contributing to the comfort which they exhibited in their roles. Administrative turnover was low, with many administrators having accumulated considerable longevity. An individual sense of belonging, and a group spirit, may have been fostered by the Superintendent's social actions.

The span of control appeared quite broad, with a large number of people reporting to a relatively few administrators. It appeared that the arrangement may have served the purpose of maintaining the Superintendent's centralization of power. By maintaining a broad span of control, the Superintendent perhaps avoided the potential communication and personal interaction problems inherent in a team management system.

Decentralization of power existed for routine matters and for those events adequately covered under established policy. Authority for unusual and important matters seemed to rest with the Superintendent, thereby reinforcing his control.

The Superintendent appeared to view his administrative staff as individuals instead of a team. A similar perspective seemed to be held by the Director of Elementary Education in regard to the elementary principals. Once again, the Superintendent appeared to strengthen his control. The Superintendent's control, however, seemed to be effective, perhaps because of the system's orientation toward maintaining the status quo. Neither the administrative staff nor the elementary principals appeared to be change agents. The

organization and leadership styles were effective. They were probably both efficient products of the context within which the Portage Public Schools operated.

Conclusions and Recommendations

The primary conclusion reached concerning the Portage school administration was that the organizational format and the leadership style were appropriate for the staff members and probably for the community. The intern was aware of several minor problems, but the general impression was that the administrators viewed these as relatively insignificant to their roles and performance. The Superintendent seemed satisfied with the general operations and functioning of the administrators. Furthermore, the administrators seemed satisfied and content with their roles and the organization. In as much as the existing system appeared to meet the needs of the administrators, there are no substantive recommendations to be made.

However, realizing that there are always ways to improve a system, and that current practices represent potential problems, the following recommendations, concerning (1) communication, (2) organizational structure, (3) leadership style and (4) new talent are offered.

A formal communication system, consisting of staff meetings, memos and circulation of reports, should be established within the central office. Complete reliance on an informal communications system may promote inconsistency in direction and provide an imbalance in the amount of information which specific members

receive. Conflicts may remain unresolved because there is no forum for their resolution.

The organizational structure variations should be resolved. The Curriculum Director's position should be changed to a line authority position with the appropriate authority concerning the Directors of Elementary and Secondary Education. The success of the staff positioning of the Curriculum Director seems dependent upon the superior persuasive skills of the position holder. Another person holding that same position might not have the necessary skills. The second variation concerning the Director of Special Education should also be changed. It is recommended that this position be transferred to a staff position responsible to the Directors of Elementary and Secondary Education or to the Curriculum Director. This would promote consistency in the school programs and the supervision of the Special Education teachers.

The intern recommends that a team management system replace the existing centralized style of management. Such a system would decentralize decision making and reduce spans of control, to increase the prospects of long range continuity. Increased participation could be anticipated from the administrators, which would facilitate movement toward constructive change rather than maintenance of the status quo.

To further encourage innovation from the administrative staff, consideration should be given to filling some of the future vacancies with people from outside the Portage Public School system.

These people could be expected to project some new ideas, further reinforcing constructive change.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS FOR THE INTERNSHIP PROGRAM

The intern was able to participate in a variety of meaningful experiences at the Portage Public Schools, which have contributed to her knowledge and preparation for an administrative position. She was able to interact with the Portage administrators on an equal professional basis which contributed significantly to the knowledge gained.

The assignment of developing a plan for the closing of Pershing Elementary School at the beginning of the internship had several benefits. First, it seemed to formalize the confidence that the Elementary Director had in the intern's ability. The task was complicated and unusual, thus not a task for a novice. The responsibility for the task seemed to reinforce the intern's professional status with the other members of the Portage administration. This planning task also provided the opportunity to interact with a variety of administrators as a new administrator might, thus facilitating the development and use of interpersonal skills relevant to an administrator. The final benefit of the task was that the intern developed expertise in an area of concern for a number of the Portage administrators which enabled the intern to feel a part of the system. It is the opinion of the intern that inclusion in the system is an important step if the internship is to be a meaningful experience.

Working with the Waylee principal enabled the intern to develop a different perception of an elementary principal than she had as an elementary teacher. The demands and pressures on a principal are great while the possibilities for change are limited. The intern's tasks during the time with the Waylee principal were, with a few exceptions, mainly routine. In retrospect, the principal's functions at the end of the year are critical to a smooth and efficient closing. Sharing of only the routine tasks could have been the best solution. It is the view of the intern that a complete understanding should exist between an intern and the principal before the intern is assigned. The accomplishment of routine tasks is important, but for a meaningful experience a more varied series of activities should be planned and engaged in by the intern.

The intern's experiences while working with the Curriculum Director had a profound influence on the intern. The Curriculum Director had assimilated current educational leadership theory and developmental learning theory. Hence, he seemed to apply his theoretical knowledge to every aspect of his professional role. His interpersonal skills were highly developed and he used them to accomplish his goals or to aid a group in their goal achievement. It is hoped that the intern will be able to combine her theoretical knowledge with the necessary interpersonal skills to be a successful educational leader.

The intern's role and responsibilities differed as did the opportunities for involvement. Therefore, it is suggested that internships be structured to maximize the possible opportunities.

One method to provide this type of structure would be a formal agreement. The agreement should outline the role of the intern and the specific tasks to be accomplished by the intern. The intern and the site supervisor should cooperate in constructing the agreement. The prospectus should also be a cooperative effort. By providing a formal system to plan the internship, opportunities for involvement would be built into the process.

It is also recommended that the intern have the opportunity to work with several different administrators. This would enable the intern to participate in a broader scope of administrative activities and gain a better perception of administrative styles and methods. The location and site supervisor should be investigated carefully to avoid conflicts in personalities and/or styles. A meaningful experience is dependent on the intern's inclusion in the organization which needs to be accomplished in a short period of time.

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APPENDIX A

PLANS AND CONSIDERATIONS
FOR CLOSING
PERSHING ELEMENTARY SCHOOL

Prepared for
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Director of Elementary Education

Presented by
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Western Michigan University Intern

June 29, 1979

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INTRODUCTION

Declining student enrollment in Portage Public Schools has resulted in a Board decision to close Pershing Elementary School in the year 1980, followed by the closing of Ramona Lane Elementary in 1981. Due to the fact that a building closing is an unusual situation and one not experienced by Portage, the need for a well-designed plan was deemed necessary. As Elementary Director, Al Garlick requested that I prepare a suitable plan or plans for consideration in the closing of Pershing. Hopefully, the same general format can be used in the closing of Ramona Lane.

The gathering of information and data for this study involved discussions with many of the central office administrators and elementary principals. Due to the willing cooperation of the Portage personnel I was able to gain access to information which enabled me to compile and complete this report in a relatively short time.

In the following report, I will present several workable plans and recommend one which I believe would be suitable for the existing situation. It is important to realize that any plan can work depending on the amount of time, effort and cost the system is willing to provide. All foreseeable problems and consequences have been considered, at this point. However, unforeseen problems are bound to occur in the closing of a school when prior experience is lacking.

MAJOR RECOMMENDATION

Therefore, I recommend that one person be clearly named as the coordinator of the closing of Pershing. Logically, Al Garlick, as Elementary Director, should be so designated. The relocation of Pershing students, staff and equipment would primarily involve other elementary schools, thus Mr. Garlick is in a position to assess needs and make decisions based on individual building needs. The authority lines for this project would involve directing reports, activities, recommendations and procedures for relocation through Al Garlick for approval.

Furthermore, I recommend that Mr. Garlick establish a working task force to include the following persons:

- (1) Judy Steepleton, Director of A-V and Library Services
- (2) Leonard Mills, Assistant Superintendent of Non-Instructional
- (3) Ken Harper, Director of Curriculum
- (4) Larry Coin, Director of Special Education
- (5) Paul Wartner, Business Manager
- (6) Olin Vanderberg, Principal of Pershing Elementary School
- (7) Charles Hammond, Director of Personnel
- (8) Irene Geller, Director of Food Services

(9) Fran Winegar, Principal of Waylee Elementary School

Rationale for Task Force

The concept of a task force to handle the closing of Pershing involves a number of factors. Realizing that the time involved will increase with this concept, justification must outweigh the time element. If each department had sole responsibility and operated independently of each other concerning the closing and relocation of their staff, equipment and material, the result would be an overlapping of authority and responsibilities which could cause a dysfunctional operation. Therefore, a task force would coordinate and synchronize the relocation process.

By bringing together the various department heads with their expertise, the process could avoid problems unforeseen by one department or one person. Sharing of ideas, concerns and needs would enhance the process in order to achieve maximum efficiency with minimum conflicts. Problems could be sorted and solved before the fact rather piece-meal as they occur, which would in the long run cost in time and effort.

The underlying element in the task force concept is communication. Increased communication will increase understanding of the process and the different role responsibilities. As noted before, the exchange of ideas, concerns and needs will greatly benefit the process. Understanding that communication is a two-way system, the use of verbal and non-verbal messages are vital when the task depends on the cooperation and understanding of all those involved. Commitment to the plan and task will increase with participation.

Functions of the Task Force

The primary function is one of coordination in the planning and actual operations of the relocation. The total removal and reassignment of staff, equipment and materials could be best accomplished if common goals, procedures and forms were used by all departments. For example, orderly relocation of A-V materials under the direction of Mrs. Steepleton could best be accomplished by working with Mr. Garlick and the elementary principals to assess needs and make decisions based on these needs. In fact, assessment of needs could best be accomplished by using a single inventory form as has been designed, which will be presented later in the report. For Mrs. Steepleton to provide her own inventory form and assessment form would be a duplication of effort since other equipment and materials will also be relocated by a similar procedure. Thus, establishment of a common procedure using a common form will increase efficiency.

Another area where coordination will be vital is staffing.

The knowledge of Mr. Vanderberg, Mr. Garlick, Mr. Harper, Mr. Coin, Mr. Hammond and Mrs. Winegar or other receiving school principals will be extremely important if a smooth transition is to be achieved for the teaching staff. This can best be accomplished by a task force which can bring together the information about the individuals involved, their strengths and the needs or requirements of the receiving schools.

The third major area which will require coordination is the transfer of the non-human resources. This will involve Mr. Mills in providing a workable plan that will meet the needs of the receiving schools, his staff, Pershing, and other major departments involved. Mr. Wartner will require some procedures to record the transfer of the non-human resources. He may also want to provide personnel to aid the changing of the records, especially concerning the tag numbers.

Summary of Task Force Concept

In conclusion, the task force has several positive advantages that, in my opinion, outweigh the time factor. Briefly, the establishment of common goals, procedures and forms will prevent duplication of time and effort. Problems can be solved in the early stages of the process rather than in the middle of the actual transfer. The task force will provide a meeting ground for the major departments involved in the Pershing closing, during which communication of needs, concerns and ideas can be dealt with in an ongoing manner.

ALTERNATIVE RECOMMENDATION

The basic alternative plan is that each department would be responsible for their own area. Under this plan the individual departments would have authority over the disposition and relocation of their area of responsibilities. The following listing would be a guide for areas of responsibilities:

- (1) Mr. Garlick
 - Staff
 - General equipment and furniture
 - Instructional materials
- (2) Mrs. Steepleton
 - A-V equipment
 - Library books
 - Library materials
 - Library furniture
 - Staff

- (3) Mr. Coin
 - Resource room materials and equipment
 - Special Education materials and equipment
 - Staff
- (4) Mr. Harper
 - Reading room materials and equipment
 - Title I materials and equipment
 - Curriculum materials
 - Staff
- (5) Mr. Mills
 - Maintenance equipment and supplies
 - Transfer of non-human resources
 - Staff
- (6) Mrs. Geller
 - Kitchen supplies and equipment
 - Cafeteria tables
 - Staff
- (7) Mr. Hammond
 - Staffing decisions
- (8) Mr. Vanderberg
 - Preparation for relocation
 - Supervise relocation
 - Record keeping of transfer
- (9) Mrs. Winegar and other principals
 - Preparation for receiving staff, equipment and materials
 - Record keeping of received items
- (10) Mr. Wartner
 - Adjustment of records
 - Adjustment of the cycling system of capital outlay

Suggestions Concerning the Basic Alternative Plan

The basic process format of relocation, common to both plans, would include four stages: (1) assess needs, (2) inventory, (3) decision-making and reassignment, and (4) transfer. Each department would be responsible for their own inventory, assessment and decision-making process. Informal coordination would probably be established at some points during the process. The transfer plans would need to be coordinated between departments.

Since the general management style of the Portage School system operates along these lines, this plan may fit their methods better than the task force approach. This approach poses some

problems which are reiterated here:

- (1) duplication;
- (2) overlapping authority and responsibility;
- (3) lack of common goals, procedures and forms; and
- (4) lack of formal coordination.

REASSIGNMENT PLANS

The following plans involve different types of priority systems to be used in the decision-making process for relocation of equipment and materials. Staffing was excluded because it involves a completely different set of criteria which is highly individual. Therefore, these plans were designed for consideration of non-human resources.

Plan A would give Waylee top priority for receiving equipment and materials. This was based on the shift of Pershing students to Waylee which will increase Waylee's enrollment by 200 students. Also, Central Elementary and Haverhill would be considered second in the priority system because of their increased enrollment. Other elementary schools would be considered after the first three schools.

The priority system would be based on a needs assessment prepared by the three elementary schools involved. The second round would include the remaining elementary school with their needs assessment.

An alternative approach, using the same priority system, would involve using an inventory of Pershing equipment and material. In this approach, principals could request specific items with supporting rationale. Assignment would be based on the priority system first and then on supportive rationale for the remaining items.

Plan B would not involve a priority system but would include either a needs assessment and/or inventory plus a rationale. Basically, this may turn into an informal priority system. Waylee, Central Elementary and Haverhill do have requirements that must be met to provide the basic elements in their additional classrooms.

Plan C involves a tour of Pershing by the elementary principals to view the equipment and materials. They would then request items with a rationale for each item requested. This may or may not be used with a priority system. This plan has the following advantages: (1) the principals could personally inspect the items to determine their condition and usability within their buildings, (2) compiling an inventory would not be necessary, (3) minimum amount of paperwork would be required, and (4) the tour could be arranged easily and quickly in the fall.

RECOMMENDED REASSIGNMENT PLAN

The recommended approach for reassignment would combine Plan A and C. It seems reasonable and necessary to establish a priority system which would include Waylee, Central Elementary and Haverhill due to their increased enrollment and lack of equipment to provide classroom set-ups. A needs assessment should be conducted to formally gather exact amount and size of equipment needed. An informal assessment did establish some general needs in these three buildings. This survey will be included in a later section.

It is further suggested that a needs assessment be conducted by the remaining elementary schools. This will enable principals to review their programs and identify needs in the early stage of the process of reassignment. It will also provide an indication of the type of equipment and materials which is felt to be needed before any inventory is provided.

The second stage would be an inventory of all the usable equipment and materials. At present, a single inventory does not exist. Therefore, it is recommended that a comprehensive inventory be completed that would include all usable equipment and materials. Sources of references for this inventory are in existence, such as the computer print-out or property control register. The arrangement of the items on the print-out makes it useless as a working inventory. Even when we received a print-out arranged by equipment code, common items were not grouped together making it unmanageable for purposes of reassignment. But this print-out can be used to advantage in forming a comprehensive inventory. It is also understood that Mr. Vanderberg has an inventory of music items and physical education equipment, which provides additional references.

Other sources for a complete inventory would include A-V, library listings, Special Education and Title I. Actual visual inspection should be performed to include items deleted from the computer print-out as under the \$50 valuation and other items such as playground equipment not presently included on any inventory.

It is suggested that this comprehensive inventory be placed on the inventory form that has been designed. It was designed to serve three purposes.

First, the form provides for a description of the items, their size, condition and the number available. Feedback from the elementary principals on this form indicated they definitely wanted information on the size and condition of the items. Secondly, the form can be used to record rationale used by the principals in requesting materials and equipment. Thirdly, the master form listing can be used by the person or group making the decision on reassignment. By using the same form for those three different purposes the process would be simplified.

The third stage of the recommended reassignment plan would involve a building tour by the elementary principals. After the comprehensive inventory is prepared and distributed to the elementary principals, a tour of Pershing should be arranged to enable each principal to view and evaluate the items according to their standards and needs. The actual tour could be accomplished with a minimum amount of preparation. Items would be moved only so they could be easily viewed but not collected in any centrally located place. Since each principal would have an inventory they could view those items they were especially interested in requesting. Input from the elementary principals indicated they were interested in this type of inspection.

The fourth stage of the reassignment plan is the decision-making process for the materials and equipment. The persons or group making these decisions will be determined by the central office administrators. The foundation for the decision-making has been outlined in preceding sections of this reassignment plan. The direction taken will be determined by those persons involved.

A critical point is the decision-making will be concerning the rationale provided by the elementary principals. Therefore, the following criteria are suggested for this evaluation:

1. Does the item requested fulfill a deficient in the school's program?
2. How will the item be used?
3. In what program or curriculum area will the item be used?
4. Will the item improve the present instructional program? How?
5. Will the item serve to further the school's professional goals? How?

After the decision has been reached the master inventory would be used to record the decision and as a method of notification to the principals of the materials and equipment they will be receiving.

In summary, the following process steps are outlined to show the progression of the different stages of this reassignment plan.

- (1) Prepare a master comprehensive inventory
- (2) Provide a copy for each elementary principal
- (3) Tour of Pershing by the elementary principals

- (4) Each elementary principal would select items and provide a rationale for each
- (5) The rationale for each would be compared and a decision made by the person or group so charged with that activity
- (6) The master inventory would be used to record the decisions
- (7) The actual tagging for relocation of equipment and materials would be accomplished using this master inventory

TRANSFER PLAN CONSIDERATIONS .

After the decisions are reached concerning the relocation of the non-human resources, the actual transfer will need to be accomplished. The detailed plan for the transfer will need to be developed by those central office administrators involved in the process. The suggestions provided in this section form ideas to be considered. The general transfer plan would involve three basic steps; (1) preparation of the Pershing non-human resources, (2) the transportation of the non-human resources, (3) receiving of the resources.

The preparation of the non-human resources for transporting involves the identification of the items using a labeling system. The label should include the name of the receiving school and the location in the receiving school where the item will be placed. For example, physical education equipment may be routed to the gym. Personal teacher material should be labeled with their name, grade, and receiving school. It is suggested that labels be printed or purchased to identify the type of information requested for all items.

It is recommended that a large quantity of boxes and cartons be obtained to facilitate the relocation process. It should be noted that complete boxes or cartons be used to prevent lost or damaged materials. The receiving department could be a source of boxes. The purchase of boxes and cartons could easily be done through a moving company. It is important not to underestimate the quantity of containers needed.

After the labeling is accomplished, a system should be established to record the transfer of tag numbers. Personnel from the Business Office could be used to facilitate this aspect both at Pershing and the receiving schools.

The Pershing preparations should be organized so that materials and equipment going to one school are located in one area. In some cases, this will be impossible but whenever possible this should be done. This will speed up the actual transportation and prove more

efficient in the long run.

The transportation details will need to be developed by Mr. Mills and his staff. Consideration should be given to hiring additional staff for packing, transfer and relocation. The personnel for this may include professional staff and non-skilled labor.

The final step involves preparation for receiving the equipment and materials and disposition of those items. Again, additional personnel may want to be hired to accomplish this part. Since Waylee will be receiving eight classroom set ups, cleaning may want to be done before any new resources are transferred into that school. Services of a librarian may be required in schools receiving a large quantity of the Pershing collection.

In conclusion, it is recommended that formal coordination of the transfer be established early in the process to insure an orderly and systematic removal and relocation of the non-human resources.

SUMMARY

It has been recommended that a task force be established to plan, coordinate and facilitate the closing of Pershing Elementary School. An alternative approach was provided along with different types of guidelines for reassignment. Procedures for an inventory and needs assessment were outlined. The forms for a needs assessment and inventory were developed and appear at the end of the report. Considerations for the actual transfer were presented.

The use of this report may be as a stimulus for further thoughtful planning or it may provide an outline for the planning. It is the view of the writer that coordination is vital throughout the process. The method and manner of that coordination may determine the success of the project.

REPORT
APPENDIX

Needs Assessment

1. Change in enrollment:

a. What is your projected enrollment for the year 1980-81?

| | |
|----------------|---------------|
| Total _____ | Grade 3 _____ |
| Grades K _____ | Grade 4 _____ |
| Grade 1 _____ | Grade 5 _____ |
| Grade 2 _____ | Grade 6 _____ |

b. What essential items do you need to provide classroom setups?

Student desks:

Total for K _____ (tables and chairs)

Total for 1-2 _____

Total for 3-4 _____

Total for 5-6 _____

Teacher's desks and chairs: _____

File cabinets: _____

Tables: _____

Chairs: _____

Book carts: _____

Storage carts: _____

A-V equipment:

Record player _____

Cassette recorder _____

Listening stations _____

Previewer _____

c. What items do you need for the overall operations?

OfficeExplanation

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

| <u>Kitchen</u> | <u>Explanation</u> |
|----------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

| <u>Library</u> | <u>Explanation</u> |
|----------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

| <u>A-V Equipment</u> | <u>Explanation</u> |
|----------------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

| <u>Maintenance</u> | <u>Explanation</u> |
|--------------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

| <u>Playground</u> | <u>Explanation</u> |
|-------------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

| <u>Other</u> | <u>Explanation</u> |
|--------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

- d. What items do you need for specific programs?
(Exclude textbooks)

| <u>Reading and Language Arts</u> | <u>Explanation</u> |
|----------------------------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |

Reading and Language Arts-cont.Explanation

3. _____

4. _____

Math and ScienceExplanation

1. _____

2. _____

3. _____

4. _____

Social Studies and HealthExplanation

1. _____

2. _____

3. _____

4. _____

Art and MusicExplanation

1. _____

2. _____

3. _____

4. _____

Physical EducationExplanation

1. _____

2. _____

3. _____

4. _____

Informal Needs AssessmentWaylee

Need 8 additional room set ups

8 teachers desks and chairs

8 classrooms of student desks

2 at 3rd

3 at 4th

1 at 5th

2 at 6th

8 file cabinets

Book carts

General office

Fire file

Kitchen

Freezer

Folding tables

Informal Needs AssessmentCentral Elementary

Need 3 additional room set ups

- 3 rooms of desks; 3rd, 4th, and 5th
- 3 teachers desks and chairs
- 3 file cabinets - 4 drawer
- 6 tables - adjustable legs

A-V

- 3 listening stations
- 3 cassette recorders
- 3 record players
- 3 book carts
- maps - Michigan, U.S., World
- large movie screen

General Office

- IBM typewriter

Other

- Benches - 6; 12"-14" high
- Large cutter, 3' x 3'
- Mobile display screen, medium size
- Kindergarten - divide up toys
- Microphone and stand
- Library tables for conference room

Informal Needs AssessmentHaverhill

Need 3 additional room set ups

- 70 student desks (Bruinswick)
- 2 teachers desks and chairs
- 2 file cabinets
- 2 file cabinets
- 2+ storage carts
- 4 classroom tables
- 24 individual chairs - conference room
- 2 book racks

Modular wall green board

Multi-map racks

A-V

- 2 record players
- 2 cassette recorders
- 2 listening stations
- 2 previewers
- movie screen

APPENDIX B

TO: All Elementary Principals

FROM: Diana Castell (Al Garlick's intern)

DATE: May 21, 1979

RE: Reassignment plans for closing Pershing
Specifically: equipment and furniture

Part of the relocation plans for Pershing materials involves an inventory form. The form has several purposes, one is to record your rationale for reassignment to your building. I would like your input on the form.

I have included an inventory with directions and questions. Any comments that would improve the form would be helpful and any other suggestions about material distribution. Please return by Friday, May 25.

Directions for sample inventory

1. Select items
2. Write a brief rationale for at least the first item - include program, situation and/or any relevant information.

Questions:

Does the form provide the kind of information you need?

Does it provide the space you need for the rationale?

What would you include that is not on the form?

What would you exclude?

What problems do you foresee?

Comments:

APPENDIX C

PRINCIPAL QUESTIONNAIRE

Please respond to the following honestly and frankly. Do not give your name; all responses are anonymous. If not observed leave unmarked.

WHAT IS YOUR OPINION CONCERNING YOUR PRINCIPAL'S BEHAVIOR?

Circle the number that applies.

| | Never | Seldom | Sometimes | Usually | Always |
|---|-------|--------|-----------|---------|--------|
| 1. Encourages new ideas | 1 | 2 | 3 | 4 | 5 |
| 2. Source of ideas | 1 | 2 | 3 | 4 | 5 |
| 3. Understanding of professional concerns | 1 | 2 | 3 | 4 | 5 |
| 4. Current with new developments and research | 1 | 2 | 3 | 4 | 5 |
| 5. Encourages others to experiment | 1 | 2 | 3 | 4 | 5 |
| 6. Thinks in terms of possibilities and consequences | 1 | 2 | 3 | 4 | 5 |
| 7. Able to identify goals | 1 | 2 | 3 | 4 | 5 |
| 8. Works with staff to identify goals | 1 | 2 | 3 | 4 | 5 |
| 9. Is well organized | 1 | 2 | 3 | 4 | 5 |
| 10. Able to plan: long and short term | 1 | 2 | 3 | 4 | 5 |
| 11. Provides follow-up on projects | 1 | 2 | 3 | 4 | 5 |
| 12. Delegates responsibilities | 1 | 2 | 3 | 4 | 5 |
| 13. Encourages group decision-making | 1 | 2 | 3 | 4 | 5 |
| 14. Carries out tasks necessary for school functions | 1 | 2 | 3 | 4 | 5 |
| 15. Promotes and maintains effective communication with the staff | 1 | 2 | 3 | 4 | 5 |
| 16. Conducts effective staff meetings | 1 | 2 | 3 | 4 | 5 |
| 17. Calls staff meetings when necessary | 1 | 2 | 3 | 4 | 5 |
| 18. Provides clear and understandable staff notes | 1 | 2 | 3 | 4 | 5 |
| 19. Provides adequate feedback | 1 | 2 | 3 | 4 | 5 |
| 20. Conducts fair and unbiased evaluations | 1 | 2 | 3 | 4 | 5 |

PRINCIPAL QUESTIONNAIRE-continued

| | Never | Seldom | Sometimes | Usually | Always |
|--|-------|--------|-----------|---------|--------|
| 21. Expresses self effectively in formal and informal settings | 1 | 2 | 3 | 4 | 5 |
| 22. Provides accurate and reliable information from the central office | 1 | 2 | 3 | 4 | 5 |
| 23. Provides adequate daily communication | 1 | 2 | 3 | 4 | 5 |
| 24. Demonstrates ability to relate to students | 1 | 2 | 3 | 4 | 5 |
| 25. Promotes and maintains effective communication with parents | 1 | 2 | 3 | 4 | 5 |
| 26. Provides parent feedback to teachers | 1 | 2 | 3 | 4 | 5 |
| 27. Promotes parent involvement in the school | 1 | 2 | 3 | 4 | 5 |
| 28. Demonstrates fair and uniform disciplinary action | 1 | 2 | 3 | 4 | 5 |
| 29. Provides a usable and effective method of referral of discipline problems | 1 | 2 | 3 | 4 | 5 |
| 30. Provides feedback to teachers on disciplinary action taken | 1 | 2 | 3 | 4 | 5 |
| 31. Has established overall school order and consistent enforcement of rules | 1 | 2 | 3 | 4 | 5 |
| 32. Provides support for teachers in discipline matters | 1 | 2 | 3 | 4 | 5 |
| 33. Has established clearly defined discipline action channels for teachers to use | 1 | 2 | 3 | 4 | 5 |
| 34. Understandable procedures in discipline matters | 1 | 2 | 3 | 4 | 5 |
| 35. Promotes staff unity and morale | 1 | 2 | 3 | 4 | 5 |
| 36. Shows interest and enthusiasm toward staff | 1 | 2 | 3 | 4 | 5 |
| 37. Shows interest and enthusiasm toward students | 1 | 2 | 3 | 4 | 5 |
| 38. Shows interest and enthusiasm toward parents | 1 | 2 | 3 | 4 | 5 |
| 39. Has shown creative imagination and ingenuity in programs | 1 | 2 | 3 | 4 | 5 |

PRINCIPAL QUESTIONNAIRE-continued

| | Never | Seldom | Sometimes | Usually | Always |
|--|-------|--------|-----------|---------|--------|
| 40. Demonstrates willingness to help others | 1 | 2 | 3 | 4 | 5 |
| 41. Remains tactful under pressure | 1 | 2 | 3 | 4 | 5 |
| 42. Has shown consistent support for staff | 1 | 2 | 3 | 4 | 5 |
| 43. Demonstrates adequate and appropriate use of praise | 1 | 2 | 3 | 4 | 5 |

APPENDIX D

LOG OF ADMINISTRATIVE INTERN

TIME: Seven weeks

AREAS:

- I. Director of Elementary Education Time: 2 weeks
The intern participated in the Dates: May 10-
following activities: May 23
- orientation sessions with the
Director of Elementary Education
 - attendance at various meetings
 - interviews with central office
administrators
 - interviews with elementary principals
 - read various documents
 - development of Pershing closing plan
 - tours of elementary school buildings
- II. Waylee Elementary Principal Time: 3 weeks
The intern participated in the Dates: May 24-
following activities June 14
- orientation session
 - attendance at IEP meetings and staff
meetings
 - preparation of room assignments
 - preparation of lunch schedules
 - preparation of class lists
 - construction and administration of
the principal's evaluation
 - preparation of promotion forms
 - supervised playground, lunchroom
and bus departure
 - observed classroom activities
 - discussions with the principal
 - checked writing files
 - checked students' folders
 - assisted with teachers check out
system

III. Curriculum Director

Time: 2 weeks
Dates: June 15-
July 2

The intern participated in the following activities:

- orientation sessions with the Curriculum Director
- discussions related to curriculum projects
- editorial assistance
- organized curriculum report for Board
- facilitator at various curriculum meetings
- attendance at a School Board meeting

During this final period of time, the intern finalized the Pershing plans and wrote the report for the Elementary Director.

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