A Report of an Internship in the Parchment Public Schools
Parchment, Michigan

Rita Linnenkugel Current

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

Part of the Educational Administration and Supervision Commons

Recommended Citation
A REPORT OF AN INTERNSHIP IN THE
PARCHMENT PUBLIC SCHOOLS
PARCHMENT, MICHIGAN

by

Rita Linnenkugel Current

A Report of an Internship
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1979
ACKNOWLEDGEMENTS

Many individuals have given me encouragement and assistance throughout my pursuit of this degree and thus, this internship. I wish to express gratitude to all of these, but especially to three individuals. To Mr. David Smith, Principal of Parchment High School, I offer my sincere thanks, not only for allowing me the opportunity to serve my internship under his field supervision, but also for his continuing support of my educational and professional goals. Dr. Harold Boles, my advisor, deserves my gratitude for his assistance throughout my graduate program. Finally, I wish to thank Dr. William Viall, who offered me not only academic assistance and support, but also friendship which means more to me than I can adequately express.

Rita Linnenkugel Current
INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

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

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

2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.

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

4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.
CURRENT, RITA LINNENKUGEL
A REPORT OF AN INTERNSHIP IN THE PARCHMENT
PUBLIC SCHOOLS, PARCHMENT, MICHIGAN.
WESTERN MICHIGAN UNIVERSITY, ED.S., 1979
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>DAILY JOURNAL</td>
<td>3</td>
</tr>
<tr>
<td>Preface to journal</td>
<td>3</td>
</tr>
<tr>
<td>Tuesday, 2 May</td>
<td>6</td>
</tr>
<tr>
<td>Tuesday, 9 May</td>
<td>7</td>
</tr>
<tr>
<td>Tuesday, 16 May</td>
<td>9</td>
</tr>
<tr>
<td>Tuesday, 23 May</td>
<td>10</td>
</tr>
<tr>
<td>Week of 28 May</td>
<td>11</td>
</tr>
<tr>
<td>Week of 26 June</td>
<td>13</td>
</tr>
<tr>
<td>Week of 3 July</td>
<td>15</td>
</tr>
<tr>
<td>Week of 10 July</td>
<td>17</td>
</tr>
<tr>
<td>Week of 17 July</td>
<td>18</td>
</tr>
<tr>
<td>Week of 24 July</td>
<td>21</td>
</tr>
<tr>
<td>Week of 7 August.</td>
<td>23</td>
</tr>
<tr>
<td>Week of 14 August.</td>
<td>25</td>
</tr>
<tr>
<td>Week of 21 August.</td>
<td>27</td>
</tr>
<tr>
<td>ACHIEVEMENT OF OBJECTIVES</td>
<td>29</td>
</tr>
<tr>
<td>Conceptual skills</td>
<td>30</td>
</tr>
<tr>
<td>Human skills</td>
<td>31</td>
</tr>
<tr>
<td>Technical skills</td>
<td>33</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>A. Prospectus of internship</td>
<td>35</td>
</tr>
<tr>
<td>B. Staff survey report</td>
<td>44</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
C. Cost report on report cards and arena scheduling . . . 47
D. Arena scheduling forms . . . . . . . . . . . . . 50
REFERENCES . . . . . . . . . . . . . . . . . . . . 53
INTRODUCTION

This internship, served at Parchment Public Schools, is unusual in that I was employed by the system, on a part-time contract, at the time of my internship. Dr. Boles graciously made an exception to the normal departmental rule of placing interns in situations other than their place of employment so that I would be able to focus this experience in areas of greatest interest to me. My major concern was that the work done in the internship be of concrete value to me and to the system to which I was assigned. Parchment Public Schools provided me with precisely this type of experience with the added bonus of permitting me to observe the results of my efforts after the internship was completed.

Parchment Public Schools serves students in grades DK-12. The system includes four elementary school buildings, a middle school and a high school housing 701 students in 1977-78. The system is a member of the Kalamazoo Valley Intermediate School District and has access to data processing and printing services as well as all other KVISD support services. This internship was served primarily in the high school with access to central office and KVISD personnel.

Both Mr. David Smith, Parchment High School Principal, and I were new to the Parchment system in the 1977-78 school year. Mr. Smith's desire to modernize and update services and procedures at the high school prompted my interest in serving my internship at Parchment since I, too, saw need to more fully utilize KVISD services and to make some procedural changes to better serve students and faculty at the high school.

Once Dr. Boles approved my placement at Parchment High School,
Mr. Smith and I discussed those changes and revisions needed as soon as possible. We then outlined what he expected of me as an intern and I prepared a prospectus integrating these expectations and my goals for this experience.

I was to be permitted to build the master schedule for the 1978-79 school year, arrange all details and supervise a college style, arena scheduling process, make all necessary arrangements to utilize computerized grade reporting, rewrite both student and teacher handbooks, be accountable for determining all costs involved with these projects, work with the high school budget and become involved with other activities of the building principal during the nine weeks I would spend in my internship. I had access to all needed materials from the central office regarding budgeting and spent time with Assistant Superintendent Cecil Appleman, who serves as business manager for the system. Further, I was provided secretarial and clerical assistance from the high school secretarial staff.

Due to my part-time contract, I was able to begin some of the scheduling assignment prior to the date of my official internship. This was extremely fortunate since budget decisions must be made well in advance of the opening of school in the fall. Staffing needs, especially in years of contract negotiations, greatly affect the building level budget.

As my journal indicates, this was a very full nine weeks, which provided me with numerous valuable and rewarding experiences.
The purpose of this journal is to record my daily experiences and reactions while serving an administrative internship at Parchment High School, Parchment, Michigan.

Parchment High School recorded 701 students in grades 9-12 on the fourth Friday count of 1977-78. The building was opened in 1959. The first class of seniors was graduated in 1961. Prior to this, the school system consisted only of elementary buildings and a 7-10 junior high school. Upper classmen attended Kalamazoo Central High School, Kalamazoo, Michigan.

The Parchment school system was served by the same superintendent from its organization until 1975. The present superintendent has served since then.

The high school had known one principal from its opening until 1977 when the present principal was hired. The assistant principal was a social studies teacher with the high school for its first two years of existence. In 1961 he assumed the duties of a full-time assistant principal. Of the counselors, one has been in the system, at the high school, since 1959. Another has been in the system since 1961. The third has only been employed by the system for one year. Of the present staff, many have been in their positions since 1959. The staff averages ten years experience with Parchment Public Schools.

Essentially, then, the system has been highly stable with administrative procedures and philosophies changing very little since the high school was opened.
Since I was a part-time employee of the school system assigned to the high school, my field supervisor, Mr. Smith, and I had ample time to discuss this internship and my goals for it. Mr. Smith's goals for this internship included the revision of both teacher and student handbooks to reflect the change in philosophy in operational procedures and to set the mood for the changes in educational philosophy. In addition, I was to set up computer assisted registration and grade reporting, which served as another reminder of the new philosophy introduced with the new superintendent and new principal.

Because of an administrative directive to establish building staffing needs and budgets prior to the beginning of negotiations between the Parchment Board of Education and the Parchment Education Association, the master schedule and arena process were to be completed prior to the summer term and the formal beginning of this internship.

Since I was granted approval for this internship, and since my contract with the school covered only three days per week, I undertook this portion of the internship using one day per week and the needed hours after school to pursue this work. Journal entries were made once per week during this time. The summer term and full number of required hours (240) were spent completing the remainder of those items specified in my prospectus.

My duties for scheduling and a tentative schedule for their completion were as follows:

by May 9 - Analyze computer printouts containing pre-scheduling audit counts to determine number of sections and number of staff needed to teach these sections.
by May 16 - Build a master schedule and make teacher assignments and room assignments.

by May 23 - File all necessary forms with KVISD for all needed computer materials for the arena.

by May 30 - Make arrangements for setting up the arena. Contact needed staff. Provide for instruction to students for using the arena to register for their classes for next year.

May 30 - June 1 - Operate the arena. Give staff instructions. Monitor class sizes and the general process of the arena, assuring that all students have an acceptable schedule at the end of the process.

Once the arena was finished, the internship ceased until summer term began and the project officially started.
2 May - Having been given approval for the internship, I began the scheduling process today. The original time frame for scheduling was accelerated because of the administrative need for establishing teaching schedules prior to the end of this school year.

In April, the counseling office conducted a pre-registration audit to determine student needs for classes. These audit numbers, which have been processed by the KVISD computer, are used to determine numbers of sections of each course offered. I was given the computer printout of this audit today. I shall analyze it to determine the number of needed sections of each class, based on a maximum class size of approximately 30 students.

The printout lists numbers in two ways. Each course has an alphabetized list of students, and their grade level, who have pre-registered for the course. Included is a tally for each course stating total number of enrolled students. Also given is a summary for each course broken down by the number of ninth, tenth, eleventh and/or twelfth grade students who have signed up for the course. In addition, the computer service supplies a conflict matrix which allows one to see student overlap between any two courses. The printout summarizes the total number of students, by grade level, who have pre-registered. More than ninety percent of our potential student body has pre-registered so that the audit numbers ought to account for the
needed sections. About 15 students per grade level have not been
audited. This will be significant for those courses such as English
I, American History or Government which are comprised of one grade
level.

Mr. Smith recommended methods of recording my findings and
suggested that I review principalship textbooks and current journal
articles regarding scheduling.

9 May - During the past weekend and through the week, I reviewed
literature on scheduling, as well as looked at the forms used
and suggested by Mr. Smith. Some editing of these forms will
be necessary for use at Parchment. I will begin this editing
immediately.

I presented Mr. Smith with a summary of the audit with my
estimates regarding number of sections needed for each class.
After discussing my rationale for various class sizes and ad­
justing three classes, this summary was accepted. This means
that I can begin building a master schedule.

As was expected, this audit summary indicated that the new
schedule would look very different from the one used over the
past few years. The areas of Industrial Arts and Business most
noticably indicate interest growth while Art and Home Economics
show a slight decline. The class sizes will be larger than in
the past since juniors will not be permitted to enroll in Job
Experience. Also, a 7 o'clock period of the school day, providing
P.E., American History, Government, and Advanced Biology, will
not be continued due to property damage occurring to the school
during the half hour before the general staff reports to the
building, the poor attendance rate to these classes, the
difficulty in obtaining substitute teachers to cover these classes,
and the high drop-out rate from them. This will mean that these
courses will be offered, but positioned within the regular six
hour school day.

I called on Mr. Michael McGovern, Assistant Principal at
Comstock High School. He has been in charge of scheduling at
several schools and is very familiar with the arena method we
will use at Parchment. Using his suggestions for the mechanics of
building the schedule, I shall begin the schedule immediately.

I spent an hour with Mr. Jerry Bultema at KVISD discussing the
needed input and forms used for ordering student and class cards.

I spent two hours with Mr. Smith discussing the six hour day
as mentioned above, as well as the courses which are committed to
a specific hour or hours. Shorthand and DECA classes are dictated
by the Co-op program's reimbursement requirements; Band and Life
Science by shared staffing between buildings in the system. Build­
ing Trades is committed to mornings since Gull Lake participates
in the program in the afternoon.

We also discussed the need to avoid senior courses during the
sixth hour since most seniors attend through the fifth hour but
are not obligated to carry six classes. In fact, afternoon classes
have a low enrollment of seniors due to Co-op and Job Experience
programs. These programs allow for early dismissal and entail
about 40 students in the audit. It is anticipated that this
number will increase as more students locate employment.
I have begun the revision of the student information package so that the secretary can have sufficient time for its preparation. Mr. Smith approved the first two pages and the handwritten schedule form. All that remains is the master schedule sheet.

16 May - A tentative schedule is built. As indicated by my reading and my conversations with Mr. Smith and Mr. McGovern, I checked carefully all single sections against each other using the conflict matrix provided by the computer. My readings pointed out that double sections should be checked also, however Mr. Smith indicated that this would probably be necessary for only a few isolated classes.

Mr. Smith reviewed the schedule with me after I changed those conflicting courses. Based on my knowledge of present teaching assignments, I have set up all but a few courses by a tentative teacher assignment. Teachers had submitted, to the principal, a list of preferred teaching assignments which I also consulted. After reviewing the certified areas of three teachers, their schedules were completed and acceptable to Mr. Smith.

I have spent much time on this schedule during the evenings and the past weekend. Mr. Smith indicated that the schedule was ready to submit to the computer for the needed cards at this point. I have the forms and shall fill them out to submit by Friday. Cards can be ready, according to our tentative time schedule, if I meet this deadline.

23 May - Student information forms have been typed and collated since I gave the secretary the needed information to type the
master schedule. The forms were handed out to the staff at their meeting today. The forms are to be given to students in their homerooms Thursday.

Mr. Smith explained how the teachers were to assist students in planning schedules. All teachers will be seen by the counseling staff to assure that they all understand the procedure. I have shown the counselors how to work with the forms, and we have practiced with numerous individual student audit sheets to build schedules. The master schedule seems to work since those irresolvable conflicts that have shown up are truly exceptions.

I gave the janitor a list of needed tables and arrangement for the gym for the arena which will begin next Tuesday. Cards were picked up from KVISO this morning, and I have divided and labeled them by section and department.

As a counselor working with this system, I was unaware of the time and detail work needed to set up the process, not to mention the multitude of things one must keep in mind while building the master schedule. It is a great relief to see that the schedule does work.

Mr. Smith has contacted a few parents to assist in the arena. The remainder of the staff is to be senior Office Block students. My work schedule has been adjusted to allow me to monitor the arena as an intern for the 2 1/2 days we will be scheduling. I have met my deadlines to this point. It appears that we are ready for the arena next week.
28 May - Spent two hours making final plans with Mr. Smith for the arena. Students received their materials and explanation of procedures and seem to understand the process well. Counselors were able to resolve most problems easily and students learned quickly to shift one semester classes to the other semester or divide full year classes between hours from first to second semester.

My role in the arena is to manage the process. Mr. Smith will give the orientation presentation to the groups of students as they enter the gym and will be available for advice on when, or if, a course should be closed. It is my responsibility to set the arena up, monitor the check-out process and maintain class balances. The true test of the schedule will come in the arena.

I drew up tally sheets and arranged them by department so that the table workers can keep track of the number of cards per section that they hand out.

30 May - Arrived at school at 6:30 to set up the arena, place cards, tally sheets, check on gym set-up, and any other last minute details. Workers arrived at 7:45. I met with them and gave them their instructions and permitted them time to look over their assignments. The first group of students arrived at 8:15. With an hour and one half for lunch break, we resumed at 12:30. All eleventh and tenth grade students in attendance today were scheduled by 2:00. Class balance has been maintained very closely.
Although the day was hectic, things seemed to progress smoothly. Counselors and students solved all serious conflicts together so that students ultimately made the decision if substitutions became necessary. Only three sections had to be closed for a time today.

31 May - We began at 8:15 A.M. and had make-up and ninth graders done by 11:00. About four classes will need some hand balancing since fewer students registered for them than expected.

In the eight hours the arena was operated we registered more than 520 students. Teachers appeared pleased and surprised that their classes were disrupted so little.

I took the materials to the Middle School and set up that gym for the eighth grade tomorrow.

1 June - We began at nine and finished by noon. All but twenty students in grades eight through eleven have been registered. Counselors have been directed to contact those few students whose selected courses will be dropped due to insufficient numbers.

The eighth grade students had a bit more trouble seeing workable changes. I discovered that a few classes had filled faster than I anticipated, creating some minor class imbalance.

The afternoon was spent reviewing the tally sheets with Mr. Smith. Numbers are essentially balanced and the remaining student days will be used by counselors to finish those unscheduled students and balance the few classes that still need attention. All further scheduling work will be left until
26 June when this internship officially begins. At that time, I will finish any balancing that is not complete and order additional cards for a few courses that did not have sufficient numbers of cards in the arena.

26 June - Today began the formally scheduled portion of the internship. I spent the day reviewing my prospectus and outlining a time plan for completion.

I plan to spent eight hours per day at school and whatever time is necessary at home to complete all projects.

I shall complete all work with scheduling materials and have them to the computer by 15 July for processing.

Student handbook materials will be rewritten within the necessary time for printing at KVISO. This date and the cost estimate will be obtained this week.

The teacher handbook will be presented to the secretary for typing by the second week of August for duplication and preparation for the opening of school.

Computer grading materials will be filed at KVISO to begin full services of report cards, grade point averages and honor roll listing by the date of the first report card.

This morning was spent making a check of the registration cards to determine what extra class cards are needed, and what student name cards are still needed. Counselors have spent about ten hours in the past weeks balancing classes.

Once the list of cards was noted, I filled out the request forms to submit to the KVISO computer staff. When I called for
an appointment to deliver these forms and speak to Mr. Bultema, I was told that the computer has been down for several days. Since these cards are not needed immediately, I will call back at mid-week.

The remainder of the day was spent gathering materials available in the building which relate to handbooks, scheduling, and grade reporting. I began a first reading of this material.

27 June - I began the day by revising the schedule for a change resulting from a teacher taking a leave of absence and to provide more equal coverage in physical education classes.

I then prepared the final copy of the master schedule for typing. This included the addition of room assignments to the schedule. This must have Mr. Smith's approval before it is given to the secretary for typing.

I continued my review of supervision literature for information and philosophies for handbooks. I shall continue this at home.

The remainder of the day was spent in clarifying computer materials with which the secretary was working.

28 June - I began the outline of the new teacher handbook by reviewing the existing one and those from Comstock High School and Cassopolis High School.

I was able to spend three hours with Mr. McGovern discussing organization of teacher handbooks. He is in the process of revising the handbook used at Comstock. This time was spent attempting to devise a logical and well organized approach to the materials to be included in such a handbook.
I continued the literature search.

The request for additional cards was taken to KVISD. These cards can be picked up next week. I asked for cost estimates on 1000 student handbooks at about fifty pages. It will take three to four weeks to print and deliver these. The number of pages will be reduced to lower cost.

29 June - I spent the majority of the day working on the teacher handbook. The outline has been rearranged and I have begun rewriting some entries.

The master schedule was submitted to the principal for final approval. Room assignments were accepted and the schedule was given to the secretary to be typed and duplicated.

30 June - I continued work on the teacher handbook and began reviewing student handbooks. I will continue the review over the weekend.

The self-imposed deadline on the materials for the student handbook is 19 July. I want the book at KVISD by 25 July to allow for the printing time of four weeks. This will be submitted to KVISD in photo-ready condition.

3 July - Work continued on both handbooks. Mr. Smith gave me some materials which he would like incorporated into the teacher handbook regarding grading philosophy and the need for thorough lesson plans.

5 July - The day was spent working on the student handbook. An outline has been drawn up reorganizing much of the existing material. Some entries will be excluded if Mr. Smith agrees with me that mentioning items such as classroom parties promotes them rather than discourages them.
Using several other handbooks as examples, I have begun rewriting some sections to make them less wordy.

6 July - I presented Mr. Smith with the handbook outline and suggestions for deletions. He approved of both so the rest of the day was spent in rewriting the necessary sections. I hope to have a rough draft typed by tomorrow afternoon.

7 July - The student handbook is nearly rough typed. Items describing the library and guidance services will be submitted to me by the librarian and the guidance director by Monday.

I plan to spend time on the teacher handbook this weekend.

The student handbook is reorganized and revised to the point that it is very different from past efforts at Parchment. The Conduct Code will be included in the book rather than being a separate book. All items referring to academics have been grouped in the same section. National Honor Society and Student Council constitutions have been excluded as have items discussing toys, skip days, and parties. Sections on special services and activities have been added or expanded. Several sections that apply to only a small group of students have been eliminated to make the information general enough to apply to the entire student body.

The goal has been to present essential information to the student, in an easily readable, logically organized form. In doing this, the attempt was made to mix negative, prohibitive regulations with positive, encouraging comments regarding student behavior. Legal and policy regulations were considered and stated as clearly as possible in sections on lockers and student dress.
10 July - I spent the morning on the final pages of the student handbook. Mr. Smith has the rough draft for proof-reading and final approval.

Some time was spent reading professional journals for opinions on discipline policies and court decisions, attendance policies, and scheduling. The articles from NASSP Bulletin issues were very useful. I was especially pleased to find support for arena scheduling listing the pros and cons much as I saw them.

In addition, I read those articles relating to women in administrative positions. The key seemed to be not only exceptional competence but also the patronage of some administrator who could groom the potential administrator and make the right introductions.

In the afternoon, I picked up the computer cards I had ordered and was able to place the cards in the proper decks before leaving at the end of the day.

11 July - Dr. Boles met with Mr. Smith and then with me this morning. I spent the remainder of the morning reading journals.

Work continued on the teacher handbook.

The secretary was given the first portion of the student handbook for typing.

12 July - I continued work on the teacher handbook. Sections on recordkeeping and reports, and building procedures were revised.

I discussed the establishment of a class advisor handbook, rather than including that material in the general staff handbook, with Mr. Smith. This would be a loose-leaf notebook which would provide room for notes and suggestions from year to year.
for the class sponsors. This suggestion was acceptable to Mr. Smith so I will add this task to my summer projects.

13 July - Today was spent in further work on the teacher handbook. Ring binders which were supposed to be at the central office are not available so Mr. Smith must decide if we will purchase binders or find some other method of binding the books. Ring binders would be most desirable since they would allow for additions or changes most easily.

The student handbook is being typed for presentation to the printer. Cover design was discussed with Mr. Smith. Since I am not an artist, the cover will probably be the same as that used in the past.

Computer cards are ready for processing. I will call for an appointment to deliver them and discuss input for the computer grading system tomorrow.

14 July - Much of the day was spent in finishing the teacher handbook. The rough draft can now be typed.

The computer cards have been delivered to KVISD for processing. Initial printouts are to be available next week so that needed changes can be made on room numbers, misspelling of names, and double checking of class enrollments.

Gathering grade point averages and academic credit information for full service computer grading can begin next week.

17 July - The majority of the day was spent rough typing the teacher handbook. I believe the draft will be ready to present to Mr. Smith by Wednesday.
18 July - The Assistant Principal, Mr. Phillips, spent some time with me discussing the handbooks. He endorsed the student handbook asking only that one change be made to meet Title IX requirements. His review of the attendance and discipline statements for the teacher handbook was very positive. These areas were carefully worded to indicate to the teachers what their rights and powers are and what powers the Assistant Principal shall retain.

After finishing the rough typing on the handbook, I worked up a lunchroom schedule to spread classes and students over the three lunch periods.

19 July - The teacher handbook is ready to give to Mr. Smith. I will take it home to proofread one more time before giving it to him tomorrow.

The computer materials were partially ready so I picked them up this morning. Problems required that each student number be checked against duplicate assignment of that number. Since these numbers were not essential to any in-school process before utilizing the computer more fully, the secretary and I found eight errors.

She and I then began checking student schedules for other errors. Only a small problem exists regarding lockerroom assignments. Several boys were assigned to the girls' room. This can be easily resolved.

The student handbook was dropped off at KVISD for printing when I picked up the computer materials.

I returned to KVISD on my way home to submit the student number corrections. Cards were key-punched while I waited so that we
can return the entire set of cards to be processed by Friday.

20 July - I gave Mr. Smith the teacher handbook for approval. The secretary and I spent the remainder of the day working on computer printouts. All except four boys are now in the correct lockerroom. There were twenty boys and a few girls in the wrong section of the physical education classes. Since the classes are co-educational, the only difference is the teacher name which is essentially the lockerroom assignment. This is certainly not a major problem but merely one of recordkeeping. New name cards have been properly inserted in the decks so that all student number errors should be corrected. All schedules have been double checked and appear accurate in that all students have the appropriate number of classes for both semesters.

I will make two student schedule changes tomorrow and return the cards to the computer. These changes require major adjustments since the students have dropped shared-time programs.

21 July - The teacher handbook has been approved and given to the secretary for typing.

The computer cards are ready to be taken back to the computer for processing. This time there should be no problem with incorrect numbers. This error delayed our processing of credit information since the student number is now the key to any information given to the computer. I will drop the cards off on my way home.

Mr. Smith asked that I have new maps drawn for fire and tornado exits and check on fiber or plastic notebooks for the teacher handbook.
24 July - The secretary has called Doubleday for prices on two styles of notebooks. The cost is too high for these so I will look for others.

I have gathered together materials for the class advisor notebook. This is to be set up to provide instruction on duties and responsibilities of sponsors and permit an anecdotal record of activities and ideas to help the next group of sponsors. The secretary can type this at her leisure since the notebook will not be needed until the first week of school.

25 July - I spent the day checking on the cost of folders for the teacher handbook. I also had a stencil cut of the map of the building so that we could have a more permanent map in each room for the fire and tornado procedures. The maps that are being replaced are ditto copies and fade rapidly. The cost of ring binders appears to eliminate them as an alternative.

Mr. Smith and I talked about line administration and the problems that might face a woman in such a position, especially at the high school level. We also discussed my progress thus far in the internship. It appears that all of the objectives listed in the prospectus will be completed on schedule.

26 July - I worked on grade point data for the computer entries. Normally this would be a clerical duty, however, since my duties specify getting this material together, and since the secretaries are typing the handbook and hand recording grades, I have begun the needed calculations.

The fire and tornado maps have been run off. Tomorrow I will draw in the proper exits and routing for these procedures.
27 July - Grade point work continued. I am through the ninth grade and have begun the tenth grade. It is a time consuming task, but the credits must be recorded accurately to submit to the computer so that cumulative grade point averages will be correct.

In the afternoon I drew up the new maps and have them ready to post in each room.

28 July - I picked up the computer materials this morning. It appears that we are ready to make the few staffing changes to have accurate schedules run for the students.

I continued working on the grade point data.

Mr. Smith and I spent some time discussing the computer materials. He approved the purchase of the binder I selected for the handbooks. These were the least costly and most sturdy that I could locate.

29 July - Changes on the computer master schedule were made to correct teacher names and classroom assignments.

Three hours were spent working on grade point materials for the grading program.

The computer materials were dropped off at KVISD on my way home. I ordered five copies of each student schedule. One copy will go to the assistant principal and his staff, one copy will go to the guidance staff, one copy will go to the librarian, and one will be kept by the principal's secretary. The remaining one will be given to the student.

We are to receive two copies of the class lists so that the office can maintain accurate lists of each class as well as check for report card errors.
7 August - Most of the day was spent working on the grade point data. The tenth and eleventh grade classes for the coming year are now figured so that the forms can be filled out for keypunching. I will immediately begin work on the senior class data.

A faculty member stopped in to request a change of assignment for two classes. The other teacher involved agreed to this change so the typed master schedule will show it correctly. The computer materials, however, will have to be hand corrected since they are being printed.

8 August - I had a variety of tasks today. One was to pick up the completed student handbooks. I am pleased with the books. They reproduced very well and look good. Mr. Smith and Mr. Phillips both expressed satisfaction with the final product.

Mr. Smith asked that I review the application file for a Special Education opening at the high school. Of the twenty applications and credentials presented, only two indicated serious interest in a high school position. The opening requires learning disability certification. Several applicants indicated temporary certification or "strong interest" in this type of classroom. I ranked those five applicants that had the proper certification and had some experience with high school students. Mr. Smith reviewed these with me and discussed criteria for selection of candidates. He will set up interviews with the top three. I am to sit in on these interviews.

I began preparation of a room utilization chart indicating numbers of students in each room each hour. This will be used by the custodial staff for furniture placement.
Dr. Boles spent part of the afternoon with Mr. Smith and me discussing the internship. I feel that this experience has been a valuable activity. Although "people contact" has not been a major part of the summer activities, I did direct staff and student participation in the arena process. Most of the writing of handbooks and technical work involved with this internship required directing secretarial activities and communicating with KVISD personnel for computer work and printing of the student handbook.

I spoke with a young man who requested to enroll for fall semester. Since he was eighteen and had not attended any school for over two years, I recommended Adult Education at Comstock or Kalamazoo and gave him the phone numbers. At this point he stated that his mother had sent him so that she could continue receiving child support payments. He had no interest in returning to school.

Student schedules are run and I will pick them up on my way to school in the morning.

9 August - Most of the day was spent working on the grade point data. The room utilization list for the custodians is finished.

Schedules are set up as I wished. The first semester schedule is separate from the second semester. We will begin making the needed hand adjustments next week when the computer secretary returns from vacation.

10 August - Work continued on the grade point data. There are only ten files remaining, however the secretary has not had time to record the grades for these students. When she completes posting the grades...
I can finish the credit count for the computer program.

The room utilization form was typed and presented to Mr. Smith and to Mr. Flora, the head custodian.

Mr. Smith included me in the first interview for the Special Education opening. The interview lasted for 45 minutes. I was especially interested to hear the questions Mr. Smith uses. They appear to be designed to put the candidate at ease, but still gather the information important to Mr. Smith. "What class rules would you issue?" gave a good idea of the candidate's impression of high school students and philosophy of discipline.

This candidate was obviously nervous. She responded to several questions without really answering them. I would feel more comfortable with her possible employment if the position were an elementary setting.

11 August - I sat in on two interviews today. One candidate was outstanding although she has no high school experience. She appeared to be a person who would adapt easily to a high school situation.

Using Parchment's candidate evaluation form, I judged the candidates within a few points of Mr. Smith's evaluation of them.

The secretary has determined that it takes approximately one hour to post grades for ten students. This means that she spends nearly 80 hours posting grades and figuring grade point averages for the student files, based on this minimum.

14 August - Today I prepared a formal report based on the report card survey given to the staff in June.
Fire exit maps have been placed in the classrooms in two corridors. The remaining corridor is being cleaned at this time so I will post maps there when the janitors are finished.

I began to finalize the financial analysis suggested in the prospectus. This will be given to Mr. Smith on Thursday.

15 August - The day was spent making hand corrections on schedules and working with the secretary to help her become familiar with all computer materials. The changes involved adjusting the teacher name and room numbers on four sections of English. The change resulted from the requested assignment change made earlier. The five copies of the student schedules were then corrected for those students enrolled in these sections, and the class lists were adjusted.

The boys still listed in incorrect physical education sections were identified and schedules and class lists changed.

16 August - Mr. Smith asked that I respond to several questionnaires which he had received this summer. The surveys involved student population and building procedures.

The remainder of the day was spent outlining the financial report. Statistics and actual cost will be added after my meeting with Mr. Appleman tomorrow.

17 August - I met with Mr. Appleman for well over an hour this morning. He provided me with information covering base computer costs. We then discussed his role as business manager/assistant superintendent. He noted that he felt far removed from teachers and students, a situation that was not pleasant but appeared to be necessary.
With the information on cost, I finalized the financial
analysis. I will type this and submit it to Mr. Smith on Monday.

21 August - Much of this day was spent in finalizing the internship,
reviewing this journal, and gathering copies of reports for inclusion
with the journal. My only remaining duties will be to orient the
guidance director in the counselors' role in schedule adjustments
and enrolling of new students. All of the goals listed in my
prospectus have been met at this point.

I placed the remainder of the fire maps and briefly dis­
cussed the financial analysis with Mr. Smith. The results and
conclusions for this report were as we expected.

22 August - I copied class sizes on several copies of the master
schedule for use by the counselors in enrollments and schedule
changes. The secretary and I reviewed the procedures which she
will follow for enrollments and changes. We appear ready to
begin enrolling the new students who have contacted the school
throughout the summer.

23 August - The guidance director began his pre-school work today.
We spent time going over the new methods for his duties. At
Mr. Smith's request, I met with the three foreign exchange students
and their host families, explained programs and procedures, and
scheduled these special students myself. Each student was then
given a tour of the building.

24 August - This day was spent working with the counselor on the
process for enrollment and schedule changes and answering the
numerous questions that the secretary has now that she is
actually making changes to the computer materials in her charge.
25 August - Mr. Smith and I reviewed the internship. Since all elements of the prospectus have been completed to his satisfaction, I feel very good about this experience. I have learned much about organization, building operation, and personnel. I was very pleased that the Special Education teacher hired was my choice. I have Mr. Smith's assurance that my labors this summer will be of benefit to administration, faculty, and students as well as to me.
ACHIEVEMENT OF OBJECTIVES

In the course of my internship at Parchment High School, I was able to meet all stated objectives as listed in the prospectus (see Appendix A). The stated conceptual goals involved developing an understanding of computer assistance available through Kalamazoo Valley Intermediate School District and of the high school budget, especially in terms of computer costs. Human goals included learning about personnel placement, meeting with support personnel internal and external to the system, and communication with staff and students through writing student and teacher handbooks, and through providing training for use of the arena and computerized grade reporting. A bonus in this area was given since I was involved in the interview process for the special education teacher candidates. Technical skills revolved around the mechanics of schedule building, scheduling, and the use of KVISD forms for computer services.

My journal indicates that much of my time was spent in the conceptual and technical areas. Human skills, not stated in the prospectus, were developed by working closely with the high school principal, Mr. Smith, his assistant principal, Mr. Phillips, Mr. McGovern, assistant principal, Comstock High School, KVISD staff, and Parchment High School secretarial staff.

The internship provided me opportunity to meet my objectives by displaying my anticipated terminal skills to the satisfaction of my field supervisor and university supervisor. The extent to which I successfully met these objectives was indicated by the positive
response I received to those products I presented to the field supervisor, and by my own observation of acceptance to new methods of grading and scheduling by students and faculty members.

**Conceptual skills objectives**

**Objective A. 1.** To acquire an understanding of schedule building procedures using a computer assisted method, and an understanding of the rationale behind such computer assisted methods.

Consulting professional literature and educational leadership textbooks provided the theoretical base for the conceptual skills needed for accomplishment of this goal. Of greatest interest was an article by Eichhorn (1974) which specified many of the same problems with scheduling using limited computer assistance which were prevalent at Parchment High School. The solution to these problems for Eichhorn included an arena scheduling process similar to that which was implemented in this internship at Parchment.

Utilizing information available from the staff at KVISO completed the pursuit for rationale and theory in computer assisted scheduling.

**Objective A. 2.** To acquire an understanding of computer assisted grading systems, specifically those services available through KVISO, and the rationale behind such systems.

KVISO staff, specifically Mr. Jerry Bultema, provided most of the needed information for this objective. High school secretaries described the time constraints and other problems which indicated the need, at Parchment High School, for computerized grading procedures. Finally,
A survey of Parchment High School staff provided the staff input to encourage implementation of such a system (see Appendices B and C).

**Objective A. 3.** To acquire sufficient understanding of the high school budgetary system to assess costs involved in scheduling and grading.

Review of literature assisted the completion of this goal. However the human resources available to me, especially Mr. Appleman, provided me with the specific necessary information to understand how the high school budget is determined and how such costs as computerized scheduling and grading can be compared to previous methods of dealing with these areas.

**Human skills objectives**

**Objective B. 1.** To become familiar with rationale for teacher assignments to classes.

Since Parchment is accredited by both the North Central Association and the University of Michigan Accrediting Association, the materials and guidelines provided by these agencies were reviewed. The contract between the Parchment Board of Education and the Parchment Education Association was read for additional information. Those sections of Parchment Public Schools policy dealing with teacher assignments were inspected. Finally, for those assignments which were markedly different from the teaching areas previously held by specific teachers, the certification of each teacher was reviewed.

**Objective B. 2.** To become acquainted with KVISD support personnel involved with implementation of computerized methods.
My meeting with Mr. Bulbema and his staff proved both informative and interesting. Frequent telephone communication, as well as personal conferences, provided me with valuable insight concerning scheduling and grade reporting procedures utilizing the KVISD computer. Mr. Bulbema also shared many of the systems and programs available through the computer which may be used in the classroom. This communication expanded my view of the computer services which can be used throughout a school system.

Objective B. 3. To develop communication skills involved with explaining the new programs to staff and students.

The rewriting of student and teacher handbooks was a valuable experience since it involved not only communication skills but also necessitated familiarity with legal stipulations and contractual regulations. It further required developing organizational skills to present the material in a logical, progressive manner. Because a new attendance and discipline policy had recently been adopted, the 1978-79 student handbook was the first formal printing of some important information for students and their parents. To present this to the students in a clear, concise, but not-too-threatening manner was a rewarding challenge. The teacher handbook contained the needed information regarding computerized grading, new ideas on lesson plans, and specific suggestions regarding teacher role as a disciplinarian. This material also needed careful expression to underline the new philosophy toward these elements while recognizing the longevity of this staff in the system.

Working with the staff in planning for and implementing the
arena scheduling required development of explicit verbal communication and a certain amount of reassuring encouragement, since the scheduling method was new to all staff and there was much suspicion that the method would not work.

KVISD provided personnel for a training session regarding computer grading for teaching staff. This was presented three weeks before the teachers graded students for the first marking period. Even with this explicitly presented information, I had much opportunity to work with individual teachers reinforcing what was stated in the handbook.

Objective B. 4. To discuss progress with field supervisor regularly.

Mr. Smith was available to me throughout the internship. Our discussions covered not only those areas specifically covered by this internship, but many other aspects of principalship and various leadership roles in the school.

Technical skills objectives

Objective C. 1. To acquire the needed skills to build a master schedule based on learned concepts.

Reading from textbooks and professional journals provided a theoretical basis for regarding the scheduling process as a duty of the building principal. This concept and the information gathered from other schools, provided the tools needed to initiate a pre-registration audit, determine sections required and staffing needs, compare this data against previous years at Parchment High School, and build a two-semester master schedule including teacher and room assignments. The arena process proved that the schedule built was one which worked.
Objective C. 2. To acquire the skills necessary to record the master schedule and produce materials needed for the arena scheduling from the available computer.

This objective involved working with KVISD personnel for technical guidance in using the computer forms, as well as working with teaching and custodial staff to set up and operate the actual arena scheduling process. The resultant products were student and class schedules, printed by computer, as set up by the students while using the scheduling arena.

Objective C. 3. To acquire the skills needed to establish computer grade reporting.

Again KVISD provided the forms and information needed explaining services. These forms were completed, teachers were instructed in their use, and the data bank needed to provide full grading service for all students in grades nine through twelve was established. This system was successfully implemented and the first computerized grade reports were issued to Parchment High School students as scheduled on November 16, 1978.

Objective C. 4. To acquire skills needed to analyze cost differences specified in the project.

A report was prepared regarding cost comparisons of the arena scheduling process as opposed to the previous method (Appendix D). Information obtained from KVISD personnel and Mr. Appleman supplemented the investigation into cost areas. The objective also included a study of secretarial pay scale, professional salaries, and related costs relative to the building level budget.
MAJOR INTERNSHIP PROSPECTUS

I. Institution: Parchment High School
   Parchment Public Schools
   Parchment, Michigan

II. Supervisors: Field Supervisor - Mr. David Smith, Principal
   Parchment High School
   University Supervisor - Dr. Harold Boles
   Department of Educational Leadership
   Western Michigan University

III. Major focus of experience:

   The major focus of this internship shall be the introduction of "modernized" methods of operating specific areas of services within Parchment High School. This effort is to revolve around computerization of some essential tasks at the high school, specifically scheduling and grade reporting. This process will require the revision of both student and teacher handbooks to reflect the changes in policy concerning attendance and discipline procedures. The internship shall involve a careful analysis of the cost factors involved in implementing more up-to-date procedures as opposed to the existing practices in the areas of scheduling and grade reporting.

IV. Duration: 240 hours; 27 hours per week for 9 weeks - 27 June through 25 August, 1978.

V. Rationale:

   This internship has been designed to establish a computerized method for student scheduling and grade reporting, and to assist in revising the student and teacher handbooks to explain these methods and reflect the changes in administrative philosophy as mentioned earlier. The intern shall have access to those school budgetary and financial accounts pertaining to the analysis of the cost differences between
computerization and the existing methods used.

The scheduling procedure to be established will be a simultaneous, two-semester, computer-assisted arena method requested by the principal because it will provide for student decisions on conflict resolution and for careful monitoring of class size and balance. The intern is responsible for building a master schedule, determining the necessary school input to a local computer and completing all forms and calculations for this process as well as implementing and supervising the operation of the arena.

Grade reporting using the computer capabilities of the Kalamazoo Valley Intermediate School District will present the intern with the responsibility of determining what forms and procedures are necessary, and completing these, so that the computerized reporting is in operation for the 1978-79 school year.

These computerized methods have been suggested by a new administration at Parchment Public Schools to update present practices, eliminate unnecessary and inefficient use of personnel, and provide more accuracy in scheduling and student record maintenance.

The changing of administration brings about adjustments to any school. New administration, introduced after seventeen years of status quo, brings with it changes in philosophy visible in the day-to-day operating procedures of a building. After that period of time under the same building principal and superintendent, it is no surprise that many procedures reflect an "ingrained inefficiency" which results in continuation of antiquated methods because "we've always done it that way".

After some investigation it became apparent that the master schedule
in use has been virtually unchanged for at least six years. Student population has decreased and some characteristics of the community have changed in that time, although these changes are not reflected in the master schedule. Actual student scheduling has been essentially a "by-hand" operation requiring much summer work by several staff members. Attempts to resolve conflicts, by necessity, were at staff discretion, with little input from students. In addition, many classes were reduced in size to the point that their justified existence was questionable.

Because of this scheduling method, students have had the opportunity to make class changes virtually at their own whim. Since these changes were processed by hand, frequently not all copies of the schedule were adjusted, especially those used by office staff for student location.

Since there was not a time limitation for these changes, report cards, which were hand-typed, often reflected the incorrect schedule, resulting in incorrect grading of the cards by the staff. This, in turn, resulted in inaccurate hand figured grade point averages used for Honor Roll selection and National Honor Society induction.

Many of these errors were not discovered, or not reported, until the secretaries began recording the grades on the CA 39's during the summer. Secretarial time was then spent in searching for the correct grade or the correct course in the teacher grade books. Obviously, the chance that an inaccurate grade would be recorded on the permanent record is evident.

These time and labor consuming methods and their accompanying inaccuracies and conflicts have prompted the new high school adminis-
tration to seek more modern methods for scheduling and grade recording.

To communicate these changes and clarify the new attendance and discipline procedures necessitates the revision of both student and teacher handbooks. This internship shall establish the desired computerized method and attempt to communicate the above-mentioned changes to those affected by them.
### PROJECTED NATURE OF INTERNSHIP

<table>
<thead>
<tr>
<th>Objective</th>
<th>Experience and/or contact</th>
<th>Terminal skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Conceptual:</strong>&lt;br&gt;1. To acquire an understanding of schedule building procedures using a computer assisted method and an understanding of the rationale behind such computer assisted methods.</td>
<td>The intern shall:&lt;br&gt;a. consult professional literature on scheduling.&lt;br&gt;b. consult KVISD personnel for information regarding available computer assistance and cost.</td>
<td>The intern shall:&lt;br&gt;a. present sufficient conceptual knowledge to implement the technical establishment of a computer assisted scheduling process and its cost analysis.</td>
</tr>
<tr>
<td></td>
<td>2. To acquire an understanding of computer assisted grading systems, specifically those available through KVISD, and the rationale behind such systems.</td>
<td>a. consult KVISD personnel for information regarding their grading programs and costs.&lt;br&gt;b. investigate professional literature and human resources regarding such programs.</td>
</tr>
<tr>
<td></td>
<td>3. To acquire sufficient understanding of the high school budgetary system to assess costs involved in scheduling and grading.</td>
<td>a. consult with assistant superintendent regarding Parchment budget specifics.&lt;br&gt;b. review Michigan school accounting system to identify categories.&lt;br&gt; consult professional literature for related concerns.</td>
</tr>
<tr>
<td><strong>B. Human:</strong>&lt;br&gt;1. To become familiar with rationale for teacher assignment to classes.</td>
<td>a. investigate accreditation requirements.&lt;br&gt;b. investigate state requirements.&lt;br&gt;c. investigate contract stipulations.</td>
<td>a. present to field supervisor a schedule of teacher assignments in keeping with stated limitations and procedures.</td>
</tr>
<tr>
<td>Objective</td>
<td>Experience and/or contact</td>
<td>Terminal skill</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 2. To become acquainted with KVISD support personnel involved with implementation of computerized methods. | d. investigate board policy regarding placement.  
    e. check teacher certification areas. | a. record meetings and information gained in daily journal. |
| 3. To develop communication skill involved with explaining the new programs to staff and students. | a. meet with KVISD staff as needed throughout the project.  
    a. assist in revision of handbooks to include procedures for computer grading and explanation of attendance and discipline procedures.  
    b. plan faculty training for computer form use.  
    c. provide assistance to faculty and students for arena scheduling. | a. present to field supervisor handbooks acceptable for distribution to staff and students.  
    b. present to staff a training session for computer grading at most convenient staff meeting. |
| 4. To discuss progress with field supervisor regularly. | a. seek assistance of field supervisor as needed.  
    b. present project reports for modification. | a. record weekly progress as assessed by field supervisor, in journal. |
| C. Technical:  
  1. To acquire the needed skills to build a master schedule based on learned concepts. | a. determine the number of course sections needed based on a student audit.  
    b. determine total number of staff needed to offer these courses. | a. present to field supervisor a master schedule which accounts for all students, all periods, with no more than five percent error. |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Experience and/or contact</th>
<th>Terminal skill</th>
</tr>
</thead>
</table>
| 2. To acquire the skills necessary to record the master schedule and produce materials needed for arena scheduling from the available computer. | c. determine differences in section totals from 1977-78 school year.  
d. build two-semester master schedule using information provided by computer assistance from audit.  
e. assist in teacher and room assignment. | b. structure master schedule to reduce course conflicts to no more than two percent per hour. |
| 3. To acquire the skills needed to establish computer grade reporting. | a. contact computer supervisor at KVSD for instruction.  
b. file necessary forms according to instructions.  
c. set up arena, physically, for the process.  
d. assist in explanation to staff and students regarding procedures.  
e. arrange for reproduction of student schedules. | a. institute and supervise an arena scheduling process in which all students obtain a full-time, two-semester conflict-resolved schedule before leaving the arena.  
b. provide guidance office and assistant principal with accurate student schedules by September 5, 1978. |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Experience and/or contact</th>
<th>Terminal skill</th>
</tr>
</thead>
</table>
| 4. To acquire skills needed to analyze cost differences specified in project. | a. contact assistant superintendent for information regarding budget planning procedures and accounting methods used by Parchment schools.  
b. work with those areas of the high school budget to analyze factors involved in this project. | a. present to field supervisor a cost account of the computer procedures as opposed to existing methods. |
Dated: August 14, 1978

To: Mr. Smith
From: Ms. Current
Re: Staff Survey – Report Cards

Twenty-one teachers responded to the Staff Survey given out in June regarding the present method of marking report cards. Averages and summary follow:

1. Excluding time spent in calculating grades, how long does it usually take you to mark report cards?
   - regular 9 weeks 1.98 hours
   - end of semester 2.75 hours

2. How many students do you have? 115.26

3. I forget to grade one or more cards:
   - never 4
   - sometimes 11
   - usually 4
   - always 2

4. The present cards:
   - request too much information 1
   - do not allow me to be specific enough 1
   - are frequently inaccurate 7
   - other:
     - fall apart 1
     - are often missing 1
     - are inefficient 1
     - do not have space for school related absences 1

5. Comments, criticisms, suggestions:
   - Criticisms:
     - do not like "waiting in line" for cards 4
     - take too much time to mark 2
     - citizenship: who cares? 1
   - Suggestions:
     - have students bring cards to teacher 1
     - go to computer method 1
   - Comments:
     - It has to be done somehow. We’ve done it this way, so we may as well continue 1
6. I would be interested in using a new method of report cards if that method would save me time.

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>1</td>
</tr>
</tbody>
</table>

(it's about time - 1) (I have only 14 students - 1)

Summary:

This sample of the staff seems ready for a change in grading procedures. Although only one teacher mentioned computer grading, this method will be more time-efficient than the other suggestion of having each student present each teacher with the report card for marking.

Comments and criticisms were essentially the remarks expected from staff regarding report cards and the present marking procedures.
APPENDIX C

COST REPORT ON
REPORT CARDS AND ARENA SCHEDULING
Dated: 18 August, 1978

To: Mr. Smith
From: Ms. Current

Re: Cost report on report cards and arena scheduling

Costs and estimates included in this report are based upon information provided to me by Mr. Appleman, and Mr. Bultema (Kalamazoo Valley Intermediate School District).

The base cost of computer services for scheduling assistance for both the computer-hand method and the arena scheduling is $1.10 per student. The bill submitted in the fall of 1978 for services provided in the spring of that year was $760.10. The cost for scheduling services for school year 1978-79 should be $701.10 (based on a "fourth Friday" count of 701 students). Report cards purchased for use for the 1977-78 school year amounted to $40.29 for 1500 cards. Typing time and hand recording time will inflate this amount. Cost for computerized report cards is 7¢ per student per grading period. Last year's scheduling costs also included the employment of a counselor for two extra weeks at a cost of $1,800.

Typing time involved a minimum of 100 hours of Co-op secretarial time at $2.65 per hour. The hand recording of grades in CA 39's took about 90 hours of secretarial time at an hourly rate of $4.81. Grade labels should be applied to files in about 10 secretarial hours.

<table>
<thead>
<tr>
<th>1977-78</th>
<th>1978-79</th>
</tr>
</thead>
<tbody>
<tr>
<td>$760.10 computer services</td>
<td>$701.10</td>
</tr>
<tr>
<td>265.00 typing time - report cards</td>
<td>none</td>
</tr>
<tr>
<td>432.90 hand recording time</td>
<td>none</td>
</tr>
<tr>
<td>none application of labels</td>
<td>48.10</td>
</tr>
<tr>
<td>1800.00 extra counseling time</td>
<td>none</td>
</tr>
<tr>
<td>40.29 report card purchase</td>
<td>196.28</td>
</tr>
</tbody>
</table>

$3298.29

Total difference - $2352.81

In addition, the grading service will provide cumulative GPA data and grading period GPA data eliminating the time homeroom teachers have had to spend on this task.

Addressed mailing labels will be available at a cost of 1¢ per label.
Even though 1978-79 costs are estimated, there is no reason to expect that they will increase to a figure nearly as high as that for the 1977-78 year.
PARCHMENT HIGH SCHOOL - STUDENT SCHEDULING

Included in this scheduling packet are:

1. A list of the courses you selected.
2. A schedule listing courses by the hour and semester that they are offered.
3. A list of specific instructions and information including classes that are closed or offered in different sequence than originally shown.

How to plan your schedule:

1. List classes below in numerical order - 1st semester on left, 2nd on the right.
2. Look at schedule of courses and X hours that the class is offered each semester.
3. Make your schedule of classes by circling a different class each hour. Start with the classes that are offered only 1 hour, then the ones that are offered more than 1 hour.
4. If semester classes are difficult to match, try reversing the order (as from Crafts - Draw/Design to Draw/Design - Crafts).

<table>
<thead>
<tr>
<th>no.</th>
<th>class</th>
<th>1st semester</th>
<th>no.</th>
<th>class</th>
<th>2nd semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
SPECIAL INSTRUCTIONS

1. If you are not in school when your group is registered, you will have to wait until the date of make-up registration.

2. Students who know they have a Co-op job, work experience job, or shared-time placement will be permitted to register first. Juniors will be next, followed by Sophomores, then Freshmen. Then we will have make-up registration for all grades at the high school. Eighth grade will register after this.

3. Regularly scheduled classes will be held on all days of registration. Students will be dismissed from classes to register. DO NOT LEAVE YOUR CLASSROOM UNTIL YOU ARE DISMISSED BY THE P.A. SYSTEM.

4. All students, unless previously approved, must sign up for six classes (5 for Seniors) for both semesters. Included in the six classes may be only one teacher aide, office aide, or library aide per semester.

5. STEPS TO FOLLOW FOR REGISTRATION:
   A. Report to assigned room and listen to instructions given.
   B. Go to the assigned department table for each class you wish to take. Form orderly lines at all tables. If you have to be asked to leave the registration area, you will have to register at the make-up registration.
      1. Ask to be assigned to the class by giving the course title, and hour.
      2. Repeat this process until your schedule is complete.
      3. If a class selection is "closed", report to your counselor to rework your schedule or select an alternate class.
      4. When your schedule is complete, arrange cards in order by hour and report to the check-out table. You may copy the schedule on the included form for yourself.
      5. Report directly to class after having materials approved at the check-out table.

NOTE NOTE NOTE NOTE NOTE NOTE NOTE NOTE NOTE

The classes that will not be offered are listed on the class schedule. If you have selected one of these, check with your counselor to elect another course.

PLEASE CHECK CAREFULLY THE SEMESTER OF EACH CLASS. Some classes have been assigned a different semester from the one you signed up for.

IF YOU HAVE ANY QUESTIONS ABOUT THIS REGISTRATION PROCESS, PLEASE ASK ONE OF YOUR TEACHERS OR A COUNSELOR BEFORE YOU BEGIN REGISTRATION.
<table>
<thead>
<tr>
<th>Student handbooks</th>
<th>Teacher handbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cassopolis High School</td>
<td>Cassopolis High School</td>
</tr>
<tr>
<td>Cassopolis, Michigan</td>
<td>Cassopolis, Michigan</td>
</tr>
<tr>
<td>Comstock High School</td>
<td>Comstock High School</td>
</tr>
<tr>
<td>Comstock, Michigan</td>
<td>Comstock, Michigan</td>
</tr>
<tr>
<td>Portage Northern High School</td>
<td>Portage Central High School</td>
</tr>
<tr>
<td>Portage, Michigan</td>
<td>Portage, Michigan</td>
</tr>
</tbody>
</table>

**Books**


**Journals**


Bulletins
