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A Report of an Internship Experience in the Central Administrative Offices of the Battle Creek Public Schools

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A REPORT OF AN INTERNSHIP EXPERIENCE IN THE
CENTRAL ADMINISTRATIVE OFFICES OF THE
BATTLE CREEK PUBLIC SCHOOLS

by

Aileen M. Klingaman

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

Western Michigan University
Kalamazoo, Michigan
December 1979

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It is difficult to find words to adequately express my sincere appreciation and gratitude to the many people who helped make my internship experience such a valuable one. I would like to express my thanks to my advisor, Dr. James A. Davenport, as well as give special thanks to Dr. Carol F. Sheffer, who was the advisor for the internship.

I am indebted to the administrators and other staff members of the Battle Creek Public Schools who gave so generously of their time and materials. I am especially indebted to my supervisor, Mr. Neil Van Dis, who set an example of positive leadership as well as planned an excellent internship program of meaningful experiences and activities.

Aileen M. Klingaman

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CHAPTER I

INTRODUCTION

The major focus of the internship experience was on the role of the elementary principal. Since I am employed as an elementary teacher on a full-time basis during the regular school year, it was necessary to complete my internship during the summer months. My preference was to have the experience of working in a school system which was geographically close to Kalamazoo but also in a setting that was large enough to provide a variety of summer programs.

Since the Battle Creek school system seemed to meet the criteria, it was selected as the location. The Superintendent agreed to sponsor the internship which was to be done under the supervision of the Assistant Superintendent for Elementary Education and School Services.

Battle Creek has a population of approximately 40,000 people. The school district serves a student population of about 8,500 in 20 schools and has a staff of approximately 500 professionals. The 15 elementary schools include grades kindergarten through sixth grade, and for the most part are composed of self-contained classrooms with special services provided by art, music, and physical education teachers. The four junior high schools containing grades seven through nine feed into the one high school which has grades 10 through 12. At present the school district supports programs for gifted and talented students in art, music, and academic studies

which provide 1 1/2 to 2 hours per week instruction in the specific areas.

In addition, the district maintains an Outdoor Education Center, W. K. Kellogg Auditorium, Kingman Museum, Willard Library, and the Miller-Stone Student Services Building. Under contract with the Calhoun Intermediate School District, the system operates an area vocational center. Kellogg Community College, located in the city, is available for further education or training after high school.

The racial and ethnic composition of the community is reflected in the school enrollment which is 65% white, 31% black, 2% Hispanic, and 2% other minorities. Eleven of the district's 20 schools are eligible for a federal compensatory education program funded under ESEA Title I. About 33% of the student enrollment qualifies for Title I service by achievement score criteria. The state compensatory education program, Article 3, services 25% of the students in kindergarten through sixth grade. Each elementary school has a reading teacher who is paid by either the state or federal compensatory program.

Although all of the schools in the district are racially integrated, they do not all meet the state guidelines for racial balance. Twelve of the 15 elementary schools failed to meet the state integration guidelines in 1978, and the district was asked to submit plans for desegregation. The school administration did not comply with that request because it was felt that the district was integrating naturally and that many programs were being provided to promote racial understanding. The district did pledge to meet the state

standards for performance by the fourth and seventh grade students on the Michigan Educational Assessment Plan (MEAP) tests in reading and mathematics. During the summer many administrative activities, meetings, and discussions centered around a 3-year plan to raise test scores to the desired level.

While the school system and the community have many advantages to offer an intern, there was a disadvantage in doing the internship during the summer. This disadvantage was in being unable to see the regular academic program in operation. Regardless of this, I was able to learn through interviews with elementary principals, consultants, and central staff administrators, as well as other professional staff members, about the programs that are in operation during the regular school year. I also visited the summer programs which were being conducted and gained a feeling for the school system through the diversity of the neighborhoods and the different elementary buildings.

There were advantages in being an intern during the summer. Since the atmosphere is more relaxed then, some administrators probably had more time to discuss their departments and responsibilities than would have been possible during the academic year. I gained insight into the operation of a school district by spending time with many central staff administrators which also might not have been done during the regular school year.

The plan of operation for the internship was first of all to acquaint my field supervisor with my objectives and the desired experiences during the weeks that I would be there. Then a planned

schedule was established for me so that I could spend some time with each of the central staff administrators, including the Superintendent, as well as meet with elementary building principals and consultants before they went on vacation. In the event that the field supervisor had to be at a conference or was on vacation, plans were made for me to work on assigned projects or to visit specific assigned locations. I was included in the general activities of the supervisor's office whenever possible and attended committee meetings as well as administrative cabinet meetings.

As previously mentioned, the major focus of the experience was on the role of the elementary principal. Through the many activities, interviews, visits, meetings, and informal discussions with the staff in the school system I was able to accomplish the objectives outlined in the prospectus.

CHAPTER II

PROSPECTUS

The prospectus, which was developed prior to the experience, served as a projected plan and guide for the internship. The major focus and rationale were contained in the prospectus along with the objectives to be accomplished, the experiences and contacts needed to accomplish the objectives, and the terminal skills the intern should be expected to have at the conclusion of the experience.

The objectives were divided into three categories of skills: conceptual, human, and technical. These basic skills or competencies are required of administrators in the process of planning, organizing, directing, and controlling organizations.

The achievement of the objectives is covered in a later chapter and is also mentioned in the summary and evaluation. The experiences and activities which contributed to the achievement of the objectives are noted in detail in another chapter.

MAJOR INTERNSHIP

SPONSORING ORGANIZATION: Battle Creek Public Schools.

FIELD SUPERVISOR: Mr. Neil Van Dis, Assistant Superintendent for Elementary Education and School Services.

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

MAJOR FOCUS OF EXPERIENCE: The role of the elementary principal.

DURATION: June 18, 1979, to August 3, 1979.

RATIONALE:

During recent years the role of the elementary principal has undergone many changes brought about to a large extent by the changes in society in general. Among the challenges facing principals today are the financial problems due to declining enrollments and inflation, the demand by the public for accountability, state and federal legislation and guidelines, the militancy of teachers' organizations, student discipline, and the difficult task of planning educational programs which will meet the needs of a diverse school population.

Declining enrollments and inflation are forcing many school districts to closely examine their educational programs and staffing patterns. Priorities are being made regarding which programs are effective in meeting the needs of students. Professional and other staff members may need to be reassigned or receive new training to fill different positions. The organizational structure of the school system may need to be changed, and buildings may be closed or used

for other purposes.

At the same time that school systems are facing these financial problems, the public is demanding that school personnel be accountable for meeting the needs of students and for spending tax dollars wisely. The need for evaluation of staff members and the assessment of student achievement levels may mean that an extensive testing program is involved. This in turn usually adds another cost item to the budget.

State and federal legislation further complicates the administration of schools. Guidelines for the programs funded by both state and federal governments must be followed, and other programs must be offered if required by law. Busing to achieve racial balance has added another dimension to educational planning and programming.

Teachers are demanding more participation in the decision-making process involving school affairs. They are becoming politically involved in local, state, and federal elections and in lobbying for their interests. As they are faced with increasing demands to be accountable, to mainstream special education students, to individualize instruction, and to maintain discipline with declining authority, teachers are voicing their frustration and anger in ways that they hope will have some effect.

Today students have more freedom, are less disciplined, have less respect for authority, and are acting out in ways that sometimes require law enforcement assistance. Because of the changes in life styles and child-rearing practices in many homes, the schools are forced to assume some of the duties formerly performed by parents.

Meeting the needs of a widely diverse population is a serious school problem. Many special interest groups are becoming increasingly powerful in lobbying for programs to be implemented, such as those for the gifted and talented and for the bilingual. There is the necessity for assessing the needs of the student population, choosing materials and programs carefully, and training the professional staff in methods and techniques to implement and evaluate the programs.

During the course of this internship it is hoped that the intern will be involved in these main areas of elementary school administration: (a) planning, implementing, and evaluating the educational program; (b) staff and school-community relations, (c) school business management; (d) building plant management; and (e) coordinating the activities of the school within the school system. At the end of the experience the intern should be able to understand how the role of the elementary principal is related to the individual school, the total school system, and to the entire community.

PROJECTED NATURE OF INTERNSHIP EXPERIENCE

Objectives	Experiences and Contacts	Terminal Skills
A. <u>CONCEPTUAL</u>	The intern will:	The intern will be able to:
1. To <u>become knowledgeable</u> about the various instructional programs and how they meet the needs of a diverse school population.	<u>examine</u> and <u>read</u> materials; <u>attend</u> meetings in which programs are discussed; <u>discuss</u> programs with appropriate personnel; <u>observe</u> programs in operation.	<u>understand</u> the needs of various ability levels and learning styles and how to <u>meet</u> those needs with different types of programs and materials.
2. To <u>understand</u> the role of administration in the evaluation of staff.	<u>read</u> the master agreement between the teachers' organization, as well as other bargaining units, and administration; <u>discuss</u> evaluation procedures with appropriate administrative personnel; <u>examine</u> evaluation forms.	<u>interpret</u> the terms of different contracts; to <u>evaluate</u> personnel using an outlined procedure.
3. To <u>acquire</u> an increased understanding of the operation of the administrative structure of a school district.	<u>become familiar</u> with responsibilities of different administrative positions and organizational relationships by reading position guides; <u>observe</u> the day-to-day working relationships; <u>discuss</u> concerns and observations of various sections with staff members at appropriate times.	<u>discuss</u> the general administrative structure and to <u>interpret</u> the line and staff relationships.

Projected Nature of Internship Experience--Continued

Objectives	Experiences and Contacts	Terminal Skills
4. To <u>become familiar</u> with restraints imposed by law upon a school district.	<u>examine</u> records or data; <u>discuss</u> legislation with staff members; <u>become familiar</u> with existing and proposed programs.	<u>relate</u> information to other school districts working under the same restraints.
5. To <u>become knowledgeable</u> about the financial structure of a school district.	<u>discuss</u> school financial management with administrative staff; <u>read</u> and <u>examine</u> relevant materials.	<u>relate</u> information to financial duties of building administrators as well as school system.
6. To <u>understand</u> the relationships of various civic organizations and community agencies to the operation of a school district.	<u>observe</u> practices of various personnel; <u>discuss</u> concerns with appropriate personnel; <u>attend</u> meetings or <u>visit</u> various places.	<u>make</u> effective use of community resources to the total school program.
B. <u>HUMAN</u>	The intern will:	The intern will be able to:
1. To <u>become familiar</u> with the goals and objectives of various departments related to elementary instruction.	<u>arrange</u> appointments and interviews with personnel within each department; <u>read</u> relevant materials concerning operation of each department.	<u>relate</u> the importance of each department to functions of the elementary school.
2. To <u>participate</u> in activities related to instructional practices.	<u>attend</u> committee meetings concerned with curriculum revision or selection of materials; <u>work</u> with various staff members.	<u>understand</u> the skills necessary to work cooperatively with a group to plan a program.

Projected Nature of Internship Experience--Continued

Objectives	Experiences and Contacts	Terminal Skills
3. To <u>learn</u> the methods and techniques for achieving high staff morale.	<u>attend</u> meetings and workshops conducted by different group leaders; <u>observe</u> daily activities being supervised by different administrators.	<u>assess</u> the effectiveness of different leadership styles upon the achievement of goals and morale of staff.
C. <u>TECHNICAL</u>	The intern will:	The intern will be able to:
1. To <u>understand</u> the methods and procedures involved in curriculum planning.	<u>discuss</u> the methods and procedures involved with the administrators responsible for planning; <u>read</u> materials in curriculum guides.	<u>evaluate</u> programs more effectively; to <u>plan</u> programs to meet particular needs of students.
2. To <u>become knowledgeable</u> about selecting textbooks and other curriculum materials.	<u>discuss</u> guidelines and procedures with administrators involved; <u>read</u> relevant data; <u>examine</u> materials.	<u>select</u> materials which will meet needs of students.
3. To <u>develop</u> skill in evaluating teachers and other personnel.	<u>become acquainted</u> with the evaluation method used by <u>reading</u> adopted policies; <u>discuss</u> methods of conducting evaluation interview.	<u>evaluate</u> staff members and offer constructive suggestions for improvement where needed.
4. To <u>understand</u> the steps involved in preparing proposals for government funded programs.	<u>discuss</u> steps with administrators involved; <u>read</u> materials concerning funded programs.	<u>interpret</u> the administration and functions of different funded programs.

Projected Nature of Internship Experience--Continued

Objectives	Experiences and Contacts	Terminal Skills
5. To <u>be able</u> to maintain the <u>required</u> records for effective building management.	<u>examine</u> forms required by central administration concerning business operation, inventory of materials, and other related data; <u>discuss</u> procedures with appropriate administrators.	<u>keep</u> accurate records and reports as required of building administrators.

CHAPTER III

ACHIEVEMENT OF OBJECTIVES

As outlined in the prospectus, the objectives for the internship experience were of three types: conceptual, human, and technical. The following pages explain how the experiences and activities during the 7-week period helped achieve those objectives.

Since the internship was done during the summer months, it was not possible to work with an elementary principal when the regular programs were in session. Because of this, some objectives were probably not as completely met as they might have been under different circumstances. It would have been desirable to actually observe an elementary principal working with staff, students, and parents. Instead, the achievement of objectives depended upon interviews, visits to summer programs, and many other activities which are noted in detail in the log of experiences and activities appearing in a later chapter. References to the log experiences appear in this chapter in order that a more detailed account of an experience or activity may be related to the achievement of an objective.

There was an advantage during the summer months in having the opportunity to meet with many central staff administrators. These experiences provided a more complete perspective of the school district and how the elementary school principalship relates to the total organizational structure.

Conceptual Objectives

Objective 1. To become knowledgeable about the various instructional programs and how they meet the needs of a diverse school population.

Central staff administrators provided materials to read and examine, and in most cases, to keep for my files, regarding the operation of the departments or programs. I also attended meetings at which various programs were discussed and evaluated informally. In addition, I discussed the Title I, Article 3, bilingual, Indian, adult basic education, gifted and talented, summer remedial reading and mathematics, special education, vocational, and outdoor education programs with the administrators and teachers involved. Those programs which were in operation were also observed while in session. This included visits to several elementary schools as well as the Outdoor Education Center and a field trip to Charlton Park Village and Museum near Hastings. For further details refer to the Log.

Objective 2. To understand the role of administration in the evaluation of staff.

I was provided copies of the contracts between the Board of Education and the four bargaining units in the district: the Battle Creek Education Association, the Association of Educational Secretaries, the Association of Bus Drivers, and the American Federation of State, County and Municipal Employees. By reading the contracts I could understand the agreements under which school principals operate in the school system. The terms in the agreements were discussed with my supervisor as well as with the Assistant Superintendent for Employee Relations. My supervisor also provided me with an evaluation form which is used with non-tenure teachers. My discussions with building principals also included the evaluation of teachers and the interpretation of the master contract.

Objective 3. To acquire an increased understanding of the operation of the administrative structure of a school district.

Since I had an administrative organizational chart and position guides for each administrative position, I was able to understand the line and staff relationships in the system. At the time of an interview with each

administrator, we reviewed the responsibilities outlined in the position guide. In many instances, the duties and responsibilities had been enlarged in recent years. I was also able to observe the working relationships between the different department administrators during the weeks of my daily activities in the central office.

Objective 4. To become familiar with restraints imposed by law upon a school system.

In many conversations with my supervisor as well as with other administrators, I became aware of the federal and state guidelines which must be met. I became especially aware of these guidelines as I read and examined the proposals prepared by the Administrative Assistant for Federal Programs and the Coordinator of Compensatory Education. Also, the Director of Pupil Personnel explained the many reports he must prepare. The Assistant Superintendent for High School Education and Employee Relations also explained the amount of reading and preparation he must do to keep informed regarding legislation and court cases. I was provided with material to read and examine as well as copies of some reports which are prepared regularly. Along with the Coordinator of Compensatory Education, I visited summer programs at three elementary schools where Title I, Article 3, and bilingual programs were in operation. More detailed information may be found in the Log.

Objective 5. To become knowledgeable about the financial structure of a school district.

My discussion with the Business Manager was very informative in general terms as well as in the specific duties which are expected of school principals. The solid financial basis of the district was explained and also the status of current financial projects. The forms and practices that are related to the operation of an elementary school were discussed as well. I was able to read and examine the annual budget and see copies of relevant business forms which a principal should be expected to know.

Objective 6. To understand the relationships of various civic organizations and community agencies to the operation of a school district.

The Director of Pupil Personnel provided much information regarding the agencies that are associated with his

department. He provided a copy of a listing of agencies for me to examine and arranged for me to visit the Juvenile Court Youth Services Division. The Director of Youth Services accompanied me to the county Juvenile Home at Marshall. Also, through discussions with various administrators, I learned about the agencies and personnel with whom they have contact. Administrators are encouraged to participate in civic organizations and be involved in the community. An elementary principal invited me to attend a luncheon meeting of the Rotary Club and hear the speaker tell of plans for the development of downtown Battle Creek. Further information may be found in the Log.

Human Objectives

Objective 1. To become familiar with the goals and objectives of various departments related to elementary instruction.

In addition to reading curriculum guides and materials regarding special projects, my interviews with the Assistant Superintendents for Elementary, Junior High, and High School Education provided me with an overview of each department and how they all are related. By attending the administrative cabinet meetings, I was able to see how each department was coordinated with the others and were kept informed regarding all curricular matters. For further information regarding the administrative cabinet, see the Log.

Objective 2. To participate in activities related to instructional practices.

A committee of elementary classroom and reading teachers was working to prepare reading tests to cover the objectives contained in the Michigan Educational Assessment Program tests, and I was assigned to work with the committee at certain times. By attending meetings my supervisor held with the committee I was able to understand how the instructional goals were related to the achievement in reading. I was also able to observe at close range the methods and skills needed by an administrator to keep a committee with different views represented working to complete a goal. More complete information is described in the Log.

Objective 3. To learn the methods and techniques for achieving high morale.

During the course of the internship I had many opportunities to observe several administrators working with professional staff, secretaries, and with other administrators. Also, I attended two administrative cabinet meetings conducted by the Superintendent. The methods and techniques most observed were that input was sought from all concerned, everyone was treated with respect, a positive attitude was in evidence, and an effort was made to get everyone involved with the goal or project.

Technical Objectives

Objective 1. To understand the methods and procedures involved in curriculum planning.

I discussed with my supervisor, the Assistant Superintendent for Elementary Education, as well as the Assistant Superintendents for Junior High and High School Education, the ways of selecting committees for textbook selection, curriculum revision, and test construction. We discussed needs assessment and the writing of objectives as well. I also read and examined many materials related to curriculum in the Battle Creek Public Schools.

Objective 2. To become knowledgeable about selecting textbooks and other curriculum materials.

Textbook selection as well as the selection of other curricular materials was discussed with the three assistant superintendents. Guidelines for selecting materials were discussed, and materials were provided for examination. The Battle Creek school system has developed guides designed specifically for its social studies and science curriculums. Committees of teachers and administrators have contributed to the writing and illustrating of the guides.

Objective 3. To develop skill in evaluating teachers and other personnel.

In addition to examining the evaluation instrument used, I discussed the evaluation of teachers and other staff

members with various administrators. Since principals are the administrators most directly responsible for the evaluation of staff, I discussed the methods used with elementary principals that were interviewed.

Objective 4. To understand the steps involved in preparing proposals for funded programs.

My interviews with the Administrative Assistant for Federal Programs and the Coordinator of Compensatory Education provided much information regarding the guidelines, steps for writing, and the components involved in writing a proposal. They described the bilingual, Indian, adult basic education, and the Title I-Article 3 programs operating in Battle Creek and provided some parts of the proposals for my use. They also shared some of the problems involved in operating the programs when guidelines and requirements are changed frequently. More detailed information is contained in the Log.

Objective 5. To be able to maintain the required records for effective building management.

The Director of Pupil Personnel explained the child accounting reports and the enrollment projections which principals are required to submit. The Administrative Handbook which he prepared answers many of the questions that administrators may have regarding procedures. The Business Manager also shared the business forms necessary to the operation of an elementary school. My supervisor explained the annual reports which are required by his department. These include the retention report, readiness tests results, and textbook requests and inventories. Since I had worked during the summer compiling data for the readiness test results and retention report, I was especially aware of these two requirements of principals. More detailed information regarding these reports is located in the Log.

CHAPTER IV

LOG OF EXPERIENCES AND ACTIVITIES

During the course of the internship a daily log of the experiences and activities was kept in detail. The daily log entries have been summarized on a weekly basis in this chapter to include the most important aspects of the total experience.

Among the experiences and contacts were the interviews with elementary principals and central staff administrators, including the Superintendent. The position guides and organizational chart provided by my supervisor helped me prepare for the interviews. Usually an interview began with a review of the responsibilities as stated in the position guide as well as others that may have been added. I was also provided with materials to read and examine from each department so that I could become acquainted with the programs involved. Whenever possible, I shared relevant materials from the Kalamazoo school system with the appropriate administrators.

My supervisor usually met with me briefly on a daily basis and for a more extended time on a weekly basis when he was in his office. In addition to the interviews, he planned my schedule to include visits to elementary schools to observe summer programs in session as well as visits to other school operated facilities. There were also tasks or projects assigned to me which related to the elementary curriculum. All the experiences and activities were designed to aid in the accomplishment of the objectives as stated in the prospectus.

Throughout the log the supervisor of the internship may be referred to as my supervisor, by his official title of Assistant Superintendent for Elementary Education and School Services, or simply as the ASEE (Assistant Superintendent for Elementary Education).

First Week, June 18-June 22

My first week began with a conference with my supervisor. He explained the schedule for the week and provided me with some curriculum materials and position guides to study in preparation for my meetings with different administrators. Since this was the last week for elementary principals and central staff consultants, arrangements were made for me to visit four different elementary buildings as well as meet with the consultants in the administration building.

Interviews with the four elementary principals were different because of the diversity of the four schools, but the format of the interviews was generally the same. Usually the visit included a tour of the building with brief observations of the summer programs in session. For the most part the programs consisted of remedial reading and mathematics, but in one school speech therapy as well as psychological testing was being done.

Each principal described the programs at his or her individual school during the regular year. These included the federal and state compensatory education programs, Title I and Article 3, a bilingual program, special education classrooms such as those for the learning disabled, and programs for the gifted and talented.

We discussed the student enrollment at each school including the racial composition. The four schools visited ranged from 275 to 400 in enrollment and from 15% to 25-30% black, with other minorities also being represented. The economic level ranged from middle class to the lowest in the city. One school in particular, the one in the poorest neighborhood, also had the highest mobility rate.

The physical structures of the schools varied as well as the neighborhoods and the student populations. The ones built in 1942 and 1950 reflect the trends and styles of those years, while the other two which were built within the last 5 years included air-conditioning, carpeting, and an "open" classroom environment.

Among the many items discussed with principals were the philosophy and policies of working with parents, staff, and students. Teacher observations and evaluations were other important topics as was staff morale, especially in those neighborhoods in which low economic level, low achievement level, and a high mobility rate tended to put a strain on teachers' resources. Student discipline, including corporal punishment, was discussed with all the principals. Of course, the curriculum related matters such as field trips, retentions, textbooks, the reading program, and steps for referral to special education were covered as well.

Principals, as well as all school administrators, were encouraged to belong to civic and community organizations. Public relations was a high priority in the school system. One principal invited me to attend a luncheon meeting of the Rotary Club. It was especially interesting because the speaker was the director of the

organization that was responsible for the revitalization of the downtown district. The principals also described the administrative meetings they were required to attend locally as well as the state and national professional conventions which they attended each year.

The principals interviewed all demonstrated a positive attitude toward their positions and responsibilities. They all appeared to be well qualified by training and experience for their positions. Three of them had been principals for several years at the same school.

Other interviews conducted included those with the Coordinator of the Instructional Media Center and the Directors of Art, Music, and Physical Education, who had offices in the central administration building. These interviews provided insight into how these departments relate to the activities of the elementary schools.

The Coordinator of the Instructional Media Center had the responsibilities of meeting with the building media coordinators each month, providing inservice for teachers, and ordering and cataloging audio-visual equipment and materials, among other things. While there I was also given a tour of the Elementary Schools Library from which each elementary building received materials.

The Directors for Art, Music, and Physical Education were staff administrators responsible to the Assistant Superintendents for Elementary, Junior High, and High School Education. Each director explained his responsibilities as outlined in the position guide. Also, I was provided with guides, reports, bulletins, schedules, performance objectives, and calendars in order to further understand the

activities of each department. Each director shared the planning that was being done for the coming school year including the scheduling of activities and inservice with department staff members.

During this week I attended a School Board meeting. The Board met the third Monday of each month at 7:30 p.m. Some of the items on the agenda were the recognition of the 1978-1979 retirees and the adoption of some new textbooks in addition to several business items. The Board members appeared well prepared and well informed regarding the agenda. Central staff administrators were present to answer questions. Near the end of the meeting I was introduced and welcomed to the school system as an administrative intern.

On the last day of the week I attended a luncheon with the principals and other administrative staff.

Second Week, June 25-June 29

One of the responsibilities of my supervisor, the ASEE, was the supervision of the summer remedial reading and mathematics programs being conducted in each elementary building during the summer. I accompanied him on visits to two schools on the northwest side of the city this week. The schools had the flexibility to schedule their own program during the 5-week period. Often a member of the staff in the schools was selected to teach the summer classes along with an aide. The number of teachers and aides varied according to the needs of the school population.

As mentioned previously, the school system was committed to improve scores on the MEAP tests taken at the fourth and seventh grades.

A committee was selected to construct a pretest, a mid-year, and a posttest for kindergarten through sixth grade to test the objectives on the MEAP reading test. This committee consisted of two elementary classroom teachers and three Article 3 reading teachers who had classroom experience. The ASEE was supervising the work of the committee and asked me to share ideas, offer suggestions, or make comments on the work of the committee. I shared some materials from the Kalamazoo Public Schools and also worked with one of the teachers who was preparing test items for the kindergarten and first grade.

The week also included a meeting that the ASEE had with two elementary teachers who wanted to explain their experiences with cross-grade tutoring during the past year. They were enthusiastic about the results of having sixth grade students work with second graders in reading activities. I was impressed with their enthusiasm but also with their willingness to take time out from their vacation to meet and discuss the idea. I also was impressed with the rapport which the ASEE had with the teachers as well as his openness to suggestions and willingness to listen.

Since my supervisor was on vacation part of this week, he assigned a report for me to complete in his absence. His secretary gathered the necessary materials, and I found a place to work in the professional library. The report was one on retentions in the elementary schools and was prepared each year during the summer. Each elementary teacher was required to turn in to the building principal a report listing the name, grade, age, sex, and reasons for retentions for each student who was retained. A copy of this report was

forwarded by the principal to the administration building. A composite report of all the building reports was prepared for the Superintendent. This report indicated the percentages of retentions at each grade level and at each building. The report this year showed that the percentage of retentions had increased over last year. As was to be expected, most of the retentions were in the lower grades.

There was some time after the report was completed for me to become acquainted with the materials in the professional library. I spent time reading and examining administrative publications and information bulletins regarding the city of Battle Creek as well as the school system. I also had some time to review the curriculum guides and the position guides in preparation for my interviews with central staff administrators in the remaining weeks.

Third Week, July 2-July 6

My assignments this week included 2 days with the Coordinator of Compensatory Education, who was responsible to the Administrative Assistant for Federal Programs and Human Relations. She coordinated the Title I, Article 3, and the bilingual programs in the school system. During our discussion period the first day she described the programs as they were run during the year and the summer programs in session. She also described her responsibilities for the inservice of the Article 3 reading teachers each year and the plans she had for the initial meeting this fall. In addition to discussing the programs, I was provided with program materials to read and examine. Later we met and reviewed the bilingual proposal and discussed

curriculum materials used in the various programs.

During the time spent with the Coordinator of Compensatory Education we visited three different school buildings to check on the programs being conducted there this summer. We talked with staff members and observed briefly in classrooms. I also had the opportunity to examine curriculum materials that were being used in the programs.

Two days were spent becoming acquainted with the responsibilities of the Assistant Superintendent for High School Education and Employee Relations. He described his responsibilities as being about 25% secondary, 50% employee relations, and 25% miscellaneous which included keeping up with reading, meetings with the administrative cabinet, and other meetings.

Part of his duties in the area of employee relations was representing the School Board in negotiations with the four bargaining units in the system. This year the Board and the Battle Creek Education Association agreed to a new 3-year contract before the formal negotiations were scheduled to begin. He also negotiated with the bus drivers, educational secretaries, and the custodial and maintenance staff. I was provided copies of the contracts with all the bargaining units and also had an opportunity to read the new contract with teachers which had not been officially printed as yet. We discussed the terms of the contract and any involvement which he had with grievances. He mentioned the workshops he had conducted with teachers regarding tort liability and gave me copies of some of the materials used in the workshops.

Part of the time spent with the Assistant Superintendent for High School Education and Employee Relations dealt with his responsibilities in secondary education. After I had an opportunity to read and examine the materials that he provided regarding the academic structure of the high school and the methods of evaluating high schools, we discussed many of the concerns at this level. When he came to Battle Creek as principal of the high school, there were serious racial problems. He explained the steps that were taken to reduce tensions, improve discipline, and try to meet the special educational needs of students. The improvement in high school discipline was credited to the fact that each grade had its own principal. The handbook spelled out very clearly the discipline policies which were followed, and students had a Student Advisory Board to appeal to when they had problems. The school system tried to reduce the drop-out rate and meet special needs for education through vocational programs.

At the end of the week I met with my supervisor to review the internship and plan a tentative schedule for the remaining weeks. I also was able to visit the Kingman Museum which was part of the educational program of the school system and was financed and staffed by the Battle Creek Public Schools. The Director of the Kingman Museum reported to the Associate Superintendent for Administration and Personnel.

Fourth Week, July 9-July 13

My supervisor was gone the first 3 days of this week to attend a reading conference for administrators conducted by the Houghton Mifflin Company at the University of Notre Dame in South Bend, Indiana. Since my schedule was already prepared, I went ahead with interviews with central staff administrators.

At the beginning of my interview with the Director of Special Education he suggested that I attend the administrative cabinet meeting that morning. The Superintendent meets twice each month with central staff administrators including the Associate Superintendent for Administration and Personnel, the Assistant Superintendent for Elementary Education and School Services, the Assistant Superintendent for Junior High School Education and Research, the Assistant Superintendent for High School Education and Employee Relations, the Administrative Assistant for Federal Programs, the Director of Special Education, the Coordinator of Compensatory Education, the Director of Pupil Personnel, and the Business Manager.

The Superintendent opened the meeting and presented some items for information and discussion. He then asked each administrator there to present any items that he or she had to the group. Business items included the renovation of the W. K. Kellogg Auditorium to be started next year. The Associate Superintendent described a desegregation study which indicated that white flight was immediate and long term in communities where busing was used to achieve racial balance. He also included several personnel items, such as transfers and

hiring of some staff. The Coordinator of Compensatory Education described the summer school bilingual program. The Director of Special Education indicated that there was an increased need for the re-evaluation of special education students but not enough staff members to do the testing. Other items included the report of the Director of Pupil Personnel regarding suspensions and the status of immunization requirements. The Superintendent asked for a report on the number of students who were in grades kindergarten through third who took the fourth grade MEAP test. Since there was a School Board meeting that night, the agenda was discussed and questions were raised that might be asked by Board members. A recommendation was made at the meeting for a 7.8% pay increase for administrators across the board. This was the average raise for teachers this year.

After the adjournment of the cabinet meeting, I met with the Director of Special Education to continue our interview. He discussed his responsibilities as mentioned in the position guide and added some new ones. In addition, he provided me with some materials to read about special education programs and services in the Battle Creek school system, the Calhoun Intermediate School District, and the Michigan Department of Education. He also planned a schedule of visits to several places.

My visits began at an elementary building where speech therapy as well as psychological testing was being done. After my interview with the speech therapist, I observed the speech therapy in session with small groups. Later I interviewed two school psychologists and a social worker.

The Director of Special Education accompanied me to the Doris Klaussen Development Center. The Director of the Center explained the programs there and took me on a tour of the facility. The Center worked with the trainable mentally impaired, severely mentally impaired, and physically handicapped from various locations in the Calhoun Intermediate School District. Ages of students ranged from infancy to 25 years of age.

Another visit was to the Ann J. Kellogg School, which was built in 1930 with money donated by W. K. Kellogg and money paid by the Battle Creek Public Schools. It was named for Mr. Kellogg's mother who was a teacher. The school became nationally famous because at that time there were few schools that were as innovative. Both special education students and regular education students were housed in one building, and mainstreaming was done whenever possible. The past year the building had been closed for renovation with funds provided by the W. K. Kellogg Foundation. Students and staff had been functioning in other schools wherever there was room throughout the system. It was expected to be opened for operation in September 1979. There was much long-range planning necessary for the renovation of this school according to the Director of Special Education. Since he was at one time a teacher and later the principal of the Ann J. Kellogg School, he was especially glad to see the remodeling and additions that were finally being done there.

My interview with the Associate Superintendent for Administration and Personnel began with a description of his position and responsibilities as well as a general description of the community.

He stated that the schools in the community had always been integrated. The Board of Education actively solicited the help of black parents, black ministers, and other black members of the community. There was a black member of the Board of Education.

He mentioned the importance of working with the PTA to get people to vote. The operating millage was 36.62%, the same amount voted for the last 3 years. Since 1952 they have had 28 successful millage elections. The financial stability of the schools as well as the fine academic programs were traced to the tenure of the previous superintendent from 1954 to 1973. He was hired to replace a controversial superintendent because of public dissatisfaction with the schools.

The Associate Superintendent described the personnel function as one of his main responsibilities. The personnel function was a decentralized one in this system. The appropriate director, assistant superintendent and/or principal were involved in hiring staff. Record keeping involved an IBM data retrieval system for applicants. Every person who applied was interviewed by three administrators. The state requires that files be kept 3 years, and the federal government requires that files be kept 2 years. Since fewer teachers were hired currently as compared to previous years, there was not the need for extensive recruiting trips. When interviewing applicants, they tried to find persons who had the ability to work in an urban district. Records were also kept on those currently employed, formerly employed, retired, and deceased.

Another main responsibility of the Associate Superintendent included the administering of trust funds. There were 22 trust funds totaling over \$2,000,000, with the Willard Trust being the largest at \$350,000. Many people over a long period of time had left as a memorial, or as part of a will, sums of money to be used for scholarships or for disadvantaged students. Only the interest on the money was used. There was also one fund to be used by teachers for graduate credit providing they returned the next year to teach. Requests for funds from these trusts came through the personnel office, and records were kept stating how the money was used.

The third main responsibility that we discussed was public relations and community involvement. He was the contact person on the administrative staff for the media for any news release. He was or had been involved with major organizations in the community, and many times was on the board of directors or had served as president or chairman.

The Associate Superintendent described his fourth area of responsibility as the day-to-day administration of the schools. This included following the terms of the contract negotiated with the professional staff, the travel budget for conferences, and problems which arose regarding any area of personnel. He indicated that the Director of Pupil Personnel, the Director of the Kingman Museum, and the Director of the Outdoor Education Center, all staff positions, reported to him directly and met with him regularly. He also met once a month with the building administrators who were directly responsible to the three assistant superintendents.

I met with his secretary who explained the IBM Office Systems 6 Word Processor. She explained that the uses made of the OS6 included the applicant file, substitute file, present personnel file, musical instrument inventory, contracts, trust fund applications, and the directory information.

To complete the day, he showed the slide presentation "It Is Happening in Battle Creek," which was made to show to student teachers at their 1-day orientation, ministerial groups, business groups, and other interested organizations. The slides with music and narration gave a colorful, interesting, and informative overview of the school system past and present. At the conclusion, the Associate Superintendent presented me with some materials to keep and read, including annual reports to the community, brochures given to new teachers, and various forms used in his office regarding personnel practices.

My third interview this week was with the Director of Pupil Personnel. He described some of the community agencies that he met and worked with as well as his responsibilities with the personnel in the school system. Counselors at the secondary level and school social workers worked with him although his was a staff position. He showed the various records that were kept about students that had attended or were attending the Battle Creek Public Schools. In order to conserve space, they were now in the process of placing on microfilm all the records of students who had attended school in the system. Many reports were prepared in this department including enrollment projections, pupil-teacher ratio, present enrollment each month,

and suspensions.

After reading and examining the handbooks, directories, and other materials loaned to me, I met again with the Director of Pupil Personnel to discuss many of the operations of his office that dealt directly with elementary schools. Among the things we discussed were practices related to discipline and suspensions, health and safety, and the information kept in the CA-60 or cumulative folder for each student.

We also discussed the commitment that the Battle Creek school system had made to try to improve test scores during the next 3 years. Related to that was our discussion of the percentages of minorities in the schools. The system-wide percentages at the present time included 31% black, 2% Hispanic, .5% Oriental, and .6% Indian. While the attendance boundaries had not changed over the years, the percentages of blacks and other minorities in certain areas had changed. The percentage of blacks ranged from 89.4% at one elementary school to 5.7% at another school. All schools had some percentage of blacks and were therefore integrated without busing. Although busing was not done to achieve racial balance, there was busing in the system because of residency. Students who lived over a mile from school were bused, and this amounted to about 25% of the school population, not counting special education students.

The Director of Pupil Personnel also mentioned the reports which he prepared for the Michigan Department of Education, the Superintendent, and the School Board. He discussed the importance of the fourth Friday count upon which state aid was based. The 3 weeks

following that fourth Friday were very busy ones for the child accounting office.

I had planned to visit a community agency this week but was unable to do so. However, arrangements were made for me to meet with the Director of Youth Services for the Juvenile Court the following Monday morning.

One of my tasks for the week was to compile information for an annual report regarding reading readiness tests results. The Metropolitan Readiness Test was administered to all kindergarten pupils in May. The annual report compared readiness scores with chronological age and sex by building and then by the total district.

On another evening this week I attended an open house held at the high school. The summer Theatre Workshop was held there, and the open house was an opportunity to show the public what had been accomplished. A slide presentation showed the various people and experiences involved, and the program concluded with performances by students of different ages.

Fifth Week, July 16-July 20

This week began with a visit to the Youth Services Department of the Juvenile Court. The director spent some time describing his responsibilities and the duties of the various members of his staff and the ways they worked with students, parents, police, and school personnel. He accompanied me to the Juvenile Home at Marshall so that I could visit the facility and interview personnel. The day shift supervisor took me on a tour of the facility and explained the three

types of programs they had. Only criminal offenders were housed there and not status offenders. He described the behavior modification methods that were used as well as the school program. A principal and five teachers from the intermediate school district taught the students until they were transferred back to their regular schools.

Among interviews conducted at the administration building was one with the Assistant Superintendent for Junior High School Education and Research. We discussed his responsibilities as outlined in the position guide as well as some recent additions. Since he was the administrative liaison, this year he had been very involved in the Teacher Corp Project, a joint 5-year project of the Battle Creek Public Schools and Western Michigan University. Personnel from two elementary schools, one junior high school, and the high school were involved in inservice training with teachers working with low-achieving, low-income, and minority students. We also discussed his involvement with textbook selection, career education, vocational education, health education, and school safety. Another important commitment was coordinating the writing of minimal reading and mathematics objectives geared to the MEAP tests and the California Achievement Tests.

After reading and examining some materials that were provided for me regarding junior high school curriculum, we met again to discuss some concerns at this level. He mentioned the racial conflicts that existed during the late 1960's in the secondary schools and the measures that were taken to resolve them. Although the racial

tension had been relieved, there were still students who had special needs because they were in and out of courts or who needed vocational training in place of or in addition to the academic training offered. We discussed competency as it was related to the achievement of objectives and student evaluations at the junior high school level.

My next interview was with the Administrative Assistant for Federal Programs and Human Relations, a staff administrator who reported directly to the Superintendent. He was hired as an elementary principal in Battle Creek about 10 years ago when the racial turmoil was so evident. In addition to the duties mentioned in the position guide, he had the responsibilities for the Indian Education Program and issues involving civil rights. He described the Indian Education Program which was a Title IV project. It was interesting to note that there were 93 children who qualified for the program, mainly Potawatomie and Chippewa. The program was conducted on Saturdays and consisted of tutoring, heritage, arts and crafts, customs and mores, and dance and music.

After reading and examining some proposals and references, I had a broader understanding of the extent of federal assistance in the schools. State and federal funds were used for Title I, Article 3, bilingual, adult education, and Indian education. Adults who received assistance were those with limited English language skills, from urban areas with high areas of unemployment, handicapped adults, women with special needs, and adults from minority groups. The Administrative Assistant described his methods of working with parent groups since parent involvement was required and was so important to

the success of programs. He believed that the fact that he was a minister gave him an advantage in dealing with the human relations aspect of his position. We informally discussed working with minorities and low-achieving students and their parents. He shared his thoughts on working with different races and cultures and mentioned the inservice he had done for different groups. I appreciated receiving copies of two articles he had written on the subject.

The Business Manager met with me one day this week and outlined his responsibilities and the financial structure of the school system. He explained that this was a debt-free system. When there was need for building a school or for extensive renovation, the money was raised before the work was done, and they did not go into debt for it. One School Board member, who had been on the Board for nearly 30 years, was given a large measure of the credit for the sound long-range financial planning for the system for many years. The entire operating expenses budget was voted each year. This was the third year that the same amount had been requested, and in the past 10 years there was only one time that the millage request was turned down the first time. His busiest times seemed to be when he was preparing the tentative budget which was used to determine millage. I had the opportunity to examine his copy of the annual budget for this year.

The Business Manager explained his role with building principals, particularly at the elementary level. Each building was allotted an amount of money based upon the number of students included in the fourth Friday count in September. This amount was used for

consumable instructional supplies and office supplies. Money for textbooks, capital outlay, and custodial supplies were handled at the central office with the principals making requests as needed. Principals had a stockroom catalog from which to select basic supplies and each month they received an accounting report showing the balance in the accounts. He also showed examples of requisitions and purchase orders that principals need to become familiar with on their jobs.

In addition to his other responsibilities, the Business Manager supervised the Director of Transportation, the Director of Building and Grounds, the Purchasing Agent, and the Property Manager. He had an Assistant to the Business Manager who was responsible for food services among other things. Among items related to the plant operation of a school that we discussed were the maintenance, security, and fire regulations. Each spring the Superintendent, Associate Superintendent for Administration and Personnel, and the Business Manager visited each building and conferred with the principal regarding needs for the following year. At that time, in addition to enrollment projections and staff projections, they were interested in knowing of any requests for repairs, painting, or remodeling to be done during the summer. This visit also allowed central staff administrators to visit with the teaching staff and students.

Part of my time this week was spent completing the readiness report so it could be typed. I conferred with my supervisor regarding next week's schedule which included a visit to the Outdoor Education Center. I was provided with some materials to read in preparation

for my visit there.

Sixth Week, July 23-July 27

My day at the Outdoor Education Center, located at Clear Lake near Dowling, was an interesting one. The Director described the programs that were in operation during the summer. The day camp was a new concept this summer and appeared to be successful. Students from the third through the sixth grades were allowed to come 1 day a week for 6 weeks this summer for a variety of activities including swimming, crafts, games, and cooking. Since there were 15 elementary schools in the city, there were children from three different schools each day. As a special activity for the last week, the groups were going to visit the Charlton Park Village and Museum near Hastings.

There were 18 students who went on the trip at the time that I went. They were accompanied by three day camp staff members who had been their leaders all 6 weeks. The groups were from three different elementary buildings and were about evenly mixed racially. Experiences of this kind provide an opportunity for children of different races to be integrated and also get acquainted with students from other schools. After a tour of the museum and pioneer village, the group had a picnic lunch before enjoying swimming in the Thornapple Lake. Everyone seemed to be having a good time and appeared to have made some friends during their summer experience.

Later the Director of the Outdoor Education Center explained that the Battle Creek school system was unique in its outdoor education program. Not only did they have the camp facilities, but in

addition had a school farm and a restored pioneer cabin which were all part of the regular curriculum. He described the farm and garden program and mentioned that some children came out during the summer two times a week for a half day to care for the crops that were planted in the spring and gathered produce to take home. In addition, he explained how he and his staff worked with classroom teachers and principals during the year with the camp, farm and garden, and the pioneer cabin experiences. Before school began in the fall, administrators held meetings in the main lodge, and new teachers received inservice at the same time.

The rest of the week was spent working on different tasks assigned by my supervisor. Since the tests for the second and third grade reading objectives were completed by the committee, he asked me to look them over and offer any suggestions or comments regarding individual items before they were typed. The tests were to be given in the fall, winter, and spring to see if second and third graders were meeting the objectives that were covered on the MEAP tests. We later compared our views on the test items.

I also worked on kindergarten and first grade mathematics objectives. The ASEE had prepared practical suggestions for parents to help their children at home with the objectives at this level. Later we went over my comments and additions regarding the suggestions for parents. We prepared an abbreviated form of the objectives to be printed on charts which were to be placed in each classroom.

Some additional time was spent working on second and third grade mathematics objectives appearing on the MEAP tests checking to see if

objectives were covered by material presented in the mathematics textbook series presently being used in the schools.

During a conference period this week my supervisor and I discussed my schedule for the last week of my internship experience. He shared with me the work he does during the summer to staff the schools. He was responsible for planning the placement of art, music, and physical education teachers in the elementary schools to provide planning time for classroom teachers according to the master contract. Since there were teachers returning from leave and those who had asked for transfers, positions had to be found for those returning, and if possible, requests for transfers honored. The Associate Superintendent for Administration and Personnel also worked with the ASEE in assigning personnel in the elementary schools. We discussed the placement of student teachers and the inservice that was done for them by the school system.

Seventh Week, July 30-August 3

The week began with a cabinet meeting which I attended along with my supervisor. Among the topics brought to everyone's attention by the superintendent was the need to be constantly thinking of ways to integrate students in all the programs including the outdoor education and farm programs as well as the Fun and Recreational Day Camp, which was initiated this summer. Other items opened for discussion were the directive from the state department restricting unnecessary travel, professional development, homework policy, summer school hours, the preschool administrative workshop agenda, a new

special education classroom, and several personnel items. The Director of Pupil Personnel distributed copies of reports regarding retentions, suspensions, pupil-teacher ratio, and enrollment gain or loss figures.

Among the tasks I was asked to complete this week were the abbreviated form of the reading objectives which were to be printed on charts for classroom use. Also, I spent time comparing the objectives on the MEAP mathematics tests with the materials which were covered in the present mathematics textbook series at different grade levels in the elementary schools. Some items which children were being tested upon did not appear in the present mathematics program or appeared in a different form. Teachers were to be made aware of items which needed to be added to the curriculum or modified in form. Charts were to be prepared for mathematics objectives for classroom use.

This week also included an interview with the Superintendent. Although I had prepared some notes regarding things to discuss, he asked for my opinion on educational issues and questions. Our informal conversation lasted for approximately 2 hours and covered many topics, but probably the most important topic was the school system's commitment to the Michigan Department of Education to raise test scores and provide experiences for integrating the races. The schools were achieving integration through housing naturally but were also committed to integration through programs such as outdoor education, summer programs, after-school activities, programs for the gifted and talented, and cultural events. They wanted to continue to achieve

integration without busing and were hopeful that this could be accomplished.

The Superintendent and I discussed his theory of leadership which he described as an administrative team concept. After observing his leadership at two cabinet meetings, his participation at the School Board meeting, and his informal interaction with staff members, I believed that was an accurate description of his leadership style. We discussed evaluations of administrative staff, unpleasant aspects of his position, and his relationship with the School Board. The open meetings law had restricted and changed somewhat the ways affairs were managed, but it was his conviction that the Board should be kept well informed. Since reading was so important and I am a reading teacher, we spent some time discussing the importance of learning to read in the primary grades, the need for parent involvement, and the possibilities for summer activities to prevent regression during those vacation months. Finally, we discussed his educational background and experience as well as his future plans and aspirations. The Superintendent, as well as the other administrators in the system, apparently had been selected because of their training and experience which gave them a solid background for wise decision-making and effective leadership. There was also a positive climate in the system which must be due largely to the type of leadership that was demonstrated by the Superintendent.

During my final week I visited Kimball House, a restored Victorian residence, which was included as part of the third grade curriculum in social studies to show children how people in Battle Creek

lived in that era. It was furnished and decorated to reflect the period. During the school year the guides showed classes through the house dressed in costumes of that period. I went on a tour of two places that were sometimes used for field trips by students in Battle Creek as well as neighboring communities. While they were not run by the school system, they were related to the curriculum. Since this was the Cereal City, I felt it would be appropriate to visit the Kellogg Company. Another visit was to the Binder Park Zoo outside of town. The zoo had animals for petting and feeding as well as a staff member to explain about the animals. There was also a train to ride, picnic facilities, and play equipment. These visits provided me with a clearer understanding of the opportunities that exist in the city for extending learning beyond the classroom.

One of the last activities of the experience was the evaluation. My supervisor went over my evaluation with me, and I discussed my evaluation of the internship with him. It appeared that we had accomplished the objectives which had been outlined in the prospectus. He had certainly done everything possible to provide the desired activities and experiences during the period of the internship. Not only my supervisor and his secretary, but all the administrators, secretaries, and other staff members had been very helpful and treated me as one of the regular staff. It was especially enjoyable to be invited to lunch with the other administrative intern and the central administrative staff during the last week. It was typical of the friendly atmosphere and helpful attitude of everyone connected with the internship.

CHAPTER V

SUMMARY AND EVALUATION

Summary of the Internship

The stability of the community and the school system, the fine educational programming, and the positive organizational climate all combined to make the Battle Creek school system a desirable place to complete an internship. The community supported the schools as evidenced by the many years of successful millage elections. The sound financial structure of the school system had resulted from long-range planning and effective leadership by school administrators and School Board members. The Board members were dedicated business and professional leaders, and some had many years of experience on the Board.

The stability in the school system could also be traced to the few changes in top leadership positions over the years. The present Superintendent was the fifth superintendent to have the position in this century. The previous superintendent held the position for nearly 20 years. Top level administrators in the system appear to have been selected because of their training plus many years of experience in the system at different administrative levels. Most of the top level administrators had held their positions for several years. While this could be a negative influence, in this school system it had provided continuity to policies and programming.

While the community and the school system could be considered relatively conservative, they were also flexible and innovative. The educational programming in the schools was unique in many ways. In some cases trust funds and foundation grants had provided the financial resources for facilities or programs. In addition to the regular education program and those programs funded by the state and federal governments, the Battle Creek Public Schools had an outstanding special education program. The renovation of the Ann J. Kellogg School should further enhance their reputation in this area. The outdoor education programs, including the camp, farm and garden, and pioneer cabin, were unique in the opportunities possible for extending learning beyond the classroom and for enriching human relationships. There had been a gifted and talented program for students in art, music, and academic areas for several years. A vocational program had also been in existence for many years in the secondary schools. It is possible that the community support of the schools was a result of the public's confidence in the financial management as well as in the educational programs which were designed to meet the vastly different needs of the students.

A positive organizational climate existed throughout the system at all administrative levels. The fact that a 3-year contract with the teachers' organization was settled before negotiations were even scheduled to begin demonstrated the feeling that existed between the administration and the professional staff. The Superintendent's leadership was positive and low-key, but also assertive. His administrative team concept of leadership was practiced in the regular

meetings of the cabinet, and there appeared to be a genuine team effort to achieve goals. This team effort will be challenged during the next 3 years as the total staff attempts to improve achievement levels and provide more integrated experiences in an attempt to avoid busing to achieve racial balance according to state guidelines.

During the course of the internship, I participated in the activities of the office of my supervisor. He included me in the meetings he attended, scheduled interviews with building principals and central staff administrators, assigned projects, and planned visits to schools as well as community sponsored agencies. Because of the quality and variety of these experiences, I was able to achieve the objectives as outlined in the prospectus.

Evaluation of the Internship

My internship experiences provided me with the opportunity to gain the conceptual, human, and technical skills needed to become a building administrator. Not only did the school system provide the desired educational programs but also the desired climate in which all staff members could effectively function. The challenge the school system had undertaken illustrated the type of leadership needed to unite the staff toward a common goal. I was provided with positive leadership models, mainly by my supervisor, but also by the other administrators with whom I was associated.

As has been mentioned previously, the internship was done during the summer months when the regular school programs were not in session. While this might be considered a disadvantage, there were

advantages present to offset it. I consider the internship experience to be my most valuable learning experience at the graduate level. It has served as a culminating experience for all the courses in theory in educational leadership.

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