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A Report of an Internship with the Northwest School District Jackson, Michigan

Catherine M. Campbell
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A REPORT OF AN INTERNSHIP
WITH THE NORTHWEST SCHOOL DISTRICT
JACKSON, MICHIGAN

by

Catherine M. Campbell

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

Western Michigan University
Kalamazoo, Michigan
December 1977

ACKNOWLEDGEMENTS

The Specialist in Education program has been a most beneficial and rewarding experience for me. I wish to thank the following people for their support and encouragement in helping me pursue and complete this degree: Dr. Carol F. Sheffer, Advisor, Dr. James A. Davenport, and the late Dr. Robert Hellenga, Advisor and Professor.

In addition, I wish to express my appreciation to Superintendent, Dr. Garth E. Errington and the members of the Board of Education of the Albion Public Schools. As a result of their grant of released time from my teaching responsibilities, the Specialist Degree Internship experience was made possible.

The contributions of Dr. Joseph Nicita, Superintendent of the Northwest School District and Mr. Warren Dexter, Principal of Pleasant Lake Elementary School are also appreciated. Not only did they provide a site for the Internship experience, but their guidance, supervision, and encouragement helped to make the experience rewarding and enlightening.

I am particularly grateful to my husband, Ray, and two children, Cameron and Michael, who contributed much understanding and patient as I spent time in many activities away from home.

Catherine M. Campbell

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CHAPTER I

A RATIONALE FOR THE EXPERIENCE

In partial fulfillment of the Specialist in Education degree, I selected an Internship experience rather than the development of a Project. The method of on-the-job training appealed to my personal philosophy of learning by doing, rather than reading, reviewing, and researching articles and experiences of administrators in the exercise of their responsibilities. After considerable thought and discussion, my advisor and I agreed that this practical experience would best provide the necessary criteria for the fulfillment of a degree in educational leadership.

The Northwest School District in Jackson County was selected as the site for the Internship for several reasons: (1) the School District was within a reasonable travel distance from my home in Albion (approximately 30 miles one way to the farthest school building in the district), (2) the Northwest Superintendent and School Board were willing to take an Intern in their district, (3) the Pleasant Lake Elementary School Principal was willing to supervise an Intern placed in his school. In addition, I had first-hand knowledge of the district's effort and implementation of the Reading Improvement Project as funded under the Michigan Experimental and Demonstration Program from the Michigan Department of Education.

BACKGROUND INFORMATION

The Northwest School District, a Class B size school system in Jackson County, was the site of my nine week Internship experience. The district has a student enrollment of 4,101 students and 340 employees including teachers, administrators, and non-certified personnel.

Northwest has three elementary schools, one middle school, a junior high school and one senior high school. Over 4,000 public and parochial students are transported by bus each school day. The district's 53 buses travel more than 500,000 miles per year. Northwest has the second largest enrollment of the 12 districts in Jackson County which includes approximately 130 square miles.

The Internship was arranged by my advisor, Dr. Carol F. Sheffer with the cooperation of Dr. Joseph Nicita, Superintendent of the Northwest School District. It was approved by the Educational Leadership Department of Western Michigan University.

For the major portion of this experience, I was assigned to the Pleasant Lake Elementary School which has an enrollment of 560 students, and includes kindergarten through fifth grade. Mr. Warren Dexter, Principal, served as my supervisor.

In addition to working with the principal, I worked with Superintendent Nicita at the Central Administration Office.

My assignments included: assisting in updating district practices to conform to current Title IX state guidelines, revising application forms of non-certified and certified personnel, establishing plans of action for a millage and bond campaign and creating a diploma to be presented to all fifth graders in the district upon their graduation from elementary school.

The objectives of the Internship as summarized in the introduction of this paper and as included in the Internship prospectus, were developed with approval of the field supervisor, the superintendent of the Northwest School District, and the university advisor.

The Internship prospectus, in its entirety and as originally submitted is as follows:

MAJOR INTERNSHIP: Catherine Mary Campbell

SPONSORING ORGANIZATION: Western Michigan University

FIELD SUPERVISOR: Northwest School District-Jackson, Michigan

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

MAJOR FOCUS OF EXPERIENCE: On-the-job training (internship)
at the elementary or middle
school level with focus on line
administration.

DURATION: 240 hours minimum participation - Spring Session,
1976.

RATIONALE

The opportunities for service are many and varied for those who aspire and accept the responsibility of becoming a principal. Otto (1944, page 15) stated that, "So important is the training, competence and professional leadership of the elementary principal, that some school administrators believe the best chance of improving the schools of America is to improve the elementary principals of America."

A person who has the self-confidence to accept a position which demands responsibility for the direction and guidance of this broad and all-important social enterprise must be an individual of extensive training, with keen insight and unique leadership and administrative attributes. It is only through continuous study and careful analysis that principals can perform their various functions at a

constant high level of effectiveness. Research, literature, and continued project studies overwhelmingly support internships which require on-the-job training.

In the course of this Internship experience, it is expected that I will come in contact with and acquire a general knowledge of, (1) instructional supervision, (2) curriculum development, (3) community relations, (4) pupil and staff personnel, (5) plant management, (6) finance and business management, (7) district-wide policy making, and (8) planning and directing educational change.

Such experiences in the above mentioned paragraph will be added to the important experiences of working with the educational administrative structure of the Jackson Northwest School District.

The degree and extent to which the objectives stated in the prospectus were met and achieved is presented and discussed in Chapters II and III of this paper. A daily log was maintained to record and analyze experiences, events, task performances and the dynamics of interrelationships. As a result of these experiences, I recommend the Internship experience for any educator who wishes to pursue an administrative position.

OBJECTIVES

A. CONCEPTUAL

1. To make a series of analytical observations based upon participation, data gathered and discussion with interested parties in the field of administration

2. To acquire an increasing understanding of a School Board's Administrative Structure.

B. HUMAN

1. To become familiar with the objectives and areas of various agencies having actual relationship with the School District

2. To analyze, comprehend, and discuss the nature of the interaction of the staff with staff, staff with parent-community, and individual.

EXPERIENCES AND CONTACTS

The intern will -

carry out a review of literature in the field of administration; attempt to synthesize the body of research and opinion relating to current administrative problems and relate them to the school district

attend and observe the day-to-day working relationships; discuss concerns and operations of various sections with faculty and staff at opportune times. i.e., board meetings, curriculum meetings, staff meetings.

The intern will -

arrange appointments and interviews with representatives of agencies; read background concerning operation of such agencies.

collate information available, discuss situations or particular cases with appropriate persons in the field

TERMINAL SKILLS

The intern will be able -

to relate the data collected to other reported material and to write or speak with authority on these subjects.

to discuss and be aware of the general administrative structures and line relationship of a Board of Education.

The intern will be able -

to indicate and outline the relevance of each of these agencies as pertaining to the importance of the School District

to produce data helpful in solving problems in school districts; develop more positive and better working relations.

OBJECTIVES

C. TECHNICAL

1. To develop an increased knowledge of the use and understanding of the various pieces of data and equipment available to administrators.
2. To develop proficiency in skills, techniques and methods dealing with administrative processes and procedures: i.e., transportation, records, reports, attendance, budget, materials, maintenance.

EXPERIENCES AND CONTACTS

The intern will -

practice using processed data and equipment; discuss the possible uses with trained staff familiar with process data and equipment.

assess applicability to present administrative processes and procedures.

TERMINAL SKILLS

The intern will be able -

to demonstrate and perform an increased level of proficiency in the use of data and equipment.

to cite evaluations of reliability and validity for used processes and procedures.

CHAPTER II

KNOWLEDGE GAINED AND/OR SKILLS DEVELOPED DURING THE EXPERIENCE

Introduction

It is my opinion that most of the objectives stated in the prospectus were met during the nine week experience as an intern. The major purposes of the internship were to gain knowledge and to develop skills in line administration particularly at the elementary school level. Considerable information was gained that had not been anticipated. The scope of assigned responsibilities included five areas: Curriculum, staff utilization, teaching and learning, pupil personnel administration, and organization and management. Capable assistance in meeting these responsibilities was continuously provided by other administrators as they listened, interacted, and supported me during the internship. Often my role was that of an observer, but when appropriate, it was that of active participant.

Week of April 20 through April 24

The first two days of the internship were spent in discussions with Superintendent Nicita and Principal Dexter with whom the majority of the internship was spent. These discussions focused on general information about the school district and the attendance area served by the Pleasant

Lake Elementary School. During this time, Mr. Dexter provided me with an overview of his responsibilities as principal. These responsibilities included the following:

1. To continuously provide educational leadership to improve the quality of life and learning for each individual within the school.
2. To motivate work of staff by giving it new direction and setting worthwhile goals.
3. To get teachers to look at program and activities critically.
4. To encourage teachers to experiment with new courses, new techniques and new student activities.
5. To develop in teachers a more creative approach to education and teaching.
6. To set standards in scholarships, discipline, and school activities and get teachers and students to adhere to them.
7. To develop in staff an interest in and an awareness of new trends and conditions in education.
8. To secure personnel and material resources for school programs.
9. To build in staff and student a unity of purpose.
10. To enlist support of the community in helping school attain its goals.
11. To be reflective, knowledgeable, eager, interested in students, teachers, and community.
12. To move about the school, visiting, observing, and seeing what is taking place and talking with people.
13. Lastly, to be fair, honest and loyal to yourself and others.

The discussions with the Superintendent and the Principal proved to be helpful in that they provided information

upon which I could develop realistic expectations of the skills and knowledge that a principal must develop. It was evident too that the principal must exercise judgment in scheduling time to accomplish such responsibilities.

Assisting with the Kindergarten roundup activities was a particularly valuable experience. It was obvious that thoughtful planning had preceded the roundup. Notices had been circulated throughout the district to alert parents of the event. The tasks to be accomplished had been assigned to school staff and arrangements had been made to complete all necessary examinations and to record all pertinent information.

The roundup activities included: registration, vision and hearing testing, speech evaluation and the testing of large and small motor skills. Clearly, the information could be helpful to the teachers of the new kindergarten classes as well as to parents. The opportunity for the children to see the school and the staff and to have a pleasant experience in the school building should have a positive effect on their adjustment to the school later.

In addition to learning about the organizational preparations and the mechanics of operating the roundup, it became evident that the roundup could serve as a public relations device for the school system. Treating parents and their children with courtesy and providing them with infor-

mation resulting from the tests as well as information about the school system provided an opportunity for cultivating cooperative and supportive relationships between the school and the home.

The opportunity to introduce a speaker at a special all-school assembly introduced me to one of the many demands on the principal. Gathering appropriate information, organizing it and presenting it in such a way as to elicit respectful response on the part of the audience as well as to demonstrate appreciation for the speaker proved to be more complicated than I had assumed it would be. This assignment came during the first week of the internship and consequently, it gave the staff an opportunity to see me in a leadership role. Though it seemed an insignificant event at the time, the opportunity to perform a responsible task in view of the staff and students seemed to facilitate their perception of my role as a principal. I began to realize that overt acts, no matter how simplistic, can influence role perception both on the part of the leader and the led.

Another act that proved to be a multiple learning experience was observing a teacher of a special reading program. The fact that I did the observing influenced her perception of me as a principal and vice versa. In addition, I gained information about the reading improvement program sponsored by the Michigan Experimental and Demon-

stration Program and funded by the Michigan Department of Education. More importantly, I learned that observing is a complex activity that requires skills and knowledge I had not anticipated. Content of lesson, compatibility of teaching methods with content, the attention of the children, the arrangement of furniture, the lighting and temperature of the room, the tones and expressions used by the teacher all began to have a different meaning than they had had before. I learned that it is important but very difficult to be sensitive to all those things at the same time. I recognized how important it is to identify all the behaviors and conditions to be observed before making the observation as well as to know what purpose is to be served by the observation.

The final activity of the week was a conference in Lansing. The purpose of the conference was to provide information to school administrators on the strategies that can win school bond and millage elections. In addition to the specific information gained, it was comforting to learn that the State Department of Education, various school administrator organizations and state universities sponsor such conferences and that information and expertise is available to school administrators on nearly every topic or problem for which they have responsibility.

Summary

The material presented above should attest to the knowledge gained during the first week of the internship. Included was information about the role and responsibilities of the principalship and general information about the school system. As indicated, consideration information and insight was gained regarding the value of kindergarten roundup. The importance and the difficulty of teacher and program observation was significant knowledge gained as was the conference on bond and millage elections.

Week of April 26 through April 30

During the second week of the intership I became a participant in The Reading Improvement Project that I had observed during the first week. The program was unusual in many respects. In addition to being funded by the state, a support system comprised of a director and trainers were provided to the school personnel involved in the program. The support system included on-site technical assistance and inservice training for the teachers and the principal. Mr. Dexter arranged for me to be included in the training sessions that were being provided for him and for the teachers in the program. Not only did I gain knowledge regarding implementation of the program, but I gained knowledge about the program itself and had the opportunity to

develop skills relating to administering such a program. The importance and value of including the principal in such an effort became evident. The likelihood of gaining the support of the principal for the program, the assistance of the principal in solving problems arising in the program and the understanding of the principal in meeting program requirements was considerably enhanced. It seems evident that the principal should be involved in all aspects of program development and implementation to maximize the potential success of the program and to maintain the enthusiasm of the staff for the program.

I was assigned the task of reproducing and distributing some curricular information for the staff. The urgency Mr. Dexter placed on this activity helped me to understand the importance of maintaining a meaningful communication and information system. The staff was appreciative of this effort, which, I learned was an on-going practice of Mr. Dexter as it related to all information which had potential for helping the staff in any way.

Along with his regular duties as Principal, Mr. Dexter was the Director of the Title I, ESEA summer program. The necessity for preparing for the summer program and the attendant financial considerations provided an opportunity for me to learn about budgeting and budget planning. I was included in a meeting with the Business Manager of the

school district at which time the importance of precise budgeting practices were explained. In many respects the Title I budget was a miniature school district budget. It was planned for, accounted for and expended in much the same way. Consequently, I gained considerable knowledge regarding budgeting planning and practices.

During the course of the week, I visited a principal of another elementary building in the district. This proved to be an important learning experience in that I was able to compare the similarities and differences of the two elementary principals. It seemed evident that basic responsibilities were more alike than different. However, the methods used by the two were very different. Mr. Dexter's style of leadership was open and democratic in that he included the teachers in the decision-making process. Further, once having shared information or having reached a decision, he delegated responsibility and he assumed the teachers would do whatever was called for to the best of their ability. In other words, he maintained a low profile once a decision was made.

In contrast, the other principal maintained close supervision and monitored the activities of the staff. It would have been interesting to survey both staffs in an attempt to compare morale differences.

The remainder of the week was spent in attending a

meeting of elementary parents who were planning a fund raising event. The funds were to be used to purchase extra equipment and supplies for the building. The importance of maintaining cooperative, supportive relationships with the parents was emphasized again.

The final activity of the second week involved the record system. Material collected during kindergarten roundup was transferred to the school districts' record system for easy access and use by appropriate staff members. Not only did I gain information about the importance of an efficient record keeping system, but of all the legal and educational information that must be maintained by the school.

Summary

The knowledge gained during the second week of the internship included knowledge regarding:

- a. a specific state funded reading program
- b. the importance of the inclusion of the principal in inservice programs involving teachers
- c. communication with staff that assists their efforts.
- d. budget planning and practices
- e. leadership style of another principal
- f. parent involvement in activities that support the school.
- g. record keeping

Week of May 3 through May 7

One of the conditions for receiving the funds and services of the Reading Improvement Project included providing assistance to other school districts to implement the program in their districts. I was included in the team of project staff sent to another district to deliver such a service. The activity seemed to have many benefits. It provided the visiting staff an opportunity to serve and to be perceived as experts, consequently providing a meaningful acknowledgement of their contributions. Visiting staff seemed to have taken extra time and spent extra energy on knowing as thoroughly as possibly the material, methods, and content as well as the program rationale. They took the teaching role seriously, apparently not wanting to waste the time of their peers. Teachers in the receiving district seemed very attentive. They appeared to appreciate hearing about the program from people with experience in implementing it. It seemed to me that this method for program proliferation had as much value as the program itself.

I attended a county elementary principals meeting with Mr. Dexter. A professor from Spring Arbor college spoke to the group on teacher preparation and certification. I learned that the county principals meet monthly and usually have an external speaker to address a topic of common interest.

In addition, the opportunity to meet regularly provided considerable opportunity for exchanging views and problems and for sharing important information on current concerns such as legislation, contract trends, discipline procedures, and educational programs.

For the remainder of the week, I was assigned the task of compiling a list of potential "Yes" voters in anticipation of the June millage election. Essentially, this involved utilizing the voter registration list, cross-checking with a list of those who had voted in the previous election and identifying the parents of school age children on the list. Obviously, the assumption was that parents of school age children are likely to be "Yes" voters. It was a long and tedious task but it was apparently fruitful since the millage issue was passed by the voters.

Additional tasks assigned to me were to plan, organize and implement a field trip for 100 first graders. Arrangements had to be made for transportation, for the site personnel to be alerted and to be prepared for the on-slaught, for an alternative plan in case of rain, and for lunch. These opportunities to organize and to implement provided insight and learning, but I also found that there are many tasks that are primarily clerical and could be completed by a secretary rather than a principal whose expertise and training could be used more appropriately.

Because there was lag time between the time that the Albion School system awarded my leave of absence and the time that I started the internship with the Northwest system, I had assisted the Albion Superintendent with the initial stages of the publication of a newsletter. Periodically throughout the internship, I spent time in the Albion central office working on the newsletter which was to be sent to Albion citizens for the purpose of promoting a successful millage election. In addition to learning about newsletter layout organization of material, editing and other mechanical details, I learned more about election campaigns, strategies and methods. I also had the opportunity to learn more about the Albion central office operations and the leadership style of the Albion Superintendent.

Summary

As indicated in this section, this week included a variety of learning experiences. I learned that:

- a. Some conditions of the Reading Improvement Project benefit and reward staff
- b. County principals meetings are informational and cathartic
- c. Millage elections require advance planning and careful organization to be effective
- d. Much of the planning and implementing of field trips can be handled by secretaries.

Week of May 10 through May 14

The tedious work of identifying and cross-checking potential positive voters continued this week. Arranging the resultant lists by building attendance area and by alphabetizing them seemed to be organizational devices that will render the lists more susceptible to efficient utilization in the future. This task taught me that unless it is organized in a manner compatible with its intended use having information available can be like having no information at all. Given the present organization of the material, the school system can save considerable time and energy on the next election if the lists are updated after each election.

On election day, representatives of the teachers association will contact the families on the compiled lists to remind them to vote. This effort was another of the many examples of cooperative endeavors I witnessed between the administration and the faculty. All organizing and assigning tasks for making calls were assumed by the association representatives. The administration assumed responsibilities for getting the appropriate lists to the association and made telephones available.

I was invited to join school district administrators at a Title IX conference sponsored by the State Department of Education. The conference was informative providing

attending administrators with current implementation guidelines for Title IX. Conferences of this kind seem to have many benefits. They provide opportunity for getting basic information, for getting clarification of confusing or contradictory aspects of the information, and they provide opportunity for school administrators to share their concerns about the information with appropriate representatives of the State Department of Education. In addition, administrators get to know specific representatives from the State Department and vice versa, consequently facilitating written or phone communication at other times.

In an emergency situation, I substituted in the afternoon for a fifth grade teacher who had to leave the building. It was evident that if I had not been there, the class would have been combined with another for the remainder of the afternoon. Plans for emergency situations were not available. This seemed to me to be a serious deficiency in procedure and could result only in inconvenience for staff, students and all those involved. Fortunately, in this particular situation, a middle school counselor was able to rearrange her schedule to present an orientation session of the middle school.

The monthly board meeting I attended was routine in nature. Monthly expenditures were approved unanimously and reports from the millage committee on planning and progress

were given. The superintendent introduced me as an intern in the system and the board appeared to support the concept of Northwest's involvement in Administrator training. The board and the superintendent worked well together as evidenced by the smooth and orderly progression of the agenda. Questions were easily handled by the superintendent who was well informed about all items on the agenda.

It is the superintendent's practice to urge all administrators to attend board meetings and all building administrators were present. The superintendent appeared to see value for his administrators to get first-hand knowledge and awareness of board member reactions to agenda items.

Spending some time at the middle school with the middle school principal afforded me an opportunity to discuss the primary operations of the school. It was rather discouraging to know that in a day when middle school learning is so exciting, that the principal could only dwell on negative factors in middle school operation, those being students fighting among themselves and student suspension.

Part of the problem to me was that there was only one principal for 800 students and no assistants. It was almost inevitable that the principal spend all of his time in dealing with discipline rather than concentrating on school curriculum and planning.

Once again, a well-trained secretary could have filled

out the civil rights survey sheets that I spent two hours completing. However, this assignment did provide an opportunity for becoming familiar with some of the many legal forms that are sent to schools each year by the state and federal departments of education. I also learned that to maximize income from the state, the fourth Friday count must be completed carefully and accurately.

Finally in the fourth week of my experiences, I had an opportunity to handle three disciplinary cases. The principal was out of the building and the matter was entirely in my hands. Contrary to the principal's practice of "letting students sit for some time before dealing with the matter", I chose to take immediate action. Utilizing knowledge and experience gained from studies and teaching, I heard the versions of the incident from the three students, we discussed alternatives for solving problems, safety consideration and the negative consequences that could have resulted.

Upon learning of the incident, the principal expressed approval of the disciplinary steps used. I appreciated the opportunity to resolve a situation using practices supported in disciplinary literature.

I also had an opportunity to devise a memo for faculty and staff regarding the superintendent's visit to the school to discuss the upcoming millage. Attempting to re-

member what I had learned about previous communication skills, the memo was short and to the point, covering time, date and discussion topics. I was careful and cautious about the wording so that I would construct a positive memo with pertinent information.

Summary

The learning experiences gained through this week included:

- a. the importance of keeping an up-to-date list of voters in the district
- b. the knowledge of current Title IX guidelines and how to incorporate them into curriculum meeting deadline dates
- c. the importance of having emergency substitute plans available.
- d. the desirability of an efficiently and well-planned board meeting
- e. the importance of appropriate use of a principal's time.
- f. the need to have well-trained and qualified secretaries or other clerical help to fill out legal forms thus freeing the principal for other school operational procedures.
- g. the need to have disciplinary steps outlined in handbook and readily available
- h. the development of memos that communicate accurate and efficient information necessary for distribution.

Week of May 17 through May 21

An excellent opportunity was provided for 15 teachers

from the Walled Lake school system to be oriented to the Reading Improvement Project by participating in a two day training workshop led by Northwest teachers involved in the project. I was able to attend the first of the two day sessions and received an insight as to how the Reading Improvement Project is organized, implemented and operated. Each of five Northwest teachers acted as demonstrators and maximized effective use of the reading project.

Knowledge was gained by all participants of a step-by-step procedure of implementation. It was highly evident that excellent planning, organization and evaluation were all factors leading to Northwest being chosen as a demonstration site for this fine learning program.

The unique style of using a three step process method comprised of Read-a-Story, Tell-a-Story, and Write-a-Story, was developed on the theory of repetition of a set of words. The demonstrators were able to follow the plan without flaw.

Setting up a meeting with the Athletic Director and the Chairman of the High School Guidance Department was a learning experience. In trying to set up this meeting, I learned that it is both more courteous and advantageous to provide precise information regarding the necessity for a meeting when attempting to schedule it. The reluctance of these people to place me on their calendars without a stated purpose, taught me that it is best to assume that everyone

has a busy schedule. The new Title IX guidelines and my knowledge acquired about them at a recent conference, provided me with information potentially helpful to both of them and consequently established credibility for our meeting.

The completion and revisions of applications for certified and non-certified employees for the Northwest School District was, in my judgment, a clerical task, but it did provide a learning experience for me because I was able to talk and to deal directly with the State Department of Education and the Board of Civil Rights. This gave me exposure to educational facets that I had not experienced before. The principal in a school would not ordinarily have been assigned these particular tasks, but the superintendent believed that these tasks would provide me with a central administration experience and would be a helpful exposure for me. A revised application for certified and non-certified employees appears in Appendices B and C.

At the monthly Parent Dialogue meeting held for interested parents at the Central Administration Office, I had an opportunity to hear and observe a cross-section of issues and concerns presented to the superintendent. The meeting was chaired by the superintendent in an informal setting with coffee and rolls being served. Conversation and concerns about the schools were foremost on the agenda. Each

month, the superintendent provides a person connected with the school who tells of her/his job responsibilities and describes her/his program to the group.

I was fortunate to have attended the Parent Dialogue meeting where the guidance counselor presented a follow-up survey done on last years seniors. This survey told of the senior job placement, educational status, and future plans. This kind of follow-through was appreciated by the parents and has value for the faculty as well. In addition, it provided another line of communication between the school and the community.

Along with the all-school district parent meeting, I attended many in-school parent meetings. These meetings were always held in the morning and many fathers and mothers never attended. Undoubtedly the time factor and work schedules conflicted. Perhaps a more sensitive scheduling of meeting times would have allowed more than a handful of parents to attend these meetings. To some extent, I maintain from my previous years of teaching, student teaching and other school experiences that parents who want to get involved do and parents who should get involved and be concerned about their child's progress and school activities don't. However, inappropriate meeting times make it difficult for most parents to attend, whether they want to or not.

Summary

Valuable knowledge gained this week included the following:

- a. The Reading Improvement Project funded by the State Department of Education is one of the best reading programs currently in operation for students to effectively learn.
- b. The guidance counselor and athletic director (and other personnel) have demanding roles and don't like meetings without meaning and direction.
- c. The State Department of Education and Board of Civil Rights play an important role in application revision and decision making.
- d. Continued communication between the school and community can exist by well-planned parent concern group meetings.
- e. Many school parent groups are comprised of only a handful of concerned parents and contain almost none of the parents the faculty and staff would like to see involved.

Week of May 24 through May 28

Observing classrooms was a beneficial learning experience for me as I looked upon my observations from an administrative viewpoint rather than that of a classroom teacher. I observed classroom control techniques and methods of reaching students, and kinds and degrees of rapport between teacher and student.

Once again, witnessing of the teachers implementing the philosophy of the Reading Improvement Project convinced me that Pleasant Lake had well trained teachers in the subject

area of reading. Reading scores from Pleasant Lake were higher by 6% than those in the other two elementary buildings in the district. The difference in scores could not be attributed to socio-economic differences in student populations.

The Science department at Northwest was in the process of textbook selection. After attending the Harcourt Brace presentation of science material I realized a principal must continuously be aware of new material that could be incorporated into the curriculum. She/He must be informed and able to voice an administrative opinion.

Another valuable learning experience for me was to become acquainted with the County Intermediate Center, the facility where all written communication of any size is produced, printed and distributed for all of Jackson County. The center is responsible for releasing the monthly Northwest Schools newsletter sent to all taxpayers in the district. The cost of production is minimal, the service and quality are good. After spending several hours at the center, I became familiar with some of the complex equipment and its use. The quality center work surpasses that of the center in Calhoun County of which I was most familiar.

I contracted for production of the self-devised fifth grade diplomas with the center. It was a valuable and rewarding experience to negotiate the cost. They were the

lowest in estimate after checking with other printing companies in the area. I now realize how many items of consideration go into the printing of a single sheet.

The Community Education Council was an influential council which meets four times a year. I attended the spring meeting which was made up of principals and representatives from all the district's six schools. The council plans, organizes and offers enrichment courses in each building depending on neighborhood needs surveys. Such classes run after the school day and are offered to students, parents and neighborhood residents. I felt this was an excellent device for providing organized leisure time activities and for keeping the lines of communication open between school and community.

Another clerical task assigned to me was student placement for the next school year. Since students are automatically kept with their previous year's groups unless parents, teachers or other authorized adults request otherwise, the scheduling was routine and time consuming. For the most part, I felt this was a waste of my time other than learning that this activity must be done yearly with consideration given to each child's progress. Generally speaking, very few changes are made in scheduling a child from year to year.

Summary

Knowledge gained through this week were:

- a. Classroom observation and evaluation techniques necessary for a principal.
- b. Implementation strategies for new curriculum materials.
- c. Intermediate Center offers many fine services including printing to area schools for reasonable prices.
- d. Value of representative groups like the Community Education Council for decision making and for community relations.
- e. Student placement and scheduling.

Week of June 1 through June 4

With the end of school in sight, many parties were planned honoring two elementary principals in the system who were retiring after 40 and 42 years respectively. After attending the Jackson County Elementary Principal Luncheon honoring these two, I left feeling a great deal of respect for these women who had dedicated themselves to education for such a long time. Both were innovative, creative, and respected by staff, peers and students. I greatly admire these two and so did many others. A feeling of warmth and closeness was evident in their voices and mannerisms.

The "field" day was yet another activity witnessed as an end of the year project. Although the teachers organized their own events and picnic luncheon, the princi-

pal was informed about the activities to take place during the day. A feeling of trust existed between the staff and principal as both kept each other informed. I felt this was an excellent example of trust between principal and staff members.

Another disciplinary case involving disruptive behavior was handled by me involving a student, a teacher, parents of the student and myself. This provided me with experience in a parent-conference situation.

During the rest of the week, I spent time getting acquainted with the student forms that are completed such as health forms, CA folders, test scores, etc. Even though a principal does not personally complete these forms, she/he should become familiar with the recording procedures used. I do feel that principals should carefully inform staff on what should and should not be placed on a child's record. According to literature reviewed, many antedotal records have done more harm than good when placed on permanent school records. Health problems, however, should be quickly noted to prevent unnecessary emergencies.

Summary

Knowledges acquired throughout this week are varied and beneficial. They include the following:

- a. Excellent work deserves appropriate praise.
- b. Field days are enjoyed by all and add to the overall development of the child.

- c. Parent conferences are vital to school communication.

Week of June 7 through June 11 and
Week of June 14 through June 18

These two weeks consisted of a wrap-up with the Pleasant Lake school in terms of bringing records up-to-date. Even though this was another clerical task, I knew the secretary was appreciative of my efforts. The value of maintaining rapport with the office secretary can not be over-emphasized.

Graduation was, of course, the grand event for the fifth graders in the school. A special graduation assembly with the whole school and family and friends was held on June 9th. The principal, well informed about his school population, had little trouble in relaying humorous stories about the fifth graders. This delighted the audience and eased any tension that may have been present. I realized how very important it was to keep a good contact with staff, pupils and parents and to continue to build good relationships with each.

I assisted the principal in the presentation of diplomas to each fifth grader. This was yet another task performed by the principal. What a versatile person the administrator of the building must be.

Throughout the rest of the time, I visited the other

schools, as well as the central administration offices bidding farewells to all I had worked with in one capacity or another. I felt this was an important step to take not only because I wanted to say good-bye but because it is necessary for administrators to keep channels of communication open.

I really admired the staff at the Pleasant Lake School. As a potential administrator, I valued their dedication to the students, to each other and to the school and administration. They talked positively about school concerns, and acted in a professional manner.

The secretary was invaluable. She was undoubtedly the rock and foundation of the whole school. She doubled as nurse, friend, to staff and students, parent, or whatever was necessary at the given time. I know from seeing her operate over the course of nine weeks how very important it must be for the administrator of the building to have capable assistance and someone to follow through when she/he is out of the building.

Summary

Knowledge gained throughout these weeks proving most valuable included:

- a. Importance of paying tribute to graduation class.
- b. Importance of establishing and maintaining good public relations.
- c. Importance of good quality personnel in school system.

CHAPTER III

SUMMARY, EVALUATION, AND RECOMMENDATIONS

Overall, the internship with the Northwest School District was a very stimulating experience. I was exposed to many day-to-day in-depth experiences that have proven rewarding.

The nine weeks spent in the district provided extensive opportunity to observe and participate in activities associated with central administration and elementary principal's role. Valuable experiences were gained through the tasks of developing millage materials, a fifth grade diploma, observing classrooms, attending administrative staff meetings, and coordinating field trips. I was also given responsibility for matters largely of the same type that the principal deals with such as curriculum, staff development, and teaching and learning.

The variety of experiences in the central administrative offices were most useful in developing an overall concept of the Northwest school system and its immediate community. The most helpful learning experiences at this level were: Development of millage strategy for an upcoming millage and bond campaign, and the updating of applications for certified and non-certified employees. These were updated to be consistent with current Title IX guide-

lines and both were ultimately approved by the Civil Rights Board. These applications appear in the appendix.

In addition, a variety of experiences at the Pleasant Lake Elementary School provided many valuable learning experiences. There was extensive opportunity to observe and participate in activities associated with the principal's role, such as decision-making, coordinating, evaluating, recognizing and formulating solutions to problems and communication. Even though I did not have the ultimate responsibility for the above mentioned processes, I did have the opportunity to observe change as it took place, and was in part, instrumental in achieving some of those changes.

Valuable knowledge was gained through the tasks of obtaining information for each of the elementary teachers and aides concerning families in the community. This information provided an in-depth view of how teachers observe parents and how the community views the teachers and the school, the material was then used for a millage positive-voter survey.

The role of an intern has been a most exciting one for me. It has enabled me to be free of the traditional lines of responsibility and authority in the school hierarchy, and to explore, observe, learn, and participate in a variety of experiences otherwise not possible for the employed administrator.

The observations of teachers in the classroom facilitated monitoring skill development. This skill was used in further relationships with the faculty. Supervision of students in the halls as they passed from room to room required rapport and interaction on my part portraying administrative relationships.

I was able to observe a principal's behavior in interaction with students, staff and community members through various meetings we attended together.

My office was situated near the principal's office, an excellent arrangement which increased principal visibility for me and a continual awareness of all happenings near and in the office. Frequently I was included and took an active role in discipline cases, parent conferences, staff meetings, assemblies, central administrative meetings, county meetings, other building level meetings, parent advisory group meetings.

In evaluating the last nine weeks as an intern, the many experiences make me realize that more time should have been devoted to the writing of the Prospectus. The objectives and goals outlined in my prospectus are much more demanding and detailed than possible during the nine week period.

It is especially important that more time be given to the writing of the terminal skills expected to be developed

by the Internship experience. These clarify for the intern the extent to which the program objectives are being met. They also serve as a basis for others to evaluate the extent to which these objectives have been met.

I would highly emphasize that arrangements be made far in advance for the intern's participation in the district. People seem more receptive to assisting the Intern when proper notification is received and planned. The pre-conference with the university supervisor, the district superintendent, elementary principal where assignment was to be made were assets in my placement. I felt accepted by all levels. The staff knew I was coming as well as the Board of Education where I was officially introduced.

My internship was truly a rewarding experience.

EVALUATION AND RECOMMENDATIONS

This final evaluation was given to Dr. Nicita, Superintendent of Northwest and a summary was given to Warren Dexter, Principal of Pleasant Lake Elementary School, at the end of the Internship. These comments provided an overall evaluation and contain recommendations regarding the internship.

During the internship period at Northwest, I had numerous rewarding and challenging experiences. The experiences encountered included:

- a.) compiling of potential "yes" voter list for June 14, Millage election from Pleasant Lake Elementary parents,
- b.) designing and lettering of 5th grade certificates of Graduation for Pleasant Lake, Parnall and Flora List Elementary Schools,
- c.) revision and updating of non-certified application for employment to comply with Title IX guidelines (done for both Northwest and Albion School District),
- d.) arranging 1st graders field trip to Ella Sharp Park.

I also had specific opportunities to work and deal with:

- a.) The scheduling of students for the coming year,

- b.) Title IX materials distribution to athletic director and Superintendent, and head counselor,
- c.) office duties
- d.) parent conferences
- e.) student discipline
- f.) letter to parents
- g.) substituting in 5th grade
- h.) introduction of all-school assembly
- i.) observation of staff
- j.) lettering and signs for several staff and faculty members
- k.) assisting principal with 5th grade graduation.

Attendance was possible at:

- a.) School Board meeting
- b.) Title IX Conference
- c.) Millage Conference - Lansing
- d.) Two Jackson County Elementary Principal meetings
- e.) Orientation session for Reading Improvement Program (Holiday Inn, Jackson)
- f.) Walled Lake Visitation in connection with adoption of reading improvement program.
- g.) Northwest Administration Meeting
- h.) Dialogue Meeting (Parents from District)
- i.) Adult Education Meeting with Jackson Community College representative

j.) Parent Organization Meeting.

I personally want to thank Dr. Nicita and Warren Dexter for directing, encouraging and providing me with the experiences mentioned above.

The staff at Pleasant Lake was most kind in accepting and helping me. An Internship experience such as I have just completed is most certain to be an asset in helping me as a potential and hopeful administrator.

If I could recommend some future possibilities in improvements or revisions of your school district they would be:

- a.) revision of the teacher evaluation form to a one or two page instrument rather than the six pages that presently are required,
- b.) an assistant principal for the middle school,
- c.) an assistant superintendent to work with Dr. Nicita in the areas of curriculum and instruction
- d.) The hiring of a female administrator. With the retirements of Miss Clark and Miss Walker, the Northwest School District has none. Women will not gain the necessary administrative experience unless given a chance.

APPENDIX A - LOG

Tuesday, 4/20 - Three way interview between advisor, Dr. Carol F. Sheffer, Superintendent, Dr. Garth E. Errington of the Albion Public Schools, and myself regarding proposed Intern experiences with the Northwest School District. Later in the afternoon, another three way interview with Dr. Sheffer, Dr. Joseph Nicita, Superintendent of the Northwest Schools and myself on proposed intern experiences, goals and objectives while interning in the district.

Wednesday, 4/21 - Interview and formal meeting with Warren Dexter, Principal of the Pleasant Lake Elementary School that I am to be placed in during my internship. Discussed proposed prospectus and he presented with a composite overview of his responsibilities. Introduction to staff members followed later in the afternoon.

Thursday, 4/22 - Assisted with Kindergarten roundup occurring at the elementary schools for the remainder of this week and next. Interviewed many staff, children and parents whose children were involved in the roundup. Became aware of the value of this type of yearly roundup in introducing pre-schoolers to the public school environment. The roundup included registration, vision and hearing testing, speech evaluation, and the testing of large and small motor skills.

Friday, 4/23 - Introduced a special all-school assembly

on Indian arts and crafts in the gymnasium. An in-person lecture with a stage full of over 80 Indian crafts such as war bonnets, dance fans, bead work, blow guns, etc. was presented by Mr. Edward Fuller, knowledgeable man whose background is archeology. Students were delighted and impressed with the artifacts that were on display from many different Indian tribes.

The afternoon was spent observing Mrs. Maitland and her 4th grade classroom implementing the Reading Improvement Project techniques. This special reading program is currently being funded under the Michigan Experimental and Demonstration Program from the Michigan Department of Education and is one of the 25 pilot models funded in 1975.

Saturday, 4/24 - Attended an all-day conference with the superintendent in Lansing. "How to Win Bond and Millage Elections" was presented by Mr. William J. Banach, a state Educational Communications consultant. Many innovative ideas were passed on to the present school districts for future organization strategies.

Monday, 4/26 - Met at the Northwest Administration building with the Reading Improvement Project Director, Georgia VanAdestine and her trainers in the Northwest and Napoleon Schools. May 3, the Walled Lake School District will implement and adopt this experimental reading project, and Northwest is to be the trainer for the district. Ele-

ven teachers and two administrators will be trained. I will attend the training session. It is the goal of the Reading Improvement Project to increase reading performance for all students in the regular classroom. Through inservice training and on-site technical assistance, teachers and administrators learn behaviors which improve student achievement in the language arts.

Thursday, 4/29 - Reprinted copies of the bi-centennial Pu Times, a composite of early American games and rhymes, for each teacher in the buildings. Attended a meeting with Mr. Dexter and Fred Heuer, the district's business manager regarding the current new coding system and guidelines for funding the upcoming summer Title I program. Mr. Dexter is the director of the summer program and the budget plans were tentatively set during this meeting.

The afternoon was spent at Flora List Elementary with Miss Aletha Clark, the school's principal. Ate lunch with Miss Clark who spent time informing me of her responsibilities.

Friday, 4/30 - Attended the Pleasant Lake Parent's Organization meeting in the library. I was introduced to the some 40 mothers who attended the 9:30 a.m. meeting. Plans for the upcoming school carnival were discussed at length with specific responsibilities given each in attendance. Officers for the next year were elected.

Much of the afternoon was spent recording the pre-schoolers test results in the child's cumulative CA folder, and getting acquainted with the various forms available in the school.

Monday, 5/3 - Six of the Northwest and Napolean staff plus myself went to Oakley Park Elementary School in the Walled Lake School District to orient the staff and sign adoption papers for the Reading Improvement Program to be implemented at Walled Lake. We met with the Reading Consultant, Director of Instruction, and two elementary principals plus staff of seven teachers for briefing of inservice to take place May 17-20 in Jackson at the Holiday Inn. A schedule of the Inservice training was thoroughly discussed.

Tuesday, 5/4 - Attended the staff meeting in the library. I was once again introduced to total staff and aides. Marion Maitland, a 4th grade teacher and reading improvement project trainer explained reading correlation of study skill sheets to staff and asked their help in updating material. Discussions of an old-fashioned day at the school followed. Each child in school will be randomly placed in a teacher's class regardless of grade level. All grade levels will appear in same classroom, thus creating the old-fashioned one room schoolhouse effect.

Attended the monthly Jackson County Elementary Principal's luncheon meeting at Bill Cones with Mr. Dexter. I was

introduced to other principals in the county. Ken Dickinson, a professor of teacher education at Spring Arbor College, spoke to the group on teacher preparation and certification for students today. Agenda attached on page 47.

Met with the superintendent, two board members, plus representative from each building at Administration Office to discuss the proposal for the upcoming millage. LuAnn Randis, the teacher representative from Pleasant Lake and myself are to be responsible for compiling a "yes" voter list from the Pleasant Lake area by May 14.

Wednesday, 5/5 - Spent the a.m. working on voter registration lists for the June 14 millage election. From that I compiled an alphabetical list of pre-school parents with addresses and phone numbers. The secretary, Peg Scott and Mr. Dexter, starred potential "yes" voters.

Gathered and routed out reading materials to teachers from June Poleski, the school's reading consultant. Discussed the Reading Improvement Project and its potential with her.

Planned out a two week schedule with Mr. Dexter.

Thursday, 5/6 - Continued with the compiling of the potential "yes" voter list for the June 14 millage election. Cross-checked names with each individual teacher who had the parents' child in his/her classroom.

Organized and implemented a rainy, but successful field

AGENDA

JACKSON COUNTY ELEMENTARY PRINCIPAL MEETING

Tuesday, May 4, 1976 - 12 noon

Meeting and lunch at Bill Cones

Officers elected for coming year -

President - Warren Dexter - Principal

Vice-President - Don Reifert

Secretary - Paul Grahm

Treasurer - Roger Berry

Committee reports were given

Speaker - Ken Dickinson from Spring Arbor College

Played tape from Honor's Banquet

a.) 2 honor students spoke - remarks made about education.

1. Self education - important
2. Lasting knowledge - life long students
3. Self-satisfaction

b.) 1. Responsibility - important

2. Communication
3. Learn while you can
4. Get involved - serious study of liberal arts community
5. Be a good Christian - you're needed commitment to Jesus Christ
6. Have values and morals

Ken Dickinson - Teacher of Education at Spring Arbor

Comments:

- A. We inform students of job market (its tightness)
- B. Applicants are screened intensely
- C. Will continue working with Elementary and Secondary Principals with placement
- D. Options are offered to students
- E. Christian Education offered

trip for 100 first graders to Ella Sharp Park in Jackson. While there, the children toured the museum, an old-fashioned one room schoolhouse, log cabin and saw a spinning demonstration.

Sack lunches provided by the school cafeteria were eaten in the "roundhouse" shelter before departing from the park.

Friday, 5/7 - Completed copy of Albion's "Forward Steps in Education" newsletter to be mailed May 15 to all Albion residents. Newsletter is 12 pages and will contain articles written by principals of each school as well as articles and pictures of new program, etc. in Albion Public Schools. (See enclosed copy.)

Monday, 5/10 - Spent the day working on the "yes" voter list for upcoming millage election June 14 in the district. Will alphabetize the list for convenience to the school system and turn in to Dr. Nicita by Friday.

Tuesday, 5/11 - Attended Title IX Conference at the Ingham Intermediate Center in Mason. Those who attended with me were Superintendent Nicita, and William Fitch, the District's Athletic Director. Jo Jacobs, the State Chairman of Title IX chaired the conference and clearly defined new state guidelines to be used regarding Title IX (sex discrimination). New guidelines are to be adhered to by July 21, 1976 at the elementary level and July 21, 1978

for secondary levels.

Wednesday, 5/12 - Completed list of approximately 150 families with positive attitude in school and community. These names are the list to be used for the "yes" voter list for the millage. The people on the list will be called on vote day and reminded to vote by representatives of the teacher association.

In the afternoon, I substituted for a 5th grade teacher, Tom Keller. While there, the children attended a half hour music class followed by a middle school orientation session presented by the middle school counselor, Mary Ann Marshall. She showed me how to make out a schedule for next year and showed pictures of the middle school operation during a typical day. She then provided time to answer questions.

After school, the teachers gave a farewell party for Warren, who will be transferring to another Northwest Elementary School at the end of this school year. The teachers served punch and cookies and presented Warren with a pen and pencil set as well as a plaque with his name inscribed on it.

The evening was spent attending the monthly school board meeting in the Northwest High School Library. A high school government class was in attendance, as well as the Superintendent, Assistant Superintendent, all three ele-

mentary principals, and assistant principals. I was introduced by the Superintendent as an intern working for nine weeks with elementary and central administration. A routine agenda was handled and dismissal was early. (See appendix for agenda and notes)

Thursday, 5/13 - Morning started with an administrative meeting at the central office. All building administrators were present. Millage was the primary topic for discussion. I was introduced as Warren's assistant. Following the meeting, I was taken on a tour of the Middle School. Northwest is most unique in that it contains both a middle school for grades 5 and 6 and a junior high for grades 7 and 8. Met several staff members at the middle school, and spent an hour with Principal Tony Toplieski on problems of the middle school today. He indicated that fighting among each other remains the biggest problem and that one day suspension is not uncommon to enforce. Staff agenda on the following page.

Met at Gilbert's restaurant for the 1:00 luncheon with teachers from Lansing, (Spartan, and Whitehills Elementary Schools). They observed the reading program at Pleasant Lake during the AM, and are thinking about possible adoption of the Reading Improvement program. Georgia VanAdistine, Project Director, June Poliski, Reading Coordinator, Warren and myself answer questions regarding program to these

AGENDA
ADMINISTRATIVE STAFF MEETING

Central Office

All administrators from each building were present.

1. Interview of me
2. Data sheets on new Elementary Principal given
3. JREA - issue on student teachers discussed
4. Teaching of religion discussed - use discretion
5. June 14 millage discussed - Dr. Nicita to talk to each building
6. Community for quality education - survey to be sent June 15, Bob Frank - Chairman
7. School Calendar - will coincide with Intermediate District calendar. Start, end and major holidays will be same. Inservice days pose problem when 1/2 days of school are scheduled.
8. Enrollment for 1976-77

<u>School</u>	<u>Kids</u>	<u>Staff</u>
High School	996	
Junior High	713	
Middle School	651	
Pleasant Lake	493	
Flora List includes special education	536	
Parnall	<u>603</u>	
TOTAL	4,042	

enthusiastic people. Adoption seems inevitable.

Friday, 5/14 - Handed finished "yes" voter list to Dr. Nicita. Completed Civil Rights Survey Sheets for the office of Civil Rights, Washington, D.C. 548 children on the fourth Friday count from Pleasant Lake Elementary School. One Spanish, all other Caucasians. Warren was out of building for day so had my first three handled cases of discipline. These three had a fight on the playground and one got bruised knee from being pushed down by other two. I talked to all three, heard their individual stories, discussed playground safety with them and all ended well with an apology from the two to the one who was hurt.

Sent memo to teachers and staff about Dr. Nicita's visit to Pleasant Lake which is to be Thursday, May 27 at 8:00 in the library to discuss the upcoming millage. Millage topics were as follows:

- a) All past millage will be expired
- b) Must have millage to open schools
- c) Millage means enrolling all kids for six periods-15 minute long for teachers with kids at elementary school
- d) Identification of "positive" voters is being sought in Elementary Schools
- e) Dr. Nicita will talk to staff regarding millage election - May 27 at 8:00 a.m. Get questions from staff - complete informal situation - hopefully will relieve apprehension of staff.

Worked on Title I budget sheet for Warren. A Title I meeting was held at 8:00 a.m. in the library at Pleasant Lake Elementary School. Warren met with Title I teachers

to discuss placement of children, budget, etc. Placement of children will be made from test scores given on Metropolitan test used in May, 1976. Test results should be given to Peg for being compiled. Twelve Title I teachers and aides will be hired and a director. Director to be paid approximately \$2,000 for a six week program. See appendix for figures and worksheet.

Monday, 5/17 - Spent the day at the Harvest Room in the Holiday Inn in Jackson at a training workshop for the Walled Lake teachers who are about to adopt the Reading Improvement Project Program. Georgia Adestine conducted the workshop with special reading teachers each presenting a part of the program. Agenda for workshop is as follows:

Holiday Inn, Jackson, Michigan

May 17 - 8:00 a.m. - 4:00 p.m.

Workshop - Inservice training for Walled Lake

- 1.) Rationale
- 2.) Daily Schedule Placement
- 3.) Definition Pod
- 4.) Modeling - (Directives)
Paragraphs
- 5.) Practice Activities - for skills

Tuesday, 5/18 - Spent the morning with Dr. Nicita to discuss steps to take in starting to implement a new Title IX guidelines to the district. He highly approved of the

"yes" voter list he had received Friday. He also reviewed and made suggestions regarding the tentative updating of the non-certified application forms for employees.

Set up meeting with Ron Gillespie, guidance counselor, and William Fitch, athletic Director, for Thursday, at 11:30. At that time we will all review new Title IX guidelines and set up appropriate steps that can be incorporated into the system.

Wednesday, 5/19 - Completed tentative non-certified applications for Northwest. Sent copies to Joe Milan, head of Building and Maintenance, Fred Heuer, Business Manager, and Superintendent Nicita for their comments. Called State Department of Education and Board of Civil Rights for their final OK. Had sent copies to previously mentioned organizations before. Afternoon was spent at Parnall, another elementary school in the Northwest District. Committee from Jackson Community College was present to discuss with building principals tentative adult education courses for the coming year. Adult Education Classes are set up in the neighborhood schools and offered for partial college credit through the community college.

Thursday, 5/20 - The Northwest School District Dialogue Parent Meeting met at the Central Administration Building and people attended and heard guidance counselor, Ron Gillespie talk about the guidance program in the schools and

what the role of counseling is. He handed out evaluation forms used for counselor's follow-up study from the 1974 seniors in regard to what they feel the system needs, job description, statement of philosophy, Goals and Functions of Guidance.

Friday, 5/21 - The Pleasant Lake parent group met in the library at 9:30. The school carnival was the main topic for group discussion. A total of \$2,700 was made after bills had been paid. An annual field day for K-4 was then discussed for June 2. The fifth grade will have their field day June 2 at the high school. The parent group then presented Warren with the desk set in appreciation for five years principalship at Pleasant Lake.

Monday, 5/24 - The morning was spent making teacher observations. Spent the first part of the a.m. observing Lois Kuehl's first grade. She appeared very easy mannered with the children. They enjoyed her, listened to her and she to them. Excellent reports from staff regarding her teaching techniques. She appeared to have gained the respect from her students and peers alike. First activity was to "Write-a-Story". Title was - If I Could Fly. Mrs. Kuehl then talked with children on things that fly and got input from them. She then put vocabulary words on the board that children wanted. She followed by telling children about books available for "read-a-story". Explained work-

sheets to children, then took groups to corner for reading group. For spelling each child had his/her own master list booklet with words in it. Each given small lap board for writing support. New word for the day - TRY. On the board was - write, spell, read. Each day, each teacher incorporates the reading improvement philosophy in their classes. The philosophy is read, tell, write.

Afternoon was spent in another Northwest Elementary building with a science committee. Harcourt Brace presented the program. They are trying to get Northwest to buy into their program. This was one of several scheduled companies to present their program.

Tuesday, 5/25 - Spent a.m. at Jackson Intermediate Office with Betty Riggs setting up order and data needed for certificates for 5th grade. The afternoon was spent observing second, third and fourth grades. The reading program was once again emphasized.

Wednesday, 5/26 - Community Education Council met this morning at Pleasant Lake. Parents and Warren plus myself discussed the roller skating program for the coming year as well as summarized the years program and profits. Roller skating is done evenings at the three elementary schools in the Northwest district.

Thursday, 5/27 - Dr. Nicita came and talked to Pleasant Lake staff about the upcoming millage vote. He urged their

vote and support. He answered questions and wrapped up just before the children came into the building to start the school day.

Worked during the afternoon on a class scheduling and placement list for all grades for the 1976-77 school year. Very time consuming, very frustrating and very necessary. At 2:00 Warren, Dr. Nicita, Dr. Sheffer and I met to discuss the internship. I think everyone seems quite pleased with all experiences so far.

Friday, 5/28 - Worked on student placement for next year. Students are kept with their present groups unless, parents, teachers or other authorized persons require placement different. Twins and brothers, sisters from same families are also separated unless otherwise specified.

Met at the Jackson Intermediate Office in the afternoon with the printer of the school materials. I went over estimates with him regarding the cost of certificates for graduation to be presented to all fifth graders in the Northwest School system upon their graduation from elementary school. See Appendix D for Certification of Graduation designed by me for presentation.

Tuesday, 6/1 - Observed classrooms in the a.m. and attended the Jackson County Elementary Principal's luncheon honoring Aletha Clark and Kathy Walker who are retiring from the Northwest School District in two weeks. Retirement

gifts were presented to each for 42 and 40 years as principals. Former Superintendent of the Northwest School District was there to "roast" the two for their fine work throughout the years.

Wednesday, 6/2 - Today the fifth grade had their field day at the high school while the first through 4th grades had their field day at Pleasant Lake on the playground with organized activities until noon. At noon, the children had a picnic lunch especially prepared by the cooks for the school.

Handled a discipline problem while Warren was out of the building. Involved 5th grade girl swearing at teacher and running out of the room to hide in the bathroom. Teacher alerted me to the problem at which time I tried to talk to Dawn and get her side of the story. She reluctantly began to talk to me. I finally sent her home for the rest of the day after notifying her mother. I planned a Parent, Teacher and Student conference for Thursday a.m. with her parents and her.

Thursday, 6/3 - Started the day with the parent conference just as I expected. The parents came in angry and the teacher came in angry. I suggested we discuss all sides in civil manner or dismiss until we could all discuss calmly. Things immediately settled down and in the end, Dawn admitted that she was having a bad day and that she wanted

to cause a fuss. I felt the incident was a attention seeking incident.

Rest of the day was spent getting acquainted with office files, health records and other forms that directly relate to school.

Friday, 6/4 - Spent the day at the Jackson Intermediate Center proofreading certificate to be presented to all 5th graders in the Northwest School District upon their graduation from elementary school. Lettered all names with marker for each child. Close to 300 certificates will be presented by each principal on June 9th, graduation day assembly.

Wednesday, 6/9 - Spent the a.m. readying the gym for 5th grade graduation. Afternoon, entire school was invited, as well as friends, parents to child's graduation. I assisted Warren in presenting the 5th grade Certificates of Graduation to each child.

Friday, 6/11 - Wrap-up session with Athletic Director Bill Fitch, and high school counselor, Ron Gillespie regarding their movement towards updating curriculum and course offerings to abide with Title IX guidelines.

Afternoon, said farewells to Secretary, Peg Scott who is the entire rock and foundation at Northwest. She serves the school well as secretary, nurse, office clerk, mother, teacher assistant and friend to all. Said goodbye to Warren,

who without hesitation allowed me freedom to explore, learn, follow, and participate in a most meaningful internship.

Also said goodbye to Dr. Nicita, the district's Superintendent. He will continue to serve the school well. He is very much a business man and knows exactly what is happening in the system at all times. He has a real feel for many assets in the operation of a district.

APPENDIX B

NORTHWEST SCHOOL DISTRICT
4000 Van Horn Road
Jackson, Michigan 49201
(517) 569-2247

TEACHER APPLICATION

Please complete this application as fully and as accurately as possible, keeping in mind that its purpose is to help us judge you as a candidate for employment with the Northwest School District and that it will become a part of your permanent personnel file in the event you are employed with us.

Date _____

NAME _____
Last First Middle Social Security Number
ADDRESS _____
Number & Street City State Zip (Area Code) Phone

POSITION(S) DESIRED

Please list all extra-curricular activities you are willing to direct

EDUCATIONAL BACKGROUND

	School or Institution	Degree	From	To	Maors	Sem. Hrs.	Minors	Sem. Hrs.
Colleges or Universities								

STUDENT TEACHING

Name of School	City and State (Give District if Necessary)	Supervising Teacher	Grade and/or Subject taught	Dates

CERTIFICATION

Type of Certificate	State	Date Issued	Date Expires	Name Under Which Certificate Was Granted

TEACHING EXPERIENCE.....Start with present or most recent experience

Name of School	City and State	Grade or Subject	From	To	Years Taught

NON-TEACHING EXPERIENCE

Name of Employer	Address of Employer	Kind of Work	From	To	Reason for Leaving

REFERENCES.....Two Professional References

Full Name	Address	Position

OTHER INFORMATION

Reason for leaving present position _____

Does your present employer know you are leaving? _____ Are you under contract? _____

Have you been granted tenure in Michigan? _____ Name of District _____

Have you ever been denied tenure? _____ Where? _____

Have you ever been discharged from a teaching position? _____ Where? _____

Have you ever been discharged from a non-teaching position? _____ Why? _____

Employment policy requires all employees to submit evidence of an annual TB test. Do you have any objection to this requirement? _____

How many days have you missed work or school within the past two years because of illness?

_____ Explain if more than ten days _____

Have you requested that your credentials be sent to us? _____ Date Requested _____

My credentials are on file at _____
Your College or University

Earliest Date Available for Employment _____

APPENDIX C

APPLICATION FOR EMPLOYMENT WITH - NORTHEAST SCHOOL DISTRICT
4000 Van Horn Road
Jackson, Michigan 49201
(517) 569-2247

Date _____

NAME _____
Last First Middle Social Security Number

ADDRESS _____
Number & Street City State Zip (Area Code) Telephone

POSITION(S) DESIRED -

EDUCATIONAL BACKGROUND -

Circle highest year of school completed: K 1 2 3 4 5 6 7 8 9 10 11 12

Other Education and Training _____

EMPLOYMENT & EXPERIENCE RECORD -

Name & Address of Latest Employers	Immediate Supervisor	Kind of Work	Reason for Leaving	Dates of Employment

SKILLS RELEVANT TO POSITION(S) DESIRED - (Please list areas in which you feel competent)

REFERENCES: Occupational associates or personal -

Name	Address	Telephone	Position

DRIVER INFORMATION: Bus Driver Applicant's only)

Type of Driver's License you hold _____ Expiration Date _____
Operator Commercial Operator Chauffeur Issued by what State _____
Has your Driver's License been revoked or suspended in the last 10 year's ____ yes ____ no.
If yes, explain _____

Have you had any moving traffic violations or accidents? ____ yes ____ no. If yes, show details below:

MONTH/YEAR	DESCRIPTION OF VIOLATION (Not Drinking)	MONTH/YEAR	DESCRIPTION OF ACCIDENTS

OTHER INFORMATION -

Employment policy requires all employees to submit evidence of an annual TB test. Do you have any objection to this requirement? _____

How many days have you missed work within the past two years because of illness? _____
Explain if more than ten days _____

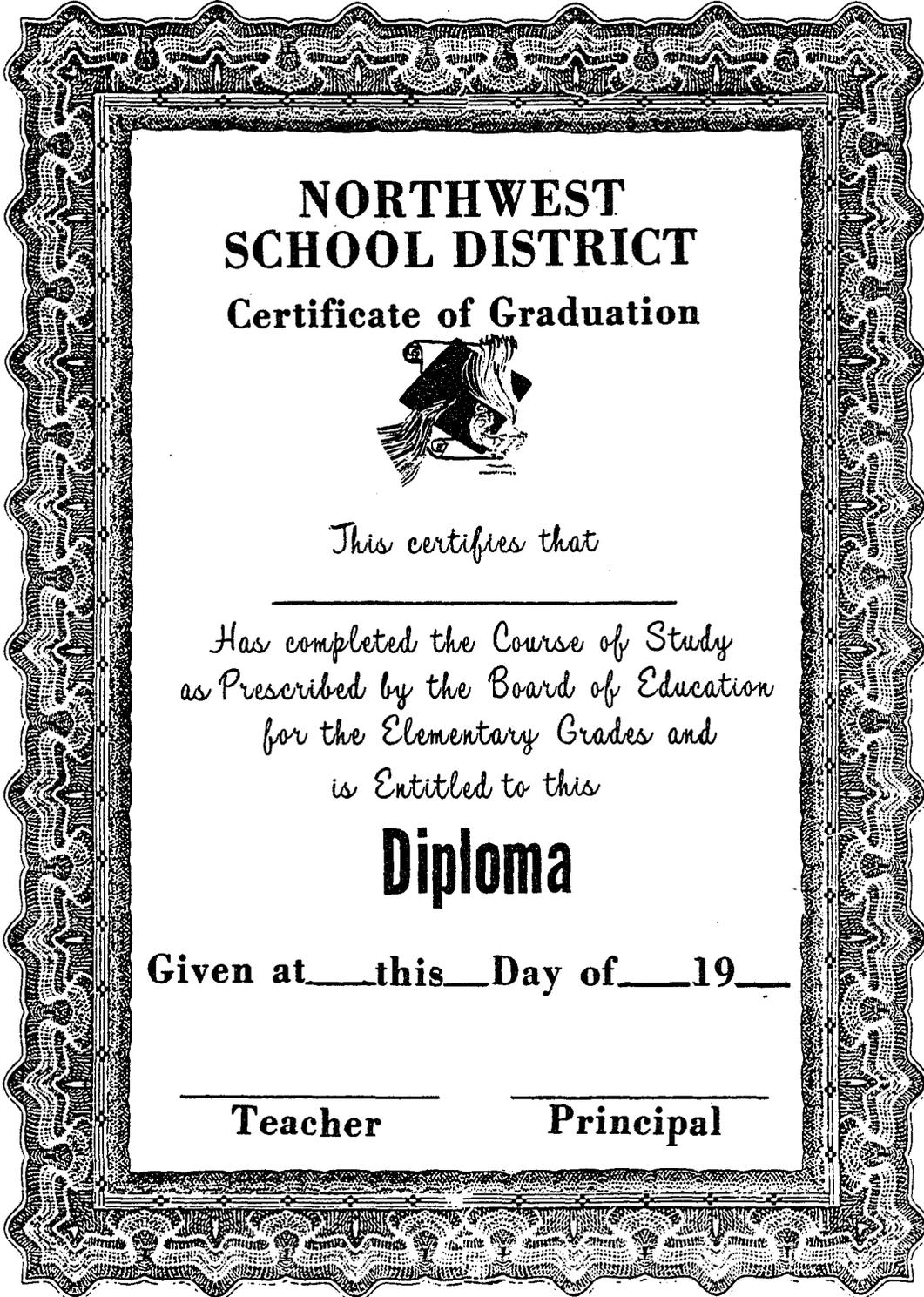
Earliest Date available for employment _____

Thereby declare all of the foregoing statements to be complete and true.

Signature of Applicant

Date

APPENDIX D



**NORTHWEST
SCHOOL DISTRICT**
Certificate of Graduation



This certifies that

*Has completed the Course of Study
as Prescribed by the Board of Education
for the Elementary Grades and
is Entitled to this*

Diploma

Given at _____ this _____ Day of _____ 19____

Teacher

Principal

APPENDIX E

A SELECTED BIBLIOGRAPHY

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