



12-1977

A Central Administration Internship in the Hastings Area School System

Jane M. Skidmore

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



Part of the Educational Administration and Supervision Commons

Recommended Citation

Skidmore, Jane M., "A Central Administration Internship in the Hastings Area School System" (1977).
Master's Theses. 2199.

https://scholarworks.wmich.edu/masters_theses/2199

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Master's Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



A CENTRAL ADMINISTRATION INTERNSHIP
IN THE
HASTINGS AREA SCHOOL SYSTEM

by

Jane M. Skidmore

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

My thanks go to Dr. Donald Weaver for his assistance in arranging the internship and for his supervision during it. I would also like to thank Mr. Richard Guenther, superintendent, for coordinating and facilitating the experience at Hastings Area Schools.

Jane M. Skidmore

INFORMATION TO USERS

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

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

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International

300 North Zeeb Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR

MASTERS THESIS

13-10,993

SKIDMORE, Jane Marie
A CENTRAL ADMINISTRATION INTERNSHIP IN THE
HASTINGS AREA SCHOOL SYSTEM.

Western Michigan University,
Ed.S., 1977
Education, administration

University Microfilms International, Ann Arbor, Michigan 48106

TABLE OF CONTENTS

CHAPTER		PAGE
I	A PROPOSAL FOR INTERNSHIP IN THE HASTINGS AREA SCHOOL SYSTEM	1
	Background Information and Rationale for Internship	1
	Projected Nature of Internship Experience	2
II	SKILLS DEVELOPED DURING THE INTERNSHIP	7
III	RECOMMENDATIONS FOR IMPROVING THE INTERNSHIP	11
IV	WEEKLY SUMMARY OF EXPERIENCES	12
	Week #1 June 27 - July 1, 1977	12
	Week #2 July 6 - 8, 1977	13
	Week #3 July 11 - 15, 1977	14
	Week #4 July 18 - 22, 1977	15
	Week #5 July 25 - 29, 1977	16
	Week #6 August 1 - 5, 1977	18

A PROPOSAL FOR INTERNSHIP
IN THE HASTINGS AREA SCHOOL SYSTEM

Background Information and Rationale for Internship

The experiences in the educational field of this educator have been limited to the elementary school level. Those experiences have occurred while in the following positions:

<u>Year</u>	<u>Position</u>	<u>Location</u>	<u>Grade Level</u>	<u>Time</u>
1973-1977	Elementary Principal	Martin, MI	K-6	4 years
1971-1973	Elementary Principal -Reading Teacher	Martin, MI	K-6	2 years
1970-1971	Teacher	Parchment, MI	6th	1 year
1967-1970	Teacher	Delton, MI	5th	3 years
1966-1967	Teacher	Portland, MI	5th	1 year

During this eleven years this educator has learned and practiced numerous technical, conceptual, and human relations skills. However, there is a need to view education from a broader perspective, as in central administration. This view can help this educator in her present position, as well as help prepare her for future job opportunities.

Hastings Area Schools offers a wide variety of experiences for administrative and educational leadership skills development. It is large enough to provide several positions in central administration, yet it is set in the rural environment which this educator prefers.

The proposed specific areas of experience will include:

1. Central Administration Decision-Making
2. Budget Development and Administration
3. Supply and Distribution Policies and Procedures
4. Transportation Program
5. Maintenance and Custodial Programs
6. Curriculum Development Program
7. Personnel Procedures and Practices

The Primary objective during the internship is the development of specific skills. The following table organizes the objectives and skills to be developed.

Projected Nature of Internship Experience

Objectives	Experiences and Contacts	Terminal Skills
A. Technical Skills	The intern will -	The intern will be able to
1. To acquire an increased understanding of school budgeting procedures	read the annual report for Hastings Area Schools 1975-76, read and discuss the budget for Hastings Area Schools for 1976-77, observe and discuss budget preparation for 1977-78.	discuss areas to be considered in budgeting and the needs of each area, prepare a proposed budget for an academic year.
2. To acquire an understanding of how to organize and	meet with personnel in charge of non-instructional	discuss considerations in organizing a custodial

Objectives	Experiences and Contacts	Terminal Skills
direct a custodial program	personnel and discuss Hastings' custodial program, read contract with custodians.	program, organize and direct a custodial program.
3. To acquire an understanding of how to organize and direct a transportation program.	meet with personnel in charge of Hastings' transportation program, discuss considerations in developing and maintaining a fleet of buses, discuss considerations in planning bus routes, gather information concerning legal requirements for buses and bus drivers.	discuss areas of consideration in organizing and directing a transportation program, know where to acquire information relative to state financing of transportation and legal requirements in the area of transportation.
4. To better understand curriculum change and development.	meet with elementary and secondary curriculum directors of Hastings, discuss the minimal performance objectives and evaluation procedure developed by the staff, discuss special education services, discuss elementary outdoor evaluation program, discuss jr. high teaching of 100 students in a block, discuss reading programs, discuss media center development, discuss involvement of faculty in curriculum change.	discuss procedures to implement curriculum change, discuss particular changes in Hastings Area School, apply knowledge of curriculum change procedures to school where employed.

Objectives	Experiences and Contacts	Terminal Skills
5. To understand supply and distribution procedures of Hastings Area Schools.	spend time with Hastings' personnel in charge of central purchasing, be introduced to their card file system, purchase order and requisition forms and procedures.	discuss central purchasing supply and distribution procedures.
6. To understand personnel screening and review procedures.	Observe administrator in charge of personnel interviewing professional and supportive personnel, read application forms used, read contracts issued to personnel.	discuss methods of screening personnel, interview personnel, make recommendations on hiring to the board of education.
B. Conceptual Skills		
1. To become familiar with the central administration decision-making process.	Observe personnel in central administration working together, discuss the decision-making procedure used in Hastings.	cite examples in which the central administration at Hastings used in their decision-making process.
2. To better understand the workings of the public school system hierarchy.	attend board and committee meetings, review the organizational chart of Hastings' Area School, note the relationships of supervisors and subordinates.	discuss the general administrative structure and line relationships.

Objectives	Experiences and Contacts	Terminal Skills
3. To clarify the role and duties of the educational leader.	observe the central administrative personnel at work, discuss with personnel their concepts of the role and duties of the educational leader, read job descriptions of educational leaders at Hastings.	outline duties and characteristics of an educational leader.
4. To better understand administrative board relations.	attend board meetings, discuss with superintendent to orient new board members.	differentiate the roles of the board and central administration, list ways an administrator can develop effective administrative-board relationships.
C. Human Relations Skills		
1. To develop competence in communication with school personnel.	observe and discuss the methods used by the central administration at Hastings to communicate with the various staff personnel.	list and discuss methods of communicating with staff personnel.
2. To understand ways to develop a favorable environment for the staff.	observe central administrators at work with staff members, discuss the philosophy of the central administrators towards staff members.	list various considerations necessary to develop a favorable environment for staff, apply these at place of employment.

Objectives	Experiences and Contacts	Terminal Skills
3. To better understand ways to develop positive public relations.	discuss with central administrators the techniques used at Hastings to develop positive public relations.	list the techniques used at Hastings to develop positive public relations, apply selected techniques at place of employment.

The above skills will be developed by working and consulting in the seven experience areas listed previously. Evaluation will be done through the summary from a daily log, from input by the organization supervisor, and by the Western Michigan University Faculty advisor.

SKILLS DEVELOPED DURING THE INTERNSHIP

The primary objective of the internship was to develop specific skills in three areas: technical, conceptual, and human relations. The broad range of skills to be developed and the short length of time spent in the internship limited the extent that specific skills could be developed, but some time was spent in developing all the skills listed in the original proposal for the internship.

In the area of technical skills development, time was spent with numerous central administrative personnel in meeting the objectives.

Skills in understanding of budgeting procedures were achieved by working with the superintendent and the business manager. Experiences in this area were the most challenging of the internship. The intern was not only allowed to read the past annual report but was given the opportunity to help compile the 1976-1977 annual report. Beyond observing and discussing the 1977-1978 budget preparation, the intern was given the assignment of developing a budget for a school created by the superintendent. After the budget preparation, the intern was asked to determine at what times and in what amounts borrowing against state aid would be necessary. This was a difficult, but invaluable, experience.

Experiences which developed skills in the organizing and

directing of custodial, maintenance, and transportation programs involved working with the administrative assistant for non-instruction. The intern was able to discuss all the areas in the proposal with him. He also let her read the transportation guide for the state. Meetings with the custodial union steward and several bus drivers were also arranged. These people were able to confirm the efficient organization and direction of these programs by expressing satisfaction and a feeling of mutual respect between themselves and the administration.

Skills in understanding supply and distribution procedures were developed by observing procedures used in purchasing and by noting the processes used in keeping records and inventories in the central office. The intern also visited the central warehouse to observe methods of receiving, distributing and storing inventory.

Developing skills in understanding curriculum change and development involved working with the directors of elementary and secondary education. They shared with the intern the procedures that had been used successfully to implement change. The intern noted that human relations skills were necessary in this area also.

Experiences which developed skills in understanding personnel screening and review procedures were limited. Most positions had been filled. Negotiated contracts were reviewed, and interviews for one position were observed.

Both conceptual and human relations skills were developed throughout the internship. The conceptual skills of understanding

the central administration decision-making process, understanding the workings of the public school system hierarchy, clarifying the role and duties of the educational leader, and understanding administrative-board relations were interrelated. The human relations skills of developing competencies in communication, developing a favorable environment for staff, and developing positive public relations were also closely related.

The administration decision-making process, the public school system hierarchy and the educational leader role were better understood and clarified as a result of observing personnel in various positions in central administration offices throughout the internship. The relationships of supervisors and subordinates were noted. All personnel were aware of their duties and naturally perceived incidents in light of how they affected their department. It was interesting how the superintendent was able to keep the broader view and guide personnel with that in mind.

A better understanding of administrative-board relations was developed by talking with the superintendent and by attending a board meeting. The superintendent showed the intern all communications sent to the board and discussed incidents in which he assumed the responsibility of guiding the board as a whole or as individual board members.

Developing competencies in communication, developing a favorable environment for the staff, and developing positive public relations are areas where Hastings administrative personnel are

continually trying to improve skills. The use of the written memo, the obvious and outgoing friendliness, and the genuine concern for service to those who are within the school and community cannot help but impress anyone who spends time at Hastings Area Schools. A unique citizens' advisory committee idea has been developed and is used very successfully to facilitate communication with all people in the district. There is a sense of goodwill and cooperation between all concerned.

In summary, the following specific skills were developed or improved as a result of the internship:

1. Technical Skills: Understanding budgeting procedures, organizing and directing custodial and transportation programs, understanding curriculum change and development, understanding supply and distribution procedures, and understanding personnel screening and review procedures.

2. Conceptual Skills: Understanding the central administration decision-making process, understanding administrative-board relations, and clarifying the role and duties of various educational leadership positions.

3. Human Relations Skills: Developing competencies in communications, developing a more favorable environment for staff, and developing positive public relations.

The value of the internship, in terms of experiences which led to the development of skills as outlined in the original proposal, was greater than the intern had expected. The internship was both satisfying and fulfilling.

RECOMMENDATIONS FOR IMPROVING THE INTERNSHIP

Under the original proposal, which delineated many experiences in an attempt to develop skills in understanding the total central administration operation, it is difficult to make many significant recommendations. All experiences were touched upon.

The only recommendation that could be made would be to make the internship a few weeks longer. This would give time to solidify the experience.

WEEKLY SUMMARY OF EXPERIENCES

Week #1, June 27-July 1, 1977

Mr. Richard Guenther, superintendent of Hastings Area Schools, assigned the intern a desk and explained that the first week would be spent with Mr. Bob Miller, administrative assistant for non-instruction.

Mrs. Dorothy Hoke, secretary, made available the central purchasing catalog and the requisition form.

Mr. Miller took the intern on a tour of the central supply building. He introduced Mr. Balman, supervisor in charge of central purchasing, and Mr. Kruke, supervisor in charge of maintenance.

The intern was allowed to read contracts with maintenance, custodial, transportation and food service personnel. Also the transportation codes for the State of Michigan and other pertinent transportation information were made available.

Mr. Miller explained many different aspects of supervising the various non-instructional areas. He set up an appointment with union representatives the following week.

The intern also established an overview of the total system this week by reading administrative job descriptions, board policies, last year's final budget and the 1977-78 preliminary budget, last year's annual report and contributions for this year's

yet to be compiled.

It was apparent this week that the central administrators of Hastings Area Schools are well organized and can effectively delegate authority. It was also apparent that each administrator has a different perspective of the school. Mr. Guenther successfully keeps the broadest perspective and maintains goodwill within the system and between school and community.

Week #2, July 6-8, 1977

This short week was spent completing the experiences in the area of non-instructional activities.

Mr. Miller arranged for the intern to hold a conference with union representatives from the custodial-maintenance and transportation departments. These people have different perspectives of a school system. They did, however, all agree that the central administrators at Hastings Area Schools treat them fairly and are available when problems arise. They also feel that their contracts are the best in the area.

The intern also discussed with Mr. Miller the procedure of taking bids for various items in the purchasing department.

Mr. Miller reported on the approval of an application for some federal funds. He believes a school system would profit from hiring someone full time to make contacts concerning federal funds and to complete applications for them. Hastings was the only area school that took advantage of this particular funding.

Mr. Miller arranged for the intern to be present during interviews of CETA personnel.

Mr. Guenther, superintendent, went over the finalized budget income figures for 1977-78 with the intern. He has computed state aid, local levies and federal monies. He explained that the administrative assistant for business is working on salary spread sheets for the various departments to help determine 1977-78 expenditures.

Mr. Guenther asked the intern to work on an annual report for 1976-77 using the reports from the principals and other administrators. When it is completed, Mr. Guenther will compare it with his.

Mr. Lowe, director of elementary education, took the intern on a tour of two elementary buildings. He answered the intern's questions about elementary performance objectives, special education services, outdoor education, pre-school evaluation, reading programs, and involving the faculty in curriculum changes.

Week #3, July 11-15, 1977

The intern used the contributions from the various departments to compile an annual report for 1976-77. This was an opportunity to learn more about each department and to determine what items would be of most importance to the public.

The intern also had an opportunity to attend a board meeting. Mr. Guenther had a well-organized agenda sent to the board members

prior to the meeting. He had also prepared a folder of information that could be shared with the board on a more informal basis or could be used to answer any questions they might have.

The board meeting went very well. There was an atmosphere of mutual respect. Members were relaxed but handled the agenda efficiently. The intern was impressed by the general feeling of cooperativeness that seemed to exist. This has been apparent throughout the internship in all phases of the Hastings Area School administration.

Mr. Levengood, administrative assistant for business, and Mr. Allen, assistant business manager, spent time with the intern this week. They provided information concerning accounting and budgeting. This, of course, is an extremely important area to any school. These men recommend that any school employ an accountant to assist a superintendent with business management. The Michigan School Accounting Manual was made available for the intern to read.

Week #4, July 18-22, 1977

Mr. Guenther and the intern went over the annual report prepared by the intern. Mr. Guenther suggested several possible additions. The intern corrected the report and the pilot sheet was then typed. It will be complete when the financial information has been added.

The intern also spent time with Mr. Lang, director of secondary education. He took the intern on a tour of the high school.

The secondary curriculum, the citizen's advisory committee, and the newsletter were discussed. It is apparent to the intern that Hastings administration believes in involving staff and citizens in the school.

Also at the secondary level, the intern met with Mr. VanderVeen, high school principal. He went over the whole scheduling procedure. It is a very time-consuming, complicated activity even with the use of a computer service. Mr. VanderVeen begins scheduling for a new academic year in January.

Mr. Miller invited the intern to attend a meeting of the council which rates proposed projects for CETA funds. It was interesting to see the various agencies cooperate for the benefit of the community.

Mr. Guenther also went over the budget for 1977-78 with the intern. He showed how to compute receipts from local and state sources. He has the receipts for 1977-78 finalized and has written a narrative explaining each area to the board. Once the salary spread sheets are completed, the expenditures for 1977-78 will be finalized also. Mr. Guenther notes the changes made in each area for the board of education here also.

Week #5, July 25-29, 1977

The intern spent the majority of the week working on a budgeting problem prepared by Mr. Guenther. He created a fictitious school, gave relevant facts to the intern, and asked her to prepare

a budget for that school. This problem provided many opportunities to learn about school budgeting.

Mr. Guenther was very helpful with the budgeting task. He pointed out areas that the intern had overlooked until the budget was satisfactorily completed.

After the budget was complete, Mr. Guenther asked the intern to determine at what points she would have to borrow and how much to borrow.

The intern certainly gained an appreciation of school business managers and bookkeepers during this assignment.

Mr. Lang included the intern in a meeting with a child abuse researcher from Washington. She explained a proposed survey and asked the school to be part of it. Mr. Lang made the decision to participate without going to Mr. Guenther at that time. This indicated to the intern the responsibility Mr. Lang feels comfortable assuming, his confidence in his ability to work with Mr. Guenther, and the communication that had taken place before the meeting.

The intern also met with the immediate past president of the Hastings Education Association. This teacher reiterated the feeling of goodwill and cooperation among the educators at Hastings. She said that, while they were associated with the MEA, they realize that MEA advocated techniques would not work at Hastings. The HEA is on the last year of a five-year contract. This teacher anticipates at least a three-year contract to be settled next year.

Week #6, August 1-5, 1977

Mr. Guenther and Mr. Levengood finalized the budget for Hastings Area Schools. They let the intern observe during the time they worked together. Most of the figures had been arrived at earlier; it was mainly a process of compiling them and discussing how they were developed.

Mr. Levengood also went over the intern's borrowing schedule and figures developed for the school created by Mr. Guenther. The project was then complete.

The intern had an opportunity to observe how the administration handled a problem presented by the new president of the teachers' association. They were courteous and open-minded about the problem.