Summary of an Internship in the Portage Public Schools

Franzetta M. Callaway
Western Michigan University

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

Part of the Educational Administration and Supervision Commons

Recommended Citation

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 maira.bundza@wmich.edu.
SUMMARY OF AN INTERNSHIP IN THE
PORTAGE PUBLIC SCHOOLS

by
Franzetta M. Callaway

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
ACKNOWLEDGMENTS

I wish to extend my appreciation to Dr. Conti, the Superintendent of Portage Public Schools, and all the administrative team, who gave me the opportunity to enrich my experiences in becoming an administrator. A special thank you to Drs. Carol Sheffer and Charles Warfield, who served as members of my advisory committee; and to my husband, Lee, and my children, Lee Jr. and Zakiya, for their endless patience, encouragement, and support.

Franzetta M. Callaway
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.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
SUMMARY OF AN INTERNSHIP IN THE PORTAGE PUBLIC SCHOOLS.

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

University Microfilms International, Ann Arbor, Michigan 48106
"Those who dare to teach
or lead
must never cease to learn."

--Unknown
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I RATIONALE</td>
<td>2</td>
</tr>
<tr>
<td>II GOALS AND OBJECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>EXPERIENCE AND CONTACT</td>
<td>6</td>
</tr>
<tr>
<td>III WEEKLY LOG</td>
<td>7</td>
</tr>
<tr>
<td>Summary of Internship with Charlene Foote,</td>
<td>7</td>
</tr>
<tr>
<td>Assistant Personnel Director for the</td>
<td></td>
</tr>
<tr>
<td>Summer and 10th Grade Principal:</td>
<td></td>
</tr>
<tr>
<td>June 28, 1976</td>
<td></td>
</tr>
<tr>
<td>Summary of Internship with Allan Garlic, Director</td>
<td>11</td>
</tr>
<tr>
<td>of Elementary Education:</td>
<td></td>
</tr>
<tr>
<td>July 5, 1976</td>
<td></td>
</tr>
<tr>
<td>Summary of Internship with Paul Wartner, Business</td>
<td>13</td>
</tr>
<tr>
<td>Manager: July 6, 1976</td>
<td></td>
</tr>
<tr>
<td>Summary of Internship with Charlie Hammond,</td>
<td>15</td>
</tr>
<tr>
<td>Personnel Director:</td>
<td></td>
</tr>
<tr>
<td>July 12, 1976</td>
<td></td>
</tr>
<tr>
<td>Summary of Internship with Pete Marsiglia and</td>
<td>17</td>
</tr>
<tr>
<td>Chuck Whitmore, Elementary Principals: July 20,</td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td></td>
</tr>
<tr>
<td>Summary of Internship with Ken Harper, Curriculum</td>
<td>20</td>
</tr>
<tr>
<td>Director: July 26, 1976</td>
<td></td>
</tr>
<tr>
<td>Summary of Internship with Ted Vliek, Assistant</td>
<td>22</td>
</tr>
<tr>
<td>to the Superintendent:</td>
<td></td>
</tr>
<tr>
<td>July 26, 1976</td>
<td></td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Summary of Internship with Leonard Mills, Assistant Superintendent for Non-Instructional Services: July 26, 1976</td>
<td>24</td>
</tr>
<tr>
<td>Summary of Internship with Mel Francis, Vocational Education: August 6, 1976</td>
<td>27</td>
</tr>
<tr>
<td>IV ACHIEVEMENT OF OBJECTIVES</td>
<td>28</td>
</tr>
<tr>
<td>Organization of Personnel Records</td>
<td>28</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>28</td>
</tr>
<tr>
<td>Public School Law</td>
<td>29</td>
</tr>
<tr>
<td>Budgeting and School Finance</td>
<td>29</td>
</tr>
<tr>
<td>Public Relations</td>
<td>30</td>
</tr>
<tr>
<td>Administrative Skills Through Participation and Observation</td>
<td>30</td>
</tr>
<tr>
<td>Purchasing of School Supplies</td>
<td>31</td>
</tr>
<tr>
<td>V CONCLUSION</td>
<td>32</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>33</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>35</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Portage, Michigan, Public Schools, a class A school district with a student enrollment of approximately 10,000 pupils and approximately 800 faculty and administrative personnel, provided the site for a 7-week intern experience from June 28 through August 6, 1976.

The internship was arranged by the intern and approved by the Educational Leadership Department, Western Michigan University; the supervisor was the Portage Public Schools Personnel Director's assistant for the summer. The intern was also assigned to other administrative staff in the Portage Public Schools.
CHAPTER I

RATIONALE

One of the controversial issues facing education is defining leadership. According to Wayson (1975), "Leadership is the process by which a member helps a group to meet its goals."

As an intern I sought to acquire the skills that are necessary to help me become a competent leader in today's educational programs. In order to become a competent leader, I believe it is necessary to know when to make a decision without asking a higher official to think for you. I believe if you are in a leadership position you must be able to contribute management organizational expertise to the group.

In order to make contributions, a leader must possess a variety of skills. Some of the skills I see as mandatory include communication skills, sound budgeting, accurate decision making, positive external and internal public relations, and developing an understanding of what constitutes an educational program.

The focus of this intern was:

1. To acquire additional knowledge in school finance.

2. To obtain additional knowledge by observing the administrative team participate in contract negotiations.
3. To broaden my administrative skills in the area of personnel placement.

4. To acquire skills in planning for program reductions.

5. To acquire skills and techniques in planning for community involvement to ensure good public relations.

6. To acquire additional knowledge in community school programs.

7. To observe leadership styles and obtain experience in educational leadership.
CHAPTER II

GOALS AND OBJECTIVES

The objectives of this internship focused on the improved professional competence of the intern as discussed in the rationale. The following objectives were established to help achieve the goals:

1. Conceptual
   a. To become acquainted with the developments in curriculum and the planning that is necessary to innovate curriculum changes in Portage Public Schools.
   b. To become acquainted with the various laws that affect the public schools in the state of Michigan.
   c. To gain additional knowledge in becoming a good decision maker.
   d. To gain a greater understanding of student rights and the liability of the school administration.

2. Human
   a. To gain experience by participating in community programs.
   b. To develop communication skills by participating with several administrators on various assignments.
   c. To become acquainted with the methods that are used to increase public relations between the community and the public schools.
3. Technical

a. To become familiar with the procedures that are used to order school supplies and the importance of maintaining accurate inventories.

b. To obtain skill in projecting the school budget.

c. To acquire skills in interpreting various test results.
EXPERIENCE AND CONTACT

1. The intern along with the Personnel Director participated in discussions related to personnel matters.

2. The intern became involved in the day-to-day discussions with staff and line administrators.

3. The intern participated in various discussions with the Director of Elementary Education, and discussed the various curriculum developments that are channelled toward meeting the needs of all students.

4. The intern participated in discussions with the Community School Director and gained additional knowledge in ways to promote greater public relations in the Portage Public Schools.

5. The intern visited community school programs to improve her knowledge of the school's facilities and its operation.

6. The intern read current literature related to educational administration in the public schools.
CHAPTER III

WEEKLY LOG

Summary of an Internship with Charlene Foote, Assistant Personnel Director for the Summer and 10th Grade Principal: June 28, 1976

The intern worked under the directions of Charlene Foote, Assistant Personnel Director, for a summer internship in the Portage Administration Building. The intern discussed the feasibility of having tasks assigned by various administrators in charge of elementary and secondary education. The intern was interested primarily in the overall functions of staff administration as it applies to elementary education. As a result of our discussion, the intern, with the approval of the Assistant Personnel Director, Charlene Foote, was assigned different tasks under the directions of the Business Manager, the Director of Elementary Education, Elementary School Principals, Curriculum Director, Assistant Superintendent, Community School Director for the Summer Program, and the Assistant Superintendent for Non-Instructions.

One of the major concerns facing the Portage Public Schools was the "pink-slip" issue. The term "pink-slip" is referred to as a notice submitted to an employee from the School Board indicating that contracts would expire on a specific date for a specified
reason. While interning with Charlene Foote, the intern acquired additional knowledge regarding the procedures to follow in the event that school operating funds are insufficient. The intern learned that there were 41 "pink-slipped" teachers, and that they were chosen by departments and seniority. The reduction of staff was due to a combination of reasons including insufficient funds and a decline in student enrollment. Another concern of the school administration was whether or not the School Board would reinstate the "pink-slipped" teachers. While waiting for the School Board's decision, the intern was actively involved in meetings with other administrators to formulate contingency plans for operating the schools adequately in the event that some or all of the "pink-slipped" teachers would not return.

The intern was assigned the task of reviewing all personnel folders of the dismissed teachers and recording the certification status of each "pink-slipped" teacher. The intern learned that this information was essential in justifying the transferring of some teaching staff from one building to another. Teachers may not necessarily teach the subject they have experience in; however, by law they must teach in their major or minor certification areas as identified by the state on their teaching certificate.

During my internship with Charlene Foote, who is among the few female administrators in Portage Public Schools, she frequently

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
pointed out some of the difficulties with which a female administrator must cope. Mrs. Foote contends that women will frequently snarl and think "Why couldn't that be me?" and men, on the other hand, are thinking of the common impression that women cannot handle situations of stress and conflict as well as men.

The intern knows that there is a lot of merit in the experiences Mrs. Foote has had being among the few female administrators in the Portage school system. The intern was in agreement with Mrs. Foote, however, if women want to succeed they must learn to cope and overcome the dilemmas which have been in existence for many generations; such as, the common impression of a woman's job being in the home. It was expected for a woman to perform tasks which dealt with domestic work. The intern feels strongly that we must convince our coworkers of women's professionalism--women must take risks and let the organization be aware of the aspirations toward the next job advancement by possessing leadership skills and expertise in negotiating, budgeting, and curriculum planning.

Additionally, my internship with Charlene Foote also included assigned tasks with Title IX, which deals with sex equality in schools. The intern's tasks revolved around tabulating responses received from all department heads, to determine if the system was functioning in compliance with the state guidelines. The questionnaires had been distributed to solicit input from all departments.
to determine if boys and girls were given equal and fair opportunities in the educational curricula they were pursuing.

Skills acquired:

1. The intern acquired skills in how to formulate contingency plans in the event that the laid-off teachers would not return.

2. The intern acquired skills on the various techniques of tabulating Title IX responses regarding sex discrimination in specific educational departments.

Information acquired:

1. The intern acquired information regarding the difficulties with which a female administrator may be confronted in an administrative capacity.

2. The intern acquired information on procedures for releasing personnel.

3. The intern acquired information on contingency plans to operate schools if the Board does not reinstate all dismissed teachers.

Change in attitude:

The intern realized that there will be periods of loneliness that a female administrator may encounter. A woman in administration should feel confident in knowing that she can cope with the loneliness which may confront her from time to time.
Summary of Internship with Allan Garlic,
Director of Elementary Education:
July 5, 1976

This week the intern participated in several discussions with different administrative groups regarding the "pink-slipping" of teachers. The intern was involved with several administrative groups who were meeting to formulate some contingency plans for operating the schools adequately in the fall in the event that the School Board did not reinstate all dismissed teachers.

The intern discussed changes which seemed feasible with the Director of Elementary Education. The intern suggested the possibility of reassigning teachers in the event that the laid-off teachers were not reinstated.

While interning with the Director of Elementary Education, the intern learned that he is primarily responsible for the operation of all the elementary schools in the Portage system and is responsible to the Superintendent. Since the Director of Elementary Education is responsible for all the elementary schools, the intern learned that he functions as a leader with all elementary building principals. He is responsible for the implementation of programs which coincide with the School Board's policies. He is responsible for working with the building principals in the implementation of programs and for assuring that principals are working within the
Board policy and the budget guidelines.

While discussing the various aspects of purchasing textbooks, the intern learned that the purchasing of textbooks is the responsibility of the Director of Elementary Education. He solicits input from the principals and textbook committees regarding the adoption of various textbooks.

Skills acquired:

1. The intern acquired skills in staff placement in the event of declining enrollment.

2. The intern acquired skills in the area of line and staff communications to implement changes in the curriculum, and the Director functions as a leader with all elementary building principals.

Information acquired:

1. The intern acquired information in making necessary plans in instructional staff in the event that "pink-slippered" teachers are not reinstated by the School Board.

2. The intern acquired information regarding the purchasing of textbooks and the Elementary Education Director's responsibility regarding textbook purchasing.

3. The intern learned that the Director of Elementary Education is responsible for the operation of all elementary schools in Portage and he reports to the Superintendent.

Change in attitude:

The intern learned that the Director of Elementary Education performs many duties to implement new programs which include determining the number of elementary instructional staff needed, the qualifications, and also assisting in recruiting when necessary.
My intern experience with the Business Manager broadened my understanding of the great responsibility and authority with which a school Business Manager is confronted. The Business Manager is primarily responsible for school district expenditures and accounts receivable, and he works under the direction of the Superintendent. He is responsible for the expenditure of the funds as established by the budget.

The intern learned that one of the most important sources of revenue for school operation is derived from property taxes. Two-thirds (2/3) of the school district's operational finances come from local taxes, and one-third (1/3) of the school's expenditures is derived from the State Aid Act.

It is essential that the Business Manager develop the budget with the Superintendent, other administrators, and teaching staff. He also develops long-term fiscal planning for the operational budget. Additionally, the Business Manager is responsible for the general fund, building and site fund, and the debt retirement funds. While conversing with the Business Manager, the intern learned that he also manages the school district's investment portfolio.

The internship experience provided additional knowledge in the area of how property taxes are collected. Property taxes are
collected in December, and the school operates primarily on revenues borrowed from lending institutions. During this period, the school system pays a certain percentage of interest to the lending institution for the use of the revenues borrowed.

Skills acquired:

1. The intern acquired skills in the area of making bids on school supplies, and the importance of spending funds within the guidelines established by the Board.

2. The intern learned how school budgets are developed with the Superintendent, other administrators, and teachers.

3. The intern learned how property taxes are collected, and that it is the most important source of revenue for school operations.

Information acquired:

1. The intern learned that a school budget is developed by the Business Manager, Superintendent, other administrators, and teaching staff.

2. The intern acquired information regarding the forecasting of a school budget.

Change in attitude:

The intern recognized that the Business Manager has one of the most important functions in the school district.
While interning with the Personnel Director, the intern acquired additional knowledge of the different functions of the Personnel Office. The intern learned that the Personnel Director in the Portage system does not hold a teaching certification and has 17 years of experience with industry and 5 years on a Board of Education.

The intern experience with the Personnel Director provided the intern with additional knowledge regarding his duties. The Personnel Director reports directly to the Superintendent in all areas of personnel. Below is a list of some of his functions:

1. The Personnel Director is accountable for recruiting, screening, and recommending for employment all professional and classified staff with the exception of cafeteria custodians and student custodians.

2. He is responsible for the safety of all personnel records, including tenure and teacher certification. These records ensure compliance with local, national, and state law. The Personnel Director indicated that no one is to see these records without his permission.

3. He is the chief spokesman for the Board negotiating team in working with all employee groups; such as, teachers, secretaries, custodians, and bus drivers.

4. He is also in charge of fringe benefit programs and life insurance.

The intern learned that the Personnel Director works closely...
with the Secondary Education Director regarding staff needs, and
also with the Director of Elementary Education. The Personnel
Director does all screening of employee candidates and maintains
an adequate record-keeping system regarding all school employees.

Following is a list of skills and information acquired, along
with a change in attitude, as a result of the intern's experience with
the Personnel Director:

**Skills acquired:**

1. The intern acquired skills in protecting confidential
   information found in the personnel records; such as,
   teacher certification and employment data on all
   personnel.

2. The intern acquired skills in enforcing teachers' contracts and skills in how a negotiation committee
   functions.

**Information acquired:**

1. The intern acquired information on the importance of
   maintaining adequate record keeping of all employees.

**Change in attitude:**

The intern learned that a Personnel Director can function
as chief negotiator for the School Board and maintain
good rapport that is essential for production with all
employee groups.
Summary of Internship with Pete Marsiglia and Chuck Whitmore, Elementary Principals: July 20, 1976

While interning with the Elementary Principals, the intern acquired additional knowledge of the functions of the principalship. The Elementary Principals feel that the primary function of the Elementary Principal is to serve the needs of the students, teachers, service staff, central administration, parents, and the public. The Elementary Principal works under the direction of the Elementary Education Director.

While interning with the Elementary Principals, the intern developed a greater understanding of the complexities of the duties they are expected to perform. In summary, some of the duties are:

1. To implement the School Board policies and procedures with the staff and the public.

2. To evaluate classroom instructions and staff personnel in compliance with the Michigan Tenure Law.

3. To make recommendations for curriculum changes and attend curriculum meetings.

4. To involve the community, faculty, and students in special affairs.

5. To maintain students' personal records in the school adequately.

6. To order textbooks, supplies, and equipment and remain within the budgetary limitations.

The Elementary Principals provided the intern with additional
knowledge in the area of school law, regarding the administering of medication to students. The Principals shared an interesting experience which dealt with the administering of medication to students in public schools. The administering of medication to students must be in compliance with the school law which states:

Sec. 379 A school administrator or teacher who in good faith administers medication to a student in the presence of another adult pursuant to written permission of the student's parents or guardian and in compliance with instructions of a physician is not liable in any criminal action or for any civil damages as a result of the administering except for acts or omissions amounting to gross negligence or willful and wanton misconduct.

The intern was informed that prior to the incident which caused the review of the law on administering medication to students, medication was being administered by the elementary school secretary without witnesses and occasionally by students themselves. Fortunately, the school system was not prosecuted because the incident was not pursued in court. As a result of this incident in the elementary school, an inordinate amount of time was spent by administrative groups revising the procedures of administering medication to students so that the schools would function in compliance with the law.

The intern was involved in the task of reviewing records of teachers that were dismissed to be absolutely sure that no teachers...
who were dismissed were certified to teach special education. The intern was informed that interview procedures were being undertaken for the screening of prospective candidates to fill a special education position. To develop a greater understanding in the area of interviewing, the intern participated and evaluated several interviews for which more information is provided in a later section of this paper.

Skills acquired:

1. The intern acquired skills regarding the primary function of an elementary principal, which is to serve the needs of the students, teachers, service staff, central administration, parents, and public.

2. The intern acquired skills in making contingency plans to operate a school in the event that some teaching staff is "pink-slipped" and cannot return.

Information acquired:

1. The intern acquired information regarding the administering of medication to elementary school students. Medication should be administered in compliance with the school law to ensure protection of the school system and student.

2. The intern acquired information regarding the complexities of an elementary principal's task, which ranges from the implementation of new programs through involving the community in special affairs.

Change in attitude:

The intern's attitude changed regarding specific school law statements and the importance of following guidelines which comply with the law. The intern's attitude was changed in recognizing the importance of knowing accurately what the law states as opposed to assumptions.
The intern's experience for this week with the Curriculum Director provided her with additional knowledge in the area of research and development of curriculum in grades K-12.

While interviewing the Curriculum Director, the intern acquired additional knowledge of many of the functions of that office. The Director is responsible for the development of educational programs and works with principals and teachers to improve the curriculum. He also works with the Educational Directors of every department to see that the programs fulfill student needs and to assure or gain assurance that the programs are within the boundaries of the budget.

While discussing curriculum matters with the Curriculum Director, the intern learned that he is not only responsible for educational programs, but is also responsible for assessing the outcome of the programs through research and assessment. However, the Director contends that he did not become involved in extensive research as often as he would like. The intern learned that he is in charge of compensatory programs. Out of a total of 16 schools, there are seven target area schools that receive 7 percent of Federal revenues from Titles I, II, and III. The budget allocated for compensatory programs cover $175,000 a year.
Upon completing the intern experience with the Curriculum Director, the intern felt quite competent in instituting a new curriculum. The intern learned that it is essential that communication channels remain open at all times and that feedback from teachers be encouraged because teachers are the professional group which discover the need for curriculum improvement.

**Skills acquired:**

1. The intern acquired skills in evaluating curriculum programs by assessing the outcome of students from data collected regarding a specific program.

2. The intern acquired skills regarding curriculum program change and the process of soliciting input from teachers and principals toward curriculum changes.

**Information acquired:**

1. The intern acquired information in the area of compensatory programs and the Federal revenues allocated for funding.

2. The intern acquired information regarding the responsibility of the building principal and teachers toward instituting curriculum changes. The teachers assess the students' needs and share the results with the principal, and the principal discusses the needs with the Curriculum Director.

**Change in attitude:**

The intern realized that the Curriculum Director has a complex task to perform. It would be to one's advantage to be aware of the recent trends in curriculum improvement.
Summary of Internship with Ted Vliek,
Assistant to the Superintendent:
July 26, 1976

My intern experience with the Assistant to the Superintendent provided me with knowledge about the duties he is expected to perform. He is in charge of promoting public relations and public information programs to insure a constant flow of communication. This week's experience was very rewarding in that the intern had the opportunity to attend a meeting to discuss the "Back to School Issues" with the Gazette writer Sherry Willis and also with Ted Vliek, Assistant to the Superintendent; Leonard Mills, Assistant Superintendent for Non-Instructional Services; Mel Francis, Director of Vocational Education; and Dr. George Conti, Superintendent. The intern learned that all news articles and pictures should be cleared through the office of the Assistant to the Superintendent prior to publication. The primary purpose for such a procedure is to be assured that all news articles related to school functionings are in compliance to the School Board's guidelines.

In the event that the Superintendent is unable to attend a meeting, the intern learned that the Assistant to the Superintendent serves as his representative. He also functions in the capacity of the School Board's Secretary.

The intern experience this week provided the intern with
additional knowledge of the responsibilities for which the Assistant to the Superintendent is accountable. The Assistant to the Superintendent works under the direction of the Superintendent and is responsible for the community school program and the print shop operations.

Skills acquired:

1. The intern acquired skills in promoting public relations through the aid of news articles.

2. The intern acquired additional knowledge of procedures for printing newspaper publications regarding school issues; they must be cleared through the Assistant to the Superintendent's office prior to publication to assure accuracy of news articles released.

Information acquired:

1. The intern gained insight on the reasons why it is necessary to get approval for news stories and pictures prior to printing.

Change in attitude:

The intern's attitude was changed regarding the value of the Assistant to the Superintendent serving as Secretary for the School Board. It allows immediate feedback for the Administrative team.
While interning with the Assistant Superintendent for Non-Instructional Services, the intern acquired additional knowledge of many of the main functions of that office. He is primarily responsible for buildings and grounds. This responsibility covers a wide range of tasks, such as: custodial and maintenance service, the construction of new buildings, the development of grounds and recreational sites, as well as determining the location of such sites.

The Assistant Superintendent for Non-Instructional Services contends that his major goal is to "keep the school operating," regardless of the circumstances, as long as it is not hazardous to youngsters and other employees. In addition, the Assistant Superintendent for Non-Instructional Services along with the Superintendent of Schools decides if the school bus fleet will be in operation on snowy days.

The normal workday for the Assistant Superintendent for Non-Instructional Services is usually unplanned. If a problem should arise, it must be attended to right away. For example, vandalism of school property during the night may cause for the assistance of electricians, glass companies, or roofers, and must be taken care of right away.
In addition, the intern learned that it is essential to develop positive public relations and establish rapport for greater cooperation of community service people. It is important to be sensitive to teachers', students', and custodians' needs. The Assistant Superintendent for Non-Instructional Services feels that a kind word of appreciation goes further than demanding cooperation.

The individual who assumes the role of the Assistant Superintendent for Non-Instructional Services must be able to:

1. Select and recommend purchases for bidding on maintenance materials.

2. Set up procedures for controlling the budget with the Business Manager and also make recommendations to the Board.

3. Supervise custodians along with the building principal.

4. Attend "on job" duties and follow up on construction projects to see that they are completed as specified.

5. Inspect buildings and grounds for the purpose of establishing insurance rates.

6. Make sure that school facilities are in compliance with the safety protection regulations.

Following is a list of skills and information acquired, along with a change in attitude, as a result of this week's experience.

**Skills acquired:**

1. The intern acquired skills in making contact with outside businesses such as glass and roofing companies regarding the assistance rendered to the schools in time of need.
2. The intern acquired skills in how to go about bidding on maintenance goods; such as, soliciting responses from several companies on the same merchandise and the buyer then selects the offer which is the solution to the problem.

Information acquired:

1. The intern acquired information on the complexity of the activities required in bidding on maintenance materials.

2. The intern acquired information regarding the inspection of buildings and grounds for insurance purposes as it complies with safety regulations.

Change in attitude:

Before meeting with the Assistant Superintendent for Non-Instructional Services, the intern's viewpoint of his responsibility was very vague. The intern came to realize the complexities of his task, which covers insurance, custodians, vandalism, budget, central office, etc.
Summary of Internship with Mel Francis,
Vocational Education: August 6, 1976

Due to the nature and level of the subject, the intern spent only a short period in this area. However, the intern did discuss some issues facing Vocational Education during our lunch outings.

The intern learned that the Director of Vocational Education works closely with all junior high and high school principals who have students attending vocational education classes. The operational expenditures derive mainly through local finance. The school receives 60 percent of its finances locally and 40 percent of its revenues from state aid.
CHAPTER IV

ACHIEVEMENT OF OBJECTIVES

Organization of Personnel Records

The intern achieved the goal of organization of personnel records through the process of reviewing the "pink-slipped" teachers' folders. To develop a deeper understanding of record keeping in the Personnel Department, the intern was assigned the task of reviewing all dismissed teachers' folders to verify certification of majors and minors. The intern learned that all personnel records must be confidential and that the organization of records are important factors in the retrieval of future references on all employees.

Curriculum Development

The intern achieved the goal of curriculum development while participating in the editing of developed career education goals and performance indicators solicited from a pilot elementary school in Portage. The career education performance indicators were prepared to serve as a reference guide for teachers in planning a career program for students. The career education goals and performance indicators were in compliance to the Legislature's mandate regarding the involvement of all elementary schools in Career
Education Programs.

The intern learned that curricular changes are identified by the classroom teachers. After the need has been assessed and identified, it flows through the communication channels from student to teacher, teacher to principal, and to staff administration. To achieve a curriculum change, it is essential for the Curriculum Director to communicate effectively with the principal and teachers to determine if the program fulfills the needs of the students.

Public School Law

The intern was involved in a conference concerning an incident that occurred in the administering of medication to students. As a result of this conference, many hours were spent on outlining the procedures for administering medication to elementary students. The intern also learned that it is essential that due process is followed at all times regardless of how time consuming it may seem.

Budgeting and School Finance

The intern learned that budgeting is one of the most vital operations of public schools. It is essential that the Business Manager obtain input from all departments in planning a school budget. It is essential that the budget is developed with the Superintendent, other administrators, and teachers.
Public Relations

The intern met the objective in public relations by participating in discussions with most of the staff administrators on promoting positive public relations.

Assistant to the Superintendent Ted Vliek contends that positive public relations is practiced all the year, not just during the time of a millage campaign. The Portage system administrators meet periodically in the homes of parents to discuss issues of concern with parents. The community school develops public relations through the adult education classes and also through radio and television announcements.

The intern became aware of other methods that can be used to develop good public relations, such as newsletters, school activities for parents to visit, school newspapers, and coffee hours in different community homes.

Administrative Skills Through Participation and Observation

The intern acquired additional skills in preparing an employee salary school budget. The intern also was involved in interviewing several candidates for a position in the special education department. The intern learned that when an individual is being interviewed for a position, they should be very open and have a clear
train of thought without the interviewer having to probe for information. It is important to remain relaxed and calm. My experiences included assisting with the development of a student handbook as well as with proofreading for the final draft. The intern assisted an elementary principal in editing different research proposals received from teachers in a pilot elementary school to be completed for a Career Education resource book. This information was solicited in compliance to the state's mandate on the implementation of Career Education in the Portage Public Schools.

Purchasing of School Supplies

The intern became familiar with the procedures that are used to order school supplies through participating in several conversations with various administrators. While discussing the various aspects of purchasing school supplies, the intern learned that the principal solicits input from teachers for supplies that are needed. The principal reports his budget to the Director of the Department and the Business Office. The purchasing of school supplies should be approved through the Business Office to be assured that the revenues spent are within the guidelines established by the School Board.
CHAPTER V

CONCLUSION

My intern experience with the Portage Public Schools was very rewarding. I enjoyed learning additional knowledge and skills as it relates to management organizational expertise. The educational administrators were pleasant to learn from and work with. They gave an open invitation for me to inquire about methods and procedures used in regulating the Portage Public Schools.

Some of the skills I acquired include: Curriculum Development, School Finance and Budgeting, Developing Public Relations, Public School Law, and Personnel Management.

My intern experience was a success. I enjoyed it very much. I am happy that I received the opportunity to gain experience and training from expert educational leaders and administrators in the Portage Public Schools.


APPENDIX

712 INTERNSHIP PROPOSAL

35
Prospectus Describing Proposed Internship Experience

The description of the proposed internship is as follows:

1. **Sponsoring organization**--The organization in which the experience is sought is the Portage Public Schools.

2. **Field supervisor**--The organization supervisor for the proposed intern will be Dr. George Conti, Superintendent of Portage Public Schools. The intern will be under the directions of Assistant Personnel Director Charlene Foote of Portage Public Schools. The intern will have tasks assigned and supervised by other administrative officials, such as, the Assistant Superintendent for Non-Instructional Services, Business Manager, Director of Elementary Education, Elementary Community School Director, Elementary School Principal, and the Personnel Director.

3. The proposed internship will take place on a full-time basis during the summer session of 1976. The dates will be June 28 through August 6.
Rationale

One of the controversial issues facing education is defining leadership. According to Wayson (1975), "Leadership is the process by which a member helps a group to meet its goals."

As an intern I sought to acquire the skills that are necessary to help me become a competent leader in today's educational programs. In order to become a competent leader, I believe it is necessary to know when to make a decision without asking a higher official to think for you. I believe if you are in a leadership position you must be able to contribute management organizational expertise to the group.

In order to make contributions, a leader must possess a variety of skills. Some of the skills I see as mandatory include communication skills, sound budgeting, accurate decision making, positive external and internal public relations, and developing an understanding of what constitutes an educational program.

The focus of this intern was:

1. To acquire additional knowledge in school finance.
2. To obtain additional knowledge by observing the administrative team participate in contract negotiations.
3. To broaden my administrative skills in the area of personnel placement.
4. To acquire skills in planning for program reductions.
5. To acquire skills and techniques in planning for community involvement to ensure good public relations.

6. To acquire additional knowledge in community school programs.

7. To observe leadership styles and obtain experience in educational leadership.

Goals and Objectives

The objectives of this internship focused on the improved professional competence of the intern as discussed in the rationale. The following objectives were established to help achieve the goals:

1. Conceptual
   a. To become acquainted with the developments in curriculum and the planning that is necessary to innovate curriculum changes in Portage Public Schools.
   b. To become acquainted with the various laws that affect the public schools in the state of Michigan.
   c. To gain additional knowledge in becoming a good decision maker.
   d. To gain a greater understanding of student rights and the liability of the school administration.

2. Human
   a. To gain experience by participating in community programs.
   b. To develop communication skills by participating with several administrators on various assignments.
c. To become acquainted with the methods that are used to increase public relations between the community and the public schools.

3. Technical
   a. To become familiar with the procedures that are used to order school supplies and the importance of maintaining accurate inventories.
   b. To obtain skill in projecting the school budget.
   c. To acquire skills in interpreting various test results.

Experience and Contact

1. The intern along with the Personnel Director participated in discussions related to personnel matters.

2. The intern became involved in the day-to-day discussions with staff and line administrators.

3. The intern participated in various discussions with the Director of Elementary Education, and discussed the various curriculum developments that are channeled toward meeting the needs of all students.

4. The intern participated in discussions with the Community School Director and gained additional knowledge in ways to promote greater public relations in the Portage Public Schools.

5. The intern visited community school programs to improve her knowledge of the school's facilities and its operation.

6. The intern read current literature related to educational administration in the public schools.