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Godwin Heights Public School District Major Internship

Walter E. Skavnak

Western Michigan University

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GODWIN HEIGHTS PUBLIC SCHOOL DISTRICT
MAJOR INTERNSHIP

by
Walter E. Skavnak

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
August 1977
ACKNOWLEDGEMENTS

In completing this specialist's project, I have benefited from the encouragement, advice, and constructive criticism of Professor Rodney Roth. My thanks go to him and to David A. Fultz who guided me into many educational experiences in the Godwin Heights School District. Special appreciation is in order for my wife Janine who supported me and typed my final project. These people made it possible to have a valuable learning experience.

Walter Edward Skavnak
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II PROSPECTUS</td>
<td>3</td>
</tr>
<tr>
<td>III LOG.</td>
<td>10</td>
</tr>
<tr>
<td>IV EVALUATIONS</td>
<td></td>
</tr>
<tr>
<td>Supervisor's Evaluation</td>
<td>41</td>
</tr>
<tr>
<td>Student's Evaluation</td>
<td>43</td>
</tr>
<tr>
<td>V  APPENDICES</td>
<td>44</td>
</tr>
</tbody>
</table>
INTRODUCTION

The internship in the Godwin Heights Public School District was designed to provide a wide variety of administrative experiences with central administrators during the summer, fall, and winter of 1976.

The intern was especially interested in projects that allowed for coordinated work with the Assistant Superintendent for Instruction and Director of Special Services as these central administrators work more directly with building administrators than any other central administrator.

As the Assistant Superintendent for Instruction would just be assuming his position in the summer, a certain amount of initiating would be done by the intern. This would be helpful to the Assistant Superintendent because of the intern's familiarity with the district, and it would also be beneficial to the intern who could take a more active role in focusing on projects he was most interested in.

Though the weeks of internship provided for many informative experiences, the one of special concern was the Teacher/Advisor Program. Working with the Assistant Superintendent and Director of Special Services, this program was taken from its initial volunteer project and expanded to include more
teachers and the High School. Its future will bear careful watching.
PROSPECTUS DESCRIBING PROPOSED INTERNSHIP EXPERIENCE

SPONSORING ORGANIZATION: Godwin Heights Public Schools

FIELD SUPERVISOR: Dr. David Fultz, Superintendent of Schools, Godwin Heights Public Schools

UNIVERSITY ADVISOR: Dr. Rodney Roth, Western Michigan University

DURATION: Summer and Fall of 1976, plus time during Christmas vacation

RATIONALE:

Before moving from a counseling position to an administrative position, I would like to become more acquainted with the school district's central administration. If an administrator expects to be effective in a building leadership position, knowledge of the functions of central administrators seems a necessity.

Whereas I have had many opportunities to participate in and observe administrative procedures in high school and middle school, I have felt inadequate in relating these procedures to central administration. So much of a building administrator's time has been centered on studying students, teachers, curriculum, finance, discipline and supervision that he often seems confused relating to central administrators and the board of education. I would like to be better prepared in this area,
so I would like to confine my internship to experiences with the superintendent and his staff.

The structure of the central administration of the Godwin Heights Public Schools includes the Superintendent, the Assistant Superintendent of Instruction and Personnel, the Business Manager, the Director of Guidance and Special Services, and the Director of Employee Relations and Media. Working with the superintendent will necessitate learning the job descriptions and rules of all the above central administrators so one can come to an understanding of how they work together to effectively implement the policies of the board of education.

The superintendent functions at the center of a school district, and working with him will allow one to gain a more comprehensive view of education than one normally gets from any other position. Experiences with the board of education, parents and taxpayers will be sought by participating in the everyday functions of the superintendent. Also, some special projects of the superintendent will provide for eliciting the views of the community regarding the educational needs and goals of the district. Some assigned work experiences with each of the central administrators will provide an
overall view of the superintendent's administrative responsibilities and his leadership functions.
# PROJECTED NATURE OF INTERNSHIP EXPERIENCE

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. CONCEPTUAL</strong></td>
<td>The intern will -</td>
<td>The intern will be able -</td>
</tr>
<tr>
<td>1. To review the written job descriptions of all central administrators.</td>
<td>read the job descriptions and roles of all central administrators.</td>
<td>to point out the responsibilities and duties of each central administrator.</td>
</tr>
<tr>
<td>2. To acquire an understanding of a district's structure, especially in regard to the formal description of the relationship between the board of education, superintendent, and central administrators.</td>
<td>study the structural description of the district and participate in some of the role functions of the central administrators.</td>
<td>to discuss the general administrative structure of the district and functions of the central administrators.</td>
</tr>
<tr>
<td><strong>B. HUMAN</strong></td>
<td>The intern will -</td>
<td>The intern will be able -</td>
</tr>
<tr>
<td>1. To become familiar with the Director of Special Services's responsibility in coordinating the jobs of counselors, social workers, school psychologist, and consulting psychologist.</td>
<td>work with the Director of Special Services and school psychologist to coordinate the job descriptions of special service personnel, especially of social workers and school psychologist who will be becoming district employees.</td>
<td>to participate in preparing the written contractual agreement and job descriptions prepared for social workers and a school psychologist.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To participate in the Director of Special Services's responsibility in implementing Career Education in the Middle School.</td>
<td>help plan an Advisor-Advisee system for the Middle School.</td>
<td>to write a job description for all advisors and to discuss the total structure of the Advisor-Advisee Program and how it relates to Career Education.</td>
</tr>
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<td></td>
<td>attend a 10-day workshop at Southwest State College, Marshall, Minnesota, and learn about the Minnesota Teacher-Advisor system -- including student activities, techniques for teacher skill development, and how such a program is administered.</td>
<td></td>
</tr>
<tr>
<td>3. To learn about the mandatory Special Education services available in the school district.</td>
<td>observe an Education Planning and Placement Committee meeting and the preparation beforehand.</td>
<td>to discuss the steps that must be followed in making a placement into a resource room and he will be able to conduct an Education Planning and Placement Committee meeting.</td>
</tr>
<tr>
<td>4. To learn about the job rules and responsibilities of the Assistant Superintendent of Instruction and Personnel.</td>
<td>learn the job functions and responsibilities with the new Assistant Superintendent who will begin working July 1, 1976.</td>
<td>to discuss the overall functions of this central administration.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
<td>TERMINAL SKILLS</td>
</tr>
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<tr>
<td>5. To learn about the result of combining the job of Assistant Superintendent of Business and the job of Bookkeeper into the non-certified position of Business Manager.</td>
<td>observe the daily functioning of the Business Manager and discuss the job with him.</td>
<td>to point to how the Business Manager functions in the overall picture of the district and to dictate how the job responsibilities differ from the certified positions of an Assistant Superintendent.</td>
</tr>
<tr>
<td>6. To learn about the day-to-day responsibilities of the Superintendent.</td>
<td>take the Superintendent's place while he is away at a conference and on vacation; follow the Superintendent's suggestions of activities that he feels would benefit the intern.</td>
<td>to discuss the different situations that the Superintendent must respond to.</td>
</tr>
<tr>
<td>7. To comprehend the Superintendent's role with regard to the board of education and other administrators.</td>
<td>observe the Superintendent in meetings with the board of education and central administrators.</td>
<td>to cite strategies the Superintendent uses in assuming his leadership role.</td>
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C. TECHNICAL

1. To help develop and implement a district survey that will seek to get the The intern will participate with the Superintendent in implementing the survey. The intern will be able to present results of the survey and to discuss the reasons why the survey was
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<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>communities's views regarding educational needs and priorities.</td>
<td>participate in the preparation of the district survey and observe the preparations for a millage proposal.</td>
<td>conducted in a particular manner.</td>
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</table>

2. To observe the process used by the Superintendent and Director of Media and Employee Relations to coordinate the district study with the millage proposal.
The first two weeks of my internship experience were spent in Marshall, Minnesota, at a workshop for the Teacher/Advisor System.

Historically, the Director of Special Services was given the responsibility for implementing Career Education into the district's schools. With the direction and support from a district-wide steering committee, Mr. Shoemaker helped direct two summer workshops for district staff members. For a project, the participants from the Middle School choose to examine the T/A concept with regard to its possibilities as a vehicle for career education.

My task was to help bring together the initial attempts of the Middle School to implement this program and to learn more about the skills and administration needed for the program from an expert in the field. I worked with the Middle School T/A Steering Committee in planning the structure and program after I had the opportunity of going to Minnesota with a teacher from the Middle School to participate in a workshop conducted by Dr. Keigh Hubel who has been the focal
director of T/A programs in the Midwest and who has co-authored two books in this subject area.

The T/A System as devised by Hubel and others is a structured system that allows for students and teachers to develop their interpersonal skills and to build more humane relationships with one another. The main objectives are in the affective area; however, objectives are not only concerned with improvement of self-concept or interpersonal skills but also center on improved academic achievement and decision-making. There are four main content areas to the T/A System: Human Development Exercises, Student Planning, Parent Conferences, and Survival Assistance.

Keigh Hubel filled our 8:00 - 4:00 days with activities and skill building exercises that enabled the participants to plan and conduct activities in the four major areas. A lot of emphasis was placed on organizing the program and planning in-services to meet the needs of teachers who would be serving as advisors to small groups of students.

Mr. Hubel and his staff at Southwest State University provided all kinds of activities and materials on values clarification, trust building, and self-disclosure exercises that would form the background of the human development component. Interestingly, the staff emphasized writing our
own exercises or adapting existing ones to fit our unique needs. No special packaged program was being sold. The staff made participants reflect on the needs that were unique to their school district.

In order to verify that schools were building their own T/A programs, a speaker was scheduled every day from a school where a T/A program was in existence. No two programs were similar because the students and curriculums were different. Size of groups, meeting times, placement of students, emphasis on one or more of the four major areas, in-services and administration of the program all varied. Common essentials were there but specifics were quite different.

I discovered Godwin was unique because the staff had decided to concentrate on human development activities. Personnel from other school districts noted that this was the most difficult area to get staff members to accept. They had more success starting with Parent Conferences and Student Planning.

Parent Conferences are not the traditional type in which parents come to a conference conducted by a teacher. In the T/A System, it is a conference conducted by the student for his parents and his advisor. Responsibility for
a student's education is placed on a student. The conference is conducted in order that the student can relate to the parent what the student has learned, what he is learning, and where he is going with regard to school. The student uses work samples, academic evaluations, and classroom reports in the conference. The Teacher-Advisor has prepared the student for the conference and is present to verify the report and to help the parties plan academic goals for the future.

Student responsibility and student goal setting are integral to this type of Parent Conference. These are incorporated into the area of Student Planning where students work with their advisor and their group to plan a program of studies appropriate for themselves. The gap between subject matter and reality is thoroughly discussed and focused on in different activities so that the students can be guided into more realistic educational and material goals.

The above paragraphs are a short summary of three of the main areas. The fourth is Survival Assistance and becomes important once a student has trust and confidence in the advisor. Students seek their advisors out when they cannot solve a problem by themselves but might need somebody to intervene for them. It is not rescuing them from responsibility.
but providing help and assistance in areas where an adult can intervene to make life a lot easier and less burdensome.

Using the knowledge we have gained about the four main components of a T/A System, each summer workshop participant had to make a program for the following year that included activities from all four areas. Not only did we become comfortable conducting value clarification exercises and Parent Conferences, but Mr. Hubel made sure to give us examples of how we could use our skills to in-service fellow staff members. I felt the ten days gave me the needed cognitive knowledge and human skills to be of help to the Godwin Middle School T/A Steering Committee. I am quite proud of the certificate Mr. Hubel and Southwest State University presented me certifying my ability to promote the T/A concept.

June 28 - July 16

When I returned from Minnesota after the T/A workshop and a week vacation, I began to work with Mr. Ronald Shoemaker, Director of Special Services. First, I reported on my workshop experiences and we discussed the future of T/A in the Godwin district. Second, we planned my internship activities for the next three weeks.
Since Mr. Shoemaker believes "doing" is a great part of learning, he gave me the responsibility of organizing the summer work that would be needed to develop a more complete T/A program in the Middle School. Godwin had recently received a $5,000 ESEA Title VI Planning Grant to set up the procedures to gather materials and to in-service the staff so that T/A could become an integral part of the Middle School curriculum.

So I reviewed the work done the previous year when the Middle School had a volunteer program and the work accomplished by two teachers who worked the last two weeks of June. Then I met with the two Middle School teachers who were being employed to edit and organize all materials and get them printed into a handbook that would provide teachers with direction and activities. We agreed on a work schedule that would employ each for ten days. We also organized the format of the handbook and agreed on the essential materials and activities needed. The Steering Committee had already made use of need surveys, so we used these in determining where emphasis would be placed. Eventually, I was to review the completed handbook and make final corrections before a typist would be used to prepare the handbook for printing.
The final copy of the handbook is now being used in the Middle School and copies are available for $3.00.

Making sure that the book would be attractive forced me to seek advice on the layout and cover. The color coding scheme and artistic cover that were used made the handbook visibly appealing. Coordinating the effort gave me a lot of practice in providing individuals with working conditions that allowed them to make major contributions to the project so that real ownership still belonged to the Middle School Staff.

After meeting with the teachers, I had to go to Lansing for a day and a half with Mr. Shoemaker to meet with members of the State Department of Education who were advising the district on how to prepare the budget for the $5,000 grant. The time spent was basically wasted because nobody could explain the new budgeting system very clearly and the T/A project was so new to the advisors that they had nothing to offer in the way of help.

A few days after the meeting in Lansing, I had an appointment with Marcella Houston, Godwin Heights Business Manager. I reported to her how State Department officials explained the budgeting procedure to us regarding the grant. There was quite a bit of confusion because their categories
did not match the ones suggested in her booklet from the State Department.

Mrs. Houston mentioned she was not surprised at this because State officials were referring problem districts to her hoping she would be able to answer questions as Godwin was one of the first districts attempting to computerize its budget according to state regulations. A huge amount of her summer time was being spent organizing information for the computer, and she had little faith that the new procedures would be more beneficial than the one abandoned. The impression I was left with was how easily the State Department came up with ideas that they had not thoroughly tested.

We decided to send in the budget for the grant as I prepared it with the categories stipulated at the Lansing meeting, even though they were in error according to the instructions she had received.

This problem of changing over financial accounting and reporting coupled with the recent hiring of a new person for Building and Ground Maintenance had Mrs. Houston very concerned. We did spend some time discussing her central role in the financial setup of the district, and I did ask her some questions about the budget she was responsible for presenting to the Superintendent and Board of Education. Her job is
completely devoted to finance, whereas previously it had been a certified Assistant Superintendent's position that coupled finance with Building and Ground Maintenance. She had been promoted from the bookkeeper's position to the Business Manager's status when the Assistant Superintendent retired and the job description and qualifications were changed. I could not see any special use the former Assistant Superintendent made of his certified position; rather, it seemed to exist because he had been a teacher and then an administrator who kept gathering more of the financial and building maintenance responsibilities. The job description emerged after the fact and the title Assistant Superintendent was attached because his ability with finances was extraordinary.

After arranging the T/A summer work schedule and budget, Mr. Shoemaker involved me in the district's testing program which consists of a coordinated Grade 2 to Grade 8 program. Students from these grades take the Otis-Lennon Mental Abilities Tests, the Stanford Achievement Test Battery, a self-concept inventory, and two anxiety inventories.

My assignment was to inspect the individual reports of students for errors which supposedly had been corrected from the reports sent to the school district in May. The new individual printouts had been corrected so that the scores
for Total Reading and Total Math were now accurate for the Middle School students, but many of the scores for individuals in one of the elementary schools were still blank. This made it worthless to analyze district results because so many of the scores were not yet included in the final tabulations.

In my written and telephone correspondence with the Foundation For Individualized Testing and Research (FIER) Corporation, the private concern with whom the district had contracted its testing program, I learned how important accurate record keeping was when I was forced to communicate with a company desirous of not accepting any responsibility for the repeated errors in the test reports.

Whole days were spent tracing down errors, copying raw scores, and talking with all the individuals concerned. Since the Director of Special Services and the Superintendent were on vacation during this time, I felt they were relying on me to get accurate reports and to prepare the district analysis.

Though all the correspondence was not amicable, I gathered enough credible information to show that the district bore some responsibility with regard to the initial mistakes because birthdates were not completed on some grids, but the
real burden for further problems resulted from poor examin-
ing of printouts and computer foul-ups. Also, the Corporation
misplaced and misprinted data it received from the Harcourt
Brace Testing Services.

The final analysis was presented to the Board of Educa-
tion during August in a written and oral report after the
private company met with the district administrators and
myself. We examined their findings and attempted to relate
them to the ones we had identified. Affective results were
also studied because the school district's priorities and
testing program included affective measures. Trying to
relate these measures to achievement is a concern of the
board and administrators and is just in its infantile phases.

The board placed a great deal of credibility in this
outside resource, and the district administrators were
careful to make sure all cause and effect relationships were
precisely identified and validified because the board used
the results to evaluate programs, especially individualized
programs. All my personal knowledge of testing was very
valuable in helping keep the scoring data accurate and
relevant.

My oral and written reports about the problems caused
by the FIER Corporation played an important role in the
district's direction in testing. The district's commitment to its testing program will be thoroughly examined this year because the three year contract with the FIER Corporation was not renewed. After all the scoring problems, the Superintendent did not recommend that the contract be renewed but that the district do its own testing.

Another major item the Director of Special Services had me devote time to was planning a coordinated student referral system whereby all special service personnel would be involved in concerns appropriate to their areas and where there would be little overlapping of services and responsibilities.

Mr. Bernard Mulder, School Psychologist, and myself constructed a referral system that allowed for the following: written referrals in behavioral terms, disposition meetings with appropriate special service personnel, setting of responsibilities for services and parental contact, immediate feedback to the referring person (teachers in most cases), and an evaluation process and time line for services undertaken (Appendix).

Both of us carefully studied the State's mandatory special education process, which requires a step-by-step movement centering around an Educational Planning and Placement Conference, in order to incorporate helpful procedures.
into our system that would coordinate their activities, especially since most are active in more than one school building and since the social workers and school psychologist were being contracted by the school district instead of the Kent Intermediate School District, which was decentralizing its social worker and school psychologist services.

What is particularly impressive about the services offered through special service personnel in the Godwin Heights School District is the dual concern of meeting the individual needs of students while at the same time conscientiously following the mandates of the state in regard to the processing and placing of students into special services.

My personal belief is that the legislature has overly burdened school districts with procedures that attempt to protect student and parental rights. In addition, most school districts have neither the manpower nor efficient operations necessary for the implementation of required procedures. Consequently, many districts are forced to plod through the steps at the expense of services offered students or to hedge on procedures which insure correct placement. The Godwin district has been able to meet both goals because it has been willing to employ the necessary funds and manpower while at the same time being as efficient and far planning as possible.
Along with the major projects I was involved with during these weeks, I handled some of the menial chores that needed to be taken care of when Mr. Shoemaker went on vacation. Answering the phone and opening the mail were everyday activities. Also, I managed to gather the information and complete the necessary forms to get the two nurses of Godwin certified in the new state categories. And, I got involved in the purchasing procedure by ordering materials needed for special education resource rooms and by ordering a film and filmstrip series for the Middle School T/A Program.

During most of the time I spent working in Mr. Shoemaker's office, I was either working with staff or special service personnel. However, I did get one opportunity to work with a parent whose boy was referred by an Educational Planning and Placement Committee to a neurologist for examination. Since I was taking the place of the Director of Special Services, I carefully explained the entire special education placement procedure and made sure he understood items with which he had questions or problems. Eventually, the examination was scheduled and the boy's records were sent to the neurologist. The father wanted a copy of all the test results and written evaluations that were part of his boy's records, and I arranged for this. Already being familiar
with this type of situation because I work as a counselor and because I had just spent a few days working with the school psychologist, I am sure I was able to show the father that we were all concerned with what was best for the boy and that the examination by the neurologist was crucial for the boy.

**July 19 - July 20**

During the last two weeks of July, I served the new Assistant Superintendent, Dr. Paul Rundio. He assigned me to two projects: informing him of everything I knew that was going on in the academic areas from grades K-12 in the district and helping him understand and make use of the district's testing results.

Since I had to inform Dr. Rundio about the academic areas of the Godwin Heights curriculum, I studied what was going on in the five schools. We met on four different occasions to discuss the reading program, the language arts program, the mathematics program, and the science and social studies programs together.

We invited the district's Reading Coordinator and an elementary principal to a few of the meetings. In this way,
Dr. Rundio was able to get a more comprehensive view of the district and to establish relationships with key personnel.

I was surprised by how quickly Dr. Rundio offered suggestions and new directions. I expected his concern in making the testing program a part of the evaluation procedure and a means of improving the curriculum, but I did not expect his rapid movement into the problems of teacher morale, teacher in-service, teacher exchange of ideas and materials, individual testing for different styles of learning, curriculum changes and evaluation of the high school program.

I presumed that a new administrator would take his time learning about the district and its personnel before pressuring his staff for change. Apparently, some of the needs Dr. Rundio identified demanded immediate attention, and he seemed unafraid of preparing information he would use with building administrators and staff to justify changes or particular emphases.

Since the previous Assistant Superintendent had committed herself to improving the reading instruction in the district, Dr. Rundio was particularly interested to note any change in reading scores that began to justify the increased staff and time spent on reading in schools. For this purpose, we compared the reading growth for all students of grades 2 - 8 and noted overall achievement and problems.
In order to partially follow through with a prior objective for grades 2-8 of giving specialized reading help to all students were two or more years behind in reading according to the Stanford Achievement Test, I checked each student's individual reading score and made a list of all fifth through eighth grade students who fell into this category. This list was given to the reading staff who were expected to place these students into reading classes especially designed for poor readers.

We noticed an overall improvement in reading scores, and Dr. Rundio began to plan for trying to isolate the variables that might account for this. In doing this, he cited the testing report we were preparing for the Board of Education. In this report, we mentioned the disproportionately high number of students in grades two and three who scored one standard deviation or higher than the average norm in the Otis-Lennon Test of Mental Abilities. Previously, the district had stated that its students scored low in national tests because they were culturally deprived. Now Dr. Rundio wanted me to examine the test scores of all elementary students and document our findings with the names and scores of each student who had an average of 116 or more for the mental abilities test taken in two successive years.
Dr. Rundio seemed interested in using this information to examine the education being provided gifted students, especially since the Foundation for Individualized Evaluation and Research (FIER) Testing Corporation mentioned that it felt many students were not being sufficiently challenged.

Not only did we compile a list of bright students in the district, but we also examined performance objectives of Middle School reading personnel to see if the date given in reports would be substantiated by the district's testing results. Gates-McGinitie Reading Scores were used as pre- and post-tests for Middle School pupils who were given a full year of reading instruction. I compared the gains reported by the reading teachers to the ones obtained from the district's administration of the Stanford Achievement Tests and found that the Stanford results were much more positive. One staff member reported that his students did reach the half year's gain predicted in vocabulary but fell two months short in comprehension. When I used the Stanford Achievement results to measure comprehension for these students, I found an average of seven months's gain in both areas.

Since these results were not available at the end of the school term, Dr. Rundio had them photostated and sent
to the reading instructors and building principals so that they could be used to plan performance objectives for the coming year.

I noted Dr. Rundio's concern for evaluation results when examining a teacher's performance objectives, and I concluded that he had discussed this with the Superintendent, Dr. Fultz. Earlier in the week, Dr. Fultz invited me to hear a speech he gave to a summer class of reading instructors on management by objectives. After the presentation, I talked with Dr. Fultz about some of the resistance shown in the district to this new evaluation procedure. One item he stressed with me was the problem of getting administrators to emphasize the need for specific, measured evaluation results. He felt proof for reaching objectives should be expected even though he admitted that the data in some areas was certainly not as valid or reliable as it eventually could become. He noted any objective that was worth doing was worth measuring.

Apparently, those two central administrators had agreed to emphasize proof for reaching objectives. Working together as in a coordinated effort will be essential if they are to convince other administrators of the necessity of good evaluation procedures. Otherwise, the entire management by
objectives procedure could deteriorate into teachers contracting to read books, to attend extracurricular activities, and to take graduate courses.

**August 2 - August 20**

In August, I reviewed my internship goals with Dr. Fultz, the Superintendent of Godwin Heights. He felt there were a few areas in which I could use some experience, and he listed some projects for me to accomplish during August. The first assignment was to contact the Director of Media and Labor Relations who is an expert in negotiations. The present president of Michigan Negotiators Association, Mr. Norm Dice would have been a valuable resource regarding negotiations if the district had not been in the midst of negotiations with teachers. Since I am a member of the Godwin staff, I was not able to enter into the confidential meetings of the Central Administration and the Board of Education.

In order to have some contact with this director, Dr. Fultz recommended that the three of us plan, print, distribute, tabulate, and evaluate a district survey. The purpose of the survey would be to gather information about the upcoming
millage election and to get a more accurate view of how the residents see the school district. It had been assumed that the residents of the area were proud of the school, but no instrument had been used to verify this view or to give residents an opportunity to communicate their opinions.

Using The Question Bank, whose questions were researched and copyrighted by the Oakland Schools, and a number of surveys recently used in different Michigan school districts, we proceeded to devise our own survey. Both administrators impressed me with their desire to obtain valid information and not to bias the questions. Questions were examined for their usefulness in generating worthwhile information and for their clearness.

After a few rough copies, a questionnaire comprised of 29 questions was agreed to and printed by the Media Center. An attractive format and a cover titled "This Takes Only 5 Minutes" was done by Mr. Dice's secretarial help.

After some discussion, we settled on a sampling of every tenth residential home in the area. We thought this would give us a 95% confidence and 5% sampling error limit. Different suggestions were made regarding administering the actual survey. My proposal that the Middle School students be asked to hand deliver and to hand pick up the surveys was
agreed to when I said it could be a valuable project for the Student Council, of which I am the advisor.

Approximately 30 students were given surveys, envelopes, and an introductory note from the Superintendent for ten to twelve area residents. Each student had the addresses of ten to twelve residents on a sheet of paper. I had obtained the addresses by visiting the County Clerk's Office and going through all the tax books for the Godwin area. After I started with a random number of three, I choose every tenth residential address and then organized the list according to streets so each student would get homes or apartments in the same vicinity.

Students delivered the surveys on a Thursday and returned to collect the completed surveys every two days for a week. 370 surveys were delivered and 60% were completed and returned. A six page summary of totals and comments was prepared from the result and sent to the Superintendent, Dr. Fultz. This was eventually printed in the district's newsletter, Godwin At A Glance, and the results will continue to be used by the district for future planning.

The final tabulations indicated among other things that the district's residents had a generally favorable attitude about the administration and school board. On the question
of a millage increase, there were exactly the same number who said they would vote yes as those who said they would vote no. An even greater number than either the yes or no group had no opinion. The accuracy of the survey in this regard can be judged by the December millage vote which failed to pass by three votes.

Preparing the survey questions made me think about the community and its impact on the education being offered. Dr. Fultz desired me to have more direct contact with important members of the community and to get a feel for public relations. He assigned me to prepare short biographical notes on each of the school board members to appear with their pictures in the monthly school district report called Godwin At A Glance.

I contacted all seven board members and interviewed them face-to-face or on the telephone. Besides the usual questions about where they were employed and how long they had served on the board, I tried to ask more probing questions on what problems they saw facing the district and how these problems would be faced. Though I could not incorporate everything that was said, as the face-to-face interviews all lasted about an hour and the telephone conversations from 15 to 30 minutes, I got to appreciate the divergent views that
were presented and the focus on the major problems of finances
and the board working together.

One board member's comments on the Superintendent's
introduction of management by objectives stood out in my
mind because he thought these objectives made it possible to
bring the district's best resources to the cause of bettering
education for students. Issues and not personalities would
be discussed. After talking with seven different board
members, I felt this could be a key to the district's progress
or deterioration.

Fortunately, I enjoyed listening to the members of the
board because I needed this uplift before tackling the board
policy book. The Superintendent explained that the policy
book and the written contracts were extremely revealing of
the district's policies, programs, and problems. No one
should take an administrative position without having care­
fully scrutinized these materials. Though I did not relish
the idea of wading through all these pages, I did pay attention
to the number of items that had been added since Dr. Fultz
became superintendent. These additions seemed to emphasize
that questions and problems were to be discussed and met in
step-by-step procedures. A definite organizational hierarchy
could be seen through the procedures and policies. I became
more aware of the superintendent's delicate position as an educational leader of the board and as an administrator of the school district.

The minor projects Dr. Fultz involved me with were studying the impact of Title IX on the district and looking over the district budget.

In a written report to Dr. Fultz, I noted that my review of the district's educational policies, practices, and materials showed the district to be basically in compliance with Title IX legislation. The district's procedure for gaining compliance with Title IX involved all personnel and was carefully followed. A couple areas of difficulty the district would have to contend with in order to comply with Title IX were physical education and home economic classes. Physical education classes in the Middle School would be especially troublesome because the mandated mixing of sexes would interfere with the school's philosophy of keeping sixth graders separate from older students and in stable groups that have individual teachers who conduct almost half of their classes.

Along with problems, I also noted benefits from the self-evaluation process the district went through. The most notable ones were better class selections for all students,
better counseling for females, more qualified coaches for females, and a more positive tone of encouragement for both sexes to make equal use of the educational opportunities available.

While working near Dr. Fultz's office, I did have occasion to work with the Director of Special Services, Mr. Ronald Shoemaker, and the Assistant Superintendent, Dr. Paul Rundio, again.

Mr. Shoemaker asked me if I would read the latest explanation from the Department of Health, Education and Welfare on the final rules and regulations of the Family Rights and Privacy Act and examine the district's policy in light of this final revision. For the most part, the district's one year old policy followed procedures and rules consistently within the mandated framework; however, I did have some questions regarding student records, parental rights, and police liaison officer's rights that needed to be examined. Along with the questions I prepared some changes and wrote these in so that Mr. Shoemaker could distribute them to his staff and the district's record committee for comments, questions, and recommendations.

Dr. Rundio asked me if I would like to participate in the interviews that he, Mr. Shoemaker, and an elementary
principal would conduct for a counseling position in one of the elementary schools. I listened to these three discuss the responsibilities the counselor would be assigned and the unique school characteristics that person would meet. I added my concerns and we came up with a list of questions and topics that we wanted each candidate to respond to.

I attended five of the seven interviews. My situation as an intern and a counselor in the district was stated to all candidates. Since two were from within the district, we agreed beforehand that I would not complete an interview evaluation for these nor would I participate in the post-interview discussion of these candidates.

All candidates were well qualified, and I thought it would be difficult to make a selection. However, each made different impressions on me that were personally favorable or unfavorable. Since we had determined earlier what we expected from the individual, it was a lot easier to pay attention to the personal qualities of the candidate along with his or her abilities to fulfill the job specifications. It was enlightening to hear these administrators say that they wanted somebody who was qualified but more importantly a person who could handle all types of situations with confidence and good sense.
I completed the interview evaluations of three of the five candidates I helped interview. None of these got the job. The last candidate interviewed impressed the three administrators most and he was hired.

Two interesting points of Godwin's interviewing process were its policy of limiting the final applicants to five, plus any from the district, and its willingness to give the hired person all his years of experience. In the case of the person hired for this position, it was over 20 years; so the district put quality in front of price.

The reason I missed two interviews was that I helped the Assistant Principal of the Middle School enroll 575 students. We spent one day planning and four days carrying out the procedures of orientation. In groups of twenty, we explained the Student Handbook and the class day. Each student had to complete three rolodex cards for office use and to check his or her schedule for any mistakes. It was a grueling way to finish my summer work, but it did insure the Middle School of a smooth start because over 95% of the students had their schedules with all corrections completed.
The district made good use of the knowledge I acquired about T/A programs when it decided to apply for an ESEA Title IV-C Grant. Working with the Director of Special Services and the Assistant Superintendent, I helped prepare a 72-page proposal to install a T/A program in the High School and to expand the one in the Middle School.

We worked through December and early January, presenting the problems to the volunteers from the High School and gaining their input into our proposal. Many hours of work were necessary in order to complete the project according to the required instructions. My main job was preparing the six major objectives and the twenty-six supporting processes. Besides these, I advised on the budget, timelines, and overall structure of the two programs. It is difficult to measure how much I learned writing the proposal, but I feel it was one of the most beneficial experiences of the internship. It forced us to meet the needs of students through planning a program and devising steps for its implementation. Need survey results and staff input were particularly important in insuring staff participation and approval. Support was sought from all areas of the academic community, and we had
to be particularly responsive to the problems this new program would bring to the High School. Then, we had to combine procedures of implementation with timelines and budgets so responsibilities, deadlines, and objectives would be clear.

Whether or not the district obtains the $68,000 will not spell the success or failure of our proposal as the district has committed itself to the concept regardless of the outcome of the grant. I benefited by taking a program through the entire planning process and I can say that it rests on a solid foundation. Of course, the success of the program will rely on the skills and enthusiasm of the staff, but few programs will have provided for as many contingencies and necessities as ours. The staff is insured of a solid foundation and an implementation scheme that focuses on their delivery skills. They are given responsibilities along with the preparation for developing the skills necessary to meet these obligations. Throughout the project, the Assistant Superintendent stressed motivating the staff and preparing them for their new tasks. Now, even though the district will wait for the news from Lansing regarding the grant, it still will move ahead with preparing for the summer work and remaining initial steps of program implementation.
CONCLUSION

I feel indebted to Dr. David Fultz, Dr. Paul Rundio, and Mr. Ronald Shoemaker for their willingness to provide me with a great range of educational experience and for their willingness to always take our discussions seriously. Few districts can boast of good leadership in these key areas, and I know that my interaction with them has been thought provoking and rewarding. They took time to break down theory and show me how it works in practice. The Godwin Heights School District will have a positive future as long as these individuals continue to show effective and professional leadership.
Supervisor: Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

NAME OF STUDENT  Walter E. Skavnak  SEMESTER  Summer  1976

INTERNING ORGANIZATION  Godwin Heights Public Schools

1. Description of student's job activities and training.

Mr. Skavnak spent two weeks in Minnesota receiving training in Teacher/Advisor. He then helped plan programs in T/A for our schools and worked with the Assistant Superintendent on writing for a grant for the program.

He made reports and evaluations of our reading and testing programs. Mr. Skavnak also interviewed members of the Board of Education and he worked with me to produce and administer a community survey.

Some of his time was spent with central administrative staff. He briefed the new Assistant Superintendent on the district and participated in job interviews conducted by the Assistant Superintendent.

He also worked closely with our Director of Guidance and Special Services Mr. Ronald Shoemaker and functioned in his place while Mr. Shoemaker was on vacation.

2. Evaluation of the student's performance on the job and training activities.

Mr. Skavnak was a very responsible and conscientious intern. He would take a project and work competently and efficiently until it was completed. He had the opportunity to work with several central office administrators and they were all very pleased with his performance. I feel it
was an excellent learning experience for Walter and that he will become a top quality school administrator.

3. Performance:  _x_ Satisfactory  ____ Unsatisfactory

Dr. David A. Fultz __________________________
Organization Supervisor's Signature
DEPARTMENT OF EDUCATIONAL LEADERSHIP
712 STUDENT'S EVALUATION, FORM B

Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

NAME OF STUDENT  Walter E. Skavnak  SEMESTER Summer  1976

INTERNING ORGANIZATION  Godwin Heights Public Schools

ORGANIZATIONAL SUPERVISOR Dr. David A. Fultz, Superintendent

1. Evaluation of the 712 Experience. (Positive and Negative)

   The internship experience was a beneficial as I expected it to be. Dr. Fultz allowed me to participate in a variety of experiences and treated me as one of his staff. Responsibilities usually delegated his staff were given to me and meaningful experiences were provided in order that I would have a feel for the district's central leadership body.

   Being trained in the Teacher/Advisor Program and contributing to the program's expansion by grant writing, program planning, and teacher training were especially valuable.

2. Suggestions for improvement of the 712 experience.

   I believe that some type of participation in program planning should be written into every internship prospectus because this forced a prospective administrator to get involved in informing, influencing, and training a wide of variety of groups closely associated with schools.

   Walter E. Skavnak
   Student's Signature
Appendix A

Form for Student Referrals.
Instructions were written and presented in faculty meetings.

GODWIN HEIGHTS PUBLIC SCHOOLS
Wyoming, Michigan

Request for Student Services

To be filled out by referring person (All referrals should go to counselor).

REFERRAL
Name ______________________ Date _________ Grade _________
School ______________________ Staff Member requesting service ______________________
Statement of concern (Specify behavior observed, conditions under which it is most likely to occur and frequency.)

List anything you know that has been done about the concern.

______________________________________________________________

To be filled out by counselor.

Birthdate ___________________ Parent's Name ___________________
Home address ______________________ Phone ________________
**DISPOSITION**

<table>
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<tr>
<th>Check services being received &amp; date begun</th>
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<tr>
<td>Homebound Teacher ................................</td>
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<td>Nurse ...........................................</td>
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<td>School Counselor ................................</td>
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<td>School Psychologist ............................</td>
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<td>School Social Worker ...........................</td>
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<tr>
<td>Speech and Language Pathologist .............</td>
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<td>Teacher Consultant .............................</td>
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<tr>
<td>Vocational Rehabilitation Consultant ........</td>
</tr>
<tr>
<td>Other (Specify) ................................</td>
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</table>

**Type of service requested:** (Check)

1. Evaluation of:
   - a. Basic intelligence, learning and achievement processes
   - b. Psycho-social development (psycho-social history as needed)
   - c. Speech and language development
   - d. Physical development
   - e. Other (Specify)

2. Treatment Objective(s): (Specify) _______________________

**Date of disposition** _______________________

**Signature of assigned worker(s)__________________________**

**Parent to be contacted by** ____________________________

**Distribution:**
- White - Assigned worker
- Pink - Dept. of Special Services
- Yellow - Referring person/ and or Teacher
- Blue - Counselor
Appendix B

Guidelines for Teacher-Advisor booklet prepared with activities for Middle School program of 1976-1977.

TEACHER-ADVISOR GUIDELINES

The Teacher-Advisor Program has been established at Godwin Middle School through a joint effort of teachers, counselors and administrators. It is believed that the program will help students develop personal and inter-personal skills and will lead to open human relationships between teachers and students.

Teacher-Advisors are responsible for:

1. Conducting and planning T/A activities which should be as important to the student's growth and development as any subject offered in the school.

2. Being aware of your advisee's interests, concerns, aptitudes and background.

3. Developing an open relationship with your advisees which may encourage them to come to you for advice and assistance.

4. Helping your advisees become an inter-relating group, actively working together to understand and solve problems common to their age group.

5. Attempting, through a positive approach, to help advisees develop a better understanding of themselves.

This booklet has been compiled as a guide and resource for you. As you work through the T/A program and use the activity suggestions, you will realize the value of the T/A program and gradually become an effective Teacher-Advisor. A steering
The committee is in effect to assist you with any problems that may arise. Members of the steering committee for the 1976/77 school year are:

Teachers: Juanita Bocade   Counselor: Walt Skavnak  
           Carol Johnson                
           Mike Simonson               
Administrator: Wallace Murphy

Development of the Teacher-Advisor Program at Godwin Middle School:

The Teacher-Advisor Program was first observed by members of a Middle School Committee, attending a conference in Minnesota during the 1973/74 school year. Keigh Hubel is the leader of the Teacher-Advisor program in Minnesota and after reading his book on the program, the committee began to see the advantages it would have for the new Middle School.

Plans to initiate the T/A program continued into the 1974/75 school year, after the move had been made to the new school building. The committee presented the idea to the staff on two different occasions, resulting in eighteen (18) staff (over 50%), volunteering to begin the program in the 1975/76 school year.

As part of the planning, a steering committee was established, consisting of three teachers, one counselor and one administrator.

The program began on a bi-weekly basis, with advisee groups consisting of the regular second hour class sessions of the volunteers. A total of 18 sessions were held. Two half day in-service programs were conducted for total staff during the year. All advisors who volunteered agreed to continue on into the 1976/77 school year, with some new people joining the group, to bring the total number of advisors to approximately twenty two (22) out of thirty five (35) staff members.

In the spring of 1976, a Title III ESEA grant was applied for and received. It will aid in the planning and implementation of such things as summer work on the activity handbook, in-service, needs assessment, public relations, etc.
Appendix C

Project Abstract of 72-page proposal for $68,000 ESEA Title IV C competitive grant.

PROJECT ABSTRACT

CHECK PROJECT'S MAJOR AREA OF PURPOSE: (Check ONE only)

Integrated Arts  Secondary Education
Dropout Prevention  Global Education
Health and Nutrition  Strengthening Local Education Agencies

TENTATIVE PROJECT TITLE: Teacher/Advisor Programs (TAP) - A Responsive Alternative

NEEDS TO BE MET BY PROJECT Through needs assessment results, school evaluations, and parental input, the Godwin Heights School District discovered that its needs are similar to those in a Report of the National Commission on the Reform of Secondary Education. Student needs in the areas of respect for people, personal responsibility, critical thinking, and goal directed behavior are prominent. Improving interpersonal relations skills, especially between students and adults, along with coping with peer pressure are especially noticeable problem areas.

With the variety of courses and programs in the High School and the problem of choosing between individualized or traditional classes in the Middle School, students and parents are asking for more help in making these choices. A program in the affective area is needed to help students recognize and develop personal values and strengths in order to live a more purposeful life.

LIST OF MAJOR OBJECTIVES

1. To produce handbooks of Human Development Activities for use in the High School and
Middle School T/A Programs. 2. To have students learn a process of goal setting. 3. To have each High School participant develop a four-year planned High School program. 4. To have each High School and Middle School participant put together a student folder that includes academic reports, program plan, grades, goals, evaluations, course summaries, and other pertinent school information. 5. To have those High School students involved in the Teacher/Advisor Program participate in the community service project. 6. To have each High School and Middle School participant conduct one Parent-Advisor Conference.

LIST OF SELECTED MAJOR ACTIVITIES 1. Separate Handbooks of Human Development Activities will be produced and published for both schools by staff work committees. 2. A number of staff inservices will be conducted to help them develop the skills necessary to deliver on group activities and academic advising. 3. Students will be asked to become more responsible for their own education and they will be expected to communicate their progress, goals, career aspirations and values to their parents in the Parent-Advisor Conference. 4. Parents will be the recipients of more meaningful school information and will be put into a situation of discussing school goals and school progresses in a personal and constructive manner. 5. Students will be expected to consider their responsibilities to the community through the Community Volunteer Project. 6. Students will be taught goal setting procedures and asked to follow through on their decisions. Their goals will be more realistic and they will feel successful carrying out the steps necessary to reach them.

LIST OF SELECTED SIGNIFICANT PROCESSES AND PRODUCTS
Basically, Teacher/Advisor Programs are instituted for the two purposes of humanizing schools and improving student learning. Both of these purposes are goals of our programs. In addition, students will be put into more responsible positions. Teachers and the community will work more cooperatively to help students adjust to and find more direction in school work and career exploration. With student needs as the focal point, the Godwin educational community will benefit by the cooperative way in which goals and objectives are determined, prioritized and followed.
Appendix D

District Survey

THIS TAKES ONLY 5 MINUTES

We'd like your opinions about several aspects of the Godwin Heights Public Schools. We feel we can better meet the needs of our students if we get input from the residents of our district. Therefore, we are sampling one of every ten district residents. We ask that an adult in the household complete the questionnaire.

This questionnaire was delivered to you personally by a Godwin Heights student. This student is responsible for picking up the questionnaire and will return to your home within three days to pick it up. We would appreciate it very much if you would have it completed and sealed in the attached envelope. It is not necessary for you to sign the questionnaire. We do not wish to know who completed the questionnaire.

Superintendent of Schools
David A. Fultz

INSTRUCTIONS: PLEASE PLACE AN X IN FRONT OF THE APPROPRIATE ANSWER TO EACH QUESTION.

(1) WHICH ELEMENTARY ATTENDANCE AREA DO YOU RESIDE IN?

  1. North Godwin
  2. South Godwin
  3. West Godwin
  4. Don't know

(2) WHAT WAS THE LAST YEAR OF SCHOOLING YOU HAD THE OPPORTUNITY TO COMPLETE:

  1. Eighth grade or less
  2. Some high school
  3. High School graduate
  4. Some college
  5. One or more degrees
(3) PERSON COMPLETING SURVEY
   1. Male parent or guardian
   2. Female parent or guardian
   3. Neither

(4) ARE YOU A REGISTERED VOTER?
   1. Yes
   2. No

(5) DID YOU VOTE IN THE LAST SCHOOL MILLAGE ELECTION IN 1974?
   1. Yes
   2. No

(6) DO YOU HAVE OR HAVE YOU HAD CHILDREN IN THE GODWIN SCHOOLS?
   1. Yes
   2. No

(7) IF YES, WHAT ARE THEIR AGES?
   1. Under 5 (pre-school)
   2. 5-17 (school age)
   3. 18 or over (post-school age)
   4. Pre and school age
   5. School and post school age

(8) IF YOU ARE A PARENT OR GUARDIAN OF A STUDENT IN THE GODWIN SCHOOL DISTRICT, DO YOU FEEL THE SCHOOL ADEQUATELY REPORTS TO YOU ON YOUR CHILD'S PROGRESS? IF YOU ANSWER IS NO, PLEASE WRITE IN A SUGGESTED IMPROVEMENT.

   Elementary:  Yes
                No ______________________________

   Middle School:  Yes
                    No ______________________________

   High School:  Yes
                   No ______________________________
(9) IF ONE AREA OF INSTRUCTION WERE SINGLED OUT FOR IMPROVEMENT HERE, WHICH DO YOU THINK IT SHOULD BE?

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<tbody>
<tr>
<td>1.</td>
<td>Reading</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>Writing (composition)</td>
<td>10.</td>
</tr>
<tr>
<td>4.</td>
<td>Writing (penmanship)</td>
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<tr>
<td>5.</td>
<td>Science</td>
<td>11.</td>
</tr>
<tr>
<td>6.</td>
<td>Government/citizenship</td>
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<tr>
<td>7.</td>
<td>Physical education</td>
<td>12.</td>
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(10) IF YOU HAVE NOW, OR HAVE HAD, A STUDENT IN THE HIGH SCHOOL, HOW DO YOU FEEL ABOUT THE RANGE OF COURSES OFFERED AT THE HIGH SCHOOL? DO YOU FEEL THERE ARE:

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<tr>
<td>1.</td>
<td>Too many courses</td>
<td></td>
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<tr>
<td>2.</td>
<td>Just enough</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Too few</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>No opinion/don't know</td>
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(11) HOW EFFECTIVE DO THE SCHOOLS SEEM TO BE IN TEACHING THE -- READING, WRITING AND ARITHMETIC?

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<tr>
<td>1.</td>
<td>Very effectively</td>
</tr>
<tr>
<td>2.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>3.</td>
<td>Ineffectively</td>
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(12) WHAT ABOUT THE QUALITY OF TEACHING IN OUR SCHOOLS?

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<tr>
<td>1.</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>Adequate</td>
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<tr>
<td>3.</td>
<td>Inadequate</td>
</tr>
<tr>
<td>4.</td>
<td>No opinion/don't know</td>
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(13) DO TEACHERS AND ADMINISTRATORS SEEM TO RESPECT STUDENTS AS INDIVIDUALS?

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<tr>
<td>1.</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>Sometimes</td>
</tr>
<tr>
<td>3.</td>
<td>No</td>
</tr>
<tr>
<td>4.</td>
<td>No opinion/don't know</td>
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</table>
(14) DO YOU FEEL OUR SCHOOLS SHOULD MORE STRICTLY ENFORCE DISCIPLINE?

____ 1. Yes
____ 2. No
____ 3. No opinion/don't know

(15) IF YOU WERE CONCERNED ABOUT A SCHOOL PROBLEM AND CONTACTED SCHOOL OFFICIALS, HOW DO YOU THINK THEY WOULD REACT?

____ 1. They would understand my problem and do what they could do about it.
____ 2. They would listen to me, but would try to avoid doing anything -- they would try to pass the buck.
____ 3. They would ignore me, or would dismiss me as soon as they could.
____ 4. Don't know/no opinion.

(16) WHAT DO YOU THINK IS THE BIGGEST PROBLEM FACING THE SCHOOL DISTRICT AS A WHOLE?

1. Please specify ________________________________________

(17) DO YOU FEEL YOUR BOARD OF EDUCATION IS DOING A GOOD JOB IN OPERATING YOUR SCHOOLS?

____ 1. Yes
____ 2. No

(18) WOULD YOU SAY THE BOARD OF EDUCATION HANDLES YOUR TAX MONEY WISELY?

____ 1. Yes
____ 2. Not always
____ 3. No
____ 4. No opinion/don't know

(19) DO YOU FEEL THE SCHOOL ADMINISTRATION IS DOING A GOOD JOB IN OPERATING YOUR SCHOOLS?

____ 1. Yes
____ 2. No
(20) DO YOU FEEL WELCOME IN THE SCHOOLS OF YOUR DISTRICT?
   ____1. Yes
   ____2. No

(21) DO YOU FEEL YOUR SCHOOLS ARE ADEQUATELY AVAILABLE FOR
     COMMUNITY USE?
   ____1. Yes
   ____2. No

(22) ARE YOU AWARE THAT RECENT STATE LEGISLATION COST YOUR
     SCHOOL DISTRICT NEARLY ONE-HALF MILLION DOLLARS IN
     REVENUE?
   ____1. Yes
   ____2. No

(23) DO YOU FEEL CONFIDENT THAT IN THE PAST WHEN THE BOARD
     OF EDUCATION HAS ASKED FOR INCREASED MILLAGE IT HAS
     BEEN NECESSARY?
   ____1. Yes
   ____2. No
   ____3. No opinion/don't know

(24) IF ADDITIONAL TAXES WERE NEEDED TO MAINTAIN THE PRESENT
     EDUCATIONAL PROGRAM IN THE GODWIN HEIGHTS PUBLIC
     SCHOOLS, HOW WOULD YOU VOTE ON THIS INCREASE?
   ____1. For
   ____2. Against
   ____3. Can't say/no opinion

(25) WHAT ARE YOUR CHIEF SOURCES OF INFORMATION ABOUT YOUR
     SCHOOLS?
   ____2. TV   ____7. Citizens
   ____3. Radio   ____8. School organizations
   ____5. Students
(26) DO YOU FEEL THE INFORMATION YOU RECEIVE ABOUT YOUR SCHOOLS IS ADEQUATE?

1. Yes
2. No

(27) IF YOU HAD A QUESTION, OR PROBLEM ABOUT THE SCHOOLS, WHERE WOULD YOU SEEK INFORMATION?

1. School board
2. Principal
3. Teacher
4. School secretary
5. Other school employee
6. Superintendent's office
7. School Bulletins

(28) DO YOU FEEL YOUR SCHOOLS AND GROUNDS ARE PROPERLY MAINTAINED?

1. Yes
2. No

(29) AS A RESIDENT, DO YOU HAVE PRIDE IN THE GODWIN SCHOOL DISTRICT?

1. Yes
2. No