A Report of an Internship in, and an Analysis of, the Benton Harbor Area School District

Jeanne O'Brien Yingst

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A REPORT OF AN INTERNSHIP IN,
AND AN ANALYSIS OF,
THE BENTON HARBOR AREA SCHOOL DISTRICT

by

Jeanne O'Brien Yingst

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

Western Michigan University
Kalamazoo, Michigan
December 1977
ACKNOWLEDGEMENTS

This internship for the Specialist in Education Degree has been the most valuable experience in my life as a student. Benefits have gone far beyond acquiring the skills which are listed in the Prospectus.

I wish to thank Dr. Carol Sheffer for her assistance in my internship and her faith in allowing me freedom within the experience. I also extend thanks to Mr. Harry Stephens, my supervisor in the internship, who was as demanding as ever, but allowed me additional responsibility over and above the usual internship. There are many persons within the school district who gave time and patience freely and who deserve my thanks—especially Mrs. Ella Summerfelt, who continues to aid and encourage.

My special thanks go to Mr. Tedd R. Morris, who not only gave much supervisory assistance during the internship and editorial assistance on this paper, but followed through during my first year as an administrator giving the kind of training that originated with the great Greek philosophers. Only a few of us are so fortunate.

Jeanne O'Brien Yingst
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Ed.S., 1977
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CHAPTER I

PROSPECTUS AND RATIONALE
CHAPTER I

Rationale for Location Choice

The Benton Harbor Area School District was chosen as the site for the internship for several reasons. First of all, the school district has a large number and variety of administrative positions affording the intern a greater variety of experiences. Secondly, the intern had been employed by the district as a teacher consultant for two years and was familiar with the district; its facilities and its staff. This meant that the intern did not have to spend time becoming acquainted with a new environment and could concentrate on studying administrative positions, accompanying roles and district operations. Thirdly, the internship was in close proximity to the home of the intern. Fourthly, and most important, the intern was trained and seeking an administrative position in the district. It was thought by the intern that this experience would afford the intern some necessary prerequisites to acquire an administrative position. In fact, two days following the internship, a position was offered which was superior to the supportive administrative position originally sought. The intern is now an elementary principal in one of the district's inner-city schools.

In reviewing the internship, it is accurate to say that all of the reasons stated above proved to be valid.

Demographic data

The school district is located in southwestern Michigan, about five
miles from Lake Michigan and thirty miles north of South Bend, Indiana. According to a 1970 census, the city has changed in nature from a population of 6,707 whites and 9,687 blacks at that time, to a population of 3,000 whites and 12,000 blacks currently. There is now an inner city which has a deteriorating business district and contains eight elementary schools, one junior high and a senior high school. These schools have a student population that is over ninety percent black, excluding the high school. Many of these school buildings are in poor condition. Most of the buildings have very little space which is not essential to operation. A large majority of the children attending these school buildings come from one-parent homes which are largely supported by funds from the Aid to Dependent Children program.

Surrounding the inner city are suburbs, which are part of the school district. Within the suburbs is one country school with two classrooms, consisting of fifteen children in each classroom. In addition, there are twenty-seven school buildings which range from a racially balanced population to almost one hundred percent white. There are three junior high schools. In all, there are twenty-three elementary schools which have 6,018 children, 283.5 teachers, and thirteen principals. The three junior high schools have 1537 students, three principals and two assistant principals (one school is a K-8 and the assistant is grouped with the elementary principals). The high school has 2,500 students administered by one principal, two assistant principals, and two administrative assistants.

Of the 524.5 teachers employed in the district, 136 are black and 375.5 are white. There are 10,368 children enrolled. Seventy-three percent, or 7,605, are black and twenty-seven percent, or 2,763, are
white or non-black. There are sixty administrators, twenty of whom are black and forty of whom are white. Of the ten members of the Management Team (a description of this term is in another section), there are two black administrators. Nine of the administrators are men and one is a woman. At the time of the internship, there were two black members of the Board of Education. The district has obviously made attempts to equalize the ratio of black to white teachers and administrators.

The district maintains sixty-four buildings on thirty-four individual sites, and operates with an annual budget of about seventeen million dollars, generated by local property taxes, state aid, and federal and state grants. The district employs about eleven hundred people.

Outline

This paper is divided into three parts. Chapter Two, the internship description, is organized as follows: curriculum development, budget and business office, staff development, personnel and human relations, and evaluation, as well as a description of those activities which came directly under the supervision of the Group Director for Elementary Education, who was the internship supervisor.

Chapter Three is a functional analysis of the school district in three specific areas. These areas are: (1) leadership, (2) planning, and (3) hiring and staffing.

Chapter Four contains recommendations for the improvement of the district in these four areas.

Chapter Five contains conclusions and recommendations pertaining
to the internship experience.

It is hoped that this thesis will not only benefit the intern by requiring an examination of the internship in a critical manner and applying theory and research to school district operations, but that the information and recommendations will be of benefit to the Benton Harbor Area School District, as well as to any reader involved in public education.

The prospectus for the internship completes this chapter. The prospectus provided the intern and the on-site supervisor with a broad plan for structuring the internship experiences, as well as an identification of the intern's expectations for the internship. Chapter Two contains the manifestation of the prospectus.
INTERNSHIP

SPONSORING ORGANIZATION: Benton Harbor Area Schools

FIELD SUPERVISOR: Mr. Harry Stephens, Group Director/Elementary Education

MAJOR FOCUS OF EXPERIENCE: To obtain a practical and working knowledge of the administrative process in public education.

DURATION: Six weeks commencing Tuesday, June 8, 1976

RATIONALE:

Public education is under intense criticism at this time. The present system must make strides towards solving the many problems in education or run the risk of losing control and experiencing a breakdown of the organization.

The question is, who will lead in the movement to upgrade education? The average school board is not well enough qualified, the universities are already proven to be far outside the practical realm, and the teachers are not well enough united to exert the needed power. That leaves the administrators, who have the power, and hopefully the expertise to make educational improvements. However, there are not enough good administrators/educational leaders. Good leaders must be trained by those current administrators who have the foresight to set the needed goals and the competency to reach them.

Good leadership is not an inborn trait. However, there are certain individuals who possess the traits which predispose them to be good leaders in the right situational setting. Persons with these qualities are high on interpersonal orientation (approach tendencies), social sensitivity (such as empathy, social activeness, sociability, etc.), ascendance tendencies, dependability and emotional stability. However, more is required of good leadership in education than the possession of the above qualities. Leaders must possess the necessary abilities, which, in this instance, includes administrative skills.

Thus, we come to the major focus of this paper--the need for practical training for the potential leader in the skills necessary to be an effective educational leader that will have an impact on the process of achieving quality education.

Recognizing this need for administrative skills in preparing an individual for educational leadership, the present internship was structured to provide practical experience in conceptual skills, human
relations skills, and technical skills. In order to gain experience in these broad areas, the present internship was designed within the following areas: (1) curriculum development; (2) routine administrative tasks, including correspondence, reports, etc.; (3) school finance, with particular emphasis on budget; (4) human relations, such as interviewing, attending meetings, etc.; and (5) an administrative project which includes stating a problem, conducting research to find various possible solutions, and choosing that solution which has the best advantages with the least weighted disadvantages.

In the course of this internship experience, it is expected that the intern will gain a broad perspective of the educational organization of the Benton Harbor Area School District, as well as a basic understanding of the inner workings; i.e. the informal structure of the organization. This experience will include the acquisition of basic administrative skills and an appreciation of the role of the school administrator in today's society.
## PROJECTED NATURE OF INTERNSHIP EXPERIENCE

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<td><strong>A. CONCEPTUAL</strong></td>
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<tr>
<td>1. To assist in critically examining &amp; rewriting Mich. State Health Objectives for the B.H.A.S. District.</td>
<td>The intern will - chair a sub-committee with the charge of producing a set of health objectives which correlate to the Mich. State objectives.</td>
<td>The intern will be able - To produce a set of health objectives which reflect the needs of the district as well as correlate to the needs of the Mich. State Health objectives.</td>
</tr>
<tr>
<td>2. To assist in planning an in-service for I.G.E. principals.</td>
<td>work with the Curriculum Specialist in planning an in-service for those principals who have an I.G.E. school, in order to improve the I.G.E. model as it is currently being used.</td>
<td>To plan an in-service for I.G.E. principals which will train them to better lead an I.G.E. school according to the model.</td>
</tr>
<tr>
<td>3. To acquire an overall view of the financial side of a public school district.</td>
<td>work in the Business Office and with the Director of Finance to learn how this department operates and what services it performs.</td>
<td>To relate the services performed by the Business Office and to know how to make requisitions.</td>
</tr>
<tr>
<td>4. To acquire a knowledge of the services performed by the Personnel Dept.</td>
<td>work in the Personnel Office with the Director of Personnel to learn how this department operates and what services it performs.</td>
<td>To relate the services performed by the Personnel Office and to know how to use these services as an administrator in the district.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
<td>TERMINAL SKILLS</td>
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<tr>
<td>5. To acquire a knowledge of the services provided by the Evaluation Dept.</td>
<td>work in the Evaluation office with the Director of Evaluation to learn how this dept. operates and what services it performs.</td>
<td>To relate the services performed by the Evaluation Office and to know how to use these services as an administrator in the district.</td>
</tr>
<tr>
<td>6. To acquire a knowledge of the positions, roles and status of the elementary administrators in the B.H.A.S. District.</td>
<td>observe day-to-day working relationships and discuss roles and the line relationship with various staff members.</td>
<td>To discuss the positions, roles and power status of the elementary administrator in the B.H.A.S. District.</td>
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<td>B. HUMAN RELATIONS</td>
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<tr>
<td>1. To know the procedures and interactions of administrative meetings.</td>
<td>The intern will observe a variety of administrative meetings, e.g. full administrators, principals, coordinators, etc.</td>
<td>The intern will be able - To relate what procedures are used in administrative meetings and make observations concerning the relationships between and among administrators.</td>
</tr>
<tr>
<td>2. To know the methods and procedures used in administrative committees and small group meetings.</td>
<td>observe and participate in committee meetings and small group meetings.</td>
<td>To relate how committee meetings are conducted, what things are accomplished and to be able to chair a committee meeting.</td>
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<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
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<tr>
<td>3. To develop an awareness of the responsibilities of supervising.</td>
<td>supervise a number of non-professional employees reporting to the Director of Elementary Education.</td>
<td>To supervise employees in a highly professional manner.</td>
</tr>
<tr>
<td>C. TECHNICAL</td>
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<tr>
<td>1. To acquire the skills necessary to write a budget for an elementary school.</td>
<td>The intern will - talk with an elementary principal and the secretary of the Elementary Director to learn how to write a budget for an elementary school.</td>
<td>The intern will be able - produce a budget for an elementary school and have it approved by a principal.</td>
</tr>
<tr>
<td>2. To acquire the skills necessary to write administrative correspondence.</td>
<td>write letters of recommendation, job descriptions, reports, and general correspondence.</td>
<td>Write correspondence necessary in an administrative position which is clear, well written and concise.</td>
</tr>
<tr>
<td>3. To acquire the skills necessary to write program reports and proposals.</td>
<td>assist in writing the end-of-the-year report for the Staff Development Program, write various proposals as the need arises.</td>
<td>Write reports and proposals which are well written and serve the daily needs of an administrator.</td>
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<td>4. To acquire the skills needed to conduct an interview of a prospective employee.</td>
<td>observe the interview process; discuss techniques used by the interviewer.</td>
<td>conduct an interview of a prospective employee and relate how well suited that person is to the job for which he is aspiring.</td>
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<tr>
<td>5. To acquire the skills needed to plan a workshop for a large number of teachers.</td>
<td>assist in planning the mini-workshops which have been proposed for Wednesday of orientation week for all elementary and secondary teachers as per their needs assessment, including scheduling teachers and contacting participants.</td>
<td>produce a plan for the mini-workshops, with all persons contacted and verified, and all teachers scheduled.</td>
</tr>
<tr>
<td>6. To acquire the skills necessary to carry out routine administrative tasks.</td>
<td>assist the Director of Elementary Education by helping with routine tasks and keeping him informed.</td>
<td>conduct the daily routine business which administrators must do.</td>
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CHAPTER II

A REPORT OF AN INTERNSHIP IN THE BENTON HARBOR AREA SCHOOL DISTRICT
CHAPTER II

The Benton Harbor Area School District has the following positions in the central administrative offices of the district; a Superintendent, an Assistant Superintendent for Instruction, a Group Director for Operations and Facilities, a Group Director for Elementary Education, a Group Director for Secondary Education, a Group Director for Business and Finance, and a Group Director for Personnel and Labor Relations.* Other members of the Superintendent's Management Team include the Director of Evaluation, the Coordinator of Compensatory Programs, the Director of Special Education and the Director of Communications and Information Services.

The supervisor of this intern was the Group Director for Elementary Education, Mr. Harry Stephens. Reporting to Mr. Stephens were thirteen elementary principals, one assistant principal, one administrative assistant, and one administrative intern. The last two positions listed acted on occasion as assistant principals in multi-school administrative units. Also directly responsible to Mr. Stephens were those administrators who head "support" programs for the elementary level, such as the Coordinator of Reading, the Curriculum Specialist, the Coordinator of Audio-Visual, the Coordinator of Preschool, and the Coordinator of Staff Development. The majority of money paid in salaries to support these positions came from ESEA Title I and State Aid Act Chapter III sources.

*These titles are indigenous to Benton Harbor and do not necessarily reflect unusual job descriptions or assignments.
In other words, support programs and their attendant administrators were financed by "soft" money for which the district made annual application and not by the district's millage and state aid income.

The internship began at the close of the school year. The principals remained on duty for two additional weeks. Mr. Stephens was available to the intern daily for the two weeks following the close of school and on Fridays during the remainder of the summer. This proved to be a major asset to the internship experience, as the intern was asked to assume greater responsibility for some projects for which she would normally have assisted or taken the role of an observer. Mr. Stephens kept in daily contact with his office by phone and instructed the intern to use the services of his secretary as he would himself, stating that knowing how to gain the most benefit from a secretary is an important skill to acquire. This experience in utilizing a secretary did prove to be very helpful during the intern's first year as a principal.

Direct Work With the Supervisor

The intern was assigned the major project of planning a day of mini-workshops for teachers for the Fall Orientation Week, as well as preparing the Orientation Week schedule for teachers, and the preschool schedule for administrators (Appendix 1 and 2, Objective C-5). The latter two schedules were somewhat clerical in nature, but required extensive organizing and human relation skills to accomplish a finished product that was acceptable to all central officers involved. The intern was also asked to address the administrative body (Objective B-2)
on two separate occasions to explain these schedules in detail and to answer any questions.

The idea of a day of mini-workshops for teachers and administrators was requested by a representative teacher-group, which met with designated central administrators as per the teacher's master agreement. The teachers developed an outline of topics to be covered at these sessions, but as the contractual year for teachers was over, they did not wish to participate in the actual planning and subsequent supervision of these sessions. The Director of Secondary Education agreed that this was an administrative task, thereby taking full responsibility for the workshops' planning and also for their success. As was stated previously, this assignment eventually was given to the intern (Objective B-1). The Curriculum Specialist, who had strongly advised against this task being handled solely by central administration, was assigned to give immediate supervision and assistance to the intern as needed.

This project required the initial task of identifying and designating six mini-workshop topics from the outline provided by the teacher representatives (Appendix 3) and locating speakers for these sessions. After speakers were initially contacted, and fees (when required) were negotiated, confirmation letters were written (Objective A-2). Arrangements for rooms to accommodate the sessions were made with the high school principal. One week before the sessions, the speakers were contacted, given final logistical information, and the assistant principal of the high school was contacted concerning specific needs for each room where a workshop was to be held.

The other major task was to schedule over 600 people to attend
these sessions (Appendix 4). This task was made more difficult due to the fact that one speaker tailored her sessions to elementary and secondary separately, and another session was for a select group of teachers. Once this scheduling was completed, the respective supervisors were given the schedules which were also explained by the intern.

The final task was to make up an evaluation form for the General Assembly, which was scheduled for the first morning of Orientation Week, as well as evaluation forms for each of the mini-workshops (Appendix 5). Help was provided by the Director of Communications and Information Services concerning appropriate rating scales and general format.

The other tasks and duties (Objective C-6) performed for Mr. Stephens were less time-consuming; however, they were varied and quite valuable. They are listed below with a brief explanation for each.

Five objectives stated in the Prospectus were met with the above projects. The intern acquired the terminal skill of producing a plan for mini-workshops, with all persons contacted and verified, and all teachers scheduled. The intern was able to relate what procedures are used in administrative meetings, making observations concerning the relationships between and among administrators, and how committee meetings are conducted. The intern also learned to write administrative correspondence and conduct daily routine administrative business.

Meetings

The intern attended numerous planning meetings involving a variety of administrative levels and positions (Objective B-1 & 2). One of these meetings was a general administrative in-service on evaluation, which
included small discussion groups concerning the areas of listening and problems of evaluating. Another meeting involved all elementary principals with the purpose of introducing a new computer student data form, as well as annual reports on transportation, publications, purchasing, public relations, food services, custodians, maintenance and audio-visual. The intern attended a similar meeting for secretaries about the computer data forms.

The intern attended a number of meetings with the elementary principals including one meeting concerning staffing and inventories, mini-meetings concerning staff transfers and new staff, and a meeting of the I.G.E. principals,* which also included several support administrators, Mr. Stephens, and the new Deputy Superintendent for Instruction. There were also many small meetings concerning tasks on which the intern was working and numerous conferences with Mr. Stephens.

The above meetings all had clearly specified purposes which seemed quite relevant. However, much time seemed to be wasted as attending administrators wandered off the specified tasks. The principals did not appear to be a unified group. Many comments were made that were irrelevant and appeared to be for the sole purpose of telling how well the individual was doing something in her/his building. The secretaries were much more informed about the student data forms than were the principals and asked some very relevant and sometimes difficult questions, such as, "Which last name do we use, the child's given legal name or the name the mother is using currently for the child?"

Two human relations objectives were met by attending these meetings which were described in the above section. However, additional insights

*Principals with Individually Guided Education programs operating in their respective buildings.
were gained due to the number and variety of meetings attended.

**Social Studies Guidelines**

In the academic year preceding the internship, the intern had been a member of a committee which had the charge of writing a set of social studies objectives tailored to the identified needs of the children of the district in grades one to six. These objectives had been written and were typed and ready for final proof-reading. This task was given to the intern along with designing a format for producing these objectives in printed form. The intern met with the social studies committee chairperson, the Coordinator of Audio-Visual, accomplished these tasks, and then took the objectives (labeled guidelines for a one-year trial period) to the printers, later checking the printer's proofs, and finally delivering the finished product to the supervisor.

The intern worked with the social studies committee chairperson to plan an inservice day for elementary teachers (Objective A-2, different subject) to introduce them to the guidelines. Pre-planning was also scheduled to work with teachers on the social studies committee to prepare for the in-service day. (This in-service day did occur during the fall and the format was so successful that subsequent in-service days for math and reading objectives were planned in a similar way.)

One objective was met—that of planning an in-service. Originally the intern was to assist in planning an in-service for I.G.E. principals which is described later; therefore this objective was met by planning two different in-service sessions.
Pupil-Teacher Ratio

Based upon the projected enrollment figures for the 1976-77 school year submitted by the building principals, the intern determined the pupil-teacher ratio for each of the elementary schools (Appendix 6, Objective C-6). The ratio ranged from a high of 27-1 to a low of 15-1. In examining the figures in Appendix 6 it will be noted that the ratio of children to adults increases in ascending grades. The kindergarten ratio was 23-1 as compared to the sixth-grade ratio of 27-1.

The above was one more task which helped to fulfill the objective to acquire the skill necessary to conduct routine administrative tasks. It also helped the intern toward gaining a general overview of the school district.

Staff Development

The Staff Development Program had been operating in the district for two years. The intern had been a teacher consultant on the staff of the program. The program was a near duplicate of one operating in Houston, Texas. The Assistant Superintendent had been impressed with the Texas program and had initiated a similar program in Benton Harbor. The Staff Development Program involved a three-day training program which was given to all elementary teachers by the teacher consultants. About 12-15 teachers were provided this training during a three-day session given by one of the teacher consultants. This consultant would then provide follow-up support to each of these teachers within her/his own classroom. Teachers were enthusiastic about the program during the training, but little was done to implement the ideas of individualizing
instruction which was the focus of the training. The consultants were seldom called to help with specific problems and when they took the initiative to visit teachers, very often the visit became a morale-building session. The four consultants were spending more and more time making games and activities to give an incentive to teachers to do likewise; however these tasks could have been done easily by an aide at a fraction of the cost.

Mr. Stephens was concerned that the program was not improving the quality of teaching as had been expected, and asked the intern to write a "philosophy" paper for the Staff Development Program (Appendix 7, Objective C-3). Before writing the paper the intern had an interview with Mr. Art Barge, who was the Director of Staff Development in the Montgomery County, Maryland Schools.

As can be readily seen upon reading the paper, the intern recommended basing any further in-service on a needs assessment and that follow-up be handled in a team effort with the principals motivating for change and the consultants providing the means. The paper offers further recommendations for general district in-service, the Teacher Resource Center, and a means of working more closely with other support services.

The intern partially met one objective in this prospectus group, which was to acquire the skills necessary to write program reports. This task also helped the intern take a critical look at an existing program in terms of its relevance to the school district.

Schedule for an Internship

Mr. Stephens had supervised an intern prior to this internship. In light of his desire to maximize the value of the internship to the
intern and to the school district, he asked the intern to develop a
general schedule for an internship program. He believed such a
schedule would provide a blueprint to which he could refer in future
similar instances. The intern was asked to write this schedule
(Appendix 8) which closely resembles the intern's own experiences,
since Mr. Stephens and the intern shared the judgement that the intern's
experiences proved very beneficial.

This task was another type of required administrative reporting.
It, too, caused the intern to do critical thinking and to make recommen­
dations accordingly.

Interviews

The intern talked with three people who were directly responsible
to Mr. Stephens (Objective A-6). The first was his secretary, Mrs. Ella
Summerfelt. Not only is Mrs. Summerfelt quite knowledgeable about the
district's functions and politics, but she has an extraordinary amount
of work to do which requires much more than clerical skills, such as
keeping budget information updated on all elementary buildings. It is
thought by the intern that the skills, competence and judgment of a
secretary provide a key link in the success of an administrator.

One of the other two individuals interviewed was a man beginning
his first year as a K-6 principal. We discussed program plans for the
coming year, anticipated difficulties, and the problems, as well as
advantages, of having the opportunity to hire a number of new staff
members.

The third individual was a female principal of a large 4-6 school,
Martin Luther King, Jr., who is so associated with her position that many people mistakenly call her Mrs. "King". She was also interested in her plans for the coming year, being a highly organized person. She discussed the problems connected with working with inner-city children, especially the need to improve reading and math skills.

These interviews, along with more informal talks with a number of elementary program coordinators, afforded the intern a number of insights into the district which will be reflected in the next chapter. These interviews helped the intern meet that objective, "to acquire a knowledge of the positions, roles and status of the elementary administrators" in the Benton Harbor Area School District.

**Supervision**

For two weeks following school dismissal, three paraprofessionals were retained in the Instructional Materials Centers of two elementary schools to catalogue material. The intern was asked to supervise these individuals (Objective B-3). This included frequent progress checks, making sure time sheets were properly written and submitted, and keeping Mr. Stephens informed on their work (Appendix 9).

Due to an unexpected resignation of the Preschool Coordinator, the intern was asked to substitute (Objective B-3) as needed during the administrative pre-service period. This required a long conference with the resigning coordinator to ascertain needs requiring immediate attention. Some of these were to inform preschool paraprofessionals of their 76-77 assignment and reporting date, submitting a staff list to the Personnel Office, and determining which students would be accepted into
the Preschool Program for the coming academic year.

The above area of the internship specifically met the objective "to develop an awareness of the responsibilities of supervising". This is one area which requires experience in order to fully understand what these responsibilities really mean.

Curriculum Development

At the time of the internship, the district employed a Curriculum Specialist, Mr. Tedd Morris. He was also designated as the I.G.E. (Individually Guided Education) Facilitator, which involved assisting the teachers and principals of the seven I.G.E. schools in following the program design. He also had a number of people reporting to him, such as the Coordinator of Reading, the art and music specialists, and the P.E. specialist. Though he was in fact without a job description, he acted in the capacity of assistant to the Director for Elementary Education. His position had no inherent authority but he assumed this authority by closely monitoring the implementation of the I.G.E. design, resulting in his being perceived as a superordinant by the elementary principals.

To the intern, Mr. Morris seemed to be a knowledgable, competent administrator who followed definable procedures like assessing needs, gathering all relevant data (seeking input from those affected), planning accordingly, following through on the plan, and evaluating on a consistent basis. His administrative style and knowledge of administrative theory led the intern to spend additional hours with him discussing such areas as
district administrative positions, interpersonal relations, politics, actions of the Board of Education, the new evaluation system, the reading objectives, and hiring practices (Objective A-6). This information shall also be reflected in the next chapter.

The intern was asked to assist Mr. Morris in planning an in-service program for principals with I.G.E. programs in their buildings (Objective A-2). The purpose of the in-service was to better acquaint the principals with specific areas of the I.G.E. design which had not been followed in the past, or properly monitored. It was decided that, using the I.G.E. informational booklets, selected principals would be assigned specific areas to present to the I.G.E. principal group, thereby using peer tutoring, an I.G.E. concept, to teach these areas. The in-service program involved a number of 1/2-day meetings during the months of September and October. This intern was unexpectedly a part of these meetings, as the school building of which she became the principal was an I.G.E. building.

Another assignment in the curriculum area was to chair a subcommittee which was to develop health objectives for the district (Objective A-1). A group of teachers, parents, community resource people, and administrators met for one week after the school year to develop these objectives and then locate materials for previewing which seemed appropriate to use in teaching these objectives.

The final curricular task was to read and evaluate ten booklets published by the University of Michigan and designed to teach methodology skills to teachers (Objective C-6). These ten booklets were programmed, followed by criterion tests, and had the following titles:
(1) "Programmed Spelling", (2) "Learning Letters", (3) "Teaching the Picture and Text Survey", (4) "Learning Words", (5) "Doing an Oral Reading Exercise", (6) "Informal Reading Inventory Program", (7) "Readability", (8) "Designing and Using Feedback Forms", (9) "Teaching the Basal Reader Lesson", and (10) "An Introduction to Black Nonstandard English for Teachers". The intern wrote a brief critique on each booklet, making a determination on its suitability for use in the district's Staff Development Program. The intern was not impressed with these booklets; however, two were felt to be of potential benefit to district teachers and these were, "Programmed Spelling" and "An Introduction to Black Nonstandard English for Teachers."

The greatest benefit to the intern in working in the area of Curriculum was the opportunity to observe the methods used by a very effective administrator. A number of objectives were also met, such as assisting in the development of health objectives, planning an I.C.E. in-service for principals, and conducting routine business required of administrators.

Business Office and Budget

The intern had a variety of exposures in the area of budgeting. She attended a meeting concerning a compensatory budget (Objective A-3) between the Director of Compensatory Programs and the program coordinator. One of the major considerations of this meeting was that of developing the budget in such a way that it would meet state and federal requirements within the program.
The intern was shown Mr. Stephen's budget (Objective A-3) which consisted mainly of the principals' budgets. Following this, the intern was sent to the principal of a K-8 school and a full explanation was given concerning the development of a school building budget (Objective C-1). The intern was given the task of developing a mock budget for this school, based upon contrived enrollment figures (Appendix 10). Following this task, the intern reviewed the budget with the principal, discussing various aspects. This seemed to be a very practical and informative project, and was especially appreciated when the intern had to develop her own school building budget the following year.

The intern spent a full day in the Business Office and gained a general picture of the operation (Objective A-3). The Group Director for Business and Finance described his job, the operational procedures of the Business Office and the new budget coding system, required by the state. The Purchasing Agent described his general routine and gave a detailed explanation on using purchase orders and writing requisitions. The Accountant discussed the payroll, which he supervised, as well as the monthly internal audit, which he conducted. The intern also talked with the person responsible for keeping the records of the compensatory budget, which is done at the Compensatory Office, but must be duplicated at the Business Office. He also handled child accounting.

The intern met one of the major objectives, to acquire an overall view of the financial side of a public school district. She also gained practical information on how to develop a school building budget and what procedures must be used in ordering supplies and materials.
Staff Development

The intern, as stated previously, had been a teacher consultant for the Staff Development Program. The coordinator had resigned, and was involved in leaving the program as organized as possible. The intern helped with general tasks (Objective C-6), as well as working on the end-of-the-year report (Objective C-3). The latter included a description of the program and various job descriptions. The job descriptions were written exclusively by the intern and included descriptions for the coordinator, the teacher consultants, the secretary, the supervisor of the Teacher Resource Center, and the paraprofessional for the Center. These were slightly altered and included in the report.

These were additional tasks which helped to meet the objectives of writing reports and doing routine administrative tasks. Writing job descriptions was especially beneficial, not only in the practical knowledge gained of how to write a job description, but in the perspective gained on how a job description relates to the operation of a program.

Personnel and Human Relations

For a large portion of the internship period, the intern occupied the office of the Director of Personnel and Labor Relations. A new director was scheduled to begin with the district around the first of August. Due to the location of the office, the intern was able to observe the daily routine of the office (Objective A-4). She also attended a number of parties given at the Administrative Office—one for an exiting central administrator and a birthday party for the custodian,
who has worked for the district for ten years and never missed a day, and
who is one of the rare people who calls everyone in the administrative
offices by their first name. The intern also talked with a principal,
who discussed the differences in being a principal in the rural, suburb,
and city areas of the district. She also discussed upward mobility
within the district in regard to her own aspirations (Objective A-6).

While in the Personnel Office, the intern read the book of
procedures for the office, which also contains forms and letter samples.
The intern talked with the secretaries concerning office procedures
and what matters are handled within the office (Objective A-4).

During the period of the absence of a Personnel Director, the new
Assistant Superintendent for Instruction took over the responsibility of
hiring two administrators—the Coordinator of Music and an elementary
principal. He spent some time with the intern discussing methods to
motivate teachers to change.

The Assistant Superintendent asked the intern to read and screen
applications for the principalship and then to compare her selections
with his, and provide a rank-order for the top ten applicants. There
was a close correlation between the choices. The applications were
discussed, the Assistant Superintendent stating what he particularly
looks for in an application. The intern did not participate in the job
interviews for the principalship, but was eventually interviewed herself
for the job, to which she was appointed.

The intern also selected three of the twenty applicants for the
Coordinator of Music, who were then called for interviews. These were
discussed with the Director of Secondary Education. The intern was able
to observe and to participate in one of these interviews (Objective C-4). Also present at the interview was the Assistant Superintendent and one of the music teachers.

The intern acquired a knowledge of the services performed by the Personnel Department and was able to acquire the skills needed to conduct an interview of a prospective employee. It was especially interesting to know what an employer looks for in an application and what questions were asked during an interview. This was used by the intern the following month when she had to hire a teacher.

Evaluation

The Benton Harbor Area School District has a Director of Evaluation. Because the district receives a large amount of compensatory funds, in addition to millage and state aid, it is necessary to be accountable for how this money is spent and how effective its use has been in terms of student growth. In a cooperative effort between the director, and teachers, objective reference tests (ORTs) have been written for grades K-3 (tests for grades 4-6 were written the following year). These are given in the fall and spring each year, and are revised yearly.

The teachers expressed their concerns about children who are below grade-level and the fact that such children become frustrated and discouraged when taking a test that is much too difficult for them. It was decided that a percentage would be set for each grade-level test— if a child scored below that level on both the math and reading tests in the spring, the child would not be given a fall pretest, but would take the same test the next spring. Similar arrangements were made for advanced children. A locator test was developed for placing new children.
appropriately.

The intern worked with the Director of Evaluation and the Curriculum Specialist to identify a percentage for each grade level. This required using the computer print-outs for each class and using a trial-and-error method until a satisfactory bell curve was established (Objective A-5). Along with this project, the intern visited the county computer facilities being given a thorough explanation of how the district uses the facilities.

For two years the district teachers, in conjunction with the Director of Evaluation and the Coordinator of Reading, had worked on a set of Reading Objectives for grades K-6. These were completed and had been approved by the district elementary teachers. Before the final printing, it was necessary for the Director of Evaluation to critically read these objectives, correcting them so that they were written behaviorally, the wording was proper, and the meaning clear. They also had to be correlated to the objective reference tests and arranged in strands. The intern worked individually on this project and then compared results with the Director (Objective A-5), in order to have a double check. Because he was called out of the country shortly after this was completed, the intern was asked to complete the correction of objectives for grades 3-6. This was an arduous task, requiring approximately twenty hours. However, it was an excellent task in critical thinking and gave the intern a thorough knowledge of the objectives which were adopted during the following school year. The intern also met the objective of acquiring a knowledge of the services provided by the Evaluation Department.
Summary

The intern had a variety of rewarding experiences in the area of supervision, curriculum development, evaluation, staff development, personnel, and school finance. She developed a broad perspective of the educational organization of the Benton Harbor Area School District as well as a basic understanding of the informal structure of the organization, as anticipated in the prospectus. The internship provided opportunities to meet all the objectives in the prospectus, including the acquisition of administrative skills necessary in the administration of a school district.

Those projects which the intern found to be the most beneficial were planning the teacher's mini-workshops and developing a school budget. One experience lacking, which it was felt would have been profitable for the intern, was to spend time with a building principal during the regular school year. It is difficult to get a full understanding of the position of Director of Elementary Education without spending substantial time with the people being supervised.

It is only natural that the intern formed many opinions about the Benton Harbor Area School District. However, the intern is hardly an expert in this area and has therefore turned to research and noted experts in order to write the next chapter, which is an analysis of the Benton Harbor Area School District.
CHAPTER III

AN ANALYSIS OF THE
BENTON HARBOR AREA SCHOOL DISTRICT
CHAPTER III

In an attempt to deepen and broaden an understanding of the Benton Harbor Area School District, three administrative task areas have been selected for analysis: (1) Leadership, (2) Planning, and (3) Hiring and Staffing. Each area will be introduced with a brief statement from literature which is relevant to the analysis of that specific area.

Leadership

Definition

The literature concerning what constitutes leadership has been synthesized by Boles and Davenport, who have defined leadership as "a process in which an individual takes initiative to assist a group to move toward production goals that are acceptable, to maintain the group, and to dispose of those needs of individuals within the group that impelled them to join."

Thus, leadership is the initiation of structure and the showing of consideration to the members of the group. Halpin has defined these dimensions as follows:

1. Initiating structure refers to the leader's behavior in delineating the relationship between himself and the members of his work group, and in endeavoring to establish well-defined patterns of organization, channels of communications, and methods of procedure.

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2. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the members of his staff.\textsuperscript{1}

Throughout this chapter, use of the terms initiating structure and consideration will refer exclusively to these definitions.

Leadership in the Benton Harbor Area Schools

Five specific programs or events will be the basis for an analysis of leadership behavior in the Benton Harbor Area School District. They are: the Staff Development Program, the Individually Guided Education Program, the reading program, the System for Self-Improvement, and the administrative retreat. These programs or events will be analyzed through reviewing the process of initiating structure and the consideration as demonstrated during activities related to the program.

Staff Development Program

In the fall of 1974, the initiation of a new program, the Staff Development Program, was described to the professional elementary staff of the school district. The program had been adopted from a program in Houston, Texas with which the Benton Harbor Assistant Superintendent for Instruction was familiar. Upon approval from the Board of Education, a coordinator for the program was hired, who in turn hired three teacher consultants and a secretary. Neither the coordinator or the program

\textsuperscript{1}Halpin, Andrew W., \textit{The Leadership Behavior of School Superintendents} (Chicago: Midwest Administrative Center, University of Chicago, 1959), p. 4.
teacher consultants were aware of the contents of the program other than that it was a structured in-service program for elementary teachers with a similarly structured classroom instruction follow-up design. All materials used in the Texas program had been ordered. However, materials arrived piece-meal, and without benefit of instructions or directions as to their particular use or purpose.

In October an external consultant from Houston, Texas conducted an in-service session for the coordinator and the teacher consultants. After this training, the coordinator and the teacher consultants began the dissemination of the program in Benton Harbor by having similar three-day in-service sessions for the elementary principals. Neither the building principals and their supervisor or the elementary teachers had any input or even pre-knowledge concerning this program, despite the fact that the program was intended to promote classroom change in teacher behavior and in utilization of classroom management techniques. No success could be achieved without the cooperation of the principals and building staff.

In this instance, initiating structure was promoted solely by the instructional leader, as Halpin would define the role, or namely, the Assistant Superintendent for Instruction. However, in the process of initiating structure, the leader did not give consideration (Halpin's definition) to the group members. The program, which was tailored for Houston, was brought to Benton Harbor without consideration being given to the particular needs of the teaching staff or the type of management most suited to the Benton Harbor children. Teachers were encouraged to use learning centers, group children for instruction according to pre-test scores and use a variety of resources for instruction. This was an
expectation for teachers to change their teaching styles (some quite drastically), and most of them were not able to accommodate. This left many teachers feeling threatened and less than successful.

Most of the principals expressed resentment at having to cooperate with a program for which they had no input. The money to operate the program came from Chapter III compensatory funds which are designated for specific children and are budgeted for the most part by the individual principals.

The Staff Development Program was initiated in Benton Harbor with no input by the building principals or the teachers. It also caused a loss of budget control on the part of the principals. Due to the lack of consideration for the group responsible for implementation, support was not given by the participants and very little change occurred.

**Individually Guided Education**

Five years prior to the internship, the Superintendent initiated the I.G.E. (Individually Guided Education) concept in seven buildings. This concept is a total building management system and is designed to teach each child at her/his own rate. Implementation of the program requires a cohesive staff who participate in team teaching, continual grouping and regrouping of children based upon continuous assessment, joint planning, and ongoing efforts toward instructional improvement. The principal's role in the program is that of a facilitator.

Again, "consideration", as defined, was not shown the participants, in that they had no role in the decision surrounding the acceptance,
implementation or modification of the program. There was no pre-
knowledge or input from the staff. A number of key elements for
implementation success were not granted by the initiator, due to the
expense in time and/or money. These included the required planning
time for teachers, the additional paraprofessional support, and the
hiring or training of an I.G.E. facilitator. Many of the principals
were not suited to the required style of leadership, that of a build-
ing facilitator and instructional leader, including shared decision-
making. Most of the principals did not possess the knowledge or skills
that were required.

After a few years of unsuccessful implementation efforts, a
facilitator was hired, and the paraprofessional help was provided. After
a full evaluation of the program, including input from the I.G.E. staff,
it was recommended by the facilitator that the number of school buildings
involved in the program be reduced from seven to two and that all program
elements, including planning time, be included in continued implementation
efforts. It was promised by the Assistant Superintendent for Instruction
that only those staff members that were fully committed to the concept
would be involved in further implementation efforts. When not enough
staff members chose to continue as I.G.E. teachers, the facilitator
recommended discontinuance of the program. After failure of his plan to
reduce the staff needed at one of the sites by transferring over 100
children, the Assistant Superintendent strongly encouraged pink-slipped
classroom teachers and art teachers to accept positions in one of the
I.G.E. school buildings. This had the effect of greatly reducing trust
in the Assistant Superintendent, as well as causing fear of transfer by
current I.G.E. teachers who had been assured this would not occur.

A few teachers were transferred against their wishes, which was a violation of the original decision to have only committed staff members participate. A large number of the "new" I.G.E. staff for the upcoming year were not former I.G.E. teachers, but probationary teachers (teachers with one or two years experience in the system). There is little indication that this program will succeed, as of this writing, or even moderately resemble the original design, due again to lack of consideration for the group. Had leadership commitment to "consideration" been evident during original implementation, this program would have had a chance for success, as evidenced by the many program elements which are still being used by former I.G.E. teachers, such as team planning, and the regrouping of children.

The Reading Program

The instructional leaders in the elementary division decided a few years ago that one basal reader should be adopted and used throughout the district. The rationale for this was to improve the teaching of reading by standardizing what was used and to accommodate a large number of children who transfer within the district during the school year.

A process was developed for gaining teacher input. Much time and energy was expended by teachers, who eventually chose, by a vast majority, the Ginn reading series from the three choices offered to them. The Sullivan reading program was ranked second and the A.B.C. Read series was named the third choice. Before adoption of the series by the Board,
an interest group comprised of some teachers and some community residents protested lack of minority representation in the Ginn material. Without any further consideration of the teacher's efforts, the A.B.C. Read series was adopted by the Board and subsequently purchased. It has met with teacher resistance and hostility from a majority over the past three years. The purchase of a new series is now under consideration. Much time, trouble, and money could have been saved had the leadership sought input from the teaching staff concerning the criticisms leveled at the Ginn reading series.

**System for Self-Improvement**

The Superintendent initiated an M.B.O.-type evaluation system. The process for developing this system involved an appointed committee consisting of three teachers and three administrators (only one administrator was a building principal). Also included on the committee as ex-officio members was the Superintendent and the President of the teacher's union. After a year spent in developing the system, it was piloted by one-third of the professional staff. A questionnaire was given to participating persons at the end of the year (Appendix 11). A critical look at the questionnaire indicates a bias in the way it was written, in that it asks for degrees of acceptance and not the writer's true opinion of the system.

During the summer the Board of Education adopted the system, which had been modified by the committee, subject to negotiations with the teacher's union. The Assistant Superintendent for Instruction presented the system to the administrators who would be using the system for their
evaluation tool. The group expressed annoyance and concern over implementation of the system, stating that the time-line was unrealistic, that many of the evaluation areas were too vague for consistent practices, and that there was not a clear definition given of the rating scale. A number of practical suggestions were presented with the response that the Board had already adopted the system subject only to teacher negotiation.

The administrators are not committed to the success of this instrument, due to a lack of "consideration". If the implementing administrators had been kept informed concerning the progress and planning of the evaluation system, and had their suggestions for improvement been given consideration, the chances for the success of the system would be much better. In the current situation, the success of the system seems very remote with the key implementors expressing their desire for its failure.

The Administrative Retreat

During the spring of 1977 the Assistant Superintendent announced that a three-day retreat would be held for the administrative staff during the August pre-service, thereby initiating structure. He asked for volunteers to serve on a committee to plan the retreat. About seven people volunteered, but he chose five, most of whom had not volunteered. The committee met once and discussed a general plan for the retreat. They charged the Assistant Superintendent to make inquiries as to location and possible speakers.
In August the Assistant Superintendent announced the full plan for the retreat, not having discussed final plans with the committee. In this instance he began the initiating process with group participation, but did not involve the group in the total planning or implementation, which would have gained their vested interest and commitment. The administrative group, during a union meeting, voted by majority not to participate in the retreat and so informed the Assistant Superintendent. The following day the members were called individually by the Assistant Superintendent and they agreed to attend.

Again the key element of consideration was absent, and therefore, even though the group attended the retreat, the enthusiasm and interest necessary for success was missing. Had the Assistant Superintendent involved the committee members throughout the planning process, the attitude of the administrators would have been much more receptive.

Summary

From these examples it is clear that the Benton Harbor Area School District has not been lacking in the administrative process of initiating structure. But the process has usually been ignored at some point, by a lack of involvement of those concerned, thereby losing the key dimension of consideration. In all cases cited, failure to achieve the original intent has occurred due to this lack of consideration. Repeatedly, teacher representatives on the Curriculum Council have expressed their inability to locate committee members because of past treatment; i.e., at some point in the process the committee recommendations were ignored by central
administrators. A feeling of trust has been lost because necessary integrity with process has not been shown.

Planning

Definition

Planning was included by Fayol, Gurlich, Simon, and other noted authorities as one of the major administrative functions. Gross explained that to plan "means to study the future and arrange the plan of operations." Gurlich defined planning as "working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise."^1

Kimbrough describes the steps for planning on the building level as follows: "The written plan should include an analysis of goals, conceptual framework for attaining the goals, supervising techniques and activities."^2

The following is a partial list of the evidence of the lack of planning in educational institutions as written by Castetter:

1. Educational programs that have been established on inadequate conceptual bases.
2. The psychic anxieties of personnel, probably created by organizational ideologies, plans, procedures, rules, and technical and administrative irrationality.

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^2Gurlich, Luther, "Notes on the Theory of Organization," Papers on the Science of Administration (New York: Institute of Public Administra-

3. Failure to plan for the impact on human resources of cutbacks in programs and personnel.

4. Failure to link organization expectations to human needs.

5. Planning for, but not by and with, personnel.

6. Viewing personnel as ends rather than means.

7. The use of federal and state moneys to initiate school programs that are not congruent with system goals.¹ (p. 62)

Planning in the Benton Harbor Area School District

Planning in the Benton Harbor Area School District will be analyzed using the steps for planning which are proposed in the district's in-service program: (1) assessment of needs, (2) statement of goals and objectives, (3) list of activities, (4) list of resources, and (5) evaluation.

Two programs which were previously described, Staff Development and I.G.E., were both initiated in the district without all of the above listed steps being followed. There was no pre-assessment made of teacher needs for in-service training in order for teaching skills to be improved when the Staff Development Program was initiated. The goals adopted were not necessarily appropriate for the district. There has been no on-going evaluation of program effectiveness on which to base a re-assessment and a redefinition of goals. There has been a break in the planning cycle and therefore progress has not been made. (See Castetter's list, nos. 2, 4, & 5.

The I.G.E. design for school management has also been unsuccessful. The initiation of the concept was not based upon an assessment of district needs, resources for implementation were not available when needed, and the evaluation was conducted four years after initiation. There has been no on-going evaluation. (See Castetter's list, no. 5).

Long-Short-Range Planning

Long-range plans are oriented toward changing the system from its present status to a desired condition in the future, according to Castetter.¹ He presents the following steps as the major features of a long-range plan: "analysis of the internal and external environments in which the school system will conduct its activities; the development of planning premises, and the designing of a goal structure." (p. 67)

Castetter also described a multi-year planning cycle which is continuous. "Each year the planning cycle is adjusted so that as one year is completed, another is added."² (p. 73)

The district operates without a long-range plan. There are district goals approved by the Board of Education, but these are general in scope. Absence of a clearly stated plan has often resulted in the district operating on a crisis basis. An example of this crisis operation can be found in an examination of the paraprofessional program.

A few years ago the district had a surplus of federal and state compensatory funds. Consequently a large number of people were hired with these funds to serve as paraprofessionals. This group worked under a

¹ibid.
²ibid.
contract and had their own union. In the past year, funds to support the program have decreased markedly. Out of the current list of para-professionals expecting re-employment in the fall of 77, only eighty of the one-hundred and sixty are anticipated to be re-employed. The district is expecting a large number of grievances from this group, as well as a large number of unemployment compensation claims, which will be quite costly. (See Castetter's list, no. 3). This would have been avoided if the district had been involved in continual long-range planning.

Although there has been some very good yearly planning in the area of curriculum (e.g., the instructional objectives for math, reading, social studies, and health), there has not been a district-wide yearly plan in key areas such as budgeting, staffing, population shift, etc. There is such a fast turn-over of management team members, that both short and long-range planning is difficult. During the summer of the internship, there was a change in personnel in three key positions, i.e. Director of Personnel, Director of Business and Finance, and the Assistant Superintendent for Instruction. The following summer three new people were hired, the coordinator of Reading, the Coordinator of Staff Development, and the Director of Preschool. The Superintendent announced his resignation, and three other administrators resigned during the summer. The person who has been a member of the Management Team the longest number of years has been there for five years. With such a large turn-over there is a lack of consistency. New administrators developed their own programs and procedures, because there was no clear planning evident that could be assumed.
Meetings

One last example of poor planning can be found in the daily operation procedures of the district. Principals have repeatedly complained about the lack of consideration of their schedules and needs in the methods of scheduling meetings and the number of meetings that are scheduled. One principal recorded 254 meetings which he had to attend during one school year. Some of these meetings were pre-scheduled for the entire year, but a large number were called with one-day or less notice. Not only is it difficult to operate a building with such a rate of principal absenteeism, but often a principal would have to cancel an appointment with a parent or a scheduled evaluation observation. As a building principal, this intern had to cancel so many of these evaluation observations, that she finally observed teachers without prior warning in order to meet the deadline for submitting formal evaluations to the Personnel Department. This negates the principal choosing to observe a particular lesson in its entirety and the teacher having the opportunity to prepare. It can also disrupt principal-teacher relationships, in that an avoidable threat is placed upon the teacher with the possibility of her/his being unprepared.

Summary

The Benton Harbor Area School District has not had a long-range or a short-range plan. Programs have been initiated by new central administrators without pre-planning, and the programs have floundered, due to this lack and other key elements in the planning cycle which were not followed. Building administrators have been unable to do their own planning because of a lack of consideration and pre-planning on the part
of central administrators. There are numerous problems within the
district, such as declining reading and math scores, deteriorating
buildings, and low staff morale, which are not being solved because
there are no long or short-range plans focused on these tasks.

Hiring and Staffing

Definition

Castetter\(^1\) states that by developing systematic plans for manpower
planning, random administrative behavior is minimized and that goal
oriented, coordinated, rational, orderly organizational effort becomes
possible. Three facets of personnel administration which shall be dis­
cussed below are: recruitment, selection, and orientation of personnel.

Recruitment

According to Castetter, the recruitment process in a school system
is a "unified staffing effort involving an internal dimension (moving
qualified individuals up from within), an external dimension (moving
outside manpower sources into the system), and an integrative dimension
ensuring that recruitment activities function harmoniously so as to
re-enforce each other." (pp. 138, 139)

In the Benton Harbor Area School District in the past few years,
well over 50% of the middle management positions were filled from within.
In the past two years, however, the trend has been to hire from without;
e.g., the three most recent administrative positions were all people

\(^{1}\)loc. cit., pp. 138, 139.
hired from outside the district. One of the potential reasons for this trend is the fact that there is no formal training program for developing those people currently employed within the district who exhibit potential for leadership. The internal interest in promotion is apparent in the number of personnel within the teaching ranks who are working toward or have already received an advanced degree in the area of educational leadership.

According to the teacher's master contract, all positions available within the district are posted and interested candidates may apply within five days of the posting. Most of these postings give a very brief and minimal description of job qualifications. To complicate the problem further, many of these positions do not have up-dated detailed job descriptions to aid in the recruitment process.

In the past few years, many people who have applied within the district have not been afforded an interview, and many of those who have had interviews have not been given the courtesy of any notice concerning their status within the selection process. The intern can name at least five people who, in the last year, have applied for an administrative position and have not received any notification whatsoever following their interview. The jobs were filled without the unsuccessful candidates having any idea of why they were not chosen, or what they could do to increase the possibilities of their being hired in the future.

The Benton Harbor Area School District does not have a systematic method of developing a pool of qualified persons willing to work in the school system. One reason for this will be explained in the next section.
Selection

Again quoting Castetter\(^1\), the selection process includes "establishing role requirements; determining the kind of data needed to select competent individuals from the pool of applicants; deciding what devices and procedures are to be employed in gathering the data; securing staff participation in appraising the data and the applicants; relating the qualifications of the applicants to the position specifications; screening the qualified from the unqualified applicants; preparing an eligibility list; and selecting suitable candidates for appointment by the Board of Education."

As has been noted, role requirements in Benton Harbor have not been well specified in most instances. There has been some effort made in securing staff participation in appraising applicants. However, there has been a breakdown in this process also, which is very clear in the following example.

During the summer the position of Director of Special Education became vacant. The Assistant Superintendent for Instruction, along with three other central administrators, interviewed a number of qualified people, one being a supervisor of special education within the district. Two of the four committee members voted to hire this candidate. A short time following, without the knowledge of any of the other committee members, the Assistant Superintendent hired a person from without, asking the Director of Personnel to submit this person's name to the Board of Education, even though the Director had no input into the hiring of the individual. The committee had no further role in the hiring process.

\(^1\) loc. cit., p. 167.
That is not an isolated example. During the same period, the Assistant Superintendent for Instruction hired two other administrators, the Coordinator of Staff Development and the Coordinator of Reading with little input from the Director of Personnel, the Coordinator of Compensatory Programs (who handles the budget which pays the salary of these two people) or the Director of Elementary Education to whom these people report.

The staffing of the two remaining I.G.E. schools serves as another example of lack of participation in the selection process by affected personnel. As was noted earlier, one school had over 50% of the staff requesting a transfer from the building because they did not wish to work within the I.G.E. design. The Assistant Superintendent for Instruction chose the teachers who replaced those who left the program and the building principal was not included in the selection of these teachers. The principal now has a special program to run, for which she is accountable, and yet she did not have any voice in the selection of those key persons who would implement the program.

Orientation

"Induction may be defined as a systematic organizational effort to minimize problems confronting new personnel so that they can contribute maximally to the work of the school while realizing personal and position satisfaction."¹

In the Benton Harbor School District there is no formal induction program for new teachers. In the last few years, any orientation was

¹loc. cit., p. 205.
provided by the Personnel Director during the interviewing process and by the immediate supervisor of the new employee. This year, 1977-78, a one-hour orientation for new teachers was presented, giving information about insurance benefits. The Personnel Director has expressed a need for a more comprehensive induction process including such areas as district goals, community information, resources available to the employee, information concerning curricula, etc.

New teachers do get a more intensive orientation on the building level. All building principals provide teachers with handbooks which include specific information pertinent to that building. There is also a yearly orientation program for all teachers within the building. Many buildings have a buddy system whereby each new teacher is assigned a "buddy" who has experience in that building and serves as a resource for the new teacher.

An example of the lack of orientation for new administrators within the district is the experience of the intern. Two days before the teachers reported for work, the intern assumed the role of principal. Orientation included accompanying the supervisor to the building, being introduced to the secretary, and after not more than ten minutes of general discussion about the condition of the physical plant, being left on her own. The intern was not introduced to the Board of Education, did not receive a copy of the Board Policies (they were later found within the building), was not briefed on what areas to cover during teacher preservice, etc.
Summary

The Benton Harbor Area School District does not have a systematic plan for recruitment. The trend in hiring is that of selecting candidates from outside of the district. There appears to be numerous cases where consideration has not been given to those applicants from within the district by keeping them informed concerning their application status.

Selection of personnel has not been based upon detailed job descriptions. Current selections have been made exclusively by one individual, ignoring the input of other affected central officers. Building principals have also not had input into what staff is transferred into their buildings.

Orientation of new personnel has been very minimal, but plans are being made for a more formal process in the future. Specific orientation, instructions, and information are not given to new administrators.

Summary

In this chapter an analysis of some aspects of the Benton Harbor Area School District in the area of leadership, planning, and hiring and staffing was presented. Examples were given which showed specific ways in which the district was not following acceptable practices as recommended by noted authorities. To be fair, it must be noted that there are many practices and procedures followed by the district which are consistent with established administrative theory. However, the above noted examples are not minor infractions with little resulting influence, but have a profound influence upon the operation of the school district.
in that quality personnel are not readily available as new positions
open, and new personnel are not properly oriented before formally beginning
their assignments.

The next chapter will contain recommendations for improvement in
the above areas of leadership, planning, and hiring and staffing. These
recommendations will be based upon the literature already cited and not
upon the opinion of the intern.
CHAPTER IV

RECOMMENDATIONS FOR
THE BENTON HARBOR AREA SCHOOL DISTRICT
CHAPTER IV

The Benton Harbor Area School District has many problems at this writing. Some of these problems are the direct result of poor leadership, poor planning, and poor hiring and staffing practices as described earlier in Chapter III. These problems will be stated in this chapter accompanied by recommendations for alleviating or eliminating them.

Leadership

One of the most wide-spread problems in the district is a lack of trust toward central administrators by middle administrators and the teaching staff, which is a direct result of the lack of consideration shown by system leaders. Programs have been introduced to improve teaching practices without the input of those administering the programs, or those who were to improve as a result of involvement in the programs. Input from affected personnel would greatly raise the chances for effective change in their behaviors. A needs assessment would have demonstrated consideration to teachers in the Staff Development Program if input from the affected personnel was not deemed to be preferable.

Promises have been broken to staff members, such as the promise to staff I.G.E. schools with only those teachers agreeable with being a part of the program. It is certainly difficult to trust the leaders of an organization when promises are so blatantly broken. It is not possible to be "considerate" to a staff and break promises at the same time.
In the instance of the reading program, consideration was not given to the group process initiated, due to pressure from a few vocal individuals. The leaders chose rather to ignore the work of the group in order to placate those persons. This particular problem could have been solved in one of two ways with consideration being given to the group and a sense of trust being maintained. The district could have adopted the basal chosen by teachers, thereby supporting the committee process. Or, if objections were felt to be valid, the teachers could have been given the opportunity to make a different selection or to supplement the series chosen with minority sensitive materials.

In the instance of the System for Self-Improvement adoption, it is clear that if cooperation is needed by a group, the group must be given consideration. Many practical suggestions were lost and success of the instrument is doubtful because the implementing group was not consulted at a reasonable time.

The final example, that of the Administrative Retreat, is a blatant example of the "I'm the boss and it's too time consuming to run to a committee for approval of everything" attitude. As a matter of fact, those were very close to the words stated by the Assistant Superintendent when the intern questioned his lack of regard for the committee process. It is true, there are many times when a leader must take initiative and make decisions. On the other hand, if a process is established and a group is informed accordingly, then the process must be followed or a sense of trust will most certainly suffer.
Summary

Trust appears to be the key word in the above section. Trust is based in part upon knowing that what is said is true; that consistency is maintained; that an orderly process is followed; and that consideration is shown. It appears from the examples that certain leaders do not have enough trust in their subordinates to value their input. If these leaders do not value their subordinates to this degree, it seems there is a need for more stringent evaluation of these people and a weeding-out of the incompetent. If, on the other hand, the subordinates are competent, then their input as professionals must have value and be worthy of consideration. Consideration must be given in order to follow what has been established as good administrative practices.

Planning

Another problem in the school district is the lack of long and short-range planning. When planning has been attempted, necessary steps, too often, have been omitted in the planning process and consequently the proper planning cycle has been broken.

Lack of planning based upon needs or former evaluation has been identified in both the Staff Development Program and the I.G.E. Program implementation. If planning is to be effective, the appropriate steps must be followed, i.e., there must be an assessment of needs, goals and objectives must be based upon these needs, appropriate activities must be conducted with needed resources made available, and an evaluation must be conducted to determine effectiveness of the plan, and upon which
to base future planning.

The district has been unable to formulate long or short-range plans because it currently operates on a crisis-basis and, it operates on a crisis-basis because long and short-range planning has not occurred. Planning and more consistent leadership would have foreseen the decline of enrollment, increase in salaries, loss of taxes, increase in unemployment costs, etc. This type of planning would most likely have spared the district the negative results of over-hiring paraprofessionals.

In regard to the scheduling of meetings, if plans are based on the above steps, last-minute meetings would be the exception rather than the rule, and a consolidation of topics could be made to decrease the number of meetings held.

Summary

It is apparent that long and short-range plans are necessary for the Benton Harbor Area School District in order to eliminate a crisis operation. Many potential problems could be eliminated and solutions to current problems could be initiated. What planning is initiated must follow the proper planning cycle in order for a successful result to be obtained. One break in the cycle appears to lower success possibilities considerably.

Hiring and Staffing

The methods used in hiring and staffing within the school district has a direct relationship to the leadership within the district. If there is manpower planning, defensible staffing and hiring procedures
could be a result. It seems reasonable to assume that if defensible hiring and staffing practices were followed, staff would be valued, developed to fullest potential, and promoted when ready. Recruitment is a key element in defensible hiring and staffing practices. A comprehensive procedure for recruitment is needed in Benton Harbor, which would include maintaining a file of qualified candidates. A program is also needed for developing those present staff members who show an interest in, and a potential for, leadership positions. If this were the case, there would be a number of qualified candidates available within the district. This would give incentive for growth to present staff, decrease the long adjustment periods needed for new administrators hired from outside the district, and eliminate the lengthy vacancies which now occur in many administrative positions.

The need for job descriptions is apparent. The practice of hiring a person to do a job which is not clearly defined is discouraged by authorities. It is also discouraged for candidates to be selected by one person exclusively. This practice not only assumes the responsibility of others, such as the Personnel Director and the candidate's future supervisor, it indicates that the opinion of those persons is not worthwhile. Benton Harbor needs a well-defined procedure for the selection of candidates, and more importantly, these procedures need to be followed consistently. People must be allowed to perform the duties for which they were hired.

Summary

In order to maintain staff morale and reduce the problems which
accompany the assumption of a new position, the Benton Harbor Area School District needs to establish a plan for the induction of all new personnel. This should begin with a district-wide general orientation and work toward specific job information.

Summary

There are many problems in the Benton Harbor Area School District. These are not unique problems in education, but there seems to be a greater than average number in this district. In the opinion of the intern, the greatest causes are poor human relationships and the pressure of job security.

There is a large turn-over of central office administrators who bring in their own pet programs, attempt to "make a name" for themselves, and then move to better pastures. When initiation on the part of a leader is based upon self agrandizement and not upon the needs of the children, it is only luck when good results occur. Power-plays at the top level causes the kinds of leadership practices which have been described.

Middle management could put an end to these practices if the members of this group would speak out against these practices which affect their attendance community. If these members put job security first, they will be trampled over, leaving no one to speak for the one group that should take precedence over all others--the children.

A motto used in Benton Harbor is, "The bottom line is children." It's time the word line was not omitted in practice and some affirmative action taken to put this phrase into practice.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS FOR THE INTERNSHIP PROGRAM
CHAPTER V

In critically viewing the internship experience after it's conclusion, it is fair to state that the experience was the most valuable in the intern's career as a student. The experience afforded the intern first-hand knowledge of administration on both the central office and middle management levels. It also led directly to an administrative position for the intern by: (1) giving her the opportunity to acquire skills necessary to be an effective administrator, and (2) allowing her to demonstrate her competence to central administrators responsible for hiring in the district.

As stated in a previous chapter, all objectives were met. This was partially due to the fact that the internship prospectus was written as a team effort with the internship site supervisor. In this way, the site supervisor was in agreement with, and knowledgeable of, those skills which the intern was working to acquire. It is thought that because he had a vested interest in the experience and because part of the prospectus was developed around areas he thought would be of benefit to the district, there was more cooperation on his part. It is recommended by the intern that prior to all internships, the prospectus be developed as a joint effort between the intern and her/his supervisor.

The most beneficial time spent was on the mini-workshops project which gave the intern the greatest amount of responsibility, as well as the most autonomy. This created a feeling of accountability, which
in turn caused the intern to feel like an administrator. The importance of experiencing this feeling cannot be over-emphasized. It is the opinion of the intern that having an administrative attitude is very influential in exhibiting competent administrative behavior. It is therefore recommended that an independent project be included in all internship experiences.

The variety of areas with which the intern was involved also added a broad dimension. All major areas within the school system were covered. This not only gave the intern a more complete view of the district, it added to the knowledge of the intern in these areas and was influential in her being a more informed administrator. It is strongly recommended that the following areas be covered in a central office internship: direct work with a superintendent or assistant superintendent for instruction, curriculum, business, personnel, evaluation, and a special program of some kind.

The one area which would have completed the intern's experience is to have spent a number of days either assisting a principal or working as an acting principal. This is necessary, not only to understand the principal's role, but to keep a proper perspective on the purpose of all other areas. These areas are to support the educational process, which takes place on the building level. It is therefore recommended that an internship include at least one week at the building level regardless of the nature of the internship.
BIBLIOGRAPHY


APPENDIX I
<table>
<thead>
<tr>
<th>TIME</th>
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<th>ACTIVITY</th>
<th>LOCATION</th>
<th>PERSON RESPONSIBLE</th>
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<td>8:30 - 10:00</td>
<td>All Professional Staff</td>
<td>General Welcome--</td>
<td>Performing Arts Center, B.H.H.S</td>
<td>Jim Caudill</td>
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<td></td>
<td></td>
<td>Supt. R.F. Helser</td>
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<td>10:00 - 10:15</td>
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<td>Student Commons Area, B.H.H.S</td>
<td>Wally Dunn</td>
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<td>12:30 - 3:30</td>
<td>Teachers from all Secondary Depts. involved in pilot program</td>
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<td><strong>Tuesday, August 31</strong></td>
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<tr>
<td>8:30 - 10:30</td>
<td>All Secondary Teachers</td>
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<td>All Secondary Teachers</td>
<td>Assigned Activities</td>
<td>Assigned Bldg.</td>
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# ORIENTATION WEEK SCHEDULE
## ELEMENTARY STAFF
### August 30 - September 2

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<td>10:15 - 11:30</td>
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<td>8:30 - 11:30</td>
<td>Hard, Boynton, Morton, Brunson</td>
<td>A. Overview of New Title I Component</td>
<td>King--Multi-Purpose Room</td>
<td>Gladys Burks</td>
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<td>All I.G.E. Staff</td>
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<td>R. Van Donselaar</td>
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<td>8:30 - 11:30</td>
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<td>B.H.H.S.</td>
<td>Harry Stephens R.C. Halstead</td>
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<td>All Elementary Teachers</td>
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<td>10:00 A.M. - Meeting Student Commons Area B.H.H.S.</td>
<td>Central Administration meeting with Administrators (Board Room)</td>
<td>Tedd Morris</td>
<td>Other Administrators in building</td>
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<td><strong>18</strong></td>
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<td>8:00 A.M. Administrator in building</td>
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<td>8:00 A.M. Administrator in building</td>
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<td>1:30 - 3:30</td>
<td>Title I - G. Burks (Comp. Ed. Bldg.)</td>
<td>Special Ed. &amp; S.O.A.R.</td>
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<td>8:00 A.M. Administrator in building</td>
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<td><strong>31</strong></td>
<td><strong>1 SEPTEMBER</strong></td>
<td><strong>2</strong></td>
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<td>8:30 - 10:00 District Wide Welcome B.H.H.S.</td>
<td>8:30 - 12:00 Burks - Non IGE Title I Schools-King</td>
<td>Teachers in Classroom</td>
<td>8:00 A.M. Administrator in Building</td>
<td>8:00 A.M. Administrator in Building</td>
</tr>
<tr>
<td>10:30 - 3:30 Bldg. Staff Meeting (Your Building)</td>
<td>IGE Activities- in bldg. Pre-School Activities Others in Bldg.</td>
<td>(No Teachers on Duty)</td>
<td><strong>30 SEPTEMBER</strong></td>
<td>8:30 - 3:30 Mini-workshops B.H.H.S. All Professional Staff</td>
</tr>
<tr>
<td><strong>1:30 - 3:30</strong></td>
<td><strong>SEPTEMBER</strong></td>
<td><strong>SEPTEMBER</strong></td>
<td><strong>SEPTEMBER</strong></td>
<td><strong>SEPTEMBER</strong></td>
</tr>
<tr>
<td>8:30 - 12:00 Burks - Non IGE Title I Schools-King</td>
<td>IGE Activities- in bldg. Pre-School Activities Others in Bldg.</td>
<td>Teachers in Classroom</td>
<td>8:00 A.M. Administrator in Building</td>
<td>8:00 A.M. Administrator in Building</td>
</tr>
<tr>
<td>1:30 - 3:30</td>
<td>IGE Activities- in bldg. Pre-School Activities Others in Bldg.</td>
<td>(No Teachers on Duty)</td>
<td><strong>30 SEPTEMBER</strong></td>
<td><strong>30 SEPTEMBER</strong></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>GROUP</th>
<th>PARTICIPANTS</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All Professional Staff Based at B.H.H.S. and Alternative Ed.</td>
<td>8:30 - 9:45 A 10:00 - 11:30 B 12:30 - 1:45 C 2:00 - 3:30 D</td>
</tr>
<tr>
<td>2</td>
<td>Bard, Boynton, Martindale Britain, Columbus, East, Northeast, Northwest, West, Hull, Reading Ctr.</td>
<td>8:30 - 9:45 B 10:00 - 11:30 C 12:30 - 1:45 D 2:00 - 3:30 A</td>
</tr>
<tr>
<td>3</td>
<td>Fair Plain 7/8 B.H. 7/8, Hull 7/8, Tech Center</td>
<td>8:30 - 9:45 C 10:00 - 11:30 D 12:30 - 1:45 A 2:00 - 3:30 B</td>
</tr>
<tr>
<td>4</td>
<td>Johnson, Millburg, Spinks Corners, Lafayette, North Shore, Sorter, Pearl, Sodus, Stump, Seely, Pre-School</td>
<td>8:30 - 9:45 D 10:00 - 11:30 A 12:30 - 1:45 B 2:00 - 3:30 C</td>
</tr>
<tr>
<td>5</td>
<td>Morton, King, Sterne Brunson</td>
<td>8:30 - 9:45 E (K-1) D (All Others) 10:00 - 11:30 E (2-3) A (All Others) 12:30 - 1:45 B (All Others) E (4-5) 2:00 - 3:30 C (All Others) E (6)</td>
</tr>
<tr>
<td>TIME</td>
<td>ACTIVITY</td>
<td>LOCATION</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>8:30 - 9:45</td>
<td>A. Evaluation - Tedd Morris</td>
<td>Gym - North End</td>
</tr>
<tr>
<td></td>
<td>B. Human Effectiveness Training - Jeanette Drew</td>
<td>Student Commons Area</td>
</tr>
<tr>
<td></td>
<td>C. School Liability for Staff - Atty. Roccy De Francesco</td>
<td>Library - South End</td>
</tr>
<tr>
<td></td>
<td>D. Traffic Safety Education (Level K-6) - Dr. Ann Johnson</td>
<td>Performing Arts Center</td>
</tr>
<tr>
<td></td>
<td>E. Make-It-Take-It (Level K-1) - Staff Development</td>
<td>Room 101</td>
</tr>
<tr>
<td>10:00 - 11:30</td>
<td>A. Evaluation - Tedd Morris</td>
<td>Gym - North End</td>
</tr>
<tr>
<td></td>
<td>B. Human Effectiveness Training - Jeanette Drew</td>
<td>Student Commons Area</td>
</tr>
<tr>
<td></td>
<td>C. School Liability for Staff - Atty. Roccy De Francesco</td>
<td>Library - South End</td>
</tr>
<tr>
<td></td>
<td>D. Traffic Safety Education Secondary Level - Dr. Ann Johnson</td>
<td>Performing Arts Center</td>
</tr>
<tr>
<td></td>
<td>E. Make-It-Take-It (Level 2-3) - Staff Development</td>
<td>Room 101</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>12:30 - 1:45</td>
<td>A. Evaluation - Tedd Morris</td>
<td>Gym - North End</td>
</tr>
<tr>
<td></td>
<td>B. Human Effectiveness Training - Jeanette Drew</td>
<td>Student Commons Area</td>
</tr>
<tr>
<td></td>
<td>C. School Liability for Staff - Atty. Roccy De Francesco</td>
<td>Library - South End</td>
</tr>
<tr>
<td></td>
<td>D. Traffic Safety Education Elementary Level - Dr. Ann Johnson</td>
<td>Performing Arts Center</td>
</tr>
<tr>
<td></td>
<td>E. Make-It-Take-It (Level 4-5) - Staff Development</td>
<td>Room 101</td>
</tr>
<tr>
<td>TIME</td>
<td>ACTIVITY</td>
<td>LOCATION</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>2:00 - 3:30</td>
<td>A. Evaluation - Tedd Morris</td>
<td>Gym - North End</td>
</tr>
<tr>
<td></td>
<td>B. Human Effectiveness Training</td>
<td>Student Commons Area</td>
</tr>
<tr>
<td></td>
<td>- Jeanette Drew</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. School Liability for Staff</td>
<td>Library - South End</td>
</tr>
<tr>
<td></td>
<td>- Atty. Roccy De Francesco</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Traffic Safety Education Secondary Level</td>
<td>Performing Arts Center</td>
</tr>
<tr>
<td></td>
<td>- Dr. Ann Johnson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Make-It-Take-It (Level 6)</td>
<td>Room 101</td>
</tr>
<tr>
<td></td>
<td>- Staff Development</td>
<td></td>
</tr>
</tbody>
</table>
I. School Liability - Attorney, Roccy M. De Francisco

Question and answer period for staff members concerning staff liability in school. Includes such areas as child abuse and teacher liability, the Right to Know Bill, grading and liability, etc.

II. Human Effectiveness Training - Jeanette Drew

Concerns to be included are:
1. Inter and Intra Personal Relations
2. Behavior Modifications
3. Motivation
4. Discipline
5. Student Adaptability

III. Safety Education - Dr. Ann Johnson

Two different talks will be given, one for elementary and one for secondary. Curriculum guides will be available for those who attend one session. (These are hard to come by)

IV. Make-It-Take-It - Staff Development

Divided by age levels. Materials will be pre-cut and ready to assemble. This is limited to demonstration site teachers.

V. Evaluation - Tedd Morris

Includes the philosophy behind evaluation of staff, the need for accountability in education and the benefits to teachers of a good evaluation system. This is not a discussion of the new S.S.I. system.
ORIENTATION WEEK EVALUATION

Please check the following that apply to you.

Teacher__________ Elementary_______________
Administrator___ Secondary_______________

PLEASE CIRCLE ONLY ONE.

MONDAY GENERAL ASSEMBLY (Good - Poor)

1. What is your overall rating for the assembly? 1 2 3 4

2. Do you feel the assembly was helpful in improving human relations in the district? 1 2 3 4

3. Do you feel you know new district personnel much better? 1 2 3 4

4. Please list specific suggestions for improvements in the workshops.

WEDNESDAY MINI-WORKSHOPS

1. What was your overall rating for the workshops? 1 2 3 4

2. Was your time well spent at the workshops? 1 2 3 4

3. Were you satisfied with the format for the workshops? 1 2 3 4

4. Would you like a similar day of workshops during Orientation Week next year? 1 2 3 4

5. Please list specific suggestions for improvements in the workshops.
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ENROLLMENT (Less ½ in K)</th>
<th>TEACHERS</th>
<th>PUPIL-TEACHER RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bard</td>
<td>390</td>
<td>15</td>
<td>26 - 1</td>
</tr>
<tr>
<td>Boynton</td>
<td>293</td>
<td>12</td>
<td>24 - 1</td>
</tr>
<tr>
<td>Calvin Britain</td>
<td>343</td>
<td>14</td>
<td>24 - 1</td>
</tr>
<tr>
<td>Columbus</td>
<td>295</td>
<td>11½</td>
<td>26 - 1</td>
</tr>
<tr>
<td>Fair Plain East</td>
<td>173</td>
<td>6½</td>
<td>27 - 1</td>
</tr>
<tr>
<td>Fair Plain Northeast</td>
<td>187</td>
<td>9</td>
<td>21 - 1</td>
</tr>
<tr>
<td>Fair Plain Northwest</td>
<td>169</td>
<td>6½</td>
<td>26 - 1</td>
</tr>
<tr>
<td>Fair Plain West</td>
<td>165</td>
<td>7½</td>
<td>22 - 1</td>
</tr>
<tr>
<td>Hull</td>
<td>283</td>
<td>12</td>
<td>24 - 1</td>
</tr>
<tr>
<td>Johnson</td>
<td>133</td>
<td>6½</td>
<td>20 - 1</td>
</tr>
<tr>
<td>King</td>
<td>475</td>
<td>19</td>
<td>25 - 1</td>
</tr>
<tr>
<td>Lafayette</td>
<td>150</td>
<td>6</td>
<td>25 - 1</td>
</tr>
<tr>
<td>Martindale</td>
<td>210</td>
<td>8</td>
<td>26 - 1</td>
</tr>
<tr>
<td>Millburg</td>
<td>98</td>
<td>4½</td>
<td>22 - 1</td>
</tr>
<tr>
<td>Morton</td>
<td>400</td>
<td>16</td>
<td>25 - 1</td>
</tr>
<tr>
<td>North Shore</td>
<td>100</td>
<td>4</td>
<td>25 - 1</td>
</tr>
<tr>
<td>Pearl</td>
<td>103</td>
<td>4½</td>
<td>23 - 1</td>
</tr>
<tr>
<td>Seely</td>
<td>518</td>
<td>21</td>
<td>25 - 1</td>
</tr>
<tr>
<td>Sodus</td>
<td>30</td>
<td>2</td>
<td>15 - 1</td>
</tr>
<tr>
<td>Soter</td>
<td>235</td>
<td>10</td>
<td>24 - 1</td>
</tr>
<tr>
<td>Spinks Corners</td>
<td>38</td>
<td>2</td>
<td>19 - 1</td>
</tr>
<tr>
<td>Sterne Brunson</td>
<td>505</td>
<td>19</td>
<td>27 - 1</td>
</tr>
<tr>
<td>Stump</td>
<td>50</td>
<td>2½</td>
<td>20 - 1</td>
</tr>
</tbody>
</table>
Total Projected Enrollment 5338

\[ 5772 - \left( \frac{3}{2} \times K \right) \]
\[ 5772 - 434 = 5338 \]

Total Number of Teachers 219

Plus 1 each for Columbus & King

PUPIL-TEACHER RATIO 24.37 - 1

<table>
<thead>
<tr>
<th>GRADE</th>
<th>ENROLLMENT</th>
<th>TEACHERS</th>
<th>PUPIL-TEACHER RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>868 x ( \frac{3}{2} ) = 434</td>
<td>18( \frac{1}{2} )</td>
<td>23 - 1</td>
</tr>
<tr>
<td>1</td>
<td>940</td>
<td>39( \frac{1}{2} )</td>
<td>24 - 1</td>
</tr>
<tr>
<td>2</td>
<td>822</td>
<td>34( \frac{1}{2} )</td>
<td>24 - 1</td>
</tr>
<tr>
<td>3</td>
<td>816</td>
<td>34</td>
<td>24 - 1</td>
</tr>
<tr>
<td>4</td>
<td>769</td>
<td>31</td>
<td>25 - 1</td>
</tr>
<tr>
<td>5</td>
<td>773</td>
<td>31( \frac{1}{2} )</td>
<td>25 - 1</td>
</tr>
<tr>
<td>6</td>
<td>784</td>
<td>29</td>
<td>27 - 1</td>
</tr>
</tbody>
</table>
In the past, the Staff Development Program has followed a pre-packaged formula for teaching teachers how to individualize instruction. This program was not based upon present teacher competency level or upon teacher needs. Rather it was based upon the observation that teachers are not meeting the needs of children. This assumption is not necessarily invalid, but lacks the personalization to motivate toward change.

The goal of the Staff Development Program should be to raise competency skills of the teaching staff of Benton Harbor Area Schools on a continual basis, and to expand services to other areas of staff, with priority being given to the paraprofessional staff.

NEEDS ASSESSMENT

The Staff Development Program should be reorganized to meet the needs of the present teaching staff. Each teacher has a unique classroom, a personal teaching style, and a personal set of skills with which to approach the task of educating children. The first task of the Staff Development Program is to provide teachers with a needs assessment, in order to develop further in-service and personal support in accordance with the perceived needs of teachers, as well as the observed needs.

STRATEGY FOR CHANGE

Teachers should then be grouped as far as possible according to their needs, and appropriate in-service and support be given. In our present framework, it is suggested that this
be done in the three demonstration sites, where a concentrated effort is being expended. It is also imperative to work very closely with the three principals of these buildings. A very specific strategy for change based upon the given needs must be set by the principal and the teacher trainer. It is the principal who motivates for change, and the trainer who provides the means. Unless there is a strong team effort between principal and trainer, with a structured program outlined, change will not take place.

The trainer and teacher should write detailed objectives based upon the teacher's needs and the general building goals. These objectives should be short-term and a schedule should be planned by the teacher and trainer to meet these objectives. As objectives are met, new ones should be set. The objectives and schedule should be submitted to the principal to keep him/her well informed on the teacher's growth and involved as a helping agent. Copies should also be kept continually updated by the teacher and the trainer. A reward system should be devised by the Staff Development personnel which is realistic and motivating. The ultimate goal is to change the attitude of teachers from a feeling of a need to change in order to survive, to a desire to change based upon a recognized need.

CONDUCT IN-SERVICE

Within the broader scope of services provided by Staff Development personnel, is the responsibility to conduct much of the in-service within the district. Personnel should be expert at planning and conducting in-service. In those areas where Staff Development personnel do not possess
information and expertise, they should act as the planning agent, as needed by field experts.

An in-service program should also be planned and provided in the 1976-77 school year for paraprofessionals. This program should also be aimed at raising competency skills, and should be based upon a needs assessment of both paraprofessionals and teachers.

In the 1976-77 school year, teachers will receive a set of reading, math, and social studies objectives. In-service should be provided which will help the teacher implement the objectives into his/her teaching program.

**RESOURCE CENTER SERVICE**

The Resource Center services must also be expanded. The district objectives for math and reading should be on file with teaching activities included. These files should be continually growing, as teachers contribute good activities which have proven successful in the classroom, and the resource consultant continually seeks new ideas to include. Present games and activities should also be correlated to these objectives. Workshops should be provided at least once a month for teaching personnel. Workshops and in-service for parents should be increased with an emphasis on the parent as a teacher in the home.

**A TEAM APPROACH**

The Staff Development personnel should be consultants to the district in all areas of curriculum and should therefore be involved in curriculum development, working closely with the Curriculum Specialist. There should also be a close teamwork effort with the I.G.E. facilitator, the reading
consultants, the Director of Evaluation, and the Special Education staff. Thus, the total view of Staff Development is not that of an individual program running parallel to other programs, doing its "own thing". On the contrary, it is a support system for the district, adding strength to other programs, providing continuity, decreasing duplication of effort, and pulling together toward a common goal of better education for the children of Benton Harbor.
TIME: Six Weeks

AREAS:

I. **Director of Elementary Education**  
   Time: (2 weeks)
   The intern will work directly with the director, participating as far as possible, attending administrative meetings, working on schedules, reports, etc. The intern will do one independent project for the director, which the director would ordinarily do. This would include some planning, interaction with others, and should require a degree of creativity, initiative, and dependability to be displayed.

II. **Business Office**  
    Time: (1 - 2 days)
    The intern will become acquainted with the services performed by the office. This will require conferences with the Business Manager concerning his duties, the Purchasing Agent, and those people responsible for business services, accounts, and payroll. The intern should become completely familiar with the procedures for handling purchase orders, and computer printouts, and requisitions.

III. **Principal**  
    Time: (1 week)
    The intern will become familiar with the duties and responsibilities of the school principal. If possible, the intern should be acting principal of the building for at least one day. He will become familiar with a school budget and will write one as a practice exercise.
IV. Personnel  Time: (3 weeks)

The intern will become familiar with the services performed by the Personnel office and the responsibilities of the Personnel Director. The intern will assist in screening applications and conducting interviews.

V. Evaluation  Time: (2 weeks)

The intern will become familiar with the responsibilities and services performed by the Director of Evaluation. It is hoped that the intern can become involved in one of these services, such as the ORT revisions, test results, etc.

VI. Curriculum Specialist  Time: (1 week)

The intern will work with the curriculum specialist in some area of curriculum development. The intern should take a very active role in this area.

VII. Other  Time: (3 days)

The intern will spend time assisting one or more other administrators, such as the Reading Coordinator, Staff Development Coordinator, A-V Coordinator, or Coordinator of Pre-School.

It is suggested that the intern spend time talking with secretaries, coordinators, teachers, and top administrators in order to gain a better perspective of the school district and the relationships between positions.
To: Harry S. Stephens  
   Group Director  
   Elementary Education  

From: Jeanne Yingst  
   Administrative Intern  

Re: Present Status of Morton and Sterne Brunson's  
    Instructional Materials Centers  

Date: July 7, 1976  

The following is a report of the progress of the organization of materials in the Instructional Materials Centers at Morton and Sterne Brunson Schools as of June 19, 1976.

MORTON:  
A. All ordered furniture has now been received. The chairs are also in the building but are currently in the gym.  
B. All fiction and non-fiction books (currently in Room 206) have been processed, catalogued and shelved.  
C. All reference books and the other I.M.C. reading material stored in classrooms have not been catalogued.  
D. All filmstrips, overlays, records, learning kits, and teaching aides have not been examined for completeness and catalogued.  

STERNE BRUNSON:  
A. All books have been separated into categories and shelved; a few have been catalogued. Fiction books have been shelved under primary or intermediate. Data sheets have been made on all books.  
B. Other I.M.C. material has not been processed at all.
**RECOMMENDATIONS:**

The paraprofessionals have worked very well and have made good progress. It is recommended that one or two paraprofessionals be hired to finish cataloguing materials when the principals report back to work. It is anticipated that this will give enough time to complete the organization of the Morton I.M.C., having it ready for use when the teachers return. The Sterne Brunson I.M.C. would not be completed in that amount of time, but will be well along when school begins.

Thank you for all your support in this project.

JY:es
BENTON HARBOR AREA SCHOOLS

GENERAL FUND BUDGET PROPOSAL FOR SCHOOL YEAR 1976-77

Date June 18, 1976  Responsible Administrator Jeanne Yingst

Name of Department and Building Number Hull Elementary 36

Account Code Number 1142  Account Description Instructional Supplies

Section "A" BUDGET NARRATIVE

The following budget expenditures are necessary in order for us to maintain an excellent instructional program. It is also our design to seek continual improvement, so that each child will be able to learn at his own rate and in his own style.

Projected Student Enrollment 282

Basic Student Supplies

Kdg. 35 X 1.39 48.65
Grade 1 41 X 1.92 78.72
Grade 2 45 X 1.92 86.40
Grade 3 36 X 1.98 71.28
Grade 4 38 X 3.07 116.66
Grade 5 47 X 3.69 174.43
Grade 6 40 X 3.69 148.60

TOTAL BASIC SUPPLIES $724.74

Principal’s Allotment:
282 X 13.00 $3,666.00

Current Events & News 310.00
Art Supplies 564.00
Workbooks 800.00
Duplicating Material 365.00
Stockroom Teaching Supplies 250.00
Non-stockroom Inst. Aids 1,377.00

TOTAL PRINCIPAL'S ALLOT.$3,666.00

TOTAL $4,390.74

Section "B" BUDGET CODE DETAIL

TOTAL

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BENTON HARBOR AREA SCHOOLS

GENERAL FUND BUDGET PROPOSAL FOR SCHOOL YEAR 1976-77

Date June 18, 1976 Responsible Administrator Jeanne Yingst
Name of Department and Building Number Hull Elementary 36

Account Code Number 1143 Description Library Books

<table>
<thead>
<tr>
<th>Section &quot;A&quot; BUDGET NARRATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are planning to purchase supplementary reading material with special emphasis on the area of social studies. It is our belief that a variety of resources will encourage the child to search for a total point of view as well as add interest to his learning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section &quot;B&quot; BUDGET CODE DETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal's Allotment: 282 X 3.50 $987.00</td>
</tr>
<tr>
<td>Library Books 500.00</td>
</tr>
<tr>
<td>Reference Books 222.00</td>
</tr>
<tr>
<td>Binding, repair, and replacement 100.00</td>
</tr>
<tr>
<td>Library cataloging mat. 50.00</td>
</tr>
<tr>
<td>Magazines 85.00</td>
</tr>
<tr>
<td>Freight, Cartage 50.00</td>
</tr>
</tbody>
</table>

TOTAL $987.00
**BENTON HARBOR AREA SCHOOLS**

**GENERAL FUND BUDGET PROPOSAL FOR SCHOOL YEAR 1976-77**

Date **June 18, 1976**  
Responsible Administrator **Jeanne Yingst**

Name of Department and Building Number **Hull Elementary 36**

Account Code Number **1145**  
Description **Audio-Visual**

<table>
<thead>
<tr>
<th>Section &quot;A&quot; BUDGET NARRATIVE</th>
<th>Section &quot;B&quot; BUDGET CODE DETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>In keeping with our emphasis on supporting the new social studies objectives, we are putting priority upon filmstrips and records in order to increase our resource materials in that area. We are also purchasing a globe for one of our classrooms.</td>
<td>Principal's Allotment: 282 X 2.25 $634.50</td>
</tr>
</tbody>
</table>
| | Filmstrips 225.00  
Records 75.00  
I,M,C. Materials 75.00  
Maps & Globes 75.00  
Rental of AV Materials 40.00  
AV Supplies 144.50  
| **TOTAL** | $634.50 |

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# General Fund Budget Proposal for School Year 1976-77

**Date:** June 18, 1976  
**Responsible Administrator:** Jeanne Yingst  
**Name of Department and Building Number:** Hull Elementary 36

<table>
<thead>
<tr>
<th>Account Code Number</th>
<th>Account Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2666.6</td>
<td>Replacement of Furniture &amp; Equip</td>
</tr>
</tbody>
</table>

## Section "A"  
**Budget Narrative**

We are planning to replace three worn-out record players and a movie projector. We are also planning to replace one teacher desk, and a number of children's desks that are no longer useable. This is necessary to insure that each child has proper conditions for learning.

## Section "B"  
**Budget Code Detail**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Principal's Allotment</td>
<td>$1,410.00</td>
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<tr>
<td>AV Equipment</td>
<td>950.00</td>
</tr>
<tr>
<td>Classroom Furniture &amp; Equipment</td>
<td>400.00</td>
</tr>
<tr>
<td>Office Furniture &amp; Equip.</td>
<td>60.00</td>
</tr>
</tbody>
</table>

**TOTAL**  
$1,410.00

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We are planning to buy additional tables for center use in classrooms in keeping with our goal to further individualize the instructional program. The money allocated for Library Furniture & Equipment is for the purchase of a double study carrell for independent research and/or study in the I.M.C.

Principal's Allotment:

282 X 2.00  $564.00

Classroom Furniture & Equipment 325.00
Library Furniture & Equipment 239.00

TOTAL $564.00
BENTON HARBOR AREA SCHOOLS

GENERAL FUND BUDGET PROPOSAL FOR SCHOOL YEAR 1976-77

Date       June 18, 1976       Responsible Administrator       Jeanne Yingst
Name of Department and Building Number       Hull Elementary 36

<table>
<thead>
<tr>
<th>Account Code Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1158</td>
<td>Office Supplies</td>
</tr>
</tbody>
</table>

---

### Section "A"

**BUDGET NARRATIVE**

These expenditures are necessary in order to maintain an efficient program. The amount of postage includes the $36 necessary to mail report cards to 282 homes at the end of the year.

- Principal's Allotment: 282 x 1.00 $282.00
- Stockroom Office Supplies 147.00
- Duplicating Materials 60.00
- Postage 75.00

---

### Section "B"

**BUDGET CODE DETAIL**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockroom Office Supplies</td>
<td>147.00</td>
</tr>
<tr>
<td>Duplicating Materials</td>
<td>60.00</td>
</tr>
<tr>
<td>Postage</td>
<td>75.00</td>
</tr>
</tbody>
</table>

**TOTAL** $282.00
S.S.I. STAFF QUESTIONNAIRE

The S.S.I. Evaluation Committee is interested in obtaining pertinent feedback from those who have been working with the S.S.I. Instrument during the past six months. This information will assist in the committee's evaluation of the S.S.I. operations and will provide data necessary for an objective final report to the Benton Harbor Area Schools Board of Education and to the Benton Harbor Education Association.

The Evaluation Committee would like each of you to answer the questions on the following pages. Please keep in mind that your candid opinion will be accepted and honored without recrimination. The S.S.I. Evaluation Committee is seeking your input because what you have to say about the S.S.I. Instrument is important. We ask that your response to the following questions reflect professional judgement and not bias! Please be candid in those areas where comments are solicited.

Thank you for your time and consideration. We appreciate it.

The S.S.I. Evaluation Committee
Please check the blank(s) that best describe your feelings at this point in time.

_______ I am committed to the S.S.I. concept and wish for it to be continued.

_______ I am not pleased with the S.S.I. concept and wish for it to be discontinued.

_______ I would feel more comfortable and effective with the old evaluation system.

_______ I prefer the evaluation process to be determined by the administration.

Given alternatives for improvement of the S.S.I. concept, I favor the following plan of action: (Select only one)

_______ A. Extend the S.S.I. program an additional year in the present pilot sites before trying to evaluate or modify its effectiveness.

_______ B. Maintain the present pilot sites and include an additional 1/3 of the teaching staff. (Total — 2/3 staff as pilot)

_______ C. Maintain present pilot sites and include the total district. (100% pilot)

_______ D. Teaching staff at present pilot sites be evaluated solely by the S.S.I. instrument and an additional 1/3 be piloted by S.S.I. and the remaining 1/3 of staff to be evaluated by the old instrument.

_______ E. Teaching staff at present pilot sites be evaluated solely by the S.S.I. instrument and an additional 2/3 be piloted. (total staff)
Please list below three suggestions you personally feel would enhance the S.S.I. concept and provide a more viable instrument.

I have been a teacher in the Benton Harbor Area Schools ____ years.

Signature ____________________________  School ____________________________

Date ________________________________

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# DATA SUMMARY AND ANALYSIS

**FINAL EVALUATION SURVEY**

**MARCH, 1977**

### TEACHERS

<table>
<thead>
<tr>
<th>Staff in Pilot</th>
<th>113</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Survey</td>
<td>92</td>
</tr>
</tbody>
</table>

### COMMITMENT LEVEL

<table>
<thead>
<tr>
<th>Number</th>
<th>% of Resp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Committed to concept</td>
<td>50</td>
</tr>
<tr>
<td>2. Not pleased with concept</td>
<td>16</td>
</tr>
<tr>
<td>3. Prefer old evaluation</td>
<td>5</td>
</tr>
<tr>
<td>4. Changed wording (Question marks)</td>
<td>7</td>
</tr>
<tr>
<td>5. Multiple responses</td>
<td>2</td>
</tr>
<tr>
<td>6. No response</td>
<td>12</td>
</tr>
</tbody>
</table>

*Note: None prefer evaluation determined by the administration.*

### ALTERNATIVES FOR IMPROVEMENT

| A. Extend present pilot as is | 21 | 23% |
| B. Include additional 1/3 in pilot | 14 | 15% |
| C. Include total district in pilot | 41 | 45% |
| D. Evaluate present pilot only with S.S.I., 1/3 additional pilot, 1/3 old evaluation form | 2 | 2% |
| E. Evaluate present pilot only with SSI, 2/3 additional pilot | 2 | 2% |
| F. Changed wording (Question marks) | 3 | 3% |
| G. Multiple responses | 2 | 2% |
| H. No response | 7 | 8% |
GENERAL COMMENTS OR OBSERVATIONS

Teachers Comments:

1. Too early to determine validity 9
2. Would have done same without SSI 6
3. Writing down objectives limiting rather than broadening -- not all can be documented 4
4. Question validity of instrument for evaluation 4
5. Process had no effect 4
6. Process has not been followed -- have not met with administrator since handing in written objectives. Administrator has not done job 3
7. Don't understand concept 3
8. Improve total program 2
9. Enjoyed working with process 1
10. An evaluation instrument will not change the status of the competent or the incompetent 1
11. Added pressure 1
12. Process weakened through insufficient inservice at all levels 1
13. Good instrument 1
14. Would have appreciated advance warning to fill out this form! 1
15. Does increase interest level of administrators 1
16. Non-threatening tone good and should be maintained 1
17. No fear of procedure 1

Administrator Comments:

1. Too many surface objectives which don't improve classroom or teachers
2. Easy to succeed with a "flakey" set of objectives

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## PRIORITIZED LIST OF SUGGESTIONS FOR IMPROVEMENT

<table>
<thead>
<tr>
<th>Suggestions for Improvement</th>
<th>Teachers</th>
<th>Adm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Timelines; more realistic, closer followed</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>2. Standard for measurement needed</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>3. Better inservice for teachers and administrators</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>4. Less paperwork</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>5. Reduce or eliminate probationary teacher involvement</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>6. Make provision for time involvement</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>7. Build better trust levels and/or communication</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>8. Involve total district</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>9. More meetings and/or communication about process</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>10. Write fewer objectives</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>11. Performance areas wording should be clearer</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>12. Better teacher helper inservice</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>13. More flexibility with number and type of objectives</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>14. Fewer observations</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>15. Fewer performance areas</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>16. Combine old and new (add self-improvement)</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>17. Better support for stated objectives</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>18. Concentrate SSI involvement — eliminate these staffs from other pilot studies</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>19. Add peer evaluation</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>20. Select objectives preceding spring</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21. More consistency in all pilot sites</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>
Additional Suggestions for Improvement:

Teachers:
1. Eliminate irrelevant performance areas
2. Share pilot information with total district
3. Incentive for volunteer participation
4. Stress strengths -- change "weakness" to "area to work on"
5. Arbitration Board (teachers and administration) to settle evaluation disputes
6. Evaluator experienced in area he/she is evaluating
7. Exclude special teachers (Example: Reading)
8. Investigate other evaluation concepts
9. Include mandatory objectives (Example: Parent contact)
10. Self-evaluation rather than administrative evaluation

Administrators:
1. Conferences only when needed -- at teacher request
2. Should have more "clout"
3. Observation forms should list areas which are observable
4. Continue for another year