A Report of an Internship in Niles, Michigan, Public Schools

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A REPORT OF AN INTERNSHIP
IN NILES, MICHIGAN,
PUBLIC SCHOOLS

by

Frank A. Algate

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
April 1976
ACKNOWLEDGEMENTS

This writer wishes to express his appreciation and gratitude to the Superintendent and Board of School Trustees of Goshen Community Schools. By granting released time from administrative responsibilities this internship experience was made possible.

It must also be said that this internship could not have been done without the support, encouragement and counseling of Dr. William H. Fairman, Superintendent, Niles Community Schools.

Special thanks are due to the teachers and administrators of the Niles Community Schools for their co-operation and assistance.

Very special thanks and appreciation must be given to my advisor, Dr. Robert Hellenga.

Frank A. Algate
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CHAPTER I

A RATIONALE FOR THE EXPERIENCE

In partial fulfillment of the Specialist in Education Degree, an Internship was selected in lieu of the Specialist Project. This selection was made jointly by the writer and his university advisor, Dr. Robert Hellenga.

A careful review of the writer's educational training, experience and career goal formed the basis of this selection. With a strong background of training and experience as a school business administrator and with aspirations for the superintendency, the writer and his advisor were of the opinion that practical experience in the area of curriculum was needed. An Internship was thought to be the best means of meeting the writer's need for more experience in curriculum.

A concomitant purpose of the internship was to acquire some expertise in devising an organizational pattern for school administration which had the potential capability for providing the necessary leadership in the area of curriculum. A Management By Objectives program has been in operation at Niles Community Schools since July, 1970. Their MBO system appeared to be an excellent one and held out the promise of providing the needed organizational pattern for leadership.

Niles Community Schools was selected by the writer and his advisor for two primary reasons. Since the Superintendent and Board
of Education had agreed to release the writer from administrative responsibilities on a half-time basis, the school selected needed to be within a reasonable distance for travel by the writer. Niles Community Schools is located less than forty miles from Goshen, Indiana, making it easily accessible to the writer. A second and more important consideration in selecting Niles Community Schools for the Internship was its interest in innovative and progressive instructional programs, e.g. career education for all (1966-69); modern mathematics and science concepts and processes (1966-73); alternatives for potential dropouts (1970-74); phase electives in English (1965-74); developing effective human beings (1972-74); options for seniors, Leadership Laboratory for Democracy (1970-72) and the high school independent study program (1966-72).
CHAPTER II

THE OBJECTIVES FOR THE EXPERIENCE

The intern, his field supervisor and university advisor established and agreed upon the following objectives for the internship program:

Conceptual Objectives

1. To comprehend how the curricula (K thru 12) of Niles Michigan Public Schools is developed and revised.
2. To observe the method and techniques for individualized instruction in the Niles Michigan Public School Systems.
3. To review the available data on the Wisconsin Design for Reading Skill Development.
4. To become familiar with the Niles Michigan Public School programs developed for impaired students.
5. To become more aware of techniques in dealing with academically talented students.

Human Objectives

1. To observe administrative teamwork and how it is developed.
2. To become familiar with the development of objectives in the affective domain.
3. To observe how the special needs of the potential dropout are met.
Technical Objectives

1. To determine an appropriate Management By Objectives system for Goshen Indiana Public Schools.

2. To develop an increased expertise in student scheduling with computer assistance.

3. To gain experience in the evaluation of reading programs.
CHAPTER III

LEARNING AND/OR SKILLS DEVELOPED DURING THE EXPERIENCE

The writer is of the opinion that he met most of his objectives for the twelve week experience as an intern. The major focus of the internship was on developing learnings and skills in the area of curriculum. Nine of the twelve objectives selected for the internship concerned curriculum; three were in the area of administration.

The intern was assisted throughout the internship by the members of the Superintendent's Cabinet. These administrators listened to the intern's progress reports; interacted with him; and, made the necessary arrangements for his work activities. Often, the intern's role was that of an observer. Where appropriate, his role was that of a participant.

Curriculum Development and Revision

By participating in a variety of experiences, the intern acquired a general understanding as to how curriculum is developed and revised by the staff of Niles Community Schools. Note the log entries for January 6 - 10, January 27 - 31, February 3 - 7, and February 17 - 21. The intern gained an appreciation for the importance of the teacher's role in the development and revision of curriculum. The many workshops which he attended, demonstrated to him how teacher effectiveness can be maximized by releasing the teacher from regular duties to work on curriculum development and revision assignments. The
intern developed a small amount of skill in writing minimum skill objectives for English courses. Note log entries for January 27–31.

Much of the curriculum being used by the Niles schools was developed by the Educational Research Council of America (ERC), Cleveland, Ohio. The intern acquired some knowledge and insights into how this curriculum was developed by ERC. He spent two days at ERC becoming familiar with how textbooks and other materials are produced by the ERC staff. The intern gathered information on the services provided to participating schools and was able to form some opinions as to the quality of these services. The services provided by ERC were expensive. The intern was not able to form a valid opinion as to the cost-effectiveness of these services. Note the log entries for January 6–10.

**Individually Guided Education**

Before his internship experience the writer was unfamiliar with the concept of Individually Guided Education (I.G.E.). By completing his planned experiences and contacts, he now understands, to a small degree, how the I.G.E. system works at Niles. The intern was interested in learning about a process whereby pupils learned at their own pace. Also of interest to the intern, was the flexibility of I.G.E. A variety of course materials from other programs was utilized and integrated into the I.G.E. program. Note the log entries for February 3–7.

The intern gained insights into how the role of the principal and the teachers might be altered to bring about a more harmonious
relationship and at the same time make each more effective. The intern observed that in the I.G.E. system, the principal functioned as a coordinator of ideas and planning, rather than as the prime decision maker. Communication became a two-way process, with the lines of communication going in each direction.

The intern learned how parents and aides could be effectively used in an on-going program. He now has a better understanding of the need for adequate indoctrination and training of these people. He understands some of the problems which arise in using non-teacher personnel in classroom activities.

**Wisconsin Design for Reading Skill Development**

Another program which the writer was unfamiliar with before his internship experience was the Wisconsin Design for Reading Skill Development (WDRSD). The writer now has some understanding of the concepts embodied in WDRSD. By reviewing available data on WDRSD, and by working with staff with responsibilities in the program, the intern learned, to a limited degree, the effectiveness of utilizing this testing program to determine the reading strengths and weaknesses of individual pupils. It was not possible for the intern to form an opinion as to the over-all effectiveness of this reading program. Little data on effectiveness was available. WDRSD had been in operation at Niles for too short a period of time for meaningful evaluation data to be available. Note the log entries for February 17–21.

The intern acquired a conceptual understanding of the phonetic Initial Teaching Alphabet (i.t.a.), which was being used at Niles.
The intern observed many teachers who enthusiastically supported the use of i.t.a. However, he was not able to form an opinion as to its effectiveness by the examination of the available data. Note the log entries for February 17-21.

**Program for Impaired Students**

The writer is of the opinion that he met his objective of becoming familiar with the Niles Michigan Public School Programs developed for impaired students. This objective for the internship program was suggested by Dr. Fairman. Previous to the internship experience, the writer had little knowledge or understanding of the needs of the physically, mentally, learning, disabled and emotionally impaired student. The writer is now able to demonstrate by discussion or writing an increased understanding of how the needs of these special children are being met. Note the log entries for February 10-14.

One important understanding acquired by the writer, as a result of his experiences, is the need for these special children to participate in regular classes and activities whenever possible. Note log entries for February 10-14. The writer gained some appreciation of the role of family members of special children. Also, he is aware of some of the legal implications which arise in working with special education programs. The writer gained an awareness of the very high cost of these programs. He has a better appreciation for the difficulty in evaluating the cost-effectiveness of special education programs.
Accelerated Independent Study Program

The writer is of the opinion that he met his objective of becoming more aware of techniques in dealing with academically talented students to only a very limited degree. This objective was suggested by Dr. Fairman. One difficulty encountered by the intern was that he was only able to be at the high school during the mornings. Therefore, afternoon classes and evening activities were not observed. A second difficulty encountered by him was the scarcity of materials and information on the program. This was understandable since the program had been in operation for only a few months.

In spite of these limitations, the intern did gain an increased appreciation for some of the special needs of the academically talented student. New learnings and insights were obtained by visiting classes, visiting briefly with students and teachers, and by reviewing the material that was available on the program. As in the case of special education students, the academically talented student also needs to spend time in regular classes and activities.

Management by Objectives Program

The writer is of the opinion that he did meet his conceptual objective of acquiring an overview of the Management by Objectives Program that is in operation at the Niles Community Schools. The intern gained an appreciation for the amount of time and effort that goes into implementing such a program. As a result of his internship experience, the writer is able to discuss the five phases of Niles'
MBO system. He also has conceptualized how each phase is related to the other phases of the system. Note the log entries for March 17-21.

The writer achieved an increased understanding of the importance of position, or job, descriptions for each administrative position. His skill at writing job descriptions has been increased. He, also, achieved new insights into the value of writing objectives which are mutually agreed upon by subordinate and supervisor. The experience increased the writer's skill in developing criteria for the measurement of the extent to which objectives were accomplished. He gained understanding in the need for established progress reviews and evaluation meetings between subordinate and superior.

The writer is not certain as to the value of basing each administrator's salary on the extent to which he achieved his annual objectives. This is especially true for school systems where Boards of Education have not committed themselves to the merit pay concept.

The writer gained new understandings as to some of the positive results where an MBO system has been carefully worked out by the staff and accepted by the Board of Education and the staff.

**Administrative Teamwork**

The writer is of the opinion that he achieved his objective of observing how administrative teamwork is developed in the Niles school system. He is able to cite numerous examples of how this teamwork is developed and promoted. Note the log entries for March 3-7.

The intern acquired new understanding and appreciation for the
use of workshops for administrators which are held at a location some
distance away from the school district. He has an increased appreci-
ation for the need to devote substantial blocks of time and activities
in helping each administrator to better understand his own behavior.
He developed some skill in dealing with interpersonal conflicts be-
tween administrators.

The internship experience gave the writer an increased apprecia-
tion for the need for a humanistic type of approach to the educational
affairs of a school system. He is more aware of and more sensitive
to the need for creating an atmosphere of trust and openness which is
essential to team management. He has new insights into the need for
administrators to share their problems with one another.

The internship experiences gave to the intern some new skills
in problem solving. He acquired increased understanding for the need
for shared-decision making. He achieved some awareness for the need
for developing a decision making model to be used by administrators.

Affective Education

The writer is of the opinion that he met his objective of be-
coming familiar with the development of objectives in the affective
domain. Previous to the internship experience, he had received no
exposure to the process of developing learning objectives in the area
of feeling or attitudinal states. Through his experiences the intern
became familiar with the process model which enabled the Niles' staff
to develop and implement learning objectives in the affective domain.
Note the log entries for January 20-24.
As a result of his experiences, the writer is able to indicate a tentative model of the effective human being. In summary form, the model indicates an effective human being as one with a sense of personal identity and a strong and stable self-concept. The person is unified and consistent in thoughts, feelings, words, and actions. He is able to think rationally and is an effective problem-solver. His communication is effective. He has ideas of his own and he is able to make decisions of his own; and, he is accountable to himself and to others for his decisions and actions. He holds himself open for correction. He is actively concerned for others. He has enthusiasm for life.

The writer is able to discuss the relevance of the characteristics of an effective human being. He achieved new understandings of how classroom activities can be utilized to meet the objectives decided upon for the Alpha program. Note the log entries for January 20-24.

Programs for Potential Dropouts

The writer is of the opinion that he met the objective of observing how the special needs of the potential dropout are met. He is able to point to several specific examples as to how this is being done. The internship experience convinced him of the need for an alternative program for those students who are unmotivated and unable to cope with situations in the regular school program and school setting.

Before his internship experience, the writer had received no
training or experience involving classes and activities for those identified as potential dropouts. He acquired insights into the special needs of these students. He developed convictions that these students needed more personal involvement with teachers and counselors. He developed an appreciation for how the informal activities and informal atmosphere could be utilized to facilitate a desired change in a student's behavior. He acquired a better understanding of the need for intervention in the student's life at those times when he got into difficulty with his family or the law.

The internship experience led the writer to the opinion that the emphasis of an alternative program for potential dropouts needs to be placed on the behavior modification of these students; not upon the acceptance of behavior which is anti-social and self defeating for the student. Also, he formed the opinion, that emphasis should be placed on getting the student to return to regular classes and activities.

Management by Objectives: Goshen Community Schools

The writer was only partially successful in meeting his program - objective of determining an appropriate MBO system for Goshen Community Schools. The experience of the internship, which gave the intern some knowledge of Niles' MBO program, have left him with a healthier appreciation of the magnitude of such a task.

The writer is able to conceptualize the steps required to implement an MBO system. Obtaining the commitment of the Board of Education and administrative staff to an MBO system is the first
step required. Second, a carefully worked out structure, which defines the level and scope of the system is needed. Next, a Pert Chart should be developed for implementation which allows enough time for a smooth transition to the new program. Implementing a good MBO system takes several years. Strategies need to be operationalized, which provide for an appropriate climate or atmosphere, which will facilitate or maximize the opportunity for the success of the new MBO system. Finally, the total system needs to be implemented, at the level and scope decided upon. See the appendix for an outline for implementing a Management by Objectives system for Goshen Community Schools.

**Student Scheduling**

The writer is of the opinion that he met his objective of developing an increased expertise in student scheduling with computer assistance. Before his internship experience the writer had little knowledge about the process of student scheduling. The intern was directly involved in many phases of the scheduling process, including one day at the Intermediate School District's Computer Center at Berrien Springs. Note the log entries for January 13-17.

At the workshop at the Computer Center, the new IBM EPIC: SOCRATES Program was explained. Through this experience, the intern acquired information and knowledge as to the vast amount of data that can be handled by such a program. He gained new knowledge as to reports, in the form of printouts, which are generated by this new system. He also has a better understanding of how these reports
become useful tools in the hands of a skillful schedule builder. Note the log entries for January 13-17.

**Evaluation of Reading Programs**

The objective of gaining experience in the evaluations of a reading program was not met. The internship proposed experiences called for the intern to work with Dr. Yomtoob in the evaluation of a reading program. Dr. Yomtoob was working on the evaluation of the effectiveness of Niles' i.t.a. program. A control group was being used from another school system and Dr. Yomtoob did not receive the required data from this system in time for the intern to participate in the study.

The intern did gain some knowledge of the Michigan Assessment in the area of reading. However, the intern's work in this area was not too meaningful as four of the seven elementary schools failed to meet any of the objectives in reading.
RECOMMENDATIONS FOR IMPROVING THE INTERNSHIP

Experiences in the Internship would lead the writer to recommend that more time be devoted to the writing of program objectives. The objectives of the Internship are of much more importance than the writer realized. They give direction and purpose to the intern's program.

The writer would recommend that more time be given to the writing of the terminal skills expected to be developed by the internship experience. These clarify for the intern the extent to which he is meeting his program objectives. They also serve as a basis for others to evaluate to what extent these objectives have been met.

It is recommended that more time be devoted to the planning of the experiences for the Internship. When arrangements for the intern's participation are made well in advance, people seem more receptive to assisting in the Internship.
CHAPTER IV

WEEKLY SUMMARY OF THE LOG OF EXPERIENCES

January 6-10. The intern attended and participated in the regular Monday morning Directors' (Superintendent's Cabinet) meeting. Regular attendance at these meetings continued throughout the internship. These meetings were an important part of the internship as a forum for monitoring the intern's progress in meeting his program objectives and for observing the extent to which teamwork was developed and evidenced between administrators with system-wide responsibilities. As a part of each meeting the intern reviewed his progress, helpful suggestions were given, and arrangements were made for working with staff personnel for the week.

Dr. Fairman and Assistant Superintendent James Bennett alternated in taking the intern on a tour of the various buildings and introduced him to key personnel. A brief overview was given of major instructional programs in each building. On Thursday and Friday the intern was at the Educational Research Council of America, Cleveland, Ohio, with Mr. Frank Nowak, Elementary Curriculum Director, and Mr. John Ostrowski, Reading Consultant. ERC is an independent, non-profit research and development center for elementary and secondary education. It provides rather comprehensive services to participating school districts. Niles has been a participating school district in ERC for a number of years and much of its curriculum is based on programs which were developed by ERC. The initial cost to Niles was $50,000 with an additional yearly fee equivalent to $2.50 per pupil.
On Thursday afternoon and evening a meeting was held with Mr. Clinton Desmond, Director of In-Service Education and Staff Utilization. Mr. Desmond also served as the liaison for ERC and the Niles school system. An in-service workshop in the area of reading was planned for Niles elementary teachers with reading consultants from ERC as resource persons. Also reviewed was the effectiveness of the reading consultant help being furnished to Niles by ERC.

The entire day on Friday was spent at the ERC facilities in the Rockefeller Building. The intern visited with Mr. John Dye, Assistant Director, who reviewed the services offered by ERC. The intern attended part of the January meeting for Superintendents and Assistants and listened to a panel discussion concerning "Essential Elements of a Functional Philosophy for an Effective Secondary School for Today and Tomorrow." Time was spent skip-reading material developed by the Center. A tour of the various departments at ERC was made by the intern with Mr. Desmond as a guide. Some departments visited were: Administrative Services, Art, Occupational Education, Elementary Reading and Language Arts, Humanities, Health and Physical Education, Mathematics, Evaluation and Testing, and Science.

January 13 - 17. The intern spent the entire week at Ring Lardner Junior High School working with school personnel on student scheduling. Ring Lardner is unique in that it has an eight period day with no study halls. Each student takes eight subjects. The year is divided into four units of nine weeks each.

Student scheduling is done with the assistance of the computer center at Berrien Springs. In the spring each student is given
lists of course offerings for each of the four units color-coded by grade. The counselor has already circled required courses for each student. The student circles the desired electives with alternates. These are taken to the computer center for Course Tally and Matrix and Conflict Matrix printouts. From the Course Tally a list of courses, with number of sections required, is made up for each department. Department heads and teachers determine who shall teach each course in the department. The Master Teacher Schedule is completed. One-section courses are scheduled first, next courses taught in certain rooms only, two-section courses next, and last, multiple section courses are scheduled. This information goes back to the computer and students are scheduled into specific classes. If the first computer run has few conflicts, these conflicts are hand scheduled by the counselor. If there are too many conflicts, courses are shifted to another time frame, combined with another course, or dropped. Most of the intern's time was spent working with one of these phases of student scheduling.

The intern attended a district-wide meeting on "Student Scheduling and Resource Allocation" which was held at the Intermediate School District's Computer Center at Berrien Springs. Director David Rhodes and Assistant Director James White explained additional services that would be available soon in student scheduling with the use of the new IBM EPIC: SOCRATES Computer Program. The five major components of the new system were explained: student registration, resource allocation, student assignment, schedule evaluation, and student reporting. The new system provided for the linking of classes,
ability level restrictions, grade restrictions, mix of boys and girls, etc. The new system will generate the following reports: course curriculum list, student identification, course request, student and course verification, and potential conflict matrix. Other reports generated are student schedule, instructor lists, master schedule, and instructor load list which is important at Niles as each teacher receives an additional $250 for each pupil over 170.

January 20 - 24. The intern worked this week with Alpha Coordinator Mary Ann Burdue. The Alpha Program is concerned with the child's self-image. The main goal of the program is to help each student become an effective human being by providing Alpha activities which build the child's confidence in himself. The Alpha Task Force is a group of fifteen elementary teachers who work with their building staffs on various aspects of the program. The project is funded by ESEA Title III monies through the Michigan Department of Education.

The intern visited elementary classes where teachers were working on one of the eighteen activities suggested for the 1974-75 school year. Each teacher had certain due dates for completing an activity which would meet one of the objectives of the program. For example, in one class visited the teacher was having pupils engage in the "Trust Walk" to meet the objective of "Concern for Others."

The intern attended an all-day workshop on Thursday for upper elementary teachers which proved rather effective. The workshop started with a warm-up exercise of "Bingo". Signatures of fellow participants were secured on Bingo Sheets and Bingo was played with
the names. A review of the progress of activities was made. One of the more interesting parts of the program was a role-playing exercise for all participants which demonstrated how an "assigned" problem would be handled.

The intern read available material on the Alpha Program, such as the Alpha Resource Book: A Program To Implement The Michigan Model For Developing Objectives In the Affective Domain in Niles Community Schools, and Toward Affective Educators: A Guide to Developing Affective Learning Objectives by Alfred S. Forsyth, Jr., and J. D. Gommel.

January 27 - 31. The intern worked this week with a six-member task force which had been given the charge of developing minimal objectives for each English course in grades seven through twelve. On Wednesday members were released from regular classroom duty to engage in a work session. The task force worked on the minimal skills a student should acquire in literal comprehension. Areas included: reading for meaning, identifying topic sentences, and reading as a means of developing skills in following instructions. The group also tackled the question of whether it would compile vocabulary lists for grades seven through twelve, or recommend that vocabulary be taught in context. Interpretive comprehension skills in literature were worked on and the group ended the session focusing on study skills needed by students. The attitude of the group changed and the meeting became less productive when the Director of Secondary Curriculum sat in on the meeting for a brief period. Members of the group tended to look to him for direction rather than
proceeding with their own agenda.

The intern attended a work session of eighth and ninth grade English teachers who were working on minimal objectives in literature dealing with the students understanding of characterizations, plot, plot-line, setting, theme, and point of view. The intern attended a session where seventh grade teachers were working on a "speaking and listening strand." The group worked on student skills in giving and receiving oral instruction, memorization of lines to be recited before a group, and role-playing.

February 3 – 7. The intern worked this week with Sandra Negley, Individually Guided Education (I.G.E.) Project Director. The program used at Niles is a modified version of I.G.E. which was developed by the Wisconsin Research Center for Cognitive Learning at the University of Wisconsin, Madison, Wisconsin. The program is in effect in only two elementary schools – Central and Oak Manor.

The intern visited classes in these two buildings and interviewed principals, teachers, and aides in an attempt to gain some understanding of the effectiveness of the program. The I.G.E. system seems to work. Teacher teams ranged in size from two to five teachers. Pupils were arranged into multi-aged groups called Units. The teams, assisted by the principal, identified goals, selected content, organized content, assigned teachers to develop lesson plans, developed strategy ideas for building individual learning programs, and developed assessment plans. Each team planned lessons and coordinated schedules. Individual teachers also made separate lesson plans with copies going to the principal.
An interesting aspect of the program is that the pupil does not "fail" at the end of the grade. Rather, he is taught next year from the point where he stops this year. For example, the basal mathematics curriculum was the Educational Research Council Mathematics Program which had different levels of difficulty so that the pupil continued at his own pace.

In the I.G.E. program pupils were grouped by ability and interest. Tests, teacher judgments, and social and emotional relationships determined the make-up of groups. The intern noted an unusual amount of involvement in the program by parents, student tutors, and teacher aides. Because of the great amount of testing and record keeping in the program, this additional help is essential if the program is to function smoothly. Everyone in the program seemed to maintain a high degree of enthusiasm. A recurring expression by teachers was that they often felt "drained" and perhaps too much was demanded of them in the way of planning, organizing, testing, and record keeping. It is the intern's opinion that this concern was greatly minimized by the great emphasis on good group communication.

February 10 - 14. The intern worked this week with Nelson Mosher, Director of Special Education. He reviewed the Administrative Handbook for Special Education Services of the Niles Community Schools. A considerable amount of time was spent in visiting the various special education classes and activities. A special treat for the intern was observing the classes held at the YMCA swimming pool. Children classified in the following categories are served: speech and language, educable mentally impaired, emotionally impaired,
learning disabled, physical and other health impaired. Mr. Mosher indicated that every effort was made to integrate the 533 students receiving special education services into the mainstream of children for at least part of each day. Only 93 children were not integrated. These children needing special education services were served by 27 teachers and 10 aides.

Berrien Springs Schools operated a program for hearing impaired and the Electric Light School served the trainable mentally impaired. The intern sat in on the consultations held by the various specialists from the Intermediate School District. Consultant services were available from the school psychologist, teachers of the homebound, and consultants for the physically, visually, emotionally, educable mentally impaired, and learning disabled.

Mr. Mosher and the intern called at the home of parents whose signature was needed to have a diagnostic evaluation made of their child at Kalamazoo. The parents are required to be members of the Educational Planning and Placement Committee which must make the recommendation for any change in a child's educational program.

At the high school, two teachers were involved with twenty-five students needing special services. This was a self-contained classroom with children enrolled in regular physical education programs. Some had regular jobs with the teacher responsible for supervision while they were on the job. Ring Lardner had an interesting arrangement for the emotionally impaired. When a student felt unable to cope with his regular class, he could drop-in to the resource room where a specially trained teacher was available for help.
February 17 - 21. The intern visited classes and interviewed teachers using *The Wisconsin Design for Reading Skill Development*. The intern worked with Mrs. Sandra Negley, ESEA Title III Project Director. In 1966 Niles joined the Educational Research Council of America and adopted for implementation a new language arts-reading program which utilized the phonetic Initial Teaching Alphabet (i.t.a.). In 1972 an analysis of eight years of standardized test results, as measured by Stanford Achievement Tests of reading, revealed that about sixty percent of all sixth graders tested were performing at least two grades below grade level. The reading results from Michigan's Assessment Program tended to confirm these findings. This served as a catalyst for the undertaking of the implementation of WDRSD in grades K-3 in all elementary buildings in 1972. Under this federally-funded program one new component of WDRSD was introduced into grades K-3 for a three year period. In 1972-73 word attack skills started; in 1973 study skills were added; in 1974-75 comprehension skills were added.

WDRSD is an instructional management system which includes teacher guides; administrative manuals; pre-implementation and post-implementation schedules; a suggested outline of sequential instructional objectives; and a system for classifying, storing, recording, and retrieving skills, information, and objectives. Children are pre-tested at a particular level of reading skill difficulty and grouped with those having the same skill need. The child is taught the indicated skill need for two or three weeks and post-tested. If his score indicates a mastery of the skill, he is placed in a new skill
group. If not, he will repeat this exercise at a later time in his program with another group.

The intern interviewed the reading consultants, Mary Jo Meyer, John Ostrowski, and Linda Reese. A major responsibility of these reading specialists was helping classroom teachers use the WDRSD effectively and recommending other approaches to the teaching of reading where appropriate.

**February 24 - 28.** The intern worked at the high school with teachers who were teaching classes for academically talented students, 25 sophomores who were participating in a three year experimental alternative program. The intern visited the English, math, western civilization, and science classes; interviewed teachers, administrators and students; and reviewed materials available on the program. However, the program had been in operation for only a few months and not much data was available. The emphasis of the program, entitled Accelerated Independent Study, or A.I.S., was an academic acceleration, enrichment, and independent study. A control group, parallel in abilities and motivation, was being used.

On Monday the intern attended a breakfast meeting of area principals chaired by Howard VerHage, Director Shared-Time Occupational Education. The participants reviewed shared-time scheduling for the 1975-76 school year. The Director indicated a need for a pre-construction course for all schools and a need for pre-auto mechanics in Berrien Springs. Proper orientation of counseling staffs to shared-time programs was discussed.

On Wednesday the intern attended a district-wide Superintendent's
meeting. Dr. Fairman made a presentation on the Management by Objectives System in operation in the Niles Community Schools. Other presenters on MBO systems were from the Penn-Harris-Madison School System in Indiana.

March 3 - 7. At the Directors' meeting, plans for Tuesday's millage vote were reviewed. Chairmen of the various committees, which had been working on the millage vote campaign, made their final reports. The intern noted the Superintendent's role at the Directors' meetings. The Assistant Superintendent chaired these meetings and the Superintendent had the same role as other participants. In the intern's opinion this, more than any other factor, contributed to developing the leadership qualities of other administrators. The atmosphere at all meetings was relaxed and informal.

The intern sat in on conferences with elementary reading teachers and reading consultant, John Ostrowski. Teachers reviewed the progress being made with reading and discussed problems encountered with Mr. Ostrowski. Several teachers expressed concern over the amount of time that they were spending on the record-keeping required by the W.D.R.S.D. and I.G.E.

The intern worked with Dr. Yomtoob and Frank Nowak on a review of the results of the Michigan Assessment in the area of reading. Some time was spent by the intern in drawing up charts which compared the Michigan Assessment Test results by building with the results of tests on student attitude towards school and towards self.

March 10 - 14. The intern worked this week with Mr. Harold Finley, Program Coordinator for the Neighborhood Education Center.
The N.E.C. is an alternative program for students 13-18 years old who are unmotivated in the regular school setting. Basically, the program is designed for potential dropouts. The program is housed in a building just outside of town. Rules for conduct are relaxed; for example, students are permitted to smoke at designated times and places. The students receive their basic instruction in English, math, social studies and remedial reading at the N.E.C. About 30 senior high students attend in the morning and 30 junior high students in the afternoon.

N.E.C. students have the help of many people and agencies. The intern interviewed Mr. Theodore Potts, a counselor at Ring Lardner, who is on twenty-four hour call for students in trouble. Staff members have good working relationships with local police agencies and court administrators. A job coordinator assisted students in finding jobs and adjusting to the job once obtained.

Many activities were planned for N.E.C. students. Many participated in a bowling league in which teachers bowled with students. Camping activities were planned. The staff took some responsibility for and became more involved with the students' total life.

March 17 - 21. The intern interviewed central office and building administrators for the purpose of acquiring some understanding of Management by Objectives Program used in the Niles Community Schools for the administrative operation of the schools. The MBO system was organized during the 1969-70 school year with assistance from the Edward N. Hay, Management Consultant firm of Philadelphia, Pennsylvania. The MBO program has five phases: Development of position
description for each administrative position; Establishing an administrative structure through the evaluation of each position as to its assessed worth and degree of accountability; Salary administration and salary ranges; Establishing mutually agreed upon job objectives from the major accountabilities of a given position; and, The Evaluation of Performance.

The intern spent considerable time in reviewing the above five phases as each related to each administrative position. Dr. Fairman, the prime mover in establishing the MBO system, gave generously of his time in explaining the MBO program and answering the intern's many questions. The intern read the available material, reports, and evaluations on the MBO system.

March 24 - 28. The intern attended his last Directors' meeting where a review of his internship experience was made. The intern continued his work on the MBO program, spending additional time with Dr. Fairman, James Bennett, Nelson Mosher, Frank Nowak, and Charles Miller.

The intern and other administrators from Goshen Community Schools in Indiana visited Niles Community Schools for the purpose of investigating the operation of the satellite lunch program. At an earlier date, personnel from Goshen schools visited Niles schools to gain first-hand information about the Alpha Program.
INTERNSHIP PROPOSAL

SUBMITTED BY

FRANK A. ALGATE
SPONSORING ORGANIZATION: Niles Community Schools

FIELD SUPERVISOR: Dr. William Fairman, Superintendent

UNIVERSITY ADVISOR: Dr. Robert Hellenga, Western Michigan University

MAJOR FOCUS OF EXPERIENCE: (1) Survey the development, revision and improvement of the curricula of Niles Community Schools.

(2) Preparation of an outline for the development and implementation of a Management By Objectives (Accountability Management) system for Goshen Community Schools.

DURATION: Twelve weeks (half time) commencing January 6, 1975.

RATIONALE:

Leadership in the development, revision and improvement of the curriculum is the prime responsibility of the superintendent of schools. Without strong leadership in curriculum, the operation of a school system is potentially detrimental to the quality of the education that each child receives. With a strong background of training and experience as a school business administrator and with aspirations for the superintendency, the writer is acutely aware of a felt need for a massive exposure to curriculum.

Niles Community Schools was selected by the writer for extensive preparation in the area of curriculum because of their interest in innovative and progressive instructional programs, e.g. career education for all (1966-69); modern mathematics and science concepts and processes (1966-73); alternatives for potential dropouts (1970-74); phase electives in English (1965-74); developing effective human beings (1970-72); and the high school independent study program (1966-72).
A concomitant purpose of the internship is to acquire expertise in devising an organizational pattern for school administration which has the potential capability for providing leadership in the area of curriculum. Management By Objective, with its emphasis on results to be produced by each job, holds out the promise of providing such an organizational pattern for leadership.

A Management By Objectives program has been in operation at Niles Community Schools since July, 1970. Their MBO system appears to be an excellent one. The writer is appreciative of the opportunity to work with the experienced administrative staff at Niles Community Schools in his attempt to satisfy this aspect of his internship.
## PROJECTED NATURE OF INTERNSHIP EXPERIENCE

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<th>TERMINAL SKILLS</th>
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<tr>
<td>A. CONCEPTUAL</td>
<td>The intern will -</td>
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<tr>
<td>1. To comprehend how the curricula (k thru 12) of Niles Michigan Public Schools is developed and revised.</td>
<td><strong>visit and interview</strong> staff members of the Educational Research Council of America, Cleveland, Ohio; <strong>attend work sessions</strong> of curriculum committees; <strong>read reports and recommendations</strong>; <strong>interview personnel.</strong></td>
<td><strong>to demonstrate</strong> by discussion or writing an increased understanding of the development and revision of curriculum.</td>
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<td>2. To observe the methods &amp; techniques for individualized instruction in the Niles Michigan Public School System.</td>
<td><strong>work with the IGE project director; observe the IGE teams; interview personnel; attend workshops; review background literature &amp; reports.</strong></td>
<td><strong>to present examples of how instruction is being individualized in the Niles Michigan Public School System.</strong></td>
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<tr>
<td>3. To review the available data on the Wisconsin Design for Reading Skill Development.</td>
<td><strong>work with Sandra Negley, project director; work with reading specialist: Mary Jo Meyer, John Ostrowski, Linda Reese; review background materials; observe class activities.</strong></td>
<td><strong>to point to observations and evaluations which indicate the effectiveness of the use of the WDRSD in the improvement of reading.</strong></td>
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<td>4. To become familiar with the Niles Michigan Public School programs developed for impaired students.</td>
<td>work with Special Education Director, study &quot;Administrative Handbook for Special Education Services&quot;; visit special education classes; interview social workers, helping teachers, and psychologist.</td>
<td>to demonstrate by discussion or writing an increased understanding of how the needs of the physically, mentally, learning disabled and emotionally impaired student are being met.</td>
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<td>5. To become more aware of techniques in dealing with academically talented students.</td>
<td>visit classes; interview teachers in A.I.S. program such as - *Mr. Potts - Algebra II *Mrs. Biek - Cellular Biology *Mr. Szakas - Western Civilization *Miss Willare - Composition I; read appropriate background material on the &quot;Alternative Program for Academically Talented Students.&quot;</td>
<td>to discuss the principal goals and objectives of the Niles program for the gifted and to relate how these are being met.</td>
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<tr>
<td>6. To acquire an overview of the Management By Objectives (Accountability Management) Program in the Niles Michigan Public School System</td>
<td>interview administrators such as - *Superintendent of Schools *Assistant Superintendent - Curriculum &amp; Personnel *Business Manager *Directors *Coordinators *Supervisors * Principals &amp; Assistants; read studies, reports, recommendations.</td>
<td>to discuss the five phases of the Management by Objectives system and how each phase is related to the other phases.</td>
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<td><strong>B. HUMAN</strong></td>
<td><strong>The intern will</strong> -</td>
<td><strong>The intern will be able</strong> -</td>
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<tr>
<td>1. To observe administrative teamwork and how it is developed.</td>
<td>attend meetings of administrator groups such as - *Directors *Principals *Board of Education *Collective Bargaining; interview administrators; observe administrator interaction, association, &amp; Communication, read background material concerning administrator teamwork.</td>
<td>to cite particular examples of how administrative teamwork was developed and/or promoted.</td>
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<td>2. To become familiar with the development of objectives in the affective domain.</td>
<td>work with Alpha Coordinator, Mary Ann Burdue: participate in task force workshops; visit classrooms &amp; observe how objectives in the affective area are met; read background reports, recommendations &amp; studies in the affective area.</td>
<td>to indicate a tentative model of an effective human being and discuss the relevance of the ten characteristics of an effective human being.</td>
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<tr>
<td>3. To observe how the special needs of the potential dropout are met.</td>
<td>teach or supervise at the Neighborhood Education Center; interview program staff personnel; interview students; read curriculum material.</td>
<td>to point to examples of how individual needs of potential dropouts are being met.</td>
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<td><strong>C. TECHNICAL</strong></td>
<td>The intern will -</td>
<td>The intern will be able -</td>
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<td>1. To determine an appropriate Management By Objectives system for Goshen Indiana Public Schools.</td>
<td>prepare an outline for the development and implementation of an MBO system for Goshen Indiana Public Schools.</td>
<td>to present reasons to support the MBO system selected for Goshen Indiana Public Schools.</td>
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<td>2. To develop an increased expertise in student scheduling with computer assistance.</td>
<td>attend student scheduling workshops by computer center; interview director, Mr. David Rhodes &amp; assistant director, Mr. James White; work with Ring Lardner personnel on student scheduling.</td>
<td>to demonstrate an increased level of proficiency in gathering &quot;input&quot; data and utilizing &quot;output&quot; data in student scheduling.</td>
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<td>3. to gain experience in the evaluation of reading programs.</td>
<td>work with Dr. Yomtoob in the evaluation of a reading program; review results of Michigan Assessment in area of reading for Niles' students; read background material concerning the evaluation of reading programs.</td>
<td>to present summary of findings as to effectiveness of reading program evaluated.</td>
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STRATEGIES FOR IMPLEMENTING AND MAINTAINING
A MANAGEMENT BY OBJECTIVES PLAN
FOR GOSHEN COMMUNITY SCHOOLS

I. SETTING THE STAGE FOR MBO

A. Obtain Commitment of Board of Education and Staff
B. Select Outside Consultant
C. Appoint In-house MBO Administrator
D. Conduct Seminar on Basic MBO Principles
E. Hold In-service for Administrators on Improving and/or Developing Needed Skills
F. Develop Plans for Shared Decision-making
   1. Determine goals and objectives
   2. Identify educational needs
   3. Identify solutions to problems
G. Visit MBO Programs - Board and Staff
H. Select MBO Structure
I. Develop Pert Chart for Implementation

II. A TENTATIVE MBO STRUCTURE

A. Develop Position Descriptions
   1. State purpose of each position
   2. Indicate major responsibilities of each position
   3. Indicate routine functions for each position
B. Establish Mutually Agreed Upon Objectives From Major Position Responsibilities
   1. Hold objective setting conferences
   2. Develop measurements for use in determining extent to which objectives have been met
   3. Establish times for progress and final conferences
C. Evaluate Performance

1. Progress conferences
2. Final conference
3. Use agreed upon measurements for each objective to determine extent of achievement
4. Assess general performance level

D. Evaluate Positions to Determine Salary Ranges

1. Review annually
2. Place individual within salary range based on general performance level