Summary of an Internship in the Battle Creek Public Schools

Lee A. Callaway
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SUMMARY OF AN INTERNSHIP IN THE BATTLE CREEK PUBLIC SCHOOLS

by
Lee A. Callaway

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

Western Michigan University
Kalamazoo, Michigan
April 1976
ACKNOWLEDGEMENTS

I wish to express sincere appreciation to the people who contributed to my intern experiences. A special thank-you to Drs. Carol Sheffer and Charles Warfield, who served as members of my advisory committee. May I also extend my deepest thanks to Dr. Jack Mawdsley, Superintendent of the Battle Creek Public Schools, and his administrative team, who guided me through some of the most enriching experiences as a Western intern; and to my wife, Franzetta, and my children, Lee Jr. and Zakiya, for their endless patience, encouragement, and support.

Lee A. Callaway
Now that I'm almost up the ladder
I should, no doubt, be feeling gladder.
It is quite fine, the view and such,
If just it didn't shake so much.

--Richard Armour
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INTRODUCTION

The Battle Creek, Michigan, Public Schools, a Class A school district with a student enrollment of 9,453 pupils and 528 faculty and administrative personnel, provided a 7-week intern experience from June 30 through August 8, 1975.

The internship was arranged and approved by the Educational Leadership Department, Western Michigan University; the supervisor was the Battle Creek Superintendent of Schools. The intern was also assigned to the Assistant Superintendent for Instruction and Research, the Assistant Superintendent for Administrative Personnel and Special Services, the Administrative Assistant for Federal Programs and Human Relations, the Administrative Assistant for Employee Relations, the Director of Secondary Education, the Pupil Personnel Director, the Business Manager, and the Director of Elementary Education. The intern worked with each line and staff administrator for a period of 3 to 5 days.
CHAPTER I

RATIONALE

One of the most serious issues in our present decade is increased "educational accountability" in educational institutions. According to Good (1973), educational accountability is "the theory that teachers and school systems may be held responsible for actual improvement in pupil achievement and that such improvement is measurable through tests of teacher effectiveness constructed by outside agencies" (pp. 5-6).

In order to combat the failures of accountable institutions, I believe it is necessary for the modern-day administrator to master the skills of interpersonal relations, educational engineering, community relations, and to become the promoter of good human relations within his organization.

Recognizing that the successful administrator is a practitioner who has obtained knowledge in all categories of educational leadership, I believe that the ideal administrator is an individual who not only subscribes to theory, but applies theory in his administrative capacity.

The focus of this intern will be:

1. To observe and identify the role that each administrator performs.

2. To acquire additional knowledge in school budgeting.
3. To acquire administrative skills in curriculum planning, contract negotiations, personnel placement, and student placement.

4. To acquire skills and techniques in planning for school millages, school elections, and community participation for improved school-community relationships.

5. To acquire additional knowledge in the relationships that the school has with the State Legislature.

6. To acquire experience in educational leadership.
CHAPTER II

GOAL AND OBJECTIVES

The goal of this internship was the improved professional competence of the intern. The following objectives were established to help achieve the goal:

1. Conceptual
   a. To acquire administrative skills in educational leadership and to observe the role that each administrator performs.
   b. To become familiar with planning and developing curriculum changes in a public school.
   c. To gain an understanding of the service areas of the public schools.
   d. To become acquainted with the work of agencies and organizations on the national, state, and local levels that are concerned with teacher preparation.

2. Human
   a. To gain experience in planning with others in the initiating of change as well as the continuance of ongoing programs.
   b. To develop skill in planning and maintaining good public relations in the community schools.
   c. To gain experience in educational leadership.

3. Technical
   a. To obtain skill in preparing a budget, by learning how to project into the future.
b. To become familiar with the services that the schools provide to the community.

c. To acquire skills in chairing a school board meeting.

d. To develop skill in coordinating and evaluating all programs.

e. To acquire skill in developing an agenda for a school board meeting.

f. To become familiar with the various record-keeping procedures in the Battle Creek school system.

g. To become familiar with the method of ordering supplies, bookkeeping procedures, and working with the transportation department.
CHAPTER III

WEEKLY LOG

Summary of Internship with Arthur Angood, Assistant Superintendent for Administration and Personnel: July 1-3, 1975

While interning with the Assistant Superintendent for Administration and Personnel, I acquired knowledge of many of his main functions. Below are listed a number of personnel functions which I deem as being essential in heading a successful personnel department:

(1) Employment.---Procuring staff is often the dominant function of the personnel officer. It has tended to consume the most time and is the largest capital outlay of the personnel budget.

(2) Placement.---This is not always the total responsibility of the personnel office. It is a shared concern of the general administrators and principals. It is essential that a staff member is well placed in any organization.

(3) Assignment.---Normally principals make assignments, but criteria for making good assignments are developed in the personnel department.

(4) Administration of personnel office.---It is essential that the personnel director establish a well-organized and effective personnel department. Complete files containing
important records and documents are maintained under the leadership of the personnel director. In order for this department to be successful, the director must be a willing expert in his area and maintain an adequate and efficient clerical staff, skilled in personnel administration.

(5) **Salary administration.**—Often it is the responsibility of the personnel administrator to explain and interpret the provisions of salary schedules, to make adjustments and propose revisions as the occasion arises.

(6) **Administration of personnel provisions in negotiated contracts.**—Here the personnel director does not negotiate directly in teacher contracts. The personnel department has the task of making certain that all personnel items are carefully carried out.

(7) **Special services.**—This is a second title attached to the personnel director's duties in the Battle Creek Public Schools. As head of this department, the special service director is in charge of a number of trust funds. He must remain directly in contact with many of the local organizations as well as governmental agencies. He is the public relations person for the school system.

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

**Skills acquired**

1. Improved skill in interviewing and placement of personnel.
2. Experience in running a clerical staff skilled in personnel administration.

3. Improved skill in organization and maintenance of personnel records.

**Information acquired**

1. Administrative rules governing the certification of teachers in Michigan.

2. Insight on the recruitment of employees in the Battle Creek school system.

**Change in attitude**

I began to realize that the personnel director is one who must remain abreast of the new trends in interviewing and placement of personnel. He is also the public relations person for millage campaigns, and is the special service director for his school district.
Summary of Internship with Scott Richmond, Business Manager: July 7-9, 1975

My intern experience with the Business Manager provided me with additional knowledge in the area of the duties that a Business Manager must perform.

During the summer vacation of the school year, the Business Manager has an abundant amount of paper work to deal with. This paper work includes developing supply inventories, salary inventories, and budgeting incoming revenues into their appropriate accounts.

Since the Business Manager is responsible for the capital outlay of his school district, I acquired the opportunity to learn how schools receive their revenue for operational cost. The state reimburses the school district for its share in the cost of running the lunch program every month.

Another, and the most important, source of revenue is derived from the property tax. The school will collect over $8,000,000 from property taxes to assist in operational cost. Other sources of income are obtained from state and federal aid.

During this week, I visited the transportation division with the Business Manager. We counted the bus fleet and sent the count to the State Department of Education for the purpose of meeting the state guidelines on safety and vehicle inventories.
I also visited the IBM Computer Center, located at Kellogg Community College in Battle Creek, Michigan. Every month this computer center prints out capital outlay, payroll, insurance programs, and keeps work records of all school employees.

My intern experience with the Business Manager has provided me with an abundant amount of professional growth in the area of school finance.

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

**Skills acquired**

1. How to plan and forecast a school budget.
2. How to develop various supply inventories.

**Information acquired**

1. Operational funds are derived mainly from the property tax, and financial aid is also obtained from federal and state educational agencies.
2. The importance of good bookkeeping in order to maintain accurate inventories.

**Change in attitude.**

I recognized that the Business Manager plays a vital role in maintaining the operational status of a school district and that his human interest is as important as his business interest.
Summary of Internship with Jack Mawdsley, Superintendent of Battle Creek Public Schools: July 9-11, 1975

This was my most exciting week of internship. I worked with the Superintendent, and my experiences were varied. First, I learned what the main functions of the Superintendent's role were. The Superintendent's main functions are listed below:

1. Is responsible for carrying out the educational objectives and policies established by the Board of Education and prescribed by state statutes.

2. Recommends the appointment, assignment, promotion, or dismissal of all school employees including principals, consultants, secretaries, engineers, custodians, and others needed in the operation of the schools.

3. Works with the school instructional staffs in gathering information and data to help the school board develop needed objectives and policies.

4. Administers the day-to-day operation of the schools within the policies adopted by the Board of Education.

5. Prepares a budget each year showing the anticipated receipts and expenditures necessary for the efficient operation of the school system.

6. Keeps the school board informed on all school matters.

7. Heads an administrative organization that assists him in performing his duties.

Additionally, my activities included reviewing a letter written by the State Civil Rights Commissioner regarding school codes as they relate to expulsions and suspensions of
students over, and under, 10 days; reviewing expenditures for the Area Vocational Building; and listening to administrators decide on job placements that involved a swimming coach and an A.V. coordinator.

My intern experience also included attending a State Planning Committee meeting in Lansing, the purpose of which was to establish plans for the 1976 Compensatory Education Program, which will be held at Cobo Arena in Detroit, Michigan.

My intern week with the Superintendent also provided an opportunity for me to observe a principal being reprimanded by the Superintendent, the Assistant Superintendent of Personnel, and the Administrative Assistant for Employee Relations. The principal maintained that he was the spokesman for a number of principals who were displeased with the policy on the secretary pay scale. The results of this meeting were: (1) the policy was explained; (2) the policy was to be reexamined; and (3) the principal was advised that he was not a union spokesman for the secretaries' union.

The internship, this week, provided me with a variety of experiences and activities which will greatly enhance my understanding of the skills and abilities required in the area of administrative and supervisory functions.

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

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Skills acquired

1. How to prepare a complete school board agenda.

2. How to listen and communicate effectively when reprimanding a fellow employee.

3. How to organize and manage staff and line employees, and techniques used to carry out the policies of the school board.

Information acquired

1. The Superintendent prepares a budget each year, showing receipts and expenditures necessary for the efficient operation of the school system.

2. The Superintendent is responsible for seeing that the total educational objectives and policies are carried out in his school system.

Change in attitude

The Superintendent is an administrator who is politically minded, and one who is visible in his community as well as on the state level.
Summary of Internship with Eugene McCoy, Administrative Assistant for Federal Programs and Human Relations: July 14-18, 1975

This week I was involved in a series of committee conferences regarding new human relations programs in the City of Battle Creek; plans for adult education in local industries; plans for Indian awareness; plans to update scholarship materials for minority students who are economically disadvantaged; and plans for a federal aid budget cut.

The role that the Administrative Assistant for Federal Programs and Human Relations fills has added to my knowledge the importance of such a position. His main functions are:

1. To implement all federal programs.
2. To implement all federal budgets.
3. To implement and administer all evaluation systems for federal programs.
4. To be responsible to the Superintendent for human relations.
5. To direct adult basic education programs.
6. To recruit Title I aides.
7. To implement and direct inservice for all teachers' aides (Title I).
8. To chair Parent Advisory Council meetings.

I also read as much as I could on federal educational programs, to enrich my knowledge in the area of federal aid.

In summation, this week I learned that the Human Relations Officer is a policy developer. He consults and advises the Superintendent and the school board, to make certain that
each policy decision reflects good human relations. Above all, the Human Relations Officer keeps abreast of community development and is an asset to any school district.

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

**Skills acquired**

1. How to communicate and chair various community programs that are related to education.
2. How to evaluate federal programs.

**Information acquired**

1. Insight in providing education to adults and formulating programs for Indian awareness.
2. Knowledge that federal aid not only provides revenue for educational materials, but also provides for the employment of teachers' aides.

**Change in attitude**

The Human Relations Officer must implement various community programs in order for the school to maintain a positive working relationship with the community.
I attended several committee meetings this week. A number of meetings involved participating in a conference concerning "Affective Education," which teaches a student how to cope with himself and others. My experiences for this week included observing administrators solve a problem regarding an administrative contract disagreement over an increased percentage in salary.

I acquired additional knowledge of the main functions of the Assistant Superintendent for Instruction and Research. They are:

1. To develop curriculum change.
2. To act as special service agent for audio-visual, art, library, and music departments, among others.
3. To stay in contact with the community, teachers, students, and trends on both the state and national levels.
4. Staff development.
5. To provide instructional services.

To develop a deeper enrichment in curriculum, I read articles entitled "Sex Equality in Education Administration," "The American Family," and "Textbook Battles, They'll Be Boiling: Don't You Get Scalded." Below are listed some preventive guidelines to limit...
textbooks from becoming full-blown controversies:

1. Determine, formulate, legislate, update, and circulate—as written policy—clear-cut educational goals for the school district and guidelines for the selection and purchase of instructional material.


3. Initiate and maintain a vigorous public relations program.
   a. Take the books and "hit the road."
   b. Provide teachers with time to meet and talk with parents.
   c. Write and distribute easy-to-understand materials that support your board's positions to local news media, community and church leaders, and to all parents of public-school children.

4. Give objecting parents and students an "out."

5. Do not ban, or remove, books until they have been afforded a "fair trial."

6. Make sure complaints about books are put in writing.

7. Check up on complainants who received the complaint forms but did not turn them in.

8. Train all "front-line" school personnel in how to handle textbook complaints.

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

**Skills acquired**

1. Improved skill in communicating and handling textbook complaints.

2. Improved skill in listening and observing a decision being made over a contract settlement.
Information acquired

1. The importance of formulating new curriculum changes.

Change in attitude

I began to realize the importance of the school's communicating with the community in regard to the type of educational materials used in a public school.
Summary of Internship with Vernon Potts, Director of Secondary Education: July 29-30, 1975

This week I interned with the Director of Secondary Education. The experience was very rewarding. I participated in conferences regarding student handbook revisions and the development of a new curriculum in metal shop.

The experience that I obtained in the conference regarding a new curriculum in metal shop has aided me in knowing the necessary steps that are needed in preparing a new curriculum.

My activities also included many discussions centered around leadership styles, decision-making, state-mandated curriculum changes, curriculum changes, curriculum development, and the necessary steps that it takes to write educational articles.

As I interned with the Director of Secondary Education, I acquired additional knowledge of the role that he must perform. The main functions of this position are:

1. To develop instruction.
2. To help with secondary teacher recruitment.
3. Assignment of student teachers.
5. To act as consultant for teachers and principals.
6. To organize and coordinate curriculum development.
7. To assist in analysis of Title I programs.
8. To organize textbook committees.

9. To be on contract committees for all personnel.

10. To implement inservice training.

11. To act as policy adviser for vocational school.

Upon completion of my intern experience with the Director of Secondary Education, I feel that I am better qualified to institute new curriculum development, and am able to work with the various educational departments in order to achieve the desired goals in educational leadership.

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

**Skills acquired**

1. How to organize and develop new curriculums.

2. Listening and interpreting different leadership styles.

**Information acquired**

1. Gained additional strength in understanding the importance of mandated curriculum development.

2. Better understanding of curriculum development.

**Change in attitude**

The Director of Secondary Education not only coordinates curriculum changes, but serves in various other educational capacities.
Summary of Internship with Neil Van Dis, Director of Elementary Education: July 30-August 4, 1975

Due to the overlapping of data that were obtained from the Assistant Superintendent of Instruction and Research and the Director of Secondary Education, a minimum amount of time was spent in the area of elementary education.

The role of the Director of Elementary Education is similar to the role held by the Director of Secondary Education, with the exception that the elementary director is in charge of supervising 16 elementary schools (grades K-6), implementing Chapter III federal programs, and evaluating the Michigan Assessment Test for grades 4 and 7 in the Battle Creek school district.

While learning and discussing the various aspects of elementary education, I obtained a better knowledge of the trends at this level. Some of the trends are:

1. The involvement of career education through all phases of K-6 curriculum.

2. The introduction of metric, and the increased emphasis on computation in mathematics.

3. The increased use of the multi-discipline approach in the area of social studies.


5. The importance of science awareness for grades K-6.

6. Increased parental involvement and public relations in the community schools.

A large share of my time was spent in committee meetings
and making building visits to local elementary schools. I also spent a great deal of time reading articles appropriate to elementary education, which provided me with additional knowledge in the area of elementary education.

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

**Skills acquired**

1. Improved skill in elementary curriculum.
2. Recognition of similarities and differences between elementary and secondary objectives.

**Information acquired**

1. The various trends in the elementary curriculum and the aspiration to continue to be innovative in education.

**Change in attitude**

I realized that the Director of Elementary Education must be able to forecast into the future and stay abreast of the changing trends in education.
Summary of Internship with Robert Bokhart, Pupil Personnel Director: August 4-5, 1975

The Pupil Personnel Director is a vital segment within the administrative team. Without him, or his services, a school organization would be in a "world of trouble."

As I interned with the Pupil Personnel Director, I learned that the individual who assumes this role must maintain accurate records on all students enrolled in the Battle Creek schools. I have obtained a variety of information in the area of student personnel services. Among other things, for instance, the Pupil Personnel Director must implement:

1. Policies and procedures for student handbooks on the elementary, junior-high, and high-school levels.
2. Student surveys.
3. Due process for all students.
4. Good contact with various youth service agencies.
5. Ways of maintaining all records of students' suspensions.
6. Work permits and procedures for youth employment.
7. Procedures for bussing students.
8. Tuition procedures for students.
9. Procedures for tabulating student attendance and the total student count, with regard to race and sex.
10. Policies and procedures for all counselors with regard to students.

Working with the Pupil Personnel Director has certainly
provided growth for me in the area of realizing the vital role that a Pupil Personnel Director must perform. Following is a list of skills and information acquired, along with a change in attitude, as a result of this week's experiences:

Skills acquired

1. Improved skills in listening.

Information acquired

1. Background on various student surveys.
2. Procedures for bussing students.
3. Additional insight involving due process for all students.

Change in attitude

It is essential for the Pupil Personnel Director to work closely with the various local youth service agencies, for the purpose of meeting the educational objectives set by the Board of Education.
CHAPTER IV

ACHIEVEMENT OF OBJECTIVES

Organizing and Maintaining Records

The intern met this objective by observing various administrators demonstrating the importance of filing materials that may prove to be valuable at a later date. The intern reviewed several files and learned that every type of correspondence that enters the personnel director's office is placed on file. The intern learned that teacher applications, promotions, sick leaves, absences, and all contract matters are maintained in files. Many of the records are on microfilm, which is a space-saving device for record-keeping.

Service Areas

Most school districts operate service areas which are beneficial to a community's needs. The intern became aware of the service areas that are maintained by the Battle Creek Public Schools. The service areas are Willard Public Library, Kingsmen Museum, W. K. Kellogg Auditorium, Outdoor Educational Center, and the Civic Recreation Programs for the Battle Creek community. These service areas are supported by the Battle Creek Public Schools, and they are
heavily utilized by the citizens of that community.

Preparation of a School Board Agenda

The intern met this objective by attending school board meetings and reading past agendas. The Superintendent explained that preparing an agenda for a school board meeting is one of the most exhausting tasks of his job. This is because all information must be accurate since the agenda may be reviewed 10 years later, to verify certain administrative decisions.

After reviewing a school board agenda, the intern developed a school board agenda for his professional growth as a future administrator.

The intern became aware of the methods used in distributing agendas to an audience. The audience receives only a portion of the agenda. This is because there is privileged information which should not be discussed with the public.

The intern believes this objective was met, because the reviewing, the observations, and the preparation of a school board agenda have provided the intern with experience and confidence in the preparation of future school board agendas.

How to Maintain Good Public Relations in the Community

The intern met this objective by participating with the Human Relations Director in various committee meetings that
dealt with Indian awareness in the Battle Creek Public Schools. The purpose of the committee was to initiate a curriculum of awareness for Indian youths and all students in the Battle Creek Public Schools.

This program was initiated as a result of teachers observing that students of Indian descent were losing the identity of their rich Indian heritage. To combat this loss of identity, the Human Relations Director contacted Indian parents in the Battle Creek area and initiated plans to involve Indian parents in the preparation of a program to revive Indian awareness in the Battle Creek Public Schools.

Administrative Skills through Participation and Observation

As the intern worked with the various line administrators, he was able to participate in several conferences that involved interviewing prospective employees, developing elementary and secondary student handbooks, office management, delegating responsibility, and developing effective means of communicating with fellow employees.

The intern learned that an individual who is being interviewed should be relaxed and should develop a clear train of thought so that his communication flow will be precise, without the interviewer having to probe to identify those traits that are desired in a particular school district.
The intern participated in a conference regarding student handbook revision on the elementary and secondary levels. The intern was able to point out language revision along with other administrators, and the revisions were approved by the members of the student handbook committee.

The intern acquired the skills of delegating responsibility by observing the Superintendent's suggestion of a plan or an idea to a staff or line administrator. Often, the administrator who was involved in a particular task would incorporate the Superintendent's suggestion into a finished plan and accomplish his desired goal.

The intern observed line administrators performing skills in office management and was impressed with the efficiency of the clerical staff employed as administrative secretaries in the Central Administration Building. The intern learned that maintaining an efficient clerical staff is essential in order for administrators to reach their desired goals in educational and technical matters.

Preparing a Budget

Because of the intern's experience in preparing school budgets in his school finance class at Western Michigan University, the intern thought that it would be feasible to accomplish preparing a budget by other means. A large share of federal funds had been cut from the Battle Creek Public Schools. The problem was for the Battle Creek schools to
make effective use of the seemingly jobless teachers without "pink-slipping" them. The intern developed ideas in writing, such as using a number of the teachers for full-time substitute teachers, reading consultants, curriculum coordinators, or crisis classroom teachers. The intern believes that these ideas would absorb the budget cut in the compensatory education program in the Battle Creek Public Schools.

Teacher Certification

The intern learned that an applicant for a teacher certificate must have graduated from an approved teacher institution and have earned at least a C average upon graduation. Candidates for teacher certification who graduated from non-approved teacher institutions must earn satisfactory grades while completing six hours of graduate credit in an approved teacher institution.

The intern did not do detailed research on teacher certification, only enough to add to the existing knowledge that the intern had obtained through the skills of listening and communicating effectively.
CHAPTER V

CONCLUSIONS

My 712 experience was very wholesome. I enjoyed learning the role and function of each administrator, beginning with the Superintendent and going down the line to the Pupil Personnel Director. The Superintendent and his cabinet of eight have incorporated the team approach in operating their organization, which has been utilized very successfully.

The administrators were very open-minded, and shared knowledge in the area of education and future trends in education. I was exposed to curriculum organization, school finance, professional negotiations, recruiting and job interviews, human relations and federal funding, general administration, pupil personnel services, and procedures in dealing with grievances.

I view my 712 experience as a success, and I consider myself as being fortunate to obtain the opportunity to acquire additional strengths in the area of educational leadership through working with experts in the field of educational administration.
BIBLIOGRAPHY


APPENDIX

712 INTERNSHIP PROPOSAL
Prospectus Describing Proposed Internship Experience

The description of the proposed internship is as follows:

(1) **Sponsoring organization.**--The organization in which the experience is sought is the Battle Creek Public Schools.

(2) **Field supervisors.**--The organization supervisor for the proposed internship will be Dr. Jack Mawdsley, Superintendent of Battle Creek Public Schools. Persons who will assign tasks and supervise the intern's performance, in addition to Dr. Mawdsley, will be:

   a. Dr. Garth Errington, Assistant Superintendent for Instruction and Research.

   b. Dr. Vernon Potts, Director of Secondary Education.

   c. Mr. Arthur Angood, Assistant Superintendent for Administration Personnel and Special Services.

   d. Mr. Eugene McCoy, Administrative Assistant for Federal Programs and Human Relations.

   e. Mr. Robert Sellers, Administrative Assistant for Employee Relations.

   f. Mr. Scott Richmond, Business Manager.

   g. Mr. Neil Van Dis, Director of Elementary Education.

   h. Mr. Robert Bokhart, Pupil Personnel Director.

(3) The proposed internship will take place on a full-time basis during the summer session of 1975. The dates will be June 30 through August 8.
Rationale

One of the most serious issues in our present decade is increased "educational accountability" in educational institutions. According to Good (1973), educational accountability "is the theory that teachers and school systems may be held responsible for actual improvement in pupil achievement and that such improvement is measurable through tests of teacher effectiveness constructed by outside agencies" (pp. 5-6).

In order to combat the failures of accountable institutions, I believe it is necessary for the modern-day administrator to master the skills of interpersonal relations, educational engineering, and community relations and to become the promoter of good human relations within his organization.

Recognizing that the successful administrator is a practitioner who has obtained knowledge in all categories of educational leadership, I believe that the ideal administrator is an individual who not only subscribes to theory, but applies theory in his administrative capacity.

The focus of this intern will be:

1. To observe and identify the role that each administrator performs.

2. To acquire additional knowledge in school budgeting.

3. To acquire administrative skills in curriculum planning, contract negotiations, personnel placement, and student placement.
4. To acquire skills and techniques in planning for school millages, school elections, and community participation for improved school-community relationships.

5. To acquire additional knowledge in the relationships that the school has with the State Legislature.

6. To obtain experience in educational leadership.

Goal and Objectives

The goal of this internship is the improved professional competence of the intern. The following objectives have been established to help achieve the goal:

1. Conceptual
   a. To acquire administrative skills in educational leadership and to observe the role that each administrator performs.
   b. To become familiar with planning and developing curriculum changes in the Battle Creek Public Schools.
   c. To gain an understanding of the service areas of the public schools.
   d. To become acquainted with the work of agencies and organizations on the national, state, and local levels that are concerned with teacher preparation.

2. Human
   a. To gain experience in planning with others in the initiating of change, as well as the continuance of ongoing programs.
   b. To develop skill in planning and maintaining good public relations in the school community.
c. To gain experience in educational leadership.

3. Technical

a. To obtain skill in preparing a budget, by learning how to project into the future.

b. To become familiar with the method of ordering supplies, bookkeeping procedures, and working with the transportation department.

c. To acquire skills in chairing a school board meeting.

d. To develop skill in coordinating and evaluating overall programs.

e. To acquire skill in developing an agenda for a school board meeting.

Experiences and Contact

(1) The intern will observe the day-to-day role of line administrators for a period of one week each.

(2) The intern will participate in conferences with the personnel director and the curriculum director in developing programs that meet the needs of all students.

(3) The intern will read literature about, and arrange appointments with representatives of the organizations and agencies listed below:

    a. Child Guidance Clinic
    b. Substance Abuse Council
    c. Juvenile Court
    d. Big Brothers
    e. Urban League
    f. United Fund

(4) The intern will explore materials related to public
relations and discuss the aspects of community relations with administrators in day-to-day discussions.

(5) The intern will explore school finance materials and participate in discussions relating to school finance with the school Business Manager and the Federal Fund Director.

(6) The intern will join in discussions related to community needs and will make visits to Kellogg Auditorium, Kingman Museum, the Adult Education Center, and Willard Library.

(7) The intern will examine a complete school board agenda and attend school board meetings for professional growth.