Montcalm Area Intermediate School District Internship

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MONTCALM AREA INTERMEDIATE SCHOOL
DISTRICT INTERNSHIP

by
David R. Clark

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
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There are several individuals who deserve credit for my gaining the valuable experiences during the internship. First, I wish to thank Dr. William J. Seiter, Superintendent of the Montcalm Area Intermediate School District, for the patience he exhibited and the sharing of his time before, during and after the internship. Secondly, I would like to thank each of those individual department supervisors of the Montcalm Area Intermediate School District office with whom I worked for a week to gain some insight into their professional world; Marge Hoag, Instructional-Materials Center; Edna Hansen, Special Education; Stan Evers, Vocational-Technical Education; Richard Barck, Data Processing Center; Nef Serna, Migrant Education. The intern would also like to thank Dr. Rodney Roth and Dr. Donald Weaver who have provided direction and counsel to help see this internship to realization. Finally, I would like to thank all those people close to me for their patience and understanding during the period of this internship. I acknowledge my gratitude to the above mentioned people, but in no way does that absolve me of the total responsibility of the content of this project.

David R. Clark
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SECTION I

INTRODUCTION

The internship in the Montcalm Area Intermediate School District office was designed to provide a broad understanding of the administrative structure, to gain a first-hand understanding of the role and function of the Superintendent and the various agencies within that office. The internship was arranged with Dr. William J. Seiter, Superintendent of the Montcalm Area Intermediate School District for a period of six weeks.

During the six weeks the intern engaged in many worthy experience in the following areas:

1. Developing an understanding of the scope of duties of the Superintendent of an Intermediate School District.

2. Developing a further understanding of the decision-making process.

3. Developing an awareness of the various programs, services, and agencies within an Intermediate School District.

4. Gaining an insight on how state edicts influence behavior within Intermediate School Districts and how that in turn effects the program in schools of the constituent district.

5. Gaining first-hand knowledge of the social, political, and economic pressures borne by administrators in meeting with their professional duties.

The internship allowed the intern to develop professional rapport with the directors of the various agencies within the Montcalm Area Intermediate School District, e. g., the Director of Migrant Education, the Director of Special Education, the Director of Vocational-Technical Education, the Director of Data Processing, the Director of the Instructional Materials Center, and the Superintendent of the Montcalm Area
Intermediate School District.

As a result of these internship experiences, the intern has gained a clearer understanding of the programs, the agencies, and the personnel of the Intermediate School District. The intern has witnessed how external forces affect programs, people, and content of these various agencies.

As a result of the internship experiences, the intern better conceptualized the administrative process, developed an interest in the various agencies within the Intermediate School District, and gained an understanding of the working relationship among the three echelons of state education.
SECTION II

PROSPECTIVE STATEMENT

The Internship

The internship for the Specialist Project will be served in the Montcalm Area Intermediate School District office. The office is the educational clearinghouse for Montcalm County. The internship covers a period of six weeks beginning the week of June 21, 1976, and ending the week of August 1, 1976. The Supervisor for the internship is Dr. William J. Seiter, Superintendent of the Montcalm Area Intermediate School District.

MAIN OBJECTIVES

There are several objectives that the intern would like to accomplish:

The foremost objective will be to receive an expanded view of the administrative process. The intern will obtain a background in the administrative process with the Intermediate School District office from the related literature and through research in related materials.

The second objective will be to observe the administrative styles within the various agencies of the Montcalm Area Intermediate School District. The intern will observe the administrative style of the directors of the various agencies.

The third objective will be to observe the planning, organization, and administration of the program of the various agencies within the Montcalm Area Intermediate School District Office.
The fourth objective will be to gain an insight into the educational and administrative philosophy of Central office administrators. In particular the intern will observe how Central office behavior affects the content of programs in the area serviced by the Montcalm Area Intermediate School District.

The fifth objective will be to observe the role and functions of the various department heads within the Montcalm Area Intermediate School District.

The sixth objective will be to obtain a more complete understanding of the Montcalm Area Intermediate School District by participating in the work of the various agencies. The intern will review the available information pertaining to the goals and services of the Montcalm Area Intermediate School District. He will observe the daily working relationships between the agencies of the Montcalm Area Intermediate School District and the schools it services. The intern will spend most of his internship in developing an understanding of the various agencies, their functions, their administration, their characteristics, and their effect on local administrative behavior.
EVALUATION

Evaluation is a vital factor to the success of any project. The intern will evaluate his internship using the following criteria: (1) The intern will analyze his daily experiences by keeping a daily log of tasks, meetings, experiences, and data meaningful to the completion of the internship. This will be done to record the daily experiences during the internship. (2) The intern will be in direct contact with the agency directors and the Superintendent of the Montcalm Area Intermediate School District; Their continued input and feedback will keep the intern aware of the progress being made. (3) The intern will also contact his University Supervisor, Dr. Rodney Roth, the Head of the Department of Educational Leadership, to determine the degree of progress during the internship.

RATIONALE

The internship at the Montcalm Area Intermediate School District office was chosen as a site where much needed information could readily be found. The most obvious attempt was made to gain first-hand knowledge of the educational philosophy of the Montcalm Area Intermediate School District Superintendent and supervisors of the various agencies. Also an effort was made to bridge the communication barrier between the classroom teacher and the Montcalm Area Intermediate School District personnel. To some classroom teachers, the Montcalm Area Intermediate School District is pictured as an educational coterie who work at purposes separate from the rest of the district. The internship dispelled this idea. What the internship indicated was a lack of understanding by the constituent schools concerning the services offered by the Montcalm Area Intermediate School District.
The most important aspect of the internship was to acquire information concerning the unique characteristics of the Montcalm Area Intermediate School District. Of prime importance was to find out what services were offered, what agencies existed, what personnel worked there, what programs existed and what they did within the district; and then to assemble this data in some discernible pattern to picture the ramifications of the above to administrative behavior within the Montcalm Area Intermediate School District.

This particular office is in transition; or, more accurately, in a growth period. The intern sought to observe, participate in, and understand what these new services were and to determine their effect on local administration.

The Montcalm Area Intermediate School District office appeared to be an ideal locale to compare and contrast the range of duties, decision-making techniques, climate, and supportive services within an administrative structure and to compare it with the public high school in which the intern presently works. Additionally, the internship was able to observe and work with the personnel in the Montcalm Area Intermediate School District offices through which the above ideas grew from conception to fruition.

Finally, the intern sought new experiences through which to observe the scope and workings of an agency that affects the entire district. A bonus was the opportunity to participate in this viable institution to gain information firsthand.
SECTION III

HISTORICAL PERSPECTIVE OF INTERMEDIATE DISTRICTS

Colonial settlers brought to this country governmental concepts that involved schooling. The public schools in Massachusetts had supervisory services provided by the state. The earliest supervisors were not educators but rather governmental officials. Some were clerks, some were justices of the peace, some land commissioners, while some were school officials who were assigned visitation duty. This mixture of bureaucrats proved unsatisfactory.

"The early colonial societies in America were theocratic and class-structured. Education was primarily a family responsibility, but where families were, for some reason, unable to educate their children, education became a matter of social concern, for the theocracies were predicated upon the Christian belief of each of their members. The dominant belief was that every child should receive enough education to enable him to read the Bible, and be, thereby, guided to Christian faith and belief. In response to the needs of children whose parents were unable to educate them in this manner or who were unable to send them to private tuition schools, the colonies enacted apprenticeship laws in the late 17th century; they also enacted laws requiring townships of more than 50 households to underwrite the wages of a teacher for the children of the poor. As different religious sects struggled for control of government and sought to make their religion the predominant one, local communities established separate religious schools, each dominated by a different sect. Because religion, government and education were so closely inter-related during the colonial period, it is not unreasonable to assume that the 'education laws' enacted during this time had religious bases.

Following the American Revolution there was a development of education without a religious foundation. At this time some leaders espoused the idea of natural right and respect for truth and reason. These leaders argued that if truth were to succeed man must be educated so that he could argue and debate intellectually with available information. An area of dispute then arose that remains with us yet. The contention disputed was who should receive the benefits of education. Was it for an intellectually elite or should it be of a practical nature
available to all? Then the controversy arose over state legislation for public support of education for elementary and secondary schools and attendance laws. This controversy remains."¹

In 1829, Delaware passed legislation providing for an official whose duty would be school supervision. This was the beginning of the county superintendency.

The idea for county school administration was well suited to new states beyond the Mississippi. The county superintendent was often an elected official, an accepted member of the county government, who set the idea in motion that an elected official should be part of the school supervisory scheme.

The concept of education as a state function is founded within the framework of the United States Constitution. The Constitution covers a wide area of powers, duties, and limitations but at no point does it refer expressly to education. Thus, education becomes a state function under the Tenth Amendment.² (The Tenth Amendment to the United States Constitution reads: The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.) The Preamble to the United States Constitution deals implicitly under the term "general welfare" with education. The specific responsibility for educating the children of America thus rests with the fifty states of the union. From colonial


time to the present the state department of education has proved to be too far removed from local districts in both distance and control to provide effective leadership. The intermediate office evolved from the need for closer coordination and supervision at all levels, especially the local level.

Enforcement has often been the function of the intermediate office. It often has assumed the task of enforcing the law and maintaining minimal standards. In addition, it has functioned as a reporting agency to the state Department of Education. The key communication liaison between local districts and the state office of education has often been assumed by the county superintendent.

In earlier times the county superintendent's office had a clerk and the county superintendent as a staff to deal with the attendant duties given them by state dictate. Expansion in the number and kinds of duties to be done has been steady.

The intermediate district has developed primarily along county lines. However, the exceptions exclude the possibility of a single definition to cover all types of Intermediate School District boundary composition. This does not preclude the intermediate district from representing the single purpose of enforcing state regulations and furnishing the services, leadership, and research that the local districts cannot provide adequately for themselves. It becomes evident that the intermediate district developed to meet school needs that were vital and in close control of the local constituency. Many concerned people maintain that all functions involving the education of children must be performed at the lowest level. The intermediate district should perform only those functions that the local district cannot carry out for itself. It becomes the goal of the intermediate School District to allow
the district to help itself.

The county superintendency began as a political unit and still
often possesses a partisan character. Adequate professional require-
ments have lagged behind the needs of the expanding office, although
in recent years this trend has been reversing, resulting in higher
salaries.

Of the forty-seven states that employ some type of intermediate
unit organization, twenty-five appoint their superintendent and twenty-
two states elect them. In earlier years election was the primary mode
of employing superintendents.

The level of services possible from the Intermediate District de-
dpends primarily upon the abilities of the personnel and the fiscal

With respect to the relationship of the salaries of county super-
intendents to other aspects of status, the yearbook of the Department
of Rural Education of the NEA gives some striking facts. Comparisons
were made between the twelve states reporting the highest salaries for
county superintendents and the twelve states reporting the lowest, with
the following results:

1. Every state in the highest salary group has a set minimum
requirement of four or more years of college education:
among the twelve in the median salary group, only three
stipulate four years of college as a required minimum.

2. Ten of the states with high median salaries select the
county superintendent by appointment rather than by
election. All twelve states with the lowest salary
medians choose the superintendent by popular vote.

3. In nine states of the highest median salary group,
superintendents are chosen for four-year terms or for
indefinite periods of tenure. Among the states in the
lowest median salary group, seven elect their super-
intendents for two-year terms.
4. Of the twelve states with the highest salary medians, five have the county-unit system and three have the supervisory district or union system. All of the twelve states in the lowest median salary group have the county organization.¹

SECTION IV

SERVICES OF THE INTERMEDIATE DISTRICT

After identifying an Intermediate School District historically, it would seem logical to identify what is done there. Many feel that the Intermediate does all those functions not done by either the State Department of Education or the local school system. Stoops, Rafferty, and Johnson provide a list of a dozen services they believe important to the livelihood of an Intermediate School District. They are:

1. Direct supervision of classroom teachers.
2. Coordination of area programs among districts.
3. Inservice education of certificated and classified personnel.
4. Preparation of communication and publication aids.
5. Adoption or preparation of courses of study.
6. Provision of audio-visual, library, educational TV, and other materials or programs.
7. Consultant help with pupil personnel services.
8. Operation of federal programs, such as Title III (ESEA), and assistance to districts that apply for federal programs under the several titles of ESEA.
9. Cooperation with business and industry to improve vocational education.
10. Scoring, interpreting, and summarizing standardized testing.
11. Furnishing leadership toward innovation such as flexible scheduling, programmed instruction, team teaching, Head Start and preschool education, collective bargaining or professional negotiation, continuing education in business and industry, citizenship, and skills in human relations.
12. Coordination and cooperation with problem departments, law enforcement agencies, legislative committees, character-building organizations, and community support groups.  

California in particular has been noteworthy in its efforts to improve the intermediate district. The key to California's method is the shift from a lower to a higher level service. There it was noted that when a consultant from the county office works with ten supervisors who serve 300 teachers, he greatly expands his effectiveness over the old practice of going into individual classrooms to help pupils and teachers.

The effect is to reduce the number of county consultants, but improve their work status. This change is important because it bolsters local administrator's ideas of the utility of the Intermediate School District and improves the effectiveness of the county intermediate service.

Trillingham, in reporting before the California Assembly Interim Committee, explained the two types of services by saying, "We try to lean over backwards to work under the philosophy that the center of gravity of education is within the local district. It is not the county office. We do not try to run the districts -- we try to serve the districts...The housekeeping division...handles certifications, budgets, school elections, annual reports, teacher retirement, verification of warrants, accounts and the like..."  

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1Stoops, Emery; Rafferty, Max; and Johnson, Russell E., Handbook of Educational Administration. Boston: Allyn and Bacon, Inc., 1975. P. 73.

SECTION V

PROBLEMS FACING INTERMEDIATE DISTRICTS

One of the chief problems facing intermediate districts is financing. Often local boards have little idea of the services offered by the county superintendent. In turn these local politicians are subjected to pressure from taxpayer groups and the result is that the local politicians squeeze money from the county superintendent's already tight budget.

Better financing is a must if higher salaries for qualified personnel, addition of new personnel, financing of additional professional services to the local school districts, and better physical facilities are to be a part of intermediate districts.

When the county superintendent's office was created, it was placed into an existing geographical, financial, and philosophical set of boundaries that were not always consistent with its stated goals. Once the intermediate district was placed in a county, the reorganization of its boundaries became highly difficult.

"The ideal intermediate district should be reorganized to contain an area consistent with modern transportation and communication, a sociological and geographical entity; it will have a flexible pattern of boundaries consistent with varied functions, and a district with sufficient size to attract high caliber personnel who can initiate educational innovations and at the same time render needed practical services to local school districts. Anticipating the usual resistance to change, one realizes that the ideally reorganized intermediate district is still very much in the future, but approaches toward appropriate reorganization are being made"1

1op. cit., p. 77.
The mission of the intermediate school district is to work with local school districts and the state superintendent and local board to "help all children develop skills, competencies and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens." In attempting this mission, the intermediate school district assists the superintendent of public instruction in (1) identification of educational needs; (2) dissemination of information concerning policies and regulations; (3) provision of qualified resource consultants; (4) planning and coordination of educational meetings, and (5) representation of all facets of the state system's program of providing equal and quality education for all students.

Yet another problem facing the intermediate district is allied to financial matters. Large numbers of better trained professional personnel are required in order to perform needed service for school districts. Improved salaries can attract highly trained specialists to serve in the intermediate district. As nearly half of the nation's school districts have fewer than 300 students, there remains a need for direct supervisory help for classroom teachers.

Many county superintendents are still elected and are thus subject to political pressure. When county superintendents are chosen on a merit basis and relieved of the necessity of expending their energy to keep their political future intact, they will be free to give their attention to improved professional service to the local school districts.

"Just as adequate district reorganization is a slow evolutionary process, adequate intermediate-unit reorganization is

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slow, but is nevertheless a trend. Areas with too few school districts have combined with others to make an adequate intermediate unit. Some counties have combined to jointly finance and administer needed programs over an indefinite period. Examples of what services such a flexible intermediate unit can contribute are educational television, audio-visual service, curriculum guides, and data processing. Whole states such as Utah, Texas, and Alaska have revised their intermediate-unit organization so that the intermediate-unit superintendent has greater coordination and leadership opportunities. The adequate intermediate unit is becoming one with sufficient population, size, and service facilities to help local school districts in its area.\(^1\)

The increase of educational services, as opposed to the bureaucratic functions, is rapidly developing. "A significant study assigned the following functions, most of which are service in nature, as the proper responsibilities of the intermediate unit:

1. Coordination and leadership.
2. The provision of transitory or emergency services.
3. The provision of advisory and consulting services.
4. Area administration of the state minimum program.
5. Limited review of specified district action.
6. Internal organization of the intermediate unit."\(^2\)

\(^1\) op. cit., p. 82.

SECTION VI

HISTORICAL PERSPECTIVE OF
THE INTERMEDIATE UNIT IN MICHIGAN

Until recently the intermediate district in Michigan was a creature of another age. From 1830 to the 1920's, State School officials had to be concerned with the operation of thousands of elementary districts, but they lacked communication and transportation facilities to know if these districts were operating, let alone determine if they were following rules and regulations.

In 1867, the Michigan legislature enacted a law providing for elected county superintendents of schools. Among duties of the county superintendents were those of examining and licensing teachers, making a yearly visit to all schools in the county, and filing reports with the state education authorities. Except for a lapse between 1875 and 1891, when township supervision was again tried, local schools remained under county supervision.

In 1891, law provided for election by township boards of supervisors of a county commissioner of schools. Later, the county commissioner of schools became an elective office on a partisan ballot, and in 1931 statute provided for nomination to the office at county political party conventions.

Qualifications were also raised in 1931. Commissioners in counties with one hundred or more classrooms had to be at least college graduates with a degree from a reputable college or university. Otherwise, there was little protection against the office being filled by political figures instead of qualified educators.

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During the 1920's and 1930's the movement toward reorganization of school districts into K-12 districts began. High school programs received emphasis. Outside of Michigan, in some southern states, local operating school districts were abolished and county school districts became the operating unit. In other states the office of county commissioner of education withered on the vine.

"A statute enacted by the Michigan Legislature in 1935 opened the door for the metamorphosis of the county commissioner's office. Intermediate districts did not become established throughout the state until a law was enacted in 1962, which legally wiped out the office of county commissioner of schools. Laws enacted since 1962 have given intermediate districts powers to perform."¹

The development of intermediate districts in Michigan has received attention for a variety of reasons, including:

1. School reorganization. Intermediate districts have been assigned key roles in developing and implementing school reorganization plans. The objective of current school reorganization efforts is to have every child in Michigan in an operating school district big enough and strong enough to provide a good K-12 program.

2. Statewide recognition of a responsibility to serve the special needs of all children, regardless of where they live. Special help for a handicapped child living in a sparsely populated region of Michigan usually can come only through the pooled regional effort of an intermediate district. Even in urban areas, there are special needs that can only be met through a pooled regional effort channeled through an intermediate district.

3. Development of sophisticated technology. Much of this technology, such as data processing, promises great benefits to school operation and even instructional programs. However, it is beyond most school districts, in initial and operating expense, except as it is put at the disposal of a number of school districts through

an intermediate district.

4. A nearly complete view of the development of intermediate school districts is available today in Michigan. Some intermediate districts are just emerging from the county commissioner phase as they start to provide educational services which are commonplace elsewhere but which their regions have lacked.¹

¹loc. cit., p. 10.
SECTION VII

FUTURE DIRECTION OF THE MICHIGAN INTERMEDIATE SCHOOL DISTRICT

The direction to be taken by Michigan Intermediate School Districts has been suspect in the past. The inside joke was how can intermediate school districts get lost when they don't know where they are going?

Where they are going is and will be determined by law and is subject to lively arguments.

A series of changes in statutes in 1935 delineated much of the road for intermediate school districts. Public Act 234 of that year permitted Wayne County to reorganize with a county school board. From then on the former county commissioner was to become a superintendent appointed by a board that represented all of the school districts in a county.

With Public Act 190 of 1962, major changes in county school organization occurred. This act provided that intermediate district counties with fewer than 5000 school children and operating no special education services must annex to a neighboring intermediate district. In addition, authorization was provided for consolidation of two or three counties to form one intermediate district. This act was amended in 1964 to permit more than three counties to consolidate and four counties -- Crawford, Ogemaw, Oscoda, and Roscommon -- did consolidate to form the COOR Intermediate School District.

Today Michigan has fifty-eight intermediate districts that cover all of the operating local school districts in the state. The boundaries
of the intermediate districts are determined by the boundaries of the local school districts.

"Recent statutes help to define and indicate the role of Michigan's developing intermediate district. One is an amendment of Public Act 190 passed in 1963, giving intermediate districts the authority to ask the voters of their districts for a millage to finance special education programs. One of the chief supporters of this amendment was William J. Emerson, Oakland Intermediate Superintendent. Its significance lies in the opportunity it gives a region to provide for special education services for handicapped children which many individual local districts could not alone provide.

Public Act 289 of 1964, the school reorganization act, gave intermediate districts key roles in developing plans for the reorganization of local school districts into strong K-12 units.

In 1966, the Legislature approved a bill giving intermediate districts the authority to issue bonds for the purpose of building and maintaining area vocational-technical facilities.

With the passage of Public Act 21 of 1966, intermediate districts received permission to issue bonds for the construction of their own office and service buildings. Now, they can build on their own foundations, literally as well as figuratively."

"What can and should be built is subject to debate. In a report addressing itself to this question, the Michigan Association of Intermediate School Superintendents noted that in the past twenty years the purposes of elementary and secondary education have changed. 'Traditional' educational programs no longer serve the public's need, and some new

imperatives are identified as follows:

- To provide for the special needs of certain children (slow learners, gifted children and the handicapped).

- To instruct all children in the most modern manner with the latest in instructional materials.

- To make systematic evaluation of all school systems possible.

- To accommodate the continuous and periodic need of teachers for in-service and technical help.

- To give all schools access to efficient and economical data processing and business operation services.

- To assure that all of the imperatives listed above apply equally throughout the state.

In terms of expense and size, most of the objectives above are unattainable by many if not most of Michigan's local operating school districts. Here is where the intermediate districts see themselves stepping in to provide regionwide efforts to meet certain educational needs that local districts alone cannot satisfy.  

\[1 \text{ibid.}\]
SECTION VIII

LOG OF EXPERIENCE

Week of June 21, to June 25, 1976

Introduction

This week the intern met with Dr. William J. Seiter, Superintendent of the Montcalm Area Intermediate School District, and mutually agreed that the internship should begin with the orientation phase. During this week the intern was to become aware of the services provided by the Montcalm Area Intermediate School District to the constituent schools. The intern spoke at length with the department supervisors about their responsibilities and what effect their service have on local schools.


The intern read the following materials. After reading these materials the intern discussed their implications upon the behavior and functions of the Montcalm Area Intermediate School District with Dr. Seiter.
A Summary of Michigan Education Laws Related to the School Curriculum.


The intern discussed with the superintendent his role in the scheme of the Intermediate School District. We further discussed changes precipitated by external forces and their impact on the Intermediate School District.
This week was spent with Ms. Marge Hoag, the Instructional Materials Specialist for the Montcalm Area Intermediate School District. During this week the intern discussed at length with Ms. Hoag the relationship of the services offered through her office to the education program of the local schools.

The intern assisted in rewording a questionnaire given to local schools as an evaluation instrument on the services offered by the Instructional Materials Center.

The intern read the booklet, "The Regional Educational Media Centers of Michigan." Afterwards the intern and Ms. Hoag discussed this booklet.

The intern attended a Vocational-Educational meeting dealing with what materials could best be used in elementary schools.

One day of the week the intern reviewed materials and on another day he helped in moving materials into the new addition of the Montcalm Area Intermediate School District.

On the final day of the week Ms. Hoag and the intern summarized the week's activities. A mutual conclusion was shared by Ms. Hoag and the intern that the constituent schools would be better served if they were aware of all the available services offered by this office.
Week of July 5, to July 9, 1976

Special Education

This proved to be a most fascinating week. In this week the intern for the first time was directly involved in working with Special Education children. The first two days of the week were spent reading the laws, rationale, and policies of the Montcalm Area Intermediate School District relating to Special Education. After reading these materials the intern discussed their implementation with Edna Hansen, the Director of Special Education for the Montcalm Area Intermediate School District.

The Director and the intern spent most of our afternoon discussing what leadership style works best with a Special Education setting. Later the Director and the intern discussed how Act No. 198 Public Acts of 1971, the "Mandatory Act", influenced the program.

The next two-and-a-half days of this week were devoted to a "hands-on" approach to Special Education. First the intern spent a day with Mr. Tim Morris at the Junior High School in Stanton, Michigan working in a program for the Trainable Mentally Impaired (TMI). This program is developed with the idea of having students in the 30-50 IQ range work at tasks that improve some basic skills. On this day the students worked at their usual tasks while completing the week's project of preparing the noontime meal. The meal was a success. All the students and staff members ate the noontime meal.

The next day was spent with Mr. Dan Sapp and Mr. Rick Russell at the Optimist Camp in Greenville, Michigan. This camp is located on Baldwin Lake within the city limits of Greenville. This program is
designed to provide a week long camp experience for children who receive services from the Montcalm Area Intermediate School District. These children are not mentally impaired. During this day the intern assisted the camp directors, discussed the philosophy of the camp program, and participated in a planning session for the next group of students to attend the camp.

The intern then visited Mr. Bob Lear at Greenville Forest Grove. This school is operated to serve the Severe Mentally Impaired (SMI). On this visit the intern observed the services provided for those children. As these children are severely handicapped, individual attention must be given to them. Presently there are five children in the program. Three of the five children are multiply handicapped, i.e., having physical, mental, and emotional handicaps. Working with these children requires specific training that the intern does not possess so he was an observer. After the morning session the intern and Mr. Lear discussed the program.

The final afternoon of this week was used to discuss with the Director the scope of Special Education within the Montcalm Area Intermediate School District. The intern then used the remaining portion of the afternoon to discuss the entire program with the directors of the various programs.

During the week the intern read the following literature relating to Special Education:

Proposed Administrative Rules: School Social Worker.


Graduation Requirements for Handicapped.

Policy and Procedures on Non-Compliance with the Mandatory Special Education Act.

Special Education Delivery System.

Special Education Code 340.1701 to 340.1837.


Week of July 12, to July 16, 1976

Vocational-Technical Education

This week the intern spent working with Mr. Stan Evers, the agency head for Vocational-Technical Education for the Montcalm Area Intermediate School District.

During the week the intern discussed with Mr. Evers the philosophy of Vocational-Technical Education. During the discussion we mutually agreed that it would be helpful for the intern to participate in meetings that were pertinent to current developments in Vocational-Technical Education.

The intern attended a community information meeting held at Montcalm Community College in Sidney, Michigan. The information meeting dealt with community response to a proposed skill center that might be housed at the Community College site. The intern also attended a Director's Meeting of Intermediate School District Placement Directors. This meeting featured two guest speakers from the State Department of Education, Mr. Joe McGarvey and Mr. Jim Howard. The final meeting that the intern attended was the Career Education Planning District (CEPD) Council meeting which met to discuss implementation of local plans to meet state mandated statutes. This meeting was attended by representatives from all school systems within the Montcalm Area Intermediate School District. Prior to attending this meeting the intern reviewed the proposed local plans from each school district within the Montcalm Area Intermediate School District that are to be implemented during the 1976-1977 Academic Year.
A job description for the Vocational-Technical Supervisor was provided to the intern. After reading the job description, the intern and Mr. Evers discussed the implications of his position to the overall function of the Montcalm Area Intermediate School District. This conversation led to a most interesting discussion of Mr. Evers' duties and how they are influenced via political input. After discussing this matter the intern initiated a call to Lansing to discuss the role of political input upon local Intermediate School Districts. The intern chose to talk with the state representative for this congressional district, Donald Van Singel. The pursuant conversation added a new dimension to the intern's understanding of the relationship between state government and this agency. Representative Van Singel was most cooperative. He discussed at some length the problem of state mandated programs that lack state supporting funds.

During this week the intern read the following sources that apply to Vocational-Technical Education:


Hoyte, Kenneth B., Career Education Position Paper.

Educational Terminology of the 70's.

Warner, Carolyn, A New Image for Vocational Education. Arizona Department of Education. 1975


Hoyte, Kenneth B., An Introduction to Career Education.
Week of July 19, to July 23, 1976

Data Processing Center

This week the intern spent working in the Data Processing Center. During this time Mr. Rick Barck served as Advisor-Counselor.

The first morning was spent determining what course of action the intern should follow. The first afternoon the intern spent reading course outlines, policies and operating procedures that affect the operation of the Data Processing Center.

The second day was spent working with Mr. Barck on programs that had previously been discussed. During this day time was spent learning what functions the computer could and could not do, and learning of the differences between "hardware", "firmware", and "software."

The intern reviewed the Feingold and the Dock and Essick texts to further his understanding. After reading these texts the intern compiled a glossary of terms commonly used in this Data Processing Center. The intern and Mr. Barck then discussed the application of these terms as used in the Data Processing Center.

The intern read the available literature from National Cash Register (NCR) in the Intermediate Office then discussed the merits of "on-line" and "batch" systems. It was determined that "on-line" capability would soon be a part of the Montcalm Area Intermediate School District Data Processing operation. The intern and Mr. Barck then conferred to determine the best method to share this information with the superintendents of the constituent schools. The conclusion was to share the information about "on-line" with the superintendents, including the
cost to them, and then let them decide. The intern observed the
meeting that Mr. Barck presented the "on-line" information to the
constituent school superintendents.

After the superintendent's meeting Mr. Barck and the intern dis­
cussed the week's session. Mr. Barck reviewed the intent, capability,
design, and cost of the Data Processing agency within the Montcalm
Area Intermediate School District office.

During the week the intern read the following and discussed their
implications to the operation of the Data Processing Center with Mr.
Rick Barck:

Shelly, Gary B., Why Industry Won't Hire Your Graduates.

Cashman, Thomas J., How the Data Processing Industry Has
Failed Education. AFIPS Press, 1974.

Feingold, Carl, Introduction to Data Processing. Dubuque,

A Computer System Identification Survey for the Flint
Community Schools, 1975.

Dock, V. Thomas and Essick, Edward, Principles of Business
1974.

"When To Go On-Line" Part I and Part II, Auerback Information
lishers. No date.
Week of July 26, to July 30, 1976

Migrant Education

This week provided an unusual opportunity for the intern. The opportunity arose to attend a six state conference for Migrant Education which was housed at Sugar Loaf Village at Cedar, Michigan on July 23-26, 1976. The intern attended this conference with Mr. Neftali Serna and Mr. Jose Ramirez of the Montcalm Area Intermediate School District office. While at this conference the intern was able to speak with three state directors concerning their program. All three directors emphasized mutual concerns. Among their concerns were the following: dealing with cultural pluralism, difficulty in locating children to place in the program, meeting the changing governmental requirements, meeting the local educators to explain the program, and, most important, meeting the needs of the migrant child.

After returning to the Montcalm Area Intermediate School District office Mr. Ramirez discussed with the intern some implications of the conference to local programs. In addition, he spoke about the relationship of the summer migrant program to administrative behavior in constituent schools.

Mr. Serna counseled the intern concerning his expectations for the intern during the week long stint in his office. It was mutually agreed that the intern should use the information acquired at Sugar Loaf as a reference point. Thereafter the intern would apply this information to the local situation.

After reading some reference materials the intern began visitations

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to local schools. The intern visited two schools that are a part of the Migrant program at this office. The first visitation was to the Sheridan, Michigan site. There the site director, Mr. Larry Petersen, welcomed the intern and conducted an on-site tour. After the tour Mr. Petersen reviewed the program evaluation data as outlined in "Migrant Administrators Management Guide." The second on-site visitation was to St. Louis, Michigan. There the site director, Mr. Felix Ortiz, provided the same kind of reception as did Mr. Petersen. We visited the classrooms where we talked with aides, teachers and students. Later in the week Mr. Serna provided the intern with a copy of "Migrant Administrators Management Guide" to use as a guideline to gain experience evaluating a project. The intern returned to Sheridan where he and Mr. Petersen evaluated the program. After this experience Mr. Serna, Mr. Petersen and the intern discussed the evaluation and the technique used. The intern and Mr. Serna concluded the week by summarizing the activities of the intern. It was concluded that the experience had been profitable.


Michigan Migrant Education Program, Region VI. Terry Cornwell.

"It's Worth a Visit."


SECTION IX

COMPLETION OF OBJECTIVES OF THE INTERNSHIP

In Section Two the intern stated six objectives there were to be achieved during the internship. Having served the internship it now is necessary to report how these six objectives were achieved.

The first objective was to gain an expanded view of the administrative process by reading the available literature and through research in related materials. This objective was achieved by reading the literature pertinent to the specific agency in which the intern worked each week. The agency director provided the intern with the available literature from his agency. After reading this the intern would discuss it with the director. Materials related to the operation of the agency were read and discussed. The materials were those that were neither agency guidelines nor state directives to Intermediate School Districts in general. To gain an expanded view of the administrative process the intern employed a three-fold strategy: first, reading the available literature pertinent to each agency; second, being a working member of each agency for a week; and, third participating in meetings and discussions during the week spent in each agency.

The intern met the first objective by working in each agency for one week, reading the available literature, and researching materials related to a particular agency.

The second objective of the internship was to observe the administrative styles within the various agencies of the Montcalm Area Intermediate School District. In order to achieve this objective the
The intern used the following format: first, the intern and the director would discuss administrative style; second, the director would arrange to have the intern observe the director in his various duties for that particular week; third, the director and the intern would discuss the observations.

In all instances this format met with success with one exception. During the first week of the internship there was a meeting dealing with confidential matters from which the intern was excluded. After that meeting the intern and the superintendent discussed the meeting structure but not its content.

It is the contention of the intern that this objective was satisfactorily met through observation of all the agency directors in their varied tasks for a one week period.

The third objective was to observe the planning, organization, and administration of the programs of the various agencies within the Montcalm Area Intermediate School District. To fulfill this objective the intern observed all meetings that he was permitted to attend. Most of these meetings dealt with administering existing programs. The intern observed two long meetings that dealt with planning and organization. The first meeting dealt with planning for a future Vocational-Technical Center in Montcalm County. The focus of this meeting was to prepare a needs-accessment to determine whether or not a Vocational-Technical Center is plausible for Montcalm County. This planning session was attended by the staff of the Montcalm Area Intermediate School District Vocational-Technical office, representatives of the Kent Skills Center of Grand Rapids and a representative of the Michigan State Department of Education. The second meeting dealt with how best to implement "on-line" capability from constituent schools to the Montcalm Area Inter-
mediate School District Data Processing Center. In attendance at this
meeting were the superintendents, or their representatives, from all
the constituent school districts. This meeting was both organizational
and informative. Mr. Richard Barck of the Data Processing Center
distributed pamphlets and literature concerning the capabilities of the
center. The most significant point of the meeting was to distinguish
between wants and needs. The appeal to go "on-line" is strong in most
schools but is tempered by its cost. After the literature had been
read and the cost factors had been shared the meeting focused on the
cost to each constituent school district. The conclusion of this meeting
was that the superintendents were to return to their districts with this
new information and discuss it with their Boards of Education. The intern
attended meetings in all other agencies within the Montcalm Area Inter-
mediate School District office. These meetings dealt with administering
existing programs. The intern believes this objective was satisfactorily
met.

The fourth objective was to gain an insight into the educational
and administrative philosophy of central office administrators. The
intern was to observe how central office behavior affects the programs
served by the Montcalm Area Intermediate School District office. This
two part objective was handled in stages. The first stage was to inter-
view and discuss with the agency directors their educational and admini-
strative philosophy. The second stage was to observe them in working
situations to determine if they practiced what they "philosophized." The
third stage was to discuss with the employees within a particular
agency their conceptions of the agency director's spoken and actual
practices. The fourth stage was to visit programs to observe if the director's spoken philosophy was being practiced. The final stage was to return to the director for a summary discussion of this objective.

The intern found a high degree of consistency in all programs between the directors verbalized philosophy and that philosophy practiced in the field. There were two specific cases where individuals emphatically disagreed with the director on given issues but muted their behavior in the field to maintain their professional standard. In one case the individual involved signed a contract in another district to escape this issue. This individual discussed the issue with the intern but only after working hours. In the second case the matter was settled by a face-to-face meeting between the director and the individual. They agreed that their philosophies were compatible but they disagreed on this issue. They mutually concluded that they could abide with this situation as it exists if they kept communication open and if the people they served were not adversely affected.

The intern believes this objective was satisfactorily met. The intern was impressed by the openness of communication and the continuity between the spoken and practiced philosophy.

The fifth objective was to observe the role and functions of the various department heads in the Montcalm Area Intermediate School District office.

Working a week with each department head provided the intern with information applicable to this objective. By discussing with the department head his role and function during the first day in that agency the intern gained some understanding of what to look forward to during
that week. That the intern is an instructor in a constituent school
of the Montcalm Area Intermediate School District has offered him a
working relationship with some department heads prior to this intern-
ship. Thus the intern believes he could adequately observe the role
and function of the department heads in one week.

The intern believes this objective was satisfactorily met, but he
would like to comment on his perception concerning this objective.
First, the intern has noted a freedom within the agency to attain its
goals as best fits their style. At first observation this is attrac-
tive but becomes less so on further examination. The intern found a
lack of communication within each agency in addressing themselves to
an officewide philosophy. When this question was raised with the
various department heads they agreed that this might appear to be the
case but it is not so—for full-time employees. Second, the intern has
some concern for the apparent lack of intra-office communication. Within
individual agency offices this is not a problem but it has been a problem
when communicating between offices. This concern was voiced to agency
heads and they agreed that staff meetings could alleviate this. This
matter has been brought to the attention of the superintendent and he
plans some affirmative action.

The sixth objective was to obtain a more complete understanding
of the Montcalm Area Intermediate School District by working in the
various agencies. Emphasis was to be placed in developing an under-
standing of the various agencies, their functions, their administration,
their characteristics, and their effect on local administrative behavior.

Objective number six was a compilation of the first five objectives.
The intern felt if he were to complete this objective successfully then the entire project would have been worthwhile. Working for a week in each agency does increase one's understanding of that agency. The question then becomes how much was the understanding increased? At this point the intern had gained an understanding of the agencies by reading their guidelines, the state edicts that apply to them, their governmental guidelines, and their individual policies. The agency functions were understood through reading and participating in the agency work for a week. In addition the intern has been acquainted with some agencies by having been an instructor in a constituent high school. To understand the administration of an agency the intern discussed, worked, and reviewed with the director his role as an administrator. The characteristics of an agency can best be learned by participating in that agency. Thus the intern gained an adequate understanding of the agency by being a participant in the agency. The characteristics of the agency reflect the agency director, the staff, the clientele served and the task of that agency. The effect of an agency on local administrative behavior was determined by discussing with local administrators their perceptions of how they were effected by the services offered by the agencies of the Montcalm Area Intermediate School District office. The building administrators noted that the effect on them was ameliorated by the staff of the Montcalm Area Intermediate School District. The staff as trained professionals acted as a liaison between the building in which they worked and the central office. The building administrators thus pictured themselves as facilitators of the attendant programs. There were two exceptions to
this. The first was a building administrator who acted as a summer director for the Migrant Education program. It was his contention that more should be done in this area and he was following his words with some action. The second exception was in the area of Data Processing. The building administrators believe that they will help expedite this agency but at this date they are just learning what the agency is and what it has to offer. Once they understand these issues then they must grapple with the problem of what services they want and what services they need tied to the issue of what they can afford. Again the issue of wants and needs arises. After a decision has been made to use the services of the Data Processing Center, then the building administrators will become a facilitator. At this date that decision has not been made.

The intern believes this objective was successfully met by having addressed himself to each stated item of the objective and having discussed these with the various agency heads.

In conclusion, the intern believes that all objectives were satisfactorily met. The first objective was the most difficult to measure because of its indefinable nature. Nonetheless, the intern did gain an expanded view of the administrative process through the internship. The other five objectives were met to the intern's satisfaction. The burden of having but one week in each agency made a full understanding an unachievable goal, however, the intern believes the available time was well spent in meeting these objectives.
SECTION X

RECOMMENDATIONS FOR IMPROVING THE INTERNSHIP

While the internship has been an invaluable aid to the intern the experiences could have been improved in the following ways:

1. The intern believes that more pre-planning could have been conducted between himself and the various agency directors. This pre-planning would have provided us with a clearer understanding of all the objectives that were sought.

2. The intern believes more time should have been spent identifying the common goals to be achieved during the internship that apply to the Department of Educational Leadership, the Montcalm Area Intermediate School District, and the intern.
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