A Report of an Intern Experience in the Role of the Principal in the Kalamazoo Public Schools Kalamazoo, Michigan

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A REPORT OF AN INTERNSHIP EXPERIENCE
IN THE ROLE OF THE PRINCIPAL
IN THE KALAMAZOO PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN

by

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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 1975
ACKNOWLEDGEMENT

I wish to express my sincere appreciation to the people who contributed to my internship experiences. A special thank you to Dr. Dorothy McCuskey, advisor and friend, to Dr. Carol Sheffer and Dr. John Nangle, members of my Advisory Committee. May I also extend my deepest gratitude to Mrs. Ruth Diephuis and Mr. Jack Hamilton who guided me through some of the most enriching experiences as a Western intern, and to my husband, George, for his endless patience, encouragement and support.

Paulina Ikeda
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INTRODUCTION

This report describes an administrative internship with the Kalamazoo Public Schools, Kalamazoo, Michigan in the fall of 1974.

As an intern I was provided many opportunities for viewing the intricate coordination of the educational hierarchy. I was particularly interested in the roles of the elementary school curriculum director and of the principal. Since the principal is one who must have a strong background in curriculum and possess many other skills besides, it became my intention to focus upon the role of the principal.

The following is a brief description of my internship at South Westnedge School, a kindergarten, one through three grade school. My activities were supervised by the principal of that school, Mrs. Ruth Diephuis.

To provide me other views of the Kalamazoo Schools, my experiences included visits to Washington School, a kindergarten, fourth through sixth grade school; Indian Prairie School, a kindergarten, one through three "child-centered" school; Burke School's open classroom for grades four through six, and Arcadia School, another primary school building.

My experiences also included working with the elementary curriculum director who allowed me invaluable experiences in curriculum construction.
The description of the proposed internship is as follows:

1. The organization in which the experience is sought is with the Kalamazoo Public Schools.

2. The organization supervisor for the proposed internship will be Mr. Jack Hamilton, Director of Elementary Instruction. Persons who will assign tasks and supervise this intern's activities will be:

   a. Mr. Jack Hamilton, Director of Elementary Instruction

   b. Mrs. Ruth Diephuis, Principal, South Westnedge Elementary School

3. The internship will be done during the fall term beginning September 2 through December 13.

4. This internship would consist of tasks or experiences such as the following:

   a. Observe the workings of the central administrative staff.

   b. Attend board meetings and observe interactions of the participants.

   c. Attend teachers' and administrators' meetings and note processes involved.

   d. Accompany and observe director of curriculum.

   e. Accompany principals and observe the interactions with school personnel, their role in curriculum implementation, etc.

   f. Participate in tasks in the schools or in the central office where the intern can learn as well as be of service.

5. The intern will develop the following:

   a. Conceptual skills

      1) Develop an understanding of central administration in a city school system.
2) Acquire knowledge of the administrative role.

3) Develop a working knowledge about how decisions are made.

b. Human skills

1) Analyze line and staff relations within the school system.

2) Observe the group processes in board, administrative, and faculty meetings.

3) Observe the leadership role of the principal.

c. Technical skills

1) Learn the procedure involved in maintaining a curriculum continuity throughout the system.

2) Learn how to evaluate, develop, and implement curriculum.

3) Learn how to prepare for and effect change smoothly.
This log represents my experiences as an intern in the Kalamazoo Public Schools beginning September 2 through December 13, 1974.
INTRODUCTION

Mr. Jack Hamilton, director of elementary instruction, introduced me to Mrs. Ruth Diephuis, principal of South Westnedge School. Mrs. Diephuis will be supervising my activities and arranging for school visitations.

Mrs. Diephuis has been principal of South Westnedge School for three years. Prior to this period she had been an elementary resource person and had years of successful teaching.

South Westnedge School, where I was based, is a school for children in kindergarten, first through third grades. A small percentage of children in grades one through three are bused to allow for a racial balance. There are fourteen classroom teachers: kindergarten, four base level, four extended base level, three final base level, and one for the school adjustment program. Art, music, and physical education teachers are shared with other schools, along with the media specialist, speech, student services and special education contact person. Although the other elementary schools have a learning center resource person, South Westnedge has elected to have a reading specialist. There is a full time principal, a secretary, a lunchroom director, a part-time nurse and two custodians.

South Westnedge has several paid aides who manage the bus duties during the mornings and evenings and lunchroom. There are several classroom teacher aides. The school also appreciates the
cooperation of volunteer parents.

There is an attempt to get away from traditional labels. Classrooms are identified by levels: base level for grade 1, extended base for grade 2 and final base for grade 3. It is hoped that parents will acquire the feeling that children will move from level to level in a smooth, fluid, continuous manner, contrary from the usual September to June, lockstep fashion.

The faculty worked beautifully as a team. There was a sharing of responsibilities, a cooperation and support for school functions. Teachers were prompt about keeping deadlines and appointments.

There is an openness in the general school atmosphere which makes South Westnedge a great place to be. Most important is the teachers' concern about providing each child with the best education the school could possibly give in an environment where each child will have an opportunity to achieve his potential.

An atmosphere that is wholesome and conducive to learning and working does not accidentally happen. It takes an unusual leader, the principal in this instance, who has this special ability of pulling all resources together to make this particular system work effectively. How these roles constantly intermingle and interact will be discussed.

The school principal has many responsibilities and professional obligations. Her role requires her to perform duties in a variety of areas and touching different groups of people. Some duties seem menial and bothersome and the time spent doing them prevents her from doing more important things. But all need attention.
THE FIRST WEEK OF INTERNSHIP

September 2 - 6

Of all the weeks that school is in session, the first few weeks are by far the most difficult, the most hectic and the most strenuous. However, it is felt that these are crucial weeks and how the principal organizes and plans determines how well the school will be managed, and could very well set the tone for the next several weeks. I was grateful for having been at school at this time; it was indeed a real learning experience.

Having met the principal, Mrs. Ruth Diephuis earlier, we were able to talk about her role, her plans and how she coordinated the various efforts. We talked about her personal goals and how they influenced the philosophy of the school and how they related and reflected the total philosophy of the Kalamazoo School System.

I met the faculty and saw immediately how each was different in personality make-up and in work patterns. I also met the people representing the special services--social worker, special education contact person, speech teacher, nurse; the auxiliary persons--librarian, cafeteria manager, and the secretary and custodians.

I was made aware of the instructional goals and how each teacher is responsible for seeing to it that each child achieves his maximum. We discussed the various curriculum disciplines being taught, the materials available, and any plans for changes this year. SCIS, the new science program, is being introduced to the lower elementary grades. In-service activities were held.
during the summer to acquaint teachers with the program. SCIS will be introduced to the upper elementary levels next year. The district is in the process of revising its social studies curriculum. It is hoped that some sort of a guide will be made available in the fall of 1975.

There is much work to be done before the children's first day. Several things go on simultaneously:

- planning for transportation
- acquainting aides and helpers with their various jobs
- grouping children
- reviewing the status of children with special needs
- registering children who are new to the district
- seeing that the different people in the school are prepared for the first day
- preparing special notes for parents regarding lunch, transportation, special supplies, safety and other general rules
- having curriculum materials sorted and ready for distribution
- meeting and preparing teachers for the first days, acquainting them with rules and policies of the school
- orienting new teachers and other personnel new to the school
- organizing the hot lunch program, writing letters, screening applications

The children arrive. Now it's time to see how well things were planned and organized. Having the children come half days during the first two days is beneficial. Not only do children have
time to adjust, but teachers also have the opportunity to alter plans, meet together for feedback, make and improve plans and gather materials for the next day. The principal also checks with bus drivers to see if there were problems that needed correcting.

I was impressed with the positive outlook the principal had. She always had praise and encouragement to give teachers and pupils.

If there is a person who can promote productivity through worker satisfaction, this principal can. There is a togetherness in each effort. Her expectations are clear and within the reach of accomplishment. She does not "drive"; she has the ability to guide and is part of the action. She has also conveyed the feeling that teachers are people who have limitations and special capabilities who appreciate recognition and flourish with praise. She offers on-going support and is extremely perceptive in sensing the feeling of the group. She showed good judgment at all times but reserved making decisions until the faculty members have had time to discuss the matter. Of course, there are decisions that she makes which are administrative in nature and do not involve faculty input.

I was anxious to be a part of the action. In doing tasks I became familiar with the curriculum. In being with different teachers, I began to know them—what can please or displease them. They were challenging, not always predictable, they were difficult, extremely set in their ways, and some were blessed with unlimited wisdom. Secretaries? They are an unusual people! They're organized, all knowing, and have more pairs of hands than you and I put together.
When you stammer in the attempt to describe what you need, the secretary always knows what you are trying to say. She can be a mind reader and can clarify a befuddled mind. A good secretary can be a principal's right hand, and at times has been the one who holds the school together. A good secretary needs your consideration, also. She, too, has limitations and will endure so much. She is not to be taken as one who will relieve the teacher of all her excess jobs.
THE SECOND WEEK OF INTERNSHIP

September 9 - 13

There was an early morning meeting with teachers in the extended base level. The ratio between the number of students per teacher was high. To teach the children adequately, another teacher must be added. This need was communicated to the assistant superintendent in charge of pupil personnel who was evaluating the situation. Meanwhile, plans were being made so that in the event that there is a new teacher, the entire extended level need not be disturbed. The reading specialist will assume the role of an extended level teacher. If and when the new teacher arrives, they will team teach, then the reading specialist will fade into her other position. All parents with children at this level were sent notes informing them of the possible changes and the children were also told. The principal must keep teachers and parents abreast of what's happening at school. This is a consideration everyone appreciates.

The principal is concerned about what goes on in the classroom at all times. She visits every classroom at least once a day. These visits are unannounced but she never stays for long periods of time. Frequent visits accomplish many things: she is getting acquainted with all the children, getting to know their faces and names, knowing what they're studying, spotting and following children with special problems, listening to children read. These visitations also allow the principal to observe the teacher's teaching methods, her knowledge of subject matter and the general classroom organization.
and atmosphere. The principal accepts the fact that each faculty member is different and appreciates what each can add to give the school its special flavor.

After visiting classrooms the principal sometimes talks with teachers about her observations. Perhaps an incident needed explanation. If her comment will benefit all, she mentions it at the next staff meeting, withholding names to prevent embarrassment. Sometimes it is necessary to explore an incident because of the possible implications it might have to teachers and school.

She may have suggestions about classroom management which may help children towards optimum learning: the teacher may write a schedule of the day's activities and place it where all can see it, get roll check and Pledge of Allegiance without taking too much time, seat the children so they can easily see the blackboard, seat children with discipline problems where they can cause the least disturbance, remove distracting objects. The principal will schedule the special classes in a way that children will have undisturbed blocks of time to complete the language arts period. Each teacher is encouraged to discuss her problems and seek help whenever needed.

Although the principal is responsible for the total function of the school, it is physically impossible for her to personally handle each individual matter. She must delegate responsibilities to various individuals but it is she who oversees and eventually puts everything together to form a working unit.

There is an aide in charge of the lunch room. However, during
the first lunch periods the principal was there, establishing the rules with the children. Children will sit with their class at a designated table; we sit when we eat; we talk to those near us with a quiet voice; we eat only what mother packs for our lunches; we raise our hand if we need help; we clean our part of the table so it will be clean for the next person. It was important that the cafeteria aides maintain the rules, otherwise, the lunch period would be an absolute chaos. It is important to check on the traffic patterns. The principal met with the director each day to discuss problems.

The student services person and special education contact person met with the principal that afternoon. Both reviewed their plans about how they will be working in the building. Teachers will be briefed about the procedure for getting assistance from these people. The special education person is new in his position and he discussed how he was going to do his tasks and how teachers may request his service. Since all teachers needed this information, both will participate at the next staff meeting.

The principal is responsible for imparting communication from the administrative office, from other schools, or from within the building. This may be done through staff meetings, letters and special bulletins. Each faculty member is asked to read all notices on the office bulletin board. They should also check their mailboxes.

The principal also communicates with her peers. They share ideas during administrative meetings, talk via telephone to get views regarding issues and about children who move within the district.
Principals communicate with parents, too. This may be by note, telephone or visit. All notes that go home must be approved by the principal. Not only does this help her to get a view of what goes on in a classroom, but this also helps when parents inquire about a note from Ms. So-So. The principal will be able to explain the note. Wouldn't it be embarrassing if the principal were caught unaware?
THE THIRD WEEK OF INTERNSHIP

September 16 - 20

Did you ever feel that everything was going wrong? Some days the office is lined with children having discipline problems or some illness. Discipline demands much of the principal’s time.

At this school a teacher handles her own discipline. If the child persists in disruptive classroom activity, he is removed and sent to the office.

Each administrator has his own way of handling disruptive behavior. Mrs. Diephuis prefers to talk with the child so that the child verifies his behavior. She tries to lead the child into understanding his behavior and how it can affect and hurt others. She also explains that these cases that come to the office are recorded and kept in a file box. If the child had three cases against him, his parents should know about him and must come to school for a conference. It is hoped that there won’t be any recurring problems.

Whenever a child makes positive improvements in his behavior, the teacher sends him to the principal for praise. The child beams with delight when he receives a happy pill (a pill-shaped candy) or a happy face to color. These serve as recognition and motivation.

The school is not permitted to give children medication. Bumps and bruises are treated with cold packs; little cuts are washed with soap and covered with a band aid. When a child needs
rest, he is allowed to sleep in the health room. If the child requires special care and medication, the parents are called and they must come for him so he can get to the doctor. Some children take special medicines during the day. A parent may come to give his child his medicine, or he may give the principal specific instructions as to when it will be given to the child. This medicine is kept in a special place in the principal's office, and only the principal or secretary may dispense the medicine.

The principal receives many telephone calls each day from parents whose concerns range from the neighbor's child who gave my Charlie a bloody nose to questions like, "Are the Brownies meeting at school today?" A principal must listen. Sometimes she can offer assurance, sympathy, appreciation. Busy as she is, she must find time to listen, explain situations. Oftentimes, anxieties stem from slight misunderstandings.

Routines are becoming established at school. The schedule for art, music and physical education were made. Several things had to be taken into consideration: undisturbed blocks of time for language arts, teacher planning time, and whenever possible, teacher preferences. There was a week's trial run to see if the schedule met teacher approval. There are usually some unhappy teachers, but it is impossible to please everyone. This is a time when tact and understanding may help a disappointed teacher.

This week the principal received word that there will be a new base level teacher. Applications are being processed and the file of three "hopefuls" will be sent out for study.
A principal now has the privilege of helping to select the new faculty member. After studying the applications and interviewing the prospects, the principal is ready to make her decision. The one who is skilled, willing to learn, concerned for children and able to blend with the faculty will be selected. Although the principal has no authority to hire, her recommendation is taken into consideration.

Once the new teacher arrives, it becomes the principal's responsibility to see that the teacher has a smooth period of adjustment. The teacher is informed of the school and district policies and practices, provided in-service sessions in reading and other areas by the curriculum specialist from the central office, and is given a "buddy teacher" to help answer questions. The principal helps her with planning and is extremely supportive.

With school well under way and the organizational patterns established, the principal is free to greet the children in the mornings and linger in the halls to observe the children as they pass by. Sometimes she has a few minutes to visit with teachers in the lounge.

Now she has included in her schedule times for meeting with the secretary as well as with personnel for student services and special education in order to plan the day's work. Priorities and deadlines are set for the day.

The principal, with the help of personnel for student services and special education, updates the list of children needing special help. A request for testing was filed by the kindergarten teacher about a child who was developing extremely slowly and had extreme
language problems. The child was observed at different occasions and it is now necessary to give her a battery of tests. In this school system, it is a policy that parents are informed about the need for testing and must give their consent.

In conferences where parents and school service personnel are involved, the principal leads. She must be well acquainted with the child, the problems, the records and her teachers' observations. Have all the avenues been explored? What alternatives and suggestions can the school offer parents? During the conference the principal tries to put the parents at ease, helps them to understand what is being done to help their child learn, seek their cooperation and approval. It is important that parents feel comfortable, accepted and secure.
THE FOURTH WEEK OF INTERNSHIP

September 23 - 27

The teachers are usually responsible for obtaining their own ditto copies. Mornings, especially Mondays, are unusually busy with people waiting for a turn at the ditto machine. Waiting is a waste of time. How can this Monday morning bottleneck be eliminated?

Solution: A file of each skill lesson of the Houghton-Mifflin Reading Series is kept in the office. Each Friday, the teachers are asked to leave their requests for the following week's teaching. The requests would be filled by Monday morning. If a teacher neglects to file her request on Friday, her order might not be filled on time. She does get angry, but she learns to be punctual. If the aide or secretary is too busy to fill orders, the principal does it.

Having teachers put in their reading orders accomplishes several things. It forces the teacher to look and plan ahead, and it disciplines the teacher into being prompt in handling requests. These orders serve as a record of what the teacher teaches.

The principal must be fully acquainted with the physical and mental development of children. She should know what interests children and how to approach learning tasks. Information such as this is vital in planning curriculum. She must sometimes assume the role of a teacher, so she must know how to teach. Before the reading specialist was able to handle remedial cases, the principal taught a group of three. When the aide situation improved, she was able to free herself from this reading class to do other work requiring
her attention.

In the event that the principal is away from the building while school is in session, another person takes charge. In this case, the person representing student services assumed this leadership. He is familiar with the school routine and organization, knows the children and uses good judgment. He doesn't usually make decisions, but may do so if the situation demanded an immediate decision.
THE FIFTH WEEK OF INTERNSHIP

September 30 - October 4

The school district is extremely goal-oriented. Goals are important because they help get us where we want to go. The administrative office felt that each teacher needs to write his yearly goals. This is probably a means of evaluating teachers later. Teachers are already overloaded with work. Their goals will be identical to those stated in the texts. Is it necessary to make teachers do this? Rather than insisting on course objectives, the principal asked that each teacher examine himself, his methods and techniques and write about one area in which he seeks improvement. If there happens to be a cluster of people desiring improvement in a specific area, perhaps an in-service experience would be beneficial.

This principal recognized that the faculty was working hard in teaching. Her consideration of others was greatly appreciated.

The principal encourages experimentation to make learning fun and attractive to children. Now that the new extended level teacher has taken over the entire class, the reading specialist is free to move out of that classroom to establish a new class. She was offering classes for the accelerated child in creative arts, math and social studies. She wrote her specifications--what qualifications students must have--to be considered members. She outlined her course objectives. After discussing her proposal with the principal, she presented them to the teachers during faculty meeting for additional suggestions or corrections.
All of Kalamazoo Schools use the same reading series and all materials are purchased and dispensed from the central office. There has been a newer edition to the Houghton-Mifflin Series and only materials for this newer edition will be available from the publishing house. How can we get workbooks and tests for the series now being used?

The principal invited the elementary reading specialist to meet with the teachers. She came and explained how records and materials can be used, since the ideas and concepts remained the same. There were a few test items (and she noted them) which may cause problems with the children. Her statements eliminated many doubts and questions. It was a good idea that she came to speak to the entire group so that all could have the same understanding.
Kalamazoo is very conscious about providing learning experiences which will allow the child to grow. It is a fact that not everyone learns under the same structure and method. It has been rumored for some time that there will be an alternative classroom in each building. What alternative type of classroom will depend on the individual school's need. Many feel that the alternative classroom is an open classroom. It is now official; each school will have an alternative classroom next fall.

How will the teachers be selected? In some schools the principal approached those he thought were capable of handling the job; some asked for volunteers. Either method can present problems. A principal can be charged with having favorites. What if one who volunteers isn't the one for the job? Can you discourage a willing worker?

At South Westnedge the principal wrote a description of what the open classroom is followed by the qualifications one should possess to be able to teach in such an environment. Only those who feel qualified may apply. Final selection will be made following an interview. This is an impartial way of handling the situation. The principal removes herself from the pressure and difficulties of selecting teachers. No one is hurt.
I attended an elementary principals' meeting led by the director of elementary instruction. The main concern was absenteeism and tardiness since these were increasing in number at the schools. The discussion was led by a committee consisting of the student services team and classroom teachers.

The committee shared a form that was developed and is being used by one of the student services personnel at two of the elementary schools. Both faculty groups accept the form and feel that it is valuable as a weekly attendance record device and for spotting children who are chronically absent.

It was hoped that the district adopt a uniform method of keeping attendance records. Since the district has not issued a directive insisting on the use of a special form, each school uses a method of its choice. If a form is good and does the job, how do you go about getting people to change for the sake of uniformity? This becomes a problem involving public relations. All you can do is to "sell" the form, suggest that teachers try it and hope that they will realize its value. You get better cooperation when you suggest than when you insist.

Absenteeism is a community concern, too. Delinquency rates are increasing. The courts are ready to cooperate with schools and parents so that problems can be resolved before they reach the courts. When the cases get to the courts, it's already too late.
With parent conferences nearing, Dr. David Bartz of the Research and Development Department of the Kalamazoo School System spoke briefly about the Metropolitan Achievement Test scores and how they should be disseminated and interpreted. Numbers or scores have little or no significance unless they are explained in relation to the child's development. Teachers must know how to interpret test results and understand their implications. Otherwise, the teachers will be unable to make suggestions for improvements. Teachers should never present test scores to parents without explanations.
I spent one day at Washington School, a kindergarten, fourth through sixth grade school, the largest upper elementary school in the district. Like other schools, a percentage of the children are bused. Because the buses transport the younger children first, children in the upper grades arrive at school at 9:30 and are dismissed at 3:45.

Washington, like any other school, requests that all visitors report to the office before visiting a classroom. Since this is a large school, it is difficult to separate parents of these school children from patrons of the community. A visitor always wears a name tag for identification. In the past, adults professing to have children enrolled at school have entered the building to steal equipment or money or have even attempted to take children away from school.

Washington has three floors and the rooms are enviously large. One can imagine the different interest centers that can be formed without a traffic problem. The rooms were well lit, freshly painted, cheery, overall nice.

The kindergarten rooms were contained and isolated. They consisted of two large group-study areas with a large play room in between. The rooms were decorated attractively for young children. The classroom for the emotionally maladjusted was on the first floor with the fourth graders. The second floor housed
the fifth graders, a special education class, learning center, conference rooms and offices for visiting personnel and speech. The third floor housed the sixth graders.

Teachers teach in self contained classrooms except when teaching the language arts. Teachers teach two levels and the children could come from any grade level. Teachers may team teach in other subjects if they wish. The principal permits and encourages teachers to experiment with different methods and styles of teaching.

I was allowed to visit the different classrooms for a birdseye view of what goes on at the upper elementary levels.

Washington appears to be a friendly place. Teachers were willing to give a few minutes to tell about what their classes were doing. Students were cordial and seemed to enjoy giving the visitor a tour of their rooms.
Some children in the kindergarten class were given the Meeting Street School Survey Test (MSSST). This test is a screening device designed to spot children who may have future reading problems. This test takes a half hour to administer and is an individual test. Screening tests are helpful as they help the teacher to emphasize special areas in the curriculum.

Parents should feel free about coming to school to visit or to discuss a problem. A grandmother came to discuss her grandchildren's problems. She had just discovered that the children were having problems due to frequent absences. She also found out that the children were not eating. The school had been trying to reach the mother but wasn't successful. That afternoon, the grandmother returned with her daughter. She had decided that the children had suffered enough, and that the mother would listen to what the principal had to say. The principal and teacher reviewed their concerns about the children's health and school work, and the mother promised to correct the home situation. The children appeared happier, but they moved away shortly after.

Parent organizations are difficult to maintain because of other interests competing for parents' time. PTA's are no longer the lifeline between home and school, but they are a means of communicating with the home. Getting parents to school is a real problem. At South Westnedge there are no monthly meetings, but
there are seasonal activities which the entire family may attend: the Family Halloween Party, the Christmas Chocolate, the Valentine Dessert. There is one meeting where a curriculum area is highlighted. This year it was the science program, SCIS, which is new in the elementary schools.

The school has a mothers' study which plans for any money-making projects for the school. It also organizes the resource pool and enlists volunteer mothers to help at school when needs arise.

It is important that the school maintains an "open door" policy to the community. The school is also a meeting place for various groups like the Girl Scouts and Boy Scouts.

Learning goes on in any environment. The children took a field trip to the Kellogg Bird Sanctuary. The district absorbed the cost of this learning experience.

Each school is allotted a sum of money for trips. When the fund is depleted, trips cannot be taken. It is a district policy that children do not bring money to pay for any learning activity. It seems that this policy should be rewritten to allow some flexibility.
THE TENTH WEEK OF INTERNSHIP

November 4 - 8

I visited Indian Prairie School, the only school that was an open school, or as the principal preferred it to be called, the child-centered school. The school was built with the "open" concept in mind. Indian Prairie is a lower elementary school and like all the other schools in Kalamazoo, part of the student body is bused.

The principal believes in the child-centered school concept. She is well read on the subject and has been to see the open schools in England. The teachers in her building have been carefully selected, although most volunteered because they were interested and were willing to try a new concept of teaching.

Parents also believe in this school's philosophy. They are enthused about the program. As the mothers met for mothers' study, they talked excitedly about their children's activities at school. The mothers were discussing ways of fund raising--there were many interesting possibilities.

Many appear skeptical about the child-centered school because they picture children wandering aimlessly, doing what they wish, when they wish and not mastering the skills necessary to become an independent reader. In fact the program is highly structured. From kindergarten, children are disciplined to be responsible for their time and activities. They are given a list of tasks of which they must choose to do one or two or three, according to their teacher's
objectives. During evaluation time, each child will discuss what he did. Who gets to leave the classroom to work outside? This is a privilege that is earned. A child must show that he can manage himself. He must always let the teacher know where he is at all times, what he is doing and with whom if this is a group effort.

Discipline problems are minimal. It was felt that when children are allowed to function within the guidelines of their interests, they tend to keep themselves busy with constructive activities and out of trouble. Children were doing well in accepting responsibilities.

Teachers trained to teach in this kind of setting are extremely resourceful. Anything and everything can be instruments for learning. One teacher brought her postcards to show what kinds of skills could be learned through them. A classroom can be a collector's paradise.

The learning centers were interesting— one of the most captivating centers was the atrium in the center of the building. It housed rabbits, chickens, birds. Children had a lovely time observing and studying.

The principal is pleased about how well the school runs. The constant activity does not alarm her. She pops in and out of classrooms to visit with children, to listen to them read. Children feel free to tell her about an incident that was funny.
Having been to a lower elementary school with the open school concept, I was fortunate to be able to visit Burke School's alternative classroom. This was a classroom with children in fourth, fifth and sixth grades.

This program is in its first year. The teacher was busy organizing and creating materials but she was doing well. There were disruptions because the carpenters were installing shelves and blackboards. The place looked upset but how else do you expect it to look with workmen around?

The children are older so they are able to do much more for themselves. They understood their routine. Each child had a folder containing all the work he needed to do. If there were questions, he went to the aides. There were three reading groups in the morning.

To maintain a phenomenal job alone is impossible. A full time aide is necessary. The aide can help with small group work and with checking all those papers and help keep the records straight.

The principal is proud to have something new going on in his school. He is happy to have visitors see the program. But he should be careful that the classroom does not become like a fishbowl. There must be a limit with having visitors. A teacher should be able to have some time with the children. The children must have a chance to be themselves.

This was the week of parent-teacher conferences.

The teachers have had their meeting about grading procedures, interpreting test results, and they have available reading profiles,
skill sheets, report card and samples of the children's work. They were cautioned about their conference atmosphere: be tactful, supportive and positive. Be specific, be prepared and anticipate questions, don't be caught off guard. It is now permissible for parents to examine their child's folder. If they wish, they may stop by the office to make an appointment with the principal.

Not only should parents find it important to learn about their children's progress, but they should also see the conditions and surroundings under which their children learn. Meeting the teacher seems important enough as she plays a vital part in influencing children's beliefs and attitudes.

The principal is available for conferences, too. It is understood that parents should feel free to discuss any problem with her. The principal also participates in conferences whenever the teacher senses parental opposition or sensitivity.

To help improve the quality of conferences, parents are encouraged to evaluate the sessions.
THE ELEVENTH WEEK OF INTERNSHIP

November 11 - 15

This week was devoted to the social studies meetings. The work of this committee will be discussed later.
This week I observed the principal at Washington School. This is an upper elementary school, the largest in the district with twenty-seven full time teachers, half time speech teacher, nurse, special services person, special education contact person, two full time secretaries and three custodians.

Because children arrive at 9:20, the teachers elected to hold teachers' meetings at 8:00 a.m. rather than meeting after 3:45. This decision was fully endorsed by the teachers; therefore, the attendance is 100% in spite of the early hour.

The day began with a telephone call from an anxious mother informing the principal that there was a fight scheduled after school when a certain group of boys get off the bus. They were going to beat her son. He thanked her, assuring her that he will check into the matter. Yesterday one of the lunchroom helpers overheard a plot and reported it, just in case....Although the principal really does not have time to receive all these reports, it is necessary to lend an attentive ear whenever it involves youngsters who are prone to causing disturbances.

It is this principal's style to prevent mishaps whenever possible. He decided to explore the mother's report. He waited until the classrooms were settled into their routines before visiting the rooms. As large as the school is, he does not try to visit every classroom everyday, perhaps every other day. But he does observe youngsters...
as they pass between class periods. He's very cordial, he talks to them about what they're doing so his contacts are not just superficial.

The boys were in different classrooms. He preferred to talk to them individually. He assured the boys that he heard about an incident and wondered if there were any truth to it. Who else was involved? As the principal talked to others, the list of boys got longer. The principal appealed that they use good judgment when solving problems, the fastest and easiest way (to them) may not necessarily be the best. The boys’ behaviors had been greatly improved thus far and their parents were pleased. Why ruin it now? Resorting to fights only cause regressions. It was lunch time when he finished talking to the last boy. It took all morning, but there wasn't a fight reported at the end of the day.

He met with the student services person who worked with migrant families. A parent refused to allow her children to ride the school bus because the children were racially different. She felt that her children will not be able to handle the fracas that might occur. Rather than experience these hardships, the parents decided that keeping the children home was best. The student services person had been transporting the children daily but felt that some provision must be made since he might not be able to continue this. Transportation was discussed on several occasions but nothing more had been done. One day this was mentioned to a board member who mentioned it to the superintendent. New routes were established the next day; the children got their transportation problems solved but, everyone felt the repercussions. The principal talked with student services
regarding the procedure. Problems like these will be re-evaluated, just keep following the correct order of requests. While I understand the principal's embarrassment, I can empathize with the other man's frustration. Sometimes it is necessary to rock the boat. I admired the way the principal handled the situation; there didn't appear to be any malice or trying to "get him" on his part. He was really cool!

As large as the school is, the principal must organize so that he gets feedback from all groups. He meets at least once a week with the resource team composed of the principal, media specialist, special services people and teachers of students who will be discussed at that meeting. The principal has a comprehensive list of children who have learning disabilities complete with the diagnoses, evaluations and prescriptions. This also serves as follow up. The teacher receives a report on the status of the child. What goes on during these meetings is confidential.

The principal meets frequently with the instructional specialist who oversees the reading program. She dispenses all reading texts, workbooks and tests. She also reviews test results and keeps an up-to-date record of each child's profile. Sometimes these results are discussed with the teacher. Does it seem that the teacher is a bit anxious about moving the child on? Do you think the child will do better if he can remain at a holding pattern so he can really have a grasp on these skills?

It was felt that some teachers are unable to gear their teaching so that a slower child could comprehend. Children are being turned off, they're disinterested, doing nothing. Children from the resource
room who can now begin to function in the regular classroom on a part-time basis return frustrated and confused. Lessons are extremely difficult.

It was an unusual comment. The teacher had a reputation of being an excellent teacher. A look in the classroom conveys to a visitor that an organized person "lives" here. That may be so, but are the activities suitable for the children who come here? The principal will follow this up and talk to the teacher.

One afternoon there was a brush with the police. With the school located across from a supermarket, it makes it easy and tempting for youngsters to go across to buy things and sometimes take things. A teacher overheard bits of conversation which led to the child's surrendering the stolen candy. These were taken to the principal. The goods would have been returned but before this could be done, a child was caught stealing and the principal was called to the store. The children's parents were called. The principal talked with the police in private. He wasn't pleading that the boys be released; the boys were involved in other cases. The boys were informed of their rights, then taken to the police station to be booked. It was hoped that they will feel the full impact and consequences of what happens when they disobey laws. This may impress them enough that they'll never steal again.
THE FOURTEENTH WEEK OF INTERNSHIP

December 2 - 6

The custodian took me on a tour of the boiler room. He told me of his duties, the checklist for daily maintenance around the school, the care of the fire extinguishers, the safety precautions of the building and grounds, his supervision of the night custodian.

The district building inspector also came to make his checkup before the city fire inspectors came.

The custodian had a part in the teachers' meeting after school. He presented a talk, complete with illustrated handouts of the types and uses of the various fire extinguishers around the school.

This is valuable information for everyone, for one never knows when he'll need to put out a fire.

Mr. Baker expressed his appreciation for the consideration extended to him. He's not just a custodian; he feels very much a part of the staff. Mr. Baker is exceptional. No one needs to tell him what needs to be done. He even comes very early, and earlier when there's snow on the ground or something special needing to be done. The way he maintains the building makes it a better place to be.
I hated to see this week come, as I enjoyed my internship experiences so much. Having been with the group much of the semester, I felt woven into the group. I understood them and have established good relationships. I loved the children. Where once I only recognized their faces, I became acquainted with them as distinct personalities. I am indebted to the principal who has broadened and enriched my educational horizons.

Since this was my last week, I tried to pull together the activities I did so that whoever follows will not find it too difficult to continue. I visited the classrooms once more, reluctantly....
THE SOCIAL STUDIES COMMITTEE

A social studies survey was conducted in the Kalamazoo elementary schools in March, 1974. The purpose of the survey was to determine the scope and needs of the current social studies program and to provide input for the future social studies curriculum study committee which will be meeting in June, 1974.

Teachers were asked to fill a questionnaire to survey what was being taught at each grade level along with the hours spent per week on the subject or related subjects. The teachers were also asked to list the textbooks with the copyright dates. They were to list any positive or negative comments about the present program and offer suggestions for improvement. The survey to which 228 teachers in 23 elementary schools responded is found in Appendix A.

To guide the progress of the committee, a time line consisting of six phases was developed. My involvement as a committee member began at Phase III of the curriculum development stage.

Phase I
June 19 - June 21, 1974

The nucleus committee consisted of fourteen people from various schools. Mrs. Ruth Diephuis served as chairperson.

The first meeting was held in June at which time the social studies survey was discussed. A brainstorming session followed with the thought: What does a child in Kalamazoo need to learn regarding social studies?
Phase II
June 22 - September 25, 1974

After the brainstorming session, a list of objectives were categorized and they fell into six disciplines: anthropology, economics, geography, history, political science and sociology. This led to reading and sharing of professional materials to help decide what approach should be taken towards the development of the new curriculum. Curriculum guides from different school districts were examined and the guide from the Wilmington, Delaware School System appealed most to the group. They also felt that the Fridley, Minnesota guide in geography was exceptionally good.

Phase III
September 26 - November 20, 1974

According to the initial survey, the teachers wanted a guide which would allow them to teach readily without too much studying and will contain everything one needs to put on a lesson. Materials must be available in each room or in the learning center. Although some voiced a strong opinion towards using a single textbook, more preferred multi-texts. In view of the emphasis on the six disciplines, the committee felt that it was unlikely that there would be a single text on the market that would treat each discipline with equal importance. Some teachers enjoyed teaching the unit approach—e.g. sixth grade stressed studying Mexico and Canada. Will the new guide provide for the spiraling concept of teaching? Is it possible
to have a guide that will not require constant revision? Another real problem is time. With the already heavy emphases on reading, math and only this year the new science program, SCIS, how can a teacher adequately treat social studies? These are concerns which must be dealt with or the program will die.

There was a series of speakers who contributed many helpful ideas to help bring out important aspects of the disciplines. There were speakers from the school district, from Western Michigan University, from the community, from the state social studies department in Lansing, Michigan. The committee sent people to workshops and meetings to get additional ideas. The district sponsored workshops; one was such that all administrators were encouraged to attend.

Needless to say, the move towards an improved social studies curriculum is wholeheartedly supported by Kalamazoo's chief administrators and they have seen to it that the committee be given all support necessary to get the curriculum completed. They have released teachers from their classroom responsibilities (and this number has increased since the committee expanded to include a representative from each school); they reimburse teachers for working on the curriculum outside of school hours; they sent three people to Wilmington, Delaware to talk with teachers and curriculum directors regarding their guide. They also released Marilyn Robison, now co-chairperson, to work half-time on the curriculum.

The teachers are kept abreast of the committee's work. They are free to ask questions and offer suggestions anytime. The making
of this curriculum should reflect the thinking of the teachers of Kalamazoo. This is a group effort. Who at the end will use this guide? To have had a part in its production gives one the feeling of ownership and pride.

My work during this phase was to check our behavioral objectives in the six disciplines with those in the Wilmington guide. Most of our objectives related to theirs; they had some that we didn't, and we had some that they didn't.

We were ready to begin writing behavioral objectives. This was the right time to involve a larger group by asking each school to send at least one representative. That person will also be responsible for getting reports to his school.

Phase IV

November 21 - January 30, 1975

What an agonizing time! We thought we had a fairly good grasp at writing behavioral objectives. What a surprise. We had to have a crash course on objective writing. Luckily, Ruth and Marilyn were there to give support and encouragement.

We divided the big group into six disciplines; each group had at least two people representing lower elementary and two in the upper elementary. (From this point I will address myself to the activities of the "history" group.)

At first our history group met together. Because we created more questions stemming mainly from grade level differences, we separated. We developed our objectives from the generalizations.
When we put the upper and lower grades' objectives together, we found that we had too, too many. This would be discouraging to a teacher. We consolidated our generalizations and objectives into more logical groupings. To our amazement and relief we found that the objectives for primaries were also important to the upper level. The difference lies in the level of activities. This accommodates the spiraling effect of experiences.

Phase V
January 30 - February 29, 1975

We believe in the concept of individualization. While our group in history completed behavioral objective writing and have had the approval of the chairpersons, not all groups are finished. The next step was to verify our objectives with textbooks on the market and note which texts treated the different objectives effectively. We also rechecked the objectives to see if there were specific items including career education, non-stereotyping, ecology/conservation and values. We also needed to note which objectives will be considered minimal objectives, meaning that these had to be taught.

February 3 - May, 1975

Everyone in the Kalamazoo School System will be involved in writing activities. A workshop is scheduled for April 3 on activity writing, and everyone is warmly encouraged to attend. It is hoped that there will be a flow of activities submitted to
the committee. Although a limited number can be used in the guide, it may be possible to compile a supplement with additional ideas.

The guide will be in the process of being refined. There are departments which are becoming more active at this stage. The media department has been previewing films, filmstrips, enlarging the libraries so new materials will be available. The art department is prepared to handle illustrations and graphics for the guide. After these, the printer completes the job.

Nothing has been said about testing, but it is intentional. Testing and evaluations are an integral part in any learning experience. After the curriculum has been in use for a year, and some necessary revisions made, the research and development department will construct the evaluation items.

Phase VI
August 15 - September 7, 1975

The guides will be distributed. The district will conduct an in-service to acquaint and encourage the teachers about teaching the new social studies program.

As much as the committee had hoped, it will not be able to complete the social studies guide for the upper elementary grades. It should be ready for Fall, 1976.
From my internship experience, I was able to separate the major functions of the principal. I will discuss them at this time.

The Principal and the Instructional Program

To be able to use her professional staff efficiently, the principal must organize in order to get the jobs accomplished. When organizing for the purpose of instruction, the principal must first differentiate the roles of the staff and give to each a set of responsibilities. Then there will be a task of developing goals and objectives which teachers may use as guides.

In the elementary school, decisions are not left entirely to the principal. Although she is regarded as an instructional leader, decisions concerning instruction such as the selection of some textbook is a group effort. The classroom teacher gives valuable input since it is she who is closest to the learner and can lend the greatest influence. Specialists also provide help in formulating instructional goals.

Specialists are not usually considered part of the building staff because they are often part of the central office. These specialists—curriculum directors and supervisors—come by invitation. Their role is to help and suggest in planning and improving curriculum and teaching. However, their words do not take precedence over those of the principal.

The principal must lead the teachers into developing ways of
facilitating learning. What will be taught? How will children be grouped? How will children be evaluated? What will be the school's philosophy regarding the educational system and how will it reflect that of the district? These are just to name a few. Unless questions like these are answered, one will not be able to view the school as a whole.

Perhaps the most important task of the principal is to see that the school curriculum provides opportunities for each child to achieve his potential. Therefore, a principal must know much about curriculum development.

To develop or revise a program, there must be a need which will be stated in terms of educational goals. These goals are broad and general and must be relevant to the child who lives in that certain community at that point and time.

Once the goals are identified, the principal and teachers plan activities which will bring about the desired results in children. It is the principal's responsibility to see that all resources—texts, equipment and supplies, human resources—are available for the proper learning experience. The Kalamazoo School District is undergoing a social studies curriculum change. How this was being done was discussed earlier.

After an activity, an evaluation process must follow. Did the desired change occur? Were provisions made for the slow learner as well as for the gifted? Was there an area in the curriculum which needs revising?
The principal must also supervise the program. She must see that teachers are given help in implementing the program, given the emotional support and encouragement. If the principal withdraws from this responsibility, the instructional program will falter and fail.

The principal and her Staff

At one time, the superintendent of schools was the person solely involved in the hiring of new teachers. If the district were larger, there was the director of personnel who had this responsibility. Increasingly, the school needing a new teacher is becoming involved in the teacher selection process. This is progress in the right direction. After reading the qualifications of the various applicants and meeting them personally, who else could be a better judge of qualifications than the principal? From the interview, the principal can tell whether or not this new teacher will fit the position and blend with the rest of the faculty. Although a principal does not have the authority to hire, her recommendations are given consideration by the superintendent.

Once the teacher is hired for the school, it becomes the principal's responsibility to acquaint this new member with the procedures and expectations of the school. Too often complaints are heard that the new teacher is left to discover everything for herself and that can be extremely frustrating.

A new teacher's adjustment to the school can be aided if she
is informed about the school's philosophy, objectives and routines, problems relating to conditions of work, control over pupils, and instruction evaluation. If the principal is unable to give this kind of help and attention, she should have some provision--like the "buddy teacher"--to help whenever problems arise.

A principal is responsible for her staff's growth and development. In order to get information about the needs of the staff, the principal must be familiar with how the teacher organizes and manages her classroom. Some principals say that they can tell how well a teacher does by walking through the hallways. That is not enough. She should make a point of visiting in classrooms at different times when there is interaction going on between students and teachers. Strengths and weaknesses could be better observed whenever children are present.

While the principal gathers information, she must keep in mind that she will be making decisions about recommending teachers for tenure, suggesting ways for improvement, recommending salary increases. Her judgments must be fair.

In order for an evaluation to be effective, it is necessary to discuss the principal's findings with the teacher. If there needs to be improvement, the teacher would never know unless she is told. Sometimes it is necessary for the teacher to explain her actions or behavior. Ideas or actions can be easily misunderstood, especially when someone enters the room not knowing what went on before. Not everyone will view a situation in the very same way. The principal should not be out to "get" a teacher. At all times
the principal should be fair, positive, encouraging, supportive and tactful.

It has been observed that schools that run smoothly have happy teachers. Happiness and satisfaction in a job are a result of several things: knowing where you stand and where you are going, having a share in formulating school rules, policies and decisions, having open and clear communication between teachers and administrators, having the leadership of the principal whom you respect and admire and who is supportive, understanding, encouraging, fair and human. It is vital that the faculty be unified in its major decisions.

The Principal and the School Community

Schools have been established for, and are supported by the people of the community. Therefore, it is necessary for administrators to keep the public informed about the activities of the school. The school program should reflect the needs of the community.

How does the school carry on a public relations program?

The principal must identify her school community. The school community includes those who live within the boundaries of the school and families of children who are bused. She must also include people without children as they, too, are important to the support of the school program. She should become aware of the general feelings of the people regarding the school programs, the general philosophy of the people towards education and how receptive they are to new ideas.
The principal is not alone in informing the community about the school. The behavior and performance of teachers have a tremendous influence on the public. Parents build their opinions about the school according to their perception of how well or how badly the teacher taught their child. Teachers can also exert an influence by their communications sent to the home, telephone calls, etc. Any undesirable behavior reflects negatively on the school. Other means of establishing interest may be through open house meetings, PTA's, conferences, education days.

About the best way of promoting school interest is through the student. Any impressions, attitudes and values imparted by the schools will be brought home. Therefore, a child who goes home wearing a smile on his face is conveying a special message about schools to his parents.

Schools are trying to maintain parental support and interest. This is a challenging area of concern since parents tend to leave educating children up to the school. Parents no longer have time or effort or interest in coming to school unless there is a real problem. How do you get parents to visit? PTA's can be a waste of time. Fewer get-togethers, usually all family affairs, often for plain fun and one bearing emphasis on curriculum may be enough. There are mothers' groups, volunteer parents for school activities, resource pools. The important thing is to keep the school door open so that more people will walk through the doors. Surely, they will see things that they will be able to talk about when they leave. People with positive comments are the best assets a school has.
The principal must be open to all communications. She must be ready to discuss school programs and keep the public informed about school issues. She should utilize the press in sharing newsworthy items. She must be a positive influence to the various community groups.

The Principal and School Management

Student personnel

Perhaps among the greatest problems involving students in the elementary school is one of discipline, followed by poor attendance and tardiness, and teaching the disabled learner. The classroom teacher usually handles her own discipline problems but there are times when she needs the help of the principal. How a principal copes with these problems may vary according to her personal style or system policy. She may do little or nothing and ignore the entire situation. Or, she may attempt to solve the problem by talking to the child and try to get the child to understand his behavior in order to prevent future incidents. If the disruptive behavior persists, the principal may solicit the help of student personnel, special education contact person, and nurse. The child will be observed so that more information would be available to better understand the child. Parents are included in the conferences to give added input regarding the child's behavior at home. If all methods for curbing disruptive behavior have been tried with no success, the principal may send the pupil home for the day.
Slow or disabled learners are usually identified by teachers. To get help, the principal is alerted and the contact person is called to begin his work on observations, testing and anything he could do. If IQ tests are given, there must be written parental consent. If findings show that the child will benefit from special classroom placement, the parents are informed of the proceedings for placement.

In dealing with absenteeism and tardiness, records are kept along with excuse slips from parents. If there is a pattern of absences and/or tardies, the social services person follows up on these. The principal talks with parents in hopes that there will be cooperation for improvement. Bad habits are usually the major cause for the child's being out of school.

Finance and business

All purchases for books and supplies are done through the central office. However, a record is kept of how much is spent according to pupil needs. Each school is allotted a budgeted sum, depending on the school enrollment. No money is collected from parents for books or other educational supplies.

School plant maintenance

Although the custodian has charge over this domain, the principal must see to it that classrooms, offices, health rooms, lunchrooms, etc. are properly maintained for good educational use.

The building is inspected each year by central office and fire officials to insure safety of the school.
Supervisor: Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

Name of Student __Paulina Ikeda________________ Semester __Fall 1974____

Interning Organization __Kalamazoo Public Schools______________________

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

   A. Conceptual Area

   1. Observed principal implementing KPS philosophy--accountability, writing objectives
   2. Observed principal loyal to the objectives and philosophy of KPS, yet carrying on with a leadership
   3. Observed auxiliary supporting staff working with teachers and students

   B. Curriculum Area

   1. Became involved with writing of social studies guide
   2. Became familiar with Houghton-Mifflin reading program through observation and supplying teachers with materials
   3. Observed all classrooms

   C. Aware of communicating with parents and community

   1. PTA
   2. Mother study

   D. Student Behavior

   1. Saw cause and consequence strategy used
   2. Positive behavior modification approach
E. Manager Type Responsibilities

1. Lunch room
2. Busing
3. Building repair
4. Grounds improvement
5. General office detail
6. Small exposure to budget

F. Visitation

1. Two later elementary buildings
2. Two early elementary buildings

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

Mrs. Ikeda is a calm, quiet person. She was pleasant to the total staff. Her perceptiveness and thinking was noticed during some of the conferences we held. She saw the tasks assigned to her completed.

She made a non-officious, yet effective approach to the problems and daily routines presented to her. She shared her beliefs honestly and kindly.

Her contact with the children was positive.

3. Performance: Satisfactory X Unsatisfactory ___

Ruth Disphuis ___________________ Dorothy McCuskey ___________________
Organization Supervisor's Signature Faculty Sponsor's Signature
712 STUDENT'S EVALUATION, FORM B

Please complete and return to the Faculty Sponsor by the beginning of the final week of the semester/session.

Name of Student Paulina Ikeda Semester Fall 1974

Interning Organization Kalamazoo Public Schools

Organization Supervisors Mrs. Ruth Diephuis, Principal South Westnedge School

Mr. Jack Hamilton, Director of Elementary Instruction

1. Evaluation of the 712 experience. (Positive and negative)

One's 712 internship experience can depend largely upon the person with whom she works. I was fortunate in the fact that Mrs. Ruth Diephuis, principal-in-charge of me knew the needs of an aspiring elementary school principal. She has selected experiences which provided me good background about how a school is managed.

I appreciated the freedom of going to other schools to observe other principals at work. I was fortunate to have been a part of a committee working to improve a segment of the curriculum—social studies. Organizing for change is no easy process; it involves many people from school, community, authorities. It demands support and dedication of everyone.

Although time was a limiting factor in my internship experience, I was able to see how the principal implements district policies and philosophy as well as her own in the school. I saw how she involved her faculty, school services, parent organizations, and children in making the school run smoothly. She treated all people kindly and with respect. Ruth is a terrific example for anyone seeking to learn something about school administration.

2. Suggestions for improvements.

I wish there were more time. I enjoyed the children, teachers--It's always fun when you were at school--this is where the action is.
Is there any way of having a chance to be principal for a week, or two, or more? It would be great experience if I could make decisions about a day's activities. Of course, the supervisor must be sure about the intern's ability....who wants to see a school "torn up" in a short period of time? It took the principal years to get the school running satisfactorily. Rebuilding takes time. I would certainly have appreciated the opportunity to try.

Paulina Ikeda
Student's Signature
APPENDIX

Results of Survey Taken by
the Kalamazoo School System

Social Studies Committee
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The textbooks used are listed by grade and copyright date.
The number in the parentheses refers to the number of teachers
listing the text. If no number appears, only one teacher mentioned
using the text.

Grade 1

1954  Laidlaw
1957  Scott, Foresman (6)
1963  Scott, Foresman
1963  Singer
1964  SRA
1965  Allyn & Bacon
1965  Scott, Foresman
1965  Singer
1966  Ginn
1966  Silver Burdett
1967  Preston McIntosh
1970  Scott, Foresman (2)
1970  Harcourt, Brace (13)
1971  Harcourt, Brace (5)
1971  Macmillan (3)
1971  Sadler
1972  Addison, Wesley

Grade 2

1957  Singer
1958  Scott, Foresman (4)
1964  Heath
1965  Macmillan
1967  Allyn & Bacon
1970  Scott, Foresman
1970  American Book Co. (2)
1970  Harcourt, Brace (14)
1971  Harcourt, Brace (4)
1972  Silver Burdett (2)
| Grade 3 |  
| --- | --- |
| 1955 | **Kalamazoo Long Ago** (19) |
| 1955 | **Kalamazoo Today** (3) |
| 1955 | **Kalamazoo, Our City** (12) |
| 1957 | Woodland Indians (8) |
| 1959 | Scribnew |
| 1963 | Scott, Foresman (4) |
| 1965 | Scott, Foresman (3) |
| 1966 | Scott, Foresman (2) |
| 1966 | Macmillan (2) |
| 1966 | Silver Burdett |
| 1967 | SRA |
| 1969 | Laidlaw |
| 1970 | Scott, Foresman (4) |
| 1970 | Harcourt, Brace (9) |
| 1971 | Harcourt, Brace (4) |

| Grade 4 |  
| --- | --- |
| 1954 | Follett (3) |
| 1955 | Follett |
| 1957 | Follett (4) |
| 1960 | Scott, Foresman (7) |
| 1962 | Follett |
| 1963 | Follett (3) |
| 1965 | Follett |
| 1965 | Scott, Foresman |
| 1970 | Scott, Foresman |
| 1970 | American Book Co. (2) |
| 1970 | Harcourt, Brace (9) |
| 1972 | Laidlaw (3) |
| 1972 | Harcourt, Brace (4) |

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Grade 5

1952 Scott, Foresman
1955 Ginn
1957 Rand McNally
1958 Follett
1958 Lyons and Carnahan
1958 Macmillan
1958 Ginn
1959 Follett
1960 Harcourt, Brace
1962 Scott, Foresman
1964 Singer
1964 Harper & Row (2)
1965 Heath (4)
1965 Ginn
1965 Follett
1965 Scott, Foresman
1965 Harper & Row
1966 Benefic Press
1969 Macmillan
1970 Scott, Foresman (7)
1970 Harcourt, Brace (13)
1972 Laidlaw (2)

Grade 6

1960 Ginn
1962 Follett
1964 Holt, Rinehard & Winston (5)
1967 Heath (4)
1968 Follett (2)
1968 Laidlaw (3)
1969 Macmillan
1969 Heath
1970 Scott, Foresman (7)
1970 Harcourt, Brace (13)
1973 Fideler
COMMENTS AND SUGGESTIONS

The following comments and suggestions are listed by grades. The number in parentheses refers to the number of teachers making that comment. If no number appears, only one teacher made that comment.

Kindergarten
Would like field trips (5)
Would like a list of resource people
Would like a list of possible field trips
Would like resource books on other than home and family, e.g. foreign countries
Lack of time with emphasis on reading
Would like up-to-date guide with map skills, geography, family life styles
Need broader scope for all grade levels
Lack of complete, organized program

Grade 1
Lack of time with emphasis on reading and math (7)
Would like field trips for children to evaluate what they see and hear (8)
Would like a list of resource people (2)
Would like resources for values and race relations units
Would like updated books and guide
Need charts and worksheets instead of texts (2)
Need more preparation time (for preparing lessons, gathering materials, bulletin boards, etc.)
Would like more A-V materials available

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Grade 2

Lack of time because of reading program (4)
Would like field trips (8)
Need new texts
Need a good basic text
Need materials for map unit (2)
Harcourt, Brace is good for "social aspect", not for specifics
Need new films
Need A-V materials on Kalamazoo
Need time to contact resource people (2)
Would like more "hands on" activities and ready made units
Need to present a wider view of world at an earlier age
Too many students--33

Grade 3

Lack of time due to emphases on reading and math (4)
Need more time to make and discover
Would like field trips (5)
Need a good basic series of up-to-date books
Lack of materials--individual globes, maps, etc.
Would like to include more than Kalamazoo as topic
Need more space for big projects
Need more useful and better books on Kalamazoo
Need more map skills material (2)
Need more books of transparencies and dittoes

Need more materials on minorities

Would like to receive the Gazette

Would like to know more about the materials available

Social studies should guide children to look for cause and effect and similarities in different situations

Kalamazoo Schools are not accepting the responsibility for a realistic social studies program

Grade 4

Would like field trips (4)

Need more books and materials on Michigan (3)

Lack of time for social studies with emphases on reading and math (4)

Problem with finding materials on levels needed and having them available when needed

Text is too difficult for children to read

Would like to spend more time on working with maps

Fourth grade curriculum should include more than just Michigan

Need more A-V materials for social studies

Would like literature from tourist information offices of each state in the media center

Would like career education for fourth grade
Grade 5

Lack of time to spend on social studies (and do projects) (3)

Text too difficult for reading level of class (3)

Would like field trips for enrichment and understanding

Need more physical, manipulative materials

Would like a program that deals with the interrelationship of humankind, social and cultural groupings

Would like National Geographic films and filmstrips

Difficult to coordinate activities with A-V presentations due to heavy schedule of A-V materials

Would like help in using resource people

Would like individual activity cards coordinated with texts for independent research

Would like more informational articles provided relating to various concepts, states, etc.

Some texts and A-V materials are outdated

Scott, Foresman is poor

Heath is used rather than Harcourt, Brace because it deals with areas covered in MAT's

Want game and worksheet ideas pertinent to each of the "traditional" areas of study--NOT a curriculum guide
Grade 6

Reading level of text too difficult (2)

Need more updated maps

Need better selection of periodicals

Need more than one unabridged atlas per classroom

Need more up-to-date books and reference books

Need better ditto maps

Need more time to develop job unit and to spend time on history (2)

Need more space

Would like more specific guidelines
BIBLIOGRAPHY

