Muskegon Area Intermediate School District Major Internship

James A. McClain
Western Michigan University

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MUSKEGON AREA INTERMEDIATE SCHOOL DISTRICT
MAJOR INTERNSHIP

by

James A. McClain

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
August 1975
ACKNOWLEDGEMENTS

In writing this report, I have benefited from the encouragement, advice, and constructive criticism from several educational leaders. I would like to express my sincere appreciation to the many people who contributed to my internship experience. I would especially like to thank Dr. Robert Hellenga, my advisor, for his time and assistance. Deep gratitude must be extended to Mr. Hugh H. Tyler, my supervisor, Harold Fisher, Pat Gilbert, Adrian Vanden Bosch, and all of the other Muskegon Area Intermediate School District employees who also participated in the supervision or direction of my internship. These individuals helped make my internship a most valuable, meaningful, interesting, and rewarding experience. A most special note of appreciation is also extended to my dear wife, Carolyn Ann McClain and my parents, Mr. and Mrs. Marion A. McClain.

James A. McClain
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MUSKEGON AREA INTERMEDIATE SCHOOL DISTRICT
MAJOR INTERNSHIP.

Western Michigan University, Ed.S., 1975
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INTRODUCTION

The internship in the Muskegon Area Intermediate School District was designed to provide the intern with a wide variety of administrative experiences.

During this period the intern was able to gain insight and experience in many areas. A few of these are listed below:

1. Curriculum development
2. Job placement
3. Grantsmanship
4. Public relations
5. Budgeting
6. Administrative services
PROSPECTUS DESCRIBING PROPOSED INTERNSHIP EXPERIENCE

The description of the proposed internship is as follows:

1. The organization in which the experience is sought is the Muskegon Area Intermediate School District.

2. The organization supervisor for the proposed internship will be Hugh Tyler, Superintendent of the Muskegon Area Intermediate School District. Other persons who will assign tasks and supervise the intern's performance will be:
   a) Harold Fisher, Vocational Education Director
   b) Other department heads (to be named later)

3. The proposed internship will be done on a full-time basis during the summer session of 1975. The dates will be June 16 through July 25. During this period the intern will divide his time in the following areas:
   a) Vocational Education Department, Harold Fisher
      (1) A thorough exploration of career education.
      (2) An understanding of funding and budgeting.
   b) Superintendent's Office
      (1) Exploration of total administrative services.

4. The selection of this experience was based upon the student's educational and practical background in the field of administration and upon the fact that the student's major purpose in this internship was to broaden his educational base in the area of administration. This experience was selected for the following reasons:
   a) The student desires a view of the total intermediate operation.
   b) The student desires an opportunity to observe a variety of leadership styles and philosophies.
   c) The student desires to broaden his knowledge, understanding, and skills relating to various levels of administration.
d) The student desires the opportunity to work with top level administrators in the area (principals and superintendents as well as department heads of the Muskegon Area Intermediate School District).

e) The student desires a thorough knowledge of services and materials available within the intermediate district.

f) The student desires to see how grants are written.

g) The student desires to explore the career education field at the intermediate and school system levels.

h) The student desires to explore the operation of a placement office.

5. Behavior objectives in three categories have been developed by the student. They are as follows:

a) Conceptual Skill

(1) Given this experience, the student will demonstrate through reports, logs, and activities that he has acquired a broad view of the intermediate office operations.

(2) Given this experience, the student will demonstrate through reports, logs, and activities that he has knowledge, understanding, and skills relating to various levels of administration and various positions of an administrative or supervisory nature.

(3) Given this experience, the student will demonstrate through reports, logs, and activities that he has had practical experience in communicating and working with top level administrators in the area.

(4) Given this experience, the student will demonstrate through reports, logs, and activities that he has knowledge in the areas of career education, job placement, office operations, and grantsmanship.
b) Human Skill

(1) Given this experience, the student will demonstrate through reports, logs, and activities that he has worked with many people in various phases of education.

c) Technical Skill

(1) Given this experience, the student will demonstrate through reports, logs, and activities that he has a working knowledge of the services and materials available through the intermediate district.

(2) Given this experience, the student will demonstrate through reports, logs, and activities that he has a working knowledge of career education and ways to implement it into the curriculum (K-12).

6. Activities through which the intern expects to achieve the above goals will be many and varied. Primarily the student will engage in activities as directed by his supervisors.

a) While working with the Vocational Education Department the intern will concentrate on career education. That department is going to assist area school districts with filling out their plans for 1975-76. I was informed in April that this would be an area in which I could be used as a resource person. Much time will also be spent looking at and discussing budgets.

b) While working with the superintendent, the intern will be exposed to a variety of activities in administrative services, media services, computer services, and placement operations.
REVIEW OF THE LITERATURE

A very limited amount of information appears in the literature that is directly related to administrative internships. What is written tends to be positive in nature. Most authors indicate that the internship provides a valuable experience for those preparing to be school administrators.

In reviewing the literature, I will attempt to identify characteristics of several reportedly good administrative internship programs.

Hartley and Holloway\(^1\) report that the concept of internship traces some of its roots to the Greeks during the Age of Pericles, when it was believed that the art of governing exemplified human excellence. The rationale underlying the internship is that the academic training is best utilized if it can be applied to practical solutions under supervised conditions.

Hartley and Holloway\(^2\) list the guidelines for the internship project that was assisted by a five year grant from The Ford Foundation and these guidelines are described below:

1. Candidate interns are selected on the basis of a sound educational background, academic competence, and evidence of potential for developing outstanding leadership and administrative competency.

\(^1\)Hartley, Harry J.; Holloway, George E., "The Administrative Internship In Education." The Faculty of the Department of Educational Administration at the State University of New York at Buffalo, (November, 1968), p. 5.

\(^2\)loc. cit., pp. 8 and 9.
2. The primary consideration in assigning an intern is the kind of activities and experiences which will contribute to the education of the intern. A second consideration is the service the intern can render to the school district.

3. Interns are given a planned variety of meaningful and responsible assignments as well as recognized positions within the administrative structure of the district. At the beginning of the year the school district develops with the university and the interns a list of duties to be performed by and other learning experiences to be provided for the intern. The intern does not become merely a servant of the school system.

4. Each intern is expected to devote approximately half his time to instructional supervision and leadership of the educational enterprise, including close work with teachers on newer methods and media in teaching, and newer staffing arrangements.

5. Each sponsoring administrator works closely with the intern, schedules conferences regularly, and devotes a sufficient amount of time to assisting the intern in his work assignments to assure adequate opportunities for his development.

6. Evaluation procedures focus upon the performance of the individual interns, upon the seminars, and upon the total project. Supervision and evaluation of interns is provided jointly by the sponsoring university and the cooperating school district. Characteristics of the intern to be evaluated include: ability to relate to superordinates, peers, and subordinates; flexibility balanced by the ability to stand firm; ability to identify, define, and solve problems; curricular and other technical knowledge; level of maturity, ability to handle his own motivations; and ability to communicate.

These would seem to be appropriate guidelines for any school system or university to follow in setting up an internship program.
In fact, many of these characteristics appeared repeatedly throughout various articles.

The University of Pittsburgh\(^3\) cited benefits to the intern, the educational organization, and the university in the following manner:

What Are The Benefits To The Intern?

1. The intern gains confidence and experience in the exercise of administrative responsibilities in a situation where he has help and advice when needed.

2. The intern is afforded an inside opportunity to examine the qualities of leadership displayed in an actual administrative setting, under the conditions of pressure and conflict which normally apply to the administrator.

3. The internship provides an opportunity for the intern to find his best place among differented administrative functions.

4. The intern is helped to take a large step forward toward the attainment of his academic goals.

5. The intern, during his experience, has the opportunity to learn on the job from a practicing administrator who has had successful experience.

What Are The Benefits To The Educational Organization?

1. The organization and its administrators become a vital part of a team training the very people who will become the next generation of educational leaders.

2. The organization benefits from the new ideas and supplementary services of the intern.

3. A well-conducted internship contributes to the inservice development of the practicing administrators.


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4. The internship enables the administrator to encourage the development of administrative ability on his own staff.

5. The internship brings the organization into close contact with the latest ideas, theories, research, and experimentation emanating from the university.

What Are The Benefits To The University?

1. The university's program in Educational Administration becomes more valuable and relevant to students as able practitioners are involved in the training.

2. The internship enables the university to provide administrative experience to degree candidates who lack such experience.

3. The university is able to test its academic models for training administrators against the reality of the field experiences.

4. The internship encourages the inservice development of university faculty.

In addition to guidelines and benefits of internship experience, several articles speak of the advantages. Hartley and Holloway⁴ describe an internship as "... a vital, real life opportunity to integrate academic preparations with professional demands of actual situations." Daugherty⁵ illustrates an internship as "... a marriage of administration theory and day-by-day

⁴ op. cit., p. 10.

administrative problem-solving." Still another author, Flakerty\(^6\) states, "... actual practice in applying this theory must also be recognized as an indispensable part of the prospective administrator's preparation."

Despite benefits and advantages, questions remain for internship programs in the future. Culbertson and others\(^7\) speak of this situation in the following manner:

During the 1970's, distinctions between those leadership behaviors which are to be sought largely through recruitment and those which are to be developed principally through programmed learning experiences during preparation will need to be made much more explicit than they are currently. Among the kinds of behaviors significant to leadership which are likely to be relatively stable by the time students enter graduate preparatory programs are the following: displaying courage; inspiring confidence in others; communicating the sense of social mission, displaying charisma qualities; expressing a high degree of intelligence; showing a commitment to social improvement and reform; tolerating ambiguity and stress; displaying social sensitivity; and expressing marked energy and drive. Recruitment selection procedures must do a better job of identifying and assessing the extent to which prospective school superintendents possess these behaviors before they are admitted to programs.


Ferreira supports the internship programs and says they assist new administrators with the problem of role change in the following ways:

The collegiate programs attempt to provide the candidate with skills necessary to the functioning of an administrator. Some attempts are also made at developing a set of attitudes appropriate to the new role by use of simulation materials, case studies, and fragmented field-oriented experiences.

This review of literature has produced examples of favorable guidelines, positive benefits, definite advantages, and questions about the future of internship programs.

There may be some people who question internship programs, but I am convinced that this method is the most positive approach available for training future administrators.

---

LOG

This log represents a full-time internship covering the summer session of 1975. I was on the job as an intern a total of thirty working days at eight hours per day. I also attended two evening board meetings as well as evening sessions at a Grand Rapids workshop. It was my intention to experience or observe a wide variety of administrative tasks.
A REVIEW OF THE FIRST WEEK OF THE INTERNSHIP

(June 16-20)

The first week of experience at the Muskegon Area Intermediate District has proven to be very interesting and informative to me. The variety of activities I observed or engaged in were more than I had anticipated for any one week.

The first three days were spent in Grand Rapids at the Michigan Vocational-Technical Conference. The theme of this year's conference was "People Helping People In Career Education". There I saw several outstanding presentations and practical classroom demonstrations. In addition to these, there were several gifted speakers. All of the speakers voiced the cry for more relevance in education for the future.

Since I was interested in learning more about career education, I began reading Michigan Career Education Handbook for Implementation. There is an immense amount of information in this handbook, and I'm sure it will be the source of much of my reading this summer.

I also sat in on meetings with Mr. Fisher (Vocational Director) that proved to be very informative. The most interesting one was to settle next year's budget for the Muskegon Correctional Facility with the prison educational director.

We decided I could possibly be of assistance to the fourteen area school districts in helping them with ideas for filling out
their career education plans for the state. These are reports of objectives to be turned in by September 1, 1975. So far I have met with four area principals and one superintendent to discuss this.

I have found this first week to be very rewarding. I am surely looking forward to the opportunity to meet with other top administrators in this area and observe their styles and philosophies. I have been most impressed with the cooperative attitude here at the intermediate and at the schools I have visited.

I definitely feel that the combination of instructional materials and input received from educational leaders this week has broadened my educational base.
A REVIEW OF THE INTERNSHIP

(June 22-27)

During the second week of experience I met with two school superintendents and one business manager to discuss their plans for career education.

Many things were happening in the Vocational Department that were of interest to me. One meeting was with the director of Muskegon's waste water project to discuss short and long range budget goals as well as to set up new educational programs at the waste water site. Another meeting was with the three people in the Vocational Department. It was very interesting as they were preparing themselves for a conference with a representative from the State Department of Education on the following day. Their organization techniques were interesting to observe.

Thursday was set aside for a thorough discussion with Bob Pangman from the State Department of Education. The main topic was centered on preparing for an area wide millage vote for vocational education. It was most interesting to hear them evaluate the area power structure to determine where and how to begin this campaign. This was living proof of much of the theory I had learned in previous courses from Western Michigan University. I am now anxiously looking forward to seeing this campaign develop.

I was able to read and discuss an actual grant that this department had requested and was given. The title of the proposal was "The Study of Job Demands and Curriculum Development in Agriculture
Training Related to the Muskegon County Waste Water Management System. This was a very informative source to me about grantsmanship. I was also given the eleven month interim report on this project to proof read. The interim report is another facet of grantsmanship that I was pleased to review.

When I visited The Industrial Park Complex I was really impressed with the vocational rehabilitation program that was in progress for the prisoners of the Muskegon Correctional Facility. This program includes instruction and on-the-job training for these men in the areas of auto body, auto mechanics and welding. It was interesting for me to discuss the variety of problems of administrating and supervising activities in this area.

We decided I would spend one more full week in this department and then set up observation dates with the other department heads here at the Muskegon Area Intermediate School District. Mr. Fisher took me around to meet all of these people, and I am looking forward to learning about their areas of interest.

The week has proven to be another positive input to my educational career.
A REVIEW OF THE INTERNSHIP

(June 30 - July 3)

This week did not present as much variety as the previous weeks as most of my time was spent contacting nine more superintendents to discuss their plans for career education. The intern has now talked with twelve of the fourteen area superintendents and the project has been completed (the remaining two are on vacation and the intern will be working with other departments in the future).

The monthly administrative council meeting was held Thursday morning and proved to be most interesting to me. The administrative style of the superintendent was quickly identified. The main focus this month was to discuss an advisory committee statement before turning it over to the board. Articulation was very precise in attempting to refine this statement.

The superintendent demonstrated his support and interest in my internship as he placed me on his agenda and asked his department heads to be thinking of ideas on how I might participate in departmental activities to gain a better understanding of intermediate district operations. The superintendent then took more than one half of an hour to thoroughly discuss possible activities with all of the department heads. I was able to prepare a tentative agenda for my remaining three weeks of experience and I was very pleased with the cooperative effort that was demonstrated.
In another meeting with the superintendent, he discussed a recent state workshop for superintendents that he had attended. The emphasis of that workshop was a coping and adjusting in a job where pressures are increasing. Another problem was that many boards are now gearing up to not be "rubber stamps" to superintendent decisions.

I found this week to be very informative and another positive input to my educational career.
A REVIEW OF THE INTERNSHIP

(July 7-11)

Much of my time this week was spent observing several different special education summer programs. While visiting the different buildings, I had an opportunity to talk with teachers and administrators about the different approach and administrative tactics required to successfully operate such programs. I was able to observe several different behavior modification techniques being practiced in real teaching situations.

Part of one day was spent on a tour of Muskegon's waste water treatment site. Earlier I had read proposals for new educational programs to be based there, and it was interesting to view the facilities. During this time I talked with the educational planning coordinator, the farm manager, and the director of the project. This is the only site of its kind in the world at this time. This was an opportunity for me to see another type of administration in action.

I was charged with the responsibility of comparing two separate proposals for a paraprofessional training program. This was important so the administration could take the best points of the two and submit them to the Board of Education of the Muskegon Area Intermediate School District.
I sat in on a meeting with the local Manpower director that was to help clarify job descriptions for people to be hired if the proposal passed. The meeting also served to positively identify the Muskegon Area Intermediate School District, not the Manpower office, as the operating agency. This was most important as the community was confused about where to bring their applications and where to get questions answered. This was a very political issue.

I also spent one full day in the placement office to see how they operate the summer youth programs. I talked with the director and sat in with the placement coordinators as they interviewed youngsters for jobs.

This week proved to be another positive input to my educational career.
A REVIEW OF THE INTERNSHIP
(July 14-18)

This week began with an interesting meeting for the superintendent and his assistants. A special Board of Education meeting was called to immediately act on a proposal for a paraprofessional training program, and these men had to properly prepare materials for that meeting.

I attended the evening Board of Education meeting to observe their reaction to the proposal. Also in the audience were the county commissioners and over forty citizens who would get jobs if this proposal passed. After a very thorough discussion, the Board voted 5-0 to approve it. This action immediately created ninety-four jobs to be financed with Comprehensive Education Training Act (CETA) funds.

Approval of this program was interpreted by the community as a very positive cooperative effort on the part of the Muskegon Area Intermediate School District to help the people it serves. The local newspaper had some very complimentary statements about the intermediate functions, and I'm sure the events of this week have served to build a positive image to the public about their intermediate services. This should be a big help with future millage campaigns.
I was scheduled to spend this week with one of the assistant superintendents. However, when they took on this new program, they decided to use me to help potential workers with their job applications, data forms, and income tax papers. The administration was pleased to have my services available. Over sixty people were on the job after one full day. By the end of the week all ninety-four positions were filled.

I did spend one full day with the assistant superintendent. During this time I sat in on three different meetings and helped him prepare the agenda for next week's regular Board of Education meeting.

This week proved to be another positive input to my educational career.
A REVIEW OF THE INTERNSHIP
(July 21-25)

I began this week by spending some time with the head of the department of data processing. I was surprised to see the number of services the computers can handle for so many school districts in such a short period of time.

I also spent some time discussing our area's new film system with the man in charge of media services. This is one area that I must be informed of in order to help the teachers with their film delivery system.

Monday night's regular Board of Education meeting turned out to be an extra long one as several controversial issues appeared on the agenda. It was most interesting to observe some very critical questioning on different points. This meeting was operated in a very orderly manner, but voices were raised on several issues.

I spent part of one day observing the area enrichment activities, to see how the administration of this new program was operating. This was the program that was just funded last week, and the new director had his workers organized quite well.

Before the week was over, I spent some time with the Special Education Department. I was able to observe two
Educational Planning and Placement Committee meetings, and discuss various programs and needs with these people.

My last activity was to ride with the placement coordinator as he delivered checks to the supervisors for the youngsters working in the Youth Employment Program. This was interesting as it gave me an opportunity to discuss administrative problems with the coordinator, the supervisors, and the owners of the agencies where these youngsters were employed.

This week, as of all of the others, has been most interesting and helpful in broadening my educational base.
CONCLUSION

I am most pleased to have had an opportunity to work with the people at the Muskegon Area Intermediate School District. Many things happened here this summer that have made, and in the future will make, very positive improvements in the education of our community residents.

I feel that all of the activities listed, and many conversations not included in this log, have served to improve me as a person and as an administrator.
DATE: July 25, 1975

712 SUPERVISOR'S EVALUATION, FORM A

Supervisor: Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

Name of Student James A. McClain Semester Summer, 1975

Interning Organization Muskegon Area Intermediate School District

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

Mr. James McClain has been with the Muskegon Area Intermediate School District on a regular basis for the past six weeks. His agreed-upon assignments included spending time with each of the major MAISD departments. These include the departments of: Administrative Services, Data Processing, Special Education, Instructional Services and Vocational Education. Mr. McClain was included in the activities and functions of the various departments. Special emphasis was given to projects in the area of Career Education as part of the function of the Vocational Department. His assistance to this office in that project was much appreciated. In addition to the above activities, Mr. McClain was included in regular administrative council meetings, as well as regular staff meetings. His activities gave him an overview of an Intermediate School District's operation in the State of Michigan.

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

It is my opinion that Mr. McClain performed in an excellent manner while he was assigned to the MAISD office. He was a willing student and observer of the many activities at the MAISD office. His specific tasks were handled with professional skill and dispatch. He was a very real asset to our office while he was assigned to us.

I believe that Mr. McClain has gained a great deal of experience and insight into the Intermediate District as it is organized in Michigan. This experience should help to make him a stronger and more productive school administrator.

3. Performance:
   Satisfactory X Unsatisfactory ___

________________________
Hugh H. Tyler
Organization Supervisor's Signature
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Supervisor: Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

Name of Student James A. McClain Semester Summer, 1975

Interning Organization Muskegon Area Intermediate School District

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

Jim McClain worked for approximately 4 weeks with staff of the Vocational Department in the area of Career Education. He attended the 3-day Michigan Conference on Vocational-Technical (Career Education) Education.

He was assigned the task of contacting all superintendents in CEPD #21 (Muskegon and Oceana Counties) to review and offer assistance in developing their district's new plan for Career Education.

He was able to observe and participate in planning sessions on vocational education and worked with staff on program development for the 1975-76 year.

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

We have found Jim McClain to be an aggressive and dedicated person in every task and effort he was involved in.

His personal contacts with superintendents were productive and his work in his internship here was well done and appreciated.

His interest in new programs and other projects our office is involved in was keen and his willingness and eagerness to participate and learn was evident.

3. Performance:

Satisfactory X Unsatisfactory __

Harold S. Fisher
Organization Supervisor's Signature
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__________________________
Faculty Sponsor's Signature
DATE: July 25, 1975

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  James A. McClain  Semester Summer, 1975

Interning Organization Muskegon Area Intermediate School District

Organizational Supervisor  Hugh H. Tyler, Superintendent

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

My evaluation of the internship experience is a very positive one. I feel that the goals and objectives as outlined in the Prospectus have been accomplished.

I feel that the wide variety of experiences encountered this summer has definitely broadened my educational base, and aided in improving me as an administrator.

I am also confident that the Muskegon Area Intermediate School District has benefited from my services and from the experience of having participated in the training of an administrative intern.

2. Suggestions for the improvement of the 712 experience.

My only suggestion for improvement would be to implement seminar sessions with other current interns. This idea may serve to increase the number of experiences available.

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James A. McClain
Student's Signature
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