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A Report of an Internship Experience with the Kent Intermediate School District Grand Rapids, Michigan

Marcia Harriet Mills
Western Michigan University

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A REPORT OF AN
INTERNSHIP EXPERIENCE
WITH THE KENT INTERMEDIATE SCHOOL DISTRICT
GRAND RAPIDS, MICHIGAN

by

Marcia Harriet Mills

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
December 1975

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Mrs. Marian Dygart for her support, understanding, and knowledge that she so graciously shared with me. I would also like to thank the entire staff at Kent Intermediate School District who were most helpful and considerate throughout my internship. I would like to extend a special thanks to Gerald Adler for including me in his staff meetings. I would also like to thank Mr. Albert Deal, Superintendent, for allowing me the opportunity to work in and study the intermediate office. These individuals made my internship the interesting and valuable experience that it was. I would also like to thank Dr. Rod Roth for his encouragement and consultation. I would like to add a special thanks to Rosie Monterusso and Sue Forrer for their technical assistance.

Marcia Harriet Mills

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A REPORT OF AN INTERNSHIP EXPERIENCE
WITH THE KENT INTERMEDIATE SCHOOL
DISTRICT, GRAND RAPIDS, MICHIGAN.

Western Michigan University, Ed.S., 1975
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INTRODUCTION

This report describes an internship completed at the main office of the Kent Intermediate School District, Grand Rapids, Michigan, in the summer of 1975, with follow-up meetings in the fall of 1975. The major emphasis of the internship was two-fold. One area of study involved the observation and analysis of the curriculum consultant within the intermediate school district, along with active participation in the duties and responsibilities of the consultant. The second area of study dealt with the development of an understanding of the internal and external organization of the intermediate school district. Also, much time was spent on previewing teacher inservice materials and new reading materials for students.

PROSPECTUS DESCRIBING PROPOSED INTERNSHIP EXPERIENCE

SPONSORING ORGANIZATION: Kent Intermediate School District

FIELD SUPERVISOR: Mrs. Marian Dygert, Curriculum Consultant,
Kent Intermediate School District

UNIVERSITY ADVISOR: Dr. Rod Roth, Department of Educational Leadership,
Western Michigan University

MAJOR FOCUS OF EXPERIENCE: The major focus will be two-fold. One area of study will involve the observation and analysis of the role of a curriculum consultant in an intermediate school district, along with active participation in the duties and responsibilities of the consultant. The second area of study will deal with developing an understanding of the internal and external organization of the intermediate school district.

DURATION: Six weeks commencing Monday, June 16, 1975, with follow up meetings as needed in the fall of 1975.

RATIONALE:

Three factors that the intern would like to observe in this professional field experience are: 1) the situation, 2) the environment, and 3) human relations and how they effect leadership. Also, the intern will spend time becoming familiar with the role of the curriculum consultant. The intern will spend time becoming familiar with new materials and techniques in the area of teacher inservice and reading. In addition to this, time will be spent in analyzing the operations of a large intermediate office.

Many experts in the field of educational leadership feel that a person's ability to lead often depends upon the situation. Ordway Lead states, "It is the situation and not the person alone which allows the leader to function." In Kimbrough's book, Administering Elementary Schools, he states that, "A person's behavior and consequently his quality of leadership is a reflection of his interaction in a situation." Considering this aspect of leadership it will be a valuable experience for the intern to be actively involved with the curriculum consultant's daily work. There will be many opportunities for the intern to observe the leadership qualities of the consultant emerge within various situations. The curriculum consultant is scheduled to be actively involved with a seminar at Calvin College for classroom teachers. Also, she will be directing the summer reading institute at Northview Public Schools. These two situations will be ideal for the intern to observe the strategies

of leadership the consultant utilizes and how they are related to the situation.

Another factor that has a strong effect on how leadership abilities emerge and develop is the environment surrounding the individual. Kimbrough states, "Leadership is a quality that emerges from the behavior of the person in a social system. A person is not a leader apart from the system." Ordway Tead says that, "The opportunity to lead is furnished by the total environment." He goes on to say that the setting or environment must "be appropriate to encourage leadership into existence and the surroundings must be ripe for cohesive and energizing action". Considering the environment as a factor that effects leadership it will be most beneficial for the intern to observe how the curriculum consultant operates within the intermediate school district. This will be an excellent opportunity for the intern to observe first-hand how the environment effects leadership ability and strategies used.

Another important factor that the intern feels has a strong effect on how well an individual can provide leadership is how he handles all aspects of human relations. In the pioneer study of leadership in different experiment group atmospheres Lewin, Lippit, and White found that groups handled in a democratic manner were as efficient as autocratic groups. The democratic groups displayed more friendliness, group-mindedness and less hostility and aggression. Kimbrough states that "a democratic style of leadership encourages openness in a social system". The intern will be able to observe how the consultant handles public relations and the style of leadership she utilizes.

In the course of this internship it is expected that the intern will study the role of the curriculum consultant and observe factors that affect leadership. Also, the intern will preview new materials in the area of teacher inservice and reading. The intern will also become familiar with the operations of a large intermediate school district.

PROJECTED NATURE OF INTERNSHIP EXPERIENCE

OBJECTIVES	EXPERIENCES AND CONTACTS	TERMINAL SKILLS
	<u>The intern will -</u>	<u>The intern will be able-</u>
1. To review the available materials in the area of teacher inservice.	examine inservice materials available in the intermediate office.	to record models reviewed and tabulate in evaluative form in the daily log.
2. To study new professional books available.	review at least ten books on learning centers and open education.	to prepare a bibliography of professional books on learning centers and open education.
3. To study student materials in reading.	review all new reading programs available at the intermediate office.	to tabulate usefulness within the classroom by age, interest, and skill developed.
4. To analyze systems of public relations that exist within the intermediate district.	examine written communications, documents, pamphlets, and media in the General Education Division of the intermediate office.	to collect models and reference lists to be collected in a portfolio on the General Education Division.
5. To analyze strategies of communication skills the curriculum consultant uses.	observe the day-to-day working relationship of the consultant and the various individuals she deals with.	to include in the daily log observations made on a daily basis.
6. To analyze the nature of the role of the curriculum consultant within the intermediate school system.	collect information on the summer programs the curriculum consultant directs (summer educational conference at Calvin, summer reading institute).	to produce representative models of program information of the various programs she has participated in.

OBJECTIVES	EXPERIENCES AND CONTACTS	TERMINAL SKILLS
	<u>The intern will -</u>	<u>The intern will be able-</u>
7. To review the Michigan Right to Read Program.	review regional training programs and study brochures and agendas from the 1974-1975 year program.	to collect program data in a portfolio.
8. To review the curriculum consultant's file on suggested teaching activities and techniques for language arts and vocabulary.	study and select suggested activities and techniques appropriate for intern's present position as a reading consultant.	to collect activities and compile them in a portfolio.
9. To be involved in the preparation and presentation of inservice programs put on by the curriculum consultant.	participate in the planning and process with the curriculum consultant for the inservice programs.	to collect copies of activities of the inservice programs and summarize in the daily log.
10. To acquire knowledge of and understanding of operations of a large intermediate office.	-review official documents regarding organizational structure. -study services rendered. -study staffing at the intermediate office. -observe the day-to-day operations.	to summarize in a written report to be included in the daily log.

DAILY LOG

This log represents a full-time internship covering a period of six weeks. Prior to the internship I met with my supervisor several times in May to set up goals and objectives. During the internship I was on the job with my supervisor and kept the same hours. I met with my supervisor in the fall on three occasions for follow-up discussions of the internship.

A REVIEW OF THE FIRST WEEK OF THE INTERNSHIP

(June 16 - 20, 1975)

During the first week of my internship, I was actively involved with the Fourth Annual Educator's Conference held at Calvin College. The format of this week-long conference consisted of one general session on four different sectional meetings each day. College credit was offered to the students (mostly teachers) who participated at Calvin College and Michigan State University. My supervisor, Mrs. Marian Dygert, was in charge of a sectional each day entitled Materials, Ideas, and Strategies for Learning Centers. The context of her sectional included guidelines for building a responsive classroom environment; suggestions for setting up classroom learning centers; and workshop sessions for preparation of activities, games, and devices. The other three sectionals offered were: Developing Thinkers As Well As Readers (Kathryn Blok, Calvin), Making Reading A Part of The Child (Nette Bosma, Northview Schools) and Issues In Book Selection (David Holzuist, Calvin).

Monday, June 16, 1975

Registration began at eight o'clock in the morning in Gezon Auditorium, Calvin College. The students signed in and collected their conference schedules and class lists for the sectional meetings. There were over one hundred students registered, divided into four groups.

Dr. Gerald Duffy, Michigan State University, spoke from 8:30 a.m. to 10:00 a.m. on "What Is A Balanced Reading Program?"

He gave an excellent lecture. His main emphasis was that teachers must be "confident enough to be professional enough to make their own decision regarding what goes on with his students". He listed six things that teachers must do to be professional. They were:

1. To have a global view of reading as a process
2. To set objectives for what you want your students to learn and keep records
3. To individualize your program to meet individual needs
4. To set up instructional strategies
5. To use appropriate materials and
6. To evaluate what you have done

The rest of the day was spent with the sectional meetings.

The four groups rotated for fifty minute sessions at each sectional.

Mrs. Dygert gave each participant a packet of materials. Because there were more students present than had been anticipated, I returned to the intermediate office to put together more copies of the packet. Then I returned to Calvin with them.

Mrs. Dygert's sectional meetings were very well planned and organized, but the structure was informal. She told the students what would be expected of them to turn in. She required them to turn in three games with a one-page explanation of how they would use them in their classroom. She began with a short discussion of the purposes of learning centers. She went over the materials in the packets and explained each game that she had made. She had several games made up and displayed on a large table in the room.

There were numerous types of games --pizza board games, game boards, file folder games, and card games. She then suggested materials that could be used for making games (egg cartons, oleo cartons, paper plates, pringle cans and other similar items) and good sources or places to get materials. She stressed the use of games to "turn kids on" to reading. She had displayed on the tables, copies of the newest and most practical professional books out on learning centers that she had just brought back from New York. They were left on the tables all week for the students to look at and borrow. She stressed that she wanted everyone to do things that would be practical for them in their own classroom.

Later in the afternoon I went to Bette Bosma's sectional to observe her presentation. She distributed a questionnaire and had students fill it out and divide into groups to discuss it. A class discussion followed on the language experience approach to reading and how to adapt it to the way you teach reading.

Tuesday, June 17, 1975

Dr. Peter DeBoer, Calvin College, spoke from 8:30 a.m. to 9:30 a.m. on "Changing Visions of the Learner: One More Rule for the Reading Teacher". He gave a history of how educator's vision of the child has changed beginning with the late nineteenth century up to today, describing the changes that have taken place. His main thesis included: (1) How the learner views himself is crucial for success or failure in school; (2) How the teacher views the learner will determine, greatly, how the learner views himself; (3)

How the teacher views the learner will help determine how the teacher views his role as teacher.

The rest of the day was spent the same as Monday, with the students rotating to each sectional. In our sectional, Mrs. Dygert and I gave a slide presentation on learning centers in the open classroom. The slides were from David Pahl's fifth grade classroom at Madison Elementary School in Fargo, North Dakota. He has written a book with Barbara East entitled Learning Centers in The Open Classroom. The students were able to see how this could actually be done. He had learning centers on Language Arts, Math, Listening, Science, Social Studies and Creative Writing. He used big cardboard boxes to make partitions. The classroom looked somewhat cluttered, but it was obvious that a lot of active learning was taking place.

The rest of the time was used for the students to actually get started on their own games and project. Mrs. Dygert and I went around and consulted with them individually to help them get started by giving them ideas and suggestions.

Wednesday, June 18, 1975

For the first part of the morning I went to the intermediate office to review the Mountain Valley Criterion-Referenced Tests. I picked up assignment sheets for Mrs. Dygert and took them to Calvin.

The program format for Wednesday through Friday was set up with sectionals from 8:30 a.m. to 1:00 p.m. with group lecture from

1:00 p.m. to 3:30 p.m. in Saxon Auditorium.

Our sectional meetings were spent with the students working on their projects. Mrs. Dygert and I helped them and answered questions. We handed out the assignment sheets and answered questions regarding it.

The afternoon speaker for all three days was Mrs. Peggy Brogan, co-writer with Bill Martin, Jr. for Holt, Rinehart and Winston. She spoke on "The Magic of Language".

Mrs. Dygert introduced her to the group. She was an excellent, dynamic speaker. The audience appeared interested. She spoke on how to get students really motivated through stories, poems and the rhythm of language. Her bias was "every classroom needs more than one way to teach reading". She presented and discussed seven story patterns: (1) patterns of repetition, (2) interlocking patterns, (3) cumulative story patterns, (4) rhyme scheme, (5) problem-centered stories, (6) cultural sequence, and (7) chronological stories. She stated that "a little nonsense helps children become involved in reading and language". She then handed out several poems and songs that she taught us as she would teach a classroom. She held every person in the audience spell-bound and everyone left with several new and exciting ideas.

Thursday, June 18, 1975

Today the students came in and continued working on their projects. I helped them use the laminating machine and finish up their projects. A noticeable characteristic of the seminar was the

informal, non-threatening environment the students worked in. Mrs. Dygert was very helpful and understanding to them. She also gave them several alternatives to choose from so that they could do projects that were meaningful to them. It was interesting how everyone helped each other and shared their ideas.

Part of the time was spent today on recording materials used and how much money the materials cost. Each student was allowed \$2.00 worth of materials and anything over that, they had to pay for.

In the afternoon Peggy Brogan spoke again. She gave an excellent lecture on how to involve children in language. She covered techniques on how to use complex sentences, vocabulary, and spelling creatively. She also discussed basal readers, testing, and ways to communicate with parents. Once again, she used poems and songs with us to demonstrate how to use them with a class.

Friday, June 20, 1975

Today we held our last sectional with each group. The students worked on completing their projects. Time was spent on sharing projects that had been completed. A course evaluation was handed out and completed by each student. The students finished paying for extra materials. After the last sectional, Mrs. Dygert and I packed up all the materials.

Some of the comments made by the students were: "Really enjoyed your class". "If you ever offer this type of class again, I'll be there". "I loved all the games and ideas". The main thing that they appreciated about the seminar was the practical

value of what they had completed. Many of the students hadn't completed their projects so they were told to bring them to Mrs. Dygert's office by July 21, 1975, (deadline date for all course projects).

Peggy Progan spoke in the afternoon. Mrs. Dygert introduced me to her. She covered book reports and different methods of record keeping in her lecture. Once again, she distributed hand-outs and had the audience participate in choral readings, poems, and songs. She was an excellent speaker. She presented many new ideas and suggestions. These suggestions were both practical and creative.

A REVIEW OF THE SECOND WEEK OF THE INTERNSHIP

(June 23 - 27, 1975)

During the second week of the internship, I was involved with the initial opening of the Kent Intermediate 1975 Summer Reading Clinic (June 23 - June 11). It was held at East Oakview Elementary School in the Northview Public School District. This Program is co-sponsored by Northview Public Schools, Michigan State University, and Kent Intermediate School District. Graduate students in reading are given **nine** credit hours for diagnosis of reading difficulties, clinical practice in remedial reading, and laboratory and field experience in reading. The graduate students test, diagnose and give therapy sessions to the students in the program. The students come from 9:00 a.m. to 12:00 p.m., Monday through Friday. The program is co-directed by an experienced reading consultant and Mrs. Marian Dygert. The program is open to all students that live in Kent County and the fee is fifteen dollars per child.

Monday, June 23, 1975

This morning Mrs. Dygert and I went to East Oakview Elementary School to assist with the opening day of the Summer Reading Clinic. We took care of last minute enrollments. Also, we directed the parents and children in and introduced them to their teachers. This was the last day for enrollment in the program. One parent came in and was not sure if this program was what her child needed. We explained the **program** to her and the other programs available to her child in the county. She decided that this program would give her child the most individual help and enrolled him in the program.

After all the students were with their teachers, the program director, Mrs. Terri Davis, Reading Consultant from Kentwood Public Schools, Mrs. Dygert and I went over last minute details. We checked out the supplies available and tried to be sent out that day. We also ordered snacks. One thing we had to be sure and do was to get receipts for all the money that was spent.

This morning was a valuable learning experience for me. It helped me realize how many little details must be considered when setting up a program. I felt that there was a lack of organization in the program. There were too many professional people spending time on insignificant details; snacks, etc. I felt that these details should have been taken care of in advance. Also, the initial meeting between the graduate student and the children seemed too stiff. The graduate students appeared to be somewhat frustrated and nervous and the children seemed scared and apprehensive. It seemed like a more informal first day would have made it easier for everyone. Perhaps coffee and doughnuts for parents, children and graduate students would have been better.

We returned to the intermediate office for the afternoon. We collected tests and materials to take to the Summer Reading Clinic the next day. We also had the secretaries type up a class list for the Clinic.

Many of the graduate students from the Clinic came in for

personal help. We showed them materials and gave them suggestions. Mrs. Dygert's role in the Summer Reading Clinic is to help the director of the program and run it from a supervisory and/or helpful position.

A distraught teacher came in to talk to Mrs. Dygert. She did not have a job and she came for advice on what to do. Mrs. Dygert listened patiently and gave her some good, solid advice. She also told her of some people to contact.

Mrs. Mildred Royal, reading teacher from Gobles, Michigan, called and wanted Mrs. Dygert to meet with her to help her critique an activity book she had written and was trying to get published. Mrs. Dygert told her to come in the next morning and she'd invite Mr. Hoffman, a publisher, to come look at it.

Tuesday, June 24, 1975

Mrs. Royal came in and we looked over her book. Mr. Hoffman from School Zone came in to discuss the possibility of his publishing her manuscript. It was an activity book that she had created for parents to use with their children. It contained activities to help them that were correlated to the Michigan State Minimal Reading Objectives. He asked if Mrs. Dygert and I would critique it for him and then meet on Friday, June 27th, to discuss it. He took the manuscript and had three copies made and returned with a copy for Mrs. Dygert and one for me. We agreed to try to critique it by Friday.*

*See Appendix A for copy of criteria to be used

After our meeting with Mrs. Royal, I picked up some materials at Calvin and took them to the Summer Reading Clinic. I also brought them the diagnostic tests that they needed from the intermediate office. I spent part of the morning demonstrating how to give the Gray Oral Reading Test to several of the graduate students.

Later I discussed what types of inservice programs to offer the graduate students with Terri Davis. We decided that I would do an inservice program the following week demonstrating how to make hard cover book jackets. Mrs. Dygert agreed to do her games workshop, also.

In the afternoon, I went to a meeting at Godwin Heights Public Schools on Criterion-Referenced testing. I reported for Mrs. Dygert the latest tests available in this area.

Wednesday, June 25, 1975

Today Mrs. Dygert and I collected more instructional materials to deliver to the Summer Reading Clinic for the graduate students to use with their students. I also helped her collect materials and prepare for her inservice that afternoon for the graduate students at the Summer Reading Clinic.

In observation, one key factor that makes Mrs. Dygert's workshops so effective is the active involvement she provides for the participants. Also, she presents them with models to follow, a brief explanation of them, and then allows them to start working on their own.

During the morning, several people called Mrs. Dygert for recommendations and advice regarding new jobs they were interested in.

It impressed me that Mrs. Dygert was able to get so much done with all the interruptions. People were constantly calling her and stopping in for advice and suggestions. She always gave them as much time as they needed and never became aggravated with them. She said to me several times that to do a good job as a curriculum consultant, it was important to take care of people right away.

Some time was spent this morning trying to locate materials that people had borrowed from her throughout the year and not returned.

In the afternoon Mrs. Dygert and I went to the Summer Reading Clinic to put on the learning center and games workshop for the graduate students. When we first arrived, we spent some time consulting with graduate students about what techniques of remediation to use with specific reading disorders. Mrs. Dygert conducted the workshop in the same manner as the one at Calvin. We left all the materials there so that the students could work on their games all week. After the workshop, we did more individual consulting with the graduate students and made note of several programs and workbooks to bring to them from the intermediate office.

Thursday, June 20, 1975

Today we spent part of the morning critiquing Mildred Royal's activity book entitled, Reading Can Be Fun. Mrs. Dygert had a telephone conference with the president of the Michigan Reading Association to discuss next year's Michigan Reading Association Conference. They decided on a bicentennial theme. They also discussed possible speakers and the program format.

Mrs. Dygert and I went to observe a Make-It, Take-It Workshop put on by the Price sisters at West Godwin Elementary School later in the morning. Their games were very elaborate. They spent each class period introducing how to make one game and every student in the class then made the same game. They make such things as tissue paper objects, puppets, cover-up games and other reading games.

Mrs. Dygert spoke with the Price sisters and they related to her that they had prepared a manuscript containing all their games and ideas which they would like to have published. She volunteered to contact Mr. Hoffman from School Zone for them. Much of her time is spent on developing good public relations with the people she comes in contact with.

In the afternoon, several students from the Summer Reading Clinic came in to the intermediate office for help. They were having a difficult time with certain areas of reading that they needed to teach. They asked for suggestions, techniques, and materials for these specific areas. Mrs. Dygert was most helpful to them. She gave them printed sheets containing activities and suggestions for teaching the areas they were concerned with. We also gave them a tour of the Materials Center and they were allowed to check out appropriate materials. A great deal of Mrs. Dygert's time is spent consulting with teachers, students, and administrators.

Thursday evening we worked individually on the critique for Mildred Royal's book, Reading Can Be Fun.

Friday, June 27, 1975

Today we met at School Zone with Mr. Hoffman and Mrs. Mildred Royal. We went through the book together looking for uniqueness and consistency throughout the book. We compared the results of each individual critique of the book. Then we discussed the reasons behind each suggested change in the book. We went through the book page by page. After several hours of work, it was decided that Mildred Royal would spend the next week working on her own making the necessary revisions in the manuscript. We planned to meet again during the week of July 7, 1975.

We returned to the intermediate office, and I spent the afternoon collecting copies from Mrs. Dygert's file of suggested activities, teaching suggestions, and testing ideas for all areas of language arts and reading. These will be of great benefit for me for use in the future with the teachers of my own staff.

A REVIEW OF THE THIRD WEEK OF THE INTERSHIP

(June 30, 1975 - July 3, 1975)

Monday, June 30, 1975

I spent today previewing the following teacher inservice programs.

Inservice Programs For Elementary School Teachers

The Felling Corporation

Cambridge, Massachusetts 02140

Copyright: 1968

This program was created to help teachers provide for a wide range of children's learning differences in an elementary classroom. They have tried to present practical techniques. The main technique that is utilized in this program is referred to as pupil-team learning. The process involves a great deal of mutual aid in learning with children working together and planning together. These processes have each child move through a sequence of learning tasks or creative activities at his own individual rate of mastery. These processes are demonstrated in a real classroom where children are unrehearsed. The format is that of a workshop/film. There are resource guides to accompany each film that show how to utilize old and new textbooks and workbooks to develop job sheets and study guides to accompany them. The films advocate the open classroom as an environment for learning rather than a place to constantly evaluate children. The films advocate the open classroom as an environment for learning rather than a place to constantly evaluate children. The film titles (workshops) are: 1) Planning the Story, 2) Developing the Vocabulary, 3) New Approaches to Social Studies, and 6) Individualizing

the Math Textbook. In previewing the films in this series I found them to be rather drab and outdated. The content was good, but the classrooms and teachers were out of date. They were also in black and white.

Individually Guided Motivation
Wisconsin Research and Development Center for Cognitive Learning
Madison, Wisconsin Copyright: 1969

This system is formulated to assist teachers in solving motivational, achievement, and self-direction problems. A school-wide cooperative effort is necessary to identify general motivational objectives for all the children in the school. The next step is to plan and carry out motivational-instructional procedures that incorporate motivational principles. They provide the main means for aiding children to become mature in motivation, educational achievement, and self-direction. They are: 1) adult and child conferences to encourage independent reading, 2) teacher and child conferences for goal setting, 3) small group conferences to encourage self-directed, pro-social behavior, and 4) older children tutoring younger children. To become involved in this program a school district must appoint a coordinator of the program and a building leader. The coordinator can be the principal or a person from the central office staff. The building leader can be the principal or counselor. The coordinator must attend a one day awareness conference at the Wisconsin Research and Development Center. He must then put on five workshops or two all day workshops for the staff of the building that will be using the program. The content of the workshops consists of five

sound, color films that are seventeen minutes each. Each participant also receives a textbook, Individually Guided Motivation, which is correlated to the films:

Chapter:	Film:
1. You Can Become A Motivation Expert	1. Individually Guided Motivation: An Overview
2. Motivating Children to Read Independently	2. Encouraging Independent Reading
3. Goal Setting Conferences	3. Setting Individual Goals For Learning
4. Guiding Children As Tutors	4. Guiding Children As Tutors
5. Children Become Increasingly Self-Directive	5. Guiding Children Toward Self-Directive Behavior

Real children are used in the films that are intended to teach.

The films are very well done. They are colorful and modern. This looks like an excellent inservice program for any school.

Tuesday, July 1, 1975

Today I continued to preview the following teacher inservice programs.

Wisconsin Design For Reading Skills
Wisconsin Research and Development Center For Cognitive Learning
Madison, Wisconsin

This is an inservice series for teachers using twelve filmstrips and cassettes. The program is for grades K through six. It has four purposes:

- 1) Identify and describe behaviorally the skills which are essential
- 2) Assess each individual pupil's skill development
- 3) Manage instructions for children with different learning needs

4) Monitor each child's progress

There is a teacher's guide, and testing materials are included. This design is a framework that can be adapted to any school program and to any materials. Each child's progress is based on behavioral objectives. Six main areas are covered: word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. There are behavioral objectives for each skill which define the behavior necessary for mastery. There are placement tests available to establish benchmarks. There is a card for each individual child and the skills he needs are notched off the card. The teacher has a card for each child in the room with the skills on it. She puts a skewer through all the cards and the cards will come out for all the children that need that particular skill. A resource file is available which will give lists of materials that can be used for teaching the skill.

Teaching Reading: A Search For The Right Combination
National School Public Relations Association
1801 North Moore St.
Arlington, Virginia 2209 Copyright: 1975

This program consisted of a filmstrip and cassette. It was a good, colorful filmstrip. It seemed to be an excellent program. The main emphasis of the filmstrip and cassette was that there is no one best way to teach reading. It describes elements necessary to provide an effective, modern program for teaching reading in primary and middle grades. It depicts an actual program in a school that has a high degree of success in teaching reading to

a varied student population (racially, ethnically, and economically). Four major methods are described to teach reading: phonics, basals, language experience, and individualized approaches. It is stated that a combination of approaches is necessary to do an adequate job of teaching reading. A diagnostic approach to reading is emphasized.

Parents and Teachers Together
National Education Association Copyright: 1972
Based on a booklet entitled "Parents: Active Partners in Education"

This is a good program for volunteers and teachers who will be using volunteers. It consists of a color filmstrip and a record. It is in two parts. Part one gives ways in which volunteer parents can help in a school and a rationale for using volunteers. Part two is directed at teachers. It describes teacher responsibility in planning for volunteers, some problems of parent involvement and how to solve them, and the teacher's role in maintaining a smooth running volunteer program.

Teaching Reading With Games
Baily Film Associates Copyright: 1969

This is a rather mediocre color filmstrip and record. The pictures are somewhat out-dated. The purpose is to familiarize teachers with a number of reading games and devices that are self-directive in nature. The games are made from pieces of cloth, tag board, paper clips, cookie pans, and checker boards. The way to make each game is explained. The games are geared to interest and motivate students while giving them practice in word recognition, word analysis, and comprehension skills.

In the afternoon I went to the Summer Reading Clinic at Northview to conduct an inservice program for the graduate students on how to make hard cover books. I gave them each a copy of the directions and then demonstrated how to do it. I brought enough materials from the intermediate office so each graduate student could then make their own for a sample. I helped them make their copies and answered questions.

Wednesday, July 2, 1975

Today Mrs. Dygert and I went to Northview to pick up all the materials we had left there from the two workshops we held. We spent more time conferring with the graduate students on what they were doing with their students and how they were progressing.

I spent the afternoon previewing new student materials that were available to study at the intermediate office.

Sounds Of Books (with recordings)
Bill Martin, Jr.
Holt, Rinehart, and Winston

Copyright 1974

This program consists of cassette recordings to go along with each Sounds Of Books, such as Sounds of a Pow Wow, Sounds Around The Clock, Sounds of Home, etc. Bill Martin, Jr. reads certain selections from each book. Al Caiola, a guitarist, is used for background music. They are very interesting and well done.

Instant Readers
Bill Martin, Jr. and Peggy Brogan
Holt, Rinehart and Winston

Copyright: 1970

I previewed three levels of this program: Level I, Level II, and Level III. Each level has ten books, cassettes, and a teacher's guide. They are very good, interesting books. They were written

for the purpose of giving students books that they can read for pleasure. Dramatic cumulative repetition patterns of language are used to help the students anticipate and thereby decode the printed page. Dependable schemes of rhyme and rhythm are used to help students read words that they didn't know they knew. They can be used to encourage creative writing, also. They give students a basic pattern that they can model in their writing.

Task Cards- Independent Activities
Instructional Fair, Inc.

Copyright: 1974

These are excellent independent activities on individual cards for students in grades two through six. There are cards on vocabulary development and on comprehension. They are filled with good suggestions.

Developing Prereading Skills
Rachel G. Drake
Wayne County Intermediate Schools
Detroit, Mich.
Holt, Rinehart and Winston, Inc.

This is a kit of perceptual activities for students in kindergarten and first grade. There is a section with ideas and activities for areas of perception and readiness. They are activity cards for teachers to use. The areas covered are: auditory memory, expressive language, fine motor skills, gross motor skills, kinesthetic mode, logical thinking, spatial relations, tactile discrimination, visual discrimination, visual memory. This is an excellent kit that is filled with good ideas and suggestions.

Guided Reading
Instructional Communications Technology, Inc.
Huntington, New York 11743

Copyright: 1972

I previewed the first three levels of this program: Level A (first grade), Level B (second grade), and Level C (third grade). This is a program that is geared to build up fluency and comprehension. Each lesson has four parts. First he reads the first part of a story to himself. Then he reads the rest of the story on the controlled reader. Then he answers comprehension questions about the story. Then he listens to the entire story on a cassette. This is an excellent program to help build up comprehension skills. It is also good for listening comprehension for slower students who may have difficulty with the reading part.

The Incredible Series
 Richard A. Boring
 Dexter & Westbrook, Ltd.
 Baldwin, New York

Copyright: 1973

This is a series of nine books about exciting experiences. It is geared for students from age nine to sixteen. The stories are all true and are told in a very natural and vigorous way. The illustrations are excellent and extremely colorful. The book titles are: Alone, Escape, Titanic, 17 Minutes To Live, The Cardiff Giant, Hodin: Hero of Niagara, The Long Search, Joshua James, and Horror Overhead.

Supportive Reading Skills Series
 Richard A. Boring
 Dexter & Westbrook, Ltd.
 Baldwin, New York

Copyright: 1974

This is a series of paperback books that students work in on specific skills. There are seven levels for each skill book ranging from grade one to junior high. The students take a pretest and a post test for each book to be sure that they are working in

the appropriate level. The skills covered in this series are: Reading Homonyms, Rhyme Time, Understanding Word Groups, Understanding Questions, Syllabication, Using A Table of Contents, Learning to Alphabetize Using Guide Words, Using An Index, Reading Homographs, Recognizing Word Relationships, and Reading Pteronyms (wind and wind). This is an excellent series of books and would be ideal for an individualized classroom as well as any remedial reading program.

Thursday, July 3, 1975

I spent this morning previewing more student materials.

"Series r"

The New MacMillan Reading Program

Copyright: 1975

This is a new basal reader program. MacMillan has come out with this series using paperback books. It contains thirty-six levels:

Kindergarten: Levels 1, 2, and 3
 First Grade: Levels 3 to 10
 Second Grade: Levels 11 to 14
 Third Grade: Levels 15 to 18
 Fourth Grade: Levels 19 to 24
 Fifth Grade: Levels 25 to 30
 Sixth Grade: Levels 31 to 36

The books in this series contain bright, colorful illustrations and good, interesting stories. The vocabulary is very carefully controlled which makes the stories somewhat stilted. This is especially true of the earlier levels. An asset to the programs is the clear, bold print used in the books. Each level is accompanied with a teacher's guide, a workbook, extra books for independent reading, a skills reservoir box, and enrichment activities (readings, songs, and dramatizations). Pre and post assessment tests accompany each

level, also.

Self-Expression and Conduct - The Humanities
Harcourt Brace Jovanovich Films

Copyright: 1974

This is an individualized humanities program for elementary schools. It is concerned with self-discovery and conduct (behavior based on values). It gives each child a chance to learn to use art, dance, drama, music, and language to express his own feelings about himself and his world. The program attempts to lead children to an understanding of humanity's basic values: truth, beauty, justice, love and faith. The filmstrips are beautiful, colorful and imaginative. The soundtracks are lively, creative and motivating. The books are beautifully illustrated. There are three levels: Level One (Blue), Level Two (Red), and Level Three (Green). Each level has a student textbook, teacher's resource book, sound filmstrips, records, three activity kits (one each in music, art, dance/drama), and level three has a PLAS (Pupil Learning Activities, Self-initiated) Kit.

Language Stimulus Program
Gowmar
Glendale, California 91201

Copyright: 1974

This is a language program for students in grades three through six. It contains four levels:

- Level 3 - ages 8 and 9
- Level 4 - ages 9 and 10
- Level 5 - ages 10 and 11
- Level 6 - ages 11 and 12

Each level has a teacher's guidebook, a stimulus text for the student, and an accompanying satellite book to be shared by students working in small groups. The years work is in the stimulus book

and the satellite books contain an expansion of the themes and ideas introduced in the stimulus book. The satellite books contain cartoons, book reviews, and photographs. Children interact with the content of the books in small groups and individually. Each child receives a personal language checkbook in which he reports on activities he has completed. He fills out what it was, how it was accomplished and the ways it was shared. It is in the form of a checkbook. He tears off the main part and keeps the "stubs" for self-evaluation. The teacher's guide is great. It is filled with activities. The whole program looks like it would be excellent. The content is interesting and the illustrations are appropriate and colorful.

In the afternoon I previewed two more teacher inservice programs.

The Minicourse

MacMillan Educational Services

Copyright: 1970

This program involves a microteaching approach to teacher education. It was produced by Far West Laboratory for Educational Research and Development. It consists of five possible minicourses:

1. Effective Questioning At The Elementary Level
2. Developing Language Skills
3. Effective Questioning At The Secondary Level
4. Tutoring In Math
5. Organizing The Kindergarten For Independent Learning And Small Group Instruction

The teacher spends three hours a week for five weeks to complete a minicourse. A small microteaching room must be set up with video

tape equipment in it. The teacher views an instructional color film where a teaching skill is presented and modeled. The teacher then prepares a practice lesson in which he can try out one or more of the skills introduced. He takes about five of his students and practices these skills in a five minute microteaching lesson in front of the video tape camera in the microteaching room. Later, he replays the tape for himself and decides how he might improve the use of those few skills. Next, he re-plans the lesson for a subsequent day and re-teaches it in the microteaching room with a different group of students. Again, he reviews the tape so that he gets constant reinforcement and immediate feedback. No administrator sees the tape. He erases the tape after he uses it. The minicourse consists of eleven reels of color film, a coordinator handbook, teacher handbooks, follow-up lessons, and self-evaluation forms. The program is completely self-contained. It can be used over and over again with new teachers once a school district has purchased it. It has been tested using 2,000 teachers in one hundred different schools and colleges. The research shows that these minicourses will "bring about substantial improvements in the teacher's use of important classroom skills".

Croft Teacher Training System
Croft Educational Services
New London, Connecticut 06320

Copyright: 1970

This inservice program teaches diagnostic and prescriptive reading instruction in the areas of word attack skills and comprehension skills. There are eight workshops in word attack and eight

workshops in comprehension. There is no definite time schedule for them. They can be given once a week or once a month. The program includes all aspects of these two skill areas. The focus is on the methodology and organization of a reading program. It stresses individualization of instruction. The inservice units include training in the administration of and use of two diagnostic tests. For word attack the Cooper McGuire Word Analysis Test is used. For comprehension the McGuire Bumpus Diagnostic Comprehension Test is used. Included in the workshops are interpretation of test results and suggestions for teaching each skill. There are Croft Skillpacks available to provide classroom practice experiences keyed to the programs instructional objectives. This is a very thorough inservice program, but it appears to be rather dry and boring. However, the content and methodology presented in the program are excellent.

A REVIEW OF THE FOURTH WEEK OF THE INTERNSHIP

(July 7 - 11, 1975)

Monday, July 7, 1975

Today was spent at the intermediate office. Mrs. Dygert received a phone call from a professor at Aquinas requesting information about teaching social studies at the first grade level. She suggested that they try using a new humanities program. Mrs. Dygert spent some time writing up the final report for the state on the Right to Read Program.

I spent part of the morning previewing and studying a reading program I was unfamiliar with:

Structural Reading Program
Random House Company

Copyright: 1972

This program utilizes a modified linguistic approach to reading. It is a comprehensive developmental reading program that draws on the principles of linguistics and learning psychology to help children learn to read and understand their language. The program provides the child with the tools he needs to learn by himself. The teacher plays a less active role than the pupil. There is a strong emphasis on beginning with the spoken language and moving the child into reading it. The program has three levels: Level A: Readiness, Level B: Decoding and Encoding, and Level C: Critical Reading Skills. To accompany the books there are teacher's guides, worktexts for the students, and duplicating masters. This program seemed to me to be much better than most linguistic

Programs that are available. The books contain good illustrations and large clear print.

Mrs. Dygert received several calls this morning. A professor teaching a class on the content and planning of inservice programs called for some ideas. She gave him several suggestions. She also received a call from a professor from Western Michigan University requesting an inservice for his student teachers on the cloze procedure and services provided by the Kent Intermediate School District. She set the date for Tuesday, July 22, 1975. A graduate student called from the Summer Reading Clinic for advice on materials to use with a tenth grade student behind in reading. A teacher from the Right To Read Program called because he was concerned about not receiving graduate credit for it. Another teacher called for information on how to get some language experience materials. Much of Mrs. Dygert's time is spent consulting with people on the phone.

The rest of the morning was spent in preparation for an inservice program to be put on this afternoon. Mrs. Dygert was putting on a program for Mr. Phillips, professor from Michigan State University, and his twenty five student teachers. I spent time in the media center collecting the materials we would need and setting up the room.

The afternoon was spent on the inservice program. Mr. Phillips' seminar for student teachers was entitled "Seminar In Open Education". The same format was used for the program that was used at Calvin. The student teachers were given a portfolio of materials, displays

were set up, Mrs. Dygert explained them, and the rest of the time was given to them to make their own games. Mrs. Dygert and I traveled around the room giving assistance to them as they worked.

Mrs. Dygert puts on an excellent, informal, productive inservice program. She is very casual and down to earth. She speaks to the group in a very personable manner. She sounds just the same talking to a group as she does on a one to one basis which I feel is a very admirable trait. She puts the participants at ease and they accomplish a great deal.

Tuesday, July 8, 1975

This morning I examined a new test from McGraw Hill on Survival Skills. This is a new test where the student is tested on everyday practical skills. Skills necessary to survive in life are tested. Filling out applications, reading road signs and following directions are types of skills covered on the test. This is a good test and has a lot of potential at the middle school and high school level for remedial reading and/or special education students.

In the afternoon students from Calvin came in to show us their projects that they had completed. Mrs. Dygert and I examined them and looked at their papers.

Wildred Royal called Mrs. Dygert and was quite upset because Mr. Hoffman had been giving her the run-around on the possibility of having her book published. Once again, Mrs. Dygert received several phone calls asking for help and advice on different topics. As always, she was most helpful to them. Some comments

she made were: "If I can be of any further help to you, let me know." "If you'd like to get together and confer with me, let's set up an appointment." She is always eager to help.

The state department called and would like Mrs. Dygert to be director of Phase III of the Right to Read program for the 1974-75 school year. She did an excellent job of directing Phase I last year, so they would like her to do it again. She could not at this time give them a definite answer as to whether or not she could do it again.

Tuesday, July 9, 1975

Today I spent looking at books on learning centers and individualized instruction. I looked at all the books available at Kent Intermediate and prepared a bibliography of them.*

Miss Firmer, Assistant Superintendent to Instruction of Colwin Heights Public Schools, called to invite Mrs. Dygert and I to come over and look at a new program. The name of the program was Schmerler's "Instructional Sequence and Strategies for Reading and Spelling". We went over to look at the materials that she had and we decided that to fully understand the program, we should take a trip to Grand Haven where it was being used in their summer school program.

Thursday, July 10, 1975

This morning Mrs. Dygert and I worked on collecting and organizing her materials and data for the final report on the Right to Read program.

*See Appendix B for bibliography

Mrs. Davis called from the Summer Reading Clinic and asked us to design a certificate of recognition to present to the graduate students for completion of the program. Mrs. Dygert worked on her report for the Right to Read program. While she worked on this, I designed the certificate. I then worked with the secretary until we had it the way we wanted it.*

I spent the afternoon studying the documents and pamphlets on the structure of the Kent Intermediate School District. The following outline includes the personnel and departments within the intermediate district.

I. Kent Intermediate Personnel (By Departments)

A. Kent Intermediate Administration

1. Albert L. Deal, Superintendent

- a. Garrell A. Adler, Deputy Superintendent and Assistant Superintendent for General Education
- b. Joseph Noorthoek, Assistant Superintendent for Special Education
- c. Jack Oatley, Assistant Superintendent for Administrative Services
- d. Harvey Ribbins, Assistant Superintendent for Vocational Education
- e. Donald Brumbaugh, Administrative Assistant for Research
- f. Grace Knol, Administrative Assistant for Office Management

B. General Education

1. Curriculum Consultants

* See Appendix C for copy of the certificate

- a. Marian Dygert - Elementary
 - b. Barbara Bird - Secondary
- 2. Environmental Education
 - a. Ellen VandeVisse - Coordinator
- 3. Federal Projects
 - a. Richard Patterson - Coordinator
- 4. GATEWAY - Substance Abuse Education Program
 - a. Keith Ward - Coordinator
- 5. Instructional Media Center and Region 8 REMC
 - a. Russell Hornbaker, Director
 - b. Deborah Reda, Graphics Specialist
- 6. Career Education
 - a. William Harrison, Coordinator
- C. Vocational Education
 - 1. Assistant Superintendent, Harvey Ribbins
 - 2. Skills Centers
 - a. College Avenue Skill Center
 - 1) Richard Fonger, Director
 - b. East Beltline Skill Center
 - 1) Robert Fry, Building Director
 - 2) Roger Northuis, Assistant Director
- D. Special Education
 - 1. Assistant Superintendent, Joseph Noorthoes
 - 2. Departments

- a. Hospital and Homebound Teachers (Staff of 6)
 - b. School Psychologists (Staff of 18)
 - c. School Social Workers (Staff of 33)
 - d. Speech Therapists (Staff of 24)
 - e. Audiologists (Staff of 2)
 - f. Teacher Consultant (Staff of 25)
 - g. Mental Health (Staff of 5)
 - h. Title Six Programs
- E. Kent Occupational High School
- 1. Fount Warren, Director
- F. Pre-School Physically Handicapped Program
- 1. Jack Waltz, Director
 - 2. Staff of 42

Friday, July 11, 1975

Today I began interviewing the department heads in the General Education Division of Kent Intermediate. This was done so that I could have a better understanding of the function of each department and the services offered. I spent most of the morning with Richard Patterson, coordinator of Federal Projects. He is in charge of three main areas: Title Projects, evaluation of school lunch programs, and auditing of transportation maps for all school buses.

First, I will explain what Mr. Patterson is responsible for in connection with the Federal Title Projects. For a school district to collect federal funds for Title I they must have a certain

percentage of people living within the district who fall in the following categories: 1) Census Poor, 2) A.D.C. families, 3) children in homes for the neglected and 4) children in foster homes. Mr. Patterson figures this out individually from a print out he receives from the Social Services. He then determines the percentage for each school district in Kent County and gives them the proper percentage of the Title I funds.

ESHA Title II funds are appropriated by congress in the Elementary and Secondary Act for the purchase of library and instructional materials. Mr. Patterson must make a detailed report to the state including all records of the orders the school districts have made.

Title III monies are funds appropriated by Congress in the Elementary and Secondary Act for new programs. School districts must apply directly to the state for this.

Title IV funds are appropriated for use within the schools for what they want and need. School districts fill in a simple application and every school district that applies will get some money.

Title III NESEA (National Defence Education Act) is an old act. Its purpose was to strengthen instruction in a limited number of areas that are of critical national importance. (science, math, etc.) Eventually, however, it spread to most academic areas. This is a fifty-fifty situation. The federal government pays fifty percent and the school district pays fifty percent.

Title VI involves funds that are set aside for educational services for the handicapped.

Title V involves funds set aside for strengthening State Departments of Education.

Mr. Patterson is also responsible for evaluating the National School Lunch Program. He must visit each school district once every three years and conduct a nutritional evaluation of the lunches.

He is also in charge of all transportation maps for schools in Kent County with buses. He has seven to eight hundred maps to audit each year and compile in a report to the state.

Mr. Patterson did an excellent job of explaining his duties and responsibilities to me. He appeared to have a good understanding and knowledge of the areas he deals with.

Later in the morning some more Calvin students brought in their projects to be evaluated. They had come up with some very creative games.

Mrs. Dygert and I went to Northview to present the certificates to the graduate students at lunch. This was the last day of the Summer Reading Clinic.

In the afternoon I interviewed Ellen VandeVisse, coordinator of Environmental Education. She spends much of her time going to the schools and giving inservice presentations. She also works on initiating environmental projects in the schools. Besides this, she works on implementing programs from the state dealing with ecology. Some land has been given to the county, the Howard Christian Nature

and she is in charge of developing this into a county program dealing with trees.

Next I spoke with Jerry Adler's secretary on Kent Intermediates' role in teacher certification for substitute teachers and truancy. All substitute teachers come to Kent Intermediate to be registered. They must have a provisional or permanent certificate to substitute. People with ninety day teaching permits may substitute but they will be called only when certified substitutes are not available. All information on substitute teachers is kept here.

Kent Intermediate handles the most extreme cases of truancy in the county which individual school districts are unable to handle. The first thing they do in severe truancy cases is to send a warning to the parents in a registered letter. After two weeks the truant officer goes to the school and checks on the attendance. If it hasn't improved, he goes to the home to talk to the parents. If there is no improvement, a second registered letter is sent asking for a conference with the parents and child. If the attendance still doesn't improve, it must be decided who is at fault- the parents or child. If it's the parents' fault, they take them to court. If it is the fault of the child, they have no other place to turn.

A REVIEW OF THE FIFTH WEEK OF THE INTERNSHIP

(July 14 - 18, 1975)

Monday, July 14, 1975

This morning Mrs. Dygert and I worked on completing her Right to Read report. I organized the section on the consultants who came to make presentations at the Right to Read meetings. I organized them according to names, addresses, dates, times and topics.

An instructor from Aquinas called requesting that Mrs. Dygert demonstrate some materials for his class. An instructor from Michigan State University called and would like to work with Mrs. Dygert to try and offer a workshop for teachers to take during the school year where they could make games for their classroom.

A teacher from Comstock Park came in and wanted some advice on what reading tests to give to 130 sixth grade students that would give a reading level and skill weaknesses. She wanted to divide the 130 students into seven groups- six regular teachers and one remedial reading person- according to reading level and skills needed. We showed her some tests that would give her these results. We recommended The Stanford Diagnostic Reading Test and the Gates-McGinnitie Reading Test.

In the afternoon I interviewed the person in charge of the Instructional Media Center and Region Eight REMC. This department is a combination media center and library. She said that they are

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primarily a service agency to the county schools. They have an audio visual co-op where districts can get discount prices on rentals of movies, films, and other media. There is a selection committee that works together on what materials to purchase. Salesmen bring in new materials, such as new programs, books, films, cassettes, etc. and they are displayed here for interested teachers in the county to preview and borrow. This department handles all film booking, microfilming, laminating, workshop classes, and video tapes.

I spoke with Ellen VandeVisse from Environmental Education at more length. She explained that their main purpose is to give classroom teachers a background in urban planning, pesticides, and outdoor education. They train them in the areas of energy crisis, air pollution, and food shortages. They try to get teachers out into the world and to teach about the world as it is. She does consulting work and makes recommendations on such things as books and media to purchase. She would like to see a K-12 environmental education program in every school in Kent County.

Marge Murphy came in to show Mrs. Dygert a new program that her company, Michigan Multimedia, had come out with entitled "Critical Reading Skills and Listening". It was in the form of a kit with exercises to accompany any comprehension program. It contains workbooks, cassettes, films and controlled reader exercises.

Tuesday, July 15, 1975

This morning I sat in on a short General Education staff meeting called by Garrell Adler, Assistant Superintendent for General Education. He explained that he was going to be conducting a meeting with the

superintendents from all over Kent County to discuss what they would like from the General Education department of Kent Intermediate. Also, he wanted to discuss with them the possibility of getting a county wide safety program started to be directed by Kent Intermediate. He asked the department heads if they had anything they would like him to discuss with them. Some suggestions were: the bicentennial and bi-lingual education. Next, they discussed plans for an all day staff meeting to be held within the next week to discuss needs assessments and the results of the meeting with the superintendents. They discussed the possibility of having speakers come in from another intermediate district to report what new things they were doing. Everyone agreed that it would be great to get some new ideas for the 1975-76 school year. It was recommended that they do some brain storming first to try and think up some new programs for 1976-77. He then asked each department head to give him a report of the services they had provided in the 1974-75 school year.

After the meeting I previewed some new films that were sent to Mrs. Dygert to preview. They were a series of films, entitled Teaching Children To Read. They are being considered for the main content of a televised college course for teachers through Western Michigan University and Grand Valley State College. The films are divided into four areas: reading and context, ideas and action, materials and resources, and structure and assessment. There are three films for each area. I previewed "Building On What Children Know" (ideas and action) which was an excellent, modern film. It

consisted of interviews with teachers on techniques to determine what students do not know so that time is not wasted teaching them things they already know.

In the afternoon I interviewed Keith Ward, coordinator of the Gateway Substance Abuse Education Program. This program is totally funded by the state. The main emphasis of the program is preventative education. They serve five intermediate school districts: Kent, Ottawa, Montcalm, Ionia, and Allegan. The staff consists of one director and five full-time coordinators. One consultant is in charge of Student Service Centers which are drop-in centers in junior high and high school. Any student who has a problem can stop in and get help. Another program this department offers schools at no cost is peer counseling. They are trained in communication skills. This department also does a lot in the area of teacher inservice in the areas of values clarification, self-concept development, communication skills, and conflict resolution. These are short-term inservice programs to motivate teachers.

Later in the afternoon some teachers came in who needed help looking up test information. Mrs. Dygert and I showed them how to use the Mental Measurement Yearbook (Oscar Krisen Buros) to find the information that they needed.

I previewed two more films from the Teaching Children to Read series. "Human Behavior and Reading" was an excellent film with Dr. Glasser. "Helping The Reluctant Reader" was an excellent film, in which reading specialists from universities across the country gave their view on why some children fail to learn to read. They also gave suggestions on how

to best work with these students.

More students from the Calvin class brought in their projects to be checked and evaluated.

Wednesday, July 16, 1975

This morning I previewed a cross-age tutoring program.

Tutor Student Services,
National Tutoring Institute, Inc.
Kansas City, Missouri

Copyright: 1973

This program is geared to teaching beginning reading. It trains students to tutor in reading. It contains 260 lessons. The directions to the students are simple. One side of the page tells the student what to SAY and the other side of the page tells what to DO. Included in the program are response sheets, tutor books, student books, word rings, word cards, story cards, pencils, glue, scissors and a tutor bag. It is a good program that would be fairly easy to initiate and run.

In the afternoon I visited the Summer Reading Clinic at Alger Elementary School, another program using graduate students from Michigan State University. Janet Dynak directed this program. The graduate students receive three credits for reading diagnosis, three credits for clinical work, and three credits for materials and games prepared. This was a five-week program. The first week was spent in preparation, going over tests and materials. The second week was spent carefully diagnosing the students and writing recommendations. The remaining three weeks were spent working on the recommendations. Each graduate student wrote a final report for the reading teacher at each of their students' schools. Each teacher, graduate student, worked with two to three students.

There were seventy-five children in the program and twenty six teachers. The children came from ten o'clock until twelve o'clock each morning from Monday through Friday. The teachers worked with individuals and small groups. They were required to have one parent conference. It appeared to be a well organized, interesting program. I could not help but wonder why Western does not offer such a program for their graduate students in reading. I think it is an excellent, practical experience for them.

Later in the afternoon I went to visit the East Beltline Skill Center and spoke with Jim Garzelloni, Administrative Assistant. He gave me a tour of the facility and explained the programs that they offer to high school students in the county. Twenty-three courses were offered in the summer school program. Some courses offered were: Baking, Furniture Manufacturing, Basic Engine Tune-Up, Clothing Design, Welding, Floral Arranging, and Upholstery. The courses are taught by people skilled in these areas, not trained teachers. The students come during the school year for half days and receive high school credit. They also offer an adult education program in the evenings. This skill center serves twenty school districts and thirty two high schools and is a beautiful facility.

Thursday, July 17, 1975

Today Mrs. Dygert, Miss Timmer (Godwin Heights Public Schools), and I went to Grand Haven to observe the "Schmerler Instructional Sequence and Strategies for Reading and Spelling". The program was developed by Florence Markey Schmerler for her son who had learning

problems. In Texas the program has been adopted state wide and is mandatory for all special education programs. It is widely used in Minnesota. It is a program to be used in Special Education programs for grades one through twelve. It is a very structured program. All the skills the students must learn are on big charts. They stress letting the students know that there is a limit to what they must learn. The program is developmental, not remedial, and its main emphasis is to develop basic skills within the child. It has a phonetic beginning and moves into the structure of the english language. We observed a teacher using the program with special education students at the Middle School. He used it with a group of four boys. He explained that it is a success-oriented program that is highly motivating. The students he was working with were very attentive and appeared to enjoy the program. It was obvious that they were really learning when he reviewed with them what they had studied previously. There are paperback books that go along with the series. There are dittos with exercises for reinforcing what the students are learning. He commented that they are completely honest with the students. They show them the diagram of skills to be learned and tell them that if they learn all these skills they will be able to read anything. The program stresses looking at structure, not sight words. I was very impressed with the program, and I think it would be excellent for all special education rooms and resource rooms. The teacher must, however, go through the training to effectively use the program.

Friday, July 18, 1975

The first thing this morning I studied

Sucher-Allred Reading Placement Inventory
The Economy Company
Oklahoma City, Oklahoma

Copyright: 1973

There are teacher's manuals and student test booklets. This is an updated informal reading inventory. It gives the teacher the student's independent, instructional, and frustrational reading levels. It allows the teacher to identify the common word recognition errors and comprehension errors made by the student in oral reading. It also allows the teacher to place the student appropriately for reading instruction. This test looked good and more up to date than most informal reading inventories that I am familiar with.

More students from the Calvin class came in to have their projects evaluated.

I spent some time studying the Michigan State Assessment report for 1971-75. It was interesting to compare how different districts scored.

During the afternoon Mrs. Bygert explained her duties and responsibilities during the year as a curriculum consultant to me. She spends much time setting up teacher inservice, consulting with teachers and providing workshops. She works by request from school districts which is her first obligation. She works on curriculum study with school districts by: 1) providing organizational skills to get the study going, 2) providing resources for study (human and material), 3) providing ways to evaluate and modify programs. Some areas she covers are: changing report cards, selecting text books, testing, and individualizing

instruction. She often acts as a resource person by coming in at the beginning of a study with information on the trends in that area and where a certain program is currently being used.

Mrs. Dygart also serves as a liaison person or secretary to several organizations. She serves as secretary for the Kent County Elementary Principals and sends out all notices. She attends the monthly meetings for the Kent County Curriculum Council and is secretary. She sends out all information, makes all necessary contacts and sends out the agendas. She is in charge of public relations and program planning for the Kent Reading Council. She plans two or three reading drive-in conferences with the Reading Council each year and she is in charge of contacting the speakers and making all the necessary arrangements. She is on the advisory committee for the Special Education Learning Media Center (SELMC). She is on the Council for Performing Arts which deals with the planning and scheduling of childrens' theatre. She is responsible for any communications to the elementary schools for special events, such as the symphony.

She is involved with many special projects. She must keep up to date on conferences, inservices, and resources for the school districts. She has several speaking arrangements each year and puts on workshops for Make/Take, creative writing, and language encounters.

Another important aspect of her job is keeping up to date on materials. She keeps files of catalogs and price lists on all materials. She interviews salesmen on new media and textbooks in reading and language arts. She orders all new professional books available and has them in a

library for teachers to borrow. She also spends time devising and working with credit courses at the universities. She is also involved with state and federal programs. Last year she was the regional director for the Right to Read program. She is involved in Section 43, Reading Support Services Program, Section 33, dealing with paperbacks. She consults with school districts on Title I projects. She is involved with the Title VII program dealing with the Street Academies.

The rest of the day was spent going over materials brought in by students from the Calvin class.

A REVIEW OF THE SIXTH WEEK OF THE INTERNSHIP

(July 21 - 25, 1975)

Monday, July 21, 1975

This morning I spoke with William Harrison, coordinator of Career Education. He explained his program to me. Career Education is a priority in most school districts this year. Public Act 97 (Career Education Act) was passed by the state in 1974 to "promote the planning and development of career education programs, to create a state career education advisory commission and local career education planning district councils." Each district must develop a Career Education Plan for the state (CEP) and Mr. Harrison is in charge of putting them all together in the CEPD plan for the state. The career education coordinators work with school districts to: 1) create an awareness of career education, 2) encourage teachers to try career education activities, and 3) assist in developing their CEP for the state.

Later in the morning Mrs. Dygert received a phone call from Faite Mack from Grand Valley State College regarding the Street Academy program. This program is organized by community agencies (Indian Inter-Tribal Council, Latin American Council, Black American Council) and is held at inter-city complexes. The Street Academies came out of the Right to Read program. Grand Valley is involved in this program and Mr. Mack wanted some ideas for recruitment procedures and discussed the possibility of offering some type of compensation for the people in the program. Mrs. Dygert was most helpful and offered to meet with him to discuss these problems.

I spent the afternoon preparing for a seminar Mrs. Dygert and I would be doing Tuesday afternoon. She asked me to find some material on the cloze procedure to present to the group. She also asked me to present the SMOG readability formula to them and explain how to use it. I found information on the cloze procedure in Wilma Miller's book Teaching Reading in the Secondary Schools. I wrote up the explanation of the procedure and found an example for them to use. The secretary typed the materials.

Tuesday, July 22, 1975

This morning I finished preparing for the afternoon seminar. I set up the room and brought in the necessary materials.

I previewed two more films from the Teaching Children to Read series. "How to Teach Phonics" was a good film with Herbert Kohl, author of Reading, How To, speaking and demonstrating. The second film, "What About Reading Systems?" was good, also. Dr. Jo Stanchfield explained her philosophy.

In the afternoon Mrs. Dygert and I worked together in presenting the workshop for the Western student teachers. Mrs. Dygert presented some new materials--the new MacMillan reading series, Bowmar's Language Program, and Self-Expression and the Humanities. Next, I presented the cloze procedure to them and had them do the exercise. I then explained the SMOG readability formula to them and had them use it to determine the reading level of some content area books. Mrs. Dygert then showed them the movie, "Planning the Story" from the Inservice Programs for Elementary School Teachers, the Ealing Corporation, series. This

seminar was very informal and easy going.

Wednesday, July 23, 1975

Today I sat in on an all-day staff meeting for the General Education Department. The first topic to be discussed was the newsletter that all departments of Kent Intermediate send out to all the schools in Kent County. The superintendents had reported to Mr. Adler that they didn't feel it was very useful. The General Education staff were upset about this. They felt that the newsletter was effective and wanted to know why it should be discontinued. It was decided that they would meet with the total staff and discuss this at a later date. At this point there was a catastrophe in the meeting room. The air conditioner broke and a deadly fume was taking over the room. So we moved outside to the picnic table. By the time this was all taken care of Sam Mangione and Don Griffin from Wayne Intermediate School District in Detroit arrived to report on programs they have started.

They reported first on how they dealt with needs assessment last year for the school districts they service. They sent out a questionnaire to all the superintendents and then the General Education staff called on them to discuss it. The needs identified were prioritized and teacher inservice was number one. Next, they sent out a questionnaire to the teachers to determine what types of inservice were needed. They prioritized the results and from these they set up an inservice program called PEP (Professional Education Program) made up of two phases. Phase I consisted of a short awareness inservice evening meeting that teachers could come to for no cost. They chose two meetings to attend

out of sixteen offered on various topics. In Phase II of the program teachers signed up for a workshop with more intensive work in any of the sixteen topics that they had chosen. They had one hundred and sixty teachers come to the awareness inservice and eighty of them signed up for Phase II of the program.

Next they explained a program that they offered for administrators in conjunction with Eastern Michigan University. It is a twenty-one credit hour program of study to be applied to an Educational Specialist Degree in Educational Leadership. This program allows the administrator to fulfill his residency requirement and his externship while working at his own job. They had received very favorable results with this program. They felt that it was good motivation for administrators to continue their education. It offers them a practical experience.

The afternoon was spent brainstorming with Sam Mangione and Don Griffin on priorities for the 1975-76 school year and the 1976-77 school year. Garrell Adler led the discussion. He functions in a non-threatening, informal manner. He appeared to be open and democratic as a group leader, encouraging comments and discussion. Some areas discussed were ways to effectively plan and organize inservice programs and ways to help open communications between departments with the district. At this point discussion began on internal communication problems that reach intermediate district is faced with. Several alternative methods of dealing with the problem were discussed. Other areas discussed were: the writing of federal projects, the Enabling Act 287 concerning programs, vocational education, truancy, street academies, and enrollment decline.

Discussion then followed on how intermediate school districts must keep the superintendents they serve happy. One way to do this is to offer leadership programs for them and their administrative staffs.

This was a very interesting and stimulating day for me. It was an excellent learning experience. I learned a great deal about the problems that intermediate districts face and how they are dealt with.

Thursday, July 24, 1975

The first thing this morning a reading teacher from Northview came in to get ideas for materials to order for their secondary reading program. They were initiating the program at the secondary level in the fall. She needed suggestions on good programs to order for average, bright, and remedial students. Mrs. Dygert and I showed her several catalogs with new programs at this level. Then we took her downstairs to the media center and showed her some secondary programs on display.

Next, I interviewed Mrs. Barbara Bird, Curriculum Consultant at the secondary level. She said she spends most of her time on staff development and planning inservice programs. She wrote a Title III project and received over one and a half million dollars from the state to set up an area Learning Center. The main focus of the program was to provide diagnosis, prescriptions, and follow through for students in the county with learning problems. They felt it should be preventative in nature so they geared it to the primary grades. It was funded for three years by the state and when the funding stopped, the program was discontinued which was a big disappointment to Mrs. Bird.

She reported that much of her time is spent consulting by phone with teachers, administrators and other educators.

She was instrumental in working with the universities to develop the Inter-institutional Workshop course. This is a class offered to teachers working in the same building or district. They identify a problem and their course work involves working together to solve it. It is a requirement that an administrator be in the class to help remove roadblocks that could hinder the problem-solving process.

Mrs. Bird is also in charge of setting up the Guest Lecture Series during the school year.

She is also active in Uniserve, which involves several school districts. Each district brings a leadership quadre with a member from the community, an administrator, a teacher, and a student to work on certain problems.

She meets with the Middle School Principals each months during the year and is active in the Association of Supervision and Curriculum (A.S.C.D.).

I spent the afternoon collecting information on the Right to Read Program and studying it. Mrs. Dygert explained the program and gave me copies of program agendas, speakers, and activities.

During the afternoon several students from the Calvin class came in to pick up their projects and discuss them with Mrs. Dygert. She decided that if she did the same program with Calvin next year, she would be sure everyone finished their required projects during the week of the conference. Too much valuable time was spent evaluating and discussing these projects.

Friday, July 25, 1975

Today was the last day of my internship. I spent part of the day thanking the Kent Intermediate School District personnel who had been so helpful to me during my internship.

Mrs. Dygert explained the administrative structure of Kent Intermediate to me. Mr. Deal, superintendent, is the administrative head. He meets with all the superintendents in Kent County once a month. He also meets with the legislature. After each board meeting he has a staff meeting with all the department heads. He does not operate alone. He has three Deputy Superintendents: Garrell Adler, General Education; Joe Northrup, Special Education; and Harvey Ribbons, Vocational Education. He has a person in charge of Research and Data Gathering who is responsible for initiating research studies and publishing research reports for school districts within the county. He has a Business Manager and Personnel Manager. There is also a large clerical staff and five CETA aides. Kent Intermediate appears to be run in a democratic fashion. Whenever a policy is going to be changed, there is always a meeting first to openly discuss the pros and cons. There is a feeling of openness within the departments and the administrative personnel seem to be informal, yet well respected. It is difficult to determine the exact leadership style that the administrative personnel utilize at Kent Intermediate in just six weeks. The personnel I interviewed spoke very favorably of the administrative personnel.

I spent the rest of the day collecting materials and pamphlets for each General Education department to put in a portfolio. I also spent

time discussing the internship with Mrs. Dygert and expressing my sincere thanks to her for all the help and assistance she gave to me. Working with Mrs. Dygert was a pleasant, valuable learning experience for me. She made me feel very comfortable and useful from the beginning and I learned a great deal from her.

FALL FOLLOW-UP MEETINGS

Tuesday, September 23, 1975

This afternoon I met with Mrs. Dygert and we discussed the programs she was trying to set up for the Kent Reading Council Drive-In Conferences. They have Botel and Seilman tentatively scheduled if they can afford them. She is quite excited about the possibility of getting them to come. Both of them are very well-known and should be excellent speakers. A problem they are having, however, is getting enough people to join the Kent Reading Council so that they will be able to afford them.

Mrs. Dygert explained a conference she was trying to set up with Encyclopedia Britannica in October. Hopefully, it would be an afternoon workshop to allow local educators to preview the new Language Experience in Reading Program that they have revised. She would like to offer seminars, also.

Mrs. Dygert also reported that the General Education Department had decided to continue sending out their newsletters to all the schools in Kent County which she was happy about. There had been discussion last summer on whether to discontinue it or not.

Tuesday, October 7, 1975

Today I met with Mrs. Dygert again and she explained that she was going to continue on as director of the 1975-76 Phase III Right to Read program. The program will be basically the same as last years. This year, however, she is going to have an assistant. She said they they were having a slow start at getting school districts to sign up for the

program. To be involved a school district must allow their representative (reading teacher or administrator) to be released for twenty-four school days. They are reluctant to make this kind of commitment. She is afraid that there are not enough schools who feel the need for this.

Mrs. Dygart reported that she had set up the inservice program with Encyclopedia Britannica and thought that it looked like it would be an excellent program.

Mrs. Dygart reported that she is going to be the instructor for a televised college course for teachers, "Teaching Children to Read", which is being offered through Western Michigan University and Grand Valley. The content for the course will be the films we previewed this summer.

Tuesday, October 11, 1975

Today Mrs. Dygart and I met once again. Two salesmen from Harper and Row came and presented their new basal reading program: Reading Basics • K. It is to come out by December 1, 1975. The books in the program are in levels beginning with readiness (level 1) through sixth grade (level 12). Other components are: workbooks, phonics workbooks, duplicating masters, diagnostic and mastery tests, and a series of five paperbacks to go between each level. This looks like it could be a good series with a strong thrust for teaching basic reading skills. The print is clear and the illustrations are very good.

Mrs. Dygart then told me about plans for the 1976 Michigan Reading Association Conference to be held at the Pantlind Hotel. She has been working with M.R.A. to plan this. They have settled on a bicentennial theme with red, white, and blue decorations and an old fashioned

schoolhouse outside the display area.

She showed me a book she had just purchased entitled Personalizing Education. It contains over one hundred strategies and worksheets on activities for values clarification and activities for warming up groups. It is filled with good ideas. I borrowed it to use as a resource for a parent program that West Codwin is presenting.

Mrs. Lygert's secretary came in to report how many people she had contacted about the Kent Reading Council Meeting. A communication had been sent out to all the members of the Council regarding a meeting. The wrong address had been printed on it. So the secretary was trying to telephone each member, because the meeting was the next day. Mrs. Lygert commented to me that you cannot be careful enough when sending out written communications. One mistake can cause many complications.

EVALUATION

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 Marcia Mills Semester Summer 1975

Interning Organization Kent Intermediate School District

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

A. Conceptual Area

1. Observed the curriculum consultant's leadership style emerge within various situations
2. Observed how the curriculum consultant operated within the intermediate school district
3. Observed how the curriculum consultant handles human relations in the following day-to-day activities:
 - a. Answering questions on the telephone from parents, teachers, or laymen regarding reading
 - b. Writing responses or letters to inquiries concerning any elementary issue
 - c. Preparing statements or responses for information, particularly tests and materials
 - d. Visitation and conferences within the office
 - e. Consulting with teachers on particular problems

B. Participation Area

1. Became actively involved in a summer reading conference at Calvin College
2. Became involved with the initiation, implementation, and evaluation of the Summer Reading Clinic
3. Active participation in the duties and responsibilities of the curriculum consultant

C. Study Areas

1. Studied available materials in the area of teacher inservice
2. Studied new professional books
3. Studied new student materials in reading
4. Studied the Michigan Right to Read program
5. Studied the operations of the intermediate office
 - a. Services rendered
 - b. Staffing
 - c. Administrative structure
 - d. Organizational structure
 - e. Departments

D. Visitations

1. Summer School program at Grand Haven
2. Summer Reading Clinic at Alger School
3. Kent Skills Center (East Beltline)
4. Make-It/Take-It Workshop at West Godwin School

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

This summary of Marcia Mills' field experiences while she worked with me during the summer of 1975 should serve to substantiate her program of studies and experiences. Since both Marcia and I are deeply involved with reading and language arts, we had a common strength that we could professionally discuss. It was understood from the start that she was to be stationed in my office and that we would work as a team to give her as many experiences as possible to interact with the situations that arose in my office. It was a pleasure to have an assistant such as Marcia. She is intuitive, particularly in working with the college, the local district, the teachers, and the students. Some of the situations that arose were unplanned and were the routine kinds of requests that come to a consultant. In

each of the events I shared the details of the situation and analyzed my role as a consultant to the constituent districts in the Intermediate Schools.

Marcia was a delightful person to have as an intern. She is gentle, persuasive, works hard, has lots of energy, is dependable and professionally competent.

3. Performance: Satisfactory X Unsatisfactory

Marian Dygent
Organization Supervisor's Signature

Rod Roth
Faculty Sponsor's Signature

Date July 18, 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 Marcia Mills Semester Fall, 1975

Interning Organization Kent Intermediate School District

Organization Supervisor Mrs. Marian Dygert
Kent Intermediate School District

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

I felt very fortunate to be able to spend six weeks working so closely with Mrs. Marian Dygert. She is a very knowledgeable, competent person in the area of reading and language arts. She provided me with many valuable learning experiences. She is a very warm, open individual who took the time to help me understand her role as a curriculum consultant. She made me feel very comfortable and useful to her right at the beginning of the internship. By allowing me to participate and become actively involved in her duties and responsibilities, I feel that I now have a good understanding of her role.

Another very beneficial aspect of this internship was the opportunity it provided for me to study the resources available at the intermediate office. It was of great value to me to be able to study in-depth teacher inservice materials, new student materials in reading, and new professional books. This knowledge will be extremely helpful to me in my present role as a reading consultant and will be of value in the future.

I also enjoyed studying the organizational structure and operations of the intermediate office. The personal interviews with the department heads of each department in the General Education Division was most enlightening. I feel that I now have a thorough understanding and appreciation for this division.

2. Suggestions for improvements.

The only suggestion for improvement in my particular internship would be the time of year that it took place. I think that I would have received a more realistic understanding of the role of the curriculum consultant during the regular school year. However, because

Mrs. Bygert took the time to explain all aspects of her role as a curriculum consultant during the regular year I feel that I have at least a second-hand knowledge of the duties and responsibilities of this job.

Margaret H. Miller
Student's Signature

APPENDIX A

Criteria for Critique

MEMORANDUM

FROM: Marian Dygert

TO: Mildred Royal)
Marcia Mills) Committee Members
James Hoffman)

DATE: June 24, 1975

RE: Review Committee Critique
"Reading Can Be Fun!"
Activity Book by Mildred Royal

Notations from Dr. James Hoffman, Publisher

Each person review the prepublication book;
use a special color for insertion remarks.

Questions to ask yourself for each activity
and the book as a whole.

1. Does activity reach the objective?
2. Is the activity unique and fun to do
for the student?
3. Is the arrangement of the section and page
visually attractive? Is there too much, or
too little on a page?
4. Can we cut the number of activities or pages
in the book? Consider number of activities
for objectives.
5. Is the vocabulary too difficult? Are directions
simple and clear?
6. Are answers to activities correct?
7. Does the book do its job? What revisions or
details need to be modified?

Timetable Agreement

Receive copy to review on June 25, 1975. Review with notations
on June 25-26, 1975. Committee Meeting on Friday, June 27,
1975 at School Zone at 9:30 a. m.

APPENDIX B

Learning Center Bibliography

LEARNING CENTER BIBLIOGRAPHY

Part I: Sources Describing Learning Centers

Part II: Sources Presenting Ideas and Activities for Use in Learning Centers for Teachers

PART I

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Compiled with assistance from Marian Dygert.

APPENDIX C

Copy of Certificate

CERTIFICATE OF RECOGNITION

PRESENTED TO

Reading Clinic Summer - 1975

Training and Credit in: Diagnosis of Reading Difficulties
Clinical Practice In Remedial Reading
Laboratory and Field Experience: Reading

Sponsored By: Michigan State University
Northview Public Schools
Kent Intermediate School District

Instructor: _____
SIGNATURE