A Report of an Internship Experience in the Benton Harbor Area Schools Benton Harbor, Michigan

Judith Jean Johansen
Western Michigan University

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A REPORT OF AN
INTERNSHIP EXPERIENCE
IN THE BENTON HARBOR AREA SCHOOLS
BENTON HARBOR, MICHIGAN

by
Judith Jean Johansen

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

Western Michigan University
Kalamazoo, Michigan
August 1974
ACKNOWLEDGEMENT

I wish to express my sincere appreciation to the many people who contributed to my internship experience and who offered support to me. Particularly, I would like to thank Dr. Dorothy McCuskey, my advisor, for her time and assistance. I would also like to thank the other members of my Advisory Committee, Dr. Dorothy McGinnis and Dr. David Taylor. Deep gratitude is also extended to Mr. Harry Stephens, my supervisor, and Mrs. Katherine Rothert and Mr. Joseph Shurn who also participated in the supervision of my internship. These individuals made my internship the valuable and exciting experience that it was. A special word of appreciation is also extended to my parents, Mr. and Mrs. Nels Johansen.

Judy Johansen
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INTRODUCTION

This report describes an administrative internship done in the Benton Harbor Area Schools, Benton Harbor, Michigan, in the spring of 1974. As an intern, I had many interesting and beneficial experiences in numerous phases of education and at various levels. This three-phased internship encompassed observation and participation in activities relevant to the positions of coordinator, elementary building principal, and director of the elementary program for the district.
APPLICATION FOR PERMISSION TO ELECT

Please encircle one course:

- 700 Master's Thesis 6 hours
- 710 Independent Research 2-6 hours
- 712 Professional Field Experience 2-12 hours --- See Guidelines
- 720 Specialist Project 4-6 hours
- 730 Doctoral Dissertation 15 hours

Please indicate your plan for enrolling in the course:

1st Enrollment - Semester Spring Year 1974 Hours 6
2nd Enrollment - Semester Year Hours
3rd Enrollment - Semester Year Hours

Name Miss Judith Johansen Student Number 370-46-1777
Address 496 Britain Avenue, Benton Harbor, Michigan 49022

Degree Program Specialist in Education, Educational Leadership
(Director of Curriculum Program)

Description of Independent Study This full-time internship in the Benton Harbor Area Schools will encompass three areas:

1. Working for two weeks at the Reading Center with Mrs. Katherine Rothert, Coordinator of Reading Services

2. Working for three weeks at Seely McCord (Elementary) School with Mr. Joseph A. Shurn, Principal

3. Working for three weeks in the area of curriculum development at the central, or district-wide, administrative level with Mr. Harry Stephens, Group Director for Elementary Education

Name of interning organization Benton Harbor Area Schools
Name of organization supervisor Mr. Harry S. Stephens
Amount of stipend, if any

Dr. Dorothy McCuskey
Signature of Faculty Sponsor under whom study is to be completed

Judy Johansen
Signature of Student

Dr. Dorothy McCuskey
Signature of Faculty Advisor

George G. Mallinson
The Graduate College

Distribution: Graduate College, Faculty Sponsor, Faculty Advisor, Student
The description of the proposed internship is as follows:

1. The organization in which the experience is sought is the Benton Harbor Area Schools.

2. The organization supervisor for the proposed internship will be Mr. Harry S. Stephens, Group Director for Elementary Education. Persons who will assign tasks and supervise the intern's performance will be:
   a) Mr. Harry S. Stephens, Group Director for Elementary Education
   b) Mrs. Katherine Rothert, Coordinator of Reading Services
   c) Mr. Joseph A. Shurn, Principal of Seely McCord School.

3. The proposed internship will be done on a full-time basis during the spring session, 1974. The dates will be May 6 through June 26. The eight week time period will be divided as follows:
   a) Reading Center, Mrs. Katherine Rothert (May 6 - May 17: two weeks)
   b) Seely McCord School, Mr. Joseph A. Shurn (May 20 - June 7: three weeks)
   c) Central Administration (curriculum development) Mr. Harry S. Stephens (June 10 - June 26: three weeks).

4. The selection of this experience was based upon the student's varied and comprehensive educational background in the field of elementary education and upon the fact that the student's major purpose in this internship is to become prepared for a wide range of positions in the area of elementary curriculum development and elementary administration. This experience was selected for several reasons:
   a) The student desires a view of the total school district.
b) The student desires to broaden and deepen her knowledge, understanding, and skills relating to various levels of administration and various positions of an administrative or supervisory nature.

c) The student desires practical experience in observing and engaging in different administrative or supervisory activities.

d) The student desires to observe and engage in the process of decision making in the areas of curriculum development and elementary administration and supervision.

e) The student desires the opportunity to work with many people in various phases of education.

f) The student desires a working knowledge of the services and materials available within the school district.

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

a) Conceptual skill

(1) Given this experience, the student will demonstrate through reports, logs, and activities that she has acquired a view of the total school district.

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

(3) Given this experience, the student will demonstrate through reports, logs, and activities that she has had practical experience in observing and engaging in different administrative or supervisory activities.

(4) Given this experience, the student will demonstrate through reports, logs, and activities that she has observed and engaged in the process of decision making in the areas of curriculum development and elemen-
b) Human skill

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

c) Technical skill

Given this experience, the student will demonstrate through reports, logs, and activities that she has a working knowledge of the services and materials available within the school district.

6. Activities through which the intern expects to achieve the above goals will be many and varied. The three different situations in which she will participate afford an outstanding opportunity to meet these objectives. Primarily, the student will engage in activities as directed by her supervisors.

a) At the Reading Center the student will work with the Coordinator and may have the opportunity of working with other administrators, remedial reading teacher, classroom teachers, and perhaps consultants. There the intern will deepen her knowledge of various materials and programs in the field of reading, and she may work with the Benton Harbor Area Schools Reading Guide. Attention may also be directed toward criterion referenced test materials. The student will view current issues in reading, especially those at the local level.

b) At Seely McCord School the intern will work with the principal, and there will very likely be opportunities to work with all the school employees. The student may assist the principal and faculty in such areas as further development of the Individually Guided Education concept in the school, evaluation of the DISTAR program, or implementation of instructional objectives. The intern may also assist in the tasks associated with closing the school year.

c) At the central administrative level the student will work with the Group Director for Elementary Education, and she will have an opportunity to observe and interact with individuals in various
administrative positions. The uniformity and the diversity of the elementary curriculum throughout the district may be considered, and specific problems related to elementary education may be dealt with. The intern may also explore various programs and materials.
REVIEW OF THE LITERATURE

A relatively small amount of information appears in the literature dealing with internships in education, with an even lesser amount directed toward administrative internships. What is written tends to be of a positive nature. Most authors indicate that the internship provides a valuable experience for those preparing to be school administrators.

The problem and the need related to the training of school administrators are expressed very appropriately by Ferreira\textsuperscript{1} in the following words:

A central concern of those who prepare educational administrators is the process by which an actor who is playing the role of teacher comes to play effectively the role of school principal. Historically, this has been done by thrusting an actor from one role abruptly into the other, with the "survival-of-the-fittest" law of the jungle controlling the outcome. Increased concern for the process led to the development of professional preparation programs specifically designed to acculturate the actor into the role of principal. These collegiate programs attempt to provide the candidate with skills necessary to the functioning of an administrator. Some attempts are also made at developing a set of attitudes appropriate to the new role by use of simulation materials, case studies, and fragmented field-oriented experiences.

This procedure has not been entirely satisfactory.

Regarding the training of administrators, Reed\textsuperscript{2} says, "...more


efficient and effective techniques must be found to develop future administrators."

The major positive factor cited by most authors discussing the administrative internship is the fact that it provides the intern with a "real life" experience. Daugherty\(^1\) describes an internship as "...a marriage of administration theory and day-by-day administrative problem-solving." Ferreira\(^2\) writes:

The attempt of the educational administration internship is to bridge the gap between the ideal and the real and provide experience in perception and analysis of some field situations in a way different from having an ex-superintendent relate his experiential problems and solutions in a college classroom. ... The procedure is most often this: 1) select a classroom teacher or semi-administrator, 2) provide him with a theoretical base in the classroom, 3) somewhere near the end of his preparation program assign him the role of "administrative intern" in a school system and in a specific situation within that system, and then, 4) supervise his activities by separate but cooperative efforts of a "cooperating administrator" and a "supervising professor".

.................................................................

The basic advantage that an internship experience offers an administrative candidate is the opportunity to "play at" the role of administrator for a specified time so that he may effectively "take" the role of administrator.

.................................................................

The individual directly lives the work life of an administrator.

Reed\(^3\) stresses a similar thought when he writes:

---


\(^2\)op. cit., pp. 78, 79 and 88.

\(^3\)op. cit.
...the strength of the internship program lies in the
very partnership which is forged between the school district,
the intern, and the university.

The union of theory and practice in the training of school adminis-
trators is further explained by Flaherty\(^1\) in the following manner:

No one can dispute the fact that a competent school
supervisor must possess a basic understanding of administra-
tive theory. However, actual practice in applying this
tory must also be recognized as an indispensable part of
the prospective administrator's preparation. Any educational
institution which proposes to prepare supervisory personnel
for our schools has the responsibility for giving these
people experience in actual school situations.

Pollard\(^2\), who completed an internship experience through Western
Michigan University, draws this conclusion.

It is my belief that candidates can learn skills necessary
for top performance as an administrator or director far better
from actual contact and involvement than from within the con-
fines of a college classroom.

I wish to add that this is my belief, also.

Institutions of higher education want to graduate effective
administrators, boards of education want to hire effective adminis-
trators, and teachers want to work under effective administrators.

A report of a study\(^3\) appearing in the National Education Association

\(^{1}\)Flaherty, Thomas F., "Theory and Practice Yields Qualified
Administrators." Education, Vol. 93 (November-December, 1972),
p. 128.

\(^{2}\)Pollard, Sister Providentia, "A Report of an Internship in
Western Michigan University Para-School Learning Center." Unpub-
lished specialist's project report, p. 15.

\(^{3}\)"Teachers' Opinions on Internships for Teachers
and Principals." National Educational Association Research Bulletin,
Research Bulletin states, "Two-thirds of all teachers think principals should be employed initially as administrative interns." Thus, it is not only the interns and institutions of higher learning which view administrative internships as beneficial.

Discussing various aspects of an internship, Daugherty¹ says that the internship period should provide flexibility, broad exposure, in-depth work, and contact with the rigors of administration. He² further states:

> Detailed internship planning reflects thoughtful attention to remedying individual weaknesses and building on existing strengths.

Evaluation is an important aspect of the internship experience. Klopf and others³ deal with this area as follows:

> The internship provides the major test of the student's total competence at the operational level. Evaluation of the experience, therefore, is an essential facet of the program -- evaluation of the intern's professional development, of the supervision he receives and of the experiences provided in the internship. The evaluation process itself is one of the experiences in the total program expected to increase the professional development of the intern as well as that of the supervisors. More specifically evaluation should promote the intern's growth in understanding, attitudes and in use of techniques.

Administrative internship programs in higher education have been developed. Dobbins and Stauffer⁴ describe one such program.

¹op. cit.
²op. cit.
in an article, and Russel\(^1\) also cites a program aimed at this level. Both of these articles mention positive aspects related to internships.

On the whole, the literature in the field stresses the positive nature of administrative internship experiences. Something other than classroom instruction is needed in the total development of effective school administrators, and providing individuals with practical experience through internships seems to be a wise answer. Moore\(^2\) writes, "Probably the most lauded development in the preparation of school administrators in the past 10 years has been the internship."

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\(^2\)Moore, Hollis A. Jr., *Professional Administrators for America's Schools*, p. 67.
This log represents a full-time internship covering a period of eight weeks. I was on the job as an intern a total of thirty-five working days, and I kept the same hours each day as my supervisor -- basically, 8:00 A.M. to 5:00 P.M. (and many days even longer). It was my intention to approximate the job of my supervisor in as many ways as possible.
A REVIEW OF THE FIRST WEEK OF THE INTERNSHIP  
(May 6-10)

I believe that I have had a great variety of experiences during the first week of my internship. I have gotten a view of many aspects of the school district. I have encountered various levels of administration and have observed and engaged in different administrative activities. Also, I have observed the process of decision-making. In addition to these conceptual skills, I have enhanced my human skill by working with and observing people in various phases of education. Furthermore, my technical skill has been increased through exposure to many of the services and materials available within the school district.

More specifically, I have become acquainted with the Reading Center and its services and with the administration building. Also, I have visited three schools. Studying the Management By Objectives Program; assisting in the development of a proposal dealing with local, state, and federal funds; hearing conferences dealing with the ordering of certain material; attending the small group meeting of the Curriculum Council; observing a personnel interview and the installation of a teacher on a job; and assisting in the planning and preparation of a workshop have given me a glimpse at the various levels of administration. I have, thus, engaged in and observed many different administrative activities and the process of decision-making. I have observed and worked with a coordinator of reading,
director of elementary education, teachers, secretaries, and principals. This exposure has helped me understand the role and responsibilities of these individuals and how their various jobs must all fit together and be directed toward a common end. Through my increased knowledge of the Reading Center, the materials available there, the SWRL Kindergarten program, the ABC Read program, and Title I, I have a greater understanding of the services and material available within the school district.

The main impressions I have received from my first week as an intern in the Benton Harbor Area Schools are as follows: the general feeling of optimism on the part of administrators and the expression of very positive feelings regarding the school district, an attitude of wanting to find the best way of doing the job that needs to be done, the feeling on the part of administrators that they are capable of meeting their assigned tasks and responsibilities, a feeling of teamwork (though an administrator's job is often a lonely one), the fact that a principal cannot become too "chummy" with his or her staff, and the value of a good secretary!
A REVIEW OF THE SECOND WEEK OF THE INTERNSHIP

(May 13-17)

The second week of my internship has provided many experiences. My view of the school district has been broadened; I have observed and engaged in activities at various levels of administration, and I have had numerous opportunities to observe the process of decision-making. In addition, I have observed and worked with many people in various phases of education, and my technical skill has been enhanced through continued exposure to different school sites, services, and materials available throughout the school district.

Specifically, this week I have had many excellent opportunities to view the important process of decision-making. These opportunities came at the Administrative Council meeting, the Elementary Principals meeting, the Social Studies Committee meeting, the Title I meetings, and the meeting with the Director of Supportive Services to discuss a proposal coming from the Reading Center. I visited the Vocational-Technical Center, the Service Center (warehouse, child accounting office, maintenance department, transportation office, etc.), and two schools. I participated in the SWRL workshop and observed the transcontinental telephone hook-up with a consultant in California, and this gave me a much better understanding of the SWRL kindergarten program and the proper use of the material. Reviewing the report submitted by the Social Studies Committee and the literature pertaining to the new pilot programs which will be used in Benton Harbor next year gave me some insight into this material.
I also gained a good understanding of the TV reading program through one of the school visitations, and I learned more about the individualized approach to the teaching of reading by observing this kind of program in one of our schools. In addition, I had an opportunity to speak with and observe two consultants from Ginn and Company (publishers of SWRL) at the SWRL workshop, and this gave me a glimpse into the role of consultants and the way in which their services must be coordinated with the local school district.

The main impressions I have gathered from my second week of internship are the following: the importance of delegating responsibility, the numerous meetings administrators participate in and the time spent in these meetings, the feeling of excitement around the district, the importance of considering all aspects of an issue before taking action, and the support which everyone has given me in my new capacity as an administrative intern in the district.
A REVIEW OF THE THIRD WEEK OF THE INTERNSHIP

(May 20-24)

My first week as an intern at Seely McCord School -- the largest elementary school in Benton Harbor -- has been very busy. My view of the school district has been expanded. I have observed and engaged in numerous administrative activities, and I have had many opportunities to observe the process of decision-making. Also, I have observed and worked with many individuals in various capacities in education, and my awareness of the services and materials available throughout the district has been enhanced.

Specifically, this week I have had many fine opportunities to observe and engage in different administrative or supervisory activities. These activities included meeting with student nurses who came to observe young children, working on a student referral for the services of the county diagnostician, encountering discipline problems, informing a visitor regarding the DISTAR program and showing her around our building, participating in a screening meeting dealing with sending a student to an adjusted study classroom, assisting a teacher with some particular questions regarding reading at the upper elementary level, attending paraprofessionals meeting, making preparations for an Honors Assembly, and conferencing with a kindergarten teacher. Also, the meetings which I attended are part of the administrators' responsibilities. These included Title I, Chapter 3, and Elementary Principals meetings. Underlying all of these activities is the process of decision-making; everything an
administrator does involve decision-making. The level of administration on which I focused was that of building principal. During the week I worked with and observed many people in various phases of education. These included the principal, Group Director for Elementary Education, Director of Compensatory Programs, teachers, secretary, paraprofessionals, and parents. In addition to these experiences, I have become more knowledgeable regarding the services and materials available in the school district through gaining a fuller understanding of the Title I and Chapter 3 programs and through visiting two school sites which I had not visited before, one of which houses our orthopedic program.

The main impressions I have gathered from my third week of internship in Benton Harbor are as follows: the extent and importance of parental involvement in school programs, particularly through Title I and Chapter 3; the knowledge that a principal's life is very busy and that he must be able to "wear many hats"; the careful manner in which the principal with whom I am working explains to me what he is doing and why he is doing it, tells me what to look for in observing his practices and behavior as an administrator, and frequently questions me about what I have observed; and the very good feeling I have being in our school building.
A REVIEW OF THE FOURTH WEEK OF THE INTERNSHIP

(May 27-31)

Once again I have had a very interesting and busy week. In working closely with the principal of an elementary school, I have had an opportunity to observe and engage in various administrative activities and the process of decision-making, and I have had an opportunity to expand my view of the school district and the services and materials available in the district and the county. Also, I have encountered many individuals in various levels and in different capacities on the educational scene.

In particular, this week I have had an excellent chance to participate in and to observe many administrative and supervisory activities, especially those related to the role of the elementary principal. These activities included assisting in the planning and preparation of a school assembly, scheduling a safety program for students, gathering some ideas to assist a teacher in the area of reading, attending a staff meeting, attending the Elementary Principals Meeting, participating in a demonstration lesson and a conference regarding curriculum for one of the special education programs in the county, looking ahead to the closing of school (forms, test results, report cards, and various things which the teachers must turn in at the close of school), and attending to routine office chores. My view of the total school district and of the services and materials available in the district was broadened by visitations to two elementary schools, one of which houses a special education
classroom for emotionally disturbed students. I have had a chance
to become acquainted with one of the county special education pro-
grams, too. I also have had an opportunity to learn more about the
Title I program and the plans for Title I for the next school year.
During the week I have worked with principals, teachers, the secre-
tary, and parents; and I am learning more and more about the role
of each of these in education and the interrelatedness of the roles.
Everyone must work for the good of the students.

I believe that during this week I have become more relaxed and
confident in my role as an administrative intern. The only problem
I am facing is finding the time to do all the things I would like
to do. This, I feel, is an important lesson for me since all admin-
istrators feel the same way, I am sure. That is why it is necessary
to establish priorities. The main impression I have gathered from
my experience this week is that a principal's job is awesome in
many ways, but not overwhelming. I am also impressed by the fact
that the principal with whom I am working gives praise and recogni-
tion where and when it is due. This makes for a good relationship
between the principal and his staff. A friendly atmosphere prevails
in the office and throughout the school. I have been told by more
than one principal -- and I believe it -- that a principal sets the
tone of the school.
A REVIEW OF THE FIFTH WEEK OF THE INTERNSHIP

(June 3-7)

This has been another busy, exciting week. As I look over the experiences of the last full week of working as an intern with the elementary principal of Seely McCord School, I can clearly see that I have once again participated in a great many administrative activities. I have also expanded my view of various levels of administration and various administrative positions and the process of decision-making at different levels. I have had an opportunity to work with many people in various phases of education, and I have extended my knowledge of the total school district and the services and materials available in the district.

Specifically, this week I have had many opportunities to observe and participate in various administrative activities. I attended several meetings; these included the Instructional Improvement Committee meeting for our school, a meeting of principals who will have pilot programs in their buildings next year, Model Cities planning meeting, Title I planning meeting, faculty meeting for our school, IGE (Individually Guided Education) Principals meeting, and Elementary Principals meeting. Meetings occupy a great deal of an administrator's time. They have been valuable for me in my internship because they broadened my view of the total school district; gave me a chance to focus in on the various levels of administration and various positions in administration; clarified my understanding of the process of decision-making in education; gave me a better
understanding of the services, materials, and programs provided in
the district; and afforded an opportunity for me to observe and work
with many different people and to see how these people work together.
In addition to the meetings, I participated in other administrative
activities including assisting with the organization and coordination
of a field trip and year-end picnic for students in kindergarten and
first grade, making classroom observations, "checking the streets"
for possible problems after dismissal, helping teachers and the
principal and secretary with activities related to closing school,
assisting with a report for a Science Research Associates publica­
tion, doing research related to the academic growth of primary stu­
dents in our school as reported on the Objective Reference Test (post-
test scores), conducting a fire drill, and preparing a list of Title
I students in the district who will be eligible to participate in the
camp program this summer. During this week of internship, I have
had an opportunity to observe and work with many people serving in
various capacities in education. These include elementary principals,
the Director of Elementary Education, the Director of Personnel,
representatives of a large company affiliated with education, a
high school teacher working on a guidance project, representatives
of Model Cities and Title I (including lay citizens), teachers,
secretary, and parents.

I am enjoying my internship, and it seems that the time is going
by very quickly. The principal with whom I have been working has
given me considerable latitude in my position as an administrative
intern, and there has been flexibility in my program. I feel that
the principal and staff appreciate my effort and work. It has been
the aim of the principal to help me develop into a confident, capable
administrator so that I will not be apprehensive regarding adminis­
trative positions which may be open to me in the future. I have
observed his calm mannerism and shock-proof temperament in all types
of situations, and I have noticed that he weighs all relevant issues
before making decisions and that he has considerable foresight. I
have seen that tact is extremely important in dealing with other
human beings. These are the main impressions I have gathered this
week.
A REVIEW OF THE SIXTH WEEK OF THE INTERNSHIP

(June 10-14)

At the request of the principal with whom I have been working, and with my agreement, the organization supervisor for my internship assigned me to Seely McCord School for an additional week. I feel that the extra time spent at the close of school as an administrative intern working with an elementary principal was very beneficial for me. With the children out of school for the summer and the staff in attendance only one day, I had an opportunity to see "behind the scenes" and participate in many activities which I would have otherwise missed. I found the week to be full and interesting.

Most of my time was occupied participating in a great variety of administrative activities related to the role and responsibilities of an elementary principal. The many activities included formulating an outline for designing long-range instructional plans, developing a proposal for an end-of-year party next year for sixth-graders who will be entering junior high school and a "graduation" (or May Day) program for kindergarteners, compiling information and releases for the DISTAR article which will be published nationally, discussing this article with the Chairperson of the Model Cities Steering Committee, recruiting students from our attendance area to participate in the summer camp program, compiling a summary of Michigan Week activities from our primary unit, preparing a Visitors Log for the school, and assisting with the completion of a questionnaire used for reevaluation of Title I status for Seely McCord School. Some of
my energies were directed toward activities related to closing school: checking report cards, balancing and checking attendance books, reviewing cumulative folders (CA 60s), visiting classrooms to determine readiness for closing school and special areas where assistance might be needed. Also, with the assistance of the custodian, a check on the yearly maintenance requests was made and additional needs were determined and reported. In addition to these areas, I had contacts with the judicial system as it relates to education and the schools first in a conversation with an officer of the court regarding a case of truancy and suspected child abuse and then by assisting with a questionnaire from juvenile court dealing with special programs for children with truancy and behavior problems. A sizeable portion of time was spent dealing with Seely McCord School's test data from this past school year and also the two previous years; tables were compiled comparing test results; and a meeting with the principal, the Director of Educational Testing and Assessment, and myself was held. The budget for the 1974-75 school year was another major consideration, and I became acquainted with the Michigan School Accounting Manual and with the approach used in preparing a rationale for the various areas of the budget and developing the budget, itself. Through these activities I also observed the process of decision-making, particularly at the local building level. During the week I observed and worked with many people in various aspects of education including an elementary principal, the Director of Educational Testing and Assessment, teachers, the secretary, custodians, and parents.
One of the main impressions I gathered this week is the extreme importance of having a *good* staff. Effective, efficient, energetic, enthusiastic personnel are required if the job of educating children and running the schools is to be done in the best possible way. Organization is vital, too. This is reflected throughout the school district, and it must come "from the top down". Another thing which impressed me is related to the area of services and materials. It is necessary for the building principal -- and other administrators -- to know what services and materials are available, determine the services and materials needed for his building or program, and then know how to secure these services and materials.
A REVIEW OF THE SEVENTH AND EIGHTH WEEKS OF THE INTERNSHIP

(June 17-26)

The Seventh Week

This week I began working with the Group Director of Elementary Education for the Benton Harbor Area Schools. Working in the area of central administration gave me a wider view of the whole school district, of the services and materials available throughout the district, and of the various levels of administration and different administrative and supervisory positions. During the week I was given the opportunity to observe and engage in activities of an administrative nature, and I worked with many people. It quickly became apparent that decision-making is a key aspect of this level of operation.

In particular, I spent a considerable amount of time reviewing and compiling the proposals from the twenty-three elementary schools stating priorities for expenditures for Chapter 3 and capital outlay for the next school year. This gave me an excellent chance to see how such proposals are written and presented. I gathered and compiled material for the article about the DISTAR program in Benton Harbor for the forthcoming newsletter from SRA. This included going into the community and securing parents' signatures on release forms for children whose pictures will be appearing in the newsletter. I also assisted in the procedure of closing the school and office at Seely McCord School. Other activities in which I participated in-
cluded helping in the preparation of a letter to all elementary principals regarding staffing, assisting with the preparation of a chart dealing with enrollment and staffing at the various grade levels for all the elementary schools for the 1974-75 school year, and gathering old music books for use at the Reading Center. Throughout the course of the week I observed many people in various phases of education; and I worked with the Group Director of Elementary Education, and elementary principal, several secretaries, and parents.

I was impressed this week by the amount of meetings in which central administrators become involved. Planning for the next school year seems uppermost in everyone's mind, and this demands a great deal of decision-making and a joint effort. It seems to me that there are many forces impinging upon an administrator at one time. I feel that I have been received very well by the staff in central administration, and I have been pleased to be a part of their organization.

The Eighth Week

During the final days of my internship I had an opportunity to observe and participate in the day camp program at the Sarett Nature Center and the summer pre-school program. I observed students, teachers and other leaders, and aides in these two situations; and I discussed the programs with the respective directors.

I was impressed with the planning, the activities, and the enthusiasm evident in both programs. It is my feeling that the students, the community, and the schools benefit from such programs.
I hope that we might consider the expansion of recreational and academic summer programs at the elementary level.

Conclusion

The people I have observed and worked with during the past eight weeks and the programs and activities I have seen and participated in throughout that time give me reason to view the future of education in the Benton Harbor Area Schools with optimism. There are many challenges, and they are being met with a positive attitude and positive action.
EVALUATION

Date: May 16, 1974

712 SUPERVISOR'S EVALUATION, FORM A

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

Name of Student ____________ Judith Johansen ____________ Semester Spring Session 1974

Interning Organization ______ Benton Harbor Area Schools ___________

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

- Conference with Group Director of Elementary Education
- School Visitations
- Personnel interview
- Placement of Reading Teacher on job site
- Participated in professional growth at administrator level on Management by Objective film strip and cassette from Superintendent's office
- Assisted writing Reading Proposal using combined Federal, State and local funds
- Conducted a survey on paraprofessionals in the schools
- Informational meeting with elementary principal
- Planning committee meeting for In-Service
- In-Service
- Detailed School Information Sheet on ethnicity, neighborhood (rural, urban, etc.), income, and standardized reading test performance (district, state, and national norms)

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

Miss Johansen has been a willing, diligent worker. She is eager to learn and eager to be part of the Reading Center operation and all it's ramifications as a supportive service.

Miss Johansen exemplifies good administrative qualities.

3. Performance:
   Satisfactory X  Unsatisfactory ___

   Katherine Rothert
   Organization Supervisor's Signature

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Dorothy McCuskey
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712 SUPERVISOR'S EVALUATION, FORM A

Date: June 19, 1974

Name of Student  Judith Johansen  Semester  Spring Session 1974

Interning Organization  Benton Harbor Area Schools

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

Miss Johansen was assigned to me by Mr. Harry Stephens, Group Director of Elementary Education, on May 20, 1974, until June 14, 1974. She had the opportunity to actually experience and participate in activities relating to administrative tasks of an elementary school operation. Miss Johansen was given detailed assignments for which she was responsible. The list of her activities included: Distribution of a letter for Distar students; classroom inspection for school closing; classroom teacher instructional observation; coordination of field trips; recruitment of Seely McCord students participating in summer school day camp; compiled district roster for summer school day camp; budget development as it relates to finance and accounting for schools; collated test scores for school; proof reading teachers report cards; assist secretary in balancing teacher's classroom attendance books; attendance at various meetings including Administrative Council and Elementary Principal's; attending building staff meetings and visiting Bard and Sorter Schools.

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

Miss Johansen was a very cooperative intern. She came to me with the willingness and interest to learn the process entailed in the management of an elementary school. Each assignment given to Miss Johansen was expertly done with the necessary detailed information needed to complete the assignment. Miss Johansen also experienced much of the confusion and frustration that are often realized in this capacity as they are caused by existing circumstances and the personalities of others.

Miss Johansen possesses an overwhelming concern for children and it appears that her decisions are based on the premise of how the situation will ultimately affect children. She has the tools to perform very adequately in an administrative leadership provided she is given honest and accurate direction.

3. Performance:
Satisfactory XX  Unsatisfactory ___
Joseph A. Shurn
Organization Supervisor's Signature

Joseph A. Shurn, Principal
Seely McCord School

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Date: June 26, 1974

712 SUPERVISOR'S EVALUATION, FORM A

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

Name of Student Judith Johansen  Semester Spring Session 1974

Interning Organization Benton Harbor Area Schools

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

Judith Johansen's internship at the Central Administration level has afforded me the opportunity to provide for her a broad perspective of the work requirements and the decision making processes and responsibilities that affect the educational enterprise. She has participated as an observer in the superintendent's administrative council meetings for the total district. In addition she has participated in all meetings of elementary principals with the Group Director for Elementary Education. These meetings represent a part of the participatory management process whereby problems that affect elementary education in the district are identified and solutions are mutually agreed upon between elementary principals and the Director of Elementary Education. This process has afforded Miss Johansen an exposure to a management style that is the direct opposite of the traditional and autocratic decision making process. Additionally, Miss Johansen has worked on projects through my office involving capital outlay and compensatory budgets, staffing for the elementary schools and in observing and evaluating elementary programs for which this office is responsible.

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

Judith Johansen's performance has been superior. She is quick, intelligent and sincere. She abounds with energy, enthusiasm and initiative. Judith has performed all assignments accurately and with good taste. It has been a real pleasure working with her.

3. Performance:
   Satisfactory X  Unsatisfactory __

Harry S. Stephens
Organization Supervisor's signature
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712 STUDENT'S EVALUATION, FORM B

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Name of Student  Judy Johansen  Semester  Spring Session  1974

Interning Organization  Benton Harbor Area Schools

Organizational Supervisor  Mr. Harry S. Stephens

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

I have been privileged to have had a very full and meaningful internship experience. The goals and objectives as outlined in the Prospectus have been accomplished. Through the many experiences my conceptual, human, and technical skills have been greatly increased. My view of the total school district has been broadened; I have acquired knowledge, understanding, and skills relating to the various levels of administration and different positions in the area of administration; I have observed and participated in a great variety of administrative activities; and I have observed and engaged in the process of decision-making. Also, during the course of the internship, I have had the opportunity to work with and to observe many people in various phases of education, and my knowledge of the services and materials available within the district has been enhanced. I trust that the school district which I served also benefited from my services and from the experience of having participated in the training of an administrative intern.

My professional field experience has been rather unique in that it encompassed three phases: working with the coordinator of a reading center; working with the principal of a large, "target" elementary school; and working with the director of the elementary education program for the district. The three-fold nature of this internship made it possible for me to encounter a great variety of experiences and to be with different people. I believe it greatly enhanced my total development as an administrator.

2. Suggestions for the improvement of the 712 experience.

My suggestions for the improvement of the 712 experience are limited since I found my internship to be highly satisfying. I feel that actual participation in real situations produces the most rewarding, relevant, and lasting learning. With the direct involvement of the student and the practical aspects of the program, the Professional Field Experience exemplifies this "learning by doing" approach. For students aspiring to hold key positions in our schools, I
strongly recommend that top priority be given to the administrative internship experience -- the culmination of the years of study and preparation leading to the development of knowledgeable, skilled, enthusiastic leaders in education.

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Faculty Sponsor ___________________________ Judy Johansen
Faculty Advisor ___________________________ Student's signature
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BIBLIOGRAPHY


Moore, Hollis A. Jr. (Chairman), Professional Administrators for America's Schools. Thirty-Eighth Yearbook of the American Association of School Administrators. 1968.


