The Administration of the North Central Association Study and Visitation in the Parchment Public Schools

Richard D. Buehler

Western Michigan University

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THE ADMINISTRATION OF THE NORTH CENTRAL
ASSOCIATION STUDY AND VISITATION
IN THE PARCHMENT PUBLIC SCHOOLS

by

Richard D. Buehler

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 1973
In completing this project, I was assisted, encouraged, and advised by several people to whom I owe a great deal of thanks. Dr. Donald Weaver, Dr. James Davenport, and Dr. Sid Dykstra of the Western Michigan University staff all served on my advisory committee and helped me throughout the project. In addition, Mr. H. Richard Johns, Principal of Parchment High School, served as my immediate supervisor and made himself always available when needed. To these men, I attribute the personal growth I received from my experience.

Richard David Buehler
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THE PROSPECTUS SUBMITTED PRIOR TO THE INTERNSHIP EXPERIENCE

The Project

During the 1972-73 school year, Parchment High School will be undergoing its North Central curriculum evaluation and visitation. I would like to head the evaluation and direct the visitation for my Specialist Project, under the direction of H. Richard Johns, Principal of Parchment High School.

Kinds of Activities

During the length of the evaluative study, I will be given one-half day released time from teaching for one semester with full time secretarial staff. It will be my responsibility 1) to direct the staff of the high school in compiling updated courses of study for each department, to include their overall departmental philosophy, objectives, course descriptions, and individual courses of study which include objectives, methods, materials, and evaluative tools used for each class within the department; 2) to gather a complete sampling of all school communications, forms, publications, and reports for distribution to the visitation team; 3) to compile a syntax of meeting dates and times of individual staff members working on checklist items and evaluations of the North Central Evaluative Criteria; 4) to prepare a program and entertainment for presenta-
tion to our visitation team when they arrive and while they are visiting Parchment; 5) to oversee the actual visitation, answering questions and giving directions to the visiting team throughout their three day visitation; 6) to plan meals, lodging, maps, materials, etc., for the visitation team; 7) to make formal presentations to the high school staff on all aspects of the North Central Study, and 8) to meet with community groups, explaining the evaluation, its significance and meaning for the community, and the total process in attaining continuing accreditation.

Period of Time

My work on the study has, in actuality, already begun. I have met with the Mothers Study of the high school and explained the project to them. I have begun the compilation of the Department Courses of Study, and I have started planning individual staff assignments for the fall. The Board of Education has voiced approval to hiring a half-time teacher to replace me until February, and they have allotted $1500 for my use in the study.

Officially, the study will begin in September and last until the visitation which should occur about February 15, 1973. (A specific date has not been set). All told, I will spend about three hours per day for five and one-half months in working on the study.
Benefits Gained

As you are well aware, University training generally involves much theory and some limited practical training. This project will, in fact, allow me to put many ideas into use. I will have the opportunity to direct people, assign deadlines, formulate plans, and evaluate response. All of these applications will be vital to me as a future administrator. One major gain for me will be in the area of curriculum. My Specialist program consists of one course in this area, and directing a total curriculum study should greatly aid me in gaining a better perspective of the entire program of a typical school.

I will also gain by having experience in an area vital to most schools. It will certainly be beneficial in future applications for positions to list "Director of North Central Study" as one of my qualifications.

Finally, quite honestly and openly, approval of this project by my University Committee will enable me to attain my Specialist Degree. I have to be on campus full time for two consecutive sessions to fulfill my residency requirement. By taking classes along with my project, I can fulfill this requirement. As I am presently supporting a family, I cannot afford a leave of absence from my position. I believe it is fortunate that a major project is needed by Parchment Public Schools at the exact time that I can readily serve.
For these reasons, I respectfully ask permission of my committee to direct the North Central Study and Visitation of Parchment Public Schools as my Specialist Project.

Sincerely,

Richard D. Buehler
Specialist Candidate
SECTION II
RATIONALE FOR SERVING INTERNSHIP

It is commonly accepted that in-depth study, earnestly undertaken, will assist nearly any individual in becoming better qualified in his chosen field of expertise. Properly presented, such background should provide him with a theory from which to operate, alternatives to use in his decision making, essential research accumulated in the field, contacts and sources of information to be used in future practices, and a knowledge of the legal and illegal implications of his actions. Yet, with all of these data gathered and stored, the individual still lacks training in one vital area as he nears the completion of his program of study. This area is practical application of his learning in a real life situation.

For this reason the internship program is available to students. It is the belief of this writer that an internship should be served if one is to receive the best possible education he can receive. The internship has several advantages, especially in the field of educational leadership. For example, every student of educational leadership is intimately familiar with leadership styles. Which style fits which situation in actual practice? Is there one style which fits one individual every time? Would a change in style accrue better results for the individual? Questions such as these are practically limitless. Without practical application and
accurate reflection and assessment, the future leader would likely be exposed to a period of uncertainty during a critical time as he orients himself to his new position.

Another important aspect of an internship is the situation itself. To make a series of mistakes in a leadership position of long lasting duration is a heavy price to pay for experience. The leader's image to his subordinates, their trust and confidence in him, and his self-confidence all would be weakened if he made decisions poorly through lack of initial competence. The internship provides him with a laboratory to test his theories and styles, without unnecessarily endangering his future as an active and responsible leader.

Finally, the internship experience provides the trainee with capable, knowledgeable, guidance. The student is placed under the tutelage of an administrator already proven in the field. The internship gives him a valuable sounding board for his ideas, and it invariably forces him to look at alternative solutions to problems as they emerge. Were he to start out in the position itself, he would be the leader. This would give him little opportunity for trial and error, for those under him expect him to give direction, not receive it.

For these major reasons, the internship provides a valuable conclusion to the student's program of study. This is why this writer feels fortunate to have had the experiences he had during his internship at Parchment High School.
While the North Central Association serves institutions ranging from universities to junior high schools, the internship served by this writer dealt with the specific area of high school accreditation. High schools from nineteen states—Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming are presently being served by The North Central Association of Colleges and Secondary Schools. The rest of the United States is broken into five sister accrediting associations, none as large as the North Central Association, but each serving a similar function.

Basically, The North Central Association is a "voluntary association of higher educational institutions and secondary schools which share a common purpose—the improvement of education." In order to meet the goal of improvement in education, the association was founded in 1895. Educational leaders realized that, American education has been highly decentralized in a deliberate effort to keep the control of their schools close to the people. This has worked well, for many of our schools have grown vigorous under the care of their local communities. But the consequent mosaic of local school dis-
tricts, each establishing its own standards, has resulted in a wide diversity of schools across the country.

Regional accreditation has been our indigenous American response to the need to weave some thread of consistency and common commitment to quality into these individualistic schools, without succumbing to bureaucratic centralization. By providing optional, voluntary, self-policing standards to which schools can repair, regional accreditation achieves a large degree of quality control, yet does not forfeit that unique feature of American education—local control.2

The North Central Association is governed by a Board of Directors of twenty distinguished educational leaders representing all areas within its boundaries. This Board directs several standing committees, represents the association in dealings with other educational organizations, and serves as the liaison to the nineteen state committees. The state committees, in turn, direct the accrediting visitations within their respective states to be certain that each accredited institution is, in fact, upholding the standards of the association.

The association has adopted Policies and Standards which are reviewed and updated at each annual meeting. Every member school is expected to meet these standards and must annually submit reports to the National Association which show its standing in regard to the policies and standards of the North Central Association. In addition, once every seven years, each member school undergoes a complete evaluation of all aspects of its program, prepares materials as evidence of the evaluation,
and is visited by a team of professional educators who evaluate the school's evaluation in terms of the school's stated philosophy and objectives. The visiting team does not give a pass or fail judgement of the visited school; it merely accepts or rejects the validity of the school's findings. Ideally, those strengths and weaknesses stated by the school should be substantiated by the visiting team. The school then receives one of three recommendations made to the North Central Association: continuing accreditation, probation, or discontinued membership. It should be noted, however, that a school usually expects the latter course of events when it occurs, because the program would have to have glaring deficiencies to reach that point. More significantly, the school now has a plan for improvement. The major weaknesses identified would logically be the areas of immediate attention by any progressive school.

There are values in this accreditation process for both the public and the school. To the public, the standards of a regional association provide a measuring stick against which the community can measure its secondary schools. It further allows prima facie justification for confidence in its schools as the accreditation affirms that the school has the resources, the leadership, and the vitality needed for ongoing improvement. Moreover, the accreditation assures the community that the school is transcending state and local educational requirements. Finally, the accreditation establishes a credibility
that goes beyond its local confines and eases the students' way into colleges in other areas of the country.

To the school, the advantages of North Central Accreditation are also great. The school has given evidence of accountability; it is an active participant in the shaping of American secondary education; it has involved itself in self-examination and is thus more cognizant of its needs and stimulated to improve; and finally, it has support for its claims of needed finances and programs.¹

As a result of the processes outlined on the previous pages, one can readily observe the importance of the North Central Association and its evaluation through visitation of member schools. This is why the North Central study undertaken by the school is a major event. Just belonging to the North Central Association is a desired outcome, but it is not enough. The study itself, well-done, is really the school's reward.

With these thoughts in mind, this writer volunteered to direct the North Central study and visitation of Parchment High School. He was charged with formulating a schedule of staff self-study, compiling the results into a respectable form of presentation, and preparing the activities to occur during the three day visitation.

During the self-study stage of the internship, this writer co-ordinated plans for all meetings, including dates, locations, times, chairmen, and committee members. He met with all chairmen and several groups, and he helped to settle all problems
which arose. In addition, he gathered forms, booklets, publications, schedules, and display items for presentation to the visiting team. He read materials from the North Central Association and the staff of Parchment High School and ascertained the direction of the study with reference to his reading. He made reservations for the visiting team, planned the events to be presented to them during the visit, and outlined each staff member's responsibility during the study and visitation. Finally, he served as liaison between staff and administration during the entirety of the internship.

On February 12, 1973, a team of twenty professionals from seventeen member North Central Association schools arrived at Parchment for the three day visitation. The intern had established a headquarters for the team, fully equipped to meet their needs and comfort. In addition to four informative bulletin boards, the room contained two cafeteria tables of information the intern thought the team could use to help them get a better picture of Parchment.

During the evening of February 12, 1973, the team was greeted by this writer and introduced to each other and their chairman, Mr. Fred Bertsch. Name tags, color coded, were available for all staff, administration, Board of Education members, cafeteria workers, custodial staff, and visiting team members. All these people then ate an enjoyable meal cooked by the Parchment Intermediate School cafeteria personnel and served by the students of Parchment High School. During dessert, the team
and staff listened to a musical program, presented by the Parchment Choralaires. Everyone then retired to the auditorium, where this writer introduced Mr. Fred Hall, Superintendent of Parchment Public Schools and Mr. Fred Bertsch, Principal of Holland High School and Chairman of the visiting team. Mr. Hall initiated the study with words of welcome and Mr. Bertsch oriented the group to the North Central Association.

After a slide presentation of the Parchment School District, the guests were conducted on a brief tour of the building by students. They assembled for a brief meeting and then attended a hospitality night, sponsored by the Parchment Area Credit Union. At this event, they had the opportunity to talk to several community members, Board of Education members, administrative staff, and this writer.

On Tuesday, February 13, 1973, this writer had coffee, rolls, and juice awaiting the arrival of the visiting team. After a short meeting, the team left to observe classes and talk with the teachers in the areas they were evaluating. This writer provided all information the team needed and was available for any personal services he could render. He took them to lunch in the cafeteria, and that night attended a banquet in the team's honor at the Holiday Inn.

During the final day, Thursday, February 14, 1973, this intern operated much as on Wednesday. He provided typists and information for the team. In addition, he escorted them
to a dinner sponsored by the Home Economics Department. At the closing ceremonies, this intern taped the speech by Mr. Fred Bertsch and invited all staff to meet with their observation counterparts.

This intern co-ordinated all of the activities which took place over the three day period. He either prepared the activity himself or assigned the responsibility to a dependable staff member. Immediately after the visitation, this writer sent thank you letters personally to the visiting team and to all those who helped make Parchment's North Central study and visitation a memorable experience. This concluded his role as an intern.
SECTION IV
ADMINISTRATIVE SKILLS

Because Parchment High School was scheduled to be visited by the North Central Association, and this writer was able to direct the study and visitation as an intern in Western Michigan University's Specialist program, it was necessary that he should receive skills commensurate with his educational program. Specific skills sought during the internship are detailed in Section IV.

For the purpose of preparing a student to be fully aware of the total administrative process, the internship program at Western Michigan University is broken into three areas of equal importance: technical, conceptual, and human skills. Typically, the student measures his performance in these areas during and after the experience to be certain that he has profited in all facets of administration. Without this requirement, the student could become proficient in ordering materials and budgeting, without ever dealing with people. In like manner, he could become so involved with his daily encounters with people that he loses sight of long range goals. To demand that the student account for the total administration process is to insure a healthy, broad experience; one which will allow the student to attain maximum personal and professional growth.
In the pages to follow, this writer will examine his growth in these three vital administrative areas to offer proof that his internship was, in fact, a total program of personal and professional growth.

Conceptual Skills

From the onset of the internship, this writer realized that the entire effort would be culminated by a three day visitation of twenty professional people. Their observations would indicate whether this intern had successfully analyzed the component parts of the study and molded it together in one final presentation acceptable to them. This writer never suffered the worry of Parchment High School failing the accreditative study, for the program has merit on its own. He did, however, have several concerns aside from a pass or fail evaluation of the study he directed.

The first of these was staff co-operation and dedication. Several staff members were unsure of the value served by a self-analysis of program. Due to budget problems in the past few years, they had doubts if the changes they recommended would be implemented. In addition, several of the staff had never been involved in a North Central Study before and were somewhat dubious of its significance. Also, as is normal with any group of people, long range deadlines yielded to daily agendas of importance. Finally, our staff began the 1972-73
school year without a contract, without sight of one in the near future, and with the possibility of a strike or work slowdown distinctly looming ahead. Working out these discrepancies became a conceptual problem for this writer.

A second area of concern was developing a plan for the entire study and the final visitation. A long range plan, with an orderly schedule of deadlines for the individual parts, was essential. This writer had to determine immediate priorities and direct the personnel involved to meet these priorities. He also had to plan half day work sessions for staff to ensure the time spent was of maximum value for those involved. With the completion of the units comprising the entire self-study project, the intern had to plan the events of the visitation itself, in final summation of the materials prepared by the staff.

A third area of concern to this writer was knowledge of the subject matter. In order to convince others of the importance of their efforts, and of the direction to be taken, this intern had to be qualified to speak on the topics discussed relevant to the study, and he had to have the expertise to handle questions and areas of confusion as they arose.

The final area of concern was the three day visitation. This writer had provisions to supply that are normal for all visitations such as banquets, tours, lodging, and schedules. All of the events had to occur during a limited time without
appearing hastily contrived. In addition, the needs of the guests had to be anticipated, as far as possible, before the needs themselves ever were mentioned. For the study to have its best impact, both staff and visiting team must feel each has been of worth to the other, and attention given to small areas of personal comfort and worth are important in reaching the final goal of total involvement in the visitation process.

Human Skills

During the course of Parchment's North Central Study and Visitation, this writer had the opportunity to deal with and learn from several groups of people. This experience was evenly blended with individual contacts and group discussions. The following is an accounting of the groups and individuals with whom this intern worked: Parchment High School Principal and Assistant Principal, all Parchment High School teachers, Parchment Education Association leaders, Superintendent and Assistant Superintendent of Parchment Public Schools, Parchment Board of Education, Parchment Parents' Association, students of Parchment High School, custodial, cafeteria, and secretarial staffs of Parchment High School, Assistant Principal of Parchment Intermediate School, Parchment Distributive Education Association, residents of the Parchment school district, the Parchment Area Credit Union, Principal of Holland High School, and nineteen team visitation members representing seventeen North Central member schools. In addition, this researcher worked with num-
erous individuals in preparing lodging, meals, and reservations for the visiting team.

During the course of developing human skills, this writer could not begin to recount all the details of the various associations he had with each of the aforementioned people, but he did make many observations as the year progressed. Several are significant and will be related at this time.

This writer noted many aspects of significance in making a teacher the director of a teacher oriented study. First, the teacher had difficulty in assuming the reins of leadership from his superordinate. In this director's case, there never was any doubt as to who was in charge of the study. The Principal acceded to his every request with confidence and support. It was, nevertheless, difficult for this writer to assume a stance of equality in the decision-making process after playing a subordinate's role for the previous eleven years.

The choice of a teacher as the director does have its rewards, however. Because this writer has served the Parchment Education Association in various capacities, including President and chief negotiator, he was able to extract a promise of full co-operation from staff in the face of work slowdowns over the contract dispute. This was important to overall planning and meeting deadlines as they occurred. The Principal does not have this advantage, nor can he ask for it because he is required by the contract to excuse himself when association business is taking place. Finally, this writer was able to apply pressures,
usually in a nonthreatening way, to those staff members who were not meeting deadlines, because he was considered a peer by them. This contributed greatly to staff morale during the study.

Another significant aspect learned by the intern was the use of power. While he appeared to have no real power, it was always directly behind him in the form of the Principal if needed. People in leadership roles have to have power, and they have to be willing to use it if the situation demands it. This director assumed leadership of the project with that explicit understanding between the Principal and himself, and while he was seldom called upon in that regard, the Principal did respond to the director's needs when asked.

The communication process between people was also significant to this writer. One to one discussions nearly always proved more fruitful than communicating to the group en masse. Generally, group discussions brought better results than telephone conversations, and telephone conversations were more effective than daily written announcements. Least effective was the long term, written reminder. This writer contacted everyone individually and personally if important materials or assignments were made.

The final aspect in the area of human skills which this writer will describe is differences in personnel. As a group, he found teachers to be co-operative but very conscious of their status; custodians seemed to resent having another pro-
fessional person arranging their schedules; administrators were always co-operative and cognizant of the problems faced by one in a leadership role; secretaries seemed willing to give of themselves whenever asked; cafeteria personnel willingly planned with the leader all things pertaining to them; Board of Education members seemed uncertain of their role in the study; community members wanted to be involved in school projects; the students who volunteer are the same students who volunteer for everything else; and guests of the school behave as guests—they are polite, discreet, and co-operative in every way possible.

The overall value in human skills to this intern cannot be measured. Cajoling, appealing, confronting, and dictating all seem to have their place, and this writer learned much in all areas which should help in his future endeavors.

Technical Skills

When a person deals with people and planning for long periods of time, he also has to have control of the technical aspect of his project if he is going to successfully co-ordinate everything for the final summary. This writer's project was no different.

The most important area of technical skill in a North Central study is assembling materials. The plan of operation for the entire study must be printed and distributed to everyone
involved. All completed materials must be organized and typed soon after being completed by the study groups for a variety of reasons. While the material is fresh, any questions pertaining to it can be answered. Also, the group will meet future deadlines more readily if they see prompt action on their past work. Finally, last minute problems can be met if one already has the bulk of the work ready for presentation.

Other materials need assembling in addition to the study areas completed by the work groups. Such things as Board policies, teacher handbooks, the superintendent's annual report, contracts, staff teaching schedules, courses of study, the overview of the study, school communications to the community, school newspapers, school yearbooks, athletic procedures, and like materials all help to give the visiting team a better perspective of the school from which to formulate their reports. This writer began collecting these materials nine months prior to the visitation.

Another area of importance is the storage and filing of materials. Storage space, ways of organizing completed materials, yet to be assembled materials, and extra copies of materials to replace those that people have misplaced must be readily available to the organized leader.

Technical skill also assumes the leader knows where to get things that are needed to meet the task. Ordering supplies, bookkeeping, using catalogues, and economizing were all areas this researcher dealt with in his internship.
Another area of technical skill needed to ensure a successful North Central Study is, for lack of a better term, little things that add up to an appearance of careful planning. Name tags, place settings, inventorying supplies, bulletin boards, room identifications, maps, time schedules, lunch schedules, programs for the entertainment, coffee and rolls, typewriters, comfortable eating locations, flowers, thank you notes, correspondence, ash trays, seating arrangements, and the ready availability of help if needed are all examples of what appears to be trivia, but this assures compatibility during the visitation. As a host, the director should do all that he can to help his guests.

Finally, this writer gained valuable experience in doing business via telephone. As a teacher, this reporter has little occasion to communicate with other professional people over the phone, and much practice occurred during the study.

Thus, as one can see, the use of conceptual, human, and technical skills were all involved in this internship. This was as it should have been.
SECTION V
FOOTNOTES


3 loc. cit., p. 4.
SECTION VI
LOG OF EXPERIENCES

Introduction

My involvement with the North Central study began over a year ago when the administration asked the staff in a staff meeting if anyone would be interested in taking charge of the study. I felt it would be a good learning experience, and I volunteered my services, not knowing at all that it would lead me where it has today in terms of my Specialist project and the task I have completed.

As I accepted the charge, I outlined the needs for successful completion of the project and presented these to Mr. Johns. They included released time for staff and myself, secretarial help, materials, and administrative support during the project. He agreed to meet these needs.

At that time, I began directing the staff to update their curriculum and finalize plans for their new courses of study. These were to be turned in to me by May 1, 1972, so I would have time to proofread and organize them into a parallel form for preparation last summer. To meet this need, I spoke at several staff meetings outlining our purpose and the task with which they were faced. I issued several reminders and on May 1, 1972, I had about half of the courses of study. During the remainder of the school year, I finalized those reports and pressured various members of those departments not having their
materials completed. I received the final course of study during the last two days of the school year. Mr. Johns assisted me in pressuring a few staff the final week before summer vacation.

Also during the spring of 1972, I visited Watervliet High School as a visiting team member in order to gain a better perspective of the whole visitation. I began gathering all sorts of materials distributed by the school so I could have these available for our guests when they arrived. I also took notes on what to present to the visiting team upon their arrival.

In addition, I spoke to the Parchment Parents' Association one evening, outlining what North Central is, what belonging to it means, and what our visitation would entail.

During the summer, I conferred with Mr. Raymond Phillips about getting a final date for the visitation; I called Mr. Dan Tindall to have him prepare a course of study for Psychology, which was just added to our curriculum, and I answered questions of my secretary as she was typing up the final course of study. These were completed and bound; then distributed to staff for their use in the study and in the classroom.

This brought me up to the beginning of the study when I began the actual preparation for the study itself.

Week of September 5-September 8

During this week, I got acquainted with the task ahead
and planned my organizational outline for fulfilling the study. Needed materials were ordered, an office area was set up for me to store materials and work in, and background materials concerning the NCA and procedures for evaluation were read.

I met with various staff members who would have reports later on and presented them with the types of materials they would be expected to produce.

Finally, I began work on the Syllabus, my organizational plan of assignments, due dates, and meeting dates for the staff.

Week of September 11–September 15

I met with the Superintendent of Schools and his Administrative staff to determine areas in the study in which students and community members would be invited to serve. We agreed the areas of "School and Community," "Curriculum," and "Student Activities Program" would require additional insights from other than staff members, and I was left to select possible representatives for each committee.

I also completed the Syllabus and had it typed and printed. I noted our staff had grown considerably since the 1965 study, and this allowed me to lighten each teacher's committees somewhat. Because our "Philosophy and Objectives" and "School and Community" studies had not been started, let alone finished, I had the previous study's reports duplicated for all staff with revisions I thought significant.
I then began reading the instructions for all major sections of the study so I would be able to instruct the committee chairmen of their task during the meeting I had set up for the following Tuesday.

Week of September 18-September 22

This week was highlighted by my meeting with the eight checklist chairmen of the major areas of the study. I presented them with their materials and instructed them on the process to be used in making their evaluations. All the chairmen were on time, attentive, and interested in the task. It marked an excellent beginning for the study.

During the remainder of the week, I read all I could on North Central, studied our yearly reports to the North Central Association, and ordered forms. I also met with Mr. Johns to discuss questions I had.

Week of September 25-September 29

During this week I studied the past North Central Study to ascertain what our strengths and weaknesses were seven years ago. I noted that improvements were made in most areas of weakness, which supplied me with a ready answer for the value of the study, if it ever arose.

I arranged, through Mr. Johns, to have the custodians free during the half day session on Tuesday. One was not too co-oper-
ative, but after a meeting with Mr. Johns and me, he decided he would like to work on the study.

The first hour of the Tuesday meeting was spent going over the Syllabus with the entire staff, so no one's responsibilities would be in question. I also shifted some personnel because one committee required the same group of people throughout the study, having no checklist and evaluation areas.

During the remainder of the half-day session, I checked on each group to see if I could help. The remainder of the week was spent reading a couple of the committee reports and having them clarify uncompleted or inaccurate areas.

Week of October 2–October 6

The staff worked on our new Philosophy and Objectives and received an update on the "School and Community" section from the chairman of that committee. Many of the staff not assigned to the first checklist committees began work on their individual staff reports, section 10.

As a part of the "School and Community" report, and also because the school needed it, I began working on ascertaining who in our community had not graduated from high school. Three days were spent gathering the names, addresses, and last grade completed of those persons.

Week of October 9–October 13

I held a meeting with the subject matter committee chairmen.
At this meeting, I told them how to make the evaluation in terms of what each assigned evaluative number meant. I also showed them the parts of the forms their groups were to complete. One chairman forgot the meeting, so I met with him the next morning. Also, I served on a checklist committee myself to be aware of the problems they were facing.

During the remainder of the week, I read the reports as they came back and prepared them for my typist. I also worked some more on compiling my non-high school graduate list.

**Week of October 16-October 20**

Most of this week was spent reading the reports completed by the major section committees. In nearly every case, there were questions that needed further work.

I rearranged the personnel meeting on the next Tuesday so the committees would have an additional meeting to complete what they had started. I held separate conferences with fifteen teachers to remind them to turn in their individual staff member reports. Each day I prepared completed materials for typing.

**Week of October 23-October 27**

I held meetings with a few committee chairmen to advise them on direction for Tuesday's meeting. On Tuesday, I worked with those staff members not involved in committee meetings in formulating a proposed Philosophy and Objectives.
The remainder of the week was spent proofreading and preparing for typing completed reports.

Week of October 30–November 3

I began the week by studying the process of visitation. I wanted to begin planning out my responsibilities in this area. I also completed the non-high school graduate list and reported the findings to staff. Finally, I read more reports as they were turned in and prepared them for typing.

Weeks of November 6–November 22

These three weeks were spent much like the previous two. I read reports, met with chairmen and their groups, prepared materials for typing, gathered materials for display for the visitation, and handled problems as they arose.

The only new area was a meeting held with Parchment Education officers. As a strike was near, I got their agreement to continue work on the study if school remained in session. This was one advantage of having a teacher in charge of the study.

Work was interrupted somewhat because of the lice epidemic in the area.

Week of November 27–December 1

I led another discussion on Philosophy and Objectives and
typed our new Philosophy and Objectives for presentation to the entire staff.

Mr. Johns and I met on a proposed hospitality room for the first night of the visitation. He agreed to check on possible agencies in town who would sponsor it.

Week of December 4-December 8

The week was highlighted by a meeting I held with Mr. Fred Bertsch, Principal of Holland High School. He was the assigned chairman of the visiting team of professionals. I showed him where we were, received suggestions from him, and showed him our facilities. We had good rapport, and I was pleased to know he would be leading the evaluation visit.

During the remainder of the week, I checked with those people still not finished with their work and got nearly all of it turned in. Mr. Phillips and I met on supplies I would need for the visitation.

Week of December 11-December 15

I met with the librarian of the high school, who agreed to assemble a slide presentation on the community for showing on the first night of the visitation. I also met with the Distributive Education teacher and a representative from the DECA club, as they had agreed to make the visitation a major project for their school service activity of the year.
The "School and Community" report was turned in, and I put the findings of their study in prose form for inclusion in the visitation team's materials. This was designed to help them get a better idea of the community we serve.

Finally, I met with cafeteria personnel to discuss their role in the banquet to be held the first night of the visitation.

Week of January 2-January 5

This week was spent wrapping up the reports submitted by the major section areas and the subject matter areas. Some reports were returned for a few clarifications. I also made out class schedules and lunch schedules of all staff for distribution to the visiting team members so they would know the rooms and teachers they would be observing.

I made reservations for rooms and a Wednesday banquet at the Holiday Inn. Mr. Johns and I met on the progress of his attempts to set up the hospitality room. I also met with the DECA representative to go over their role in the visitation. This included: bulletin boards, room identifications, name tags for all staff, administration, maintenance, cooks, and visitors; and hosts for meeting the guests and guiding them through the facilities. In addition, they were to prepare the visiting team's headquarters.
Week of January 8-January 12

I wrote summaries of all findings for Parchment in Perspective, a booklet of our strengths and weaknesses, schedules, and community which I prepared for our visitors.

Meetings were held with the Parchment Area Credit Union by Mr. Johns and me to discuss the hospitality room. They agreed to sponsor it.

I met with Mr. Phillips, who agreed to take charge of the banquet on the first night of the visitation. I also met with the Home Economics teacher, whose classes were going to prepare and serve the luncheon to the visiting team on the Thursday of the visitation. Finally, I picked up materials for the visitation at Doubleday Brothers and Company.

Week of January 15-January 19

Mr. Johns, Mr. Phillips and I met on final preparations for the visitation. I called Mr. Bertsch to outline our final plans and he found them satisfactory.

I completed Parchment in Perspective and had it typed and mimeographed for presentation to staff and the visiting team.

Week of January 22-January 26

Mr. Johns, Mr. Phillips and I met on Section II, "Major Strengths and Weaknesses of the Study." We examined all of the strengths and weaknesses and determined those of most
importance. These were also to be included in *Parchment in Perspective*.

I had four complete copies of the entire study punched and bound for use during the visitation. I then had the Business Education department assemble *Parchment in Perspective*.

Week of January 29-February 2

I reviewed with each person involved with the visitation his part of the overall program. I received the list of visitors and found we would be hosting twenty people from seventeen different schools. I immediately placed all materials they would be needing into twenty packets and mailed them. After conferring with the postmaster, I found that I could save the school thirteen dollars in postage by sending them fourth class. As the post office has direct lines to all the cities I was mailing to, he assured me that they would have the materials a week before the visitation, at the latest. That was the worst mistake I made during the study. The materials were received by most of the visitors one day before the study, almost two weeks after mailing. I will never again mail anything important fourth class.

Week of February 5-February 9

I went over the findings of the study in a final half-day session with our staff. I thanked them for their co-operation, and assured them of the purposes of the visiting team. I then
started planning the presentation of all materials I had gathered throughout the year. I made final checks on the progress of individuals with assignments during the visitation.

Week of February 12-February 16

On Monday, I put all materials on display in the headquarters of the visiting team. This took up two cafeteria tables so they will not be listed in this report.

Plans for coffee and rolls, ash trays, room decorations, and comfort of the guests were made. I hired two additional typists for the team's use and arranged comfortable seating for their meetings. Coat racks, waste baskets, pens, paper, folders, maps, and the like were arranged for each guest.

On Tuesday, I made final preparations and that night, I met each of the guests. The banquet was held, the chorus sang, the slide presentation of the community was held, and a tour of the building was given. The hospitality room ended the night's festivities.

On Wednesday, coffee and rolls were provided for the team during their meeting. Lunch was provided, and a banquet was held at the Holiday Inn. The Board of Education, the Administration, the team, and I were all present. I was available to the team throughout the day to help in any way I could.

On Thursday, coffee and rolls and a team meeting started the day. Lunch was served by the Home Economics department,
and Mr. Bertsch concluded the study with his report.

During the three days, much rapport developed between the visiting team and our staff, and the proceedings went just as planned. When it was over, I felt relieved, but confident that I had done all that I had agreed to do. We are still waiting for the findings of the study, but I am confident they will reflect the seriousness in which each staff member approached the study.

I do know that I personally learned much of organizing a project and dealing with people. I had the opportunity to implement much learning in actual practice, and I am grateful to all who helped.
SECTION VII
REFERENCES


SECTION VIII
EVALUATION

Through directing the North Central study and visitation of Parchment High School, this intern received many benefits. First, he had the opportunity to work closely with other administrators already accustomed to leadership roles. As a result of this, he learned to weigh alternative choices and factors of importance before making decisions. Secondly, he received an exposure to decision-making that he had not had before. He found decision-making with teachers totally different from decision-making with students. Finally, through his internship, he was able to gain experience from actual practice. Such things as organizing reports and the direction of the study, meeting with a variety of people under different circumstances, speaking before groups in a leadership role, and taking command of the decision-making process were all benefits gained by this intern.

While serving his own self-growth, this intern was also able to serve the Parchment School District, and that made the total intern program a complete success.