An Internship with the Western Michigan University Para-School Learning Center June 18, 1973-July 21, 1973

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AN INTERNSHIP WITH THE
WESTERN MICHIGAN UNIVERSITY
PARA-SCHOOL LEARNING CENTER
JUNE 18, 1973 - JULY 21, 1973

by

Diane S. Smith

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
ACKNOWLEDGEMENTS

My internship was exciting, comprehensive and a successful learning experience.

I wish to express appreciation to the Director, Dr. Charles C. Warfield, the Assistant Director, Mrs. Ozie Harbin, and the personnel staff of the Western Michigan University Para-School Learning Center for offering me their time, patience, guidance, supervision, and expertise.

My sincere thanks and appreciation is given to Dr. Kenneth Simon and Dr. Rodney Roth, who contributed to the successful completion of this project.

To Alvin and Gerre goes my love and appreciation.

To my husband, Dr. Gerald E. Smith, a special thanks and appreciation is given for his continued support, encouragement, constructive criticism, love, and understanding.

Diane S. Smith
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CHAPTER I

WESTERN MICHIGAN UNIVERSITY
PARA-SCHOOL LEARNING CENTER

Introduction

Much experimentation and research have dealt with the plight of the child whose immediate environmental circumstances are considered to be unfavorable to school achievement. Weinberg\(^1\) stated that many workers in the field stress the child's subculture as the dominant influence on the approach to the school learning situation. The child's subculture can be viewed as a bar to school achievement or can be viewed as a positive aid to learning if utilized properly by the school.

Many community interest groups, organizations, and programs are taking the latter position as a means for aiding the public schools in working with the children of the different minority subcultures. Compensatory programs designed by community organizations have been structured to remedy individual shortcomings by means of tutoring, counseling, the assignment of special personnel, and the provision of health and other technical services. The Para-School Learning

Center, a Community Service Organization of Western Michigan University, located in Kalamazoo, Michigan, is characteristic of such a compensatory program. One of the goals of the Para-School Learning Center has been designed to supplement the public schools' effort to effectively and efficiently educate the educationally deprived child, through a curriculum that will hold relevant to his subculture.

The Western Michigan University Para-School Learning Center

The Western Michigan University Para-School Learning Center, directed by Dr. Charles Warfield, provided direct academic and counseling services to students who are experiencing difficulties in the public schools of Kalamazoo, Michigan.

Dr. Warfield\(^2\) described the purpose and the program design of the Para-School Learning Center as follows:

"The WMU Para-School Learning Center is a Community Service Organization located on the northside of Kalamazoo, presently offering supportive academic (tutoring) services to community students who are experiencing academic difficulties within the public schools, working closely with them in an attempt to solve academic-related problems.

The 'Center's main thrust has been directed toward keeping students in school while working for effective change in school-teacher-pupil and parent relationships and for general improvement in the educational process. The Para-School facility has

allowed students to continue with regular classroom work while offering them assistance in academic subjects.

A student having difficulty with math and/or reading works with volunteer tutors at the 'Center' in these subjects after school hours (the 'Center' is open from 8:00 A.M. until 9:00 P.M. on Mondays through Thursdays and from 8:00 A.M. until 5:00 P.M. on Fridays) while attending his regular classes in school.

The 'Center' in no way attempts to duplicate services of the regular public school; nor does it attempt to serve as a 'free' or 'alternative' school, but rather the task of the 'Center' is to supplement public school programs by providing desperately needed supportive services to students who are in need thereof.

The 'Center' opened its doors in mid-October of 1972, (a little over seven months ago) operating through the College of Education of Western Michigan University on a grant from the local Civic Fund of the Kalamazoo Foundation. Staff members were provided by the City and County of Kalamazoo through EEA (Emergency Employment Act) funding."

Warfield further stated that the racial composition of the "Center's" 500 clients served since October, 1972, to the present has been 90% Black, 8% White and 2% Chicano. An account for the large percentage of Black students serviced by the Center as compared to the percentage of White and Chicano students is due to the "Center's" target population area, Census Tracts One through Five of the City of Kalamazoo. In 1970, eighty-one (81%) percent, (6982) of all Blacks in the City of Kalamazoo resided in Census Tracts One through Five, for the most part, have been unable to cope with the regular public school setting due to: (1) lack of academic achievement, (2) being a discipline problem

3loc. cit., Pp. 3-17.
in school, (3) withdrawing, avoiding attendance at school and (4) a high juvenile delinquency rate in the community. Therefore, the Center focuses upon alleviating two problems: (1) the withdrawn or trouble-making youth in the school and (2) juvenile delinquency outside the school.

With this dual purpose, offering supportive services to two institutions in the community--the schools and the courts, it was felt that an internship with the Para-School Learning Center would provide enrichment in educational techniques and methods, administrative experience, and community involvement--the home, the family, and community agencies which strive to prevent juvenile delinquency.

Internship At the Para-School Learning Center

The internship at the Para-School Learning Center was designed for five weeks, June 18, to July 21, 1973, 8:00 A.M. to 5:00 P.M. Activities were planned that would hopefully enable the intern to have experiences in the areas of conceptual, human, and technical skills. It was also hoped that experiences in these areas would enable the intern to reach the terminal objective of this internship. The following are objectives that were designed to guide the intern toward activities that would offer experiences in the desired skills' area and in reaching the terminal objective:
1. to assess major objectives and goals of the Para-School Learning Center's program as stated in the guidelines of the program in the area of: administrative procedures, general staff procedures, public relations, and developmental and evaluative techniques (terminal);

2. to assess goals and objectives regarding the personnel staff of the Para-School Learning Center through observation of and participation in activities involving the director, the assistant director, and the general staff personnel (conceptual skills);

3. to participate in and observe procedures and policies established for maintaining good public relations within the community and among staff personnel (human skills); and

4. to assess and participate in research and development techniques of the project's evaluation, funding, and procedural design (technical skills).

The objectives and goals of the Para-School Learning Center that will be assessed and the activities designed to make such assessments can be found in the Prospectus of this internship. (See Appendix A)

Chapter II will discuss the philosophy of the WMU Para-School Learning Center and a presentation of related literature will be made. It was felt that a presentation of literature related to this philosophy was needed to support the emphasis of this internship: experience and/or
enrichment in the educational and sociological aspects of the community.

Presentation of a Daily Log will be the procedure for reporting the experiences of this internship, which can be found in Chapter III.
LITERATURE RELATED TO THE PHILOSOPHY OF THE
WESTERN MICHIGAN UNIVERSITY
PARA-SCHOOL LEARNING CENTER

As stated in Chapter I, the Western Michigan University Para-
School Learning Center tries to provide supportive services to the
public school system and also to the criminal justice system. Warfield\textsuperscript{4} stated:

"In establishing the WMU Para-School Learning Center, it
was, and still is our belief that the schools, with the help
of the community, must serve as 'change agent' for those
students who have distorted and negative self images, who have
little or no aspirations for their future, and those who have been
convinced that they can, and in fact, do not learn, as well as
students from different racial, economic and ethnic backgrounds
and that even with the attainment of a high school diploma, they
would only be able to obtain menial job positions. Remembering
that for most minority-Americans, education has always served
as the key that would unlock the doors leading to acceptance to
America's mainstream, the WMU Para-School Learning Center
was designed to operate on the premise that education is the
passport to the future for all Americans, believing that tomorrow
belongs to the people who prepare for it today.

However, our experiences during our first seven months of opera-
tion with our presently extremely heavy caseload has caused us to
take a long hard look at the educational phenomenon for target-
area youth, and to conclude that not only must the community be
prepared to provide extensive supportive services to the public
education system, but also provide direly needed supportive
services to the criminal justice system. It is now apparent to

us that our high juvenile delinquency rate will continue to impede and frustrate all efforts directed toward the task of educating our youth.

It is still our belief and we shall continue to operate on the premise that the educational system is the primary causative factor which prevents most poor and minority Americans from being fully-productive, participating citizens in their adult years...."

The writer is in agreement with the above philosophy as are other noted educators and sociologists. For example, widespread stress among parents on educational attainment has been reported recently in the national study of Equality of Educational Opportunity. This study of over 645,000 students found that in general, parents were highly interested in their children's educational success. Although there are differences in the degree to which education is stressed by parents, several studies show that even most lower status and minority group parents place a high value on school achievement for their children. Riessman\(^6\) reported that when interviewees were asked the question, "What do you miss most in life that you would like your children to have?", over 50 (50%) percent of the white lower socioeconomic group and 70 (70%) percent of the Negro group said "education." Therefore, Riessman suggested that education at some level is important to this


group and is also in the "forefront of their minds."

Cloward and Jones\(^7\) reported that in a study in the Lower East Side of Manhattan, that as many parents from the "lower" as from the "middle" class said education came to mind when thinking of the good life for their sons or daughters.

The Coleman Report\(^8\) found that according to student responses, non-white parents placed just as much emphasis as white parents on educational attainment. These and other studies suggest the conclusion that educational attainment and success are stressed to a considerable extent by most parents, whatever their economic position or race. Parental emphasis on education is continually enforced and supplemented by the mass media, schools, and community organizations. Of even greater importance, this emphasis is learned by most children regardless of social or economic background. For example, in a study of Michigan students, Vinter and Sarri\(^9\) found that almost all the children placed a high value on passing courses.

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\(^8\) Coleman, op. cit., Pp. 192.

At the same time, Turner\(^\text{10}\) stated that while most students are exposed to outside pressures to achieve and place a high personal interest on school themselves, not all of them succeed in meeting school standards of performance and progress. Lower income white and non-white students are most often unsuccessful in school, whether the indicator of failure is achievement test performance, academic grades, non-promotion, or dropping-out of school. For example, Sexton\(^\text{11}\) found that one-third, a larger proportion of high school students, in the lowest income schools than from the highest income schools failed one or more subjects. She also reported that in the eighth grade the highest income schools were on the average two full years ahead of the lowest in achievement test scores. Finally, she found drop-out rates six times greater in the lowest income schools than in the highest income schools. A similar pattern was reported for non-promotions.

The writer feels that educational failure, whether experienced by lower or higher income pupils or by whites or non-whites, often begins early, then builds up. This can be seen in school systems where minority group children begin on the same academic level with

\(^{10}\text{Turner, Ralph, } \underline{\text{The Social Context of Ambition}}. \text{ San Francisco: Chandler Publishing Company, 1964. Pp. 43.}\)

\(^{11}\text{Sexton, Patricia C., } \underline{\text{Education and Income}}. \text{ New York: The Viking Press, 1966. Pp. 163.}\)
non-minority children and as the two groups progress in school, the
minority group child falls academically farther and farther behind
the academic achievement of the non-minority child. Such a build up
of educational failure often times sets into motion a series of reac-
tions both among others and within the student himself that some-
times leads to deviant behavior in the school and/or delinquency.

Kvaraceus stated that students who fail are not only perceived
and defined as "failures," "slow learners," or "goof-offs," but there
are likely to be more objective negative consequences as well, both
among peers and teachers. Accordingly, Vinter and Sarri
reported:

"Those who performed below a certain standard received
adverse grades and might also be denied as a direct
consequence, a wide variety of privileges and opportunities
within the school. They lost esteem among their classmates,
they were seldom chosen for minor but prestigeful class-
room or school assignments, and they were excluded from
participation in certain extra-curricular activities. This
process, in turn, often subjected such students to negative
parental responses, representing a third penalty."

This evidence suggests that educational failure is one experience
when combined with a desire for success, that contributes to violation
of school standards -- smoking, truancy, tardiness, dress, classroom
demeanor, relations with peers, respect for authority, and

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12 Kvaraceus, William C., Juvenile Delinquency and the School.
ultimately delinquency. Schafer and Polk\textsuperscript{14} explained that major factors contributing to school failure and hence to delinquency, especially among minority students are that: (1) low scholastic performance among minority group children is due to home influences which have serious cultural deficiencies that are all but impossible for the school to overcome; and (2) the school itself contributes to failure by not designing its program, curriculum, and techniques of instruction so that such deficiencies are taken account of and effectively off set, and so that the life experiences and cultural assets of such children are used and built on in a positive way. Supporting this position is Roberts\textsuperscript{15} who stated that:

"Potential to learn is affected not only by the culture in which the child is raised, by the ethnic subculture to which he was born, by the socioeconomic position of his family in the social structure, by his earlier experience in learning activities; but also by the school and teachers who may, through inhibiting procedures, decrease the child's capacity to use his learning potential."

Also placing the burden of failure at the doorsteps of the school and calling for educational changes that will make it possible for the schools to do whatever is necessary to stretch capabilities and


aspirations of all students as far as possible is the position of Deutsch who stated:

"The lower class child probably enters school with a nebulous and essentially neutral attitude. His home rarely, if ever, negatively predisposes him toward the school situation, though it might not offer positive motivation and correct interpretation of the school experience. It is in the school situation that the highly charged negative attitude toward learning evolves and the responsibility for such large groups of children showing great scholastic retardation, the high drop-out rate, and to some extent the delinquency problem, must rest with the failure of the schools to promote the proper acculturation of the children. Though some of the responsibility may be shared by the larger society, the school, as the institution of that society, offers the only mechanism by which the job can be done."

Thus far the philosophical foundation upon which the Para-School Learning Center is structured has been supported by the literature presented herein, which denotes that: (1) most minority group children do recognize the importance of education and place a high personal value on educational success and attainment; (2) the educational system prevents most poor and minority children from being fully-productive, participating citizens; and (3) absence of means to reach desired educational ends, an anomic state, may ultimately lead the minority student to delinquency. The schools can also be a contributing factor to delinquency through its sanctioning system...failing to provide effective consequences to reduce misconduct.

Healy and Bronner\(^{17}\) have stated that misconduct in school frequently but not always precedes delinquency in the community. They took the position that there is not a necessary linkage of misconduct in school with delinquency, rather that one of the determinants of whether or not delinquency follows is the way the school itself reacts to students who get into trouble. For example, on one hand, the school can prevent behavior problems from re-occurring by imposing firm sanctions, while at the same time involving the student in the legitimate system...rewarding him for conforming behavior, and developing academic social competencies. On the other hand, the school can inadvertently push the student toward illegitimate commitments by imposing overly punitive sanctions in a degrading way; by locking the individual out of the legitimate system through such mechanisms as expulsion, suspension, withdrawal of extra-curricular privileges, and placement in a special classroom for the emotionally disturbed.

Statistics in Kalamazoo, Michigan school system revealed that between the first of September, 1971, and the end of January, 1972, minority students in the senior high schools received 38.8% of the total suspensions even though they made up only 15.2% of all high school students.\(^{18}\)

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In the elementary schools, where minority students made up 20.2% of the student body, the suspension of minorities was 52.1% over two and one-half times the percentage found in the school population. The academic arena of these same students during the 1971-72 school year in grade 12 revealed minority group students scoring at an 8.8 reading level on the Gates-Magginitie Standardized Reading Test, as compared to the non-minority students scoring 11.4 on the same standardized test. Hence, the above statistics suggest some relationship between deviant behavior, school sanctioning practices, and academic achievement.

Community concern regarding the above situation was evident in Kalamazoo, Michigan through parent-teacher-administrator meetings, the organization of the Northside Association for Educational Advancement (NAEA), and the philosophical foundation which founded the development of the Western Michigan University Para-School Learning Center.

The philosophy of the Western Michigan University Para-School Learning Center described in this chapter, the description of the purpose of the "Center" described in Chapter I, and observations of the "Center" in action, influenced the writer's

\(^{19}\)ibid.

decision to undertake an internship with this Community Service Organization. Chapter III will present the day-to-day activities which provided experiences involving technical, conceptual and human skills.
CHAPTER III

DAILY LOG

Under the direction and supervision of Dr. Charles Warfield, the Director and Mrs. Ozie Harbin, the Assistant Director of the Western Michigan University Para-School Learning Center, a large concentration of this internship was centered around three segments of the "Center's" operational design: (1) the summer tutoring program; (2) the Westinghouse Program of Learning According to Needs (PLAN); and (3) the community counseling program. In the first two categories the intern had the position of the educational coordinator, planner and representative. The experiences involving the community counseling program were mostly orientation to this segment's procedures and activities.

The activities experienced in this internship took place in three sites, of which two were related to the "Center's" 1973 Fall educational program -- Westinghouse's PLAN educational program. These sites were: (1) St. Louis, Missouri, Williams Elementary - PLAN Program; (2) Western Michigan Para-School Learning Center; and (3) Palo Alto, California - Westinghouse's PLAN Program Training Institute for Administrators.
The following daily log will describe the activities experienced during this internship.

Sunday, June 17, 1973

I accompanied the Para-School Learning Center's Staff to St. Louis to see Westinghouse's PLAN Program in operation at the Williams Elementary School. Dr. Warfield included me in this project with hopes of having me coordinate PLAN as part of the "Center's" 1973-74 educational program.

Monday, June 18, 1973 - St. Louis, Missouri

We met Mrs. Mary Johnson, the Director of Elementary Education in the St. Louis Public School System, who was our guide for the day. Mrs. Johnson took us to Williams Elementary School and we were received by the principal and his assistant.

During our brief meeting with the Principal, a short description of PLAN was given. PLAN was implemented in eight elementary schools in St. Louis, in February, 1973. Williams Elementary School, with a predominantly Black student population felt the need, as did the other eight schools, to provide a more effective and a more efficient individualized instruction program, providing immediate consequence for behavior and releasing the teacher from record keeping to more frequently monitor students. The PLAN program offered these schools a possible solution.
The next phase of our visit was introduction to the components of PLAN in operation. The trained computer programmer showed us the PLAN reporting and record keeping system, an operation done by the computer. Data from the computer gives to the teacher the student report cards, daily student prescriptions, and daily student assessments. The classroom teachers and students allowed us to visit their classrooms to see how the PLAN materials guide students to participate in activities such as self-instructed tests, use of audio-visual equipment and aids, and the use of workbooks and games.

After touring Williams Elementary School, Mrs. Johnson, the Principal, and the Assistant Principal took us to lunch, at which time our impressions of PLAN were revealed to them.

Dr. Warfield, the other staff members, and myself were very impressed with the program, the most outstanding aspect being its record keeping and reporting procedure which frees the teacher to monitor students.

Tuesday, June 19, 1973

In a meeting with Dr. Warfield, the operation and goals of the "Center" were explained. Dr. Warfield directed me to two funding proposals, LEA and Criminal Justice, which would provide more understanding of the "Center's" purpose, organizational design, and personnel job descriptions.
Dr. Warfield further discussed plans for the 1973-74 Fall Program, emphasizing the need for a more structured program. He noted that his goals for the summer would involve planning for the 1973-74 school year, restructuring his existing program, seeking monies for program growth, and seeking personnel to coordinate the counseling, drug, educational and community segments of the "Center's" program.

Finally, we discussed the trip to St. Louis. We discussed variables that would be needed to control for adequate assessment if PLAN was adopted as the "Center's" educational program. Several solutions were suggested; however, I doubt if Dr. Warfield would like them reported at this time.

Wednesday, June 20, 1973

Mrs. Ozie Harbin, the Assistant Director, guided me through the "Center", describing the duties of the personnel. She also described her duties and went into detail about the activities that were involved in writing funding proposals. Mrs. Harbin suggested that, if time permits, I aid her in writing the HEW proposal.

I read the Criminal Justice Funding Proposal during part of the afternoon, and met again with Mrs. Harbin, learning more about her duties. During this meeting, Mrs. Harbin explained that her procedure for evaluating and guiding staff personnel was quite informal because employees had an understanding of their job descriptions. However,
Monday, June 26, 1973

Today I interviewed the staff personnel, seeking more clarification of their specific roles and duties, and seeking activities in which I could participate as part of their routine activities.

The following people were interviewed:

1. Jeff Howe - Business Manager

   Mr. Howe orders equipment for the "Center" and counsels students. He has a case load of approximately 70 students.

   His duties involving students are: (a) providing counseling services; (b) visiting student's homes; (c) referring students to other community agencies that may offer help which the "Center" does not provide; (d) aiding students in legal matters; (e) referring students to tutoring; and (f) keeping an active, up-to-date, file on each student.

   Mr. Howe suggested that I work with him for a day to become more familiar with his daily routine. We scheduled June 29, 1973.

2. Bertha McNeal - Supervisor, Counseling Program

   Mrs. McNeal has a clientele much like that of Mr. Howe's, with responsibilities to her clientele like those of Mr. Howe.
The structuring of a summer pre-school program is another duty of Mrs. McNeal, and I will work with her on this project.

Mrs. McNeal is also in the process of calling her clientele, to see if they have summer employment, and if not, to see if they would participate in the "Center's" summer tutoring and counseling programs.

She is also completing a file box on her clients, denoting their personal data.

I will meet with Mrs. McNeal and the other members of the Pre-School Committee on Tuesday, July 3, 1973 to write objectives for this program.

3. Jean Johnson - Part-time Staff Counselor and Part-time Child and Guidance employee

Mrs. Johnson described her duties as being responsible to a clientele similar to that of Mr. Howe and Mrs. McNeal. However, Mrs. Johnson works directly with the Child and Guidance Clinic, making referrals to this agency and following-up on the Clinic's prescriptions. Therefore, she has periodic meetings with the Clinic's psychologists and psychiatrists regarding the "Center's" clientele.

On Thursday of this week, June 28, 1973, I will accompany Mrs. Johnson to the Child and Guidance Clinic to observe the discussion regarding the Matthews' Case.
During the afternoon, I read the following materials concerning the "Center's" operation: (a) Personnel Policies; (b) weekly reports; (c) staff minutes; and (d) Para-School Learning Center Objectives.

Tuesday, June 27, 1973

I had planned to continue my interviews with the staff today, however, Dr. Warfield suggested that I meet with educational representatives from publishing corporations in order to preview their materials and program costs, and to relate the usefulness of previewed materials to the "Center's" focus on its fall educational program. Therefore, the following activities took place:

1. I met with Mrs. Goodman, a representative from World Book Encyclopedia Corporation. We discussed the possible materials the company would offer to supplement the Para-School Learning Center's program, focusing upon Westinghouse's PLAN Program. I was particularly interested in the Cyclo-Teacher's component. This material could be used for individualizing remedial work in math, language arts, science and social studies. (See Appendix B)

2. I had lunch with Mr. Trolliet, a representative from Westinghouse, Dr. Warfield and Mrs. Harbin. The purpose of this business luncheon was to discuss cost for
implementing Westinghouse's PLAN Program in the "Center".

The PLAN Program, geared to serve 500 students, is an individualized instruction model accompanied with computer print-outs detailing the student's prescription, academic placement, and the student's pre- and post-academic achievement.

The discussion with Mr. Trolliet focused upon program costs for 250 students rather than the projected 500 students. Also discussed were plans for a training session in Palo Alto, California. These in-service training sessions would train the administrative staff of the Learning Center for implementation of the PLAN Program.

No decisions were made during this meeting.
This afternoon I wrote a summary of the meeting with Mrs. Goodman, which described the materials previewed.

Wednesday, June 27, 1973

Again my activities were centered around preparation for Dr. Warfield's Fall 1973 educational program. The following activities took place:

1. I reviewed the Hoffman Math and Reading Systems Program in order to report the cost of implementing this program as a supplement to the PLAN Program, for 50 students rather
than Hoffman's projected 500 students.

2. I met with Mr. Gerald Dennis, representative from Hoffman Education Company. We discussed the financial cost of implementing this program as a supplement to the PLAN Program. The focus of this discussion was to breakdown the Hoffman Program geared to service 500 students to a cost figure for 50 students. This assessment showed that a minimum of $9,000 would be needed to implement this program for 50 students.

   Mr. Dennis also shared his knowledge of a career and vocational education program with me, which would cost approximately $100 to implement.

   Dr. Warfield and I conferred later in the afternoon, and it was decided that the Hoffman program would be too expensive.

3. I wrote a letter to Mr. Dennis stating non-adoption of the Hoffman Program, but stated interest in the career and vocational education program. (See Appendix B)

Thursday, June 28, 1973

An activity that was previously planned was accomplished today.

I also met with another educational media representative.

Today's activities were as follows:

1. I met with Mr. Timothy Powers concerning educational
materials from Southwestern Publishing Company. These materials contained biographies of noted Blacks. (See Appendix 3) Material content and cost were the focus of this meeting.

Immediately following this meeting, I wrote a summary of the meeting for Dr. Warfield.

2. I visited the Child Guidance Clinic with Mrs. Jean Johnson. Martha Matthews' case was discussed by Mrs. Johnson and Dr. Rodenhisier. Dr. Rodenhisier prescribed a screening test for Martha. This test would decide whether or not Martha should be admitted to the special education program in one of the Kalamazoo Public Schools.

Following this visit, I toured the Rehabilitation Center in the Kalamazoo Jail. Mr. Martin, one of the rehabilitation instructors, briefed us on this correctional program. The Rehabilitation Program has been in existence for the past six months and is geared toward developing inter-personal communication skills among inmates.

3. I wrote a critique of the educational brochures from the Rodale Press Company concerning Project KARE. (See Appendix B)

Monday, July 2, 1973

A staff meeting was held early today. The results of this
meeting provided the structure of my activities for this week -- designing and coordinating the summer tutoring program.

During the staff meeting, Dr. Warfield discussed the need for good communications among staff members. Therefore, Dr. Warfield had all staff members introduce themselves, including the Work-Study students. This meeting also made the "Center's" personnel knowledgeable of the new personnel hierarchy, noting changes in supervisory positions. Coordinators of the educational program, the counseling program, the drug program, and the criminal justice program were designated.

Dr. Warfield assigned me as the coordinator of the summer tutoring program, with Elaine Parker and Kwame Jemma as assistants.

In assessing the design for the summer tutoring program, I felt somewhat pressed for time because the tutoring program had to be planned and implemented in one week. I saw that present materials, tutors, and student assessment procedures were inadequate or unavailable. Therefore, I met with my assistants to discuss the design of our program. The following details were discussed:

1. tutors,
2. materials,
3. students to be tutored,
4. tutoring space,
5. curriculum objectives and content,
6. testing procedures, and
7. scheduling.

Tutors - A list of prospective tutors was given to me. These people had to be contacted for confirmation. Unfortunately, we were unable to contact these people. Therefore, my two assistants began calling tutors from a list compiled last spring, and Mr. Alfred Richardson began tutor recruitment at Western Michigan University. Dr. Ted Kilty, professor at Western Michigan University, had suggested his class as a possibility for tutoring. I contacted Mr. Kilty, and he was undecided about his class participating in our program.

Materials - We discovered that very little material was available for tutoring. I contacted the Professional Library Center in Old Central High School, and was promised several books. These books can be secured on Tuesday.

Children to be tutored - The staff gave us their list of children to be tutored for the summer. Because separate lists were given to us from each staff member, it was necessary to compile them into one list, listing children according to grade levels. Two Work-Study students compiled the list.
Tutoring Space - The tutoring space and floor plan was undecided. Dr. Warfield wanted his staff to relocate their offices upstairs, and arrange the downstairs area into tutoring centers. This cannot be accomplished until next week, because telephones for the staff have to be installed upstairs. However, the upstairs part was in terrible condition, and had to be utilized for Tuesday's testing. Therefore, Mr. Jones, the Drug Coordinator and Supervisor of the Work-Study students, offered his services. Mr. Jones' staff mopped, waxed, and arranged furniture for Tuesday's testing.

Curriculum - Mr. Jemma and Mrs. Ruth Apple will be in charge of the math and reading curricula, respectively. They will administer the math and reading pre-test on Tuesday, July 3, 1973, using the same standardized tests that were administered by the Kalamazoo Public Schools last fall.

Scheduling - We decided to begin the tutoring program on Monday, July 9, 1973, ending on August 13, 1973, a six week program. This program will run Monday through Thursday, 9 A.M. until 12 Noon.

Objective of Program - We decided to focus on improvement of reading and math skills.

Testing - We will begin our assessment procedures with a reading and math test. The purpose of these tests will be to
assess placement of each child in our tutoring program. We plan to have the results of these tests on Thursday, July 5, 1973, so that we can design our curriculum accordingly.

Evaluating - Several forms were made to assess student attendance, student progress, and tutor performance.

At the close of our planning session, an orientation meeting was designed for tutors to be held on Tuesday, July 3, 1973 at 4:00 P.M.

My afternoon activity involved the PLAN program. Dr. Warfield decided that it would be a worthwhile experience for me to complete the negotiations with Westinghouse. I agreed with him, and began to compile data that would enable Westinghouse to design our program for 250 students.

From the summer and last spring tutoring lists, I compiled data for entering the number of children into the PLAN program. This data had to be entered on two forms: (1) the Student Achievement Level Assessment Form - denoting the number of children assigned to each level in language arts and math; and (2) the Program Analysis Form - denoting the percent of students assigned to each achievement level.

Tuesday, July 3, 1973

The following activities describe actions taken for implementing and structuring the tutoring program:
1. My assistants accompanied me to the Professional Library Center, located in Old Central High School, to collect materials in reading and math, grades K through 12. We were able to collect 70 books.

2. I went to Western Michigan University to duplicate the Student Intake Form which was designed yesterday.

3. I returned to the 'Center' to receive the students entering into the summer tutoring program. These children were registered and tested in reading and math.

4. The following forms were made for record keeping:
   a. daily attendance;
   b. weekly tutor evaluation; and
   c. student progress sheet.

5. At 4:00 P.M. I met with the tutors to explain the nature of the tutoring program, to introduce them to forms which would be used, and to discuss the overall weekly objectives.

In regards to the PLAN Program, I called Mr. Rick Fader in Iowa City, Iowa, to report the breakdown list of our students for the PLAN Program. This phone conversation was followed-up with a letter and data sheets to Mr. Fader. (See Appendix B)

Wednesday, July 4, 1973 - Holiday
Thursday, July 5, 1973

Today's activities were focused upon structuring objectives for the tutoring program. I met with my assistants to develop educational objectives in math, grades K-12; in reading, grades K-12 and preschool. I divided the group into teams according to their curricula areas, while I worked directly with Mr. Kwame Jemma on math objectives. (See Appendix C. for an account of the objectives designed for one week)

In returning Mr. Fader's call from Iowa City, the decision was made to have Mr. Fader mail the materials list to me rather than to have the materials bussed.

Friday, July 6, 1973

It was necessary to clear the upstairs and rearrange it for Monday's opening. Mr. Alfred Richardson offered his valuable assistance and provided us with a clean-up crew comprised of the Work-Study students. By 3:00 P.M., materials and furniture were arranged for Monday.

At 3:30 P.M. today, I met with my assistants, reviewed procedures for registration, transferred Tuesday's test scores to the Student Intake Sheet, and divided tested students into workable groups for tutors.

Today I also realized that I would have only one week remaining on the Para-School Learning Center site as an intern, due to
my internship relocating in Palo Alto, California. (The remainder of my internship will consist of a one week Administrator Training Program for implementation of Westinghouse's PLAN Program.) Therefore, I discussed transferring my leadership position regarding the tutoring program to another person. Dr. Warfield and I agreed that Miss Elaine Parker would be an appropriate person to fill this position. Hence, next week's objectives will include supervising Elaine in terms of coordinating the tutoring program further, and developing the PLAN Program.

Towards the close of the day, I worked with the Pre-school Committee to structure objectives and to design activities to meet the objectives. Immediately following this meeting, Mrs. McNeal and I visited several places to collect materials for the pre-school program. We visited the following places and people:

1. Miss Barbara Parker, Director of the Day Care Center at Lincoln Elementary School - who shared art materials with us;

2. Mrs. Roberta Cheney, Branch Head of the Alma Powell Library - we gathered several books on poetry and community workers; and

3. we checked-out records and pictures at the Kalamazoo Public Library, Main Branch.
Monday, July 9, 1973

The children arrived for tutoring today, and fortunately, there were enough tutors to accommodate the students. The ratio of students to tutors was 3 to 1. With the program operating smoothly by mid-morning, I felt leadership transfer could begin today. Therefore, I began transferring many of the coordinator's duties and responsibilities to Miss Parker. Greeting new tutors, introducing new tutors to weekly objectives and related materials, rechecking attendance, providing tests for new students, and seeking transportation for students were many of the responsibilities relinquished and forwarded to Miss Parker.

A description of the other activities experienced today follows:

1. attending a regular staff meeting;
2. holding a short meeting with the tutors for suggested improvement and for introducing Elaine Parker as the new coordinator; and
3. transferring test grades to the student intake forms.

The memo written to Dr. Warfield today will further explain the design of the tutoring program.

This afternoon, I received the materials list from PLAN, and began interpreting its contents.

Tuesday, July 10, 1973

Miss Parker took full charge of the tutoring program.
monitoring its activities and assessing its needs. She periodically
conferred with me for suggestions and direction, and ultimately
sought my participation. Two designated tutors were unable to
report today, and our student intake doubled from approximately
16 students to 35 students. Therefore, I tutored Michael Humphrey
in math. It was a joy to participate in the teaching aspect of the
program. From this activity, I was able to see that several
materials designed for the math sector were inadequate for meeting
the needs of students in 7th and 8th grade level math.

The rest of the day involved ordering materials for the PLAN
Program.

Because the PLAN materials list was sent to us without
specific, written guidelines and explanations, I called Mr. Rick Fader
in Iowa City, Iowa to get a clearer understanding. There were
several mistakes on this list too, due to computer errors.
Therefore, Mr. Fader, who was unsure of the appropriate
corrections, had Mr. Trolliet contact me.

The materials list had items totaling $6,496.04, which were
recommended by Westinghouse for the adoption of PLAN by the
"Center". Initially, I read every description of each item, and
decided whether or not to purchase them, and listed those items
for purchase on a self-designed chart.

In the mean time, Mr. Trolliet called and informed me that
Westinghouse had already assessed the necessary materials needed to implement PLAN. These items could be identified on the materials list by the coded letters "NS", meaning "no substitute". Because the materials list was designed specifically for the "Center's" program of 250 students in reading and math, Mr. Trolliet advised me to order the items and the recommended quantity as designated on the list compiled by Westinghouse. In short, I was merely verifying Westinghouse's recommendations.

Wednesday, July 11, 1973

Today's focus was on the PLAN Program. The activities involving the selection of material and approval of these selections were as follows:

1. I received a call from Westinghouse informing me to disregard the audio-visual equipment recommended on the list. Westinghouse no longer provides this service. Audio-visual equipment will have to be requisitioned through Western Michigan University specifying desired vouchers.

2. I marked the column on the materials list labeled, "Quantity Ordered". In many cases, there was need for only one item as recommended by Westinghouse, while other instances, the recommended quantity was 61. Although I was advised to order from Westinghouse's recommendations,
I continued consideration of the number of students designated for specific levels. In several instances, this was necessary due to an over-abundance recommended for a particular grade level. For example, Westinghouse recommended that 61 workbooks be ordered for Math Workshop to accommodate only 31 students in grade level one. This figure, 61, appeared too large so I ordered only 26 workbooks, allowing for possible student additions on this level. As the day progressed, decisions of this nature were made. In short, I was ordering materials from a list of vendors and publishers including Harper and Row, Scott Foresman, Noble and Noble, Sullivan, World Book Encyclopedia and Westinghouse Learning Corporation, according to Westinghouse recommendations and according to the prescribed number of children for a particular grade level.

After designating the quantity of items to be ordered, my instructions were to mail the materials list to Westinghouse and they would, in turn, send the materials ordered to the "Center".

3. In many instances, items purchased for the "Center" are paid for through the finance department of Western Michigan University, which is typical of this situation. Therefore, the procedures for ordering the materials from
Westinghouse had to be approved by Western Michigan University's finance director, Mr. Michael Walters. Dr. Warfield and I met with Mr. Walters on this matter, and our ordering procedure was approved.

Thursday, July 12, 1973

Today terminated my experiences at the Western Michigan University Para-School Learning Center site. However, the following activities were experienced:

1. I mailed the materials list and wrote a brief letter to Mr. Fader to accompany the materials list. This letter denoted cost adjustments for materials ordered due to the items deleted from the list, and the reduction of desired quantity.

2. I cleared my office space, returning borrowed materials from staff personnel and packing materials belonging to me.

3. There was an office party this afternoon honoring the faithful service of a resigning employee.

In summary, the experiences and activities afforded me by an internship at the Para-School Learning Center site were numerous and most beneficial. The activities involving experiences in conceptual, human, and technical skills as designated in the "Prospectus" of this report were not entirely met, but unexpected involvement in
other activities compensated for this deficiency. The following activities were not experienced:

1. Conceptual Skills - I did not have the opportunity to work with one child in terms of: (1) home visits, counseling, referring this student to another community agency; (2) tutoring; and (3) reporting progress of this student;

2. Human Skills - All of the human skills activities were met.

3. Technical Skills - I did not have the opportunity to participate in or observe writing a funding proposal. Mrs. Harbin had not started this activity, and at the same time, activities involving PLAN and the summer tutoring program would not have permitted the opportunity to participate in this activity.

The activities which compensated for designated, unattained experiences were the following:

1. Conceptual Skills - I had responsibility for the overall maintenance and implementation of a summer tutoring program.

2. Human Skills - I developed activities and staged meetings providing for teamwork and cooperation among the tutors and my two assistants.

3. Technical Skills - I participated in and developed a terminal objective and one week objectives for reading and math in grades K-12.
Internship With "Plan" Consultants

The purpose of the administrative training session with PLAN consultants was twofold: (1) to train administrators to implement PLAN; and (2) to train administrators to design in-service training workshops for teachers who will be using PLAN in their classrooms.

Dr. Warfield sent four of his staff members to the PLAN Administrative Training Session: (1) Ozie Harbin, Assistant Director; (2) Roger Lyons, Community Coordinator; (3) Joyce Chambers, Tutor Teacher; and (4) myself, Diane Smith, Educational Leadership Intern.

The majority of the activities experienced in these sessions required our group to work as a team in adapting the PLAN model to accommodate the Para-School Learning Center's goals and physical structure. Many of our tasks dealt with room arrangement, dissemination of materials, material storage, usage and interpretation of forms, ordering new and extra materials, and creating a daily lesson plan for using PLAN.

The continuation of the Daily Log of this report will be of activities experienced at Westinghouse's PLAN Administrative Training Session, a one-week experience.

Monday, July 16, 1973

We were introduced to training instructors and participating trainees followed by a brief lecture.
The first lecture described Westinghouse's philosophy regarding individualized instruction, a' la PLAN. The thrust of this lecture can be found in the article titled, "Criterion on Degree of Individualized Instruction in a Classroom." (See Appendix D) Mr. Dehort, the lecturer, emphasized Westinghouse's definition of individualized instruction as a focus for use of PLAN. He said, "individualized instruction is the process of providing each child with learning experiences, materials, activities, techniques and methods most appropriate for him at any given point in time."

A description of the in-service design was given -- a program designed to train administrators for implementing PLAN, which will use materials, equipment and individualized instruction patterns similar to the program in which the students will be involved. Of course, the tasks and objectives involved will be different than student tasks and objectives. The following description outlines the procedures.

Each trainee was directed through workshop tasks listed on print-outs called Teaching Learning Units (TLU). Activity sheets listing objectives of the TLU and suggestions to meet objectives were distributed to each trainee. These activity sheets also directed the trainee to materials to be used. The trainee could not progress to the next task until the objective of the preceding task had been mastered. Mastery of objectives were determined by presentation
of the culminating activity to the trainees and/or relating
experiences and understandings of the tasks objective to a
consultant.

The Teaching Learning Units which were completed today
were, "Fixing of Furniture" and "Are You Organized?". (See
Appendix D.)

Tuesday, July 18, 1973

Our training session operated today upon the same premise as
yesterday's session. We were given the TLU and activity sheets
with stated objectives. Today the objective focused upon staff
differentiation patterns designed to make a plan for using staff
personnel effectively in an individualized program. The TLU's
used for this exercise were, "Tapping Your Hidden Resources," and
"Planning Plan*, Plans". (See Appendix D.)

Wednesday, July 19, 1973

This session began with instructions for using achievement
analysis cards. Achievement analysis cards are used to assess
the student's achievement level for entering the PLAN Program. A
brief lecture was given by Dr. Dehort on placing students in different
levels of PLAN. The following understandings were discussed:
(1) PLAN is not geared for students in the 8th grade, working on a
2nd grade level; and (2) it is unadvisable to order anything below
4th grade level for junior high students, rather use alternative
devises for the slower, junior high students.

This afternoon we worked on activity sheets entitled, "Even
Distribution" - a decision making process focusing on how materials
and TLU's will be distributed to teachers and students and "Mindful
Management of Materials" -- a decision making procedure on how
and when will materials be stored.

Thursday, July 19, 1973

Our first task was to create a lesson plan for one day,
focusing upon PLAN activities for the teacher and the students.

The next task was to identify forms appropriate for recording
student behavior and teacher behavior while working in PLAN.

This afternoon we were given computer print-outs to show
examples of student records stored by the computer. The student's
Program of Studies (POS), as a computer print-out, was discussed.
This computer print-out provides the teacher with the student
identification number, the name of the school, subject areas, and
an interim POS. Other computer print-outs discussed were the
Teaching Learning Unit (TLU), which designates student and teacher
objectives, the student assessment print-out, designating TLU's
mastered, TLU's unmastered, and three prescribed Programs of
Study (POS).
The next task was the activity titled, "So You're a Teacher, Teacher". This activity was designed to make the administrator aware of designing a program for training teachers to enter the PLAN Program. Because PLAN has a limited number of consultants, administrators will be directly responsible for training their own staff personnel, and the PLAN consultant will serve as a monitor for these teacher workshops.

Friday, July 20, 1973

We were given materials for next week's training session, which will focus on administrator workshops for teachers. Because the Para-School Learning Center's representatives will not attend next week's training sessions, two consultants previewed this material with us.

In summary, Westinghouse's PLAN Administrators Training Session further enhanced the following skills through the intern's participation in activities as outlined in the Prospectus of this report:

1. Conceptual Skills -- I conferred with representatives from an educational media company in designing an educational program of studies for the Para-School Learning Center's Fall academic program.

2. Human Skills -- I participated in making future contacts
for the Para-School Learning Center's Program by attending a conference to train administrators to implement the PLAN Program.

3. Technical Skills - Participation in purchasing supplies for the Para-School Learning Center's fall program, assisting in designing the "Center's" fall program, and negotiating with educational media representatives, were activities experienced during this phase of my internship.

Although this workshop allowed me many of the experiences specified in the Prospectus of this report, I participated in several unforeseen activities that can be considered worthwhile experiences. A description of these experiences focusing upon a continuation of the development of cognitive, human and technical skills follows:

1. Cognitive Skills -- I experienced activities designed to adapt the PLAN model to the Para-School Learning Center's staff, physical structure, student population, and goals.

2. Technical Skills -- I began designing a model for a workshop to introduce PLAN to the entire staff at the Para-School Learning Center.

A description of the experiences designed to enhance conceptual, human and technical skills were presented in this chapter. Chapter IV will summarize the focus of this internship and will offer recommendations for future internships undertaken at the Para-School Learning Center.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this internship was to become involved in on-the-job experiences that would enhance the intern's conceptual, human, and technical skills, enabling the intern to attain the terminal objective of this project. As stated in Chapter I, it was expected that the terminal objective would be attained through meeting objectives in the skills areas by participating in and observing activities as described in the Prospectus of this report. (See Appendix A.)

Although the thrust of this on-the-job project was aimed at the Para-School Learning Center's sociological and educational focus upon Kalamazoo's minority student population, the majority of the activities experienced were educationally oriented. This was due to the involvement in developing two major programs at the Center, the PLAN Program and the Summer Tutoring Program. The community focus of this internship was not developed as sufficiently as anticipated. Opportunity provided only observational experiences.

It is felt that the terminal objective was achieved through the intern's participation in and structuring of the Summer Tutoring
Program and the Fall Program, emphasizing the PLAN Program. The intern was involved with and observed administrative procedures, the general staff, public relations, and the development and the evaluative techniques of the Para-School Learning Center.

In assessing those major objectives and goals of the Para-School Learning Center, outlined in the Prospectus of this report, it is felt that the operations of the Para-School Learning Center touches each of the areas outlined.

Recommendations

It is recommended that a future intern will focus on one particular component of the Western Michigan University Para-School Learning Center. This type of focus will permit the intern to follow through a project from beginning to end. Whereas the writer's internship was multi-faceted in activities and public communications, time nor schedule permitted a complete follow through on any project undertaken.

Secondly, it is suggested that at least two weeks of a future intern's project be directed toward observation before designing a prospectus stating goals and activities. This would provide for a more thorough, realistic project design.

Although the writer was able to encounter the majority of
desired activities, few of the activities were completed due to their long-range objectives and goals.
BIBLIOGRAPHY


APPENDIX A

Prospectus
PROSPECTUS

INTERNSHIP - SPECIALIST PROJECT 720

At the Para-School Learning Center

June 18, 1973 - July 28, 1973

As Submitted on June 28, 1973

Diane S. Smith
June 28, 1973
DESCRIPTION

The WMU Para-School Learning Center is a Community Service Organization located on the northside of Kalamazoo, Michigan. It presently offers supportive academic services to community students who are experiencing academic difficulties with public schools. The center's main thrust has been directed toward keeping students in school while working for effective change in school-teacher-pupil-parent relationships and for general improvement in the educational process.

RATIONALE

The Learning Center's focus is on sociological and educational aspects of the community. This dual purpose will offer enrichment of educational techniques and methods, administrative experiences and community involvement -- the home, the family, and community agencies.

OBJECTIVES

Terminal Objective

To assess major objectives and goals of the Para-School Learning Center's program as stated in the guidelines of the program in the areas of: (1) administrative procedures, (2) general staff procedures, (3) public relations, and (4) developmental and evaluative techniques.

Conceptual Skills

To assess the following goals and objectives regarding the
personnel staff of the Para-School Learning Center in Kalamazoo, Michigan, through observation, participation and interviewing:

A. Director

1. to promote the overall operation of the project assuming full financial and legal responsibility for the program;
2. to supervise any training deemed to be necessary for all personnel.

B. Assistant Director

1. under the direction and support of the Director, to supervise and observe all employees of the project in regards to individual employees' job performance and professional capacity specifically in the following areas:
   a. pay raises
   b. promotability
   c. performance reporting
   d. coaching and improvement
   e. counseling
   f. job development
2. to supervise and interview all students entering the project for services
3. to work with the Director and Western Michigan University to establish a variety of research projects.

C. General Staff

to develop and implement policy and programs in the areas of:
a. counseling and clientele  
b. academic tutoring  
c. visits to homes and community agencies  
d. identifying gaps in needed services for target youth  
e. referrals and follow-up to other agencies

**Human Skills**

To participate in and observe the following goals and objectives as presently being implemented and attained in the project:

A. to establish and maintain national, state, local and Kalamazoo, Northside Community contacts;

B. to establish and maintain liason with the target and general community;
   1. parents
   2. school personnel
   3. community residents
   4. universities
   5. juvenile justice system

C. to establish good rapport with all students and parents who use the services of the project.

D. to establish and maintain cohesiveness with the staff personnel of the project.

**Technical Skills**

To assess and participate in research and development techniques of the projects evaluation, funding, and procedure design in the following areas:
A. in-service training for workers;
B. purchasing decisions;
C. inter-intra personal communication skills with parents and students through workshops, seminars, films, etc.
D. compile data in the target community
E. write proposals for funding
F. design programs for future implementation in the project.

ACTIVITIES

The objectives of this internship will be accomplished through the following activities:

Conceptual Skills

1. Participate in and observe the director and the assistant director in conferring with representatives from educational media companies;

2. Observe the assistant director's supervision over all employees;

3. Interview students for entering the project;

4. Work with one student by:
   a. assessing his educational and sociological needs
   b. counseling
   c. tutoring
   d. visiting his home
e. providing outside community agency services that will serve to meet his sociological and psychological needs

f. recommend future action

5. Observe and interview the staff in their procedures for following a child's case.

**Human Skills**

1. Meet with persons in the community that will aid in helping students.

2. Observe the director's and assistant director's techniques for promoting teamwork among staff members, i.e. staff meetings.

3. Participate in making future contacts for the program, i.e. attending conferences.

**Technical Skills**

1. Participate in in-service workshops.

2. Negotiate with educational media company representatives.

3. Make verbal and written feedback regarding conferences.

4. Participate in and observe procedures for purchasing supplies for the program.

5. Help research materials for funding proposals.

6. Assist in writing funding proposals.

7. Assist in designing the Fall Educational Program.
APPENDIX B

Memos and Letters
June 27, 1973

Mr. Gerald Dennis, Representative
Hoffman Learning Systems
Route No. 2, Box 352
Traverse City, Michigan 49684

Dear Mr. Dennis:

We appreciate your visit to our Para-School Learning Center to share the Hoffman Learning Systems Program with us. However, our concern for a supplementary aid for our educational program in reading and math is one that requires less financial obligations. Therefore, we will not consider adoption of your program at this time.

In the meantime, we are interested in securing information describing the Vocational and Career Educational Program of the Southern California Regional Occupational Center. We would appreciate you directing us to and/or providing us with the details of this program.

Thank you for your cooperation. We look forward to hearing from you in the near future.

Very truly yours,

Dr. Charles C. Warfield,
Director
TO: Dr. Warfield  
FROM: Diane Smith  
DATE: June 27, 1973  
RE: Meeting with Mrs. Ruth Goodman, Representative from World Book Encyclopedia

The following materials were viewed and discussed:

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<th>Price</th>
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<td>Childcraft</td>
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</tr>
<tr>
<td>Cyclo Teacher - Manual Wheel</td>
<td>$15.00 each</td>
</tr>
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</table>

Description

1. Childcraft: A resource library designed for preschool and primary grade children. There are 15 volumes treating topics such as literature, science, health and communications.

Reaction: These books would be an excellent supplement to World Book. Because these books are geared toward enriching the social sciences, I would not purchase them to supplement an individualized reading or math program.

2. World Book: The encyclopedia component of these materials

Reaction: Would purchase only if the Center lacks reference books.
3. Cyclo Teacher: A learning aid designed as a self teaching method of individualized instruction. The learning aids include study wheels such as:

a. Word-Attack Skills - helped pupils develop phonetic analysis skills, a series of cycles has been programmed with emphasis on recognition and application of letters in words. There is gradual progression of skills within each cycle.

b. Vocabulary, syntax, punctuation, and spelling. The cycles in this study area cover the above categories. These cycles aid the pupil in gaining a better understanding of the function of words in various contexts. From there he can advance through the next series of cycles for a thorough introduction and review of punctuation, parts of speech, and types of sentences. The spelling cycle provide practice in recognizing and applying both phonetic and structural analysis principles.

c. Reference materials

d. Reading and understanding maps

e. Mathematics skills - Provides a range of difficulty from simple computational experiences to involvement in more complex areas of mathematics. These cycles can be used for both the pupil requiring additional study and practice and the pupil ready for self-advancement into more complex study levels.

Reaction: This individualized, independent study type program can be very useful as an enrichment supplement to any individualized instruction program implemented in our project.
TO: Dr. Warfield
FROM: Diane Smith
DATE: June 28, 1973
RE: Summary of Project KARE, Rodale Press Company

Project KARE is an environmental education program funded under LAP Programs - Local Action Programs. The Rodale Press Company offers a framework for coordinating and directing the program through films on ecology, organic foods and gardening and natural living.

Language arts can be incorporated into the program content; i.e. vocabulary building, alphabetizing, word usage, synonyms. Teachers editions for correlating language arts and other subjects can be purchased. Films can be rented or purchased.

RECOMMENDATIONS:

1. I am not familiar with LAP programs. These programs seem to offer financial aid to implement Project KARE and seem to structure Project KARE according to the needs of the community. Therefore, I will write to the Rodale Press for more information on LAP.

2. Being a science oriented program, Project KARE will need someone with teaching experience in this area for successful implementation.

3. Project KARE could function as another component of our educational program as well as be a preservative source for the community.

4. We should look at this program after the other educational programs already in the planning stages of our project have been successfully implemented.

DES: djk

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TO: Dr. Warfield

DATE: June 28, 1973

FROM: Diane Smith

RE: Meeting with Mr. Timothy Powers, Representative from Southwestern Company - Ebony Success Library

The following materials were viewed and discussed:

<table>
<thead>
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<th>Material</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ebony Success Library</td>
<td>$26.00</td>
</tr>
<tr>
<td>(Three Volumes)</td>
<td></td>
</tr>
<tr>
<td>2. Reference Dictionary</td>
<td>$26.00</td>
</tr>
<tr>
<td>3. Webster's Elementary and Secondary Dictionaries</td>
<td>$24.00</td>
</tr>
<tr>
<td>(Two Volumes)</td>
<td></td>
</tr>
</tbody>
</table>

Description

1. The Ebony Success Library

   A. Volume I - This volume offers biographies of over 1,000 successful Blacks with photographs accompanying each article.

   B. Volume II - 75 people who appeared in the first volume tell in more detail their philosophy and secrets for success.

   C. Volume III - This volume describes careers, training, employment opportunities, and gives addresses to general aid programs throughout the United States.

Reaction: These volumes would be an excellent supplement to the Career and Vocational Education Programs. The biographical information is so recent and detailed that it would provide content material to focus on a "Successful Black Figure of the Week."
2. Reference Dictionary - This book covers several subjects entered in alphabetical order in a condensed, encyclopedia form. It also has 2,700 biographies and a 27 page atlas.

Reaction: The necessity for purchasing this would only fruitful for building a reference library.

3. Webster's Two Volume Dictionaries - Elementary and Secondary - These books have the same format as the standard school dictionary. The asset of these books can be found in the second part of each book. The second part contains descriptions and illustrations of the following subject matter:
   a. literature
   b. mathematics
   c. music
   d. social science
   e. physical science
   f. the home
   g. education

Reaction: Again, these books could be used to build a reference library.

Conclusion

If adoption of any of the above materials is considered, Mr. Powers can be contacted at:

Kalamazoo: 949 Austin Street - no phone at the present time.

Publishing Company: Southwestern Company
I - 65 and Moore Lane
Franklin, Tennessee 37064

DES:djk

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July 3, 1973

Plan Computer Systems
Westinghouse Learning Corporation
P. O. Box 30
Iowa City, Iowa 52240

Dear Mr. Fader:

In response to our conversation on Tuesday, July 3, 1973, please find enclosed the data which I dictated to you concerning the Student Achievement Level Assessment Form, and the Program Analysis Form.

We will be looking forward to receiving the materials list from your company.

Thank you for your cooperation.

Very truly yours,

Diane S. Smith

DSS: djk

cc: Dr. Charles Warfield, Director
APPENDIX C

Summer Tutoring Program
TO: Dr. Warfield

FROM: Diane Smith

DATE: July 9, 1973

RE: Summer Tutoring Program

The staff has done a fantastic job in structuring this program, i.e. providing tutors, gathering materials, setting up the up-stairs, calling students, providing weekly objectives, and offering numerous helpful suggestions. I would like to thank everyone for their consistent, beautiful teamwork and cooperation in giving us the opportunity to have a successful start.

The following is an outline describing the structure of the Summer Tutoring Program:

I. The summer tutoring program has been organized for reading, math and pre-school. The following model was structured:
   A. Terminal Objective - To enhance the reading and math skills of each child entering the program.
   B. Weekly Objectives - Weekly objectives of each component of the program should be designed as instructional guides.
   C. Materials - The coordinator and head-teachers should have materials prepared to help meet weekly objectives.
   D. Reporting and Assessment - Progress reports will be made on each child - entry-level test, informal, mid-program test, and final test. These tests will be in reading and math.

Daily attendance and materials used will be recorded for each child.

II. Tutors - The coordinator and head-teachers will meet with all tutors each Thursday at 11:00 A.M. to discuss:
   A. student progress
   B. writing and meeting objectives
C. materials needed

D. suggestions for improving the program

E. Extra activities

III. Extra Activities -

A. An outdoor trip will be planned every other week by tutors and staff members.*

B. Indoor activities will be held every other week from 11:00 A.M. to 12:00 Noon.

*Transportation, permission slips from parents, and clearance from the Director should be considered for the outdoor activity.

IV. Students - The students have been divided into math and reading groups according to their performance on the entry level tests. Students will be tutored daily, Monday thru Thursday, 9:00 A.M. to 11:00 A.M.

V. The Attendance Sheet - There will be a separate attendance sheet kept for each child, noting materials used each day, daily attendance, and periodical progress reports. The coordinator should be responsible for recording the progress reports. (A copy of the attendance sheet should be given to the appropriate staff member at the end of the program.)

VI. Materials needed -

A. Paperback books for secondary students who are reading at low grade levels.

B. A file cabinet to store records of students and tutor materials.

DES:djk
TO: Staff of WMU Para-School Learning Center

FROM: Diane Smith

DATE: July 3, 1973

RE: Summer Tutees - Attendance

The following students were tested today for our tutoring program. You might want to check these students names against your list to see if we need to further contact those absent from today's program.

We will be submitting a form letter to you to forward to absentee students parents. Maybe we can mail this reminder on Friday.

Students Tested

Ollie Anthony
Michael Bishop
Arthur Blanks
Lisa Blanks
Talia Blanks
Donya Garland
Kimberly Gay Obannon
Robert Head
Samantha Head
Michael Humphrey
Kim Jackson
Pamela Jackson
Lucille Johnson
Beverly Ledbetter
Regina Ledbetter
Lauria Ledbetter
Carlton Pickett
Clay Pratt
Richard Pratt
Doug Streeter
Lola Streeter
Pearl Streeter
Kenneth Syler
Jeanetta Walker
Ann Willis
Odessa Willis

DES: djk
PRE SCHOOL

Language Arts

A. Be able to write alphabet letters A and B and recognize

B. Communications

1. Sharing - Get Acquainted
2. Read "Frederick" to the children
3. Listen to Early Early Children record

C. Math

1. To be able to write and point out numbers 1 and 2.

D. Art

1. Draw about Frederick
2. Use correct colors.

READING OBJECTIVES

Grades 1 and 2  Mrs. Apple will work with these children developing word attack, structural analysis, and phonetic skills.

Grade 3  Comprehension skills
1. Students will be able to select words out of context.
2. Students will be able to make judgments.

Grade 4  Comprehension
1. Students will locate main ideas in stories.
2. Students will select specific details.

Grade 5 and 6  Students will find main ideas in stories.

Secondary  Students will use readers digest to:
1. Choose the correct ending.
2. Find the right meaning.
MATH OBJECTIVES

Grade 1 - Objectives:
1. Children will be able to write counting numbers from 1 to 10. (Example: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
2. Children will be able to draw pictures representing each number.
3. Children will be able to match sets with numerals

Grade 1 - Suggested Activities:
1. Use number line
2. Use bingo game
3. Use ditto sheets
4. Use teachers math texts.

Grades 2 and 3 - Objectives:
1. Children will be able to add and subtract one digit numbers horizontally.
2. Children will be able to add and subtract numbers with zero (identity element).
3. Children will be able to multiply numbers using the properties of 1 and the property of zero.
4. Children will write the commutative law. (Example: 3 + 6 = 9
   \[6 + 3 = 9\]

Grades 4 and 5 - Objectives
1. To be able to add two digit numbers vertically. (Example: 42
   \[+36\]
   \[78\]
2. To be able to regroup in 2 places. (Example: 467
   \[+189\]
   \[656\]
3. To be able to subtract 2 digit numbers.

4. To be able to regroup in subtraction, 2 digit numbers.

Grades 6 and 7 - Objectives - Fractions:
1. To be able to write prime numbers from 2 to 17.
   (Example: 2, 3, 5, 7, 11, 13, 17.

2. To be able to reduce fractions.

3. To be able to find the common denominators.

4. To be able to add and subtract fractions with like denominators.

Grades 8 thru 12 - Objectives
1. Students will be able to write decimals into fractions.

2. Students will be able to add and subtract decimals.

3. Students will be able to write decimals from worded problems.

4. Students will be able to multiply decimals.
IN TAKE FORM
SUMMER TUTORING PROGRAM

NAME:________________________________________ PHONE:____________________
ADDRESS:____________________________________ BIRTHDATE__________
LAST SCHOOL ATTENDED:__________________ GRADE _____ AGE_____
PARENTS NAME(S):_____________________________________________________

PARENTS ADDRESS:_____________________________________________________

PARENTS PHONE:_________________ BUSINESS PHONE_________________

WHO TO CONTACT IN CASE OF AN EMERGENCY__________________________

TUTOR(S) ASSIGNED TO STUDENT:__________________DATE________

____________________ DATE________

____________________ DATE________

STAFF MEMBER ASSIGNED TO STUDENT_______________________________

ACADEMIC ASSESSMENTS: MATH PRETEST SCORE____________________

POSTTEST SCORE____________________

MATH ACHIEVEMENT LEVEL________

DATE____________________

MATH ACHIEVEMENT LEVEL________

DATE____________________

COMMENTS:________________________________________________________

________________________________________________________

________________________________________________________

READING PRETEST SCORE____ POSTTEST SCORE____

READING ACHIEVEMENT LEVEL____ DATE____________

READING ACHIEVEMENT LEVEL____ DATE____________

COMMENTS:_______________________________________________________

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Daily Evaluation Form for Tutors

Name of Center: ____________________________ Date: ________________

Name of Supervisor: ________________________ Time: _______ - _______

Name of Tutor: _____________________________ On Time  Late  Absent

Why: _____________________________________

Name of Tutee: ______________________________

Grade in School: _______________ Reading Level in Regular Class: _______________

Room Number: ______________________________

Skill being taught:

Purpose:

How (List activities):

Materials, supplies, books, etc.:

What will I do tomorrow:

Attitude: Interested - Not Interested; Tried Hard - Did Not Try Hard;
Unfriendly - Nervous - Playful; Did not Understand

Why:

How could I improve today's session?

Signed: ____________________________________
APPENDIX D

PLAN Program
PLAN

PLAN is a program which offers each learner an individualized education in reading, language arts, mathematics, science, and social studies which can be adapted to each pupil's needs, abilities, interests, and goals. The major components of PLAN are: (1) instructional objectives, (2) study plans to achieve these objectives; and (3) a computer support system which helps teachers plan learning and monitor progress.

PLAN has two major goals. The first is to make it possible for each child in school to have the individualized reading program, and to teach students how to make their own decisions in the classroom. They learn to schedule their own time during the day and to set goals for themselves and to meet those goals.
PARTICIPANTS ADMINISTRATIVE WORKSHOP


Mrs. Muriel Adams - Grand Rapids

Mrs. Joan Ayotte - Grand Rapids

Mr. Richard Bandy - Grand Rapids

Mrs. Dean Barone - Brunswick, Georgia

Miss Darlene Berghorst - Grand Rapids

Ms. Joyce Chambers - Kalamazoo

Mrs. Ozie L. Harbin - Kalamazoo

Genevieve Horton - Los Angeles

Mr. William Kirkwood - Grand Rapids

Mr. Roger Lyons - Kalamazoo

Mr. McNeeley - Brunswick, Georgia

Mr. Ed Parish - Brunswick, Georgia

Gail Pew - Mesa, Arizona

Miss Jean Sehler - Grand Rapids

Mrs. Diane Smith - Kalamazoo

Dr. Gerald Smith - Kalamazoo

Mr. Allan Syrjala - Grand Rapids

Mrs. Meg Way - Brunswick, Georgia

Mr. Wynn - Brunswick, Georgia
CRITERION ON DEGREE OF INDIVIDUALIZED
INSTRUCTION IN A CLASSROOM

Individualized instruction has long been a goal of American Education. Ideally, individualized instruction means an arrangement that makes it possible at all times for each student to be engaged in learning those things that are most appropriate for himself as an individual. This ideal can never be reached, of course. The best we can do is move toward it.

Let's begin by clearing up some misconceptions. Individualized instruction is not the same as independent study or learning in isolation. To be sure, independent study is often a part of individualized instruction; but so are discussion groups, working in pairs, small group instruction, large group instruction, and the like. Individualized instruction is a larger idea using a variety of techniques, procedures, and materials to accomplish the needs of individual students. Failure to make these distinctions may be the reason why some assert that individualized instruction (meaning only independent learning) cannot be expected to work out well at the kindergarten-primary level.

Individualized instruction is not tied, necessarily, to team teaching or flexible scheduling. Although new staffing patterns and ways of dividing the school day are frequently associated with the decision to individualize instruction, such changes are not always essential.
Under certain circumstances, a self-contained classroom might be just what is needed. To put the matter in general terms, individualized instruction does not depend for its success upon any given arrangement of persons, materials, or environmental conditions. The formal structure that proves to be most effective in one instance may turn out to be inadequate in another. Each situation is in some respects unique and should be treated accordingly. Having said this, however, we must also recognize that individualized instruction does not occur in a vacuum. Certain classroom settings and practices do look more promising than others. In this sense we can, without being dogmatic, recommend specific procedures that may be widely applicable.

But just what are some of the conditions that make for individualized instruction?

Individualized instruction is not the same thing as "teaching students individually." An instructional system is individualized when the characteristics of each student play a major part in the selection of objectives, materials, procedures, and time. It is individualized when decisions about objectives and how to achieve them are based on the individual student. One does not simply say that a system is or is not individualized, however, for it is not a black or white matter. Rather, one tries to identify the nature and degree of individualization.

The questions that follow can be asked of any instructional system to determine the degree to which attention is paid to the needs of the individual student.
* Are the instructional objectives written on paper?
* Are the instructional objectives given to the student?
* Are all students expected to achieve the same objective?
* Do all students use the same instructional materials?
* Are all students expected to follow the same procedure while in the classroom?
* Do all students work at each subject for the same amount of time?
* Do students spend most of their classroom time doing that which everyone else is doing?
* Is there evaluation to determine if the student has achieved the objectives?

Let us look at how decisions are made on many of these matters. Despite his imperfect self-knowledge, the student knows more about himself than we do. Therefore, if we are to come closest to selecting the most appropriate materials, procedures, time, and objectives, the student himself must be involved to a large extent in the selecting.

The questions that follow bear on this aspect of the individualized instruction system. These should be asked to determine if there are attempts toward individualization in the classroom.

* Does the student have any part in deciding which objective he will be expected to achieve?
* Does the student have any part in deciding which materials he will use in trying to achieve an objective?

* Does the student have any part in deciding which procedures he will follow in attempting to achieve an objective?

* Does the student have any part in deciding how much time he will devote to an activity?

One can form an opinion as to the degree of individualization in a classroom, then, by asking questions relating to which instructional decisions have been made and by whom they were made. In a highly individualized system, the teacher, the school, and the community make most of the decisions about what the student is expected to achieve, and the student makes most of the decisions about how he will achieve.
<table>
<thead>
<tr>
<th>TLU NUMBER</th>
<th>TLU NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>0861-1</td>
<td>FIXIN' FOR FURNITURE</td>
</tr>
<tr>
<td>0862-1</td>
<td>ARE YOU ORGANIZED?</td>
</tr>
<tr>
<td>0863-1</td>
<td>TUCKING THE TERMINAL AWAY</td>
</tr>
<tr>
<td>0864-1</td>
<td>MINDFUL MANAGEMENT OF MATERIALS</td>
</tr>
<tr>
<td>0865-1</td>
<td>PLANNING PLAN* PLANS</td>
</tr>
<tr>
<td>0866-1</td>
<td>TAPPING YOUR HIDDEN RESOURCES</td>
</tr>
<tr>
<td>0867-1</td>
<td>SO YOU'RE A TEACHER, TEACHER</td>
</tr>
<tr>
<td>0868-1</td>
<td>EXPLAN*ALYSIS</td>
</tr>
<tr>
<td>0869-1</td>
<td>PLACE YOUR ORDER</td>
</tr>
<tr>
<td>0870-1</td>
<td>EVEN DISTRIBUTION</td>
</tr>
<tr>
<td>0871-1</td>
<td>KNOWING WHAT TO LOOK FOR</td>
</tr>
<tr>
<td>0872-1</td>
<td>OH SAY, CAN YOU SEE</td>
</tr>
<tr>
<td>0873-1</td>
<td>UNTANGLING, TANGLES</td>
</tr>
</tbody>
</table>
## DAILY OBJECTIVES FOR PLAN ADMINISTRATIVE WORKSHOP

<table>
<thead>
<tr>
<th>TITLE</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fixin' for Furniture</td>
<td>Explain the types of furniture best suited to individualized classrooms. Describe the furniture changes and adaptations you intend to make to prepare for PLAN*.</td>
</tr>
<tr>
<td>2. Are You Organized?</td>
<td>Use a floor plan of your own school building to explain how the different rooms or areas in the building will be used when PLAN* is put into operation.</td>
</tr>
<tr>
<td>3. Tucking the Terminal Away</td>
<td>Decide where you will locate the computer terminal in your building.</td>
</tr>
<tr>
<td>4. Mindful Management of</td>
<td>Describe how you will organize the PLAN* TLU's and instructional materials in your building(s).</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>TITLE</td>
<td>OBJECTIVE</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Planning PLAN* Plans</td>
<td>Assist teachers develop daily plans which include PLAN* and non-PLAN* activities.</td>
</tr>
<tr>
<td>6. Tapping Your Hidden</td>
<td>After studying your staff list and possible staff differentiation patterns, make a plan for using your staff effectively in an individualized program.</td>
</tr>
<tr>
<td>7. So You're a Teacher</td>
<td>Explain the basic ways in which you are responsible for the professional growth of a PLAN* teaching staff.</td>
</tr>
<tr>
<td>8. Explan*Alysis</td>
<td>Tell why Achievement Analysis Cards must be filled out for prospective PLAN* students in your school as a preliminary to ordering TLU's and support materials.</td>
</tr>
<tr>
<td>TITLE</td>
<td>OBJECTIVE</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9. Even Distribution?</td>
<td>Describe the procedures you will use in distributing PLAN* TLU's and support materials in your building.</td>
</tr>
<tr>
<td>10. Knowing What to Look For</td>
<td>List the main elements of a properly functioning classroom.</td>
</tr>
<tr>
<td>11. Oh Say, Can You See?</td>
<td>Describe the purpose of observing and using Observation Forms to help explain how the following aspects of PLAN* contribute to individualization: room arrangement, materials organization, teacher activities, and student activities.</td>
</tr>
<tr>
<td>12. Untangling Tangles</td>
<td>Describe three approaches to problem solving with PLAN* teachers.</td>
</tr>
</tbody>
</table>