Supervised Internship Report

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SUPERVISED INTERNSHIP REPORT

by

Sister Marie Paulette Garthe, O.P.

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

Western Michigan University
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Marie Paulette Garthe
MASTERS THESIS M-3936

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SUPERVISED INTERNSHIP REPORT.

Western Michigan University, Ed.S., 1972
Education, administration

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BACKGROUND OF THE INTERNSHIP

Rationale

An internship in the Specialist in Educational Leadership program has two purposes. The first purpose is to provide the candidate with first hand experience in an educational program outside the type of institution in which one had previously worked; and the second purpose would be to harmonize program and position goals, thereby contributing to a student's educational experience and preparation. According to Ferreira¹ such an internship attempts "to bridge the gap between the ideal and the real and provide experience in perception and analysis of some field situations" in a way different from having an administrator relate his experiential problems and solutions in a college classroom.

This intern previously had been teaching in parochial elementary and secondary schools. The purpose of this internship was to prepare her for a career in teacher education in a private liberal arts college where one of her major responsibilities would be directing student teaching experiences. The logical internship environment for her

was one which would combine experience in administering a directed teaching program, classroom experience at the college level, and increased knowledge of the public school system.

Negotiations

Dr. James Davenport arranged for the intern to become part of the staff of the Directed Teaching Center at Western Michigan University, with concentration on the administrative procedures of Dr. A.L. Sebaly. The period of the internship was for seven and one-half weeks beginning May 1, 1972, and ending June 21, 1972.
GOALS OF THE INTERNSHIP

The goals of the internship within the Specialist in Education degree program are based upon the acquisition or improvement of conceptual, human, and technical skills. For purposes of this program, these skills are defined as follows:

Conceptual skill is proficiency in developing and using ideas; the ability to see the totality of an enterprise as well as its parts, to grasp the interrelationships among the elements in a complex situation, and to establish and maintain balance that fosters both unity and diversity.

Human skill is proficiency in working with people; the ability to understand people and how they work and live and get along together, and to use that understanding in getting the best out of people, individually and in groups.

Technical skill is proficiency in dealing with things; the ability to use the facilities and tools that can aid in task accomplishment.

(Department of Educational Leadership)

Conceptual Skills

The following were the specific conceptual skills the intern hoped to acquire or improve during the course of the internship:

1. To become acquainted with the overall view of operating a teacher preparation program.
2. To gain an understanding of the relationship of the various academic departments to the students.
in teacher education and in program development.

3. To gain an understanding of the service areas of the university.

4. To become more familiar with various aspects of the public school system and its administration.

5. To become acquainted with the work of the agencies and organizations, local, state, and national, that are concerned with teacher preparation.

Human Skills

The human skills the intern hoped to acquire or improve are listed below:

1. To gain experience in planning with others in the initiating of change as well as the continuance of on-going programs.

2. To develop skill in working with various groups and individuals in the decision-making process.

3. To learn to balance the expectations of university students, practitioners in the field, administrators, and university staff.

4. To exercise leadership.

Technical Skills

The following technical skills were included in the intern's goals:

1. To be able to take a variety of activities, each
with differing termination dates, and integrate them into a workable whole which would allow for an orderly work schedule to be developed.

2. To obtain skill in methods of securing feedback on the various operations.

3. To obtain skill in preparing a budget; learning how to project into the future.

4. To become familiar with the various record keeping systems necessary for the individual students in the TEED program at Western Michigan University.

5. To become familiar with the book-keeping procedures, method of ordering supplies, and working with the transportation department.

6. To develop skill in interpreting pre-service experiences prior to directed teaching as well as regular teaching.

7. To develop skill in coordinating and evaluating overall programs.
PROCEDURES OF THE INTERNSHIP

The achievement of the goals detailed depended primarily upon the acquisition of data obtained through participation, observation, interaction, reading, listening, and active work in the daily operations of the Directed Teaching Center.

Scheduling Followed

Much of the intern's week was spent in the Center office or in attendance at meetings with Dr. Sebaly. There was involvement in a great many special programs, staff meetings, conferences, and problem situations. In addition to Center meetings in Grand Rapids and Kalamazoo, the intern participated in a consortium project grant request with the State Department of Education in Lansing. Part of the intern's week consisted of formal and informal visits to schools in order to assist student teachers and to evaluate their teaching experiences. One afternoon a week was spent team-teaching the "School and Society" class with Mrs. Norma Hungerford and Mrs. Elsie Bennett as well as conducting the "Seminar in Education." These classes are part of the student teaching bloc.

The highlight of the internship was a week spent in Petoskey, Michigan, with the superintendent and principals of the Petoskey schools to become familiar with the problems
of education from the public school viewpoint.

Techniques Employed

Actual work involvement in various administrative and related functions was the principal means of achieving the goals of this internship. Whenever possible, if the intern possessed the ability to make appropriate contributions, she assisted Dr. Sebaly and members of the staff in their regular work schedules. In situations where no direct contribution was made, the mechanics, skills, and concepts employed were observed and discussed with those involved in the task.

Resources Utilized

Human resources provided valuable opportunities for achieving the goals of this internship. Enduring relationships were established with the Center personnel and several student teacher coordinators. There were temporary relationships with public school administrators, teachers representing every grade level and area of specialization, and student teachers. Contacts were also made with teacher educators from other universities, personnel at the State Department of Education, Department Heads at Western Michigan University, and employees from many of the service areas of the university including certification, placement, and admissions.
Office space was provided in the Center, complete with desk, chairs, filing cabinets, telephone and access to the general office materials and secretarial help. The intern also had access to the files and records in the Center.
May 1

A meeting was held with Dr. A.L. Sebaly, Mr. Carl Lindstrom, and Mrs. Norma Hungerford to plan meetings I should attend and activities in which I could participate in order to learn how the entire Directed Teaching Center operates.

I visited Grand Valley State College with Dr. Sebaly and Dr. Frederick Bailey of the Continuing Education Department. We met with Dr. Arthur Hill, Vice-president of GVSC, and Dr. Dale Olson, of Directed Teaching at GVSC, to discuss the feasibility of and to design student teaching and continuing education programs which were planned to begin in the fall of 1972 in Venezuela, South America. I saw how two divisions within one institution interrelate and also saw how two institutions plan to work together. I learned that setting a date for a meeting forces action by the parties involved. Sebaly and Bailey had a list of definite questions to be answered before leaving the meeting and set themselves a time limit. This forced them to get right down to business.

May 2

I met the principals of the schools I will be visiting as coordinator of student teachers this term. It is important for good public relations to explain who I am...
and what I will be doing in their schools.

Dr. Sebaly discussed the follow-up to Monday's meeting at GVSC, explaining one method or style of leadership: to cooperate and move ahead with others on the surface level, but to be sure and do your "homework" or follow through on your own. WMU contacted the State Department in Washington and the Regional Education Officer for South America.

I started working on a project in preparation for Mr. Hugh Archer's retirement -- collecting letters from friends and colleagues. These letters will be bound and presented to Mr. Archer. Human skills are involved here. Tact and firmness are necessary in collecting overdue letters. The idea shows a personal concern for an individual who is part of a large operation.

May 3

Paul E. Kalinosky, fringe benefits administrator for the faculty, explained my new relationship to WMU as a staff member.

I began moving into an inner-office of the Center, where I'll be more a part of the action. Plans were made to spend a day in the Grand Rapids Regional Office with a special study of the student teaching Intern Program.

Norma Hungerford, Elsie Bennett, and I planned our classes for the term. We will be team-teaching for most of the sessions. This will be a learning experience for me.
May 4

This morning Mr. Lindstrom and I reviewed some past experiences regarding student teachers from a particular department within the university. There have been some problems with placement and certification and we don't want to repeat them in the future.

Dr. Sebaly and I discussed problems of particular student teachers. I was favorably impressed by his concern for individuals in spite of the numbers with which he has to deal.

May 5

After conducting a follow-up on a student who had psychiatric problems, I enlisted Dr. Sebaly's assistance in planning her future program. I noted the channels he used in order to help the student and also to protect the person, the Center, and public school students. The actions of one student can influence all who might follow the same program.

I began reading the self-study report submitted to the National Council for Accreditation of Teacher Education (NCATE) in January, 1972, in order to gain a better understanding of the entire teacher education program here at WMU.

This has been a very full week. Most of the activities have been introductory -- planning what I'll be doing the remaining weeks. I often found myself in the role of a consultant.
May 8

This morning I contacted a high school to get more information about an ex-student teacher. Rumors had made him the central figure in a student protest.

After contacting an instructor regarding an incomplete grade received by a prospective student teacher who had been hospitalized, I checked TEED participation evaluations. I have questions about the follow-up on these forms. Continued reading of the NCATE report also led to questions about the selection procedures used for teaching candidates.

This afternoon I missed an appointment with a student because I was taking a coffee break. I should have written down a specific time for the appointment or let someone know where I would be. I was also contacted by the Center regarding a mix-up on payment to a school for a student teacher last semester. In the future I'll write out directives and keep a duplicate copy.

May 9

There were many opportunities for developing human relations skills while visiting schools. I still fear the initial contacts but I also enjoy meeting new people and gaining new insights which these visits afford. Today distributive education and programs for the perceptually disturbed were explained to me.

Dr. Sebaly gave me several books on educational and
social change to read. If, as educational leaders, we hope to be agents of change, it is extremely important to be aware of the current setting but even more important to be cognizant of possibilities for the future.

May 10

The morning was spent recording comments from my observations of student teachers yesterday. Since the spring term is so short, extra effort is required in order to recognize and identify the specific strengths and needs of each student teacher. Accurate record keeping is much safer than trusting memory.

A meeting with Dr. Wirtz and Dr. Sebaly led to a discussion of faculty tenure, the advancement and staffing situation here at WMU, special education programs, and research on drugs and behavior modification.

Mr. Hofmeister, Assistant Superintendent at Mendon, met with Dr. Sebaly and me to discuss the feasibility of establishing a program of cooperation between WMU and Mendon in preparing teachers. It is encouraging to see individual school systems take the initiative for inaugurating these new programs.

Miss Hamster explained how her records are kept. I learned how to cross-check the forms for travel vouchers, used the adding machine and thermofax copier, and studied the coding system. I started learning about the system for reimbursing schools for student teachers.
May 11

By working on school reimbursement vouchers, I noted what detailed records are kept and the different procedures used for different school systems. After cross-checking the long-distance phone call slips with the master sheet, I sorted order forms that had been sent to the printing office. This is another area of the university which affects the Center, both in the cost for work completed and the speed with which orders are filled. This experience with clerical work will help me next year, since I won't have much secretarial help at my disposal.

Dr. Sebaly spent a good part of the afternoon explaining the preparation of the 1973-74 budget. After it is submitted to the Dean by May 15, it is processed through the university and finally it is sent to Lansing for legislative action. The Center's policy is to be as accurate as possible (no padding) with a rationale for each request. This assures credibility. The challenge comes in considering variables, e.g., increase in Michigan Bell rates, supply costs, and maintenance work, and living with the budget approved. At that time there would be no way of knowing the number of student teachers the Center could place that year, but certain costs still remain fixed.

May 12

I continued work on recording reimbursement vouchers. It's amazing how extensive this operation is geographically.
After explaining the system for keeping track of and ordering supplies, Mrs. Greendyke explained the selection process for student teachers and the different files needed for accurate record keeping. A comprehensive listing is compiled including all applicants for each semester or term. For instance, in March of 1972, a list was compiled for the fall of 1972. This list was sent to: (1) Selection Committee Members, (2) Teacher Education Committee Members, (3) Education Department Members, and (4) Department Heads. Space was left for comments and appointments which could be made with department heads to discuss the applicants personally.

After Dr. Sebaly and I spent several more hours on the budget, I began preparing individual programs for a couple of students.

This week has greatly increased my knowledge of the various record keeping systems necessary for the smooth operation of a department section of this size.

May 15

I spent a very interesting day at Western's Center in Grand Rapids with Virginia Sorenson studying the student teaching Intern Program. I also learned about the Inter-institutional Council of Grand Rapids and Kent County, MASCD activities, and the Consortium at the Center. Practical insights were gained by sitting in on some conferences with Mrs. Sorenson.
In the afternoon I observed in a primary cycle classroom at Valley View School in Rockford with Dr. Sybil Wilson.

I attended a dinner in the evening with the interns and consultants for this year's program. The informality provided an ideal opportunity for hearing of many personal experiences of the interns. They have had excellent exposure to teaching. I hope they will be able to find employment this coming year. In the past they could be guaranteed a teaching position. This is no longer the case.

May 16

Today provided many opportunities for developing public relations skills as I visited four schools and met with principals, supervising teachers and student teachers.

May 17

This morning I visited the State Technical Institute and Rehabilitation Center (STIRC) at Pine Lake. Although I originally intended only to observe two student teachers, I spent time with several staff members touring the facilities and discussing the program. STIRC is operated by the Michigan Department of Education through the Division of Vocational Rehabilitation.

In the afternoon I prepared a class presentation on Community Education and completed individual programs for two students. The Community Education Center here at WMU is most cooperative in answering questions, offering suggestions, and making its materials available.
May 18

We had a birthday party in the Center for one of the secretaries. The entire staff was present and it was a good experience to be together informally.

May 19

Much time was spent reading today. After completing the NCATE Report, I studied the manual prepared by the Outdoor Education Center of the Battle Creek Public School System. A program like this offers many possibilities for pre-student teaching experiences.

I composed a letter to supervising teachers, trying to anticipate questions they might have regarding final evaluation forms.

I am very fortunate to be able to visit such a variety of schools. My professional knowledge is being enhanced by personal observations. The contacts I made this week at the Grand Rapids Center should be very beneficial in the fall when I begin working in that area.

May 22

Today plans were made for me to spend a week studying the administrative responsibilities of the superintendent of schools in Petoskey, Michigan. I spoke with Mr. Warren Luttman on the phone and am very excited about the opportunity.

Dr. Sebaly stressed the importance of putting decisions or important statements in writing in order to
avoid misinterpretation later. It is also a good idea to have a third party involved (as listener) when a problem is discussed with another.

I began working on the annual report for the Center. May 23

I visited schools today, making formal and informal observations of student teachers. I am gaining more experience and becoming much more at ease speaking with principals about education in general and student teachers in particular. May 24

After observing student teachers in the morning, I continued working on the annual report. In the afternoon I worked on summer placements for student teachers. May 25

The student teaching seminar was held at the KCEA office today and I gained more knowledge about the operations of education associations and the rights and responsibilities of members. Chuck Keeling, area representative of the MEA, is a colorful person and quite indicative of the political thrust that education associations will be developing. May 26

Dr. Sebaly, Mr. Lindstrom and I spent several hours this morning working on the 1972-73 calendar for student teaching.
I had my first experience dictating a letter to a secretary and continued working on the annual report.

In the afternoon I read the university recommendations regarding changes in scholastic requirements for scholarships and made written comments for Dr. Sebaly.

I noted the way Dr. Sebaly suggested improvements in secretarial procedures. This can be a delicate area of staff relationships, especially if the secretary is set in her ways. Dr. Sebaly was able to recommend a more efficient filing system and still show appreciation for the manner of filing his secretary had used in the past.

I am beginning to feel much more a part of the operation of the Directed Teaching Center.

May 30

Mr. Robert Kotecki organized a meeting this afternoon for directed teaching personnel and representatives of various university departments to discuss and plan for continued and increased cooperation in teacher education and supervision in the coming year. This was a good opportunity to see the relationship of the Center to the academic departments. Unfortunately, but I suppose predictably, the departments which most need to become more involved did not send representatives to the meeting.

May 31

There is certainly nothing dull about supervising student teachers. This morning I was treated to a test
ride in a Corvette at STIRC.

This afternoon required attention of a more serious nature. I had to make some contacts concerning a student who has been under psychiatric care.

June 1

Today I attended a meeting at the State Department of Education in Lansing with Dr. Sebaly. We met with Dr. Philip Kearney, Assistant State Superintendent of Schools, prior to the meeting with Dr. Kenneth Stanley of EMU, Dr. Theodore Hagadone, superintendent of the Riverview school system, Dr. Charles Kromer, director of special programs for Riverview, and Mr. Frank Olenchek, WMU coordinator in the Detroit area. A consortium (WMU, EMU, Trenton, Wyandotte, and Riverview) is revising the student teaching program in the Detroit area and hopes to get state funding for more in-service training for supervising teachers. This session showed the value of meeting face-to-face with all concerned in a program; letters don't reveal what individuals really have on their minds. One has to sense when to let up or interject a little humor in a meeting like this. The hard sell approach isn't always effective and forcing an issue or decision can lead to a "No."

We discussed performance-based teacher education. The problem is identifying skills, competencies, understandings and knowledge we want beginning teachers to have and then evaluating whether these changes make a difference.
in what students learn.

Dr. Sebaly's philosophy is that if a program is worthwhile it should be inaugurated if at all possible. At times funding from outside sources can be detrimental to long range program development.

June 2

Dr. Sebaly, Dr. Bailey, and I were on the road again this morning with Mr. Lindstrom to meet with GVSC representatives at the Grand Rapids Area Office to continue working out further details of the contemplated Venezuela program.

In addition to increasing professional contacts (with whom I will be working more closely when I am part of the staff at Aquinas College), I was able to provide some input at this meeting. I learned that time should not be wasted discussing hypothetical questions at meetings. This is part of the homework.

I am beginning to feel much more knowledgeable and experienced and am able to participate as well as observe when I attend meetings with Dr. Sebaly. The time spent in travel is valuable for gaining from his experience and insight. Dr. Sebaly is able to identify problems clearly and logically and encourages me to suggest possible solutions.

June 5

This morning I reported to Mr. Warren Luttman,
Superintendent of Schools, in Petoskey, Michigan, for a week of studying the total operation of his school system. A schedule had been prepared so that I would be able to spend some time with each building principal and specialized personnel. We began the week at the radio station, where I was introduced to the people of Petoskey on Mr. Luttman's weekly program. From there we toured the school sites, noting the types of homes and backgrounds of the students.

I attended a meeting of school administrators and the special education staff, noting the importance of the intermediate school district for the future of special education programs.

In the afternoon I toured Sheridan School and Mr. John McFall, principal, explained their team teaching and DISTAR programs.

At Central Elementary, Mr. John R. Scott, principal, explained the middle school program they are initiating next year.

June 6

My morning was spent with Mr. Dale McAlvey, Vocational Director. He explained how the Petoskey area program began and has developed. Courses were described, questions answered, and we toured the new facilities.

In the afternoon I attended Mr. Luttman's student-teaching seminar and spoke with the student teachers for
some time. Mr. Jim Herman, of the Petoskey News Review, took pictures and interviewed me for the paper. This was my first experience with "the press."

Mr. Luttman explained the importance of keeping the press informed for good public relations, but warned me about saying "too much" in front of a reporter. You never know what information will be used or how. This point was reinforced when I read the article two days later in the paper.

In the evening I attended a dinner prepared by the commercial foods class and served to the Boyne Falls Board of Education. We toured the new vocational education facilities again. Since the school boards represent feeder schools, it is good public relations to invite them to tour the facilities and see the advantages for their students.

Mr. Luttman shares much of his responsibility with his principals so that the others are able to carry-on when he isn't there. Meetings are held every Wednesday morning and the principals take turns chairing them.

June 7

The high school was the focal point of attention again this morning as I spent time with Mr. Robert Doctor, principal, Mr. Richard Chambers, assistant principal, and Mr. Conway, head of the English department. Some of the topics of discussion were: High school curricula and course innovations, student problems, teacher tenure and evaluation,
staff relations, community support, and various school policies. The principal has breakfast with ten to twenty different students every week in order to keep open the lines of communication. The school is in excellent condition after six years of use. As soon as something is damaged it is replaced. This encourages respect for property.

In the afternoon Mr. Oliver Aho, administrative assistant to the superintendent, explained three very important areas of concern: bargaining and negotiations, Title I, and special education.

June 8

After spending time in Lincoln, Resort, and Ottawa Elementary Schools, I attended a luncheon honoring retired teachers. In addition to paying tribute to some very dedicated teachers, this function helped cement ties within the present staff, I'm sure.

My afternoon was spent with Mr. Leonard Burgess, the business manager and bookkeeper, and in the evening I attended graduation exercises.

June 9

Before leaving Petoskey, I studied curriculum materials and reports, visited Father Adolph at St. Francis to discuss how the public and parochial schools work together in Petoskey, toured the newspaper facilities, and visited the Holy Childhood School for Indians in Harbor Springs.

This week was certainly a wonderful opportunity to see
how ideas, materials, and people are brought together. It also showed the importance of leadership style in creating an efficient and yet pleasant staff climate. A poster in Mr. Luttman's office typifies his philosophy: "There is no problem that the two of us can't solve together."

June 12

I reported to Dr. Sebaly on the week in Petoskey. Several members of the Petoskey school system commented on what a good idea it was to have university personnel visit the schools and see what was going on there. They appreciated the interest shown them.

June 13

Two of the secretaries were sick so I doubled with other staff as secretary while working on the annual report. It was good experience answering questions and erasing fears. It was also an opportunity to experience another phase of office activity. I learned by answering questions for others.

June 14

A simple error in using the adding machine caused quite a bit of extra work in preparing the annual report. The experience should save me much time if it happens again in the future.

June 15

My morning was spent with Mrs. Mary K. Leamy in the admissions office. It is the function of that office to
bring the students and the university together and Mrs. Leamy has the right combination of interest in the student and loyalty to the university to make this possible.

June 16

I learned to use the calculator to determine percentages to accompany the numbers on tables for the annual report. The percentage distribution was quite revealing. Although numbers in certain areas appear to have expanded considerably, the percentages are relatively stable.

June 19

Dr. Sebaly and I spent most of the morning discussing the annual report and the rationale for particular tables. The report is based on statistics but includes much more. The value lies in making projections for the future and interpreting the data. It is extremely important to make note of developing trends.

I submitted a recommendation for what I thought would be a more efficient method of gathering data for future annual reports.

June 20

The education department of Aquinas College had its first faculty meeting in preparation for the 1972-73 school year with Dr. David Yarington, our new chairman. I will be teaching a foundations course in secondary education and will be directing the pre-teaching and student-teaching activities of secondary education students. This intern-
ship has been invaluable as a preparation for those responsibilities.

June 21

Dr. Sebaly and I spent a great deal of time evaluating the annual report and discussing my own professional future.

After an "exit interview" in the administration building, I cleaned out my desk and files. I don't intend to say good-bye to anyone here in the Center, because I hope to continue to work with Dr. Sebaly and his staff in the future.
EVALUATION OF THE INTERNSHIP

Many of the goals the intern hoped to achieve were subjective in nature and will be evaluated more critically when she begins her professional responsibilities at Aquinas College. At this point the intern has a positive feeling of self-confidence based on the experiences she had and on the increase in professional knowledge she acquired.

In evaluating the conceptual skills the intern hoped to acquire, she feels confident that she had a thorough exposure to the complexities of teacher education in general and of one institution in particular. The personal professional contacts she made at the Grand Rapids Center, in the Petoskey school system, at Lansing, in the Kalamazoo area schools and at Western Michigan University should prove invaluable in the years to come.

Improved human skills, especially in the area of interpersonal relationships and interaction, will undoubtedly prove to be the most beneficial personal result of this internship. Cooperative planning sessions with representatives of Grand Valley State College, Eastern Michigan University, and several public school superintendents developed the intern's ability to analyze group interaction and she feels that if the period of the internship had been longer, she would have been able to make more contributions at these sessions. Team-teaching planning sessions proved
that "three heads are better than one." The recognition by the intern that varied ideas can often lead to a better decision should prove helpful in the future.

The intern didn't elaborate in her log on the numerous contacts she had with individual student teachers, but many hours were spent observing, listening, encouraging and assisting future educators. In turn, she benefited from their enthusiasm, dedication, and generosity.

The most difficult area of human interaction for the intern was learning how to balance the expectations of students, teachers, administrators, and university staff with overall university goals. The intern often felt the pull of conflicting loyalties because of her recent role as student, her past experience as teacher, her many contacts with administrators, and her present position on the staff. Sympathetic listening was at times the best means the intern found for satisfying the needs of individuals from these different areas.

Technical skills and competencies are the easiest to evaluate objectively. The intern assisted with planning the 1972-73 calendar for the Center. She composed a cover letter to accompany final evaluation forms which were sent to supervising teachers and had frequent, personal contact with the teachers in order to secure feedback on a regular basis. The intern hopes to do further study in the area of gathering feedback effectively in the future.
Although the intern doesn't consider herself "skilled" in the methods of preparing a budget, she did spend much time discussing the Center's budget at various stages of its development.

The experience gained while assisting in the preparation of the annual report for the Center combined skills in securing, organizing, and interpreting data. The intern submitted a recommendation for what she thought would be a more efficient method of gathering data for future annual reports.

The internship was most beneficial to the intern since it provided numerous opportunities to apply theory obtained in academic courses to concrete situations where vision and timing can be the most crucial factors. Many of the experiences were directed toward providing an overview of a teacher education program in a changing educational scene. The intern was also provided a base from which to compare public and private education.

The intern saw that the role of an educational leader today is multifaceted by reason of the complex society in which our educational institutions operate. In the past, leadership has often been described as directing a group or an organization to achieve its goals within the parameters of existing structures or procedures. Such a concept of leadership can actually be "misleading" since it tends to confine the person in such a position to maintain the
status quo. Lipham\textsuperscript{1} suggests that such a function is more applicable to an administrator, whereas a "leader is concerned with initiating changes in established structures, procedures, or goals; he is disruptive of the existing state of affairs."

An awareness of the distinction between leadership and administration should help an individual function in a dual leader-administrator role and strive to meet both individual and institutional goals. The intricacies of achieving such a balance can be appreciated when one has reflected on the behind the scenes activities of an administrative internship in educational leadership.

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