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An Experience with School Administration in the City of Grand Rapids

Gerald L. Siegel
Western Michigan University

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AN EXPERIENCE WITH SCHOOL ADMINISTRATION
IN THE CITY OF GRAND RAPIDS

by
Gerald L. Siegel

A Report of an Internship
Submitted to the
Faculty of the Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1971

ACKNOWLEDGEMENTS

In writing this project report, I have benefited from the encouragement, advice, and constructive criticism of Professor Harold W. Boles. My thanks go to him as to the many others at Western Michigan University who have given much needed help. The intellectual training from the faculty in the Department of Educational Leadership and other Departments have made graduate study a pleasure. That gratitude in no way divorces me from the sole responsibility for what is written here.

Gerald L. Siegel

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SECTION I.

THE PROSPECTUS SUBMITTED PRIOR TO THE INTERNSHIP EXPERIENCE

Introduction

The Educational System in the City of Grand Rapids is one of the largest in the State of Michigan. Within the system are found most of the problems and challenges that are considered educational priorities by the Federal Government. The administration of such a system is complex and diversified, making it an ideal organization for an administrative study. This work will describe my working with and observation of administrators. I think the internship will give me a very comprehensive overview of educational administration at nearly all levels and acquaint me with most situations encountered within urban education in the U.S.A. The summer school programs are broader in scope than the regular school program in that they are used as laboratories for educational innovations.

Locale, Time, and Rationale

The name of the institution, organization, or other agency in which experience is sought is the Summer School Program, Grand Rapids Public School System, Grand Rapids, Michigan.

The persons who will assign tasks and supervise the intern's performance are: Mr. John Dow, Mr. James Buress, Mr. James Kraai.

The period of time to be spent in this experience is from June 15 - August 1, 1970. Hours are 8:00 A.M. - 12:30 P.M. (total time spent was 140 hours.)

The inner-city summer school program that the Grand Rapids Public School System offers the community is an excellent program in which an administrative intern can obtain a broad and relevant leadership experience. Besides the traditional functions administrators perform during the regular school year, an intern will be challenged by the diversity of attitudes and values held by the pupils and the emphasis the school board is placing on innovation. Since the program is co-ordinated with the regular summer school, interns have additional opportunities to work in a variety of schools and gain insight into the complexity and challenges of a large cosmopolitan school system.

Conceptual Skills to be Sought or Improved

1. Learning about and using compromise
2. Utilizing conflict to achieve group goals
3. The art of negotiation
4. Recognizing and also satisfying group needs
5. Clarifying group values and goals
6. Utilizing a variety of models and schemes to achieve goals
7. Development of group consensus
8. Stimulation of creativity and innovation among staff members
9. Delegating and using authority
10. Skill in decision making
11. Understanding and use of the concept of systems as defined in management literature
12. Effective use of a variety of communication media
13. Open two way communication among all staff members
14. Skill in organization
15. Skill in evaluating

Human Skills to be Sought or Improved

1. Understanding and use of group dynamics
2. Recognition and understanding of inter-personal relations
3. Description and recognition of individual and group motivators
4. Recognizing and using individual talents for achievement of group goals
5. Maintenance of good staff morale
6. Sensitivity to individual dissatisfaction and individual problems
7. Recognition and acceptance of value in all human effort

Technical Skills to be Sought or Improved

1. Maximum meaningful use of physical plant
2. Efficient and effective use of classroom supplies
3. Effective use of teaching and instructional aids
4. Effective use of charts, graphs, and models to communicate ideas
5. Effective use of evaluative instruments
6. Innovative uses for existing physical facilities

Means to be Utilized

1. Observation of administrators at all levels in the Summer School Program
2. Involvement in In-service program as educational advisor
3. Organization and initiation of Neighborhood Youth Core workers in Summer School Program at Burton School
4. Position definition and supervision of teacher aides at Burton School
5. Assistant administrator at Burton School
6. Substitute administrator for all Summer Schools
7. Organization and administration for summer school evaluation at Burton School
8. Assist in developing evaluations at South, Burton and West schools

SECTION II.

LOG OF EXPERIENCES

Introduction

The log of experiences consists of a daily diary and a weekly summary of the daily entries. The daily diary was standardized through the use of a form that included time, hours spent, nature of activity, evaluation, skills utilized and information acquired or reinforced. The form proved very useful in comparing, analyzing, and contrasting daily experiences. The weekly summaries helped the director evaluate my progress and also assisted me in organizing and interpreting my experiences. The following pages are the weekly summaries from the log.

Week of June 15 - June 19

The first week of the summer school program was in-service education for the teachers and administrators. After a general session in which the goals and projects for the summer school were discussed, each of the school staffs met separately and worked on curriculum and organization of their particular summer school. My particular role during this in-service period was that of an advisor and co-ordinator. I was asked to sit in on as many sessions as possible and present the best ideas from each group to the other groups. Since I had more experience in inner-city schooling than most of the staff members, I was asked to evaluate ideas and suggestions in terms of my own experience.

The following is a list of recognized understandings acquired and changes in attitude resulting from this week's experience.

1. An awareness of the preparation and planning necessary for a program of this nature
2. An appreciation for detail and structure in school settings
3. An understanding of personnel selection and training
4. Recognition of the importance of in-service training
5. Practice in organizing past experiences into verbal presentations
6. Practice in listening and summarizing teacher suggestions
7. Utilizing ideas, other than my own, for achievement of group goals
8. Recognition and use of group motivators
9. Practice in diagnosing problem areas in project planning

10. Practice in achieving group consensus
11. Practice in differentiating good educational ideas and projects
from poor ones
12. Knowledge about the multi-dimensional phases of a school
program
13. Understanding of school finance and budget

Week of June 22 - June 26

This is the first week the students are involved in the program. My main responsibilities are to help with scheduling; organize the Neighborhood Youth Core workers for work in classrooms, etc.; help the teacher aides define their positions; determine the lunchroom procedures; and establish some guide lines for discipline in the program. I learned a lot in a short time, and realized quickly that administrators had little time to do anything but make decisions and follow up on program procedures.

The following is a list of skills and utilized information acquired and changes in attitude that are a result of this week's experiences.

1. Perceptions of staff leaders differ for all personnel
2. Leaders have little time for extra curricular activities
3. Leaders must avoid stigmatizing language at all times
4. Self-control is a must for all leaders
5. Experience is a must for leaders
6. Leaders must understand human nature and means of need satisfaction
7. Use and understanding of Auto-Tutor (a mechanical device)
8. Understanding of various scheduling procedures
9. Knowledge of the Neighborhood Youth Core program
10. Improved skill in leading a meeting and directing a staff
11. Knowledge of some resource people and places and the use of these

12. Some understanding of Grand Rapids Public School System organization
13. Practice of leadership theory and styles

Week of June 29 - July 2

The third week was short because of the July 4th weekend. On Monday, we had a field day which appeared to be a failure. Not enough preparation went into the plans and all kinds of problems developed. The teachers did not take any leadership responsibility and thought that the administrators should do all of the organization and supervision in the field. This problem was the result of poor planning on our part. When teams were organized, black pupils would only play on black teams, and white students wouldn't play against all black teams. This Monday proved a valuable experience in that it presented many chances for decisions and action.

The remainder of the week was given over to regular classes with the normal problems developing in regard to attendance, discipline, staff, etc.

The following is a list of skills utilized and information acquired and changes in attitude that are results of the week's experiences.

1. Improved skill in using physical plant
2. Practice in using instructional and audio-visual aids
3. Recognition of distinct leadership styles used by colleagues
4. Improved skill in placing personnel in areas of personal talent
5. Effective use of techniques to increase good staff morale
6. Organization for maximum use of teaching time
7. Creation of two way communications between staff members
8. Increasing enjoyment in meeting the challenges of administration

9. Experience in working with plant engineers and janitors
10. Experience with a lunch program
11. Recognition of the values of leadership education
12. Recognition of the similarities and differences of all individuals

Week of July 6 - July 10

This week was highlighted by student trips to Grand Valley State College and to the others schools in the program. After preparing the plans for the G.V.S.C. trip in detail, we expected few problems. As leader of the group going to the college, I prepared each of the participating teachers well for the tour. I overlooked a problem that developed in connection with personnel at the college. When we got there, only one of the promised three guides showed up for our fifty-five pupils. So, fifty-five uninterested pupils rambled over the campus for three hours getting into as much trouble as possible, such as walking into classrooms that were in use, turning dials on mechanical equipment, etc. The trip could not end quickly enough for me. I learned a lot from this experience, and I am sure that in the future any trips under my direction will have much closer supervision than this one did.

The remainder of the week, I observed teachers and administrators in the other schools and wrote a report for the director on how things were going in all three schools. The main emphasis of the report was the progress being made at Burton. I also submitted a proposed evaluation for the summer school program to the director. This consisted of questionnaires for teachers, pupils, and administrators with recommendations for outside observers to take part in the evaluation.

The following is a list of skills utilized and information acquired and changes in attitude resulting from this week's

experiences.

1. Projects and trips are seldom overplanned, they usually are underplanned
2. Staff members will identify with a school if they have responsibilities from which they receive status and enjoyment
3. Humor is a priceless virtue for an administrator
4. An administrator must delegate work
5. Innovative ideas and projects are as good as their inventor's initiative to follow through with them
6. Leadership is very rewarding
7. Some practice in decision making
8. Practice in discussing staff problems and arriving at solutions with staff
9. Experience in evaluating personnel
10. Recognition of personal limitations and weaknesses
11. Improved skill in communicating expectations
12. Practice in speaking to groups of people
13. Practice in co-ordinating individual efforts for group goal achievement
14. Use of theory in daily experience

Week of July 13 - July 17

This week of summer school gave me opportunities to understand what it is like to be an administrator on the move. Every day of the week I attended functions outside of the school building. Trips were made to other schools, to television stations, to basketball games, to Am-Way Corporation, to the local zoo, and to staff meetings. I learned much from each experience, but the pupil's collective behavior probably gave me the best opportunities to make decisions and apply concepts and ideas. The racially integrated composition of the pupil groups caused constant friction between pupils, and staff personnel had to be in control at all times.

The administrators were unhappy with the job the local staff members were doing, and the local staff members were complaining about the administrators' handling of problem situations. It appears to me that many staff members merely wanted good paying summer jobs, which resulted in some of them doing little or no planning for the program. These factors caused premature tiring on the part of most staff members. This situation presented excellent opportunities for me to innovate and use my knowledge and understanding of people to improve staff morale.

The following is a list of skills utilized and information acquired and changes in attitude resulting from this week's experience.

1. Practice in trying to improve staff morale
2. Opportunity to help individual staff members evaluate their

performances

3. Improved skill in understanding both weaknesses and strengths of teachers and administrators
4. Skill in developing models and ideas consistent with realities
5. Practice in using conflict as a motivator
6. Practice in supervision of groups in new environments
7. Application of professional knowledge to real life situations

Week of July 20 - July 24

This week brought the summer school program to a close. All materials and supplies had to be inventoried and returned to the supply center. A number of staff meetings were held to evaluate the program and offer suggestions for next year's program. The highlight of the week was a picnic for all of the pupils in the program. This experience proved to be a hindrance to the summer school program. At one school, the teachers decided to drive to the picnic and made no provision for supervisors to ride on the busses. The principal did not have the foresight to see what might develop. After the picnic, all the pupils were returned to school to await their respective busses to take them home. There were no other teachers in the school yard at this time, thus I was the only adult there with some seventy teenagers. All of the pupils were black with the exception of four white teenagers. Three of the latter went home with their parents. Since the busses had not come, I went into the school building to call transportation.

While I was calling, the pupils came into the school building and began destroying bulletin boards, etc. With the janitors' help, we got them out of the building and locked the doors. When I came out, a number of the black pupils were beating the remaining white boy with sticks and bottles. Since the school was locked, I could not call an ambulance so I locked him in my car and tried to talk with the pupils. They threatened me and told me that because I was white I would sustain bodily injury. The busses finally came and the

white boy's mother came and took him to the hospital. This experience taught me many lessons in working with integrated groups.

The following is a list of skills utilized and information acquired and changes in attitude resulting from this week's experience.

1. Leaders must be responsible
2. Practice in working with racially tense situations
3. Recognition of good and bad traits of leaders
4. Practice in solving staff related problems
5. Improved skill in applying models and concepts
6. Understanding of pupil concerns and problems

SECTION III.

EVALUATION

Supervisor's Evaluation, Form A

Name of Student Gerald L. Siegel Semester Summer 1970

Interning Organization Grand Rapids Board of Education

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

Jerry worked as an administrative assistant in the Title I Middle School Summer Program. His job consisted primarily of serving as a resource person to teachers. Also he helped a great deal in carrying out administrative details.

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

Because of Jerry's background in working with the inner-city youngsters, the ideas that he brought forth in the program were very useful. He was especially helpful to the teachers in the program who had never worked with inner-city youngsters before. Jerry's ideas and assistance in the area of evaluations aided me a great deal in attempting to evaluate the summer program. All in all, I feel that Jerry's experience this summer aided him in administrative growth, more than anything else it helped make this summer project a success.

3. Performance:

Satisfactory X Unsatisfactory

Distribution by faculty sponsor:

Faculty Sponsor

Faculty Advisor

Director of Professional Experiences

James A. Burress

Organization Supervisor's Signature

Grade: Pass X Fail Harold W. Boles

Faculty Sponsor's Signature

6

Credit Hours Completed

Student's Evaluation, Form B

Name of Student Gerald L. Siegel Semester Summer 1970
Interning Organization Grand Rapids Board of Education
Organizational Supervisor Mr. James Burress

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

My experience in the 712 course proved to be practical, relevant, and meaningful. I had many opportunities to try innovations and use ideas that I had derived from classroom work. I think my professional knowledge increased greatly. I had opportunity to develop and modify concepts and ideas consistent with realities. Many opportunities were afforded to make application of theories, concepts, skills and understandings developed throughout my college experiences. One of the most rewarding and interesting aspects of this experience was decision making with full responsibility for the results of these decisions. The benefits of this experience are far too numerous to list, but the following comment probably states my feelings about the course best: I think I have learned more from this experience than I have from any three classes that were traditionally structured.

Very few negative experiences developed for me during this program. Some improvement might come from the following areas: task assignment, definition of intern responsibilities, quantity of contact between supervisor and intern, and

quantity of decision-making opportunities.

2. Suggestions for the improvement of the 712 experience.
 1. A set number of sessions between supervisor and intern
 2. More opportunities for decision-making on the part of intern
 3. Clarification of the intern's role and tasks with all personnel in the program
 4. Opportunities to observe administrators at various levels
 5. Specific responsibilities that the intern will be held accountable for

Distribution:
Faculty Sponsor
Faculty Advisor
Director of Professional Experiences

Gerald L. Siegel
Student's Signature

APPENDIX A

GUIDELINES AND PROCEDURES FOR GRAD. 712
PROFESSIONAL FIELD EXPERIENCES

TO: ALL PERSONNEL DIRECTLY INVOLVED WITH GRAD. 712, PROFESSIONAL
FIELD EXPERIENCES, WESTERN MICHIGAN UNIVERSITY

DATE: October 1, 1969

During the last year, the various departments and schools at Western Michigan University had enrollments of over 1,000 credit hours in Grad. 712. The great number of internships necessitated the establishment of some administrative policies and procedures. Such policies should insure that students' personal growth is always the primary objective of Grad. 712 although important concomitant values are derived by interning organizations and the university.

The Western Michigan University Graduate Council has approved the operating principles. It is hoped that all personnel involved in Grad. 712 will become familiar with the following materials and will offer suggestions for improvement of the guidelines or for the Grad. 712 program itself.

The following materials include:

Guidelines and Procedures for Grad. 712

Values of Internships for the Graduate Student

Values of Internships for the University

Values of Internships for the Organization

Possible Weaknesses of Internship Programs

712 Student's Evaluation, Form B

712 Supervisor's Evaluation, Form A

GUIDELINES AND PROCEDURES FOR GRAD. 712, PROFESSIONAL FIELD EXPERIENCES

1. In order to enroll in 712, a student is required to apply by means of a form available in the School of Graduate Studies. This form, entitled "Application for Permission to Elect", requires a description of the professional experience and the signed approval of the faculty advisor, faculty sponsor, and the Director of Professional Experiences. The name of the interning organization and the organizational supervisor should be recorded on this form. The quality and relevancy of the experience to probable future professional activities should be carefully evaluated before approval is granted.
 2. A maximum of 12 semester hours may be allotted for a semester of full-time internship. A maximum of 6 hours may be allotted per session. Considerably fewer credit hours are recommended for the one-year M.A.
 3. One credit hour should involve a minimum of 40 clock hours which may include assigned readings.
 4. A maximum of a 44-hour week may be included for purposes of reporting experiences to an accrediting organization, etc.
 5. Stipends to an intern must be less than the full professional pay for one who has reached the level of competence of the intern.
 - a. Full professional stipend is not permitted because the intern should always be considered primarily a learner and not an employee by the organization.
 - b. The amount of the stipend to be remitted, if any, should be listed on the "Application for Permission to Elect" form provided by the Graduate Office.
 - c. The stipend agreement must be endorsed by the School of Graduate Studies.
 - d. Stipends may be remitted directly to the student by the organization where the student is interning.
 - e. When all degree candidates in a particular program are required to have an internship, then stipends may be tax free and classified as fellowships.* A "Stipend Authority Information" agreement card must be authorized by the
- *Stipends for students may be income tax free under certain conditions. Basically, to qualify for tax-free stipends, the internship, thesis, or some equivalent experiences must:
- a. Be required of all degree candidates in that particular program.
 - b. Have as its primary purpose the furtherance of the education and training of the student.

Graduate Office before a fellowship may be granted. Cards are available from the Grants-Accounting Office or the Graduate Office.

Checks from contributors should be made out to the Professional Experience Fellowship Fund and sent to the Grants-Accounting Office, Western Michigan University, for the distribution of funds to the students.

6. Students in 712 Professional Field Experience must study as well as practice.
7. Full-time interns must have direct contact with a well-qualified organizational supervisor for a minimum of three hours in any single week.
8. An outline or plan for each specific internship should be presented by the organization to the faculty sponsor and the Director of Professional Experiences.
 - a. It is probable that changes in the intern, increased proficiencies, new evaluations of the intern, and environmental changes may make a revision of plans desirable at a later date. If the change in plans is considerable, the university personnel involved should be informed.
 - b. If the outline or plans for many of the interns are extremely similar or identical, then one plan, presented along with the names of the interns is sufficient.
9. A "continuing report" of activities should be maintained by the intern and should be available to supervisors, sponsors, or the Director of Professional Experiences upon request. The report should have sufficient detail to enable a reader, who is a professional in the field, to have a good understanding of the activities undertaken. For example, each week a paragraph or two may be written summarizing what has been learned.
10. The intern should complete three copies of the one-page "712 Student's Evaluation, Form B" near the end of the semester.
11. The organization supervisor and/or the faculty sponsor should complete three copies of the one-page "712 Supervisor's Evaluation, Form A" near the end of the semester.
12. The intern may request, by writing to the Director of Professional Experiences, that a copy of the "712 Supervisor's Evaluation, Form A" should be placed in his file at the University Placement Office.

13. Grades for Grad. 712 will either be "Pass" or "Fail". The grade will not influence the student's total grade-point average. "Pass" implies an "A" or "B" performance. A "Fail" should be reported as an "E" on the grade report sheet. A "Pass" grade will be reported as "CR" on the permanent record of the student. An "Incomplete" or "Fail" will be recorded as "NC" on the permanent record.
14. Individual departments or schools may have other or additional procedures which also should be followed, e.g., Information Regarding the Degree Doctor of Education, Western Michigan University, 1967, Topic 11, Appendix 3.
15. When practicable, the sponsoring faculty and/or the Director of Professional Experiences should visit the agency and orally communicate individually with the supervisor and the intern. Supervision of the intern is a joint responsibility of both the organization and the university.
16. Before one-third of the period of internship is completed, interns are expected to make an informal report about the adequacy of their experiences to the Director of Professional Experiences. The report may be made by letter, telephone, or personally at the Graduate Office.
17. At the beginning of the final week of internship, the faculty sponsor should receive copies of the "continuing report" plus three copies of the student's and supervisor's evaluations for approval. The faculty sponsor will distribute a copy of each document to the advisor and the Director of Professional Experiences. This should occur each semester the student is enrolled in 712.
18. Grades, other than "Incomplete", will be withheld on Grad. 712 until the "continuing report", the student's evaluation, and the supervisor's evaluation have been submitted to the Director of Professional Experiences.

VALUES OF INTERNSHIPS FOR THE GRADUATE STUDENT

For the graduate student, an internship should ideally result in:

1. An increase in professional knowledge.
2. Development of concepts consistent with realities.
3. Knowledge of how ideas, materials, and people are brought together.
4. Application of theory, concepts, understandings, and skills in circumstances comparable to those in which he will work in the

future.

5. Opportunity to evaluate and further develop his own competencies by the application of his knowledge, skills, abilities, and concepts in actual practice.¹
6. Acquisition of the concept of responsibility or accountability at both the intellectual and emotional levels.
7. Gradually increased confidence by practicing his profession without carrying the full responsibility.
8. Achieving in a comparatively short time many of the insights acquired during the supervisor's lifetime of experience.
9. Perception that theory is practical in that it aids improvement of practice.²
10. Learning more about himself and his competency to practice his profession and skill.
11. Greater involvement or commitment and integration of these values into his value system.
12. Better vocational placement, either via acquaintanceship with professionals, or in the interning organization itself.

VALUES OF INTERNSHIP FOR THE UNIVERSITY

The university professor and administrator benefit:

1. In greater knowledge of the functions of various organizations.
2. In greater knowledge of the practices and quality of performance of various organizations.
3. From a better understanding of actual problems in the field.
4. From this source of information for the evaluation of the adequacy of the intern and the university program in general.
5. From acquaintanceship with personnel which might lead to improved professional development and greater community service.
6. From the prestige the university acquires through better placement of superiorly trained professional personnel.

VALUES OF INTERNSHIPS FOR THE ORGANIZATION

The interning organization benefits:

1. In that to properly teach the intern, it must clarify its goals and procedures.
2. Because the advanced intern probably contributes more to the organization than the training requires in time and effort from his supervisor.
3. From new ideas and probable growth of the stimulated supervisor.
4. By opportunity to screen the intern as a potential future employee.
5. By its contribution to society by aiding in the education of our nation's youth.
6. From the prestige acquired through being associated with the training of professional persons and with the university.

POSSIBLE WEAKNESSES OF INTERNSHIP PROGRAMS

Inadequate supervision:

1. Many organizations request an intern when they have no one to adequately supervise the student, but have a job opening which they wish to have filled without payment of a regular salary.
2. Inadequately trained organization supervisor or one with insufficient time or motivation to properly plan, instruct, or evaluate the intern.
3. Insufficient allowance for the work-load of a professor who may be sponsoring many interns.
4. Insufficient work-load allowance for the internship director.

Exploitation of the Intern:

1. Utilization by the organization of the intern primarily as a worker rather than as a student who is learning partially by working.
2. Placement of the intern by the organization supervisor on a routine but lengthy task that involves neither considerable learning or supervision. This can occur readily in research projects.

Unsatisfactorily designed programs:

1. Inadequate planning on the part of the university and the organization resulting in a program which may not begin to approach the values that may be gained through internships.
 - a. A supervisor may prevent learning by allowing observation only and permitting no participation in activities or decision making.
 - b. With no adequate plans, the intern may while away his time with routine tasks.
 - c. The internship may not be designed to develop skills necessary for the student.
 - d. The level of skill practiced may not be appropriate for the intern's abilities or previously developed skills.

R. H. Schmidt
Director of Professional Experiences
School of Graduate Studies
Phone: 383-1660

APPENDIX B
APPLICATION FOR PERMISSION TO ELECT

School of Graduate Studies
Western Michigan University
Kalamazoo, Michigan 49001

APPLICATION FOR PERMISSION TO ELECT

720 Specialist Project 4-6 hours

(Indicate your plan for enrolling in the course)

Semester Summer Year 1970 Hours 6 1st Enrollment

Name Gerald L. Siegel Student Number 788910

Address 1331 Calvin Avenue, S.E., Grand Rapids, Michigan 49506

Program of Study Specialist - General School Administration

Description of Independent Study

Administrative Intern in Summer School Program, Grand
Rapids Public Schools. Experience with each of the
five principals, the co-ordinators and the director.

Gerald L. Siegel
Signature of Student

Boles
Name of Faculty Member Under
Whom Study is to be
Completed

Harold W. Boles
Signature of Advisor

R. H. Schmidt
School of Graduate Studies

17 June 70
Date

APPENDIX C

STEP BY STEP TO BETTER
INTERNSHIP EXPERIENCES

(Department of Educational
Leadership Guidelines)

Step by Step to Better Internship Experiences

1. Explore with the Chairman of your doctoral advisory committee your interests and needs in major and cognate internship placements.
2. Address a letter to the Department Head requesting help in arranging an internship. Include any ideas that you may have regarding the nature of the experience desired.
3. Learn from the Department office who the persons are who are designated (a) by the department and (b) by the School of Graduate Studies to assist students in arranging internships.
4. After clearing with the departmental person designated to assist with internships, make preliminary contact with the prospective internship supervisor.
5. If, after consultation with the prospective internship supervisor, you are satisfied that a satisfactory internship can be arranged, prepare an internship prospectus.
6. Submit the Prospectus to your Doctoral Committee for approval.
7. When the internship prospectus is approved by the committee, notify, in writing, the departmental person designated to assist with internship placements. He will then notify the prospective Field Supervisor and the Departmental Supervisor by official letter specifying the conditions under which the internship will be done.
8. *
9. Pick up special enrollment forms (712) from the Department of Educational Leadership office, and
 - a. Fill out the forms.
 - b. Get the necessary signatures.
 - c. Take copy to the Departmental Supervisor, along with a copy of the prospectus.
10. Enroll for the proper number of hours of graduate credit, dependent on the nature and length of the internship experience.
11. Report to your Field (on the job) Supervisor on the agreed-upon

*This is an exact copy of the original, which has since been discovered to be in error because of the omission of the number 8 in numbering the steps.

date and establish the procedures and routines of your internship.

12. Make arrangements with the Departmental Supervisor for his on-the-job visits (at least 2 for each 3 S.H. of credit -- more may be necessary).
13. When on campus, make regular contacts with the Departmental Supervisor, apprising him of your progress.
14. Maintain a comprehensive log or journal of day to day activities while engaged in the internship. This is to be available at all conferences with the Departmental Supervisor.
15. At termination (or slightly before) of the internship experience:
 - a. Secure evaluation forms from the Departmental Supervisor.
 - b. Distribute the blue forms to the Field Supervisor; include a stamped envelope addressed to the Departmental Supervisor.
 - c. Fill out pink forms with self-evaluation and submit them to the Departmental Supervisor.
 - d. Submit a report of approximately two pages (in line with the Prospectus) of the internship experience; append to the report several significant log entries.

APPENDIX D
BIBLIOGRAPHY

Bibliography

1. Conner, F. E. and Culbertson, Jack, The Internship in Administrative Preparation: Some Action Guides, American Association of School Administrators, 1964.
2. Moore, Jr., H. A. Professional Administrators for American's Schools, Chap. 3, 1960 Yearbook of American Association of School Administrators.
3. Tope, D. E., A Forward Look--The Preparation of School Administrators, 1970, Bureau of Educational Research, University of Oregon, 1960.