Report of an Internship Experience in Coordinating a Summer School Program in Eight Target Schools

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REPORT OF AN INTERNSHIP EXPERIENCE
IN COORDINATING A SUMMER SCHOOL PROGRAM
IN EIGHT TARGET SCHOOLS

by

Russell W. Stanton

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

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II. THE INTERNSHIP PROSPECTUS

I Institution: Summer educational program of the Kalamazoo Public Schools.

II Laboratory Supervisor: Dr. William Cansfield, Director of Curriculum, Kalamazoo Public Schools.

III University Supervisor: Dr. Harold Boles.

IV Length of Experience: June 17, 1970 to August 12, 1970.

V Rationale:

Here is how I, as the intern, would expect to benefit from the proposed experience:

Skills to be Sought

Conceptual skills

Fifteen Kalamazoo elementary schools will be involved in the summer school program. Eight of these are in disadvantaged neighborhoods and will qualify for a breakfast program sponsored through the local Kalamazoo County Community Action Program, referred to hereafter as KAL-CAP. My job will be to coordinate the program, and this will mean working with KAL-CAP's Mrs. Grace Jackson (the Head Start Director who will have charge of the program); Mr. Jack Hamilton, Elementary Supervisor; Mr. Richard Haw and Mr. Lawrence Wells, principals in charge of the total summer school program. I will also work with eight head teachers, eight custodians, five
KAL-CAP cooks, and three KAL-CAP truck drivers who will deliver the food.

**Human skills**

The people mentioned above represent many cultural, educational, and social backgrounds. My previous factory work experience and training as a guidance counselor will keep the operation running smoothly. I expect problems to arise but nothing the intern cannot handle.

**Technical skills**

Having chaired an ad hoc committee last year that was charged with exploring the feasibility of a breakfast program, and later helping with the actual physical operation of the program, I hope to put this knowledge and experience to work in assisting implementation of the program in each school building. Refrigeration must be secured, a milk schedule worked out, storage for non-perishable items, tableware and sundry supplies must be stored in a readily accessible place, and separate facilities set up for burnable and non-burnable waste. Both old and new buildings must be reckoned with along with a food serving area to be laid out in each building. I hope to accomplish this on my own along with the head teachers and custodians. The latter have a summer schedule that must be taken into consideration.

It is my hope that a smooth running program can be set up and put into operation with a minimum of friction. I believe the custodians and KAL-CAP cooks are the key people in the operation,
and I will be very attentive and listen when they have a suggestion or problem.

The head teachers, I feel, will function best as supervisors of the food serving operation along with maintaining a degree of social control. The teacher aides should do the actual work of setting the tables and serving the food. In addition, each child should assume responsibility for cleanliness of his immediate area that he uses for eating.

The custodian will clean the floor after each breakfast and see that the dry refuse is burned and the remainder tied in a plastic bag to be returned to KAL-CAP along with the food trays.

A weekly head count of pupils participating in the breakfast program will be furnished me by the head teachers of the eight buildings and I will relay this data to the head KAL-CAP cook.

I will meet with Mrs. Grace Jackson when and if the need arises.

In addition to coordinating the breakfast program, I will be assisting Mr. Wells with his duties as elementary summer school principal. I hope to participate in staff planning of reading skills in any of the Title I schools that would be seeking help for an administrative member of the summer school staff. If help is required to assist with any portion of the skill-building programs, I hope the opportunity to help is given to me.

As this is the first year that teacher (parent) aides will be used in the summer school program, I hope to furnish some assistance to teachers as to what their duties would be and how they might perform them.
I hope to learn administrative procedures that would be useful in performing the tasks of an elementary building principal.
III. GOALS OF THE TARGET PROGRAM

The goals of the eight Title I Target Area Schools were to plan and follow through in three basic academic areas of learning: reading, arithmetic, and communication.

The reading programs varied among the eight target schools due to the grade levels of instruction which emerged as a result of Title I guidelines. These guidelines stated that parents were to be involved with teachers in planning and implementing the summer Title I programs. Many schools were involved, and many differing priorities came forth. The choices of grade levels were among (1) pre-first, (2) second, third, fourth, and fifth grades, and (3) a curriculum for all pupils second through sixth grades.

The goals of the reading programs were designed to raise the pupil's level of reading comprehension closer to his grade level.

The arithmetic program was similarly constructed to afford the child a chance to "catch up" with pupils operating at his grade level.

Pretesting and post-testing of pupils in reading and arithmetic were used to measure the pupils' gains.

Individualized approaches to written and oral communication were the aim of teachers in attempts to have each pupil learn to express himself better in his writing and speaking.
In addition to the three aforementioned areas of academic endeavor, each room was allowed two bus trips for cultural enrichment of the pupils.

As the summer school academic program was being finalized, KAL-CAP, per Mr. Edmund Morris and Mrs. Grace Jackson, offered each target area school its choice of a breakfast or lunch program designed to feed each enrolled pupil. It was at this point that I was contacted to coordinate the food program. Six schools chose to have breakfast programs and two selected noon meals.

The goal of the KAL-CAP food program was to feed needy school children. The local KAL-CAP organization is funded through the Office of Economic Opportunity. The OEO Fact Sheet dated September 1970, states the purpose of H. R. 515 signed into law May 14, 1970 by President Nixon: "To safeguard the health and well-being of the nation's children by providing them with nutritious lunches in school every school day."

Much has been written attesting to children's academic ability after having been provided with a nutritious meal. No data are available to substantiate this, but it is a fact that summer school attendance was better this year because of the breakfast program.
IV. LOG OF EXPERIENCES

Week of June 17-19, 1970

These three days were spent getting in touch with Dr. Cansfield, Mr. Hamilton, Mr. Haw, Mr. Wells, and Mr. Pyle who is in charge of Federal programs for the Kalamazoo Public Schools this summer.

The total Kalamazoo summer school staff met at Kalamazoo Central High School on Friday. Mr. Haw spoke briefly and introduced the summer school nurse and the counselor. The elementary staff left for Vine School (Mr. Wells' regular assignment as principal is there) where Mr. Wells conducted a multi-faceted orientation to the many staff duties and expectations that we might be knowledgeable by opening day. Questions followed.

In the afternoon Mr. Wells and I talked in his office. At 2:00 I met with the staff at . . . School to help plan the reading skills section of the program. A staff member was unable to attend. The program was planned around the structural and phonetic analysis of words. This school will have children from grades K-2 only. We finished at 5:30.

Week of June 23-26, 1970

This morning, stops were made at Roosevelt, Edison and Lakewood Schools. I spoke to head teachers and head custodians, together, about the program. It requires tact with the custodians because it means more work.
Lakewood School will have the children eat in their own classrooms.

Edison School's head teacher wishes to change her hours from 8:00-1:00 to 7:30-12:30. Okay was given.

I drove over to the KAL-CAP kitchen to speak with Mrs. Barnes, the head cook, to have some dialogue on food serving, transportation routes, and duties of the drivers.

In the afternoon I went to Northglade School. It is the only school having an afternoon session. Spoke with the head teacher and head custodian. They will be feeding large numbers here. I suggested utilizing the outside picnic tables left by the city for use this summer.

Last stop was Vine School where I met with Mr. Wells and saw the head custodian. No problem here.

Wednesday was much the same as Tuesday. Had orientation meetings with head teachers and head custodians at Lincoln, Woodward and Washington Schools.

Woodward School has the largest group to feed so they have decided to do it in two shifts.

The librarian at Woodward School has not received a contract and is upset. I promised to look into the matter.

All Title I schools have now been contacted.

In the afternoon the following calls were made for the reasons noted: (1) Mr. Haw, regarding Woodward School's janitor supply problem and the librarian's contract. He said he would order the custodial supplies and for me to call the library supervisor and...
explain about the librarian's contract. I called, but there was no response. (2) Mr. Hamilton, whom I asked to call the custodial supervisor that he might give uniform information to all summer school custodians regarding garbage disposal. (3) I met with the staff of . . . School to help them with the division of their students into the rooms most appropriate to their learning. Miss . . . also asked about the field trips available so she was advised on the enrichment portion of her program also. That took care of the academic problems.

Our next problem was revamping the breakfast program to allow each room to eat by themselves. I told them that I felt it was a good idea and that each room should be responsible for its own cleanup which would relieve the custodian of additional work. They agreed to do that.

On Thursday I took payroll slips to head teachers at Westwood, Brucker and Milwood Schools. This was my first chance to meet personnel outside of the skill building programs of the eight target (Title I) schools. Ran into audio-visual problems at Milwood Elementary School and suggested a call to AV for a replacement projector.

After lunch a meeting with KAL-CAP was held in their kitchen where the food will be prepared. Present were Mr. Hamilton, Mr. Wells, Mrs. Jackson, Mrs. Barnes, and myself. Mr. Edmund Morris, KAL-CAP Director, was unable to attend. Procedures were discussed regarding time of food arrival at schools, school storage facilities for items requiring refrigeration, delivery routes, garbage disposal,
and means of getting a head count of participants in the breakfast program. I asked for and received 200 large plastic garbage bags to give to the head custodians.

Friday morning I arrived at Edison School at 7:30 to run dittos for delivery to head teachers and custodians. These dealt with suggestions for operation of the program and included school and teacher responsibilities along with those of KAL-CAP. Head count slips were also made. The Office of Economic Opportunity requires that a daily count of those eating breakfast be tabulated.

I spent the remainder of the morning going to Lakewood, Roosevelt, Lincoln, Washington and Vine Schools where I again spoke to head teachers and custodians as to how we could improve our procedures. These were give-and-take sessions. I left garbage bags and the dittoed material at each school.

I returned to . . . School at 11:30 to speak to some teacher (parent) aides regarding their duties in the classroom and the limits of their involvement. I explained their role in the forthcoming breakfast program and how those roles dealt with the food serving and cleanup. The role of the teachers, I pointed out, was to supervise the actions of the students.

In summary for this week, much time was spent in gaining background information regarding the responsibilities of the two factions involved in furnishing breakfast to students: KAL-CAP, and the teacher-custodian team. I found the greatest skill needed was in working to secure the cooperation of the custodial staff of each building.
Week of June 30-July 3, 1970

Tuesday morning I stopped at Edison School to pick up trip slips and registration blanks of new arrivals. Head teacher wanted to know if, when going on a trip, sack lunches could be substituted for hot meals. I explained that permission for the substitutions had already been secured from the KAL-CAP kitchen.

Stopped at Oakwood and West Main Schools to have the pay slips signed.

At . . . School there are problems with too many officers and not enough troops. Most of the difficulties are of conflicting personalities and cannot be listed here. I saw the custodian again. He is being difficult and I can see his point, but he is beginning to cooperate with teachers and aides.

Around noon I stopped at Central High School. There is a problem. Replacement teachers are needed at both Northglade and Woodward Schools. Mr. Haw, Mr. Wells, and I sat for 30 minutes suggesting names. They signed one person whom I suggested to them—my principal, Mr. Hill.

Mr. Wells and I left for lunch and a chance to talk and plan.

After lunch Mr. Wells left and I went home for an hour. At 2:00 I arrived at the KAL-CAP offices on Burdick Street to see Mrs. Grace Jackson—at her request. She wanted me to take the drivers out on a dry run this afternoon so they might know where the schools are and deliver preliminary items such as plates, salt, pepper, tableware, catsup, syrup, etc. I declined, informing her
that the schools were closed, but that I would be happy to meet them
early in the morning and lead the way on the routes. It is all set
for tomorrow morning.

Next morning I arrived at 7:15 at the KAL-CAP kitchen. The food
and sundry items weren't loaded so I pitched in to help.

After late deliveries I went back to the kitchen to see if there
was some reason for the food being an hour late at some schools.
There were many reasons: unfamiliarity with new tasks, making 600
peanut butter sandwiches, some supplies arriving late, and some not
arriving at all. I then made rush trips to most schools and phoned
the rest to find out how things had gone. Consensus: on the whole,
very well.

Next I called Grace Jackson to say that weekly milk deliveries
should be changed to twice weekly. She agreed and pressure was put
on the dairy. Shortages of milk are to be made up early tomorrow.

On Thursday I again stopped at the kitchen early. The food
was not ready and I left at 8:15. I delivered some supplies to
Edison School, then drove to Vine Street School where I left some
trip slips for Mr. Wells' signature.

At Lakewood School everything went well. Washington School's
head teacher put a male student teacher in charge of the program and
it went off well.

A teacher at . . . School had a problem with her reading program
so I talked with her regarding this for about thirty minutes. Her
program had been set up involving a student teacher, but when the
student teacher was transferred to another school she had less time
to spend with children on an individual basis. I told her that I
would get an SRA Reading Laboratory for her use as soon as possible.
I left for the Administration Building at once and picked up the kit
from a resource teacher's office. I took it to Mrs. . . . at . . .
School.

I took two extra cases of breakfast cereal to Woodward School.
I then arrived at Roosevelt School as it was being dismissed at
11:30. I asked the head teacher to get the staff together that I
might present a plan for alleviating the kitchen's breakfast load.
I suggested a noon meal similar to Edison's and Northglade's but the
staff said no. They agreed to pick up their own food at the kitchen
which is half a block away. This will help somewhat.

Back at Vine School, Mr. Wells and I talked about the status of
the program for an hour before going to lunch.

After eating I went to Northglade School about 2:15 and spoke
to the head teacher and custodian about their program. As the
schools are closed tomorrow the week ended at this point.

To summarize, there were many ragged lines of communication
during implementation of the program. A big void exists between the
KAL-CAP Head Start Director and the cooks and truck drivers. The
greatest skill used this week was patience. I worked diligently to
iron out the kinky relations between persons concerned. I believe
that my dedication to that end was useful and well received and I
gained more confidence in my ability to keep things moving.
Week of July 7-10, 1970

Another week began with my stop at Edison School at 7:30 to leave the trip slips. The 70 lunches were left yesterday for their trip to the Boys' Club Camp at Hastings, Michigan. The lunches worked out very well.

Met Mr. Wells at Vine Street School and we went to Howard Johnson's for coffee and problem solving. The latter dealt with student placement in his school this fall. This was solved by the following grade placement of students: 35 in 6th grade, 23 in a 5th-6th grade combination, and 35 in 5th grade.

We then went together to Milwood, Roosevelt, Lincoln and Vine Schools. With the exception of Milwood School all are breakfast participators. I received feedback on operations of the others.

Returning to Vine School at noon, we talked until 1:30 regarding accounting procedures. This was a real information item. Mr. Wells explained all of the accounting sheets and other items involving staff and secretary relationships.

At 2:00 I met Mrs. Jackson and strongly suggested that the cooking crew begin work earlier. She believes that their unfamiliarity with the program is causing delays. I will go along with that for now, but I am beginning to have serious doubts about that being the real reason. We agreed that one driver should give up one school to the first driver leaving in the morning.

On Wednesday I stopped at Edison School at 7:45 to run more head count ditto as Lincoln School Day Care Program has been added

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to my list. I stopped by the KAL-CAP kitchen at 8:10 and talked to both drivers to see if Vine and Woodward Schools could be first on their respective runs. It was okay.

Stopped at Vine School with straws for the milk.

At Lakewood School I visited with the teacher aides, then with teachers and custodians. They were running a little short on food so we added six breakfasts.

Began leaving order sheets with all schools this morning. These were for securing more plates, etc.

Also stopped at Washington, Lincoln, Woodward, Lincoln (again), and Roosevelt Schools before proceeding to the kitchen. At Woodward School I talked to our Director (for the summer) of Federal Programs, Mr. Pyle. At the kitchen I told the cooks how everyone was raving about the food and how good it was (French toast and sausage).

On Thursday there was a call from Edison School regarding the planning of snack time so I stopped there first to answer their questions. I asked some of the aides how the program was going. They said it was coming along fine.

Stopped at Vine School to leave some new student registration slips. Mr. Wells was not in so I went to the KAL-CAP kitchen to discuss orders for next week, minor problems of distribution, what foods went well and the foods we could use less of.

At Northglade School (12:15) the food had not arrived yet. A call to the kitchen informed us that the truck had broken down and that another truck was on its way to the scene to relay the food to us.
Today, Friday, I began the day by meeting Mr. Wells and Mr. Haw at Central High School at 7:30. I was given half of the elementary school paychecks and information sheets regarding closer supervision of AV materials (some have been stolen). Also delivered report cards. I went to Woodward, West Main, Washington, Lincoln, Milwood, Roosevelt, and Brucker Schools. After delivery I met Mr. Wells again at Central High School where we discussed problems such as one check being left over and one teacher being omitted from the payroll. It is not difficult to find people when one is carrying paychecks!

Next week I am going to begin eating breakfast in turn at each of the schools serving same.

The week's experiences show that the lines of communication are getting better and the food program is being well received. I have learned some basic accounting procedures from Mr. Wells and he has asked me to approach him with any questions or problems on anything. I appreciate this open atmosphere which is so conducive to learning.

I am learning that if certain head teachers say everything is running well, it probably is true. In other cases, it is not true. Speaking with custodians and aides can be beneficial in most cases.

Week of July 14-17, 1970

Mr. Haw, Mr. Wells, and I ate breakfast with the children at Lakewood School. Their program is well-run. We asked the children if they ate before they came to school. Two had eaten. The students like the breakfasts and enjoy eating with their friends. They are
learning to eat new things, to clear their own eating areas and to use reasonable table manners.

The three of us stopped at Edison School so that Mr. Haw could take some pictures.

Mr. Wells and I continued on our rounds of the schools together. At Woodward School Mr. Wells signed trip slips. I talked with the head teacher about some sack lunches for their upcoming Grand Rapids trip. This school is always complaining about not getting enough to eat. I think that because the students are older that they eat much more food.

I saw a new custodian at ... School. The regular custodian went on vacation and never saw his replacement. The head teacher said the Taba Workshop personnel (15 people) were eating breakfast since a teacher's aide had invited them to do so. We found this to be true and explained to the person in charge of the Taba Workshop that the food was for children only. He said they would comply with our request.

To check out the above, Mr. Hamilton, Mr. Wells and I ate breakfast at ... School today. We thought our presence would add weight to our request of yesterday. Two of the Taba people walked in but did not stay to eat. We believe our plan was successful.

Some confidential matters were discussed with the custodian, head teacher, and other teacher which cannot be written into this report.

At Northglade School I picked up the head count slips from the head teacher's desk after the custodian let me into the school.
We stopped at Woodward School in response to the head teacher calling me last night about food shortages. I will check this out Friday, (the menu calls for cold cereal tomorrow) and see how the food is served to each student.

We left report cards at Roosevelt School, then stopped at the KAL-CAP kitchen to praise the cooks again.

Mr. Wells returned to Central High School and I went back to . . . School to talk to the new custodian who told the staff he wouldn't take any orders from less than a building principal. The two of us sat down in the back room to talk. He talked for forty-five minutes and told me of the . . . he had taken before when he had been having to perform extra tasks. I called another head custodian from . . . School. He arrived and the three of us talked about the work involved. Mr. . . . calmed down and we parted in good spirits.

On Thursday I stopped to see the head teacher at Edison School regarding a substitute teacher for Friday next week. Substitutes are in short supply in our summer school program.

The smell of pancakes greeted me at the kitchen. I chatted with both KAL-CAP drivers to check on how the garbage is being returned to them. They said that . . . School was returning burnable material and other schools were cooperating well.

I called Mr. Wells at this point and he asked me to go to . . . School and look at some window damage thought to have been caused by BB guns. I also left report cards there.
Mr. Haw, Mr. Wells and I met at Edison School for a hot lunch at 11:30. After lunch, Mr. Haw told of some trouble near one school yesterday that required that some children be sent home. He said that the trouble had not been started by school children in the summer school program.

I got to Edison School at 7:30 this Friday to be sure I met with all the teachers to listen to their expectations for an evening party on July 30. Variations discussed ranged from parents furnishing all of the meal to none of the meal. I suggested having KAL-CAP furnish a main meat dish such as meat loaf or fried chicken, along with buttered rolls and salad, with any additional food to be the responsibility of teachers and parents. This was satisfactory.

Next I stopped at the kitchen to speak to Mrs. Barnes regarding the food for the party. She suggested fried chicken plus bread and salad. I talked to the drivers before leaving for breakfast at Woodward school where I will check on their food shortage complaint.

I watched their food handling operation closely. The food servers gave larger portions with much food being thrown out because it is not eaten. I hope they do not go back to giving large servings. They did run out of hot oatmeal so I called the KAL-CAP kitchen and told the people there. They put another five pounds of oatmeal on to cook and it was ready by the time I arrived to get it. I returned to Woodward School with it but not before requesting that Woodward School's order of oatmeal, rice, scrambled eggs, fried potatoes, and the like be increased by one-third. A rather long
time was spent at Woodward School discussing their food handling procedures. It was nearly 11:45 when Mr. Wells and I left for Vine School.

The main thrust of activity this week has been actually participating in the food program and getting a personal account from everyone involved in it. Rapport is especially good, I feel, among all personnel involved in the breakfast program.

Meanwhile, school business procedures and other handy information continue to flow from Mr. Wells. They are very helpful.

Week of July 21-24, 1970

Today was spent gathering head count slips and explaining procedures to head teachers for getting all reports, summaries, etc., in next week (by July 31). Procedures for chart forms were also discussed with the head teacher. At Vine School we discussed bag lunches in lieu of the hot breakfasts for one day.

Mr. Wells came in and more discussion followed on how to effect an orderly summer school shutdown. We thought it would be a good idea to collect some summary items beginning Tuesday instead of Thursday and Friday. Stopped at Northglade School in the afternoon to discuss plans for that school's picnic on the last day.

At Lakewood School this Wednesday Mr. Wells and I explained the procedures for summer school shutdown. I am explaining to all head teachers that I would like their head count slips delivered to me on July 31 when they come to pick up their school's paychecks at Vine School.
I checked with Mrs. Barnes at the kitchen regarding the many substitutions next week. I left with 65 bag lunches for Vine School after handing in last week's head count slips for the eight schools.

Arrived for breakfast at . . . School. This is the slowest food handling process I have seen (we must allow for individual differences). This is the school that had serious difficulty in getting underway because the regular school secretary came down and told the head teacher how to run the school. I spoke to the elementary supervisor, Mr. Hamilton, about the situation and no more problems have developed there.

Mr. Wells and I stopped at Milwood and Washington Schools to talk with the head teachers about shutdown procedures before returning to Vine School.

On Thursday Mr. Hamilton, Mr. Wells and I met at 8:30 for breakfast at Washington School. The head teacher put a male student teacher in charge of the food program and it has turned out well. Their program shows the results of good planning.

Washington School did not include those pupils in their summer school program who had already finished the sixth grade. After observing the problems encountered by the three elementary schools that did include these sixth grade pupils, I am convinced that only a hand-picked few of their pupils should have been admitted to elementary summer school.
After breakfast Mr. Hamilton, Mr. Wells and I discussed the current negotiations being conducted by our school system and the Kalamazoo City Education Association (KCEA). Later I accompanied Mr. Wells on trips to Oakwood, Lincoln and Edison Schools.

I left Mr. Wells at 11:40 and proceeded to Woodward School to meet the head teacher, Mr. Nydegger, who accompanied me to the KALCAP kitchen where I introduced him to the kitchen personnel, explaining that he would be there on the 29th and 31st of July to pick up sack lunches in lieu of the hot breakfast regularly delivered to his school.

An emergency developed at ... School and a teacher had to leave town with her husband on a short trip. I was asked to substitute, which I did. This was in a class of 20 students who had just "finished" first grade in June. What an experience!

This week pointed up the necessity of orderly procedures for shutdown of summer school. Each head teacher must understand the procedures and be able to repeat them back to you. A follow-up must be made as a double check to see if they remembered. I was surprised that this was necessary.

Week of July 28-31, 1970

I met Mr. Wells at 8:00 at Vine School. I was given two schools to contact: Winchell and West Main Schools. At these schools I went over closing procedures with the head teachers.

Later, at Vine School, I spoke with the head teacher about the late breakfast that morning.
Spent a while at . . . School getting some inside information on the staff's unhappiness about one parent aide and her attitude toward children. I will pass this along to the building principal of . . . School when I see him at Northglade School this afternoon.

I picked up the head count food slips at 3:30 this afternoon from Northglade School and passed the above information along. I received a call from Mr. Wells at 10:00 asking me to substitute at Westwood School in the morning as Mr. Jay Flowers, a summer school teacher, had been in an automobile accident.

I stopped at West Main School at 7:45 to give some information to the school librarian, and then went to Westwood School. There I relieved Mr. Flowers and accompanied a student teacher, Mrs. Grace Engel, on a trip with her students to the Kalamazoo Municipal Sewage Treatment Plant, WKMI Radio Station, and special dump areas when paper mill residue had been placed.

Upon completion of the trips at 11:00 I went to Vine School to see Mr. Wells. He brought me up-to-date on how things are coming for school shutdown on Friday.

Today (Thursday) last minute deletions and additions went to the payroll department. I accompanied Mr. Wells to several schools.

We stopped at the KAL-CAP kitchen in order for me to recheck with Mrs. Barnes on the many food substitutions coming up tomorrow. I was checking to see how the head teachers had complied with instructions. I made arrangements with Mrs. Barnes regarding a final report of the total summer food program.
On this, the last day of summer school, I arrived at the Central High School office at 7:45 and helped sort the paychecks of elementary school personnel from the paychecks of secondary personnel. At 8:30 I left with checks for Winchell and Westwood Schools, and a trip to the school administration building with two paychecks that contained errors.

Returning to Vine School, I met the head teachers as they came in with their final reports and evaluations. I began tabulating the head count food slips that I might secure final figures (see Food Services Program Report) as soon as possible.

Mr. Wells asked me to write a thank you letter to Mr. Edmund Morris, the KAL-CAP director. I complied, and a copy of the letter is included with this project report. Additional copies were sent to Mrs. Jackson, Mrs. Barnes, Mr. Haw, Dr. Cansfield and our Superintendent of Schools, Dr. Cochran.

The final summaries of the head teachers attested to the success of the breakfast program in the elementary schools. The only complaints were that the food deliveries were slow.

This past week has been helpful in learning where obstacles may occur and how to work at overcoming them. There is usually some unresolved irritation that casts flak in the operations area. A person must realize this and try hard to iron out the difficulties, remembering that not all people involved in a large program such as this will be completely satisfied with the overall operation.
Tuesday was spent getting an appointment with Mrs. Grace Jackson of KAL-CAP. We did meet to evaluate the entire food program. I reemphasized to Mrs. Jackson the necessity of getting the food cooked earlier if the program is utilized again next summer. I strongly suspect that a letter from our deputy superintendent will be required to shake KAL-CAP personnel sufficiently to get prompt delivery of food to the schools.

The rest of the week (and month) was spent in seeking out the head teachers of the participating schools and talking about the total program and how it could be improved. There were strong feelings that the building principals could have selected more carefully some of the teacher aides. Some aides were bad for kids, some wanted to do as little work as possible, and others wanted to be smoking in the teacher's lounge too often. I suggested that head teachers let their building principals know about their feelings. It appeared that certain expectations must be understood by aides before they are hired to work with children.

All head teachers agreed that summer school attendance was excellent after the students found out how good the food tasted.
IV. EVALUATIONS
712 SUPERVISOR'S EVALUATION, FORM A

Name of Student __________ Russell Stanton __________ Semester __________ Summer 1970 __________

Interning Organization __________ Kalamazoo Public Schools __________

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

Mr. Stanton's job activities were to coordinate the breakfast-lunch program of the Elementary Summer School of Kalamazoo Public Schools target areas which was provided by KAL-CAP. He also assisted in the total Elementary Summer School skills and enrichment program.

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

Mr. Stanton was dependable and most cooperative. He was an efficient organizer of any task assigned him and he followed through diligently. He was an excellent coordinator for KAL-CAP, head teachers and custodians to make the breakfast program a success. The total effectiveness of the program was assisted by his willingness to do whatever possible to make it run smoothly and pleasantly for all concerned.

3. Performance:

Satisfactory ____ X ____ Unsatisfactory ________

(signed) Lawrence A. Wells ________
Organization Supervisor's Signature

Grade: Pass ____ X ____ Fail ________

(signed) Harold W. Boles ________
Faculty Sponsor's Signature

Credit Hours Completed

Distribution by faculty sponsor:
Faculty Sponsor
Faculty Advisor
Director of Professional Experiences

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712 STUDENT'S EVALUATION, FORM B

Name of Student ______ Russell Stanton _______ Semester ______ Summer 1970 ______

Interning Organization ______ Kalamazoo Public Schools _______

Organizational Supervisor ______ Lawrence A. Wells _______

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

The internship provided me with an opportunity to organize the total summer school food program. It afforded an excellent opportunity to coordinate and implement a program with no prior guidelines to follow. I worked with diverse cultural and social factors, and made many decisions and improvisations that contributed to a smoothly-run program. I received the full cooperation of my superiors as well as their assurance that my innovations and decisions were to their liking.

2. Suggestions for the improvement of the 712 experience.

My suggestions to improve this experience would include the custodial supervisor to sit in on the preplanning of summer school. This would enable the supervisor to inform the custodians of the added work to their summer schedule as a result of the food services program. An additional suggestion would be to omit those students from summer school who had already finished sixth grade. Their presence caused severe discipline problems in ... School.

Distribution:

Faculty Sponsor
Faculty Advisor
Director of Professional Experiences 

Student's Signature

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V. SUMMARY

I was given a good program to develop with no guidelines. I organized the program by working with school supervisors, KAL-CAP supervisory personnel, school principals, teachers, cooks, truck drivers, and teachers' aides. Each person's part in the total program had to be evaluated regarding the function of the total program. During the program's construction, time was a crucial factor to be considered in the preparation and distribution of food. I learned to soothe the feelings of the truck drivers who wanted the food cooked on time in order to get it to the school buildings before they were criticized by the custodians for being late and taking their time from more pressing duties. I talked to the cooks when they were hostile to the drivers and to the custodians when they were angry with teachers and truck drivers.

The first and largest problem of organization was to find the most practical way of setting up a food serving area. It was important to get the children fed as quickly as possible that they might return to their classrooms for academic instruction. I aided this aspect of the program by spelling out the duties of the teacher aides, many of whom were not working very much or very hard.

I had a chance to oversee the development of one reading skills program at ... School and to provide aid to a teacher at ... School who had to give up the reading program she had planned to use because the student teacher assigned to her had left.
Cultural and educational differences of the program's personnel added to the complexity of interrelationships in implementing the development and maintenance of the program. I worked closely with Negroes, Whites and Mexicans of low socio-economic backgrounds. I labored diligently with the human relations aspect of the program. I learned to maintain loyalty to all groups of persons yet get everyone to work together for the good of the program.

My ability to understand the work habits of the working class was strengthened. I communicated on the earthy level with truck drivers, custodians and cooks, while listening to complaints from all three groups directed at one another. I learned to listen patiently to them, sometimes for a very long time. This has been a help to me when listening to parents of my pupils.

A lot of praise for work well done was used to get good results from the working class members of the program.

My ability to deal with technicalities in an educational setting was improved. I felt that no physical properties of the school, that would expedite and aid the food program, were sacred. I asked that tables, refrigerators and PTA kitchen utensils be moved and used to benefit the program, even if it meant moving some equipment three floors to the area of need.

I learned to make many small decisions without going through channels. Some of these decisions dealt with changing the milk delivery schedule, "sing a refrigerator from a teacher's lounge to cool milk, using outdoor picnic tables for dining, returning non-
burnable garbage to the KAL-CAP kitchen for disposal, and giving many ideas to teachers for bus and walking trips.

I would have liked the experience of being involved in the pre-planning and decision making of the total elementary summer school program, but this aspect of the program had been done before I entered the internship.

It would have been beneficial to speak with some of the students who were causing discipline problems, and this would have afforded some further practice of working with parents. I did not ask to do it but I feel that another intern should ask to handle school discipline problems which require dialogue with parents.

I feel that I received more from the internship experience than I had anticipated in the beginning.
Appendix A

Food Services Program Summary
(Required of Student by Kalamazoo Schools)
Food Services Program Summary

My assignment as coordinator of the Title I Breakfast Program came as the result of the June 11, 1970 meeting at the KAL-CAP offices, 2403 South Burdick Street, where it was determined which schools would be involved, and who would share the program's responsibilities. These responsibilities were divided between the school, teacher, and KAL-CAP.

Just prior to the above meeting my participation in the program was approved by my Specialist Internship Committee (Dr. Donald Weaver, Dr. Harold Boles and Dr. James Davenport), and notification relayed to Dr. William Cansfield, Curriculum Director, Kalamazoo Public Schools. I was subsequently assigned to Mr. Lawrence Wells, our elementary summer school principal. The following meetings were germane to obtaining involvement of the summer school staff, the KAL-CAP cooks and truck drivers, and KAL-CAP administration represented by Mrs. Grace Jackson.

Friday, June 19, 1970

Meeting in Vine School gymnasium of the total elementary summer school staff for orientation of business and curricular procedures.

Thursday, June 25, 1970

Meeting with KAL-CAP's Mrs. Jackson, Mrs. Barnes (head cook), Mr. Jack Hamilton our Elementary Supervisor, Mr. Lawrence Wells and myself. Procedures discussed were: time of food's arrival to schools,
school storage of non-perishable items (plates, tableware, salt, sugar, syrup, etc.), refrigeration facilities for milk, delivery routes, garbage disposal, and a method of reporting the daily numbers of children participating in the food program which was to start Wednesday, July 1.

All available time from Friday, June 19, to July 1 was spent in talking with head teachers and custodians. An effort was made to get all of them together and talk over the forthcoming program.

Emphasis was placed on the head teacher's role of breakfast supervisor and getting the teacher aides to bear the brunt of the tasks. A suggestion was made that students were to clean up after themselves and show good manners at the table.

Garbage was to be separated into burnable and non-burnable containers with the former being burned by the custodian and the latter placed in a plastic KAL-CAP bag and tied securely. This was to be left near the front door of the school building with the food pans to be picked up around noon by the KAL-CAP drivers.

The program began on July 1 with the following presenting difficulties:

1. Food was late on the second run to Washington, Vine, Woodward, Roosevelt, and Lincoln Schools.

2. Ineffective leadership of the program at Woodward School (a recurring problem).

A meeting was held Tuesday, July 7, between myself and Mrs. Jackson. I strongly suggested that in order to facilitate delivery of the food to the schools on time, that the cooks begin cooking
30 minutes earlier and that Vine School food be delivered by the route one driver, Mrs. Luttrell. (I later asked Roosevelt School's head teacher, Mr. Sikkenga, if he would pick up his school's food as it was only one block away. He said he would be glad to.) To my knowledge the cooks remained on their regular schedule and the breakfasts have continued to be late.

The chart shows the number by building of children served daily, weekly, and monthly. The program ran a total of 22 school days. School was not in session Friday, July 3, 1970.

**Observations**

1. Building rapport with head teachers in the program is a must. This is imperative with custodians, KAL-CAP cooks, and truck drivers.

2. The bureaucratic structure of a federally-sponsored program must be realized and worked with patiently. The key to success is telling the cooks how everyone is enjoying the breakfasts.

3. All summer school personnel should be given clear directions as to their personal participation in partaking of food.

**Recommendations**

1. If the program is activated another year we should insist on prompt food delivery. This was the big problem.

2. The custodial supervisor should be fully informed of the building custodian's duties in the program so he can inform the necessary custodial personnel.
3. A special meeting of head teachers should be held to discuss guidelines of their expected duties in the food program.

   The program was very successful. This is the opinion of the head teachers and is shared by myself as well.

Respectfully submitted,

(signed) Russell Stanton

7/31/70
## Daily Headcount of Students Served

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Average served daily **505**

*Does not include Lincoln Day Care (Averaged $5\frac{1}{2}$ children served daily).*
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Average served daily **505**

*Does not include Lincoln Day Care (Averaged 5\(\frac{1}{2}\) children served daily).*
Appendix B

Letter of Thanks to KAL-CAP
Dear Sir:

Today marks the twenty-second day that over 500 disadvantaged school children in our city have had a nourishing meal with their school experiences.

The total elementary summer school staff wishes to take this opportunity to extend our thanks to you for your help in making this possible.

The food was delicious and well-prepared by an exceptional kitchen crew. The drivers who delivered the food were dedicated and cheerful.

Again, thanks to you and your staff.

Summer School Principal,
(signed) Dick Haw

Summer School Supervisor,
(signed) Larry Wells

Summer School Assistant,
(signed) Russell Stanton

Edwin Morris
Director of KAL-CAP
2403 South Burdick Street
Kalamazoo, Michigan

July 31, 1970
Appendix C

Table of Organization Affecting Intern
Mr. Haw is principal of the overall summer school program.

Mr. Wells is principal in charge of elementary schools in the summer program, and will be my immediate supervisor.

TABLE OF ORGANIZATION AFFECTING INTERN
Appendix D

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 Graduate College. This form, entitled "Application for Permission to Elect," required a description of the professional experience and the signed approval of the faculty adviser, faculty sponsor, and the Director of Professional Experiences. The name of both the interning organization and 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 College.
   c. The stipend agreement must be endorsed by the Graduate College.
   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 Graduate College before a fellowship may be granted. Cards are available from the Grants-Accounting Office or the Graduate College.

*Stipends for students may be income tax free under certain conditions. Basically, to qualify for tax-free stipends, the internship, thesis, or some equivalent experience 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.

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 Experience.

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 department 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 College.

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 evaluation for approval and completion. The faculty sponsor will distribute a copy of each document to the adviser and the Director of Professional Experiences. This should occur each semester the student is enrolled in 712.

18. Grades will be reported to the Records Office by the Graduate College. Grades, other than "Incompletes", 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.
Appendix E

Internship Within the
Specialist in Education Degree Program
(Department of Educational Leadership Guidelines)
Internship Within the Specialist in Education Degree Program

A student in the Ed.S. degree program may do either a Field Project or an Internship. The internship experience must be in harmony with the student's program and his position goals. The student must have specifically-assigned tasks and be supervised by someone in the cooperating agency in addition to a regular staff member of the university. The amount of time spent at assigned intern tasks may not exceed fifteen hours per week.

Prior to starting an internship, the student is expected to prepare and secure approval from a three-member (including his adviser) committee of a prospectus describing his proposed internship experience. The prospectus should clearly state:

a. The name of the institution, organization, or other agency in which experience is sought.

b. The names of persons who will assign tasks and supervise the intern's performance.

c. The period of time to be spent in this experience.

d. A brief rationale for the selection of this experience, including the conceptual, human and technical skills that are to be sought or improved. 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 the delicate 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.

e. The means through which the intern expects to achieve the above goals (activities and projects with which he will be involved, and persons with whom he will come in contact).

f. Any student registering for internship must complete the special registration form required by the Graduate College, for course 712, indicating the university faculty member who will supervise (designated by the Department upon request initiated by the individual student).

Obviously, a prospectus can be prepared only after an internship has been planned and provided for through the joint efforts of the student and the faculty person who will be designated by the Department when a student asks (prior to registration) to have an internship arranged.

Each intern will maintain a log or diary of his activities which will be reviewed and analyzed by the Department-designated supervisor. At the end of each week, a paragraph is to be written reporting skills
and knowledge acquired, along with any change in attitude noted by
the student in himself.

Upon conclusion of an Ed.S. internship, the student must prepare
a record of his internship experience for inclusion in University
records, following the guidelines contained in Information Regarding
the Degree SPECIALIST IN EDUCATION.

6/12/70
Dept. of Ed.Ld.