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A Proposed Procedure for a Secondary School Teacher to Gain Entry Level Knowledge and Skills to Become a High School Principal

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A PROPOSED PROCEDURE FOR A SECONDARY SCHOOL TEACHER
TO GAIN ENTRY LEVEL KNOWLEDGE AND SKILLS
TO BECOME A HIGH SCHOOL PRINCIPAL

by
Wayne E. Mason

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
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A PROPOSED PROCEDURE FOR A SECONDARY SCHOOL TEACHER TO GAIN ENTRY LEVEL KNOWLEDGE AND SKILLS TO BECOME A HIGH SCHOOL PRINCIPAL

Wayne E. Mason, Ed.S.
Western Michigan University, 1987

The proposed procedure for a secondary teacher to gain entry level knowledge and skills required to assume a high school principalship was to examine the scope of the duties of a high school principal and to acquire knowledge, skills and administrative experience by assisting a high school principal as he performs his daily responsibilities.

The experience focused on procedures used to close and reopen a high school, practices used in handling student discipline, office duties needed to meet student needs, practices used to monitor facility maintenance, the practices used to maintain and improve community relations.

The experience brought to light the vast scope of the principalship and the responsibilities of the office. Through active participation in the duties of the principalship entry level knowledge, skills and experience was gained that will prepare a teacher to assume the duties of a high school principal.
ACKNOWLEDGMENTS

The pursuit of a graduate degree requires the support, encouragement, and most importantly, patience of many people. I would like to express a sincere thanks to my advisor and friend, Dr. Lawrence Schlack, for sharing his knowledge, experience, time, and patience to guide me through my program. I would also like to thank Mr. Raymond Davis, principal of Marshall High School, for his time and help. I would like to thank Mr. Robert Currie, assistant principal of Marshall High School, for his help and encouragement.

Without the help and patience of these three men, this project and the completion of my program would not have been possible.

Wayne E. Mason
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INTRODUCTION

The Problem

Problem Statement

How can a secondary teacher gain entry level experience, skills, and knowledge, needed to assume the responsibilities of a secondary high school principalship?

Proposed Solution

The teacher will understudy the duties and responsibilities of a practicing secondary principal. The teacher will assist the principal as he or she assumes the duties of the position. The teacher will, through discussions, gain knowledge from the experience of the practicing principal.

Background Information

The sponsoring organization for the internship was Marshall High School located in Marshall, Michigan. The proposed understudy project was conducted under the supervision of Western Michigan University Professor of Educational Leadership, Dr. Lawrence Schlack and Marshall High School Principal Mr. Raymond Davis.
The internship project was conducted from June 10, 1985 to August 19, 1985 and exceeded the required 240 hours for internship projects. The primary focus of the internship experience was to understudy the duties and responsibilities of a practicing principal.

The proposed procedure for a secondary teacher to gain entry level knowledge and skills required to assume a high school principalship was to examine the scope of the duties of a high school principal and to acquire knowledge, skills and administrative experience by assisting a high school principal as he performs his daily responsibilities.

The school chosen for this project was Marshall High School. Marshall High School is a modern facility located on the northern edge of the city of Marshall and serves approximately 900 students. The student population is about 60% urban and 40% rural. Marshall High School has a strong college preparatory emphasis and is noted for academic excellence. Approximately 55% of the graduates of Marshall continue their education beyond high school. Marshall High School is accredited by the North Central Association and the University of Michigan.

The city of Marshall, Michigan, has a population of about 7,000 and is located in the center of Calhoun
County approximately ten miles east of Battle Creek. Marshall prides itself in its role in Michigan history and education. The people of Marshall have conservative values and ideals but are progressive in their pursuit for a quality life in this community.

Marshall High School was selected for this project because it emphasizes excellence and has a reputation as one of the finest high schools in Michigan. It is an exemplary model for any administrator to imitate and from which to learn. A testament to this is a willingness to accept graduate students and projects of this nature.

**Project Goals**

1. To get an understanding of the scope of the duties and responsibilities of the principal of a large high school: understanding will result through daily observations and discussion with the principal as he performs his responsibilities.

2. To acquire entry level skills, and the confidence to assume the duties and responsibilities of the principal: skills and confidence will result through assisting the principal in the execution of his duties as he deems appropriate.
3. To learn the procedures required and used to close and open a public high school: (a) practices will be observed and assistance given in the collection of materials from teachers: grade reports, keys, material requisitions, etc.; (b) the intern will participate in the dispersal of student report cards, fees and deposits, etc., and keep appropriate records; (c) the intern will assist the principal to identify items that require maintenance to prepare the facility for re-opening; (d) the intern will assist the principal to assess needs, order and acquire teacher requested materials; (e) the intern will assist the principal in revising the student handbook or other publications for the new school year; (f) the intern will assist the principal in any duties that are required to prepare for the new school year.

4. To learn procedures and practices used in daily handling of student discipline in a public high school: (a) the intern will discuss the practices used and alternate methods of discipline used at Marshall; (b) the intern will discuss the rationale and procedures used to generate new policy proposals and monitor disciplinary practices; (c) the intern will assist the principal in administering disciplinary measures required during the understudy period.
5. To learn the procedures used to coordinate and monitor facility maintenance: (a) knowledge will result from assisting the principal to assess building maintenance needs and monitor repair progress; (b) observations and discussions will reveal procedures used to get needed repairs completed on time; (c) assistance will be given to the principal in any duties required to assess maintenance needs and monitor repairs required to assure a safe, functional, learning facility.

6. To learn the practices, duties, and procedures used in the operation of a large high school office: (a) practices and procedures will be observed as the principal performs his duties in and around the office; (b) the intern will operate unfamiliar office equipment; (c) assistance will be given to the office secretarial staff in duties that would increase knowledge, skills, or understanding as deemed appropriate by the principal; (d) assist in the processing of student needs for transcripts, work permits, and other documents administered through the high school office.

7. To learn the procedures and practices used to improve and maintain community relations: (a) through examining the practices currently used and discussing
the procedures used to achieve good community relations; (b) through participation in the generation of media released to the community.
LOG OF EXPERIENCES

June 10, 1985 (3 hours)

Description of Experience

The initial day was spent getting acquainted with the faculty and staff of Marshall High School. The remainder of the time was spent discussing the time schedule, the proposal of goals for the internship, the expectations of the school and the university, and what activities might best achieve those goals and expectations.

Analysis

It is important that the goals and expectations of all parties involved in an experience of this nature be completely understood. Understanding the personalities of the people with whom one works is important in understanding how and why they perform their duties as they do.

June 11, 1985 (6 hours)

Description of Experience

This day was the final day for student final exams and teacher check-out day. Assistance was given to the
assistant principal's secretary in collecting keys, final grades, and material requisition forms from teachers as they checked out for the summer. Check-out forms were filed with the principal's office. Faculty keys are catalogued and placed in the key safe until the fall re-opening. The day concluded with a discussion with the principal of the importance of building security and of knowing the location of all building keys.

**Analysis**

This experience partially completes Goal 2. In addition to observing the school closing activities, experience was achieved by participation in the duty, exceeding expectations and goals set.

Goal I was partially achieved through the resulting discussion that emphasized the responsibilities of the principal to control building security and adequate documentation of it.

*June 12, 1985 (6 hours)*

**Description of Experience**

After inspecting all corridors and non-instructional parts of the high school building, a list of
needed repairs was prepared for summer maintenance. This list was added to requested repairs submitted by the teachers concerning their instructional areas. These lists were discussed and reviewed with the summer maintenance supervisor.

A complete search of journals and catalogs was made for needed driver education materials necessary for the summer driver education program. A material requisition was submitted by the driver education director.

The remainder of the day was spent reading and reviewing the recent North Central Evaluation Report and its recommendations to determine what could be done to comply with the recommendations.

**Analysis**

All goals that pertain to facility maintenance and preparation for the re-opening of the building were partially achieved. Goal 3(c) was directly addressed and partial completion of Goal 5. Goal 1 was also addressed emphasizing the facility maintenance is a major summer responsibility of the principal.

A major responsibility of the principal during the summer is to oversee any and all educational activities in operation during the summer (Goal 1). Driver
Education is one of these programs. The immediate requisition of materials requested by the Driver Education Director was needed to conduct the program during the summer. This partially completes Goal 3(d).

Schools that are accredited by the North Central Accredidation Committee undergo evaluation visitations. Recommendations for improvements are sent to the school following this visitation. Marshall High School experienced this evaluation just prior to this understudy project (Brunzell, 1984). One of the duties of the principal was to study ways to comply with these recommendations (Goal 1). Some of the recommendations dealt with facilities maintenance and safety standards (Goal 3(c), Goal 4). Others dealt with effective building utilization (Goals 3(c), 3(f)).

June 13, 1985 (6 hours)

Description of Experience

An unexpected resignation of a summer Driver Education teacher created an immediate opening that had to be filled to conduct the program on schedule.

Using the Michigan Education Directory (1984) for telephone numbers, an exhaustive search for certified driver education teachers was conducted by calling
every school district within a fifty mile radius of Marshall for names and telephone numbers of potential candidates. The placement services of Michigan State, Western Michigan, and Central Michigan Universities were also called requesting names of certified graduates available for summer employment.

The names of certified candidates were then called in an attempt to fill the vacant driver education position.

The North Central evaluation report (Bruzell, 1984) recommendations were reviewed, specifically those related to safety needs in the Chemistry laboratory. After an inspection of the Chemistry and Physics laboratories and storage facilities, a list of changes that could be conducted by the maintenance staff was compiled and given to the principal.

Analysis

The scope of the principal's duties include the assignment of teacher personnel. The procedures used to advertise vacancies and pursue candidates were experienced in actual performance of the responsibility. This experience directly complies with Goals 1 and 2.
The inspection of the Chemistry and Physics facilities complies with Goals 3(c), 3(d), 3(e), and 5. Science facilities clearly fall under the responsibility of the building principal. It is then his responsibility to identify items that must be changed to make the facility a safer, more functional, learning environment. This includes assignment of available staff to complete what work must be done and monitor their progress.

June 14, 1985 (5.5 hours)

Description of Experience

The classroom assigned to be used for driver education was prepared for beginning classes. Books were moved from the storage area to the classroom, tables and chairs were arranged to accommodate the enrolled students, and audio-visual equipment was placed in the classroom.

The required registration materials were copied, organized, and placed in the classroom for distribution by the driver education teachers.

The search for a certified driver education teacher continued. Potential candidates were contacted by telephone. A list of candidates was compiled as they were received and contacted. This list was given
to the principal and Driver Education Director for further contact.

**Analysis**

These experiences reinforced the knowledge and awareness of the scope of the responsibilities of the principal (Goals 1, 2).

Compiling and copying required materials for the driver education classes assisted the secretarial staff and also provided a better awareness of the required paperwork needed to conduct a driver education program (Goal 4(c)).

**June 17, 1985 (6.5 hours)**

**Description of Experiences**

Assistance was given to the Driver Education Director to register students and to assign and dispense schedules for driving range and classroom work. The instructions and rules were monitored as they were explained to the students. Written copies of these rules were also given to the students.

A list of students assigned to each of the two driver education sections was compiled for typing.
The driver education cars were then picked up at the maintenance garage and delivered to the high school. Student driver signs were attached to the cars and required equipment was placed in each car in preparation for driving classes.

**Analysis**

The driver education program is a major responsibility of the principal during the summer months. The experience of assisting the director and teacher gather and distribute materials accentuated the important of planning and organization required to operate such programs. These experiences reinforced the philosophy that the primary duty of the principal is to see that teachers are given every possible assistance to assure that all programs are safe and conducted with the best learning environment available (Goals 1, 2).

The importance of written rules and monitoring these rules being explained is an important step in administering any potential disciplinary actions that may be required. This partially complies with the expectations of Goal 4.
Description of Experience

Driving range materials such as signs, cones, and flags needed by driver education teachers were moved from their storage area to the driver education room.

The search for a driver education teacher continued. Telephone inquiries were made from an updated list of names provided by the university placement services. A temporary arrangement was made with a Marshall teacher until a permanent teacher could be found.

The North Central Report (Brunzell, 1984) recommendations were further studied. A list of these recommendations were compiled. An inspection was made of the areas identified as needing immediate attention. After inspecting the areas, a list of repairs needed and work to be completed to comply with the recommendations was compiled. This list was given to the principal for assignment to the maintenance staff.

The remainder of the day was spent assisting the principal move and organize materials, publications, etc. from the assistant principal's office into the principal's office.
Analysis

Continuing to organize materials and supplies for the driver education class reinforces and contributes to further understanding of the responsibilities of the principal as described in previous analyses (Goals 1, 2).

The purpose of the lists compiled from the North Central Report was to identify areas that could be corrected through the maintenance department. This activity directly fulfills the intent of Goals 5(a), 5(c).

Helping the principal move into his new office was surely an act of service. The attitude of service is clearly a vital quality of any public administrator, especially a public school principal. The job is doing or seeing that things that need to be done are done! (Goals 1, 2).

June 19, 1985 (4 hours)

Description of Experience

A meeting was held with the maintenance supervisor to review the recommended corrections outlined in the North Central Report (Bruzell, 1984). The meeting included an on-site inspection of the areas subject to
change. The discussions included items that could be completed through the summer, given limitations of time and resources.

Following the meeting with the maintenance supervisor, the problems associated with summer maintenance and supervising their work were discussed.

Analysis

This meeting is a direct fulfillment of Goals 5 and 3(c). Compliance with the evaluations of North Central and other organizations is vital to assure a safe learning environment for students. Failure to comply with these recommendations puts the school district in possible danger of liability suits should a student be injured. A conscious awareness of potential liabilities should be ever present in the principal's mind (Goal 1).

June 20, 1985 (6 hours)

Description of Experience

In an attempt to comply with the North Central Evaluation (Brunzell, 1984) recommendations, the school district employed Flinn Scientific of Batavia, Illinois as consultants to look at the science area and make
recommendations as how best to bring this area into compliance with current safety standards.

Their report was reviewed and studied to determine what could and should be done this summer, what materials and equipment must be requisitioned and what expense would be incurred.

A list of materials and equipment was compiled for requisition.

**Analysis**

The determination of material needs and the safe operation of all programs are important duties of any principal (Goal 1). This activity complies with Goals 3(c), 3(d), 3(f) and 5(c). Compliance with these recommendations require the assessment of needs, the assignment of repairs and duties, the acquisition of materials and monitoring of the repairs as they are performed.

June 21, 1985 (4 hours)

**Description of Experiences**

A comparison was made of the recommendations made by Flinn Scientific to those already discussed and presented to the principal on June 13, 1985. Specific
attention was given to altering student traffic through chemical storage areas, to ventilation and fire blocks should any catastrophe occur.

Analysis

As discussed in the analyses of previous experiences, dealing with the science area problems clearly fall within the scope of the principal's responsibilities. These learning experiences fall under Goals 1, 2, and 3.

June 24, 1985 (6 hours)

Description of Experiences

The entire day was spent assisting the secretarial and guidance staff distribute final report cards, collect fines, over-due books, return book deposits and other student fees. The related records and receipts were properly filed.

Analysis

Overseeing the distribution of student report cards, deposit fees, and the collection of fines and materials is a responsibility of the principal that is often unseen. Participation in this task emphasized
the importance of it and the time and energy it consumes (Goals 1, 2). This experience complies directly with Goals 3(b), 6(a), 6(c), and 6(d).

June 25-26, 1985 (12 hours)

Description of Experiences

Using the list of materials compiled to comply with North Central evaluation (Brunzell, 1984) recommendations to bring the science labs up to safety standards, prices were researched and compared. This comparison was presented to the principal for review and editing. The edited version was to be presented to the school board for budget approval.

The remainder of the day was spent with the assistant principal compiling teacher complaints and recommended changes for the student handbook.

Analysis

It should be noted that the scope of the principal's responsibilities include prepared materials in a presentable way for school board action as well as knowing those things that are within the scope of his power to deal with without board approval. This complies with the intent of Goals 1 and 2. The
procedures used to requisition materials also are addressed by Goal 3(d).

The student handbook (Marshall High School, 1984-85) is the primary source of information needed by each student. It is the guide for both students and teachers in procedural matters of schedule, appropriate conduct and discipline, and rights and responsibilities. As policies change and problems arise, the handbook must be revised. It is the responsibility of the principal to make these changes (Goals 1, 2). Goal 3(e) is fulfilled by participation in this activity. The most striking element learned in this activity was the importance of language, connotations, and conciseness of intended meanings in every part of the handbook.

June 27, 1985 (6 hours)

Description of Experience

Assistance was given to the assistant principal to analyze a computer printout listing student schedule conflicts. The problem was found to be the programmed information. The printout and an explanation of the problems experienced with our discoveries were sent
back to the Area Computer Center for Educational Systems and Service (ACCESS) for revisions.

In the absence of secretarial services, purchase order forms were prepared from teacher prepared requisition requests for books and required consumable materials. New books and other materials were still under evaluation by the principal.

An inventory was taken of the building key storage cabinet. A list of keys that needed to be ordered for the coming school year was compiled and given to the principal.

**Analysis**

The analysis of the scheduling printout is one of many small duties required to prepare for the coming school year. These were anticipated when the project goals were agreed upon. This activity falls within the goal outlined by Goal 3(f). It is not a regular duty but one that is necessary for the smooth operation of the school.

Goal 6 was included to learn the duties of the principal in the school office. The scope of these responsibilities may include performing duties of vacant staff (Goal 1, 2). This experience fulfilled the intent of Goals 4(b) and 6(c).
It is the responsibility of a building principal to see that materials and supplies are available when needed. The assessment of needed keys and their requisition is one of these needs. This activity complies with the goals set down in Goals 3(d), 3(f), and 6(c).

June 28, 1985 (6 hours)

**Description of Experience**

Assistance was given to the maintenance supervisor to determine what materials and cabinetry needed to be moved and when, and to establish a new storage room for the science laboratory area. This move was in compliance with the recommendations of the North Central evaluation (Brunzell, 1984) and the Flinn consultation.

The revised list of unresolvable schedules was received from ACCESS. Assistance was given to the assistance principal to resolve these conflicts. No immediate pattern indicated that the programming errors had been resolved.

A meeting was conducted with the principal and assistant principal to discuss the suggestions and complaints from teachers about current student handbook
and the proposed modifications and additions worked on earlier. Following the meeting further modifications were made to clarify the language defining the attendance policy and student materials fees for Art and Industrial Arts materials.

Analysis

The assistance given to modify the science area falls under those goals set down in Section 5. Working directly with the maintenance supervisor provided good communication and mutual understanding of what was needed and expected given the time and resources available during these summer weeks before school resumes.

Resolving schedule conflicts is a task usually done by the guidance and counseling staff; however, in their absence for the summer the task falls to the administration if they are to be ready when school resumes. This activity falls under the goal outlined in Section 2. This activity enhanced my appreciation for the task of scheduling student classes.

Revising the student handbook is a task faced by all administrators. The procedures, thoughts and discussion that were required to do this task was very
valuable. This complies with the intent of Goals 1, 2, and 3(e).

July 1-2, 1985 (12 hours)

Description of Experience

Supply requisitions for the coming school year had to be compiled for order before the next school board meeting. If approval for needed materials was delayed until the next meeting, the materials would not be available when school resumes.

An inventory of supplies for the copier was taken to determine what materials needed to be ordered to prepare for the resumption of fall classes. The copier currently used was leased and due for replacement. The inventory would be discussed with the copier sales representative to determine what materials would be compatible with the projected replacement model.

Faculty material requisitions were examined, quality and quantity lists were prepared for the business office. Many supplies are consolidated into one large order with other buildings and then put out for bid or ordered through the Intermediate School District for better prices.
All of the activities performed fulfill the intent of Goal 3(d). The analysis of teacher requisitions is a long and arduous task. The expenditures of each building area compiled by the building principal and must be compatible with the accepted budget. Adherence to the budget is a major responsibility of the building principal.

July 3, 1985 (6 hours)

Revision proposals for the student handbook (Marshall High School, 1984-85) were completed including rationales for presentation to the school board for final approval. A final draft was typed and prepared for the presentation to the board and for programming onto the computer for printing.

The student handbook is the key publication that sets guidelines for student responsibilities and is the first place to look for answers to questions that may arise. For this reason it is important that there be no ambiguity in its text that could be interpreted
differently than was intended by the administration and school board. Close attention to the language used in every section was reviewed to protect both the student and the school administration.

Participation in this activity fulfills the intent of Goals 1, 2, and 3(e).

July 5, 1985 (4 hours)

Description of Experience

The faculty handbook was discussed with the principal and assistant principal addressing questions raised about duty assignments. Revisions were made, specifically defining some job description language in respect to the current contract agreement. A final draft was prepared for typing.

Analysis

It is the responsibility of any principal to be aware of and to comply with the contractual agreements of the faculty and staff. The student handbook is the guideline for students. Equally important is the faculty handbook to guide and clarify questions that may arise in the course of everyday duties. The faculty handbook is a quick reference to procedures and
policies used in everyday operation of the school. As with the student handbook, Goals 1, 2, and the intent of Goal 3(e) were fulfilled.

July 8, 1985 (6 hours)

Description of Experiences

The principal's secretary explained and demonstrated the various uses and capabilities of the Xerox Memorywriter 625. This included how to store, edit and print typed material. Considerable practice time was spent using this piece of office equipment.

Copies of the revised Faculty Handbook were duplicated and collated. The completed copies were then bound into binders for distribution to the faculty before school resumes.

Analysis

Work with the office personnel proved to be one of the more enjoyable parts of the internship project. The importance of having a congenial cooperative working relationship between the principal and office staff was emphasized and well demonstrated. One of the primary functions of the principalship is getting things done through other people. The secretarial
staff are key components in getting work completed on time and done well. The offices were all equipped with the highest quality typewriters available. The execution of the office duties could only be accomplished with a working knowledge of the available equipment. This experience proved to be most helpful when meeting the office needs while the secretarial staff was on vacation. This experience more than fulfilled the expectations set forth in Goal 6.

**July 9-10, 1985 (10 hours)**

**Description of Experience**

In response to a directive from the superintendent, an inspection was made of the entire high school building to identify possible ways to conserve heat energy. All exterior doors and windows were inspected to locate sources of energy loss that could be rectified by maintenance personnel. A list of these possible heat loss sources was compiled and given to the principal, who then passed it along to the maintenance supervisor. A report was written up and submitted accounting the principal heat loss as due to the large areas of glass in the corridors and doors along exterior walls. The door and window frames were
constructed of extruded aluminum, a good conductor of heat. The windows and doors were a single pane tempered glass. The expense of replacing this glass would far outweigh the cost of energy lost. This would also require extensive modification to the structure and aesthetics of a beautiful facility.

**Analysis**

The inspection of the facility to identify ways to make it more energy efficient through better maintenance falls under Goal 3(c) and 5(c). The report requested is not an everyday requirement of the principalship; however it falls well within his responsibilities. This activity was encompassed by Goal 1. Previous experience as a builder and contractor allowed me to contribute knowledge and expertise in this assignment that I was unable to contribute in other assignments.

*July 11, 1985 (5 hours)*

**Description of Experience**

The principal's secretary oriented me to the practices and procedures required to issue working
permits, grade transcripts, and other documents issued through the high school office.

Assistance was given in issuing driving permits to students who successfully completed the first session of driver training. The remainder of the day was spent observing office practices and assisting as needed.

**Analysis**

Many forms and documents are distributed through the high school office. It was valuable to know what to do, how to do it, and to learn by performing these tasks. This activity partially fulfills the intent of Goals 6(c) and 6(d).

**July 12, 1985 (4 hours)**

**Description of Experiences**

The office staff was assisted in their regular duties as needed. Many routine duties delegated were performed for experience. The secretarial staff would be on vacation, leaving the office unattended. These routine duties became by responsibility.
Analysis

These duties may not normally be performed by the principal except in cases like this where the one normally assigned these duties is absent. These duties are the responsibility of the principal and are distributed through that office. Just learning where things are, what functions are taken care of in the high school or superintendent's office, and how to help people as they call with various requests and problems was a valuable experience.

These duties fulfill the intent of Goals 3(c) and 3(d).

July 15, 1985 (6 hours)

Description of Experience

Assistance was given to the Driver Education Director to register students, and assign and dispense schedules for driving range and classroom work for the second session of driver education. As with the first section, the rule explanation was monitored, and written copies were given to each student.

An amended list of driver education students was typed integrating those students who were repeating the
course after failing the first session with new students.

Discussions with the principal focused on the procedures and practices used to evaluate and correct staff and faculty. The point most emphasized was the importance of documentation of every meeting. Another point strongly emphasized was to communicate the intent of every evaluation. If it is for routine observations, say so; if to collect material to be used for dismissal, say so.

The remainder of the day consisted of routine office business tasks as needed.

The high school business ledgers of account were delivered to the superintendent’s office for audit.

Analysis

The driver education program is one of the few programs in operation during the summer months but falls within the responsibility of the building principal. Several years of operation and careful planning have fine-tuned the procedures used to start and operate this program. The responsibility of the principal in programs of this nature is to provide the assistance needed by the teachers to provide the safest possible learning situation for each student. The
opportunity to assist the principal and driver education director provides a basis and example of how to start and operate such a program (Goals 1, 2).

Staff evaluation is an area of experience that is difficult to achieve as an understudy, and rare for a teacher to acquire. In the absence of a large teaching staff during the understudy period to observe and evaluate, discussions about hypothetical situations served as the substitute. Learning from the many years of experience in administration was the primary intention of this understudy project and focal point of Goal 1. The expensive duties of building principal cannot possibly be experienced within the time and scope of this project. The alternative is to ask questions, create hypothetical situations and discuss how it should be handled.

**July 16-18, 1985 (18 hours)**

**Description of Experience**

The computer printout of student schedules revealed conflicts in over eighty student schedules. To resolve these conflicts the class sign up lists had to be compared to the final schedule. It was discovered that conflicts resulted when one semester
classes were registered with only one possible class choice for the other semester. When either one of the classes for that time period filled, it left the student unscheduled for one semester. This computed as an unresolvable schedule conflict.

The solution finally decided upon was to create a new section of Government, a required one semester course, to relieve the pressure from other one semester classes frequently chosen for the other semester.

Creating a new class section required a reassignment of a teacher. Changing the teaching assignment of one teacher for one hour meant rescheduling those students who were to take the dropped class.

Conflict resolutions of other students were resolved by substituting second and third choice alternatives listed on the student schedule worksheets. The computer was only able to substitute one alternate class for each hour. In a few cases the student had to be contacted and requested to make different class choices.

In addition to the work on schedule conflicts, the demands of the office business were also met.
Analysis

There is not way to emphasize the importance of the scope of the responsibilities of the high school principal. Everything that has to be done in the entire building is his responsibility. If the people who normally handle something are not available, he has to get it done. The scheduling problems and office duties both are examples of this. This directly fulfills the intent of Goals 1, 2, and in this case 3(f).

Conducting the office business in the absence of the secretarial staff fulfills the intent of Goal 6.

July 19, 1985 (4 hours)

Description of Experience

The principal explained the student record archive system in response to a record request from a graduate for a transcription older than current office files.

The remainder of the morning was spent responding to calls and routine office duties.

Analysis

One responsibility of the principal is to serve the community. Responding to the requests and needs of
former and present students is one of these services and fulfills the intentions of Goals 1, 2, and 6.

July 22-23, 1985 (20 hours)

Description of Experience

In the absence of secretarial staff, the tasks of meeting student requests for transcripts, issuing work permits, and needed office business were performed.

Analysis

The intent of Goal 6 was to learn the duties and responsibilities of the principal in and around the school office. Performing these duties on a daily basis provided experience in dealing with public needs and allowed me to make a valid contribution to the function of the office.

July 29, 1985 (6 hours)

Description of Experience

In addition to routine office duties, the problems, legalities, and unexpected ramifications of having foreign exchange students in the building were discussed with the principal.
Marshall schools have made it a practice to accept foreign students into the system as placed by only one agency. A request was made to place more than the usual number of students and by an agency not previously worked with by the district. By working with one reputable agency, the number of students can more easily be controlled and problems more easily resolved.

It was explained that the biggest problem arise when the student does not have a functional use of the English language. Cultural differences are usually resolved in the sponsoring home and are among the learning experiences of the exchange student.

**Analysis**

When the goals of this project were set down there was no way to anticipate the problems and situations that might arise. The problems of exchange students are not common ones, but the responsibility is within the scope of things with which a principal must deal. This falls under the intent of Goal 1.
Description of Experiences

In addition to routine office duties, a request to accelerate a student past ninth grade English to tenth grade English was discussed. It was decided to contact the teachers of previous years and those of ninth and tenth grade to evaluate the student's achievement level and if the advancement would be in the best interest of the student in the long run. It was explained that since a decision to accelerate a student involved several teachers, it would be wise to solicit their opinions and involvement in the decision.

The principal explained that involving the people most affected by the decision increases their cooperation and willingness to accept the consequences of it. He explained that many decisions are controversial and affect many people. Involving those people in the decision making process puts them on your side, even if you do not always follow their advice.

The request of parents to accelerate a student is not an everyday problem; however, it is one that should be addressed with discretion and careful consideration. There may not have been any policies or precedents set to guide decisions in problems of this nature. He
advised to always seek help in making this kind of decision, look for board policies, ask for advice, and do not rely only on your own judgment.

**Analysis**

The value of internship projects of this nature is to learn from the experience and knowledge of one who has performed the duties for a long period of time and is willing to share his wisdom with another to help him do a better job. It is this knowledge, experience, and wisdom that was hoped for when Goal 1 was set down.

**July 31-August 1, 1985 (8 hours)**

**Description of Experience**

The majority of this time was spent dealing with routine office duties. The final run of student schedules was received. This was reviewed and returned for final schedule card printing. The schedule cards are distributed to students on opening day of school.

The assistant principal discussed the possible outlook of available administration positions, alternative positions, and some important considerations when applying for the first position.
Analysis

Final preparations for the first day of school are important duties of the building principal. The preparation of student schedule cards is one of these duties. These activities fall under Goals 1, 2, and 3(f).

Knowledge from experience is the foundation of internships. A prospective administrator cannot use the skills learned in school or by these experiences until he or she finds the first position. The discussions gave valuable advice about resumes, applying, and interviewing for positions.

August 2, 1985 (6 hours)

Description of Experience

The assistant principal shared some opinions and personal perspectives on teacher evaluation procedures. His perspective was that in most cases an administrator does not actually evaluate a teacher but simply observes and shares suggestions that may help the teacher be more effective. He thought that a veteran tenured teacher is professional and has a thorough knowledge of his subject and presentation techniques. The practices of teacher evaluation becomes then
instructional observations rather than teacher evaluations. He pointed out that the term "evaluation" connotes the practices of fault seeking, which in most cases is not the intent of the observation. He pointed out that many observations are done to fulfill routine contractual requirements. He pointed out that teacher observations have some positive results also. It provides an opportunity for teachers to point out some of the activities that take place in their classroom and administrators an appropriate time to compliment performance as well as offer suggestions. It is also the administrator's obligation to know what is being taught in the classrooms and the activities taking place.

A record of books and other requisitioned materials received was taken and prepared to be sent to the business office.

Through the course of the day, routine office business was conducted.

Analysis

Observation and evaluation of teaching personnel is one of the many responsibilities of the high school principal and a skill that is expected of any entry level administrator. The discussions and perspectives of
both the principal and the assistant principal were enlightening and fulfill the intention of Goals 1 and 2.

Accurate records of materials received are essential for use by the school business manager to pay accounts promptly. This partially fulfills the goals set down in Goals 3(d) and 3(f). This activity emphasizes the clear need and use of good organizational skills in the execution of administrative responsibilities.

August 5, 1985 (8 hours)

**Description of Experience**

In addition to routine office business, discussions continued with the assistant principal about the problems of dealing with tired staff and teacher evaluation. He emphasized the importance of taking an interest in what goes on in the classroom and showing the teacher encouragement and support. Students and teachers appreciate positive encouragement.

Assistance was given to the guidance personnel to record new student registrations and schedules in the files and on the computer system.
Analysis

One of the primary duties of a school administrator is not only to evaluate teachers but to assume that the performance of their duties is at a peak at all times. Discussions and an exchange of ideas and methods between colleagues are an important asset to any administrator, and especially helpful to an aspiring intern. This discussion meets the expectations outlined in Goals 1 and 2.

Skills were acquired by assisting the guidance staff to prepare for the start of the school year (Goal 3(f)) and also familiarized me with the computer filing system used to keep student records (Goals 6(b), 5(d)).

August 6, 1985 (5.5 hours)

Description of Experience

The assistant principal gave me a brief overview of a workshop that he had attended on the instructional observations systems. We also discussed various practices and procedures taken to assume better teaching.

Final preparations were made to prepare for the area Connie Mack Baseball Tournament that was to be held on the high school field the next day. This
included discussions with the maintenance staff about increased building security measures.

**Analysis**

The building principal is the instructional leader of his or her building. Methods of material preparation, the evaluation of those materials, and the effectiveness of those plans when they are taught are important aspects of that leadership. Keeping up with the various theories and methods of teaching is difficult. Workshops are one way to keep up. An effective administrator should make every effort to attend any professional development seminar or workshop available. Discussions of this type partially fulfill the intent of Goals 1 and 2.

The baseball tournament is not an everyday duty of the building principal. However, the use of school facilities is his or her responsibility since everything that takes place on the premises is part of that responsibility. This responsibility includes building security while making the facility open for everyday business and community use (Goal 1).
August 7, 1985 (7 hours)

Description of Experience

The duties for the day were office business and meeting requests that came into the office for work permits, driver education permits, and transcripts.

The Connie Mack baseball tournament was being held on the high school field necessitating the main corridors being opened for public access to the restrooms. Although access to most of the building was blocked, it was necessary to occasionally monitor the corridors while remaining near the office and accessible in case of an emergency.

Analysis

The office duties performed fall under the guidelines in Goal 6(d).

As mentioned earlier, the baseball tournament is not an everyday event around a high school but something that is part of the principal's responsibility since it utilizes school grounds and building facilities, requires school employees to operate, and maintenance staff to prepare for and clean up afterward. Everything that happens at the school is the principal's responsibility and must be planned for,
supervised, and evaluated. The experience of dealing with the constant flow of people in and out of the office was challenging and educational for an intern fulfilling the intent of Goals 1 and 2.

August 8, 1985 (5 hours)

Description of Experience

Marshall Public School distribute several publications, regularly publish articles about teachers and program, and information for the public in the newspaper. The advantages, cost of developing and printing, and alternative methods to achieve and maintain good public relations with the community were discussed. Several publications were looked at as examples in the discussion.

The kinds of public opinion polls used to gather information to improve good community relations and how the information is tabulated and used was also discussed.

The use of "key communicators," people in the community who report public opinion in the community was discussed. They serve as an information link, a kind of informal advisory committee. These people are residents and business people who have a large contact
with the general public, who have opportunity to hear public opinions.

**Analysis**

Good public opinion is essential to the operation of any public supported institution. The time and funds expended to acquire good rapport through brochures, newspaper publications, opinion polls, and personal contacts may appear to be high but is returned manyfold. Often the principal is the person who is charged with the responsibility to write newspaper articles, edit copy, and layout brochures.

Although there was not an opportunity to be involved in the actual production of any publications during the intern period (Goal 7(b)), the discussions and review of the brochures being used were very valuable. This totally met the intentions of Goal 7(a).

**August 9, 1985 (4 hours)**

**Description of Experience**

The entire morning was spent organizing student schedule cards and preparing new student schedules for the beginning of fall classes. Schedule cards and
other materials were organized by homeroom assignments for first day distribution.

**Analysis**

The assistance given to guidance personnel to prepare for the opening of school was an assignment given by the principal and partially fulfills Goal 3(f).

**August 12, 1985 (6 hour)**

**Description of Experience**

Assistance was given to the principal and assistant principal to establish a time schedule for the first day assembly, the shortened class time schedule, and homeroom time to explain student handbook and procedure changes and to distribute schedules and other materials. The schedule was then given to the secretarial staff for typing and duplication before opening day.

The different situations and procedures used to implement fire and tornado drills, and other building evacuations were discussed.

The policies and procedures used in the case of bomb threats and disciplinary procedures to deal with
"pranksters" and related problems were also discussed.

The procedures and problems associated with implementing changes in curriculum were discussed. We experienced a problem earlier in the summer with scheduling by creating one section of one class and reassigning one teacher for that one hour. Reorganizing a whole new curriculum would be a momentous task.

Marshall makes curriculum changes through a committee of teachers and staff and through a curriculum guide developed through the superintendent's office. Building principals ensure adherence to the guidelines established.

Analysis

The actual experience of planning opening day activities was rewarding and valuable. It required considerable thought and discussion to determine time allocations for the many duties that needed to be done on opening day (Goals 1, 2, 3(f)).

Most procedures for disaster drills remained the same however, some teachers were assigned different rooms, and a guideline had to be prepared as a precautionary measure and a reminder to staff and students. These planning skills are used by every building principal. Considerations of exit volume,
time, and distance, building materials, and destructibility are factors that need to be determined before decisions can be made that affect the lives of others in the principal's building (Goals 1, 2, 3(f)).

It is the principal's duty to know that courses are being taught in his building, how they are being taught, and what material is being presented in those courses. The example of the Marshall Curriculum Committee is an excellent model for any aspiring principal to follow. This committee is one example of how teachers are utilized to make decisions that directly affect them on the job (Goals 1, 2).

August 15, 1985 (4 hours)

**Descriptions of Experience**

The day's discussion was about some of the causes of student discipline problems, practices used to deal with them, and common situations that increase discipline problems. Some of the problems discussed were off campus fighting between students, problems of open and closed campus lunch periods, and non-student persons on campus during the school day. Emphasis was put on the legal responsibilities of the school for the safety of students both on and off campus. It was
pointed out that this responsibility must be tempered with the administrator's ability to deal with the problems that he or she can control. It was pointed out that a good rapport with local law enforcement officers can be a great boost to controlling off campus problems.

**Analysis**

A beginning principal must be aware of the scope of his or her responsibilities and the options available to him to meet those responsibilities. The intern experience has revealed that those responsibilities seem to include being all things to all people and being in all places at all times. It has also revealed that this is impossible. The awareness of the scope of a principal's responsibilities is Goal 1. Other goals achieved were Goals 2, and 4(a); the discussions gave me knowledge to function in the position of principal and ways to deal with possible problems.
August 19, 1985 (3 hours)

Description of Experience

The final day of the intern experience was spent in discussion with the assistant principal about the problems that can be expected by a new administrator finding his or her first position and assuming the new position. We discussed recent surveys and predictions of a coming administrator shortage. We discussed some of the attributes expected of a new administrator and my strengths and weaknesses in these attributes.

I went to the central office in the middle school complex to thank the many people who helped throughout the intern period. I returned the high school ledgers of accounts to the high school office.

Analysis

The aspiring administrator should realize that the first task he must plan for and perform is securing a position. The discussions about how to pursue a position, interviewing questions and problems of being the "new kid on the block" were timely and insightful. The discussion were not based upon or in accordance with any of the goals set down but were some of the more rewarding and informative discussion during the
intern period. It was a fitting and enjoyable conclusion to a meaningful and abundant learning experience.

The trip to pick up ledgers for the office was not a routine duty of a principal but a simple voluntary service to the office staff. During the intern period I learned from the example of those under whom I served. If there is one attribute that was common to all those people, it was the attitude and willingness to help and serve others (Goal 1).
EVALUATION

At the outset of this internship experience a problem was identified: How can a secondary teacher gain entry level experience, skills and knowledge needed to assume the responsibilities of a secondary principalship? The proposed solution was that the teacher would understudy the duties and responsibilities of a practicing secondary principal. The teacher would assist the principal as he or she assumes the duties of the position. The teacher would, through discussions, gain knowledge from the experience of the practicing principal.

The internship project exceeded the expected outcomes in ways far beyond the goals set down at the outset of the experience. Learning was expected by assisting the principal, watching his example, and discussing problems as they were dealt with. All of these things were done, but even more was learned when given the responsibility to solve the problems, write recommendations, work with the staff, and actually meet the everyday demands of the principalship during the understudy period. Although everything being done was overseen by the principal as it was performed, the
pressures of the responsibility were often felt. This actual experience has better prepared me for a principalship than months of watching and discussion what someone else is doing, even someone as capable and experienced as Mr. Davis.

The second unexpected reward of the experience was an opportunity to work during parts of the understudy period with the newly appointed assistant principal, Mr. Robert Currie. Mr. Currie, a former teacher and colleague, left teaching to assume the responsibilities of a high school principal. Having experienced many of the problems of searching for a position and functioning as a small high school principal, he provided perspectives and insights from a background of a teacher turned administrator. The opportunity to work with Mr. Currie was like having two experience principals to understudy simultaneously.

The internship offered experience and discussions on every goal that was sent down at the beginning of the experience. These were two goals of the internship that fell short of expectations. Circumstances unknown at the time when the goals were set and the time of the internship period prevented more experience in these areas.
The first area lies in the goals dealing with student discipline. Since the internship period took place during the summer months when only Driver Education classes were being conducted through the day, few discipline problems arose. These goals were therefore addressed through discussions of situations that the principal had dealt with in the past and of hypothetical situations. To supplement learning in the absence of student discipline experience, several professional journal articles were read to offset this shortcoming. These articles appear in the bibliography.

The second area that fell short of expectations was in the goals dealing with publications and public relations. At the time the goals were written it was unknown to me who was responsible for the extensive newspaper articles and brochures published by Marshall Public Schools. Participation in the production and publications of these articles would have provided valuable knowledge and skills. It was learned that these things were being done through the assistant superintendent's office and not the high school. It was not possible to work out a time schedule for participation during the internship period.
The experience gained through the internship broadened my perspectives of the scope of the principalship and the duties and responsibilities of it. Through active participation in the principal's duties, my preparedness to assume the position was greatly increased. The knowledge gained through extensive discussion with two extremely qualified principals greatly enhanced my ability to perform the duties of the principalship.

The internships experience provided entry level experience, skills and knowledge needed to assume the position of a high school principal. In addition, it intensified my desire and confidence to pursue the position of high school principal.
BIBLIOGRAPHY


