Summer Migrant Program Internship

Jacqueline G. Ladwein
Western Michigan University

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SUMMER MIGRANT PROGRAM INTERNSHIP

by

Jacqueline G. Ladwein

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
Kalamazoo, Michigan
April 1988
SUMMER MIGRANT PROGRAM INTERNSHIP

Jacqueline G. Ladwein, Ed.S.
Western Michigan University

The proposed procedure for an elementary school teacher to gain entry level experience, skills, and knowledge required to assume a summer migrant program assistant directorship was to examine the scope of duties of a summer migrant program assistant director and to acquire knowledge, skills, and experience by assisting a summer migrant program assistant director as he performed his daily responsibilities.

The experience focused on all procedures necessary to establish a summer migrant program. This focus included: goals of the program, staffing, interpersonal relationships, disciplining, community and peripheral organization relationships and administrative leadership styles.

The experience provided on-the-job awareness of the assistant director's job. Through active participation in the duties of assistant director entry level experience, skills, and knowledge were gained which prepare a teacher to assume the duties of a summer migrant program assistant director.
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CHAPTER I

INTRODUCTION

Background Information

Intern: Jacqueline G. Ladwein

Sponsoring Organization: Fennville Migrant Program
Fennville, Michigan 49408

Intern Supervisor: Michael Hartigan, Assistant Director
Fennville Migrant Program
Fennville, Michigan 49408

University Advisor: Dr. Lawrence Schlack
Department of Educational Leadership
Western Michigan University
Kalamazoo, Michigan 49008

Focus of Experience: Assistant Director: Understudy the duties and responsibilities of the assistant directorship of a summer migrant program.

Duration: April, 1984 - August, 1984
May, 1985 - August, 1985

Problem Questions: How can an elementary school teacher
gain entry level experience, skills, and knowledge needed to assume the responsibilities of an assistant director of a summer migrant program?

What particular skills must an assistant director possess to interview and hire a competent educational staff for an 8-week summer migrant program?

What particular skills must an assistant director possess to deal with a member of the educational staff who does not meet the job standards?

Proposed Solutions: The teacher understudied the duties and responsibilities of a practicing assistant director of a summer migrant program. The teacher worked with the assistant director as he assumed the duties of the position. The teacher, through discussions and observations, attempted to gain knowledge from the experience of the assistant director. In addition, the teacher worked closely with the assistant director to gain knowledge in the two areas of interviewing and hiring educational staff and dealing with staff members who do not meet job standards as these problems relate to a brief 8-week education program.

Leadership within an educational program is complex. It requires program goals, people, facilities, curriculum, support organizations, transportation, money, and energy. The assistant director in such a program must have the skills to amalgamate these facets of a program into a
positive educational experience for the students involved. The successful techniques developed and used by an administrator can be useful to an intern. The purpose of this project was to observe, discuss, and participate as an intern to gain real insight into and knowledge of the skills relevant to the role of assistant director of a summer migrant program.
CHAPTER II

BACKGROUND

As each individual school program has a unique character of its own, which has developed from the combination of staff, administration, student and parent population, and physical plant, so too does each of Michigan's 54 migrant programs have a unique character of its own.

During a 6 to 8-week period each spring and summer a staff is formed to provide a positive, productive educational experience for large numbers of migrant children moving through Michigan's rich fruit and vegetable farm areas. At the end of a designated period of time these programs are dissolved with only a core of people remaining to offer a thread of continuity necessary to provide an on-going winter education program, and then to reestablish another 6 to 8-week summer program the following year.

The Fennville Migrant Program has been in existence since 1968. As a permanent staff member of this program since September of 1972, and having participated in other Michigan migrant programs since 1969, I have had the opportunity to observe a number of staff members throughout the years. In addition, I have observed and been directed by a number of administrators. Mr. Hartigan, the
assistant director of the Fennville summer program for several years, displayed the successful leadership qualities necessary for a positive, productive educational experience for the students and a positive, rewarding experience for the staff.

With prior knowledge of the permanent staff, the student population, the administrative personnel, and the goals and objectives of the Fennville Migrant Program, I felt a definite advantage in using this prior knowledge as a basis upon which to build an internship experience which would provide me with the skills necessary to step into an administrative position in either the migrant or general education areas.

The area of Fennville, Michigan, is fairly typical of the rich fruit and vegetable growing areas of southwestern Michigan. Crops start in late spring with asparagus, and continue into October with apples. Continual crop harvesting is carried on throughout the months of June, July and August.

The personnel to harvest these crops are migrant workers who in many cases harvest seasonal crops along familiar, regularly travelled migrant streams from Texas through Michigan and on into Ohio before turning southward to Florida or back to Texas. Seasonal workers have travelled these same streams for decades.

Fennville is unique in the fact that many of these
seasonal workers have settled out of the stream and estab-
lished themselves within this southwestern Michigan com-
community. This established community of settled-out migra-
ts acts as a magnet to relatives and acquaintances who are still migrating.

The student population of the 6 to 8-week summer migrant education program is drawn from this migratory population of seasonal workers and the settled-out former migrant population. Children from ages 2-1/2 through 11 are served by the program.

The elementary portion of the Fennville Public Schools houses the program. Buses, buildings, furniture and cooking facilities are used. With federal funds supplies and curriculum materials are purchased by the program to meet the specific educational needs of this unusual population.

A staff of teachers, classroom aides, cooks, recruiters, custodians, clerks and bus drivers are hired by the program. The director and assistant director interview and hire an educational staff of one teacher and two classroom aides per classroom needed. It's a problem to know exactly how many staff members are necessary when one is not positive of student numbers. Often teachers and aides are moved from one age level to another because numbers necessitate it.

A set of national skills lists in reading, math, oral
language and early childhood education have been established for migrant children. These lists provide a basis for the summer curriculum. The resource teacher purchases materials and supplies which coordinate with these lists.

A preservice session of two to three days covering the skills lists, curriculum, and materials provides the staff with a foundation upon which to build a program. In addition, cultural awareness and sensitivity training to deal with the unique student population are provided. Finally, accounting to the State Department of Education—Migrant Division is necessary, so teachers are trained in specific evaluation procedures.

For a 6 to 8-week period a migrant school is set up within an existing school facility. School starts at 8:00 a.m. and is dismissed at 3:10 p.m. Breakfast and lunch are provided for all students.

Because this is a transient population the classroom populations are continually changing. Students are continually on the move in or out of this migrant program. For this very reason the staff must be flexible and innovative. With this in mind it is evident that the administration of such a program requires some unusual techniques to deal with these unique situations.
# Internship Goals

## I. Program goals

<table>
<thead>
<tr>
<th>A. Learn goals of the migrant program</th>
<th>Discuss goals with assistant director.</th>
<th>Be able to specify goals under which the program operates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Understand how planning processes incorporate goals.</td>
<td>Meet with assistant director as program parts take shape</td>
<td>Be able to show how various parts of the program are developed and directed toward basic goals of the program.</td>
</tr>
<tr>
<td>C. Determine measures for evaluation of program in relation to basic goals</td>
<td>Discuss evaluation techniques and procedures for the program.</td>
<td>Be able to evaluate a program in relation to basic goals for the program.</td>
</tr>
</tbody>
</table>

## II. Staff goals

<table>
<thead>
<tr>
<th>A. Learn interviewing and hiring techniques to select staff.</th>
<th>Sit in on interviews and selection process.</th>
<th>Be equipped with techniques for interviewing and selecting staff.</th>
</tr>
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<tbody>
<tr>
<td>B. Learn scheduling of entire staff.</td>
<td>Discuss with assistant director procedures used to schedule staff</td>
<td>Be equipped to set up schedules for staff</td>
</tr>
<tr>
<td>C. Become sensitive to the variety of relationships within a staff</td>
<td>Discuss with and question assistant director about techniques used to maintain positive, productive staff relationships</td>
<td>Be able to discuss and apply techniques necessary for positive staff relationships</td>
</tr>
<tr>
<td>D. Determine measures for evaluation of staff</td>
<td>Listen for informal methods and read written evaluations</td>
<td>Acquire samples and/or techniques for evaluation of staff</td>
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<tr>
<td>III. Physical plant goals</td>
<td></td>
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</tr>
<tr>
<td>A. Become familiar with procedures used for classroom assignments.</td>
<td>Discuss with assistant director criteria used for room assignments</td>
<td>Be able to set up a plan for functional room assignments.</td>
</tr>
<tr>
<td>B. Become familiar with physical plant upkeep</td>
<td>Discuss with assistant director and custodial staff procedures used to maintain physical plant</td>
<td>Be able to enumerate or list daily and whole program maintenance tasks</td>
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<tr>
<td>IV. Interpersonal relationship goals</td>
<td></td>
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<tr>
<td>A. Become knowledgeable of behaviors which facilitate positive interaction between assistant director and staff</td>
<td>Observe interaction both verbal and nonverbal</td>
<td>Be able to list and discuss techniques used in a variety of situations</td>
</tr>
<tr>
<td>B. Become knowledgeable of discipline techniques used with staff</td>
<td>Discuss with assistant director situations and outcomes of discipline techniques used</td>
<td>Be able to discuss techniques and the philosophy behind their use and outcome.</td>
</tr>
<tr>
<td>C. Become knowledgeable of discipline techniques used with students from 2½ years old to sixth grade</td>
<td>Observe assistant director's techniques and discuss reasons for specific techniques used</td>
<td>Be able to demonstrate some competence in the use of positive discipline techniques</td>
</tr>
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</table>
V. Peripheral relationship goals

A. Become knowledgeable of techniques to build positive relationships with other organization personnel
   Discuss and observe these techniques in use
   Be able to enumerate or demonstrate positive techniques to use with various organizations

B. Become knowledgeable of techniques to build positive relationships with the community
   Discuss and observe these techniques in use
   Be able to enumerate or demonstrate positive techniques to use with the community

VI. Leadership style goals

A. Gain an awareness of time management at an administrative level
   Observe and discuss time management with assistant director
   Be able to budget time for assistant director for a day

B. Become knowledgeable of assistant director's leadership style
   Observe assistant director in a variety of situations
   Be able to compile a list of observed behaviors used and compare them with types of leadership styles

C. Become knowledgeable of my leadership style
   Determine how I would handle various situations prior to discussions with assistant director
   Be able to compare my behaviors with various types of leadership styles
CHAPTER III

LOG OF EXPERIENCE

April 11, 1984—4 Hours

Description of Experience

We started today trying to work out a staff for the Fennville Summer Migrant Program. Two files of applications, one aides and one teachers, have been compiled.

We've worked with many of these people year around for a number of years. They are for the most part evaluated and hired on their previous record.

We begin with teachers. First, we consider and place those we've known to be excellent in our 8-week program. When those have been placed, and after each of us makes our point about each person, we review empty slots and begin reading applications and resumes. More teachers are placed, but a few slots are left open until interviews can be held.

Then we staff our year-round aides. In some cases we have a preference of grade level on the application. However, we must also consider the aides abilities and limitations and place them where we feel they can work best.

Once known aides are placed we sort through the rest
of the applications paying close attention to educational background and prior work experience. We are alert to bilingualism and applications filed by men. We need Spanish speakers in each room. We also need good male models for all children at all levels.

The slots fill slowly as each person's application information is analyzed, sorted, weighed and decided upon.

After several hours we have a skeleton staff and interviews to be set up. We have some time, but letters must be sent out or applicants will take other jobs. Our director hopes for this each year, but the assistant director and I believe we lose our best people that way. The director hates being confronted in the grocery store by someone whom he's had to turn down for a job.

Analysis

Determining a staff for an 8-week summer program is a very difficult job. The time factor requires that selections be made accurately and placements be made wisely. There is little time to correct mistakes made in hiring and placement.

Starting in April or earlier for a June program allows administrators the flexibility to move people around until they feel they've placed everyone in the right position. Even then mistakes can occur. This process requires a great deal of skill, and there's always
an element of error possible since one is dealing with people's skills, abilities, and personalities.

This experience has provided some insight into II. Staff goals, Part B.

April 17, 1984--3 Hours

Description of Experience

I was sitting in on an interview being conducted by Mr. Hartigan. The applicant is a woman who worked for us as an aide some years before. She's now after a teaching position.

Mr. Hartigan told me to have information about the program with me, so I've assembled information about the unique characteristics of the program.

Mr. Hartigan tries to elicit as much conversation and information from the applicant as possible. Since our classes range from 2-1/2 year-olds to 12 year olds, Mr. Hartigan asks the applicant if she would be comfortable in any one of the grade levels. She offered some experience (as a substitute in many grade levels) which she felt qualified her for the job.

I offered the information I brought. I felt the applicant would have said anything for a job. No decision would be made until all interviews were completed.
Analysis

The interviewing process can be as tense or relaxed as the interviewer determines it will be. Mr. Hartigan prefers to set a relaxed manner for his interviews. It seems the interviewee can read this shortly after the interview begins, and seems to relax also. It would seem a relaxed interviewee would provide much more information than one who is on edge.

Specific questions are used to find out from the interviewee as much information as possible which doesn't show up on an application form or resume. One specific element Mr. Hartigan looks for in applicants is flexibility. This program's population levels are unpredictable. Staff must be flexible to adapt to the needs of the program.

What Mr. Hartigan asked me to bring to the interview was a general job description which I could present orally to the applicant. From the literature on interviewing it's been stated that job descriptions are most often too general. Possibly our program needs more specific job description forms to strengthen our interviewing and hiring processes.
April 23, 1984—3 Hours

Description of Experience

This is the second interview of an applicant. This applicant is a woman who has worked for the school system as a preschool teacher. Basically, this is the level we need her for.

Again I had my list of information about the summer program with me.

The applicant answered all the questions fully. She had little information to offer beyond the questions. She seemed very sure of herself, and felt sure she could do the job.

I felt she wanted the job so much that she hardly listened to me when I spoke about how hard the job is.

When she left, Mr. Hartigan and I discussed the two people we interviewed. Neither of us felt the people listened carefully. They both wanted to work so much. We had no real reading on the two. However, we felt the second interviewee had a lead because she had been observed in action on the job.

Mr. Hartigan will interview one more candidate by himself. Then we'll choose two from the three for jobs.

Analysis

Summer jobs for teachers who have been unemployed
during the school year are at a premium. Often applicants will be so desirous of a job that they're apt to promise anything at an interview. An interviewer must be alert to this, and be able to sort out desire-influenced answers from the absolute truth.

When three applicants have such similar backgrounds and are qualified for jobs available, it makes selection very difficult. The interviewer must watch for any answers to questions, special skills or positive personality traits which might distinguish an applicant from the others.

Most sources read indicated that an interviewer's job is to gather, process, and evaluate all the information about an applicant. Finally, and most importantly, he must be able to predict the future performance of the applicant. These are all very difficult processes in which to become skilled.

Today and yesterday's experiences relate to II. Staff goals, Part A.

May 10, 1984--4 Hours

Description of Experience

This meeting was to make up a final staff list. The interviews have been completed.

We used a large sheet of paper and began placing teachers at the levels we felt they'd do the best job. We
all have some input in each placement if we have anything to offer. We place, discuss, move and place again.

Next we start on aides. The process is the same. We look at preferences, skills, experience and then place two aides per classroom. In the preschool areas we place four aides per classroom. At all times we must be very careful to have at least one bilingual person (teacher or aide) in each room. Again we place, discuss, move and place again.

The process is long and involved. We must look at many aspects of each person. A very important point to consider is personality. We must look at personalities as we place staff together in a classroom.

At least we have the staff sketched in and the secretary can be alerted as to whom to send letters.

Mr. Hartigan agrees that there are some question marks on the staff. We'll have to try them to see what the outcome will be.

Analysis

The Staff goals, Part C, was to learn ways of maintaining positive, productive staff relationships. Today's experience was directly related to this goal as we worked to determine which staff members would work together to do the best job possible for the migrant children. The correct combination of three adult personalities in a classroom can be as critical as application information
and grade level preference.

In an 8-week program there just isn't time to correct serious mistakes in hiring and classroom staffing combinations. Any mistakes in these areas become major obstacles to a successful education program.

June 29, 1984--3 Hours

Description of Experience

School has been in session for about a week now. Mr. Hartigan and I sat down to discuss problems which have cropped up.

Some of the problems include over-sized classes in some areas. He says he'll wait one more week to see if there is a student population fluctuation before he does any shifting or adding of staff. Possibilities would be combining two small classrooms and moving a teacher to another area of higher population, shifting aides in the same manner or hiring new people for a newly established classroom. One week will tell, but we do need to see who is available from the people we didn't hire.

The migrant population is very unpredictable, so planning exact classroom numbers and levels is very difficult. As Mr. Hartigan says we all must be flexible, and willing to move whenever the need arises.

There will be no changes for a week.
Analysis

The unique element of this 8-week summer program is the unpredictability of the migrant student population. Until school is in session no one can predict what age level will contain the largest numbers of students. Because of this unique element the administrators of the program must possess specific skills not generally required in a normal year-round school situation.

As Mr. Hartigan begins to think about alternatives to the present classroom layout, he must determine if more classroom space is needed.

This consideration and planning fits into my goal III, Physical plant, Part A. In setting up the original program empty classrooms were left along each wing of the school building. These may now provide space for possible new classes.

July 3, 1984--3 Hours

Description of Experience

Again we meet to discuss what to do about overpopulation in some areas. Mr. Hartigan decided we will take a teacher we hired as an aide to be the classroom teacher. Mr. Hartigan has met with the teacher, so the groundwork has been laid. The teacher will use Friday to set up his room and then he will get his children on the following
Monday. One aide will be switched from a low population classroom. If another aide is needed, one will have to be hired. With two adults in the classroom instead of three we'll try to keep the population lower than in a regular classroom with three adults.

The teacher to be shifted is notified several days in advance according to Mr. Hartigan so he can start getting things organized and his planning can get underway. He must have time also to look over materials to see what he wishes to use.

Analysis

Since the summer migrant program does not operate under the specific guidelines of a collective bargaining agreement, there is some flexibility in hiring a certified teacher as a classroom aide. This, in turn, helps cover the uncertain aspects of student population because we can hire a few teachers as aides with the stipulation that they will be the teachers in any new classrooms that are opened. This has been the practice for several years now, and has proved to be a successful answer to a problem unique to summer migrant programs.

The discussion with Mr. Hartigan helped clarify the value of early planning procedures as they pertain to the incorporation of the basic goals of the program. (I. Program goals, Part B)
Description of Experience

Today the new teacher prepared his room.

While that was being done, I wanted to find out from Mr. Hartigan the procedure for moving the students to the new room.

Mr. Hartigan stated that he had met with the teacher who has the large class. He asked the teacher to choose 15 students to be moved. They were to be the youngest 15 in the present class. That provides for more space in the new room for new enrolling students and it provides some space in the other class for new enrolling students.

The new classroom teacher would receive a class list today. Then on Monday the students start in his room.

Mr. Hartigan made sure there was time for the new teacher to prepare. Also he provided time for the two teachers to exchange questions and information on the students.

Analysis

Changes are inevitable in the type of program we run each summer. Each year an administrator works in the program he can learn from each problem. Mr. Hartigan has been an administrator for the program for a number of years. He has solved many of the problems by prior
planning and preparation. Moving children to a new classroom can be traumatic for students and teachers, but with input from teachers and preparation for students by the teachers the trauma can be minimal.

This kind of first-hand knowledge which can be learned from an experienced administrator makes the internship experience so valuable. Mr. Hartigan is just such a knowledgeable administrator. I respect his experience and knowledge.

July 9, 1984--3 Hours

Description of Experience

We've been operating now for several weeks. Mr. Hartigan has observed some staff problems. He has shared with me some forms he uses with staff to make an assessment of their time and staff usage (see Appendix A).

He calls a staff member in and works right on down through the form which is an instrument written especially for the migrant summer program. He has developed it over the years as assistant director.

It is my belief that people can correct their own mistakes and problems if they are made aware through questioning that there are problems.

Mr. Hartigan is working on trying to assist two teachers with their classroom skills. He has asked me to observe them, so we can discuss the problems and then
discuss how the problems are to be resolved.

Analysis

Any problems with teacher performance will not surface immediately in a short 8-week program. According to Mr. Hartigan, problems begin to appear in the third and fourth week.

Two teachers are not meeting standards set for the program. Now it must be determined what's causing the failure. Next, a plan of action is necessary to assist the two teachers to meet the standards set. Continual evaluations will be made to see if skills are upgraded. All the steps taken in a regular school setting are taken in this program. Documentation is done, however, with a short 8-week program dismissal is only used as a last result.

This experience begins to meet III. Staff goals, Part D.

July 10, 1984--3 Hours

Description of Experience

I spent today observing one teacher who has become a problem. She has taught several years in our program, but this is the first year she's been a problem.

She spends a great deal of time at her desk. She asks aides to do specific work she has stated she will not
do herself.

My dealings as resource teacher with her have been less than pleasant. She requests something, and when she is supplied with it, it's never satisfactory. She always knows of a better product for the situation. She has requested that some personal work be done during school hours.

Mr. Hartigan and I have for a few years asked that she not be hired. However, Mr. Lancaster, our director, can't quite come to the point of not hiring her. Thus, we must work with her.

Mr. Hartigan met with her today, so now we will both observe her to see if a change takes place.

Analysis

When dealing with unsatisfactory teacher performance, the literature states that one must place the teacher on a program of intensive assistance. This intensive assistance program can start after the initial observations with the administrator sharing his concerns with the teacher, and then making suggestions for improvement. A time frame for improvement must also be set up. With these steps in place, continual observations can be made by the administrator. It's found that in most cases the teacher will improve. In a short-term program like this one it's critical that the teacher improve.
July 11, 1984--3 Hours

Description of Experience

Mr. Hartigan was gone for a period today and I was in charge.

During that period a sixth grader was brought to me because of disruptive classroom behavior. He is a special education student with deep emotional problems.

When brought to me he would not talk to me at all. He sat down for a few minutes, but then jumped up and declared he was going home. I knew he was too big for me to physically restrain, so I went to get some help. When I returned, he was gone. I notified a recruiter to get over to his house to make sure he was there and all right. By the time the recruiter reached his home his mother was already on her way back to school with him. She had explained to him that he could not run home whenever he please just because he was in trouble.

Upon returning to school Mr. Lancaster, the director, and a recruiter talked with him. He was then returned to the classroom.

When I discussed this entire incident with Mr. Hartigan he felt I had handled it satisfactory. He knew the boy and had dealt with him on a number of occasions.
Analysis

Throughout the internship experience I've become aware of administrative time management (VI. Leadership style goals, Part A). Today I actually became the administrator and planned how to use my time, and also how my time was used by unplanned experiences. One often believes that an administrator's time is his own to plan as he sees fit. Today I realized that this is not always the case.

July 12, 1984--3 Hours

Description of Experience

Today Mr. Hartigan and I discussed a problem with a recruiter who was not carrying through on his job.

He explained he would discuss the problems with the head recruiter, so he could talk with the recruiter.

If complaints continued, then Mr. Hartigan would talk with the problem person himself.

He explained it's best to let the person's immediate supervisor talk with him first. If changes don't occur then face-to-face discussions with the staff member are necessary. Try to follow the chain of command was his recommendation.
Analysis

An administrator learns to delegate authority to people he feels are capable and responsible. Mr. Hartigan tries to hire the best people possible for his staff. Then, when a problem arises, he can feel comfortable knowing his head staff people can deal with it.

Mr. Hartigan makes it his business to know what's going on in his program, and if anyone is not carrying out his/her job responsibilities. However, he makes sure the person's immediate superior is the first to confront the problem. If the problem is not resolved, he will step in to resolve it himself.

This experience has provided some information in the area of IV. Inter-personal relationships, Part A.

July 13, 1984--3 Hours

Description of Experience

Today Mr. Hartigan had to deal with an aide who was fed up with the way her teacher treated her. She blew up about it to Mr. Hartigan. Mr. Hartigan doesn't like to be blown up at, so he was somewhat irritated with the aide as well as the teacher.

He discussed the specific problems with the aide. His plan is to discuss the problems with the teacher by using his Daily Time and Staff Usage Assessment. If the
aide's problems are legitimate they will surface with this tool. If teacher-initiated changes don't occur, Mr. Hartigan tells the teacher the changes he wants. This pattern must be followed because an 8-week program is too short to lose any time. He will observe carefully now to see if the teacher-initiated changes occur.

Analysis

I've observed that part of Mr. Hartigan's philosophy as an administrator is to be available to and in touch with his staff at all times. He's highly visible in the halls throughout the day. With this openness and availability, problems reach him long before they would an administrator who works within an office. I've seen this feature of his philosophy work for him over and over again. I feel it is a worthwhile quality of leadership. I feel comfortable with it myself. I know I will incorporate it into any leadership position I take.

This experience begins to cover area IV. Leadership style goals, Parts B and C.

July 16, 1984--3 Hours

Description of Experience

Mr. Hartigan spoke with me today about one of our new teachers. He has been observing her and he's very displeased with her work. He wants me to observe her to see
if I pick up on the same problems he observed. He plans to speak with her about what he's observed. Then, if I see a problem, I'm to talk to him before talking with the teacher about it.

I've made my observations of the teacher. There is a problem. This is her first teaching experience, so we're willing to work with her in any way we can.

Tomorrow I'll discuss with her some techniques to center the children's attention.

Analysis

This problem with a new teacher will be handled in somewhat the same manner as the problem with the experienced teacher on July 10.

Mr. Hartigan has decided to put her on a program of intensive assistance to bring her performance up to a quality which the program requires. We must improve her performance as soon as possible because our program is so short.

Mr. Hartigan has asked me to be the first person to work with the teacher on her intensive assistance program.

July 17, 1984--2 Hours

Description of Experience

I have discussed with Mr. Hartigan some of the ways I feel our new teacher could improve her class control. He
gave me the go-ahead to talk with her.

I spoke with her about centering the children's attention and being sure she had it before directions or concepts were presented. She seemed very interested and open to help. She asked questions and said she'd try the techniques. She gave me the impression that she knew her classroom procedures were inadequate, and that she would work on trying to improve. I asked if there was any way I could help her further. In addition, I told her that I was always available if she needed help or had questions.

I reported to Mr. Hartigan about our meeting. He said we had to just observe and wait to see if changes occur.

Analysis

True to the information read about poor teacher performance, this teacher seems very interested in doing a better job. She wants to learn techniques to help her do better. I will provide materials, techniques, and ideas. Ultimately, it is up to her to change her behavior. Both Mr. Hartigan and I will be closely observing her watching for changes.

July 18, 1984—3 Hours

Description of Experience

Mr. Hartigan and I discussed one of his basic
techniques of administration. He believes that an administrator needs to be visible in all parts of the school. This provides the teachers with access to the administrator at various times of the day. The teachers don't have to find the administrator in his office. If something is on a teacher's mind it can be discussed briefly with the administrator immediately. If further discussion is needed or it's a confidential matter an appointment can be set up.

This technique necessitates being able to think on one's feet. Many minor problems can be handled quickly and teachers feel their administrator is really concerned about their problems.

Mr. Hartigan believes: be visible, carry something to write on and handle problems as quickly as possible. These techniques, he feels, help make a better run school.

Analysis

Mr. Hartigan discussed his leadership technique which I have observed and commented on in the analysis of July 13, 1984. He is a highly visible administrator who likes the daily contact with is staff. He is skilled at handling problems on his feet.

I've found for myself that this form of handling problems will take time and experience to learn, even though I feel quite comfortable with it. I realized,
however, I don't have the administrative experience nor expertise to handle problems as easily as Mr. Hartigan does. I'm sure with time this technique can work for me.

July 19, 1984--3 Hours

Description of Experience

Mr. Hartigan and I have been observing closely the new teacher to see if any changes have occurred. At this point we can't see much change. Mr. Hartigan will be talking with her aides to get a picture from them of how the classroom atmosphere is.

We're about half way through the 8-week program. It would be difficult to get a new teacher and it would hardly leave time for getting anything accomplished by a new teacher. Mr. Hartigan hopes we can do enough to assist this teacher through the remaining weeks.

Analysis

The outlook for changing the problem teacher does not look good. With few changes occurring since Mr. Hartigan's talk and my specific assistance, I wonder whether the teacher is interested in doing a better job. She seemed open to suggestions, but has not done much to change.

In a normal school-year situation a time line for improvement would have been set up for the teacher by her
principal. In our short program there is little time to waste. Each day is critical.

This situation emphasizes for me how important the interviewing and hiring processes are.

July 20, 1984--3 Hours

Description of Experience

Mr. Hartigan spoke with the two aides from the problem teacher's classroom. One aide has worked a few summers, but the other aide has worked for several years on a year-round basis. This was an aide we both felt was very knowledgeable.

The outcome was as Mr. Hartigan had suspected. The aides had very little good to say about the teacher. They felt they were doing the classroom work and also setting the classroom atmosphere.

He explained to them the action we had taken with the teacher. He told them that he expected things would change. He would be monitoring things carefully, and he would talk with them again. He encourages them to continue to work hard.

Analysis

Input on a problem from as many sources as possible can only be helpful in correcting the problem. Observations made by the assistant director and me have now been
confirmed by two adults who work right within the classroom. With the additional information from the classroom aides, we can be much more specific about the improvements which must be made by the teacher.

This experience assists with Part C of II. Staff goals. The adult relationships within this classroom have been examined as they relate to the educational program of the room. The aides are looking for some improvement in the situation. The administration is working to assist with some improvement.

July 23, 1984--3 Hours

Description of Experience

Each year we plan an activity that the staff and their friends can do together after working hours. It's a time when we can observe everyone on a different level. We just relax and enjoy ourselves.

For several years we've gone golfing and then had a buffet dinner.

Mr. Hartigan and I discussed this outing today. Most of the staff participates. We encourage people to bring spouses or friends. It's a great time to just let the pressures of work roll away and enjoy everyone's company.

We both feel this is an important event for our 8-week session.
Analysis

An event such as this provides some input in two of the goal areas (II. Staff goals, Part C and V. Peripheral relationships, Part B).

People develop status levels at the outing by their skill at a sport rather than by their job position. It's an excellent time for the younger people, mostly aides, to really excel with their skill at a sport. It's interesting to observe these new status levels.

In addition, the outing provides a means to build a positive image of our program within the community. Community people view our staff in this setting, and they can determine the quality of people we have working in this educational program.

July 24, 1984--3 Hours

Description of Experience

Each year each classroom is allowed and encouraged to go on a field trip.

Mr. Hartigan told me today that I'd be one of the extra staff on the trip with the problem teacher's classroom. I told him I wasn't excited about going, but he felt I could help by being with the class all day.

He said he did not feel good about the lack of major change in the classroom. Small changes had taken place,
but not the major ones he had hoped for. Tomorrow I go to the beach with the group.

Analysis

Part of the intensive assistance program for the problem teacher consists of exposing her to as many examples of children-adult relationships as possible. Tomorrow I will be one of these examples for her. In addition, I will spend one entire day observing the teacher so I can report to Mr. Hartigan. With a day's observation we may be able to come up with more specific suggestions for teacher improvement.

July 25, 1984--5 Hours

Description of Experience

After breakfast I packed into the bus with the class to go to the beach. We carried our lunch with us. We planned to be gone until about 1:30

The day was very interesting. The teacher almost became one of the children. The aides, other staff, and I did the supervising and directing of the class. The teacher seemed to be busy all the time. I really don't know what she was doing. I didn't see that much of her.

When we returned to school, Mr. Hartigan and I had a long discussion. I discussed the things I observed. I also told him how I tried to help by being an example for
the teacher. Again he said he'd observe the teacher to see if changes occur.

Analysis

It's very difficult to be a positive example for someone if that person removes himself/herself from the scene. It seemed today that the teacher was avoiding the entire situation. She seemed to keep herself busy away from both children and adults. It seems as if she has tuned out to everything including the children, her responsibilities, and any assistance for improvement.

July 26, 1984--3 Hours

Description of Experience

Each week Mr. Hartigan and I check the art work for each classroom in the hallway. We encourage classes to decorate the hallway outside their classrooms. The teachers work hard to present their students with an art project they can do.

Once a week we judge the projects and offer some prize for the class. By the end of the eight weeks we make sure each class wins once.

I'm not sure how this process started, but I'm not sure I agree with it. I don't feel classes should compete especially in the area of art. When I become an assistant director I'm going to work on a way to honor classes in
some other manner. I don't like the competition even if it is on a friendly basis.

A visually pleasant atmosphere is important in any business or school setting. Our hallway art work makes a definite statement about each teacher within each classroom. They are practically unlimited in their art choices. We are quite willing to provide specific materials if a teacher has a special project to do. The teachers are limited only by their imaginations or their willingness to teach a specific art skill at a specific age or grade level.

As I think about and disagree with the art competition between classrooms, I feel I'm making a definite statement about my leadership style (VI. Leadership style, Part C.)

July 27, 1984--3 Hours

Description of Experience

Mr. Hartigan and I are of a different mind when it comes to setting up classrooms. At the beginning of a summer, whole classrooms must be set up from every stick of furniture to every bit of educational material used in the room.

We have physical laborers emptying rooms of furniture
and refilling them with another sized furniture or another type of furniture. What furniture is not used is marked and stored to be moved back in late summer.

Mr. Hartigan and I tour the building to decide which classrooms go where. A plan is made up and given to the workers. They are then responsible to set up the rooms, and keep in mind how to put the rooms back into their original order in late summer.

Mr. Hartigan then will not assist at all. He leaves and the labor begins. I feel some compulsion to help move things. In my opinion people will work more willingly and responsibly if a person on an administrative level pitches in too. Mr. Hartigan says he's been on the laborer end of the work and he's moved up. He won't go back. I can't go along with that at this point in my career.

Analysis

The experience I had today has made me more knowledgeable about my leadership style (VI. Leadership style, Part C). From my own job experiences I've gained a feeling about by superiors based on the manner in which they worked with their staff. I've found that often the quality and quantity of work a staff member renders is based on the manner in which he is treated by his/her superiors.

I want to be able to show staff members by example
that their job on staff is as important as any other job because all jobs work to meet the fundamental goals of the program. No job is unimportant, and I will participate to a degree in any job in the program.

July 30, 1984--3 Hours

Description of Experience

The State Department of Education-Migrant Office each year requires each migrant program to keep extensive records on each child. These individual records are compiled by the evaluator and sent to the State Department on a unified state-wide form at the end of the program.

The record keeping must start the first day and continue throughout the program. This is a time consuming job for each teacher, but it is a requirement. In fact, we spend a good portion of our preservice explaining what must be done and how to do it.

Mr. Hartigan knows this record keeping is required of us, but each year he grumbles about it. There is no choice in the matter. He knows that and I know that, but he feels there is too much record keeping. However, the evaluator and I are the people who attend the statewide meetings about these requirements. Mr. Hartigan doesn't attend the sessions nor does he approach anyone at the state level about the excessive record keeping.

All of these elements combine to make some lively
discussions between the two of us. At these times our roles almost reverse with me quoting state policy and Mr. Hartigan continually saying there's just too much record keeping.

Ultimately, the record keeping is done, compiled and turned in to the State Department. These episodes between the two of us occur each summer.

Analysis

The migrant program is a federally funded program, and we are held accountable for the use of these funds. We are required by the guidelines of the program to account for the type of program we provide for each student. Thus, the program for each student is recorded and reported.

Of course, this is a great deal of work for each teacher. However, before each teacher is hired the record keeping requirements are explained. Then in the preservice we explain the entire system of record keeping. No teacher can suggest that he/she did not know prior to hiring about the enormous amount of record keeping required. Since extensive record keeping is part of the job description, and covered early in preservice, I find no problem with it in our program. I've read that clear requirements within a comprehensive job description are one of the best assurances one has of hiring the right
person for the right job.

This experience covers two internship goal areas: I. Program goals, Part C and II. Staff goals, Part A.

July 31, 1984--3 Hours

Description Experience

Mr. Hartigan was gone for three hours today and I was left in charge.

It was very strange to feel "in charge." I was the last point of authority in the system. I'd never been in quite this position before.

I was nervous wondering if I could handle any problems that might occur. It seemed as the time passed and I handled various problems my confidence began to build. The job did not seem impossible or beyond me. In fact, I began to feel some pride in decisions I made.

There were no major problems and no major disasters. When Mr. Hartigan returned I gave him a general run-down of the three hours and decisions I had made. He seemed to think my decisions were correct. His confidence in my abilities meant a great deal to me.

Analysis

Today was the first time I put my leadership style into action (VI. Leadership style, Parts B and C). Each time I faced a new situation I thought first of how Mr.
Hartigan would handle it. Then I would use one of his techniques or try one I had been developing on my own.

After this lengthy time of discussion and observation, it was a real learning experience to put everything into action. Fortunately, as stated, there were no major problems, so my first on-the-job experience was positive.

August 1, 1984--4 Hours

Description of Experience

Periodically, our consultant from Lansing visits our program. He calls ahead to set up a day with us. We like to show him all phases of our program.

Today our consultant visited. I escorted him around the program explaining anything which needed clarification.

Mr. Hartigan and I agree that a consultant's visitation day should be just like any other day. We do not do anything out of the ordinary just for the consultant. If there is a program or RIF distribution or special project going on that day, fine, but there is nothing planned especially for the consultant.

Mr. Hartigan believes that the quality of our program will interest the consultant. He believes in showing the program just as it is. I feel this form of honesty is an important quality in an administrator. I feel the quality of the day-to-day program is what makes it what it is.
This too, I believe, is what a consultant is interested in.

**Analysis**

Again today a definite quality of Mr. Hartigan's leadership style (VI. Leadership style, Part B) was observable. The field of complete honesty within which he operates was apparent. I've observed other administrators in other programs who don't share this quality, especially when a superior from the State Department is involved. I feel through dishonesty administrators do a disservice to their programs, staffs and consultants.

This quality of honesty is definitely one I want to incorporate in my leadership style.

August 6, 1984--3 Hours

**Description of Experience**

Mr. Hartigan and I went over our working relationships with the staff. We reviewed both problems and accomplishments. It seems most of our time was spent on problems.

Our biggest problem was the one teacher we could not teach, direct or help to become a better teacher. She just seemed to resist any suggestions. As Mr. Hartigan put it, if this was a school-year situation, the teacher would not have lasted long. However, in an 8-week program
it's very difficult to discover the problem quickly enough
to change things and reevaluate the teacher. The weeks
fly by, and it would be very difficult to replace a
teacher for a final few weeks.

The problem we've had this year just emphasizes the
importance of finding better ways to interview applicants
for teaching jobs. The problem teacher was interviewed
and chosen as a teacher in the program based upon this
interview. We've got to find a better way to weed out
problem people early, so they don't get hired. It seems
this is one very important skill an administrator needs to
have. If one is skilled at interviewing teachers for
jobs, one could eliminate a number of staff problems which
follow when a poor teacher is hired. This will be a very
important point for me to remember, because I've seen
first hand the problems which occur when a poor teacher is
hired. I will research the various kinds of interviews
which are used for hiring in many areas. Then I'll use
the one I feel is most effective. This was one clear
lesson I learned this year.

Analysis

With the end of any program comes evaluation. Knowl-
edge from evaluating and action upon that knowledge are
the keys to improvement. This is true for a business or a
school program. Often, however, the knowledge is gained,
but for various reasons no action is taken. Thus, no improvement is made.

Through my experience this summer with our problem teacher who showed only minimal improvement, I can see a definite need for administrators to become thoroughly knowledgeable of the various techniques of interviewing. If one can interpret clearly from the beginning how thoroughly skilled an applicant is, later problems and remediation can be avoided. Learning the interviewing process is definitely a key responsibility of an administrator.

August 10, 1984--6 Hours

Description of Experience

Once each summer we have a staff picnic. The program, through pop machine money, provides meat for the picnic. Everyone attending the picnic brings a dish to pass. Staff families are invited.

Today was our picnic. After a full day of school we all gathered at a county park for fun and food. I volunteered to get out to the park early to claim a spot and cover tables. Soon after I arrived Mr. Hartigan and two staff members arrived. They set up grills and started fires.

In about an hour they started cooking the meat, and then in about another hour the rest of the staff began to arrive.
As I discussed the picnic with Mr. Hartigan later, we both came to the conclusion that informal gatherings of a staff can be very important for positive staff relationships. Everyone relaxes and drops all sorts of guards they've built. We ate, played ball, and talked. Different sides of people are seen.

I saw Mr. Hartigan work hard cooking and serving everyone. He worked for most of the picnic. Then he barely had time to eat. I also saw other staff members enjoying being served by their boss. They didn't take advantage of the boss, but they did enjoy relaxing while the boss worked. It was kind of a turn-about situation. They usually are working for the boss.

Mr. Hartigan and I both feel this picnic is a very important part of our summer program. Many staff members return year after year, so good relationships can be a cumulative matter in our program, and this staff picnic is a very important part of these good relationships.

Analysis

Once again staff relations (II. Staff goals, Part C) were clearly observable today. This picnic and our earlier golf outing are traditions we've established. They are valuable components of our short program. These traditional gatherings can establish some of the groundwork for positive staff relations throughout the entire
program.

These kinds of activities are seldom mentioned when a guest speaker talks with an educational leadership class, yet these activities can play a critical part in staff relations within a program or a school system.

August 13, 1984--6 Hours

Description of Experience

This was everyone's last day with students. It's always a fun day with classroom parties and awards. The students had a great time partying, and the staff knocked themselves out to entertain the kids. The pressure of squeezing as much work and learning as possible into eight weeks eased up today. If an area had not been covered, it was too late now.

Mr. Hartigan and I spent the day visiting classrooms to see the manner in which each classroom staff said goodbye to its class, and how each classroom staff sent its class off feeling good about the summer and the school session.

Mr. Hartigan and I discussed the fact that even though we've been involved in this program for several years, it's always interesting to see the variety of closing events people work up.

Again, as usual, there were tears when it came to getting on buses for the last time and waving goodbye for
the last time. A staff and students become quite attached to each other. Some of the children we'll see again next year, one year older. Most of the children we'll never see again. I wonder and I'm sure our staff does too, if what we did in this eight weeks made a difference to any particular child. We all wonder. We continue to work hard at what we do, but we seldom know for sure. We seldom get feedback about any one particular person. We wonder.

Analysis

Working with a transient population as we do provides no means for any sort of continual observation of the students. A staff may have just one brief chance to make some kind of difference in a child's life. That is why this type of program is so important.

Teachers and aides have to operate on the faith that the job they did made a difference for these children. The staff can't observe the results of their hard work. Rewards for the staff must be based on faith in the quality of the job they did. This uncertainty about one's success at making a difference provides a unique set of responsibilities for an administrator. The techniques used to keep a staff motivated are definitely unique to a migrant program. I feel I've learned many of these techniques through this summer experience.
Description of Experience

One of the last things to be done by teachers is to return all materials used in the program. At this same time they turn in an evaluation sheet.

The evaluation sheet is very important to our program. As the resource teacher I ask four things on the sheet. First, what materials are most effective? Second, what materials do we need more of? Third, what additional materials would be useful to the program, and finally, did the staff in the resource room meet the teachers' needs?

Mr. Hartigan requires each teacher to evaluate each part of the program (administration, health services, custodial, kitchen, etc.).

Today all these evaluations were turned in. I was very busy with returning materials to the shelves, but I had to take time to read the evaluations. They are very important to the acquisition of materials for next year.

I, of course, read the evaluations for Mr. Hartigan. I discussed them briefly with Mr. Hartigan. We will look at them in depth when Mr. Hartigan, Mr. Lancaster and I do an evaluation of all parts of the program.

Analysis

Continual evaluation done by administrators is
important for the improvement of a program. Equally important is teacher evaluation. It can spotlight problem areas of which administration may not be aware. These evaluations provide the administration with an excellent outline of improvements for next year's program.

August 15, 1984--3 Hours

**Description of Experience**

Mr. Lancaster, Mr. Hartigan and I discussed the evaluations written by teachers. In addition, we discussed everyone on the staff. Each of us offered opinions based on incidents which had occurred during the summer. Positives and negatives were discussed pertaining to each individual. Our over-all judgment was made based on the discussion and this was written down for use during hiring next year.

In addition to staff, we evaluated events of the summer. From this discussion we determined events to continue, revise or eliminate. The three of us get feedback in three rather separate ways, so the discussions are very interesting.

At the end of this session we wrapped up the summer program for another year. As we wrap things up, we all look forward to hiring a better staff and providing a better program next year. I feel in the number of years the three of us have been doing this evaluation, we have
improved staff, training, and program. We all know evaluation is a critical element in all-around program improvement.

Analysis

Using the evaluations provided by teachers as our focal point of discussion, the two administrators and I evaluated the program for 1984. In addition, we evaluated the job done by each staff member.

We have about nine months to make the changes necessary to make improvements in our 1985 program. Some improvements can be made during those nine months. Other improvements or changes can't be made until we start planning in April or May.

All of these evaluations fit into the area of I.
Program goals, Part C.

It has been an interesting, useful and rewarding internship experience for me. I thank Mr. Hartigan for his time and effort. He has provided me with valuable first-hand knowledge of administrative procedures, skills, and techniques.

May 7, 1985--4 Hours

Description of Experience

Mr. Hartigan and I got together to sort through applications for both teachers and aides. Using our
evaluations from last year we tried to decide first, whom to hire. Then, we had to determine where to place people we decided to hire.

We started with teachers. Each year we have a number of teachers who have worked for us who reapply. If they've done a good job it's no problem to hire them again. The tough decisions come when someone reapplies who did not do a good job. Do we hire them and discuss whatever problems we felt they had or do we just not hire them at all? Mr. Hartigan feels their positive elements must be considered to see if the negative elements can be discussed away. Not everyone can successfully work with migrant children. Once we find someone who can work successfully on a limited basis, we try to work with them to make them better.

This is generally the same attitude taken when hiring aides. However, we do know we can place them with teachers who may offset negative elements about them. We also match up people who may help change negative elements of each other.

Due to numbers and the fact that half the number of aides must be Spanish speaking, we can't be as selective when hiring aides as when hiring teachers. We hire twice as many aides as teachers. We've taken chances on some aides we've hired, and we've done the same this year. Sometimes we win, sometimes we lose.
When we finished today we had a tentative staff list to present to Mr. Lancaster. We left a few people in the "unplaced" category because doing staffing at such a late date we always find some of our choices have already secured jobs for the summer. Mr. Hartigan and I don't like to work this way because we often lose some of our best people. However, this is the form of operation Mr. Lancaster prefers. He hates to tell people they weren't hired, so he delays until some have other jobs, and he can hire other people. I feel this is not the way to hire a quality staff.

Analysis

Once again it's time to hire a staff for our summer program. It's an advantage to have a core of experienced people to form the main portion of our staff. These people know what needs to be done, what's expected, and what a demanding job it is. A smaller percentage of applicants each year are the unknowns, the possible problems, our risk factor.

Unfortunately, since the director makes the final decisions, the work of an assistant director can be only a recommendation. If the basic hiring practices of the director and assistant director differ, obviously the top administrator has the advantage. It is then the job of the assistant administrator to work within the framework
that the top administrator establishes. This situation provided a glimpse into interpersonal relationships between administrators.

May 13, 1985--3 Hours

Description of Experience

Mr. Hartigan and I presented and discussed our tentative staff list. We defended placements where necessary, and we defended not hiring specific people when necessary.

Mr. Lancaster, the director, makes the final decision. The three of us had a very lively discussion which lasted for several hours. Mr. Hartigan and I did not get the exact staff placed as we had proposed. However, Mr. Lancaster added information we weren't aware of, so we yielded on some of our demands.

Finally, we ended up with a staff list with which we could all agree. There were a few undecided slots which had to be finalized by Mr. Lancaster. Letters now could be sent out to all applicants to let them know whether they were hired or not.

One aspect of our hiring that is unique, and can be done in summer because we aren't covered by a master contract, is that we hire certified teachers as aides with understanding that if new classrooms are opened they will be reassigned as teachers. When working with a migrant population one can never be quite sure what our exact
school population will be. Also we never know just what levels may need more than one classroom. The hiring of extra teachers helps us with this dilemma. Teachers are usually quite happy to sign on as aides knowing that there is a possibility in a week or two that they will be teachers. This year we're hiring two people this way. We'll see what happens.

Analysis

The key word of the migrant program is flexibility. The degree of success of this program is directly related to the degree of flexibility of everyone involved in the program. Working outside a master contract certainly does provide an unusual degree of flexibility not known in a regular school-year program. With this flexibility we can provide the best program possible for the migrant children. Possibly a less rigid master contract could provide a regular school system with the flexibility needed to provide a better quality program. I've seen situations where master contracts have prevented administrators from developing the best program possible. One wonders if there might be a way to develop a more creative type of acceptable master contract which would ultimately provide the best program possible for the students involved.
June 19, 1985--5 Hours

Description of Experience

Today was the first day of our preservice. This was the day we got to see the way the staff looks.

My observation is that everyone looked very fresh, alert and energetic. A combination of hard work, long hours and hot weather will soon take its toll. Almost everyone gives of themselves 100%. It's good that the length of the program is only eight weeks. Any longer and I think we'd lose people along the way. Because of the short length of the program, we lean on the staff to put out continually. They usually come through for us.

I introduced myself as Mr. Hartigan today because I have moved into his position. The first group session was a welcome for everyone. At this time I told people we have an important job to do in a short period of time. Everyone must hit the floor in a running position to get everything done that is necessary. I emphasized the fact that time slips away fast, so if anyone had a specific idea about a special project they wished to do, they must get started the first day. Experienced teachers to the program knew what I was talking about, but new people listened unknowingly. They will know in eight weeks.

I also presented information on record keeping which the State Department of Education requires. I emphasized
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Analysis

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Description of Loc

Today we coi with our prese
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school and home.

One thing we summer which
that we assign aides to buses in the morning and after­noon. Every day two people ride each morning and two people ride each afternoon. Today we asked all aides to sign up for their preference of a.m. or p.m. Each group rides for a 2-week period.

One recruiter and I sat down to work out this sched­ule today. We tried to meet everyones requests on time preference, but that was not always possible. Finally, after much shuffling we had two schedules made up for all six of our buses. The two schedules will be rotated on a 2-week basis. This scheduling was a first for me. It was something I knew I had to do, and I worried about it. However, it was not as bad as I expected.

In the afternoon the staff got into their classrooms. The resource room was very busy as teachers and aides changed cold, barren classrooms into rooms with a theme that were colorful, interesting and welcoming. Everyone was busy. Everyone seemed excited and highly motivated. Teachers were discussing classroom procedure and philoso­phies.

Thus, the physical plant and the educational plans were taking shape. I know when people left today their minds were still busy with plans of how to make things better. Tomorrow more time will be spent in rooms.
Analysis

After laying the groundwork for the staff, it's interesting to step back and watch them get started. Today that is just what I did. People were busy, and classrooms began to take shape.

The director and I discussed the swing shift use of our small custodial staff. We need someone to open school very early each day, to be on duty through the day, and to clean rooms after school. With three people and some creative scheduling, we were able to cover our needs.

This experience provided some information in the area of III. Physical plant goals, Part B.

June 21, 1985-- 5 Hours

Description of Experience

We met for the last time as a whole group this morning. After a word from Mr. Lancaster and me, the staff was free to work in rooms and check out materials.

I put on my resource teacher's hat and worked with each teacher as he or she came to the resource room during a scheduled time to get materials for the classrooms. This is when the physical setting is finished up and the curriculum and philosophy for each classroom begins to take shape. Lesson plans are expected of every teacher, and each teacher is expected to have some plan of how to
combine materials, objectives and children in a realistic manner to get as much accomplished as possible in eight weeks. Today is the day they started on this difficult project. I helped as much as possible, but what occurs in each classroom is ultimately the job of each teacher. From now on I will be the one who will monitor these activities and determine where help or direction is needed.

We plan the last day of preservice to fall on a Friday, so teachers can think about the classrooms and program during the weekend.

Before we called it a day today we all had to go on what we call a dry bus run. Aides ride the buses they’ve been assigned, and teachers join them. The people who are responsible for getting children off and on buses learn their run for Monday morning. Also everyone gets an idea of the living conditions of the children in our program. Some people are amazed.

Analysis

Few of us in the United States have contact with migrant people. Some Americans don’t even know that migrants still function in our society. Of the people who are aware of migrants, few care to know much about them. Even in an area like Fennville there is very little contact between the resident population and the migrant
population.

For this reason we expose our staff to the living conditions of our migrant students. As an experienced educator I know the importance of teachers knowing as much as possible about their students. Seeing where their students live may help teachers understand some of their students' problems during the program. Teachers begin to understand that many of the problems their student have are caused by their poor living conditions. The teachers will also learn that these conditions are very hard to change. They must then realize that education for these children can be the ticket out of this lifestyle. The teachers then begin to realize how important their jobs are.

This experience provided some insight into I. Program goals, Part A.

June 24, 1985--8 Hours

Description of Experience

I was at school at 6:30 a.m. to make sure the riders were there to go out with the first bus. Then I made sure each group of riders was present for their bus. Everyone was there, so things went smoothly with buses.

Next, we made sure that as students arrived they were placed in the correct classroom. Each student is issued a bus tag (worn around the neck) with his name and grade on
Recruiters had filled these out on the bus that morning as children got on. Aides and I met the children at the buses. I read the tags and an aide from the class-level took the children to the classroom. For the majority of students this works well. Of course, there are always a few people who are placed incorrectly. We handled those as they occurred. A few times we had to go back to the recruiter to check paperwork.

Children went to breakfast with no problems. The day was underway.

Everyone was very busy all morning. Lunch was no problem. I ate in the lunchroom and will do so each day so I'm visible to staff and students. If there are problems I'm there to hear them.

The first day ran smoothly, and all students were put on the correct buses. A recruiter stays until all buses have returned to make sure all children get to their homes safely.

The first day is over. I'm exhausted, but excited about how well things went. I can only wish the next 30 some days go as well.

Analysis

I was very busy during the initial and closing hours of the program today. During the middle portion of the day it was good to see everyone so involved and busy that
they hardly saw me.

I wondered often during the day just how things were going for the teachers and the students. Since no one came running to me at the end of the day with problems I can only assume things went as teachers planned.

I stayed as Mr. Hartigan suggested highly visible to staff all day. They had access to me at almost any point in the day. If a major problem had occurred I'm sure I would have seen it or heard about it. I feel very good about the smoothness of the day.

June 25, 1985--5 Hours

Description of Experience

Again I went to school early to check on bus riders. Everyone showed up. Starting tomorrow I won't be to work until 7:50 a.m. regular time for staff (excluding morning bus riders).

Mr. Hartigan is on hand in the high school building if I need advice or direction. His main words of general advice were: be visible and keep on the move all day through the program. Then people know you're there, interested in what's going on, and if there's a problem they can see you and talk with you about it. He was up and down the halls all the time, so that is what I'm doing. People see me often and everywhere all day long. This worked for Mr. Hartigan and contributed to his
reputation as a fine administrator. I hope people can see that I'm trying to do the same thing.

The second day went well. Mr. Hartigan said problems can crop up at any time, but any kind of staff unrest or discontentment would probably not occur until the second or third week. So far he's been right.

Analysis

Mr. Hartigan shed some light on the manner in which the problems in this type of program develop and progress. I'm sure this knowledge comes from his years of experience. This is the very type of information a new administrator needs. He has alerted me to a time period when problems may start. With this type of advanced knowledge I can be watchful for and aware of possible problems before they become major disasters.

June 26, 1985--4 Hours

Description of Experience

Today I let everyone get to the buses on their own. Everyone made it.

The recruiters did not ride the buses today either. They let the aide riders do it all on their own.

Each of our recruiters has a specific region to cover in the Fennville area. They are responsible to set up a bus route within their area. A bus rider is in on this
bus route development. There is constant communication between these two people because new children are enrolling and other children are leaving all the time. New stops are added, and old stops are dropped. The aides on buses must know of these changes on a daily basis.

The recruiters have been out for weeks before the program starts finding the migrant people as they begin to move into the community. They have very specific forms which must be completed on each family. The number of children to be served naturally determines the level of our funding from year to year. The recruiter's job is very important, but it is only one of many important areas of work within this brief program.

Analysis

Each and every job in our program plays a part in the success of the program. When the people in one component of the program begin to feel that their work is the most important, the cohesiveness of a program begins to erode. When all people in a program feel they are making a vital contribution to the success of that program, then it is possible for the program to reach its goals.

The director and I have differing views on this matter. He, being a former recruiter, believes recruiters are the backbone of our program. Unfortunately, he is obvious about his feelings, and he defends each recruiter
whenever a problem occurs. The educational personnel are quite aware of his prejudice. This situation could cause problems within our program. I have discussed the matter with the director, but there has been no change. I will continue to try to make my point.

June 27, 1985—4 Hours

Description of Experience

Among our staff are a group of high school-aged people who are working for us under the Job Training Partnership Act (JTPA) program. They work for minimum wage, and they are only allowed a specific number of hours of work each week.

These JTPA people have been assigned to classrooms and custodial work. Of course, they need very close supervision being as young as they are. In the past the quality of their work has ranged from excellent to very poor.

Today I talked with the whole group and their supervisor. Although he has explained our expectations of them, I did the same. I told them they will see me everywhere throughout the program and I will be checking on them in every area they are assigned. I told them I expected professional behavior at all times on the job. I tried to stress the importance of their job. I also emphasized that they could come talk to me about problems
they might have. There were no questions. They just sort of sat and listened. I hope to meet with them weekly at one of two meetings they have each week.

The JTPA program provides us with people to help us, but at times these helpers have become more students for teachers to deal with. I hope I can keep this from happening in most cases this year.

Analysis

In several cases throughout the years the JTPA program has been a good training ground for some of our best aides. They've started at high school age with this type of program, and worked up through the years to be hired by us through our program. If a high school student is interested and hard working he/she can gain good training in this early program. Of course, our teachers are the trainers, but years later they may find this experienced, well-trained aide working in their classroom. I feel there can be reciprocal benefits for the staff of each of the programs.

June 28, 1985--4 Hours

Description of Experience

Today was the last day of our first week. I'm exhausted. It seems I'm on the move and busy from the time my feet hit the floor in the morning until school is out
at 3:20. However, the work has paid off because we had a good first week.

This year I have two regular school year high school teachers as my head custodials. They are wonderful! They are supportive and will do anything I ask. They've told me if I tell them something to do, then I can forget it. They will take care of it, and I won't have to check to see if it's done. It will be done. This type of cooperation is wonderful to have because in so many situations a supervisor covers, it is necessary to go back to see if what was directed by the supervisor was actually done. I find much of my time being spent doing this rechecking. It's a great help to know I don't have to do this with these two custodians.

I think everyone will use the weekend to relax, rethink, and reorganize how things are in their classrooms.

Analysis

I've found that administrators must spend time checking to see that directives were carried out. This seems like a waste of administrative time and effort. Of course, an administrator checks to see if a change he/she has made has worked out for the best. However, it shouldn't be necessary to see whether the change was made. That should be definite with no need for checking.
It's good to know that this checking is not necessary in the custodial area.

This experience provided some information in the area of VI. Leadership style, Part A.

July 1, 1985--4 Hours

Description of Experience

Many of our summer aides are college students during the year. Often they are majoring in education at school.

This year one of the aides told me she can get some credit for her summer work. Today I met with her university professor to find out what was involved in getting the credit. The credit involved an evaluation being made out by a supervisor and the student writing a paper on her experience. I agreed to do my part. I told the professor that the aide's teacher and I would do the evaluation together at the end of the program. That was agreeable, so everything was set.

We're into our second week, and some grade levels are large in numbers. We may have to open another classroom. We already have an aide we can switch over to teacher. We'd need to hire some more aides. Mr. Lancaster and I spoke about it. We agreed to see if things level off at the present numbers. We'll wait a day or so.
Analysis

Two experiences have related to V. Peripheral relationships, Part A.

The director and I both feel that positive relationships with other organization personnel are important to our program. Both organizations, the Job Partnership Training Act program and the Central Michigan University program, have provided us with manpower to operate our program. We in turn have committed ourselves to fulfilling their requirements. Working cooperatively each program assists the other to meet individual program goals.

July 2, 1985--5 Hours

Description of Experience

One teacher has enough children in her classroom to make two good sized rooms. Today I approached her about dividing her room. She was against it. She loves all the kids and couldn't think of giving them to someone else. I listened. She said she'd use two rooms and be responsible for both. With aides in both rooms she'd float between the two, but be responsible for all the planning and record keeping.

She seemed sincere, and she seemed to have everything under control. I said I'd discuss it with Mr. Lancaster. He and I agreed to give her a few days to see how it went.
This was a new idea, but I felt it was worth a try since the teacher felt so strongly about it.

When I spoke to Mr. Hartigan, he felt it was not a good idea considering our experience with the teacher. However, we'll give her a few days.

Analysis

I feel administrators should be open to new and innovative means of solving problems. As I talked with the teacher today I felt she might have discovered an innovative approach to working with a large class. The director reinforced my positive feelings about this new approach. However, Mr. Hartigan's feelings immediately caused me to doubt our decision. His doubts forced me to reevaluate each step of this plan. I feel the approach still deserves a try, but I will be carefully monitoring it for problems and/or results.

July 3, 1985--5 Hours

Description of Experience

We informed our aide/teacher that on July 8 (the next Monday) she will have her own classroom of a K-1 split. We needed to lower the numbers at those two levels. She was delighted. We told her she could use July 5th to get her classroom ready. She will have one migrant aide and two JTPA aides in her room.
Also our head recruiter left for a conference in California. He is not well and many people felt he shouldn't go. However, he did. The next most experienced recruiter will take his place while he's gone.

The staff was ready for us to say that we'd have Friday off too for the 4th of July holiday. No such an announcement. We only get the 4th off. Everyone is ready for even a one day holiday.

Today was also the day for the second shift of bus aides to take over. I was at school by 6:30 to make sure everything went all right, and everyone showed up. A notice had been in the bulletin yesterday, and everything went perfectly. I'm really amazed.

Analysis

There were two major changes initiated in our program today. The aide moving to the position of teacher in a new classroom, and a new head recruiter were changes that affected many people in our program. Since everyone involved had been prepared early on for possible changes, the changes went smoothly. Everyone involved in or touched by the changes accepted them without any problems. I feel this smooth transition proves that preparing a staff well in advance for possible changes is the best way to insure successful changes.
Description of Experience

This is the end of our second week. The pace for me has been terrific, but there have been no great, horrible problems yet, so I feel good about how I'm doing.

Word did come today that our recruiter who went to California has been hospitalized. His wife, who is one of our teachers, is going to fly out to join him. We'll need a substitute for her classroom on Monday. I had the secretary call a teacher who said she'd work as a sub, but didn't want a full time job. She agreed to come in. We're covered for Monday. At that time I'll speak to her about working all week for us.

I went about judging hallway art work today. We're still providing treats for the best art work done by two classrooms each week. I'm still not satisfied with this activity, but it does keep our halls looking beautiful. I make sure every classroom wins at least once each summer, so no class goes without recognition.

Analysis

The teacher who will be leaving to be with her husband is the one who proposed the innovative plan of one teacher and two sets of aides for two rooms of children. She seemed to have this new process working successfully.
The question is: Will the substitute teacher, who was not in on the original planning of this method, be as willing to continue it? I find that even with the most thorough plans and best qualified personnel problems can still occur. A good administrator can stay ahead of possible problems by trying to predict and tentatively solve those problems before they happen.

July 8, 1985--4 Hours

Description of Experience

Our substitute came in today, and she agreed to work the full week. She has worked in summer for us before, so she's familiar with the routine, records, and materials.

She was not used to the large number of students. She has the room the teacher did not want to have divided. It looks more and more like we'll have to divide this group. We have a local teacher we didn't hire, so maybe she'd still be interested in working. We decided to wait a few days.

I had some complaints from teachers about JTPA aides taking long breaks. I've referred the information to their supervisor. If he is not able to get this to stop, I'll talk with them.

As Mr. Hartigan predicted the problems are beginning to crop up now that we're going into our third week. Still I feel I've kept on top of them so far.
Analysis

As I had thought the substitute teacher is not willing to continue the two-classroom plan. I have been going over applications, so I have some ideas about what to do. The director and I will meet to discuss possible solutions.

It's clearer to me now that no matter how strong a program starts out there are situations and circumstances that occur which force administrators to be less selective than they might have been initially. This particular situation has really been a learning experience for me.

July 9, 1985--5 Hours

Description of Experience

Today was our first Reading is Fundamental (RIF) day. The children and staff look forward to two RIF days each summer. For five years now I have written the proposal and been the RIF coordinator for the migrant program.

RIF for migrant programs is paid for 100% by the RIF Foundation which means we don't have to go out looking for matching money. That's good because people in general are not willing to donate money to migrants. It seems everyone believes migrants are someone else's problem. They don't really belong to this community everyone feels, consequently, no one does a thing for them.
At preservice I ask teachers for ideas for themes for RIF days. They usually come up with two that are usable. I feel it's good to decide themes early on so teachers can work toward those themes as the summer progresses. During preservice I give teachers a calendar covering our program days. At that time we blocked in the two RIF days.

RIF was a great success. Every child went home with a book of his own. Some were amazed that they could keep the books for their own.

Analysis

It's a very rewarding experience for an administrator as well as a staff to be able to involve so many children in such a totally positive program as RIF. The time and effort necessary to complete the application, select and order the books, and plan the distributions are all outweighed by the number of very happy children one sees going home with a book of their own. An administrator can be rewarded in a number of very meaningful ways.

July 10, 1985--4 Hours

Description of Experience

Mr. Hartigan's wife works as a teacher for us in the summer. She's an excellent teacher and I respect her skill and opinion very much. Today she had a complaint about the nurse.
It seems the nurse was rather abrupt and unfeeling when she came to the classroom to get some students who needed shampoos due to head lice. We've always had compassionate medical people, so this hasn't been a problem before. Since this nurse is brand new, she's had little experience along the line of diplomacy.

It is very difficult to explain to someone that they need to be more caring and considerate toward other people. This is a big problem for me. I'm going to have to work this over in my mind before I can approach the nurse.

I discussed it with Mr. Hartigan. He gave me some ideas.

**Analysis**

This is the first year in our program for this nurse. She has been hired through a local clinic that is interested in working with the migrant people of this community. Since it's very difficult to find a nurse for our summer program, we are very lucky to have her. Prior to the program at her interview she seemed very sensitive to the problems of migrant people. The nurse plays a key role in the educational life of a migrant child. She must understand and be sensitive to migrant health problems.

Sensitizing a person is a very difficult and a sometimes impossible job. I will need direction and ideas
from Mr. Hartigan and our director. I must then take their ideas, incorporate them with mine, and develop a plan of how to deal with this situation before I have a discussion with the nurse.

July 11, 1985—4 Hours

Description of Experience

Today I called the local teacher we didn't hire originally to see if she still would like to work. She said she would, so she'll be in tomorrow to observe and get oriented. Then she'll start with half of our one very large class on Monday.

Our present substitute has told us she has to end her substituting on about Wednesday, so we need someone to take her place also. We knew she would not be with us for the rest of the program, so we have been looking for someone.

Also more complaints about the nurse's coolness have come in. These have been incidents relating to staff. She's been abrupt and almost rude. People have become almost afraid to approach her. We've never had this type of problem before.

Analysis

Once again we are hiring staff. Once again we will hire from the applicants we didn't hire originally. Once
again I feel we move further from the original qualities we required of our initial staff. My observation is that anyone hired after the original staff and several weeks into the program is not quite of the same caliber as the original staff. Also the new staff member starts out at a disadvantage because he/she has missed the preservice sessions. To me as an administrator this means the new staff member will need closer assistance and direction throughout the rest of the program.

July 12, 1985—5 Hours

Description of Experience

Our preschoolers 2-1/2 year-olds through 5 year-olds fall under the scrutiny of the Department of Social Services (DSS). We have a number of rules and regulations we must adhere to for them.

Each year we spend hundreds of dollars on materials for our six preschool rooms, and each year we're told by DSS that we don't have enough materials.

Consequently, every year the director of the preschool program and I go on one grand buying trip.

Today we went to Toys R Us in Grand Rapids to spend approximately $350 to $400. This is an all day affair. We left just after breakfast when we knew everything was all right. Mr. Lancaster will be directing things today.

We spent many hours in the store trying to evenly
distribute the money over the several age levels we have. We used the DSS suggestions plus teacher suggestions when purchasing things. Checking out was very time consuming.

I worry about how things are going when I'm away, but it is nice now and then to get away from the pressures and responsibilities.

Analysis

I'm becoming more and more aware of my leadership style (VI. Leadership style, Part C). I feel very out of touch when I'm away from the program for just one day. The loss of first-hand knowledge of the day's events makes me feel unsure of how to react to problems which might arise. I've become so used to being on-site and highly visible that I don't like functioning in any other manner. I realize this manner of operation is not always possible in other administrative positions. However, I feel so strongly about both being on-site and highly visible that I'd incorporate both qualities as much as possible in any job I might secure.

July 15, 1985--4 Hours

Description of Experience

Today our local teacher started. She seemed comfortable and on top of things as I observed her off and on today. At the end of the day there were no particular
questions, so I assume her first day went well.

I also contacted a newly graduated teacher (a friend of one of our "known" teachers) to see if she'd like to work for us for the rest of the summer. She said she would, so she'll be in tomorrow to talk with us and get oriented. She had her application in with us at the beginning of the program. We have checked her out from that. Also we've checked her out through our known teacher.

A few more incidents have been filtering down to me about the nurse. They seem to be minor things, but the problem is there.

First things first. I have a classroom of children to get a teacher for.

Analysis

We're at the fourth week of the program, and we're just starting a new teacher and looking for one to hire. Our initial staff hiring goals have through unforeseen circumstances been changed several times. I can't remember a summer when we've been looking for several teachers so late in the program. As an administrator it has taught me to keep my eyes and ears open continually for any hint from the present staff of anyone they feel might do a good job for us. I've read that a present staff is a good source to use to locate additional staff members.
July 16, 1985--5 Hours

Description of Experience

Today the new teacher was interviewed by Mr. Lancaster. She will start tomorrow. She traveled around the program with the regular teacher today. Tomorrow she will be on her own. We now have a teacher for that classroom of children. They've had a rough summer so far this year. Hope it's all settled for them now. Teacher turnover has been too great.

Again today we returned to our first bus schedule, so I was at work at 6:30. Again things went all right. This group has done one shift already, so they were used to the schedule.

Today we had two showings of Pinocchio done with marionettes. A couple presented the show. They set up a stage and everything in no time. The show was terrific! The children were really interested as they entered and saw the marionettes hanging ready to go. The presenters adapted the show to each of the age groups they presented it to. They did a fine job. The children and staff enjoyed the program.

I continue to be in the hall and am highly visible just as Mr. Hartigan suggested I should be.
Analysis

I realize that the quality of program for the children who have had several teachers in a short period of time may not have been as high as we would wish. I know from experience that each day in this program is extremely important for these children. I keep wondering if there are any precautions one might take to avoid this loss of valuable time. I realize a migrant summer program has several unique features which cause unique problems. I will read and talk with other migrant administrators to try to discover the best way to deal with staff turnover. There must be some ideas or suggestions out there somewhere.

July 17, 1985--5 Hours

Description of Experience

The new teacher started today. She seemed to do all right. One helpful thing is that she has an aide who knows the schedule as it was established at the beginning of the program.

The aides in our program are well-trained and dedicated people. All they lack is the certificate which would make them teachers. Some have worked with migrant children for more than 10 years. They have become skilled practitioners.
At our teachers' meeting today we discussed any problems of the program. Anything which hinders the educational process in any way, I feel is a problem. Again the person-to-person relationships between members of the teaching staff and the nurse came up. She has poor public relations skills. The staff is used to a warmer more understanding person.

I have set up a meeting with her on Wednesday. Between now and then I must work on how to tell her what the problems are and what I think she can do about them.

I had a long talk with Mr. Hartigan about how to approach the matter.

Analysis

Many of the aides in our program have been at their jobs for a number of years. They have picked up some of the technical skills by being on the "front lines" daily. They have the child development knowledge from rearing their own children and/or years of exposure on the job to children of all ages in all types of situations.

Lake Michigan College provided an opportunity for the aides to study philosophies of education and child psychology by offering college level classes for them. I had the opportunity to design and teach the classes. It was inspiring to teach and work with these bright, perceptive, interested people.
It's a pleasure to have these very same people as key personnel in our program. I have very specific knowledge of their backgrounds, personalities, ideas, and concerns.

It would be a definite advantage to any administrator to know as much about his/her personnel as I know about these aides.

July 18, 1985--3 Hours

Description of Experience

Today Mr. Lancaster was gone for the day, so he asked Mr. Hartigan to check in throughout the day in case there were any problems.

I didn't feel Mr. Lancaster distrusted me with the program. I always enjoy having Mr. Hartigan at the program because we are of about the same philosophy of education and administrative practice. Consequently, having him at the program helps to reinforce my actions and/or decisions. We work very well together.

Mr. Hartigan appeared about four or five times throughout the day. He seemed to enjoy visiting with old friends again.

I'm a little jealous of Mr. Hartigan's rapport with the staff. Everyone seems to open up and talk with him. I feel some people do that with me, but many don't. I try to maintain an open access practice. I asked how he developed this quality and he just told me to make myself
available. He said people will then be willing to talk with you. I've done this, but it seems that people aren't as at ease with me as they are with him. I hope this will come with time.

**Analysis**

It's a difficult process to establish oneself as an open, approachable administrator. It seems that when I was the resource teacher people were more apt to open up to me about concerns and problems. They seemed to feel I was one of them. Since I've become the Assistant Director the staff seems to view me differently. It's as if I've moved across some imaginary line and become one of "them." It has taken me a number of years as resource teacher to establish myself, maybe it will take me equally as long as assistant director.

It's too bad that the education of children has to become engulfed in the politics of collective bargaining. As an experienced negotiator I feel the us-them outlook was born at the bargaining table. It grows stronger with each new round of major negotiations. Even in our summer program where collective bargaining isn't an issue the outlook is present through the experienced teachers.

The educational field would benefit greatly if collective bargaining could give way to a feeling of respect, trust, and dignity on the part of all those involved.
Possibly, as I develop my leadership style, I can approach it from a whole new angle. I'm going to pursue this idea further.

July 19, 1985--4 Hours

Description of Experience

Today was my birthday. It was amazing to me how many people had good wishes. One teacher even had her class design with fabric crayon a t-shirt for me. Each child signed his name. One child told me they didn't want me to forget them. That is one negative aspect of working with migrant children. You do your best for them. You work hard with them, but ultimately they leave and one doesn't often see them again. One wonders whether the help made a difference. One wonders if they graduated and/or if they went on to college. One wonders if they remember their time in Fennville. These questions are never answered.

Also today the Parent Advisory Group began preparations for a fiesta on Sunday. People come in with food booths, craft booths, and fun booths. It's a big production, but families turn out and that's what we're looking for.

Analysis

Working hard each day to move children forward is the task of teachers. Doing this job with migrant children is
a very difficult task. Each teacher has a very brief period to move these children forward. Periodically, individual students meet their goals, and teachers experience gratification and are rewarded for their hard work. These small successes each day provide the motivation to continue. With migrant children, teachers never see the final results of their efforts. The children move on to a new town and a new school, and the teachers remain to wonder about the job they did.

This type of program provides an administrator with some very unique program problems. Motivation is a priority, and daily high-quality work from the whole staff is a necessity. Maintaining high levels of motivation in the staff is a difficult job. I know with experience and assistance from other administrators I will gain the skills necessary to do this job.

July 21, 1985--4 Hours

Description of Experience

Today we had the fiesta. It was a great success. The school was packed with our students and their parents and siblings. The booths looked good, and were doing good business.

This entire fiesta is a casual way for school people to meet parents. The Parent Advisory Committee is strictly in charge, so no school people are singled out in
any way. This makes it great fun because one can just go about his own business and not be on the job nor on the spot. I helped out in any area where help was needed.

At one point I was put on the spot. I had to do something I'd never done before. Channel 13-TV was at the fiesta and they wanted a school official to say a few words. As soon as I heard they were looking for me I was a nervous wreck. However, as is true of everything else I lived through it, and people who saw the clip on TV said I made sense and sounded good.

Analysis

Just as it's important to provide casual, recreational activities for the staff to do together, it is equally important to do the very same types of activities with the parents of our students. One gets to know more about people when they're out of their normal, daily environment.

Often migrant parents feel out of place and very uncomfortable at school. It is one of the last places they would choose or want to be. However, if one can establish a casual environment filled with many familiar elements, parents will not only come to school, but they'll enjoy themselves.

Our staff has an opportunity to meet them, and they in turn have an opportunity to meet the school people
outside of a rigid school setting.

The fiesta is an annual event which does an excellent job of opening the communication channels in both directions.

July 22, 1985--5 Hours

Description of Experience

Today I had to deal with a major problem between an aide and our nurse. The aide asked the nurse for medical help and the nurse said she didn't have time for staff problems. As the aide left she made a remark about the nurse which the nurse heard. Upon hearing the remark the nurse walked down to the classroom and told the aide off.

I felt both people were wrong and both people had to be reprimanded. I listened to each person's side of the story. Then I discussed with both of them how I felt about how they acted. Then I pointed out to each of them where they had acted properly and where they hadn't. They both seemed to agree with my analysis. I can't be sure if they really did, but they said they did. At the end of the day I felt very wrung out. However, I did feel good about how I had handled a difficult situation. I will discuss this with Mr. Hartigan.

Analysis

Working out person-to-person relationships is a major
responsibility of an administrator. Although I have learned a great deal in this area from observing Mr. Hartigan, I feel it's one of the areas in which I need more work and study. Coming from an elementary education background, I'm used to handling child-to-child relationships. As an administrator I must add adult-to-adult relationships to my responsibilities.

It would seem that this area should be explored and possibly included as a class in the Educational Leadership curriculum. I realize that the internship experience does, as it did for me, expose one to the variety of relationships on a staff, but it seems to me some groundwork could be done.

Today's experience offered more information in the area of II. Staff goals, Part C.

July 23, 1985--4 Hours

**Description of Experience**

Another staff member and I went to what we call a regional program meeting. Each year we've taken a day to get together with other program evaluators and resource teachers to discuss common problems, exchange ideas, and share stories.

Each year people come from West Ottawa, Eau Claire, Reed City and sometimes Hart.

The meeting is casual. We talk about testing. Since
most of us have, over the years, developed the state-wide tests we feel we're quite qualified to discuss their positive and negative aspects. We also discuss materials that we've found to be useful.

Today we started with lunch and talked on all afternoon. We're a group with a great deal of experience in migrant education. The majority of us have been in migrant education for 10 or more years.

I feel it's a very worthwhile day. However, there is always catchup to do when we get back to our programs.

Analysis

Comparing situations and problems with people in other programs helps one realize the similarities in programs. In a program as unusual and isolated as a migrant program, one begins to feel that no one really knows we exist. Our problems and frustrations seem to mean nothing to anyone. It's as if we're operating quite detached in outer space somewhere. It's wonderful to compare notes with others, and to discover we have some brand new common problems which are unique to this particular year in migrant education. One begins to feel a part of an educational network that can and will make a difference in some children's lives.
Description of Experience

Today I had the long overdue talk with the nurse. After I enumerated problems which had been related to me, she began to talk about how she felt.

She is totally overwhelmed by the physical and paperwork sides of her job. She has the paperwork on her mind at times and doesn't want to take time for physical problems. She just feels she doesn't have time to do all that is expected of her. I asked her to tell me what would help her. Her first request was for another aide. She now has one full-time aide and another person who assists her periodically. Right now we have no free additional person for her. She and I also discussed some solutions to problems which can't be implemented until next year.

She further explained that the frustration of time is what makes her rather short with staff people. I explained we're all hired to do one job and that we have to be able to pull together to get the job done. I tried to get her to see that upsetting staff people ultimately hurts the program and the children.

If I can find additional assistance for her I'll assign someone. She in turn agreed to be more tolerant and helpful toward the staff.
I feel the talk was worthwhile and I feel she will make an effort to do as she's promised. I will try to do the same.

Deep down, however, I feel she can't change enough to be the type of nurse we need for this type of program. There is quite a special person needed and I don't feel she'll ever fill the bill. In an 8-week program getting a new person to take her place would be impossible.

Analysis

I felt the nurse was aware of and understood the reason for the staff relations problems we're having. In addition, I felt she understood how obstructive this problem can be, and how the problem can ultimately prevent the necessary health services from reaching the students. After talking with her, I know she is concerned about the problem.

I too am concerned with her problems and frustrations. I will do my best to provide personnel to ease her workload, and ultimately, I hope, her anxiety.

I'm not sure whether she realizes the scope of the problem. I don't think she realizes she has alienated most of the staff. I know I can provide part-time help for her, so she gets some of the help she needs, but I'm not sure I can do enough to change her rather cool, confrontational personality.
Again I believe that possibly with better interviewing and hiring practices we could have eliminated this type of problem. This may not be entirely true of the nurse's position since she's hired through an agreement with a local clinic, but it would seem to hold true for the rest of the staff.

Again today I gained some experience relating to II. Staff goals, Part C.

July 25, 1985--5 Hours

Description of Experience

Each year for about 10 we've chosen an evening when the staff gathers to play golf and kind of party together. It's become quite a tradition.

Today tradition was broken because we gathered to bowl. A lot more people came to participate this year.

This kind of casual gathering in a totally different setting is very important to staff morale and cohesiveness. We work very hard at our jobs, and it's great when we can play together too.

Often this casual setting brings out unknown aspects about people on the staff. It's an excellent chance for an administrator to learn about the people he works with. It's also a time when everyone is equal. There are no distinct levels of work. When we gather, we gather as equals to be put into levels by our expertise at the sport
we're playing.

We all had fun, but I also learned about the people on the staff.

Analysis

In the casual, relaxed atmosphere of play each staff member and I have the opportunity to learn more about each other. In addition, in this setting we meet spouses and children. It's another example of building positive staff relations which may carry over into the work place.

I was pleased to see the nurse participating in the activity. This evening provides her with an excellent opportunity to mend relationships with her fellow staff members. She seemed to be relaxed and thoroughly enjoying the people and the activity.

This experience provided knowledge in the area of II. Staff goals, Part C.

July 26, 1985--5 Hours

Description of Experience

Since our program closes in about 10 days, teachers have begun to think about field trips. We usually allow one trip per classroom each summer. Since trips are usually all day and some distance away, lunches are packed and buses are arranged.

We have a new head cook this year who is having
trouble keeping in touch with ordering and working on picnic meal planning on less than one week's notice. Well, we don't operate on such lengthy notices, so she's beginning to have a problem right about now.

As teachers inform me of trips, and as I approve them, I let the cook know day, time, and numbers for picnic lunches. Each notice has her asking me for more advanced notice. Finally, I told her to plan enough picnic food so every classroom can go on a picnic. I had told her this several times before, but she could never quite grasp the ordering expectations. Today I think she did.

Analysis

It is very difficult for some regular school-year people to understand and function within the migrant program framework. If these people are unable to shift gears and change their form of operation to meet our program needs, they will be continually frustrated and disturbed.

Our head cook this year is having this very problem. She wants to arrange and provide the food services as she does during the school year. This is impossible. I have explained our unique food needs to the cook often, but with little success. Today, however, I felt I made some progress.
Description of Experience

Today was our second RIF day. The theme for this one was everyone's birthday. The migrant children move around so much that often they don't get any kind of special recognition for their birthdays. Even the cooks work into this one. When a class finishes selecting their books, they go to the library for birthday cake provided by the cooks. Classrooms are also free to decide to have a birthday party in their rooms. Some do and some don't. The children enjoy this day very much.

It's always amazing to me to have children ask me if they really can keep these books. They never quite seem to believe it. At every distribution over the last three years someone has asked me. Today it happened again.

There's always a different sort of atmosphere on a RIF day. There's just something special about it. If only that magic atmosphere could be maintained every day throughout the program.

Analysis

In an era when children seem to have an abundance of toys for their amusement and entertainment, it's refreshing to find some children who are thrilled with owning a book. A few children like this in each room can provide
the spark the other children need to become interested and involved in their book selection. The interest demonstrated by the children motivates the staff members to participate more fully in assisting the children to select books they will enjoy. It's an interesting circular motivational process which occurs.

July 30, 1985--5 Hours

Description of Experience

The top level group teacher came to me today to discuss some of his students credit for classes this summer. This is an area we've not been involved in before.

It seems their school system (not the Pennville school system) told them they might be able to pass to the next grade if they attended summer school. Today was the first I had been informed of this. It kind of caught me by surprise. Since I hadn't been checking on these particular students all through the program to have some idea of their progress, I decided I had to rely on the professional judgment of the classroom teacher. This is the first year that this teacher has worked for us, but I have been impressed with him as I observed him throughout the program. He discussed each child and how he felt about their progress. He volunteered to write a letter for each child to take back to his home school. I agreed to have
the letters go out on letterhead stationary once they were approved by Mr. Lancaster or me. The teacher seemed satisfied. Now, if my judgment of the professional skills of the teacher is correct, everything will be all right. Seven weeks is not all that long to really get to know how skilled a teacher is. However, that's the time I had. A decision had to be made. I made it. Time will tell whether it was a good one or not.

Analysis

Today's decision to accept the recommendation of the teacher was based on knowledge of the teacher's background from his application, interview, and observations of him on the job. As an administrator I used all I know about the teacher's professional ability to make my decision. Since he is on the front line with the students, I felt he was the person who knew most about the progress of the students.

If this situation occurs again, I would handle it a little differently. I would throughout the program check on the progress of the child, hold discussions with the teacher, and then make a report of the findings to the student's regular school. Since this procedure was impossible this time, I relied on and trusted the teacher's decision.
July 31, 1985--5 Hours

Description of Experience

With about eight days to go before the close of the program we put out our evaluation sheets today. The sheets are very useful and important to us. As an administrator I feel I need to know how teachers feel about all the facets of the program. We ask for comments on administrators, recruiters, janitors, resource people, cooks, and the nurse. That really opens up the program for inspection and comment by the teachers. We don't ask for them to be signed because we feel they'll be freer with comments.

The second evaluation-type sheet is for the resource area. Here teachers are asked to evaluate present materials they found most useful, to tell us if more of any favorite material is needed, and to suggest other materials which might be useful. From these suggestions I make selections for the next year's program. This form has worked for many years. I find it very valuable in my job as resource teacher.

There are always some unexpected, surprising comments each year when evaluating the staff. It's extremely interesting to me this year since it's my first year as Assistant Director. I wonder what they think.

The forms are to be turned in on the last day of the
program, August 9.

Analysis

Although I have tried to establish and maintain an open atmosphere in which staff can feel free to talk with me about problems, I know many unspoken problems will surface on the evaluation sheets. I know from experience that teachers often continually function with small daily problems which are never brought to the attention of an administrator. However, when one is asked to evaluate all areas of a program, these problems get addressed. At that point an administrator becomes aware of them, and he/she can begin to take some action to eliminate them.

I feel a written evaluation is a time to get everything about a program out in the open so some problems can be taken care of immediately, and other problems can be studied for possible solutions. If, in fact, some problems are impossible for us to solve due to the nature of our program, then they should be discussed openly, so everyone on staff is aware of the dilemma. Staff members must feel everything possible is being done to solve their problems or they may become discouraged and ineffective.

August 1, 1985--4 Hours

Description of Experience

With about a week to go, the educational staff is
well into posttesting and recording vital information on required forms.

There seems to have been a major shift of gears as the atmosphere of the program changes. Everyone is looking toward the end and some time off.

Initially, everyone enters the program full of energy, ideas and excitement. Then, about halfway, people need a little boost to keep up the energy level. It's a very demanding program. Also it's condensed into eight weeks which means much must be done in a short time.

At this point the recording of all the work of the summer must be done. The staff wants to do this which is good because it's required by the state, but also because it gives them a chance to show what they've worked so hard to do all program long. It's a lot of work because several forms must be filled out on each child. However, I feel it does give the staff a definite "total" for all their work of eight weeks.

Analysis

While the teachers feel record keeping and reporting is very time consuming, everyone wants credit for all the work he/she did with each child. The teachers feel the reporting is their chance to exhibit their weeks of accomplishments. Although the reporting is time consuming, it does provide a positive closure to the program for the
teachers. It's a time to reflect on just what they did for several, long, hot weeks.

This experience provides information in the area of I. Program goals, Part C.

August 2, 1985—5 Hours

Description of Experience

Mr. Hartigan, Mr. Lancaster and I sat down today to do our program evaluation. As we have done for years now, we went right down the staff list with each of us commenting on how we felt each person did during the summer. The three of us are often looking for different things in a staff person, so when we combine our comments we usually cover quite a range.

It always amazes me to listen to the comments and conversation we have about someone who does a poor job. Yet, we never have that much to say about someone doing a good job. Drawing on my elementary teaching experience, it's much the same as evaluations done on students. The good student's performance elicits very little comment. It's the poorer student who is discussed the most. I wonder how this compares with business evaluations. Maybe we're doing evaluations backwards, except we always try through discussion to turn poor students or staff members around. It seems to me that good students and/or staff members need more recognition and praise. I will try to
keep this in my daily thoughts.

Analysis

I'll feel good if I can keep the thought that good students and/or staff members need as much attention as poor ones. I feel that in education the good student and/or staff member are neglected. It's generally felt that these people will continue doing a fine job, so they don't need additional motivational praise.

As a teacher I often felt unnoticed, unappreciated, and discouraged. As an administrator I hope to be more aware of the people doing the good jobs and to be sure to recognize these people every day in any way possible.

Today's experience offered some information in the area of I. Staff goals, Part D.

August 5, 1985—4 Hours

Description of Experience

We've started our final week of the program. Everyone is ready to let down and relax as soon as this week ends. I think most staff members have enjoyed the summer, but I know how tired they are now.

Even the students seem to be mentally closing up their time here and preparing for some time away from school.

This time is crucial for administrators. We have to
keep things moving on as even and regular basis as possible or the whole program begins to lapse into vacation during this last week. We have to be alert to people closing down their classrooms. Being the resource teacher I have a pretty good idea of who might be doing this, so I've issued strict guidelines about when to return materials to the resource room.

We have so few days with each migrant child that every day is very important. As an administrator, I must keep people on the job and on task until the end of the program.

Analysis

When an educational program is as consolidated and intense as ours, it's very easy to begin to shut down physically and mentally as we move into the last week. Everyone begins to feel they've done all they can, so they begin to relax things in the classroom, and valuable educational time is lost. It's a difficult task to motivate the staff to keep going, but I've found that discussing with them why each day is important really does help. Usually, I lose one or two on the staff, but the rest really do try to maintain an educational atmosphere right up to the last day.
August 6, 1985--4 Hours

Description of Experience

During the entire program I've not had much feedback about how I've done as an administrator. I've worked very hard, and tried to make the best decisions I know how. There have not been any major hitches. The program, staff, and students have seemed involved and happy and the classrooms appear busy, well organized and exciting. These have been the measures I've used to determine how well I've been doing.

Today, I received a plant from an aide who wrote that she feels I've done a good job. This was a total surprise. It really gave me a lift. I'll find out more from the teachers when evaluations are turned in on the last day.

Analysis

Often as a teacher I've wondered about the quality of my work. I wondered if anyone noticed or cared about the job I'd done. I believe an administrator has some of these very same thoughts and doubts. If a program is successful there is positive feedback for the administrator from upper-level administrators, but how does the staff feel about the job of their immediate supervisor.

I believe that the most important part of my job is
to meet the goals of our program which means it will successfully meet the needs of the migrant children.

Secondly, I feel my responsibility is to assist and direct the staff with their job of meeting program goals by making their jobs as enjoyable, unhampered, and successful as I am able. Today this aide's gift made me feel I had succeeded at least in her eyes in doing this job.

August 7, 1985--5 Hours

Description of Experience

Each summer we have a staff picnic, and everyone on the staff is invited along with their families.

Each year Mr. Hartigan has been the cook. He's worked hard year after year without much of a chance to eat. Today, he was able to eat. Since he wasn't assistant director this year, he was a guest. One of the teachers cooked, I helped, and others pitched in.

This closing activity is very important. First, it mixes families with the staff, so people get to know each other. Secondly, it's a thank you to the staff for a summer of hard work. Thirdly, it's a closing procedure for a short term, high energy job.

Everyone seemed to be casual and loosened up. They enjoyed themselves, ate a lot, and talked of plans for the few weeks of vacation time they'd have now.

The picnic is a program tradition. I feel it's well
worth the time, effort, and money.

Analysis

I did not follow Mr. Hartigan's example today by cooking because I don't feel as comfortable in that role as he did. I did assist in any way I could. I think in this minor example I have a good example of how my leadership style varies from that of Mr. Hartigan's.

As an intern working with a mentor, I think it's absolutely essential to understand one cannot be an exact duplicate of his/her mentor. One must feel totally comfortable with the various characteristics one assumes from a mentor. An intern must examine and weigh each characteristic and decide which ones comfortably suit his/her philosophy, personality, and style.

Today's example provided some information in VI. Leadership style, Part C.

August 8, 1985—4 Hours

Description of Experience

There were many teary eyes today as children climbed on buses for the last time. Some staff members and some students really didn't want to part company.

Everyone had their standard farewell party which usually turns into quite an extravaganza. There's usually plenty of food, plenty of games, plenty of gifts, and
plenty of fun. Many classrooms have worked for weeks on a
pinata for the occasion. Today each trash container
contained the ruins of a lot of creative work.

The day seems so short. I tried to get around to
each room to see everyone, but before I knew it the buses
were being loaded.

Each year I wonder where these kids will go from
here, and how our staff will compare with the next staff
they meet. I have a feeling we'd rate pretty high.

Analysis

Once again we have completed another summer migrant
program which we hope through our determination and effort
has met the needs of the migrant children we served. Once
again the migrant children have moved on to other loca-
tions. Through test score comparisons, we can judge the
degree of success of our educational component. However,
one always wonders about the person-to-person success of
the program. Did we meet the needs of the child who might
have had an individual personal problem or of the child
who had a difficult to detect health problem? An adminis-
trator must rely on the professional and personal skills
of his/her staff to have detected and provided for these
needs. If an administrator has initially hired the best
people possible, he/she can at this point in a program
feel his/her staff has done the best job possible for
these children. At this point, I feel that way.

August 9, 1985--5 Hours

Description of Experience

Today things were returned to the resource room. Again, as at the beginning, a schedule was set up for each classroom. Everyone is so busy that people practically run over each other.

I've found at such times that often things are done quite haphazardly. With this in mind, I make the directions and the schedule quite clear. No one can use the excuse that they didn't know something.

Once things are returned to the resource rooms the classrooms are stripped and straightened up. With the teaching team (3-4 people) working on each room, the job is done in no time.

After lunch, we gathered for a final time. This was my chance to thank them for in most cases a job well done. This is a touching time for me. I'm never quite sure if the staff really knows how much I appreciate their efforts. I wish I could think of a better way to let them know than just telling them. For now I can't.

Analysis

The director, head recruiter, and I have a period of time to address the staff before it is dissolved, never to
be composed exactly the same way again. I look out at the
tired faces of people I've worked with each day and remem-
ber individual events which occurred throughout the pro-
gram. Some events are positive, and some are negative,
but they are a part of the innumerable events which form a
program. I don't feel I can ever thank enough each person
who has worked hard and given his/her best to the program.
Words seem so unsatisfactory yet they are all I can offer
at this time. Again I resolve to do a better job of
providing positive daily recognition of good work for each
staff member, so at this point a few words of thanks in
summation will not seem so inadequate.

Once again I feel this experience has provided me
with information in the area of VI. Leadership style,
Part C.
CHAPTER IV

EVALUATION

My internship experience stands out for me as the finest learning experience provided within my educational leadership program. It provided me with the opportunity to observe my intern supervisor and to apply much of the knowledge I had learned in my university classes. In addition, it provided the opportunity to compare the supervisor's solutions and techniques with my own ideas and techniques. Through this experience I learned that solutions and techniques must be used flexibly because one set of particular solutions or techniques cannot be applied to every incident or event in a rigid textbook manner. The experience further allowed me the opportunity to consider the possibilities of more creative and innovative solutions to some administrative problems.

Each section of my stated goal areas was covered innumerable times throughout the two summer sessions. My intern supervisor worked closely with me in the areas of interviewing, hiring, and dealing with staff members who do not meet job standards, since these areas proved to be a major concern to administrators in a program of this type. Through reading and discussions with other administrators I have gathered more information which will prove
useful in these areas. I will continue to study these areas.

Working with a supervisor who explained his actions and was open to any question I had further enhanced my skills and knowledge in the area of administration. Mr. Hartigan, my intern supervisor, allowed me time to observe him, to discuss what I observed, and ultimately to try my administrative skills for myself. He was never restrictive or closed to new ideas.

During the second summer when I assumed the job of assistant director, Mr. Hartigan continued to advise me. He gave me the strength and courage to continue when I was unsure and discouraged. With his support my job as an administrator continued to be a definite learning experience. As a result of this internship I believe that an elementary teacher can gain entry level experience, skills, and knowledge needed to assume the responsibilities of an assistant director of a summer migrant program. One must be sure his/her intern supervisor is competent and willing to contribute the time and effort necessary to make an internship experience successful.

Next, as a result of this internship experience I have gained first-hand knowledge of the interviewing and hiring skills needed by an assistant director of an educational program. I have been made aware of the importance of these skills and their relationship to the quality of
an educational program. I will continue to research this area for new and innovative techniques which might be used to improve my skill at staff selection.

Finally, as a result of this internship project I believe I have developed some skills necessary to deal with a member of the educational staff who does not meet job standards. I've learned some basic skills which can be applied in this situation. However, I've learned that with each individual staff member unique problems occur which require alternative solutions. As I gain more experience and continue to study and research this area I will continue to gain valuable and useful information to develop my skills.

The first half of my internship allowed me the opportunity to work side by side with the practicing assistant director of a summer migrant program. I could observe, question, digest, accept, reject, study, and learn. With the guidance I received I was able to construct a set of leadership skills of my own. During the second half of my internship I had the opportunity to actually practice my leadership skills. Fortunately, this opportunity to practice my skills was done with the continued guidance of the experienced assistant director.

These two quite different halves of my internship period formed for me one complete learning experience. This complete learning experience was built on the
foundation of readings, classwork, and experiences provided in my educational leadership program.
APPENDICES
APPENDIX A

Daily Time and Staff Usage Assessment:
Early Elementary
Daily Time and Staff Usage Assessment:
Early Elementary

1. How is the work load divided between yourself and your aides?

2. Do the aides assist in the daily planning? How much?

3. How much time is spent at home on lesson plans?

4. How much time is spent reading stories?

5. How much time is spent on art?

6. How much time is spent on the Reading and Math objectives?

7. Is your lead teacher offering help? Are you accepting advice?

8. Is your resource teacher offering help? Are you accepting advice?

9. Are you offering a variety of materials and techniques?

10. What do you see as the biggest problem teaching in the summer program?
APPENDIX B

Daily Time and Staff Usage Assessment:
Preschool Staff
Daily Time and Staff Usage Assessment: Preschool Staff

1. How is the work load divided between yourself and your aides?

2. Do the aides assist in the daily planning? How much?

3. How much time is spent at home on lesson plans?

4. How much time is spent on singing?

5. How much time is spent reading stories?

6. How much time is spent on art?

7. How much time is spent on recess?

8. How much time is spent on naps?

9. How much time is spent on the checklist?

10. Is your lead teacher offering help? Are you accepting advice?
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