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An Operational Handbook to Guide the Administrative Intern

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AN OPERATIONAL HANDBOOK TO GUIDE
THE ADMINISTRATIVE INTERN

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Ben E. Farrell
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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

STATEMENT OF THE PROBLEM

The principal internship program is an "in-service" training experience for prospective school principals. In the State of Washington the program is conducted by local school districts in cooperation with a sponsoring college or university which may grant academic credit. The sponsoring institution provides advisory supervision and sets guidelines for the intern during the training period. The local school district cooperates in providing (1) a reasonable amount of released time to enable the intern to have varied and meaningful administrative experiences, (2) day-to-day supervision of the internship experiences, and (3) final evaluation of the candidate.

By means of the internship the student learns to handle the responsibilities of the principal as he fulfills the requirements outlined by the State Board of Education. It is intended that the field experiences provide a clear understanding of theory and practice, making both more meaningful and functional.

I. THE PROBLEM

Statement of the problem. Research has shown the existence of various lists of recommended administrative

experiences, but none offers guidance to the intern for involvement in, or study of the activities. Instead, the intern is encouraged to become involved in as many experiences as his need requires and time and the field situation allow.

Statement of the purpose. The purposes of this study were to (1) investigate the various areas of learning presented to an intern in educational administration, (2) to develop examples of forms and procedures for study guides, and (3) to compile these experiences for presentation of An Operational Handbook to Guide the Administrative Intern. Hopefully the handbook will form a basic bridge between theory and practice.

Scope of the study. In order to provide a comprehensive and unified plan of intern experiences, this study was limited to the guideline proposed by the Department of Administration and Supervision (DAS)¹ of the Washington Education Association as presented in Appendix I. The

¹The Department of Administration and Supervision (DAS), a department of the Washington Education Association, is comprised of the following component Washington groups: Elementary School Principals' Association, Junior High School Principals' Association, Association of Secondary-School Principals, Association of School Administrators, State, County, and Intermediate District Superintendents' Association, and the Washington Council of Community College Presidents.

handbook was developed from the list of experiences in the guideline so that it might have present utility to the intern and future reference value to the administrator.

Procedures. Since the inception of the original intern program at the University of Maryland, 1947, there have been many articles written about the value of the training of educational administrators.

The growing body of literature regarding internships has been concerned almost exclusively with administrative provisions The quality of the internship experience itself, however, appears to have been almost completely neglected. Yet the learning experience of the intern constitutes the essence of the program (16:159).

To gain information on ways the intern might involve himself in the suggested learning activities, the following procedures were employed:

1. The Central Washington State College Library was utilized in research of the published articles and books.
2. Letters were written to all colleges and universities of Washington State, requesting information on their respective internship programs.
3. Several public school administrators were interviewed.
4. The findings from the above were incorporated into the structure developed by the D. A. S.

For many of the forms and activity suggestions the writer is indebted to Mr. Donald B. Davidson, Principal,

Dr. Warren D. Starr, Vice Principal, and Mr. Mark Bontrager, Vice Principal of A. C. Davis Senior High School, Yakima School District #7, and Mr. Robert Allen, Principal, Hoover Elementary School, Yakima, Washington.

CHAPTER II

REVIEW OF THE LITERATURE

ORGANIZATIONAL STRUCTURE OF INTERNSHIP EXPERIENCES

School administrators recognize many advantages of an internship program. Insuring the availability of qualified persons, the tendency of reducing administrative turnover, and resultant increase in professionalism are but a few of these advantages. "There can be no doubt that the future of our educational system depends in large measure upon professionally trained principals" (3:84).

The design and operation of the Administrator Development Program is predicated on the concept that the most desirable and valuable preparation for school administration and supervision is that which is based on the kinds of experience the administrator and supervisor have on the job (15:73).

The questions the intern faces are not hypothetical problems in a casebook, but questions that administrators face day in and day out, problems that are pressing, current and real. "The program has been called a project method of preparing administrators" (6:202).

The organizational structures of the internship programs offered by the training institutions of this state have evolved from the basic requirements of the sponsoring institution, the field agency, and the intern. "Types of experiences offered to interns differ from system to system" (3:71).

Requirements of each program have varied in accordance with the needs of the particular student and the individual situation. "The interests of the individual intern give each internship a unique twist" (14:310). This allowed the necessary latitude of application for the intern and his field agency supervisor. "A high degree of diversity within a unified framework is therefore most desirable" (8:85).

Many similarities are found among the various institutional lists of recommended intern experiences. All institutional lists include the six major areas of Curriculum, Evaluation, Public Relations, Orientation, Administrative Detail and Special Services, Programs and Personnel. The differences are found in the details of each experience area and the methods by which the training experience is carried out. These differences find their base in the questions posed by Newell and Will:

What is the relationship between theory and practice? Which is more important, a variety or intensity of experience? Should all administrators develop the same competencies, or should an intern develop in accordance with his own interests? (14:308)

The general form or outline of each complete program also indicates minor differences, for as Newell and Will state:

A related problem is that of defining the mechanical aspects of a program. . . . the internship program should be set up in such a manner as to enable an intern to share responsibility for the day-to-day tasks involved in school administration (14:308).

As with many other institutions of the state, Central Washington State College lists not only general areas of experience for the intern, but detailed examples as well (7:7-9). The common characteristic of all programs is that the sponsoring institution is continuing to recommend experiences for the principal intern, but the experiences suggested are listed only in general categories and do not receive any priority as to the emphasis each should receive during a training period. The lists offer no guidance to the intern for involvement in, or study of the activities.

In his study of the relative importance of internship experiences, Zickler (17:30) found a rank order for general and specific areas of concentration. The study was limited to 100 elementary school principals within the State of Washington. The respondents indicated the following rank order of relative importance for general experience areas:

TABLE II (17:30)

RANK ORDER OF GENERAL EXPERIENCE AREAS

Rank	General Areas	Percentage Indicating Major Importance
1	Curriculum	45
2	Evaluation	34
3	Public Relations	31
4	Orientation	27
5	Administrative Detail	20
6	Special Services, Programs, and Personnel	19

The handbook was designed to follow the order suggested by the (DAS) list. No sequential order was intended and the activities should be pursued in accordance with consideration of the needs of the intern, the peculiarities of the particular field experience, and the rank order of importance as found by Zickler. Individual interpretation, then, may become the guide for implementation of the suggested activities.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions. The (DAS) list was found to be a relatively complete and comprehensive expression of the programs suggested by the various educational administrator training institutions in the State of Washington. As with all others, the program merely proposed what activities might be studied and did not offer practical suggestions for the manner of study or involvement. A more complete basis was needed to guide the intern in pursuit of his learning.

The design of the present handbook has its basis in flexibility. It offers suggested activities for study and involvement from which the student begins. The student is expected to expand his learning and enlarge the handbook to a more complete record of his activities and a reference source to utilize later in his career.

Recommendations. The basic training handbook now exists in elemental form. It is suggested that further study might review and revise the handbook for continued application to the changing school situation. Interns in the field might well offer pertinent suggestions for improvement and revision.

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APPENDIX A

ADMINISTRATIVE INTERNSHIP EXPERIENCES SUGGESTED BY
COMPONENT GROUPS OF THE DAS AS BEING NECESSARY
IN PREPARING FOR THE PRINCIPALSHIP

I. ADMINISTRATION AND LEADERSHIP OF STUDENT PERSONNEL

A. Counseling

1. Experience in conducting conference(s) with a student who is having attendance or disciplinary problems.
2. Experience in doing follow-up work to determine that a student is following the action planned through conference(s).
3. Experience in arranging a program for the study of an individual who is experiencing social or emotional adjustment problems.
4. Experience in participating in a guidance team conference concerning an individual student who is having emotional or social adjustment problems.
5. Experience in enrolling new students, orienting the pupil to the school, and scheduling the student's classes to the best advantage of the student and school.

B. Guidance

1. Experience in working with the district guidance services, e.g., testing, psychological services, speech, hearing, etc.
2. Experience in evaluating the school guidance program or some phase of the program; e.g., occupational information program, individual inventory system, etc.
3. Experience in working with community agencies involved in the guidance program of the school (juvenile, health, etc.).
4. Experience in participating with the professional and staff meetings of the guidance personnel.

5. Experience in arranging and directing group testing at specific grade level and subject matter area.
6. Experience in becoming familiar with the testing program involving the Washington Pre-College, National Merit, and Scholastic Aptitude Test.
7. Experience in assisting teachers in the use of guidance data of students.
8. Experience in the planning and conducting of some phase of the group guidance program; e.g., an orientation program for students who will be attending the school the following year, college days, career days, etc.

C. Student Activity and Welfare Program

1. Experience in working with student groups in planning and conducting student activities in athletics, dramatics, concerts, school dances, intramurals, clubs, assemblies, etc.
2. Experience in working with student government leaders and groups in developing policies and regulations for the student body.
3. Experience in participating with the group in the school district that has the responsibility of developing policy and regulations for student activities.
4. Experience with the district (regional) and state (WIAA) organization concerned with interscholastic activities.
5. Experience in working with members of the school staff in evaluating and developing policy and regulations concerning student activities.
6. Experience in planning and providing for the protection of children (fire, evacuation, release from school, etc.).
7. Experience in planning and providing for the supervision of students (gym, playground, etc.).
8. Experience in working with school health personnel in planning and providing for the physical well being of students.

II. ADMINISTRATION AND LEADERSHIP OF THE INSTRUCTIONAL PROGRAM

A. Curriculum Development

1. Experience in participating in faculty or committee meetings where the school curriculum is being studied.
2. Experience in working with a committee of staff members to develop a statement of objectives that can be used as a basis for curriculum evaluation.
3. Experience in determining and recommending changes in the curriculum that would help meet the needs of the students and the community more effectively.
4. Experience in working with staff members and parents in determining the needs of the community in the development of an adequate school program.
5. Experience in developing a citizens' resource group that could contribute to the school curriculum through their experiences and background.
6. Experience in communicating the philosophy, procedures, and regulations of the school district and of the individual school.

B. Programing

1. Experience in the planning of preliminary registration procedures.
2. Participate in meetings of the staff in which consideration is being given to preliminary steps in programing, such as consideration of lunch periods, length of periods, activity periods, grouping, flexible scheduling, etc.
3. Experience in developing the master schedule for the school program.
4. Experience in working with individual or committee conferences to discuss ways of improving the program of studies.

5. Experience in the preparation of a schedule conflict sheet.
6. Experience in procedures to project future enrollment in the school.

C. Special Programs and Services

1. Experiences in formulating special classes or activities for those who wish to do advanced work of a special nature.
2. Experience in developing special programs for students who are not equipped to perform in the regular educational program.
3. Experience in working with the individual who is responsible for the school audio-visual program.
4. Experience in the provision of special educational programs, demonstrations, or visitations to community business and industrial resources.
5. Experience in coordinating the program with school district personnel who provide special services in the areas of art, music, library, etc.
6. Experience in the development of instructional materials guides and handbooks.
7. Experience with the county or cooperative instructional materials centers.

III. ADMINISTRATION AND LEADERSHIP OF STAFF PERSONNEL

A. Philosophy, Policy, and Procedures

1. Experience in communicating philosophy, policies, and procedures of the school district (promotion, salaries, leaves, instruction, etc.).
2. Experience in the development of building policy and procedures with staff members.
3. Experience in the preparation of guides and handbooks for the school.

B. Personnel Management

1. Experience in the planning of orientation programs for new staff members.
2. Experience in planning and organizing yearly program (calendar, supervision, delegation, committees, etc.).

C. Selection of Teachers

1. Experience in principal-prospective teacher interviews.
2. Experience in working with representatives of teacher education institutions and with district personnel in coordinating the student teaching program.

D. Evaluation of Teaching Personnel

1. Experience with methods used in determining staff assignments.
2. Experience with staff members in developing evaluation procedures for teachers.
3. Experience with staff members in developing student-teacher evaluation procedures.
4. Experience in the visitation of classrooms and in interpreting what has been observed.
5. Experience in preparing teacher evaluations and recommendations upon request.

E. Improvement of Teaching Personnel

1. Experience in working with teachers to develop and practice good control techniques.
2. Experience in planning and conducting professional study meetings devoted to improving teaching procedures.
3. Experience in the organization and administration of in-service activities.
4. Experience with the staff in developing and initiating a project for the improvement of the instructional program.

5. Experience in assisting staff members with individual problems of specific concern through individual conference procedures.
6. Experience in helping a teacher or student teacher develop teaching techniques and teaching-learning activities (a unit or lesson).
7. Experience in working with a teacher or student teacher in evaluating teaching techniques and teaching-learning activities.
8. Experience in observing "atypical" students, and helping teachers develop teaching-learning activities to meet the needs of these students.
9. Experience in helping teachers secure and plan for the use of instructional media.

IV. ADMINISTRATION AND ORGANIZATION OF SCHOOL PLANT, EQUIPMENT, AND SUPPLIES

A. Equipment and Supplies

1. Experience in requisitioning, distributing, and accounting for textbooks, supplies in the school; in inventory, evaluation, and maintenance of equipment.

B. School Plant

1. Experience in evaluating plant utilization (room or pupil stations).
2. Experience with the school district office responsible for school plant planning, construction, and maintenance.
3. Experience in staff evaluation of the adequacy of school plant.
4. Experience in the methods used by the custodial staff for the maintenance of the school plant and the development of time and duty schedule for this purpose.

V. SCHOOL ORGANIZATION AND ADMINISTRATION

A. Central Administrative Organization

1. Experience in learning the history, policies, and regulations of the local school board.
2. Experience in learning the procedures of a school board in operation.
3. Experience in learning the relationship of the principal to the central administrative staff.
4. Experience in learning the relationship of the principal to non-certificated personnel of the district who have administrative or supervisory responsibility.

B. School Administrative Organization

1. Experience in the development of administrative and informative bulletins, handbooks, and directives of the school.
2. Experience with the administrative responsibilities of the principal prior to the opening of school.
3. Experiences with the administrative responsibilities of the principal after the closing of the school year.

C. Office Management

1. Experience in learning office procedures, records, forms, and evaluating for improvement of office efficiency.

D. School Services

1. Experiences in working with district personnel responsible for the food service program.
2. Experiences in working with district personnel responsible for the transportation system.

VI. FINANCE AND BUDGET

A. A.S.B. Budget and Finance

1. Experience in the development of policy and procedures for budgeting, raising, and expending A.S.B. funds.
2. Experience in learning the financial administration and accounting for A.S.B. funds.

B. School Finance and Budgeting

1. Experience in working with the principal in the development of the school budget.
2. Experience in working with staff members in formulating budget priorities.
3. Experience in learning the procedures used by the school board for public hearings and adoption of the district budget.
4. Experience in the administration and accounting of district funds obtained through various student fees.

VII. SCHOOL-COMMUNITY RELATIONS

A. The School and the Community

1. Experience in working with Citizen's Council, PTA Coordinating Council, Citizen Study Groups, etc.
2. Experience in working with school organizations which represent the school to the public (school paper, annual, student council, etc.).
3. Experience in working with the newspaper(s), radio, and television media in reporting school developments and events.

B. Community Organizations and Groups

1. Experience in handling requests of community organizations and groups for the use of school facilities.

2. Experience in working with community service organizations (Lions, Kiwanis, Rotary, etc.).
3. Experience in working with community recreational groups (Y.M.C.A., city or county recreation, Boys' Club, etc.).
4. Experience in working with community civic or business associations.

C. The Parent and the School

1. Experience in working with methods of reporting to parents the achievement and development of their children.
2. Experience in working with parents whose children are experiencing difficulties in school (discipline, attendance, academic, social, and emotional adjustment).
3. Experience in arranging and assisting (if requested) conferences between teachers and parents.
4. Experience in handling parental complaints.
5. Experience in interpretation of school program to parents through visitation days, informal "coffee hours," back-to-school programs, special exhibits, etc.
6. Experience with bulletins or announcements which are addressed to parents.

VIII. EVALUATION AND RESEARCH

A. Evaluation

1. Experience in working with staff members in developing evaluative procedures for the school program or a specific phase of the program.
2. Experience in the application of evaluative procedures to the school program or a specific phase of the school program.

B. Research

1. Experience in working with a staff member or committee in presenting findings of previous research and defining the specific problem to be investigated.
2. Experience in working with a staff member or committee to develop the research design for application to the specific problem.
3. Experience with a teacher or committee in applying the research design to a specific problem and carry the project to completion, or as far as possible during the internship period.

APPENDIX B
AN OPERATIONAL HANDBOOK TO GUIDE
THE ADMINISTRATIVE INTERN

INTRODUCTION

Increasing sophistication and complexity are dominant in the recent development of public school administration. The areas of operation of the administrator have increased, and the requirements for certification have altered and expanded.

Activities undertaken by the intern are the outgrowth of cooperative planning by the intern, the school administration and staff, and the college. This planning establishes the framework for the development of the experience. The internship is not a period of superficial observation nor is it limited to formal types of instruction. Rather it is designed to help prospective school administrators bridge the gap between theory and practice. Arising from the intern's interest and the real problems of the school operation, the experience is the carrying out of administrative responsibility in a practical situation.

Utilizing the Department of Administration and Supervision (DAS) list of recommended activities (pages with black bordering), this handbook offers expanded representation of possible forms to use and suggested procedures or ways of intern involvement. The handbook was developed to be READ and USED as a guide to your learning. You are not expected to become an expert in each and every facet of the recommended experiences in one single year. Therefore, this handbook is not expected to meet every situation which might arise. Rather, the suggested materials and approaches of the developed areas should provide ideas for in depth application to other areas of study. Flexibility was deliberately designed into the handbook to afford you every possibility of application.

It is expected that you will use the handbook in planning your full year's experience. Further, you are expected to continually refer to the basic guidelines and any additions you will have made to them.

The handbook is a guide, and one of the best applications beyond planning your course would be to use the various experience areas suggested as a basic file system whereby you set up files to store all pertinent forms, notes, articles, etc., that you will collect this year. Not only does the handbook serve you now as a basic learning guide, but it can serve you well as a reference source in the future.

It is suggested that the intern give concerted study to the recommended personal check-list at the end of the handbook and be constantly mindful of his position on the rating scale.

I. ADMINISTRATION AND LEADERSHIP OF STUDENT PERSONNEL

A. Counseling

1. Experience in conducting conference(s) with a student who is having attendance or disciplinary problems.
2. Experience in doing follow-up work to determine that a student is following the action planned through conference(s).
3. Experience in arranging a program for the study of an individual who is experiencing social or emotional adjustment problems.
4. Experience in participating in a guidance team conference concerning an individual student who is having emotional or social adjustment problems.
- * 5. Experience in enrolling new students, orienting the pupil to the school, and scheduling the student's classes to the best advantage of the student and school.

B. Guidance

- * 1. Experience in working with the district guidance services; e.g., testing, psychological services, speech, hearing, etc.
 2. Experience in evaluating the school guidance program or some phase of the program; e.g., occupational information program, individual inventory system, etc.
 3. Experience in working with community agencies involved in the guidance program of the school (juvenile, health, etc.).
 4. Experience in participating with the professional and staff meetings of the guidance personnel.
- * See the following pages for suggested format for study, example forms, etc., of the marked items.

I.A.5. Student Enrollment, Orientation, and Scheduling

The intern should become acquainted with the procedure used to inform students as to the proper selection of courses, graduation requirements, and the entire pre-enrollment counseling process. This should include the program for incoming 9th graders (or 10th graders) as well as for transfer students.

The following pages (Registration Information) may prove of some help in the area of enrollment counseling. They are suggestive only and the intern may wish to substitute forms from his school district.

_____ SENIOR HIGH SCHOOL

Registration Information

These instructions are designed to help you plan your high school course of study. You should read the instructions carefully and keep this information for future reference.

10th Grade	11th Grade	12th Grade
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General Requirements

English 3 and 4 PE 3 and 4	English 5 and 6 U.S. History 1 and 2	English 7 and 8 Contemporary World Problems
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Provisional Requirements

Algebra 1 and 2 or Geometry 1 and 2 Biology 1 and 2 Physical Science 1 and 2 Homemaking 1 and 2 Chemistry Survey Physics Survey	Provisional Requirements listed under Grade 10 Life Arithmetic 1 and 2 Physics 1 and 2 Chemistry 1 and 2	
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REQUIREMENTS FOR SENIOR HIGH SCHOOL GRADUATION

<u>Credits</u>	<u>Subject</u>
6	English, 3 years
2	Mathematics, 1 year
2	Science, 1 year
4	Social Studies, 2 years (This includes U.S. History and Government in grade 11 and one year senior social studies in grade 12.)
2	Physical Education, 1 year
2	Homemaking, for girls, 1 year if not taken in ninth grade
12 or 14	Electives (The rest of the student's program should consist of a group of meaningful electives.)
30	Total Credits for graduation

Registration Information (Continued)

NOTE: It is assumed that the following credits have been satisfactorily completed in the ninth grade:

Credits	Subject
2	English, 1 year
2	General math or algebra, 1 year
2	Social studies, 1 year (including Washington State History)
2	Physical Education, 1 year

10th Grade	11th Grade	12th Grade
E L E C T I V E S		
Reading	Electives listed under 10th	Electives listed under 10 and 11
French 1&2	Dramatics	Psychology 1&2
French 3&4	Debate 1&2	Math Analysis 1&2
French 5&6	French 7&8	Typing 3&4
Spanish 1&2	Spanish 7&8	Shorthand 3&4
Spanish 3&4	German 3&4	Secretarial Practice 1&2
Spanish 5&6	Inter. Math 1&2	Clerical Practice 1&2
German 1&2	Biology 3&4	Distributive Education 1&2
Latin 1&2	Chem. Study 1&2	Pre-Engineering & Arch. Drafting
Latin 3&4	Homemaking 5&6	Auto Mech. 1&2
World Hist. 1&2	Clothing (Homemaking 8)	Art 7&8
Agriculture 1&2	Shorthand 1&2	PE 7&8
Homemaking 3&4	Bookkeeping 1&2	Office Service
Typing 1&2	Office Machines	Voc Food Hand. 1
Drafting 1 and Woodwork 1	Bus. Comm.	Voc. Mach. Shop 1&2
Drafting 2&3	Record Keep. 1&2	Voc. Electronics 1&2
Crafts	Drafting 4&5	Publications 3&4
Machine Shop 1&2	Machine Shop 3&4	
General Metals 1&2	Woodwork 4&5	
Woodwork 2&3	Electronics 1&2	
Electricity 1&2	Photography	
Power Mechanics 1&2	Agriculture 3&4	
Welding	Art 5&6	
Art 1&2	Service Art	
Art 3&4	Music Appreciation	
Mixed Chorus	PE 5&6	
Girls' Glee	Library Service	
Aeolians	Lolomi (Annual Staff)	
Prep Band	PE Service	
"A" Band	Stage Crew	
Orchestra	Publications 1&2	
Traffic Control		
Visual Aids		
Safe Driving		
Cafeteria Service		

Registration Information (Continued)

PLEASE NOTE: Students are counseled into the levels of courses which are best according to their achievement and intentions. Freedom of choice is still maintained.

For those students who have difficulty with academic work, courses are provided. A special education program is also offered at _____ Senior High School.

COMMENTS:

- a. After two weeks of a semester, students may not drop subjects to enroll in new ones. Any student dropping a subject after four weeks may expect to receive an "F" in the course.
- b. Drafting is a prerequisite to most industrial arts courses.
- c. Recommendations to aid students in the selection of subjects are as follows:
 - Algebra is not recommended for students who have grades below B in General or Everyday Mathematics.
 - Intermediate Mathematics is not recommended for students who have had low grades in Algebra and Geometry.
 - Chemistry Survey and Physics Survey may be chosen by students who have not taken Algebra.
- d. Driver Education is offered during the study hall period. When book work and behind-the-wheel have been completed, one-half credit is given.

All subjects listed under "General," "Provisional," and "Electives" receive one credit per semester with the exception of Bookroom, Bookstore, Safe Driving, PE Service, and Traffic Control, which are granted one-half credit per semester.

LIMIT OF CREDITS THAT MAY BE COUNTED FOR GRADUATION:

- a. Office service - 2 Library - 2
 Visual Aids - 2 Cafeteria - 2
 Bookroom - 1 Applied Music - 6
- b. One credit is given for a course taken for one hour a day five days a week for one semester.

COLLEGE ENTRANCE: Those planning to enter college should go over their programs carefully with a counselor at least once a year. Admission to some departments of college requires additional math, science, or foreign language. Be sure you know what is needed.

I.B.1. District Guidance Services; e.g., testing, psychological services, speech, hearing, etc.

The service of school guidance is a part of the total educational program for children. The primary function is to work with children whose needs cannot be met in the classroom.

Though guidance staff members spend the greater part of the day with children, they also work directly with the classroom teacher, the parents, the principal, and any other staff or agency person who may be involved with the child or family. The work is supportive to the child and at the same time it is supportive to the classroom teacher.

It should be in the interest of the intern to involve himself in the program to the extent that he understands:

1. What are the goals of the program?
2. Who are the children that can gain most from referral?
3. What are the proper procedures for pre-referral evaluation?
4. What are the proper procedures for referral?
5. What are the rights and responsibilities of the teacher and the principal once a referral has been made?

REFERRAL FOR STUDENT PERSONNEL SERVICES

Date _____

Child's Name _____ Birthdate _____

Address _____ Parent's Name _____

School _____ Grade _____ Home Phone _____

Child's Physician _____ Phone _____

<u>Instructions</u>	<u>Reason for Referral</u>
Check and complete the following items which most accurately describe the child's behavior. Note: A pupil may have a major deficiency in one area; this, however, does not preclude handicapping conditions in other areas.	<input type="checkbox"/> I. SPEC. LRNG. PROB.
	<input type="checkbox"/> II. EMOTIONAL PROB.
	<input type="checkbox"/> III. BEHAVIORAL PROB.
	<input type="checkbox"/> IV. GIFTED
	<input type="checkbox"/> V. PHYSICAL
	<input type="checkbox"/> 1. Orthopedic
Observations of Behavior: _____ _____ _____ _____	<input type="checkbox"/> 2. Motor Coordination
	<input type="checkbox"/> 3. Vision
	<input type="checkbox"/> 4. Hearing
	<input type="checkbox"/> 5. Speech
	<input type="checkbox"/> VI. COUNSELING RECOMMENDED

I. SPECIAL LEARNING PROBLEMS: (Check all areas of difficulties.)

Developmental

1. Physical Size _____
2. Coordination _____
3. Handedness _____
4. Perception _____
5. Language _____
6. _____

Personal-Social

1. Peer Relationships _____
2. Adult Relationships _____
3. Motivation _____
4. Attentional Controls _____
5. _____

Academic

1. Reading Level _____
2. Spelling Level _____
3. Arithmetic Level _____

4. Handwriting _____
5. _____
6. _____

Page 2 (continued)

Test Ratings

Test	Date	C.A.	M.A.	Total IQ	Lang IQ	Non-Lang IQ

Most Recent I.T.B.S. Date Grade V R L WS A Comp.

II. EMOTIONAL PROBLEMS

- ___ 1. Cries easily
- ___ 2. Seems withdrawn, seldom participates in class activity.
- ___ 3. Excessively shy
- ___ 4. Excessively loud and boisterous
- ___ 5. Easily distracted--difficult to hold attention
- ___ 6. Does not seem to profit from experience
- ___ 7. Tenseness
- ___ 8. Nervous mannerisms (tics, shaky, hyperactivity)
- ___ 9. _____

III. BEHAVIORAL PROBLEMS:

- ___ 1. Destructive of Property
- ___ 2. Truant
- ___ 3. Hostile toward teacher
- ___ 4. Excessively tardy
- ___ 5. Hostile toward other students
- ___ 6. Refuses to follow directions
- ___ 7. Cannot seem to learn or obey school rules
- ___ 8. Stealing
- ___ 9. Lying
- ___ 10. Fighting
- ___ 11. _____

IV. GIFTED:

Check areas of particular proficiency.

- ___ 1. Lang. skills
- ___ 2. Arithmetic
- ___ 3. Science
- ___ 4. Music
- ___ 5. Other _____

- 1. What action has been taken by school personnel, or other professional people, to identify and remediate the problem? _____
- _____
- _____
- _____

Page 3 (continued)

2. Additional comments: _____

V. PHYSICAL

- ___ 1. Poor motor coordination or control
- ___ 2. Orthopedic handicap
- ___ 3. Excessive absenteeism, due to illness
- ___ 4. Visual
 - ___ a. Acuity 20/___, 20/___
 - ___ b. Wears Glasses
 - ___ c. Cross-eyed
 - ___ d. Exophoria (wall eyed)
 - ___ e. Excessive blinking
 - ___ f. Holds reading material too close
 - ___ g. Frequent eye infections
 - ___ h. Red and watery eyes
 - ___ i. Complaints about:
 - ___ (1) Headaches
 - ___ (2) Burning eyes
 - ___ (3) Fuzzy letters, etc.
 - ___ (4) Other _____
- ___ 5. Hearing
 - ___ a. Continually watches the teacher's face
 - ___ b. Frequent requests for the teacher to repeat herself
 - ___ c. Frequent ear infections and/or ear aches
 - ___ d. Frequently misunderstands oral directions
 - ___ e. Seems inattentive when someone is speaking
- ___ 6. Speech
 - ___ a. Rhythm (stuttering, etc.)
 - ___ b. Voice quality (abnormal loudness or softness included)
 - ___ c. Articulation difficulties
 - ___ d. Organic problems (cleft palate, cerebral palsy, etc.)
- ___ 7. Other _____

Counselor _____

Teacher _____

Principal _____

SPECIAL EDUCATION DEPARTMENT
REFERRAL FOR EYE/HEARING EXAMINATIONS
_____ PUBLIC SCHOOLS

Name _____ Date _____

Child

Name _____

Parents

Address _____ Phone _____

School _____

Reason for Referral _____

Check appropriate space:

Referred by:

___ Eye Examination

___ Hearing Examination

___ Speech Testing

Name

Position

-
5. Experience in arranging and directing group testing at specific grade level and subject matter area.
 6. Experience in becoming familiar with the testing program involving the Washington Pre-College, National Merit, and Scholastic Aptitude Test.
 7. Experience in assisting teachers in the use of guidance data of students.
 8. Experience in the planning and conducting of some phase of the group guidance program; e.g., an orientation program for students who will be attending the school the following year, college day, career day, etc.

C. Student Activity and Welfare Program

1. Experience in working with student groups in planning and conducting student activities in athletics, dramatics, concerts, school dances, intramurals, clubs, assemblies, etc.
2. Experience in working with student government leaders and groups in developing policies and regulations for the student body.
3. Experience in participating with the group in the school district that has the responsibility of developing policy and regulations for student activities.
4. Experience with the district (regional) and state (WIAA) organization concerned with inter-scholastic activities.
5. Experience in working with members of the school staff in evaluating and developing policy and regulations concerning student activities.
- * 6. Experience in planning and providing for the protection of children (fire, evacuation, release from school, etc.)

I.C.6. Planning and Providing for the Protection of Children

- I. Prepare a top-view diagram of the school building and grounds noting the following:
 - A. Location of outside fire hydrants and the entry-exit routes of emergency vehicles on school property and adjacent public streets.
 - B. Location of existing interior fire hoses and extinguishers and their effective use and range.
 - C. Location of interior fire doors.
 - D. Both primary and secondary exit routes from each room in the building, taking care to include:
 1. Routes that eliminate congestion.
 2. An identity coding system specifying each outside exit door; e.g., large painted letters or numerals on each door, or individual color painted on each door.
 - E. Teacher assignments:
 1. To close windows and doors of the vacated classrooms to aid in draft control.
 2. To check all supposedly vacant rooms; e.g., lavatories, equipment storage rooms, shower rooms, etc.
 3. To release (close) interior fire doors.
- II. If not previously done, call in the city, county, or state fire inspector for consultation and approval of plans and procedures.
- III. Prepare and duplicate sectional maps as necessary for distribution to all adult personnel.
- IV. Prepare and duplicate simplified route maps for posting on or near each room door.
- V. Hold a staff meeting to explain the new procedure and teacher assignments. Have an evacuation trial to check teacher procedure.
- VI. Periodically recheck the condition of all equipment, see that all route maps are in good condition, and properly displayed in each room.
- VII. Supervise emergency drills, evacuating the building of all students and personnel. Study procedures for improvement and expansion to other emergencies such as an earthquake.

-
7. Experience in planning and providing for the supervision of students (gym, playground, etc.).
 8. Experience in working with school health personnel in planning and providing for the physical well being of students.

II. ADMINISTRATION AND LEADERSHIP OF THE INSTRUCTIONAL PROGRAM

A. Curriculum Development

1. Experience in participating in faculty or committee meetings where the school curriculum is being studied.
2. Experience in working with a committee of staff members to develop a statement of objectives that can be used as a basis for curriculum evaluation.
3. Experience in determining and recommending changes in the curriculum that would help meet the needs of the students and the community more effectively.
4. Experience in working with staff members and parents in determining the needs of the community in the development of an adequate school program.
- * 5. Experience in developing a citizens' resource group that could contribute to the school curriculum through their experiences and background.
6. Experience in communicating the philosophy, procedures, and regulations of the school district and of the individual school.

B. Programing

1. Experience in the planning of preliminary registration procedures.
2. Participate in meetings of the staff in which consideration is being given to preliminary

II.A.5. Developing a Citizens' Resource Group

Many schools have developed what they call a Community Resource File consisting of information regarding individual citizens or businesses in the community. This information provides a ready-reference for guest speakers, field trips, and special meeting agenda.

Re-affirmation of commitments or gaining new references would be only two outcomes of the intern's thorough study of this file.

Non-existence of such a file should lead the intern to survey the school to find the teachers and classes that could make use of this reference. The survey should glean information on the following:

1. Areas of need and utility
 - a. Social Studies
 - b. Health and Physical Education
 - c. Economics and Business
 - d. Distributive Education
 - e. Music and Drama
 - f. Other areas
2. The specific types of successful people who would be of assistance in each area of study.
3. Approximate time involved per visit and the number of expected visits per year.
4. Procedure to be used for the visit; e.g., lecture and/or discussion, any visual aids or equipment needed, etc.
5. Follow-up procedure.

Public relations and enhancement of the curriculum would both be served if after gaining the above information, the intern would personally contact the desired persons in the community, secure commitments, and develop the central file.

steps in programing, such as consideration of lunch periods, grouping, length of periods, activity periods, flexible scheduling, etc.

- * 3. Experience in developing the master schedule for the school program.
- 4. Experience in working with individual or committee conferences to discuss ways of improving the program of studies.
- 5. Experience in the preparation of a schedule conflict sheet.
- 6. Experience in procedures to project future enrollment in the school.

C. Special Programs and Services

- 1. Experiences in formulating special classes or activities for those who wish to do advanced work or work of a special nature.
- * 2. Experience in developing special programs for students who are not equipped to perform in the regular educational program.
- 3. Experience in working with the individual who is responsible for the school audio-visual program.
- 4. Experience in the provision of special educational programs, demonstrations, or visitations to community business and industrial resources.
- 5. Experience in coordinating the program with school district personnel who provide special services in the areas of art, music, library, etc.
- 6. Experience in the development of instructional materials guides and handbooks.
- 7. Experience with the county or cooperative instructional materials centers.

II.B.3. Developing the Master Schedule

The development of the master schedule is one of the most important duties of the principal. Department chairmen, counselors, assistant principals, curriculum directors, etc., add consultation and advice to this endeavor. Step-by-step observation of the development is a must for the intern.

Philosophy of the school program as evidenced by the master schedule development is basic to the intern's observation. Is it the purpose of the master schedule to set up classes in the most convenient administrative manner and then put pupils into these classes? Is the master schedule one that reflects the basic philosophy of the school in terms of what kind of courses seem to best fit the needs of the students served? What kind of an organization is reflected in the master schedule (traditional, flexible, etc.)?

A complete developmental log should be kept by the intern as he observes the procedures.

II.C.2. Developing Programs for Exceptional Students

Many schools are developing specialized programs for students who are not equipped to perform in the regular educational program. The "Special Program" can be successful only if it is an integrated part of the total school program. It will depend on acceptance by all members of the school society. As the intern studies this program, questions must be answered. Among these would be:

1. What is the philosophy underlying this special program? Is it one just to serve as a custodial device for these young people or is it one that will give them some meaningful experiences?
2. What specialized kind of training does a teacher need to work in this type of program?
3. How are the students selected for this program?
4. What is the status of the program in the total educational endeavor of the school?
 - a. How is it looked upon by other staff members and other students?
 - b. Are the students and the program set off by themselves and isolated?
 - c. Are the students allowed to participate in other school activities?

III. ADMINISTRATION AND LEADERSHIP OF STAFF PERSONNEL

A. Philosophy, Policy, and Procedures

1. Experience in communicating philosophy, policies, and procedures of the school district (promotion, salaries, leaves, instruction, etc.)
- * 2. Experience in the development of building policy and procedures with staff members.
3. Experience in the preparation of guides and handbooks for the school.

B. Personnel Management

- * 1. Experience in the planning of orientation programs for new staff members.
2. Experience in planning and organizing yearly program (calendar, supervision, delegation, committees, etc.).

C. Selection of Teachers

- * 1. Experience in principal-prospective teacher interviews.
2. Experience in working with representatives of teacher education institutions and with district personnel in coordinating the student teaching program.

D. Evaluation of Teaching Personnel

1. Experience with methods used in determining staff assignments.
2. Experience with staff members in developing evaluation procedures for teachers.
3. Experience with staff members in developing student-teacher evaluation procedures.
- * 4. Experience in the visitation of classrooms and in interpreting what has been observed.

III.A.2. Development of Building Policy and Procedures

The intern needs to understand the policy and procedure in staff/administration coordination. Is there some kind of advisory committee that meets with the principal and other administrative staff to help in the development of building policy and procedures? Is this committee one that can serve as a sounding board for the staff to the administration? If so, the intern should be allowed to sit in on the committee for several meetings to get acquainted with the working function of the group. In some schools the development of the entire building policy is turned over to a committee of teachers. Regardless of procedure followed, the intern should be involved whenever possible. The development of building policy is the primary responsibility of the principal, but there should be a faculty group in advisement.

The intern should note the procedures of policy making and enactment for future reference. Any forms that might be of use to him should be kept in his reference file.

III.B.1. Planning Orientation Programs for New Staff Members

The orientation program for new staff members should be a well organized procedure. The intern should acquaint himself with the programs, tours, workshops, and general schedule set up for new personnel. He should arrange to participate in and evaluate the program.

III.C.1. Interviewing Prospective Teachers

It would be an excellent experience for the intern to observe and/or participate in an interview with a prospective teacher. Most principals and prospective teachers would not object to this.

A good interview is well planned, with specific objectives in mind, and yields pre-selected results. The intern should make note of the following:

1. What questions are asked?
2. What kinds of questions should be asked for certain kinds of information?
3. What specific kinds of information are sought by the administrator?
4. How is the interview begun and ended?
5. What is the key point of the interview?

III.D.4. Classroom Visitation--Observation and Interpretation

Opportunity should be provided for the intern to visit classes in various subject areas and at different grade levels. In any school that has a flexible type of schedule, opportunity should be afforded the intern to visit in all kinds of instructional groups with an effort to observe the greatest variety of teaching situations.

The classroom teacher's full cooperation should be sought. The teacher needs to understand the purpose of the visit whether it be curriculum study, child growth and development, or another aspect.

There needs to be an evaluation of what the intern observes, such as:

1. Was there evidence of good planning?
2. What interaction was observed in the presentation?
3. What student reaction was observed?
4. Were objectives well defined?
5. Were the students aware of these objectives?
6. Were the students involved in planning?
7. What student directed activities were observed?
8. What discipline and/or self-discipline development was observed?
9. Was the presentation suitable for the subject matter?
10. What was the general atmosphere of the interaction?
11. How do these pupils compare with others in different groups?

Pre-visit planning with the principal should help enumerate other points to be observed.

-
5. Experience in preparing teacher evaluations and recommendations upon request.

E. Improvement of Teaching Personnel

1. Experience in working with teachers to develop and practice good control techniques.
2. Experience in planning and conducting professional study meetings devoted to improving teaching procedures.
- * 3. Experience in the organization and administration of inservice activities.
4. Experience with the staff in developing and initiating a project for the improvement of the instructional program.
5. Experience in assisting staff members with individual problems of specific concern through individual conference procedures.
6. Experience in helping a teacher or student teacher develop teaching techniques and teaching-learning activities (a unit or lesson).
7. Experience in working with a teacher or student teacher in evaluating teaching techniques and teaching-learning activities.
8. Experience in observing "atypical" students and helping teachers develop teaching-learning activities to meet the needs of these students.
9. Experience in helping teachers secure and plan for the use of instructional media.

IV. ADMINISTRATION AND ORGANIZATION OF SCHOOL PLANT, EQUIPMENT, AND SUPPLIES

A. Equipment and Supplies

1. Experience in requisitioning, distributing, and accounting for textbooks, supplies in the school; in inventory, evaluation, and maintenance of equipment.

III.E.3. Organization and Administration of Inservice Activities

The intern should experience a position of leadership of an activity committee, either administrative or faculty. He should set the objectives and goals of the inservice activity, organize the activity (subject, speakers or other presentation, timing, required or voluntary attendance, etc.) and make a final evaluation of the activity. It would be of service to the intern if, for his direction, the others involved on the committee were to tender written evaluation of the experience.

B. School Plant

1. Experience in evaluating plant utilization (room or pupil stations).
2. Experience with the school district office responsible for school plant planning, construction, and maintenance.
3. Experience in staff evaluation of the adequacy of the school plant.
- * 4. Experience in the methods used by the custodial staff for the maintenance of the school plant and development of time and duty schedule for this purpose.

V. SCHOOL ORGANIZATION AND ADMINISTRATION

A. Central Administrative Organization

1. Experience in learning the history, policies, and regulations of the local school board.
2. Experience in learning the procedures of a school board in operation.
- * 3. Experience in learning the relationship of the principal to the central administrative staff.
4. Experience in learning the relationship of the principal to non-certificated personnel of the district who have administrative or supervisory responsibility.

B. School Administrative Organization

1. Experience in the development of administrative and informative bulletins, handbooks, and directives of the school.
- * 2. Experience with the administrative responsibilities of the principal prior to the opening of the school year.
3. Experience with the administrative responsibilities of the principal after the closing of the school year.

IV.B.4. School Plant Maintenance and Supply

The intern should have the opportunity to sit in on conferences between the principal and the head custodian regarding maintenance of the plant.

In larger districts where "head-custodians" are responsible for the entire plant and possibly more than one plant, the custodian works with the principal in matters of personnel and operational maintenance. In these situations the head custodian is responsible to the principal and to the supervisor of maintenance of the district.

In smaller districts, quite often the principal not only issues directives to the building custodian, but handles building inspection, supply ordering, and all phases of custodial management.

The intern should note the answers to these and other pertinent questions:

1. What is the plan of personnel organization and who is responsible for implementation of the plan?
2. What are the job assignments and what is the time allocation for each responsibility?
3. Who is responsible for supply procurement, inventory control, and accounting?
4. Are there personnel evaluation reports in the district? Who makes them out and for whom?
5. What are the principal's rights and responsibilities?

V.A.3. The Principal and the Central Administrative Staff

The intern should be aware of the line and staff responsibilities between the principal and the central administrative staff. Is the principal directly responsible to the superintendent or does he go through an assistant superintendent? What is the relationship between the principal and the consultant services of the district?

V.B.2. Pre-school Preparation

The duties and responsibilities of the principal prior to the opening of school are multitudinous. The intern should be aware that it is the principal's responsibility to see that:

1. The building is clean and equipment is in place.
2. The staff is contracted and class assignments are made.
3. All books, materials, and supplies have been ordered and received.
4. Student registration has been accomplished or planned.
5. Effective before-school meeting with all staff members is planned and ready to execute.
6. Early reporting staff members have their duties explicitly spelled out so they will be effective in their responsibilities.

Often times there is much consultation with the central office regarding materials and equipment.

C. Office Management

1. Experience in learning office procedures, records, forms, and evaluating for improvement of office efficiency.

D. School Services

1. Experiences in working with district personnel responsible for the food service program.
- * 2. Experiences in working with district personnel responsible for the transportation system.

VI. FINANCE AND BUDGET

A. Associated Student Body Budget and Finance

- * 1. Experience in development of policy and procedures for budgeting, raising, and expending A.S.B. funds.
2. Experience in learning the financial administration and accounting for A.S.B. funds.

B. School Finance and Budgeting

1. Experience in working with the principal in the development of the school budget.
2. Experience in working with staff members in formulating budget priorities.
3. Experience in learning the procedures used by the school board for public hearings and adoption of the district budget.
4. Experience in the administration and accounting of district funds obtained through various student fees.

VII. SCHOOL-COMMUNITY RELATIONS

A. The School and the Community

1. Experience in working with Citizens' Council, PTA Coordinating Council, Citizen Study Groups, etc.

V.D.2. School Transportation System

Provision should be made for the intern to meet with the district personnel responsible for the transportation of students. He should obtain the following knowledge:

1. Topographic layout of the district and the manner in which bus routes are determined.
2. Study of the cost/budget analysis.
3. Procedure used in maintenance of the equipment.
 - a. How often are the busses serviced?
 - b. How often are the busses replaced?
 - c. What is the transportation staffing design?
 - d. Is there a special garage in the district or is maintenance contracted to a private concern?
 - e. What are the procedures for selection and training of the transportation personnel?
4. What is the district policy on off-campus travel by students in representative groups? This would include athletes, musicians, debaters, and others.
 - a. What travel modes are available and acceptable?
 - b. How far can students travel from their respective school? (Read W.I.A.A. regulations and limitations.)
 - c. Is there a limit or set policy on the number of class days any one student can be absent from class in a given quarter?
 - d. How and to what extent are the district and the traveling students covered by insurance?
 - e. How often can overnight trips be made?
 - f. What other regulations and information would be pertinent in your district?

VI.A.1. Associated Student Body Budget and Finance

The principal is responsible for the student body budgeting and finance even though he may delegate the work to another staff member. The intern should know that the principal is responsible for the development of the policy and should approve the procedures used in budgeting and expending student body funds. The intern should also be aware that all student body funds are audited by the state auditor's office.

Any funds expended other than those provided for in the budget must be approved by the governing organization of the student body and the expenditure must be noted in their official minutes.

The matter of safeguarding school funds is of great concern. The intern should learn how every cent, regardless of source or destination, is accounted for and how every transaction, regardless of size, is documented. He should discover who recommends expenditure of various funds, who makes the final decision, and in what way the student governing body is involved in the approval of expenditures.

-
2. Experience in working with school organizations which represent the school to the public (school paper, annual, student council, etc.).
 - * 3. Experience in working with the newspaper(s), radio, and television media in reporting school developments and events.
- B. Community Organizations and Groups
- * 1. Experience in handling requests of community organizations and groups for the use of school facilities.
 2. Experience in working with community service organizations (Lions, Kiwanis, Rotary, etc.).
 3. Experience in working with community recreational groups (Y.M.C.A., city or county recreation, Boys' Club, etc.).
 4. Experience in working with community civic or business associations.
- C. The Parent and the School
1. Experience in working with methods of reporting to parents the achievement and development of their children.
 2. Experience in working with parents whose children are experiencing difficulties in school (discipline, attendance, academic, social, and emotional adjustment).
 3. Experience in arranging and assisting (if requested) conferences between teachers and parents.
 - * 4. Experience in handling parental complaints.
 5. Experience in interpretation of school program to parents through visitation days, informal "coffee hours," back-to-school programs, special exhibits, etc.
 6. Experience with bulletins or announcements which are addressed to parents.

VII.A.3. School and Community Relations

In what way does the school publicize school activities? What procedure is established by the principal or administrative staff member to whom this has been assigned? In what ways are school policy matters cleared before being released to news media? The intern should have the opportunity to develop the publicizing of a certain event and follow it from beginning to end.

VII.B.1. Community Use of School Facilities

In most instances, the handling of requests for use of school facilities by community organizations is assigned to a staff member other than the principal. The intern should be aware of the procedure and know what the policies are. Can any group rent the facilities or are there limitations? What is the charge? How far in advance of use must the reservation be made? Is the amount charged on a weekend different from that charged on a school night? Does the rent vary with the intended use? Does the rent include, or policy require, employment of school personnel, such as stage people, custodial staff, or kitchen help?

VII.C.4. Parental Complaints

In handling parental complaints, the intern should be aware of district policies and procedures used by the principal. He should participate in some of the parent-principal conferences. If the complaint involves a teacher, does the principal call the teacher in to a meeting with the parent or does he handle it himself? Is the student involved in a complaint at any time? After the policy has been understood by the intern, he possibly should take a mild form of complaint and handle it to gain some experience in actually working through a situation of this kind. He should also know that many complaints can be referred to an assistant principal or a counselor.

VIII. EVALUATION AND RESEARCH

A. Evaluation

- * 1. Experience in working with staff members in developing evaluative procedures for the school program or a specific phase of the program.
- 2. Experience in the application of evaluative procedures for the school program or a specific phase of the school program.

B. Research

- 1. Experience in working with staff member or committee in presenting findings of previous research and defining the specific problem to be investigated.
- 2. Experience in working with a staff member or committee to develop the research design for application to the specific problem.
- 3. Experience with a teacher or committee in applying the research design to a specific problem and carrying the project to completion, or as far as possible during the internship period.

VIII.A.1. School Program Evaluation

Procedure should be developed for evaluating any part of the school program. In the case of a new program, this is particularly true. Evaluative procedure can be one that is developed in written form or discussed in a group meeting with minutes kept for a written follow-up. In many cases both ways are used but the latter is more common. This is an area of importance and is not developed in many situations as it should be. If procedural outlines do not exist, it would be of great value to the intern and his school to develop general outlines that could be adapted to any and all programs.

EVALUATION OF ADMINISTRATIVE INTERNS

The form "Evaluation of Principals," that appears on the following three pages can be used as a checklist by the intern for the purpose of continuous self-evaluation. It may be filled out by the intern and cooperating principal, then discussed mutually once or twice during the year. It may be filled out by either the intern or the cooperating principal and then discussed mutually.

Most districts request a brief written report of evaluation twice a year--once in January and one in June. This provides the district coordinator and/or superintendent a summary of growth in two stages and reports the progress achieved by the intern.

The following principles should be a guide in evaluating the administrative intern:

1. Self-evaluation should be continuous.
2. Evaluation should be to the point (specific).
3. Evaluation should be cooperative and relaxed (informal).
4. Evaluation is primarily for the benefit of the intern.
5. The evaluation should be three-fold:
 - a. The intern
 - b. The cooperating principal
 - c. The district

_____ SCHOOL DISTRICT NO. _____

EVALUATION OF PRINCIPALS

	1	2	3
1. <u>Extent of professional training:</u>			
<u>Credential</u>			
2. <u>Recency of professional training:</u>			
<u>Degree</u>			
3. <u>Professional experience:</u>			
<u>Levels</u>			
4. <u>Recency of professional experience:</u>			
5. <u>Personal qualities:</u>			
<u>Energy</u>			
<u>Health</u>			
<u>Morals</u>			
<u>Voice - speech</u>			
<u>Appearance</u>			
<u>Posture</u>			
<u>Family</u>			
6. <u>Social qualities:</u>			
<u>Sympathy</u>			
<u>Thoughtfulness</u>			
<u>Tact</u>			
<u>Manner</u>			
<u>Bearing</u>			
<u>Courtesy</u>			
<u>Friendliness</u>			
7. <u>Emotional qualities:</u>			
<u>Enthusiasm</u>			
<u>Poise</u>			
<u>Confidence</u>			
<u>Dignity</u>			
<u>Sense of Humor</u>			
<u>Integrity</u>			
<u>Personal worth</u>			
<u>Adjustability</u>			
<u>Patience</u>			
<u>Disposition</u>			
8. <u>Mental qualities:</u>			
<u>Judgment</u>			
<u>Understanding</u>			
<u>Ability</u>			
<u>Foresight</u>			
<u>Initiative</u>			

		1	2	3
8.	Mental qualities (continued):			
	Resourcefulness			
	Alertness			
	Comprehension			
	Mental health			
9.	Attitudes and values:			
	Loyalty			
	Devotion to duty			
	Service to others			
	Honesty			
	Fairness			
	Consistency			
	Thoroughness			
	High character qualities			
	Sense of moral responsibility			
	Acceptance of criticism			
	Cooperation			
10.	Professional stature			
	From within:			
	Thinking			
	Presentation			
	Maturity of judgment			
	Penetration of problems			
	Adequacy of personal growth			
	Evaluation of his practices			
	Knowledge of practices of democratic techniques			
	Relating to others:			
	Acceptance of leadership			
	Sense of trust and integrity			
	The way he deals with problems			
	The way he remedies errors			
	The way he admits mistakes			
	His value on teamwork			
	His relationships with pupils			
	His inclusion of others in policy making			
	His giving credit where due			
	His attention to "human things"			
11.	Educational leadership:			
	His educational concepts & philosophy			
	His understanding of the educational program			
	His knowledge of child growth and development			

		1	2	3
11.	Educational leadership (continued):			
	His demonstrated administrative effectiveness			
	His evidence of good executive ability			
	His ability to help develop "goals"			
	His understanding of school finance and business			
	No special "pets"--unfair privileges			
	Inspires help of others			
	Good public relations			
	How decisions are carried out			
	His trust and help to the faculty			
	The way he organizes his work			
	The way he follows lines of established authority			
	The way he participates with his fellow principals in extending their services to education			
12.	Executive competency:			
	Execution of responsibilities			
	Carrying out decisions			
	Anticipation of needs			
	Attention to improving conditions			
	Utilization of faculty and community leadership and resources			
	Executing policy			
	Parent-teacher relationships			
	Encouragement of children & adults			
13.	Management of property:			
	Care of building			
	Sense of cleanliness			
	Sense of order			
14.	In-service training (curriculum):			
	Special committees			
	Summer school refreshers			
	Participation on local workshops			
	Leadership experiences			