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## An Analysis of the Intern Program

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*Eastern Illinois University*

This research is a product of the graduate program in [Educational Administration](#) at Eastern Illinois University. [Find out more](#) about the program.

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AN ANALYSIS OF THE INTERN PROGRAM

(TITLE)

BY

KOLAWOLE LAFINHAN

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1977

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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*June 1, 1977*  
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AN ANALYSIS OF THE INTERNSHIP PROGRAM

BY

KOLAWOLE LAFINHAN

B. S., Eastern Illinois University, 1975

M. S., Eastern Illinois University, 1976

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements  
for the degree of Specialist in Education at the Graduate School  
of Eastern Illinois University

CHARLESTON, ILLINOIS  
1977

## AN ANALYSIS OF THE INTERNSHIP PROGRAM

Through exposure to local school districts and their programs, professionals such as teachers, leaders, and educators can be trained to become effective administrative leaders.

The primary purpose of this paper is the acquisition of a broad base of knowledge and varied practical experience pertinent to becoming an effective administrative leader in the future. This paper describes the internship program. The activities included in this internship such as conferences, meetings, and visits to schools and the Illinois Office of Education in Springfield are detailed chronologically. A number of suggestions are made for effective future administrative intern programs.

Included also in this paper along with the internship program is the addendum on the Regional Superintendent's Office, describing basically the duties and functions attached to his office.

## AN ANALYSIS OF THE INTERN PROGRAM

I, having decided to enroll in the Specialist degree in Education Administration and Supervision, consulted with Dr. Robert Shuff, the then head of the department for Educational Administration and Supervision at Eastern Illinois University. Dr. Shuff made a schedule for me as an administrative intern. Upon approval and selection as an intern candidate, I entered the program for the purpose of acquiring a broad base of knowledge and varied practical experiences necessary to become an effective educational leader. Arrangements were then made for me to enter the intern program under the direction of Dr. Donald Christ, Illinois Office of Education representative, and Mr. Larry Baker, a member of the Champaign Program Services Team of IOE.

This report is organized into three chapters. Chapter I deals with a description of the administrative intern program. Chapter II is a log of all intern activities such as meetings, conferences, and visitations. Each entry is dated and annotated with a brief summary of the activities that took place. Chapter III deals with evaluation of the program as a whole, conclusions and recommendations.

## ACKNOWLEDGMENT

The author gives his especial thanks to Dr. Robert Shuff who initiated the intern program for him. He also thanks Dr. Don Christ and Mr. Larry Baker, his coordinators. Last and not the least, he thanks the Champaign Program Services Team and the Illinois Office of Education workers in Springfield who were able to orient him with their administrative organization and their related jobs.

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## CHAPTER I

### INTRODUCTION

The educational theory and study provided by colleges and universities for the training of professional teachers, leaders, and educators can be better enhanced when it is supplemented by the reality and experience gained through exposure to local school districts and their programs. That has been the case with me for I have been exposed to some local schools' activities in order to gain some worthwhile experience. The primary purpose of this program, however, has been the acquisition of a broad base of knowledge and varied practical experience necessary to become an effective administrative leader in the future.

This final report has been divided into five chapters. Chapter I includes a description of the internship. Chapter II is a log of all intern conferences, meetings, and visits to schools and the Illinois Office of Education located in Springfield. Chapter III deals with the evaluation of my experiences in connection with the intern program. Chapter IV is the summary of the paper while Chapter V is devoted to some recommendations for future intern programs.

My role as an intern student in regards to these activities was not limited to that of an observer; instead, I had the opportunity of actively participating in some of the activities even though not to a substantial degree. Through my course work and experiences, I have learned principles of good planning. Most importantly, I have been able

to learn how to effectively involve school staff and the community to implement these principles into relevant educational programs that will meet the needs of all individuals as well as the manpower needs of the districts, state, and nation.

### The Internship--What Does It Mean?

Internship is a period of service as an intern. Intern, on the other hand, is an advanced student or recent graduate in a professional field such as teaching, business, medicine, who is getting practical experience under the supervision of an experienced worker. I have worked under the leadership and guidance of Dr. Don Christ and Mr. Larry Baker, both of whom are experienced in intern programs and both of whom are also members of the Program Services Team Region IV of the Illinois Office of Education.

### Program Structure

Each program plan is to be developed around the individual needs and strengths of the student along with the available resources of the Program Services Team. Generally, a student will be expected to be involved in educational activities one day each week for each three or more semester hours of credit. It is expected that the student will utilize certain knowledge and skills which reflect recent course work of the student. There should be frequent consultations with the coordinators of the intern program.

Each plan will be developed and the student is to address the following topics:

1. Student learning needs, e.g., rules and regulations, special education, etc.
2. Student areas of specialization.
3. Team needs, requirements, and expectations.
4. Student time and course schedule.
5. Student objectives (mutually determined).
6. Student requested activities.
7. Student's schedule of activities.
8. Student responsibilities.
  - (a) Reports
  - (b) Logs
  - (c) Research
9. Evaluation process
  - (a) Formative
  - (b) Summative

#### The Cooperating Agency

The purpose of the administrative intern program is to give interns the opportunity to learn through application the full meaning of theories and principles discussed in the university-related classroom courses. The idea behind the internship is that interns would be exposed to many administrators in order to gather from them a variety of experience. In addition, group meetings would be scheduled, conferences would be attended, and guest speakers would be invited from within and outside the district to help interns acquire more knowledge and to gain more experience from others.

According to materials from Eastern Illinois University:

The cooperating agencies in the program are selected primarily because they are places where educational innovation, experimentation, and change are taking place. The educational leaders of these agencies possess both the attitudes and priority systems which ought to be developed in administrators of the future. Interns should not, however, be allowed to follow in the footsteps of even the best administrators. New ideas are not produced solely by following others. A spirit of quest and critical evaluation of all that goes on in a school must be engendered in the intern as he takes part in the program. The following suggestions provided by the National Association of Secondary School Principals in its internship project are applied to the Eastern Illinois University Internship Program. They are intended to serve as guidelines in the development of relationships between supervising administrators and interns which permit the goals of the program to be realized.

1. Interns are given the broad responsibilities for working with teachers involved in experimental studies.
2. Interns have the opportunities to work with teachers in the development of proposals for experimentation.
3. Interns devise and conduct evaluation of experimental programs.
4. Interns become familiar with the operation and management of the school plant.
5. Interns are not given extended assignments of routine or clerical nature.
6. Interns are responsible for explaining the internship program as well as the school innovations to interested visitors.
7. Interns are encouraged to call in consultants as they are needed.
8. Interns bring new curricular developments to the attention of the staff.
9. Interns help facilitate the use of learning resources in the school.
10. Interns produce publications and make presentations concerned with school experimentation.
11. Interns strive to develop community receptivity to, and understanding of, change.
12. Interns devote some time to the improvement of articulation among the elementary school, secondary school, and the university.

Additional requirements for cooperating agencies participating in the internship program include the following:

1. A history of being a leader in the process of education.
2. A willingness to take part in the effective training of future administrators through internship experiences.
3. The approval of the superintendent and the Board of Education for the system's participation in the program.
4. A supervising administrator whose professional history is one of initiating and supporting educational betterment.
5. A supervising administrator who has both the time and willingness to supervise the intern.
6. One of the most important lessons an intern can learn on the job is the way a skilled administrator copes with the myriad of small administrative matters that clamor for his attention. Different administrators have their own methods for dispatching their administrative responsibilities, but basic to all are a sound staff organization, efficient clerical assistance, and judicious delegation of routine tasks.
7. Appropriate budgetary allotments for the internship.
8. A written review and evaluation of the internship at the end of the year. (The Cooperating Agency, Eastern Illinois University, 1975.)

### The Intern

Each semester a calendar of events stating the purposes of the program was prepared to enable each intern to organize his administrative and supervisory activities or projects. According to materials from Eastern Illinois University:

During the period of the internship, the student is required to keep a daily log or anecdotal record of his activities and experiences. This log is a comprehensive, objective, evaluative, chronological record of the activities carried on by an individual intern during the internship year. It is essential for evaluating the experiences of the intern. Daily entries will be made in the log on the basis of the following criteria:

1. Provide a sufficient number of entries to permit a day-to-day analysis of activities. Except in rare instances there should be at least one entry for each day of the internship.
2. Append all written materials produced by the intern.
3. Note briefly any activities considered by the intern to be of little professional value.
4. Describe valuable activities in detail.
5. Make all entries, objectives, except in the case of value judgments, analysis, or interpretations.
6. Describe activities of other persons (students, teachers, administrators, parents, etc.) when they have an important bearing on the intern's experience. (The Intern, Eastern Illinois University, 1975.)

## CHAPTER II

### LOG OF ACTIVITIES AND EXPERIENCES.

1976

September 15, 1976 at 1:00 p.m.

This day Dr. Christ and I met in his office at Buzzard Building. We met purposely to arrange our meeting days, times and places. He also made some working plans for me. Finally, he gave me the following things before we adjourned:

- (a) A copy of the School Code of Illinois
- (b) A copy of the Directory of Illinois Schools
- (c) A copy of the State Board of Education  
Organizational Chart
- (d) A copy of Dr. Christ's calendar

September 20, 1976 at 1:00 p.m.

I had an orientation and planning session with Dr. Don Christ and Mr. Larry Baker, my coordinators. After a brief self-introduction of each of us, they gave me a sort of outline of a plan that would be developed by me. The topics are:

1. Student learning needs, such as rules and regulations, special education, and workshop.
2. Student areas of specialization
3. Team needs, requirements, and expectations
4. Student time and course schedule
5. Student objectives (mutually determined)
6. Student requested activities

7. Student schedules of activities
8. Student schedule of activities
  - (a) Reports
  - (b) Logs
  - (c) Research
9. Evaluation process
  - (a) Formative
  - (b) Summative

When this was taken care of, I was assigned to write on areas (1) and (2) of the above topics. After the assignment, we fixed October 1, 1976, as the next meeting day. I was to meet Mr. Larry Baker at 1:00 p.m. on that day at Dr. Christ's office. Dr. Christ would be out of town so he would not be available. Also, October 5, 1976, was set as a day to meet with their colleagues in the Champaign office at 10:30 a.m. I was requested to give a talk on the systems of education in my country, Nigeria, to the members at this meeting.

September 29, 1976 at 1:00 p.m.

The meeting was held in Dr. Christ's office. Dr. Christ explained to me some of the duties of the Program Services Team. They, according to him, work mainly with the school districts about the Federal and State laws, to see that school districts are in compliance with the stated laws in order to qualify for financial support. It is their responsibility to also make reports about school districts that are not complying. If in case there is any school district not complying with the stated laws, financial support for such a school district can be withdrawn.

October 1, 1976 at 1:00 p.m.

The meeting was held in the office of Dr. Christ at Buzzard Education Building. Dr. Christ, who was supposed to be out of town this



day, was also in attendance along with Mr. Larry Baker and myself. Dr. Christ examined the list of objectives of learner's needs which I submitted and then made some assignments to them as regards who would handle each objective.

After this, other appointments were made as follows:

Schedule of Appointments

- October 5, 1976--Program Services Team meeting in Champaign office.  
 Time of meeting: 9:30 a.m.  
 Agenda to include a speech by me on the system of education in Nigeria.  
 Place: #3 Hensen Place, Champaign
- October 8, 1976--Coles-Edgar Regional Institute Meeting  
 Time: 9:00 p.m.  
 Place: Charleston High School
- October 13, 1976--Finance Conference Workshop Planning Between Coles and Edgar Regions  
 Time: 9:00 a.m.  
 Place: Eastern Illinois University Union
- October 20, 1976--School Finance Conference  
 Time: 10:00 a.m.  
 Place: Decatur Holiday Inn
- November 3, 1976--Program Accounting Workshop  
 Time: 9:00 a.m.  
 Place: Eastern Illinois University Union
- November 4, 1976--Orientation Program  
 Time: 10:00 a.m.  
 Place: Illinois Office of Education, Springfield
- November 18, 1976--Visit to Champaign Schools  
 Time: 9:00 a.m.  
 Place: #3 Hensen Place, Champaign
- December 14, 1976--Wrapping up with Dr. Christ and Mr. Larry Baker  
 Time: 1:00 p.m.  
 Place: Dr. Christ's Office
- October 5, 1976 at 9:30 a.m.

Program Services Team meeting was held in their office at #3 Hensen Place, Champaign. Mr. Jerry Foster, Director, chaired the meeting.

Due to some other pressing assignments elsewhere, Dr. Christ was unable to start the meeting with us. However, I was introduced to the members present by Mr. Larry Baker who also informed them about my program with them. Soon after the introduction, I gave a speech on the system of education in my country, Nigeria. I helped them see the administrative setup of our education and the pattern and also commented briefly on some differences which exist between ours and the American system of education. This was followed by a period of questions and answers.

Dr. Tom McGreal, a Professor of Education at the University of Illinois in Champaign, introduced one education program to Team members. He solicited the cooperation of the members to see that the program was a success.

After him, Director Foster led the discussion on other items of the agenda. The meeting was held in a friendly atmosphere. The meeting adjourned at 1:00 p.m.

October 8, 1976 at 1:00 p.m.

Institute Daysponsored by Eastern Illinois University in conjunction with Educational Service Regions of Clark, Coles, Cumberland, Moultrie and Edgar Counties at Charleston High School.

Purpose of the Institute Day:

- (1) To bring teachers together
- (2) To provide them with background information in various subject areas, for instance, school finance, other than their own area of competence.
- (3) To bring people in contact with new ideas,
- (4) For them to share opinions and views with their colleagues.

Institute Day is an annual event for teachers authorized by IOE. This institute day takes place in a number of different centers of the state on the same day. About 1300 people attended the Institute Day at Charleston High School. The institute is jointly financed by Eastern Illinois University and the Office of the Superintendent of the Educational Service Region for the above mentioned areas. Funds for the institutes are available from monies collected from teachers for registration of their teaching certificates.

October 20, 1976 at 9:00 a.m.

A Conference on School Finance at the Holiday Inn, Decatur, Illinois, was cooperatively planned and sponsored by:

1. Howard Brown, Regional Superintendent, Macon County.
2. Charles Edmundson, Regional Superintendent, Douglas-Piatt Counties.
3. Richard Green, Regional Superintendent, Dewitt County.
4. Irl Schuyler, Regional Superintendent, Shelby County.

The Champaign Program Services Team, Illinois Office of Education, planned the program. The Planning Committee was Larry Baker, Dick Romar, and Ray Schaljo. Morning programs started at 9:00 a.m. and ended at 11:45 a.m. while the afternoon programs started from 1:00 p.m. until 3:15 p.m. There was lunch between 12:00 noon and 1:00 p.m.

There were seven different sessions at the Conference with each session having a presiding person and a presenter or a panel. The seven sessions were:

A. Legislators and School Finance--Full Funding? Program Cuts? Mandated Programs? Get the legislators' opinion and express your own.

B. Crisis Financing--Finance techniques which can be utilized to continue operation with school district indebtedness and when a tax referendum fails. Discussion included funding bonds, debt financing for operational purposes, etc.

C. Illinois Program Accounting--This session provided awareness, materials, recommended implementation strategies, and sample accounting exercises to help participants gain an awareness of the new accounting system.

D. IOE and School Finance--There was no formal presentation here. Participants simply met and talked to IOE School Finance Personnel.

E. Prioritizing Cuts Which Least Affect Education--This session offered ideas for deciding which programs and services to reduce which least affect the quality of instruction when money runs out.

F. Additional Funding Sources--This session provided information on how to locate alternative funding sources to meet certain situations.

G. Referendum Strategies--This session composed of district superintendents who discussed referendum strategies which they employed to have their referendums passed.

The Sessions ran smoothly. The presenters and the panels were aware of time. The Conference in general was conducted in a cordial and friendly atmosphere with all the attendants participating.

Personnel: Keynote speakers included:

1. Earl D. Patton, Ombudsman, Illinois Office of Education.
2. Paul M. Schilling, Superintendent, LaGrange School District #102, who spoke on the subject of School Finance.

November 3, 1976 at 9:00 a.m.

Illinois Program Accounting Workshop held at Tuscola-Arcola Room, Union Building, Eastern Illinois University. Dr. Don Christ introduced the personnel from IOE, Springfield. The program got off to a good beginning. Slides were shown to explain the main purpose of the workshop.

It was explained that the School Code of Illinois requires the Superintendent of Public Instruction to formulate and approve forms, procedures, and regulations for school districts in the proper accounting of all receipts and disbursements, and to publish and keep current manuals, in looseleaf form, relative to budgetary and accounting procedures. To this end, the Illinois Program Accounting Manual for Local Education Agencies has been prepared in keeping with this requirement. This manual has been produced and developed as a result of intensive study, research and planning. The manual provides the basis for complete accounting for all district receipts and disbursements, for systematic development of program budgeting, and for the accumulation and dissemination of program-oriented costs. The program was sponsored by Eastern Illinois University and the Illinois Office of Education.

Different materials were distributed at the workshop to the attendants to explain how to make the best use of the accounting system. Practice was also provided in the use of the accounting system.

In order to have some feedback on the session and its worth to the participants and their different organizations, evaluation sheets were distributed for completion before the workshop adjourned at 4:00 p.m.

November 4, 1976 at 9:00 a.m.

A Trip to Illinois Office of Education, Springfield

Before this trip was made, Dr. Christ and Mr. Larry Baker had already made the necessary arrangements with the Springfield Office explaining the purpose of the trip to those concerned. To make this trip effective, meaningful, and purposeful, a schedule was drawn up for me concerning who I was to see and the particular places of the office I was to visit. Dr. Christ and Mr. Baker were also present. Unfortunately, I was unable to adhere to the schedule as I would have loved to because it was a half-day trip.

I was able to see and discuss with the following people:

(1) Mr. Bob, who told me a lot of things about the state legislature. What his own section does is to work with people and schools, send out questionnaires, work on proposals, work with outside groups (e.g., teachers; groups, universities and others), and finally, prepare information to be presented to the State Legislature.

(2) Ms. Natalie Grossmer, who is in charge of Education Innovation Support. According to her, there are two essential parts of Education Innovation Support: Parts B and C.

Part B gives out money to school districts on a head-count basis at the rate of \$2.00 per student depending on the enrollment to buy equipment for library and media services and to buy materials for guidance. All schools get Part B.

Part C is concerned with monies for development, implementation, etc. The funding is for a period of three years for various subjects like

math, reading, career, vocational, dropouts, nutrition, and health. A few schools get Part C. Teachers are generally involved in Part C whereas Program Services Team members help in Part B.

(3) Mr. Jim Burke told me about the School Food Services. He told me that lunch meals cost between 65¢ and \$1.25 and that the Federal government reimburses states to help implement this type of program. The Federal government also supplies commodities such as flour, beef, butter, peanut butter, cheese and chicken. The free lunch is to feed the needy. Illinois has free lunch programs for the needy, the requirements of which must be of Type A. According to him, school districts hire the services of cooks, whether trained or untrained, whereas IOE organizes in-service training programs for the cooks. Cooks, however, have to be medically fit. IOE does not allow competitive foods such as candy bars, potato chips, cake and the like in the elementary schools, but students can bring them to school. The reason for not allowing competition is to allow the children to have a meal with proper nutritional requirements.

November 18, 1976 at 9:00 a.m.

Visits to Fisher High and Grade Schools and to Martin Luther King Elementary School at Urbana, Illinois. Mr. Larry Baker and Mrs. Julia Triplett led me to these two places.

(a) Fisher High School

Fisher High School is in Community Unit School District No. 1.  
Population of School--280 students  
Type--High School, grades 9-12  
Faculty--23 including office staff, building and grounds,  
cafeteria and school transportation

The school is governed by the Board of Education elected by the people of Unit District No. 1. Fisher High School is a typical school in that it has a diversified curriculum. The school is a member of the Sangamon Valley Conference.

(b) Grade School K-8

Population--450 pupils

Type--K-8

Teachers--50 on staff

This school has two sections: a traditional section, K-4, in which teachers have permanent classes; and a typical section, 5-8, in which teachers do not have permanent classes.

This day was very unusual because both schools had parents visiting and so the periods for classes were shortened.

This community is where farming dominates. The community supports the schools in every aspect and is very stable.

Martin Luther King Elementary School

This school is located on 1008 West Fairview Avenue, Urbana, Illinois. One-third of the children at this school are from other countries. Thirty-seven nationalities are represented in this school. In order to meet the needs of the student population, King School has established a multi-cultural, multi-lingual program with the following goals:

1. To provide each non-English speaking child with special instruction in English as a second language by trained ESL teachers.
2. To provide children already fluent in English with an opportunity to learn another language.
3. To help each non-American child maintain his own language and culture.



4. To introduce each child in the program to the cultures of his peers.

5. To instill in each child a pride in his own culture and an understanding of, and respect for, the cultures of others.

The school has open-door enrollemnt policy to make the benefits of the program available to as many children as possible.

Population--260 pupils

Type--K-6

Teachers--There are 9 full-time teachers and 6 assistant teachers on part-time.

Functions of assistant teachers are: (1) to teach their languages, (2) to act as cultural representatives, (3) to teach their languages to American children, and (4) to help solve communication problems.

Teachers utilize an "open" or humanistic approach to education while tutoring the children. All children are required to complete assignments and to take part in activities in the areas of science, mathematics, English language arts, social studies and art. Social studies become vivid and meaningful in the rich multi-cultural atmosphere of the school. Children work side by side with peers and classroom assistants from around the world. This makes it possible for each child to accept others as individuals and their cultural differences as natural. In addition to social studies, games songs, and holidays are other spheres where children frequently share. Parents are invited to take an active part in the school's multi-cultural, multi-lingual program through serving on the Advisory Council, visiting classes, helping children learn about the parent's country by sharing with the children information, ideas, and cultural items.

This is an example to show how autonomous each classroom teacher is:

Thursday, November 16, 1976--2nd and 3rd grades' schedule

9:00	Class Meeting
	Science
	Art
9:15	Cursive Groups--Script Groups (Writing)
9:30	Communications
10:00	Reading Groups
10:30	Communications
11:00	Languages
11:30	
	11:00 Antoinett, Quoc
	11:35 Math Group
12:05	Prepare for Lunch
12:15	Lunch
1:00	Henry Huggins
1:15	Music
1:30	Social Studies
2:00	Math Group
2:30	Prepare for dismissal
2:45	Dismissal

The above schedule is for a particular day. The principal of the school supervises, keeps records, and engages in in-service training.

The purpose of the school is to meet the needs of children with different cultural and linguistic backgrounds.

## CHAPTER III

### EVALUATION OF MY EXPERIENCE

During the period of internship, I have had the opportunity to learn and to observe in various ways. All the meetings, conferences and visitations I have had and attended were rewarding experiences for me. Not only that, I have had the opportunity to come in contact with well-known leaders and celebrities who, otherwise, I would not have had the opportunity of knowing if I had not been an intern.

As an intern I developed a greater appreciation of what executives, administrators, principals, and supervisors go through to accomplish their tasks. These sets of people usually undergo life rigors in order to accomplish their goals and yet the public, in most cases, does not appreciate what they do. Some of them occasionally have sleepless nights and some of them have cut themselves away from friends and relatives so as to be able to accomplish their objectives.

I also learned the importance of getting along well and mixing freely with people. In school, one is told that all answers are in books, but outside the four walls of school, that is, in the world, one learns that people make a lot of difference. Of course, one has to know how to deal with people in various places and at various times.

As an intern student, I have had the opportunity to meet with well-known leaders and celebrities, leaders with various backgrounds with whom I had discussed freely and with whom I had the opportunity of sharing opinions.

I attended conferences, workshops and Institute Day and I have had the opportunity to see how these conferences, workshops and Institute Day could be planned, organized and executed.

I was able to participate in a little way by giving a talk to the Program Services Team members at their Champaign office on the system of education in my country, Nigeria, thereby making it possible for both sides to make some sort of comparison about educational facts in the United States of America and Nigeria.

I want to say at this juncture without any reservation that this program of internship I have undergone has been a worthwhile experience for me. It was worthwhile to me in the sense that I have gained from it tremendously. To be a leader is not easy. To plan and to organize might appear easy. But the most important thing is to see that the planning and organizing come out in reality. If the planning and organizing result in success, then one can be proud to be a good planner and organizer. I have gained from the experiences of people under whom I have interned.

## CHAPTER IV

### SUMMARY

Plans for the intern program were initiated in the fall semester of 1976. Dr. Robert Shuff, the then head of the Department for Educational Administration and Supervision at Eastern Illinois University, gained the approval of Dr. Donald Christ, the Illinois Office of Education representative at Eastern Illinois University and a member of the Champaign Program Services Team, to intern under him. Once this process was out of the way, as explained in Chapter I, I met with Dr. Christ to plan and organize the internship. Dr. Christ explained the format of the program and some of the objectives to be accomplished by me. Requirements for the cooperating agency and the interns were stated in detail in Chapter I.

Chapter II showed a log of my activities and experiences as an intern. Dated entries were made on all meetings, conferences, workshops, Institute Day and visitations. I have tried to give a brief summary of the activities that took place in each case.

Chapter III described the evaluation of my experience to show what I have learned from the program and to show that the experience has been a worthwhile one for me.

As an administrative intern, I feel I now have the necessary tools for the initial beginning as an administrator. Administrative intern programs could be set up for different periods ranging from one to two

semesters up to a period of two or three years. Through the program a considerable amount of experience could be attained. It may also open a door of opportunity by making it possible for one to be on-the-job which is the only measure of a person's success in a leadership capacity.

If and when in the future, wherever I may be and in what capacity I may find myself, this type of program is organized, I will be very glad to offer assistance in any way possible.

## CHAPTER V

### RECOMMENDATIONS

The author would like to propose a number of suggestions for future administrative intern programs:

1. The future interns should be encouraged to give some sort of feedback as far as the program is concerned. By feedback I mean that they should be made to be actively involved in the various programs they might have. Participation is very important.
2. The interns should be given the opportunity to work under a number of different administrative leaders. By doing so, the interns would be able to gain valuable first-hand experiences.
3. The interns should be given more released time to make visitations and to study critically the work of administrators. On-the-job experience and observation are some of the most beneficial activities in which an intern can involve himself.
4. The interns should be given the opportunity to have various backgrounds in various areas of discipline other than their own area of specialty. For instance, those with background in secondary education should be allowed to see the elementary grades in order to understand better the existing programs at that level.

5. It would not be out of place if the interns would plan social events that would include all interns, their families, and their teachers. Early interaction of this type would provide for free expression of thought and mutual understanding among its members and guard against any misconceptions of the purposes of the program.



## BIBLIOGRAPHY

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## ADDENDUM

March 10, 1977 at 8:30 a.m.

### Visit to Mr. Bob Miller's Office

Mr. Bob Miller is the Regional Superintendent who is in charge of the counties of Clark, Coles, Cumberland, and Moultrie.

Office: Regional School Office, Coles County  
Courthouse, Charleston, Illinois 61920

Staff: His staff includes: Mr. Ralph White, Assistant Regional Superintendent; Mrs. Rosemary Shepherd, Coordinator of Information and Publications; Mrs. Helen Gibson, Office Manager; Mrs. Jean Wakefield, Secretary; and Mrs. Betty Martin, Bookkeeper.

Historically, according to Mr. Bob Miller, school control has been left in the hands of local districts. Up to 1920 his office was still responsible for supervision of schools in the areas of curriculum, textbooks, auditing school accounts, filing levy money for tax, and giving exams to those who could not complete four years of college work in order to be eligible to teach in their counties. A big change came between 1948 and 1952, he said. The big change was the formation of larger school units or consolidation of some schools. Prior to this period, a lot of schools did not have superintendents, but hereafter most schools had superintendents and principals. Therefore, many supervisory responsibilities of his office were transferred to the local school district administrative staff. Mr. Miller also explained that his office would be responsible for six counties in the near future instead of the present four counties.

### School and Authority

Mr. Miller also went further to explain how schools are being governed. The authority and power to do things in schools comes from the State Legislature. The State Board of Education operates just below the State Legislature in the legal hierarchy governing education. The seventeen-member board is appointed by the Governor in staggered terms, with two members coming from each judiciary. Next under the hierarchy is the Superintendent of Schools who is elected by the community, and finally, the local school board whose members are also elected. The elected representatives of the people still control the schools. The superintendent does not have any authority over schools other than that granted to him by the legislature.

### Functions of the Regional Superintendent

The functions of his office include the following:

1. Certification--His office issues teaching certificates, registers individual certificates, and holds many individual conferences concerning certification.
2. General Educational Development Program for schools in the four-county area.
3. Scholarships--His office helps to see to the awards of various scholarships which include University of Illinois Veterans' Scholarships, Illinois State Scholarships, Special Education Scholarships, and all regular teacher education scholarships, which of course, have been discontinued.

4. Distribution of State and Federal monies which amounts to approximately one million dollars per month.

5. Publications, among which are the School Directory, School Calendars, Scholarships Booklet, and "Quad-County News and Views," published monthly.

6. Transportation--His office issues drivers' permits, physical examinations, conducts workshops for school bus drivers and coordinates school bus driver classes for 18 counties.

7. Teaching positions--His office gives recommendations and answers inquiries concerning teaching positions.

8. His office furnishes general information and statistics regarding schools in matters of visitation to attendance centers at least once a year, life safety work, teachers and student records, teacher of the year, and conservation teacher of the year.

9. Obtaining legal opinions regarding school problems.

10. School district boundary changes such as detachments, annexation, and elections.

11. Releasing news to media concerning education.

12. Speaking engagements.

13. Advisement on consolidation.

14. Conducting workshops such as the Five-County Teachers Conference--Institute Day, Food Service Personnel Workshop, Bus Drivers' classes, Reading Conferences, Individual Retirement Conferences, Math Conferences, Track Coaches Workshop, Metric Workshop, Title IX Workshop, Book and Material Exhibit, and Work Permit Workshops.

15. Representatives of his office attend meetings with Unit Superintendents, Assistant Superintendents, and Business Managers, State Teacher Certification Board, School Trustees, Lakeland College Advisory Committee, Administrators' Round Table, etc.