

1976

An Account of an Administrative Internship at Carl Sandburg and Lerna Elementary Schools

Cheryl J. Millar

Eastern Illinois University

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AN ACCOUNT OF AN ADMINISTRATIVE INTERNSHIP AT

CARL SANDBURG AND LERNA ELEMENTARY SCHOOLS

(TITLE)

BY

Cheryl J. Millar

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976

YEAR

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

April 28, 1976
DATE

ADVISER *vu*

April 28, 1976
DATE

DEPARTMENT HEAD *00*

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CHAPTER ONE

INTRODUCTION

The use of educational interns has been in vogue now for several years. The first administrative intern project began as an out-growth of staff utilization studies sponsored by the National Association of Secondary School Principals from 1956-1962. Funds were provided from a Fund for Advancement of Education and the Ford Foundation. (Trump, p7)

The Internship project fundings were finally announced on February 12, 1963 and internship programs began the following August. The first program provided for fourteen interns, fourteen principals, seven university professors and two NASSP consultants. Its goal was innovation and not conservation of the status quo. (Trump, p8)

The concept of the Administrative internship was initiated by the educational profession and has since been promoted by the American Association of School Administrators, the National Education Association, the Department of Elementary School Principals, and other professional associations. (Hartley, p85)

Presently, the American Association of School Administrators suggests as a qualification for membership a sixth year certificate in administration from an NCATE accredited institution. NCATE strongly supports the employment of the internship as a part of advanced programs at the sixth year and doctoral level. (Morris, p164)

Studies have documented a need for more principals with the "know-how" and leadership skills that would produce improvements in the use of staff, school curriculum, and organization. (Trump, p7)

Louis Barrilleaux in the NASSP bulletin states that a distinction must be made between the internship as a vehicle to maintain the status quo and as a type of training to develop an educational leader capable of improving educational practices. (Louis Barrilleaux, p74)

According to Hartley and others in A Final Report to the Ford Foundation, of the Inter-University Program - Project II, The Administrative Internship Program in Education, the past successes of the internship program are due partially to the fact that it facilitates continued assessment and is flexible enough to permit desirable change. (Hartley, p85)

The Department of Educational Administration at Eastern Illinois University has employed the internship program for several years. The program has received input from the National Association of Secondary School Principals list of goals for the internship.

CHAPTER TWO

SETTING UP AN INTERNSHIP

As a sixth year Educational Administration student, I was given an opportunity to become involved in the Eastern Illinois University internship program. Dr. Robert Shuff, chairman of the Department of Educational Administration and I met with Mrs. June Bouknight, Assistant Superintendent of Instruction for the Charleston, Illinois Schools, and Miss Denise Cox, principal of Carl Sandburg and Lerna Elementary Schools, to discuss the possibilities of my participating in a nonpaying partial internship. All thought the project to sound worthwhile so plans were made for my participation to begin September 15, 1975.

Although mine was not a full internship, with the help of my supervisors, Dr. Robert Shuff, Sr., and Dr. Donald Smitley, and my cooperating principal, Miss Denise Cox, I was able to set objectives for my partial internship experience.

Due to scheduling problems it was not possible for me to become as involved as I had originally wished, however, the experience was a valuable one and most beneficial in preparing me for the administrative career that I seek.

The following is a list of objectives that were developed for my partial internship:

1. Observe routine office procedures and principal as she is involved with office
2. Observe principal as she relates to faculty
3. Observe principal as she relates to office staff and other noncertified staff
4. Observe principal as she interacts with students

5. Observe how the principal helps provide for learning
6. How principal is involved in curriculum development and supervision of it
7. How principal handles those school finances for which she is responsible
8. How principal handles teacher evaluation
9. How principal provides for school unity and morale
10. How discipline and counseling is handled
11. Parent counseling and other community relationships such as PTA
12. Paperwork, what kinds of forms are used
13. How is scheduling handled
14. What goes on at staff meetings
How do they benefit the school
15. How does she relate to and provide supervision for mobile faculty

Miss Cox and I developed a schedule for my participation on our first meeting at Carl Sandbrug Elementary School. It was agreed that I would be at the school two mornings a week on a rotating daily basis. (See Appendix) However, as the semester progressed some adjustments were made with approval of Drs. Shuff and Smitley. These changes were made to give me a more continuing feeling for the day to day activities of the school. The schedule was changed to five mornings a week every other week. For this reason the schedule and log dates which were drawn up do not necessarily correspond at all times. The problems with scheduling were basically due to a graduate assistantship, a part time job and several night classes.

Following the logs and evaluation are some of the papers that Miss Cox shared and discussed with me throughout the intership.

CHAPTER THREE

LOGS FROM AN INTERNSHIP AT CARL SANDBURG AND LERNA ELEMENTARY SCHOOLS

9/15 I met with Miss Cox, principal of Carl Sandburg and Lerna Elementary Schools. We talked briefly about our objectives. We decided we should get to know each other before getting to specifics.

We decided to work on a two morning a week, rotating schedule as my advisor had suggested. Some observations will be done at Lerna, although most will be based at Carl Sandburg.

I met the new secretary and helped her inventory newly arrived films. I watched the secretary and principal handle the lunch and milk moneys; this took most of the morning with a few interruptions due to bandaid dispensation.

I met the faculty at lunch time and spent a half hour or so chatting with them. They seemed amiable about having an intern in the school although it was a new experience for all of them.

9/16 Miss Cox and I went over the intern schedule for the semester. Again I observed the money activity of lunches, milk, etc. It seemed that this was a very time consuming activity.

Miss Cox was interrupted by a troubled parent whose child was in speech correction. The problem was cleared up for the time being. I felt the principal handled the situation most tactfully.

Having no nurse the principal played the part several times during the morning, taking temperatures and issuing bandaids.

We went out to Lerna for about an hour. Met the teachers and talked with them the whole hour. It seems a congenial group.

9/23 When I arrived, Miss Cox was off somewhere in the building, so I took the time to read over the school day calendar, and watch the secretary at work. Several teachers passed through the office.

After Miss Cox came back to the office, we discussed the list of experiences I wished to have while interning. She felt confident she could provide me with most. Some events however, happen while I am employed elsewhere, i.e., PTA, most staff meeting, curriculum counsel, and executive board. She felt I might be able to participate in a staff meeting if held in the morning, but these are usually short.

We discussed her roles as principal, the relationships with teachers and administrators. Discussed her role in curriculum, the committee and building. They are presently choosing health and social studies texts. They are also studying student evaluation systems.

We discussed budgets; Charleston schools control a portion of their own budgets. All order referrals from her school are sent through her to Mr. Kenney, Assistant Superintendent of Finance. She assigns a budget to each class.

Discussed student discipline. She said that there is little problem at either school. She then spent a little time on bookwork (lunch moneys). We then left for Lerma. She had several stops to make so I went on out myself. Spent the forty minutes there talking with the teachers while they were on their lunch break.

9/24 Visited the store rooms at Carl Sandburg and discussed the inventory of supplies. Miss Cox keeps records of the texts that are

issued, and fills requests by teachers. Discussed the reading, math and science curriculum. Math and reading are taught in blocks and across grade levels. Each teacher has minimal grouping for these two areas. The texts used are Hope-Rhineholt and Winston for reading and Houghton-Mifflin for math. The teachers have devised check lists for each child in reading and math. I am not familiar with these series, so I will try to familiarize myself with them.

I was assigned a small task designing the WILL Channel 12 TV schedule for the teachers. Each had indicated a time they wanted the TV. The school has three TV's so there were no scheduling conflicts.

Miss Cox gave me a copy of the School Board policies for 1975 which I will read and then discuss with her next week.

Reviewed the psychological forms the district uses. Was introduced to the Gifted Region V Program SCEGTY. Reviewed a purchasing order form. Watched the children in the cafeteria. There are few students that partake of the hot lunch program. Met the music teacher. Discussed PTA. Miss Cox said the meetings are generally small except for special programs.

10/2 Went over the problems of school photography. Helped with the drafting of two letters. One was to SRA requesting to exchange materials and the other inquiring after unreceived publications.

We discussed the breakin at the school and the local newspaper coverage. The breakin occurred the previous Friday.

Gathered samples of the reading and math programs.

The state lunchroom inspector came and viewed lunch serving, kitchen procedures, etc. Due to this we did not get out to Lerna. Miss Cox said the head cook at Lerna is in charge of submitting food orders. Carl Sandburg is part of the centralized lunch program and all food is shipped in. Did not hear the results of the inspection.

10/8 Spent the morning at Lerna. Today was picture day, so the first hour was spent watching this process. Everything progressed smoothly. The photographer used an assistant to handle the collection of money. Most schools with which I am familiar do not collect for pictures until they arrive.

The office staff was preparing tickets for the drawings to be held at the school carnival on October 25. This is a PTA project. I was told the carnival grossed \$1000 last year. Since most of the things are donated, there is a healthy profit. I was told the carnival is very well attended.

Sat in on part of a principal-cafeteria staff discussion in regards to purchasing a refrigerator for the faculty lounge. Also discussed the purchase of a coffee pot for the lounge so that teachers would not be in and out of the kitchen. This was a result of one of the criticisms of last weeks state inspector visit.

Miss Cox and the Title I coordinator teacher had an open door discussion on teacher professionalism. It involved some differing philosophies amongst other title teachers in the district in regards to institute attendance.

Miss Cox and I discussed where I wanted to go in the internship. She admitted some dissatisfaction with the two day a week schedule as it does not provide for continuity in my experiences. Both of us agreed a straight six week stint would be more profitable. As it is I do not feel very much a part of the school. We discussed some teacher-teacher relationships I had observed at Carl Sandburg. Next week we plan to do some room visitations.

10/9 Carl Sandburg. The day started with a fire drill. The students visited the fire truck. The drill ran smoothly. It lasted about thirty minutes.

Noticed that the secretary had little to do today. She is now taking care of the lunch money alone.

Observed the principal in conversation with the school janitor. She had to act as a buffer between the teacher and janitorial staff. Following their conversation, Miss Cox and I talked about the relationship between certified and noncertified staff and the importance of each to the school. Can be a tight rope in power play.

Discussed some of the students that came in for medicine. There are three or so on some form of medication.

Miss Cox drew up the weekly bulletin. She feels it is nonsensical to publish a new duty schedule each week, but it has been the policy so she continues. The schedule does not change much month to month. She feels memos of other events might be pertinent, however.

10/17 Miss Cox arranged for me to observe in five classrooms. The teachers were most gracious. Miss Cox and I will spend sometime discussing what I see. Unfortunately, she was not present during all the observations.

10/20 Spent the morning in observations. Miss Cox was busy with duty scheduling. Carl Sandburg seems to have a very capable staff. I was impressed by the differences in style and the nervous tension of some teachers. Felt it was a worthwhile experience which I will enjoy discussing with Miss Cox on Wednesday of this week.

Discussed the report Miss Cox must write following each inservice or early dismissal program including grade level meetings. She has to draw information from the faculty in regards to the later program. There was a curriculum council meeting today which I was not able to attend. Since this an area of great concern to me, I am quite disappointed that I cannot be present.

10/22 Spent the morning at Carl Sandburg. Talked about evaluation forms. Miss Cox said she inherited the forms which had been drawn up by the teachers and the previous principal. She does not care for them and the teachers feel they need revision. This will be done by the first of 1976, hopefully.

I helped the secretary punch film order cards.

Two boys were sent to the office for recess as a disciplinary measure. They had been too noisy. They were pretty much ignored.

Discussed some of the things I had observed in the classrooms. Since I was asked not to use names in this report, I will not detail comments about the observations. I did feel I would have to do considerably more observing before I could discuss my thoughts with the teachers.

Watched Miss Cox prepare rough drafts for parent teacher conferences.

Miss Cox was asked by one of the teachers to respond to a note written by a disgruntled parent in regards to a test her son was asked to correct. I personally felt the response should have been made by the teacher, however, Miss Cox did not seem to mind this duty.

Planned to observe at Lerna next Monday and Tuesday mornings.

10/27 Spent the morning at Lerna observing in four classrooms, one-half hour each. All of the classes were well controlled and basically traditional in orientation. Today's visits included a sixth grade reading group, a kindergarten preparing a pumpkin for carving, a first grade reading group, and a third grade science class. Noticed the science lesson included measuring using the metric system. I was impressed with the texts used by the Charleston Elementary Schools. They are easy to read, informative and colorful.

Miss Cox and I did not discuss the observations beyond commenting on the discipline of classes. Most of the classes were not elaborately decorated, and showed little evidence of interest centers. Some did have spare time activities. The kindergarten is well furnished; there

seemed to be an adequate choice for everyone. The children went into their work period while I was there. They seemed to be able to choose their activities without much difficulty and stayed at a center until they finished an activity. I was impressed with the teacher's management. Will be observing again tomorrow from eight until eleven.

10/28 Today I arrived at Lerna at eight in order to observe the teachers in their classrooms. My first observation was in the fifth grade where a reading lesson was in progress. This teacher had two groups in which she was handling in a traditional manner. The second room visited was a fourth grade. This was also handled in a very traditional manner. The subject taught was also reading. The third class observed was a second grade. The students were working independently on math. The teacher then led into a group lesson on ordinal numbers which she combined with the days of the week and months. I found that Lerna has a traditional teaching staff that seems to depend heavily on the textbook. In only one class did I see any real innovations. Perhaps a comment made to me by one of the Carl Sandburg teachers summarizes the philosophy of the teachers: "The book companies have specialists to organize materials into logical order." On the whole the students were well behaved, but I found my mind wandering while I was observing which made me wonder if the student's might be doing the same.

11/4 The morning was spent observing Miss Cox calling parents to confirm

appointments of teacher-parent conferences to be held the sixth and twelfth of this month. She felt parents would be more apt to agree to come if she did the calling. She wanted to send home confirmation slips to all parents at the close of the day. The office handles filling out these forms. I had planned to help with this but was called away to the university.

11/5 When I arrived Miss Cox was preparing imprest funds reports for the central office. She then had a brief conference with the speech teacher, I was not included in this.

We then discussed some bookkeeping matters such as the imprest fund. The school is allocated \$40 a month. The morning was interrupted by several teachers wanting more conference confirmations. I personally feel the teachers should contact the parents that did not reply to the appointment invitation. Miss Cox, however, feels this gives her better knowledge of those in attendance.

Before leaving for Lerna, Miss Cox and I discussed one of the third grade pupils that has a wetting problem. After several teacher and parent conferences, it was decided that the child would receive a spanking each time she wet herself at school. Doctors and the school psychologist had been consulted on this matter. She said there had been some improvement since last year. The child had not responded to other means.

11/18 Spent some time talking with Miss Cox about what had been

happening in the past week. Discussed the referendum defeat and what may lie ahead for her and others. Started to talk about what we should plan for the rest of my internship but were interrupted.

She took a mystery story around to each of the classrooms. It was prepared by the librarian and one of the classes. This was part of the book week program. She left after this to attend an administration meeting. She did not feel that I should attend this as there might be some tension in regards to the referendum failure. I spent the rest of the morning with little to do.

11/19 Today we discussed the meeting briefly and I was told it was well I had not attended as none of the assistant principals were there either.

I took the mystery story around today.

We spent the rest of the morning working on the year book pictures. They have retake pictures scheduled for the third of December.

I also spoke with the speech teacher in regards to her position now the referendum had failed. The speech program has been in the district a long time so it will probably remain. Mrs. Bouknight was at the school and I had an opportunity to talk with her. This is a tense time for many in the Charleston school system.

11/21 Carl Sandburg. I took the mystery story around again. Discussed plans for next week with Miss Cox. We decided to spend Monday

at Lerna. We would go over purchasing procedures. Tuesday we would be at Sandburg for a short faculty meeting at which they would discuss activity shots for the yearbook. Wednesday we would be back at Lerna and discuss the Professional Negotiations agreement. Miss Cox had several errands to run, so again I was left with little to do.

11/22 Took the mystery story around again. It was the last day of book week. I had to leave early for an appointment.

11/24 Lerna, Miss Cox did not arrive until after ten. We discussed ways of purchasing for multi level programs. She has each teacher list students and what levels they have covered. From this she compiles a master list and estimates how many levels will be covered in the coming year. She feels a great amount of the budget is spent on texts because the ones used are consumable. All the readers (several on each gradation) and math and science books have workbooks. She suggested that art materials be purchased by observation of what is used. Because paper deteriorates, she did not recommend stock piling. Also art techniques change periodically.

Lerna allows \$25 per teacher for additional room supplies. Carl Sandburg allows \$60 per teacher.

We discussed a personnel problem that had arisen. The situation had arisen on the previous Friday, but the tension had eased by this morning.

We discussed secretaries and certain problems that may arise when

the secretary has been at a school a long time before a new principal arrives.

Discussed the loneliness of her position being the only female principal and single in the Charleston system. She feels most female principals can function in the job if it is their total life.

11/25 Carl Sandburg. The faculty meeting involved minor reminders such as the need for tennis shoes on the gym floor, Christmas programs (the music director provides the program), and year book activity shot ideas. The teachers wanted to know what to do about students that say their parents don't want them to go outside for recess on a particular day. This will require a note from home. Those with notes will sit by the office instead of in their rooms. Think this might lessen the number requesting to stay in.

Miss Cox and I discussed the Charleston PN agreement. I was curious about the role of the principals in negotiations here. Miss Cox said it is one of an advisory nature.

The rest of the morning was spent in a routine manner. The little girl with the wetting problem came in and had to be spanked. This is the only disciplinary type action I have witnessed administered by the principal.

11/26 Began at Lerna. We discussed various forms for which the principal is responsible. Went over Lerna's budget and how she keeps record of it. Certain areas in the budget are assigned a code number and a

certain amount of funds are allotted each category. Some can be interchanged, others may not. The central office supplies a monthly print out of allocations and expenditures. Most allocations are based on a per student amount.

One girl came in with a possible case of chickenpox. Miss Cox determined to notify the parents and send the child home.

Attended the administrative council. Dr. Smucker, superintendent, welcomed me and said I could quote anything that was said. Some of the topics on the agenda included the budget for the coming year. The principals were told they would be receiving about the same amount in each of the existing funds. Also discussed was how to handle pressure groups in regards to proposed budget cuts, i.e., removal of sports and other extracurricular activities. Mr. David, highschool principal, gave a report on the sports program as he had attended a sports conference meeting. Charleston will be given two years to regain its program before being dropped. The procedure for sending school records to out of state schools was reviewed. Various other items were discussed, such as funding of foster children, assigning teachers to extra duties, and possible early dismissal the last school day before Christmas. Nearly all the administrators contributed to the discussions.

I found it an interesting and worthwhile meeting to attend. The administration is very much concerned with the position of various school personnel.

12/11 Carl Sandburg. No new projects. The tree in the hall has been decorated by various classes. Miss Cox told me a little about the workshop she had been to yesterday. It was sponsored by Encyclopedia Britanica. From this evolved a discussion of kindergarten philosophy. Charleston does not have much of an academic program in kindergarten. There is some math and reading readiness, but is mostly play oriented.

Today the school had a high tardiness rate of twenty. There did not seem to be an apparent answer as to why.

12/12 Last morning at Carl Sandburg. Both Miss Cox and myself spent the morning talking with Ruth Hawkins of Houghton-Mifflin Book Company. Mrs. Hawkins is the elementary consultant for this region. Sandburg uses Houghton-Mifflin in math and science. She was at the school to field any questions the teachers might have in regards to the programs.

CHAPTER FOUR

AN EVALUATION OF MY INTERNSHIP

There is no doubt that the administrative internship has been a valuable experience for me. Although, I was not as involved as I would have been due to scheduling problems, it was probably one of the most beneficial parts of my administrative studies.

Miss Cox was most cooperative and helpful in providing me with a feel for the position of principal of an elementary school. She always took time to answer questions and to give me insight into the problems and joys of such a position.

One of the first things I noticed about Miss Cox was that she was available to her staff, teachers, office help and others that keep a school running. I know she was as often frustrated as I that I could not be present at many meetings for the administrators or staff. I think she wanted me to realize how much time is involved in the job of an administrator. However, for the time allotted, she helped me considerably in understanding the daily routine as well as the unexpected.

The most unfortunate part of the partial internship is that it becomes more observation than actual participation. But, I learned much about the Charleston school system and the people that compose it. For this reason the experience has been a most enlightening one.

In spite of all the inconveniences, we managed to complete the original list of objectives and a lot more. I had an opportunity to observe teachers and their instructional methods and to talk about what I saw. It helped me realize that evaluation of another's work is no easy task. I was able to attend an administrators meeting which I

found intriguing and necessary to keep a district running smoothly. Because of the dual principal role that Miss Cox performs, I was able to see many differences in staff morales and cooperative efforts. There was a considerable difference between the two schools. With the help of Miss Cox, I was able to understand some of the reasons for this.

Because I really wanted to handle some administrative duties on my own, I felt the participation not wholly satisfactory. Two mornings a week does not provide for continuity and it does not enable one to assume any real responsibilities or allow for decision making experiences. The only project that I became mildly involved with was the teacher evaluation form. These I studied and attempted to suggest revisions. Of course, this was a teacher-principal project planned for later in the year, so I do not know whether anything I suggested was of worth to them. As mentioned before, however, I did learn that teacher evaluation has to be based on many observations in and out of the classroom.

As a whole, the internship program is most valuable to aspiring administrators. I would believe it in the best interest of the department of educational administration to retain this beneficial program. I cannot recommend the schedule used in my program, although without a doubt, it was better than not being able to participate at all. I did feel the all morning all week on an alternate week basis was much more satisfactory. I am most appreciative to Miss Cox and her staffs for allowing me to participate at their schools.

FOOTNOTES AND BIBLIOGRAPHY

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APPENDIX A

PARTIAL INTERNSHIP AT CARL SANDBURG

Cheryl Millar

Under the direct supervision of Ms. Denise Cox, Ms. Millar will spend two mornings each week in the Carl Sandburg School. Starting with Monday and Tuesday the first week, the days will progress one day each week, so that in a 20 week period Ms. Millar will have logged a total of 40 half days, more or less. The experience to which Ms. Millar will be exposed and with which she will be involved will include the following:

- Curriculum and educational program
- Teacher relations and evaluations
- Parent and community relations
- Pupil counselling and control
- Office routines
- Relations with non-certified personnel
- Familiarization with reporting processes
- Relations with central office personnel
- Emergency procedures.

The above list is not designed to exclude other experiences which may from time to time occur - either by plan or accident.

Ms. Millar is expected to keep a daily log of activities. A complete field experience report will be developed under the guidance of her University Supervisors - Dr. Robert Shuff and Dr. Donald Smitley.

Ms. Cox will be responsible for a written evaluation of the intern and the intern experience.

TO: Mrs. Millar, Administrative Intern

FR: Miss Cox

RE: First Semester Schedule at Carl Sandburg and Lerna Grade Schools

Mrs. Millar's schedule will be as follows for the first semester:

September 15, 16

September 23, 24

October 1, 2

October 9, 10

October 17, 20

October 27, 28

November 4, 5

November 12, 13

November 20, 21

December 1, 2

December 9, 10

December 17, 18

TO: Teachers
 FR: Miss Cox
 RE: Grade Level Inservice Meetings

I am interested in having your reactions to the grade level meetings yesterday. Please indicate whether you found your meeting valuable or not and list some strengths or weaknesses. I am in need of this information by Friday morning, October 17, 1975.

NOTE: Thanks for your bicentennial ideas. The committee is preparing a list to share with the entire unit. The bicentennial committee is making preparations for a contest for youngsters in the areas of poetry, short stories, visual arts and crafts, music compositions and diaramas. Sub committees are drawing up guidelines for the bicentennial contest. I'm involved in developing guidelines for the K-3 and 4-6 divisions. If you have thoughts in regard to requirement in the elementary divisions in the above mentioned topics please give them to me by Wednesday, October 22, 1975. This contest will be for those teachers who want their students to submit entries along a bicentennial theme. Detailed information will be available in the near future. Following the judging of our entries, a fair for displaying our masterpieces is planned.

Mrs. Millar and I are planning to visit some of your classrooms. I hope these visits will better acquaint Mrs. Millar with our instructional program at the various levels. She has been studying our manuals, etc to make herself as knowledgeable as possible before our classroom visits. Mrs. Millar will be spending the morning of October 17 and October 20th with us. Below is the approximate schedule that we hope to follow on our classroom visits:

<u>TIME</u>	<u>10/17</u>	<u>10/20</u>
8:40-9:15	Kdg.	3S
9:20-9:50	1D	2T
9:55-10:25	4r	
10:30-11:00	1H	2G
11:05-11:30	3F	4M

To: Teachers

From: Miss Cox

Subject: Classroom Visits

Mrs. Millar will be in our building both Monday and Tuesday morning of next week. She has been studying manuals, etc. to better acquaint herself with our instructional program. I feel that visits in your classrooms would be most helpful to her at this point. We plan to visit your classes according to the following schedule:

Monday 10/27/75

8:00 - 8:30 6th
8:30 - 9:00 Kdg.
9:45 - 10:15 1st
10:30 - 11:00 3rd

Tuesday 10/28/75

8:00 - 8:30 5th
8:30 - 9:00 4th
9:45 - 10:15 2nd

APPENDIX B

PRINCIPAL'S REPORT ON INSERVICE MEETINGS

School _____ Date of Meeting _____

Objectives:

Agenda:

Evaluation:

CHARLESTON COMMUNITY UNIT #1

PERSONAL LEAVE REQUEST

Date

Teacher _____

Date and time of expected absence _____

General Reason _____

Approved: Yes _____

 No _____

Reason _____

Principal's Signature

Any leave for the day immediately preceding or following a legal holiday or school recess must have approval from the unit superintendent.

Leave for seeking other or additional employment or earning money shall not be granted.

COMMUNITY UNIT SCHOOL DISTRICT NO. 1

CHARLESTON, ILLINOIS

BUILDING RENTAL AGREEMENT

Date _____

School _____

Space _____ Rental @ _____ Total _____

Equipment _____ Rental @ _____ Total _____

Custodain for _____ hours @ _____ Total _____

Other _____ Total _____

Grand Total _____

Date or Dates of Use _____

1. _____ 6. _____ 11. _____

2. _____ 7. _____ 12. _____

3. _____ 8. _____ 13. _____

4. _____ 9. _____ 14. _____

Organization _____

Organization's Representative _____

Signature

Address _____

Principal

Asst. Supt. - Business Affairs

Renter must cancel this agreement not less than ten (10) days before the "Date of Use" (above) to receive reimbursement. The Assistant Superintendent reserves the right to cancel this agreement not less than thirty (30) days before the "Date of Use" if the facilities are needed on that date for a school activity.

Principal's signature indicates tentative agreement. Signature of the Assistant Superintendent for Business Affairs indicates final agreement.

Renter must deliver three (3) copies of this contract to the Administration Office, 410 W. Polk Street, Charleston, and make full payment to that office not less than 30 days prior to building use or reservation is canceled.

RULES FOR THE USE OF SCHOOL BUILDINGS

1. The organization, represented by person 21 years of age or over, shall be held responsible for all admitted to the building when renting any portion of the school.

Organization's Representative _____

Signature _____

Address _____

Principal _____

Asst. Supt. - Business Affairs _____

Renter must cancel this agreement not less than ten (10) days before the "Date of Use" (above) to receive reimbursement. The Assistant Superintendent reserves the right to cancel this agreement not less than thirty (30) days before the "Date of Use" if the facilities are needed on that date for a school activity.

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RULES FOR THE USE OF SCHOOL BUILDINGS

1. The organization, represented by person 21 years of age or over, shall be held responsible for all admitted to the building when renting any portion of the school.
2. The organization shall agree to abide by the Board of Education rules as outlined to them by the Assistant Superintendent for Business Affairs or the Principal of the building.
3. Organization using building will be held responsible for any damage to building and/or equipment.
4. Organization agrees to limit use of building to hours specified and building must be vacated and lights out at closing hour.

EVALUATION OF THE CLARK, CUMBERLAND, COLES, EDGAR, MOULTRIE
COUNTIES TEACHERS' INSTITUTE AND WORKSHOPS
Elementary Section

	Excellent	Good	Fair
. Children's Literature	_____	_____	_____
. Language Experience--Stories Children Read, Write, and Tell	_____	_____	_____
. Intensive Care Unit (A Title III Demonstration Project)	_____	_____	_____
. Reading Games and Aids in the Early Grades	_____	_____	_____
. Reading Games and Aids in the Intermediate Grades	_____	_____	_____
. Individualizing through Learning Games	_____	_____	_____
. What to Do When You're Desperate-- Individualized Reading in the Intermediate Grades	_____	_____	_____
. Let's You Talk about Kindergarten	_____	_____	_____
. Taking the First Steps--Openness, Individualization, and Humanization in Your Classroom	_____	_____	_____
0. Mainstreaming: The Special Education Student in the Regular Classroom	_____	_____	_____
1. Career Education in the Elementary Schools	_____	_____	_____
2. Art in the Elementary Classroom	_____	_____	_____
3. Putting the "U" in Music	_____	_____	_____
4. So You're a New Teacher	_____	_____	_____
5. Individualizing in the Elementary Grades	_____	_____	_____
6. You and Your Money: Planning Your Financial Future	_____	_____	_____
7. Teacher Retirement	_____	_____	_____
8. Child Abuse	_____	_____	_____
9. Metric System	_____	_____	_____
0. Bring and Brag (in gym)	_____	_____	_____

Evaluation of Elementary Section

	Excellent	Good	Fair
1. Shoebox Science	_____	_____	_____
2. Physical Education in the Elementary Grades	_____	_____	_____
3. Classroom Interest Centers and How to Use Them	_____	_____	_____
4. Consumer Education in the Elementary Grades	_____	_____	_____
5. School Nurse	_____	_____	_____
5. Why Individualize Math	_____	_____	_____
7. The Inevitable: You and the L.D. Child	_____	_____	_____
3. Bicentennial: Ways Teachers Can Involve Their Students in the Nation's Celebration	_____	_____	_____

This was our fourth multi-county institute. We would like a very frank and honest opinion of this type of institute.

1. Would you like to continue this type of institute? yes _____ no _____

2. If "no," what type of institute would you suggest?

3. Is there any part of our present type program that you would like to see omitted? yes _____ no _____
If "yes," what? . . .

4. Do you have any suggestions or ideas that might make our institute more meaningful to teachers and administrators? We appreciate your comments. Thanks.

TO: ALL ELEMENTARY PRINCIPALS AND TEACHERS
FROM: JUNE BOUKNIGHT
DATE: OCTOBER 7, 1975
SUBJECT: GRADE LEVEL MEETINGS, OCTOBER 14, 1975

The Elementary Curriculum Council has developed plans for the Grade Level Meetings on October 14 -as outlined below. Your suggestions have been incorporated in these plans as far as possible. Each staff member should come to the meeting prepared to make a contribution. This valuable time must be spent positively and constructively for the improvement of instruction.

The chairman of each group will be responsible for selecting a recorder for that meeting. Please send the report to my office.

Place of Meeting: Jefferson Elementary School

Time: 1:45 - 3:15

Meetings will begin promptly. Please be on time.

Kindergarten - Room 103 - Nancy Garner, Chairman

CONCERNS

1. Evaluating children early in the year for placement in particular groups.
2. The new kindergarten curriculum guide: How effective is it? How much is it being used?
3. Ideas for learning centers in all areas.
4. Sharing of physical education ideas:
 - a. Indoor, active games to play in the gym.
 - b. Outside games
 - c. Recommendation of any resources or references pertaining to this area.
5. The new Title I Kindergarten

October 7, 1975

Kindergarten - continued

6. The new science program, as used in the kindergarten.
7. Materials that have been most successful in a kindergarten program.
8. Parental contact and familiarity with reading guidelines in the kindergarten.
- 9. As teachers, what we can do to support the referendum.

Grade 1 - Room 106 - Janet Brannon, Chairman

CONCERNS

1. The new science program:
 - a. What is working?
 - b. What isn't working?
2. Share reading and math ideas about games and activities.
3. Suggestions for spelling games.
4. The present Social Studies Curriculum Guide: How much is it used?
5. Organizational, informal, bi-monthly meetings among grade levels.
6. Ideas for indoor and outdoor physical education activities. Recommendation of resources or references pertaining to this area.
7. Art ideas and projects.
8. As teachers, what we can do to support the referendum.
9. Suggestions for diminishing classroom chatter.

Grade 2 - Room 205 - Dala Baughman, Chairman

CONCERNS

1. Ideas for keeping all those "other" reading groups busy while the teacher is working with one group -- the perennial problem!
2. Clever, creative, new ideas for art.

Grade Level Meetings

page 3

October 7, 1975

Grade 2 - continued

3. Ideas for indoor and outdoor physical education activities.
4. Ideas for teaching listening skills.
5. Enjoyable spelling games.
6. Motivational activities for reading
7. The new science program.
8. The present Social Studies Curriculum Guide.
9. As teachers, what we can do to support the referendum.

Grade 3 - Room 206 - Louise Larson, Chairman

CONCERNS

1. The new science program.
2. Art ideas.
3. Physical education ideas.
4. How is recess duty being handled?
5. Reporting to parents who do not come for conferences-- does this contribute to defeating the purpose?
6. Are reading records being kept and used?
7. Writing notations or comments on cumulative folders under the social and personal traits -- is this a building policy or is it left to the discretion of the individual teacher?
8. As teachers, what we can do to support the referendum.

Grade 4 - Room 203 - Virginia Rouse, Chairman

CONCERNS

1. Ideas about physical education activities.
2. Ways of quickly collecting materials for science activities.

Grade Level Meetings

page 4

October 7, 1975

Grade 4 - continued

3. Resources for successful art activities
4. How is the recess duty scheduled? Is there an attempt to arrange extra planning time?
5. The choice of either a Social Studies Text or a Social Studies Curriculum Guide.
6. As teachers, what can we do to support the referendum.
7. What success are we having in teaching art and P.E.?
8. Now that planning has all but disappeared, should we take student teachers?
9. Field trips: Without the use of buses how and where can we take field trips?
10. Discipline: how much talking and informality can be tolerated?
11. Individual help and record keeping: With large classes when can this be done?

Grade 5 - Room 201 - George Kolopanis, Chairman

CONCERNS

1. Methods of teaching handwriting.
2. Ideas for art activities which relate to social studies, science and language arts.
3. Best methods of teaching the outlining technique.
4. Different methods of controlling constant classroom chatter.
5. Supplies for the science program.
6. Ideas for art activities.
7. Ideas for physical education activities.
8. As teachers, what can we do to support the referendum.

Grade Level Meetings

page 5

October 7, 1975

Grade 6 - Room 207-208 - Dan Wiley, Chairman

CONCERNS

1. The new spelling book at the 6th grade level: advantages and dis-advantages.
2. Activities to use with "low" reading groups.
3. Art ideas
4. Physical education ideas.
5. The new science program.
6. With no social studies text, little access to films and filmstrips what can be used to teach social studies in the 6th grade?
7. As teachers, what we can do to support the referendum.

Elementary Music - Room 312 - Betty Simon, Chairman

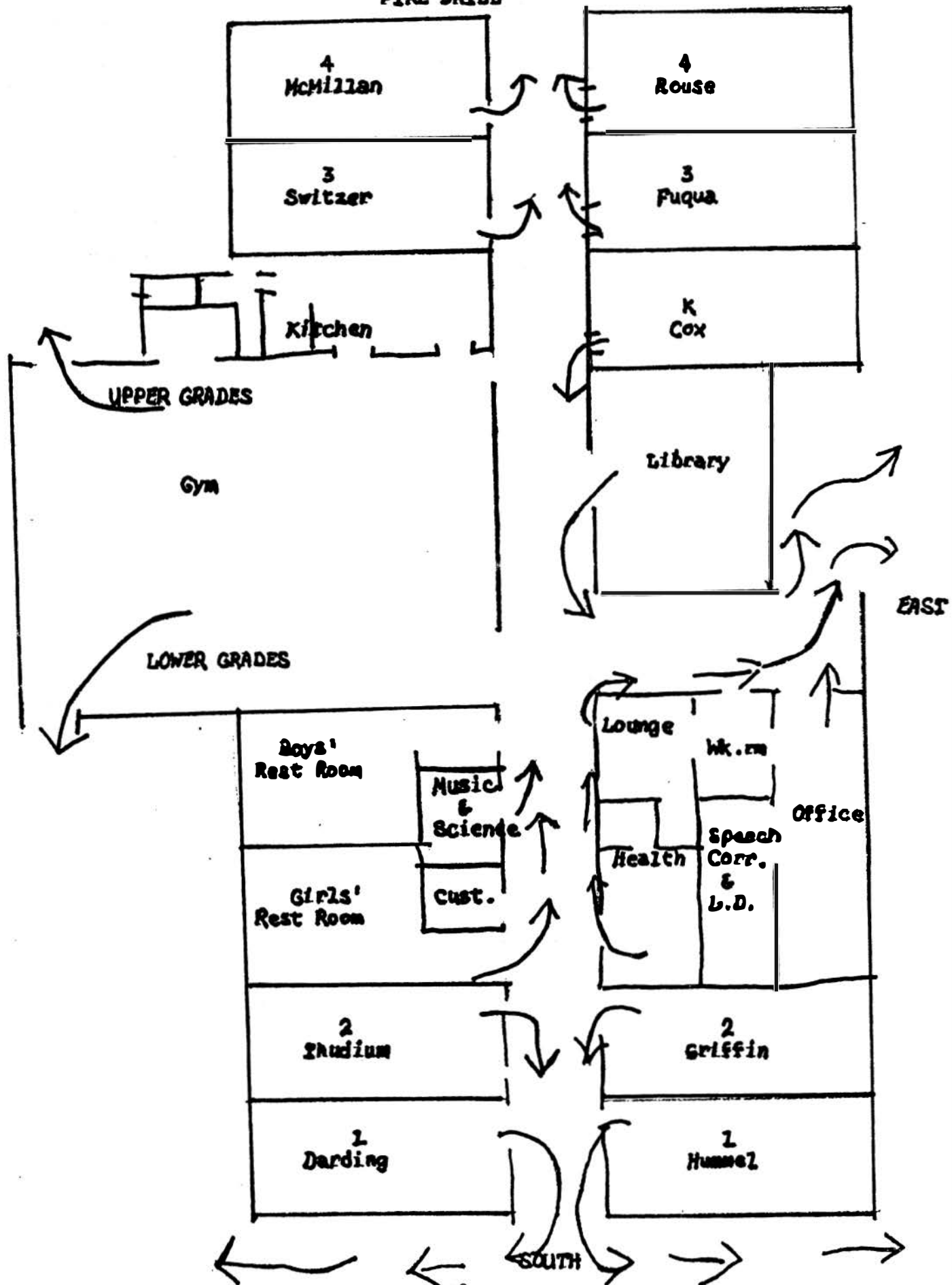
Elementary Librarians - Library Office - Nancy Curran, Chairman

Elementary Principals - Principal's Office - Dennis Coughill, Chairman

Title I - Administration Building

Special Education Teachers will attend the grade level meeting of their choice.

FIRE DRILL



COMMUNITY UNIT SCHOOL DISTRICT NO. 1

CHARLESTON, ILLINOIS

August 27, 1975

Dear Parents:

Community Unit School District No. 1, serves a well-balanced, nutritious lunch each school day in all of the district schools. The charge to students who can afford to pay is 50¢ at all elementary schools, and 55¢ at Charleston Jr. and Sr. High Schools. Since some families may find it difficult to pay the full price for their children's lunches, this district, in cooperation with the Federal Government, has developed a policy to provide free lunches or reduced price lunches to those children whose families cannot afford to pay the full price of the lunch.

Determinations will be made according to the family income level and based on national guidelines as indicated in the table enclosed. In addition, consideration will be given to any unusual circumstances, such as unusually high medical bills, shelter costs in excess of thirty per-cent of your income, special education expenses due to the mental or physical condition of a child, unexpected expenses due to fire or similar disaster, seasonal employment and similar emergency situations. Parents who believe their children may qualify for free or reduced price lunches are urged to apply.

In certain cases foster children are also eligible for these benefits. If you have foster children living with you and wish to apply for free or reduced lunches and milk for them, please indicate it on the application. In the operation of this free lunch program, no child will be discriminated against because of race, sex, color, or national origin.

An application form is attached for your use. The application will be reviewed by Mrs. Betty Seeley, Director of Food Services, within ten (10) days and parents will be notified promptly of the decision. If the application is approved, your child or children will be eligible to receive a free lunch, or reduced price lunch, and you will be given instructions in this regard.

If your application is rejected, the reason for rejection will be clearly stated. This notice will also tell you how and to whom you may appeal the decision.

All applications will be handled privately and information will be kept strictly confidential. Children who receive free or reduced price lunches will be treated in the same manner as those who pay the full price for the lunch.

This policy is on file at each school office and is available for review by any interested person.

Applications should be returned to Mrs. Betty Seeley, Director of Food Service, Community Unit School District No. 1, 410 West Polk Street, Charleston, Illinois, and may be filed at any time during the school year. Approval for emergency applications in the event of strikes, etc., may be made. We urge you to discuss any situation with school officials as it is our sincere desire to extend the benefit of a lunch at school to any child in need.

Children from families receiving public assistance, including the food stamp program, may be eligible and should complete an application. An application must be on file for each child receiving a free or reduced price meal.

Lunches shall be served free or at reduced price to all children whose family income level meets the eligibility standards indicated below:

<u>Family Size</u>	<u>Annual Family Income For Free Meals and Milk</u>	<u>Annual Family Income For Reduced Price Meals</u>
1	\$ 3,230	\$ 4,520
2	4,240	5,930
3	5,250	7,350
4	6,260	8,770
5	7,190	10,060
6	8,110	11,360
7	8,950	12,530
8	9,790	13,700
9	10,550	14,770
10	11,310	15,840
11	12,060	16,890
12	12,810	17,940
Each Additional Family Member	750	1,050

Sincerely,

August 27, 1975

APPLICATION FORM FOR FREE
OR REDUCED PRICE MEALS

Parents: To apply for free meals and free milk or reduced price meals for your children, fill out this form and return it to the school office.

Names and grades of children for whom application is made:

_____	_____
_____	_____
_____	_____
_____	_____

Names and addresses of parent or guardian:

Total number in family _____

Total family income before deductions.

List in order:	<u>Yearly</u>	<u>Monthly</u> (Fill in one)	<u>Weekly</u>
ADC	_____	_____	_____
Pensions	_____	_____	_____
Social Security	_____	_____	_____
Wages	_____	_____	_____
Other	_____	_____	_____
Total	_____	_____	_____

All of the above is Family Income and must be declared. ADC does not automatically qualify your children for free or reduced price lunches.

If your gross family income exceeds the amount indicated in the attached family income scale and you wish to apply under any of the special hardship conditions cited in the attached letter, please complete this application form and also describe the nature and dollar amount of your hardship here: _____

In certain cases foster children are eligible for free or reduced priced lunches regardless of your family income. If you have such children living with you and wish to apply for such lunches for them, please check here: _____ State the amount provided annually to you for the care of the foster child \$ _____.

I hereby certify that all of the above information is true and correct to the best of my knowledge.

SCHOOL HEALTH EXAMINATION - ILLINOIS
FORM #1

County Coles School _____ District Charleston #1
 Pupil's Name _____ Sex _____ Grade _____
 Address _____ Birthdate _____
 Signature of Parent or Guardian _____ Phone _____

DENTAL EXAMINATION

Dental Conditions	Findings (Check)		
Unfilled Carious Teeth Present	Deciduous		
	Permanent		
Removal Apparently Indicated	Deciduous		
	Permanent		
Periodontal Disease			
Malocclusion			
Pathological Oral Soft Tissue Lesion Present			
Oral Hygiene	Good	Fair	Poor
ANSWER THE FOLLOWING	Yes	No	
Evidence of Dental Care			
Dental Care Needed			
Dental Treatment in Progress			
Dental Care Apparently Completed			

Dentist's Name _____ Phone _____
 Address _____ Date _____

Signature _____

County Coles School _____ District Charleston #1

Pupil's Name _____ Sex _____ Grade _____

Address _____ Birthdate _____

Parent or Guardian _____ Phone _____

MEDICAL HISTORY

(Give age if known: otherwise "yes" or "no.")

Rheumatic Fever	Tuberculosis
Heart Disease	Tbc in Associates
Diphtheria	Epilepsy
Poliomyelitis	Diabetes
Whooping Cough	Allergies
Scarlet Fever	Injuries or accidents
Measles	Surgery
Mumps	Permanent Disabilities
German Measles (3 day)	Recurrent or Chronic
Other (specify)	ear infections
Chicken Pox	Other (specify)

SIGNIFICANT DEVELOPMENTAL HISTORY
(At discretion of examining physician)

	FINDINGS
Birth History	
List important information about mother and/or baby at time of birth	
Growth and Development	
Note any abnormalities	
Emotional or Social Problems	
Significant Family History	
Other (specify)	

IMMUNIZATION RECORD

(Give year)

	Basic	Last Booster
Diphtheria		
Tetanus		
Whooping Cough		
Smallpox		
Oral Polio		
Measles		
Rubella		
Mumps		
Tuberculin Test - Type	Date	Result
Chest X-ray		

County _____ CODE _____ SCHOOL _____ DISTRICT CHARLESTON #1
 Pupil's Name _____ Sex _____ Grade _____
 Address _____ Birthdate _____
 Signature of Parent or Guardian _____ Phone _____

PHYSICAL EXAMINATION

	FINDINGS
Height	
Weight	
Blood Pressure	
Eyes - Abnormalities Noted	
Visual Acuity & Test Used	
Ears - Abnormalities Noted	
Hearing Acuity & Test Used	
Nutrition - See Note Below	
Skin	
Scalp	
Posture	
Orthopedic	
Feet	
Nose	
Throat	
Glands	
Thyroid	
Heart	
Lungs	
Abdomen	
Hernia	
Nervous System	
Speech Defect	
Urinalysis	
Blood Ct. or Hgb (if Indicated)	
Result of sickle cell exam if given:	
Abnormal Hgb Type:	
Normal Adult Type of Hgb:	

Significant findings with recommendations to include: referrals, screening for vision, screening for hearing and speech, etc. Also, please indicate any long-term medication being given and state reasons.

The above-named person is physically able to participate in physical education and competitive sports unless otherwise specified.

If either vision or foot examination is given by other than the reporting physician, the name of the examiner should be given here:

Name _____ Degree _____
 Name _____ Degree _____

*Illinois law requires cases of evidence of malnutrition to be reported to the Illinois Department of Public Health by school administrator. Check box if evidence of malnutrition is present

Physician's Signature _____ Date _____
 Address _____ Phone _____

REPORT OF PARENT CONFERENCE

Name of child _____

Grade _____ Teacher _____ Date _____

Parent attending: Mother _____ Father _____ Both _____

Special characteristics discussed:

Strengths:

Weaknesses:

Behavior problem interfering with achievement:

Parent-teacher plan for future development and educational growth of child:

Evaluation:

Helpful insights into child's behavior acquired by teacher:

Yes _____ No _____

Parent evidenced better understanding of school's plan for child:

Yes _____ No _____

Parent showed insight into child's potentiality:

Yes _____ No _____

REQUEST FOR INFORMAL CONFERENCE

WITH SCHOOL _____

Student's Name _____ Grade _____ Date _____

Birthdate _____ Town _____

School _____ Teacher _____

What appears to be the problem -

Signature and Title

THE HOLT BASIC READING SYSTEM

LEVEL 1

Kinesthetic Skills

- Can hold a pencil comfortably and properly.
- Can trace over shapes on a paper.
- Can complete partially drawn shapes or letters.
- Can hold a book and turn the pages properly.
- Begins at the front of the book.

Visual Skills

- Can match identical shapes.
- Can identify objects that do not fit a category.
- Can complete a series with appropriate object.
- Can identify words that begin the same.
- Can recognize own name in print.
- Can identify all capital and small letter forms.

Auditory Skills

- Can identify words that begin the same.
- Can identify words that rhyme.
- Can reproduce pronounced 2 or 3 syllable words.

Interpretation and Comprehension

- Can retell a familiar story.
- Can create or anticipate story ending.
- Uses picture clues to interpret story.
- Can orally construct a story from a picture.
- Can orally construct complete and sensible sentences.

Study Skills

- Has attention span suitable for age and reading.
- Can follow simple oral directions given individually.
- Can follow simple oral directions given to group.
- Accepts responsibility for completion of work.
- Accepts responsibility for quality of work.
- Wants to learn to read.

LEVEL 2

- Can demonstrate phoneme-grapheme correspondences for consonants.
- Can construct words from graphemic bases.
- Can distinguish between names of pictures by initial phoneme-grapheme correspondence.
- Can name rhyming words.
- Can name upper and lower case letters.
- Can match upper and lower case letter forms.
- Can write upper and lower case letter forms.

LEVEL 3

- Can demonstrate phoneme-grapheme correspondences for consonants.
- Can construct words from graphemic bases by making initial consonant substitutions: -ig/-ook/-ike/-at/-in/-est.
- Can identify rhyming words.
- Can name words that rhyme.
- Can hear words that end the same.
- Can name words that end the same.
- Can construct plural forms of nouns by adding -s.
- Can demonstrate the use of inflected third person verb end -s.

- Can identify antonyms.
- Can identify and order the events of a story into a logical sequence.
- Can recall story details accurately.
- Uses context clues to figure out unknown words.
- Can remember vocabulary of the level by sight.

LEVEL 4

- Can construct words from graphemic bases -ame/ -ell/ -ick/ -ind by making initial consonant substitutions.
- Can construct plural forms of nouns by adding s.
- Can demonstrate the use of inflected third-person verb ending s.
- Can construct statements and questions from groups of words.
- Can identify compound words.

LEVEL 5

- Can construct words from graphemic bases by making initial consonant substitutions. -op/ -an/ -it/ -ill
- Can construct new words by substituting final consonants.
- Can break selected compound words into components.
- Can assemble separate words into compound words.
- Can name examples of compound words.
- Can name vowels.

LEVEL 6

- Can blend phonemes into spoken words.
- Can construct plural forms of nouns.
- Can hear and give words that begin with some consonant blends or digraphs.
- Can identify simple contractions and can tell long form.
- Can tell that 's denotes possession.

LEVEL 7

- Can demonstrate phoneme-grapheme correspondence: short and long vowels; consonants s, m, y, z.
- Can construct words from graphemic bases. -ark/-old.
- Can identify consonant digraphs and clusters.
- Can construct words in CVC pattern.
- Can identify words in CVCE pattern.
- Can identify CVVC pattern with ee and ea.
- Can replace noun with pronoun.
- Can properly use comparative forms: big, bigger, biggest.
- Can construct contractions.
- Can describe the main problem in a given story.
- Can recall basic details of the story.

LEVEL 8

- Can construct words in CVCE.
- Can demonstrate irregular phoneme-grapheme correspondences.
- Can identify CVVC with ai and oa.
- Can identify digraphs in the initial and final positions.
- Can identify words that do or do not fit into the CVC, CVCE, CVVC patterns.
- Can write noun plurals by adding s or es.
- Knows how to read and write contractions with 's and 'll.
- Can identify quotation marks as cues to conversation.

LEVEL 9

- Can demonstrate additional irregular phoneme-grapheme correspondences.
- Can sound out and identify consonant digraphs and clusters.
- Can fit words into all three patterns: CVC, CVCE, CVVC.
- Can recognize suffixes: ly, ful.
- Can construct words with graphemic bases: -ound/-ight/-eed/-ing.

LEVEL 10

- Can identify and sound out triple consonant clusters.
- Can distinguish between prefixes and suffixes.
- Can add ing to CVCE words and CVC words.
- Can add ed by doubling final consonant, dropping final e, changing y to i and adding ed.
- Can distinguish between simple past and present actions.
- Can construct simple future tense.

LEVEL 11

- Can demonstrate the generalization that when a word contains one vowel, the vowel usually stands for its short sound.
- Can demonstrate changing the vowel sound from short to long by adding a final e at the end of a word.
- Can demonstrate the ability to divide words into syllables.
- Can construct plural forms of words.
- Can identify the base words of given words.
- Can construct the past tense of verbs.
- Can construct adverbs by adding ly.
- Can identify suffixes.
- Can distinguish between singular and plural nouns.
- Can demonstrate the use of the hyphen.
- Can identify abbreviations as a means of shortening given words.
- Can describe cause and effect.
- Can describe personifications.
- Can construct comparisons based on two similar selections.
- Can identify and mark syllable stress in two-syllable words.
- Can describe the library card catalog in operational terms.

LEVEL 12

- Can identify final consonant clusters.
- Can identify suffixes and prefixes.
- Can construct comparatives by adding er and est.
- Can distinguish between present, past, and future time.
- Can demonstrate correct verb endings.
- Can distinguish between to, too, and two; there and their; our and are.
- Can identify the possessive pronoun.
- Can identify antecedents.
- Can identify homophones and homographs.
- Can locate words in the glossary.
- Can predict outcomes.
- Can identify paragraphs and state reason for indenting.
- Can construct comparisons based on two given selections.
- Can summarize events of a given paragraph or page.

LEVEL 13

- Can distinguish between the most frequent spelling patterns to determine long and short vowel sounds.
- Can distinguish between stressed and unstressed syllables.
- Can apply the rules of syllabifying words.
- Can demonstrate the ability to use the glossary.
- Can identify base words, suffixes, and prefixes.
- Can distinguish and use past, present and future tense of verbs.
- Can distinguish between regular and irregular verbs.
- Can distinguish the noun subject from the verb predicate.
- Can identify and describe the use of comparison in the story.
- Can identify the setting and describe its relevance to the plot.

- Can classify familiar books as fiction or nonfiction.
- Can describe the major characteristics of the folktale and the fable.
- Can identify examples of puns.
- Can recognize the myth as a literary form.
- Can distinguish between similes and metaphors.
- Can identify the problem, climax, and resolution in the story plot.
- Can describe story events in terms of cause-and-effect relationship.
- Can distinguish between fact and opinion.

PROGRESS APPROPRIATE TO THE LEVEL
AT WHICH THE CHILD IS WORKING

1	2	3	4	5	6	7	8	9	10	11	12	13

ORAL READING

- Knows vocabulary.
- Can figure out unknown words.
- Reads without omitting words.
- Reads without inserting words.
- Reads without substituting words.
- Reads without repeating words.
- Reads without reversing words (was-saw).
- Reads smoothly - not word by word.
- Enunciates clearly.
- Uses correct pronunciation.
- Uses voice intonation to give meaning.
- Observes punctuation when reading.
- Can keep his place without pointing to each word.
- Can remember what was read.

SILENT READING

- Can keep his place without pointing to each word.
- Comprehends and can remember what was read.
- Moves eyes smoothly across the page.
- Reads without moving lips, whispering, or reading aloud.

WORK HABITS AND STUDY SKILLS

- Has attention span suitable for reading.
- Works without undue reliance on others.
- Begins at top-left side of page.

1	2	3	4	5	6	7	8	9	10	11	12	13

WORK HABITS AND STUDY SKILLS (con't)

- Applies word study skills to figure out words.
- Can follow written directions.
- Can follow oral directions (individual and group).
- Concentrates on and completes task at hand.
- Works carefully and neatly.
- Keeps materials organized.
- Uses time constructively.
- Uses sources to find answers to questions independently.
- Cares for books and materials properly.
- Selects appropriate recreational reading material.

COMPREHENSION

- Can recall story details.
- Can locate relevant details of the story by skimming.
- Can identify the main idea.
- Can order a series of events sequentially.
- Can anticipate a story ending.
- Can draw conclusions from given facts.
- Can verify or prove an answer.
- Can recall what has been read silently.

APPENDIX D

CHARLESTON COMMUNITY SCHOOLS
Charleston, Illinois

Administrative Evaluation

Date _____

Name _____

Assignment _____

Yrs. in present
position _____

I. Instructional Leadership:

A. Understanding and use of curriculum theory | _____ |
poor average excellent

B. Understanding and use of the functional aspects of curriculum | _____ |
poor average excellent

C. Effort exhibited in assisting staff with instructional improvement | _____ |
poor average excellent

D. Execution of effective evaluative procedures designed for the purpose of instructional improvement | _____ |
poor average excellent

E. Knowledge of current developments in educational research and theory | _____ |
poor average excellent

F. Effect of administrative leadership on the quality of the total curriculum | _____ |
poor average excellent

Overall evaluation of Instructional Leadership | _____ |
poor average excellent

II. Communications:

A. Effective communications with faculty and staff | _____ |
poor average excellent

B. Effective communications with parents and students | _____ |
poor average excellent

C. Ability and practice of submitting written reports which are professional and meaningful | _____ |
poor average excellent

D. Ability and practice of listening to others | _____ |
poor average excellent

Overall evaluation in Communications | _____ |
poor average excellent

Administrative Evaluation

Name _____

Page 2

III. Management Techniques:

- | | |
|---|--|
| A. Execution of school policy | _____ |
| | poor average excellent |
| B. Management procedures relative to the operation of the physical plant | _____ |
| | poor average excellent |
| C. Management procedures relative to building finance | _____ |
| | poor average excellent |
| D. Management procedures relative to leadership of non-instructional staff | _____ |
| | poor average excellent |
| E. Ability and practice of effective planning for supplies, materials, etc. | _____ |
| | poor average excellent |
| F. Ability and practice of working in the area of personnel management for the entire faculty and staff | _____ |
| | poor average excellent |
| Overall evaluation in Management | _____ |
| | poor average excellent |

IV. Decision Making Processes:

- | | |
|---|--|
| A. Ability and practice to seek information from others before making decisions | _____ |
| | poor average excellent |
| B. Ability and practice of assuming responsibility in making decisions | _____ |
| | poor average excellent |
| C. Ability and practice of making effective decisions relative to school policies and pupil conduct | _____ |
| | poor average excellent |
| Overall evaluation in Decision Making Processes | _____ |
| | poor average excellent |

Name _____

V. Professionalism:

- A. Exhibits professional attitude in dealing with faculty, staff, parents and students |-----|
poor average excellent

- B. Exhibits a professional attitude in dealing with administrative colleagues |-----|
poor average excellent

- C. Participation in professional organizations |-----|
poor average excellent

- D. Improvement of professional skills through further academic study, workshops, etc. |-----|
poor average excellent

- E. Contribution to the total administrative process |-----|
poor average excellent

- F. Professional attitude toward serving on committees functioning for the improvement and welfare of the school district |-----|
poor average excellent

- Overall evaluation of Professionalism |-----|
poor average excellent

VI. Personal Attributes:

- A. Involvement in community activities |-----|
poor average excellent

- B. Self control and poise |-----|
poor average excellent

- C. Personal appearance and social qualities |-----|
poor average excellent

- Overall evaluation of Personal Attributes |-----|
poor average excellent

OVERALL ASSESSMENT

Strengths:

Weaknesses:

Recommendations:

Teacher

Principal

CARL SANDBURG SCHOOL
PRINCIPAL'S REPORT ON TEACHER GROWTH

Name _____ Building _____ Date _____

STATUS: Probation - Year 1 2 3 on tenure

KEY: 1 = Unsatisfactory 2 = Needs Improvement 3 = Competent
4 = Outstanding

	Level of Performance				Comments . . .
	1	2	3	4	
A. TEACHING-LEARNING PROCESS					
1. Effectively develops purposeful learning experiences.	†	†	†	†	
2. Understands child growth and development.	†	†	†	†	
3. Demonstrates responsibility for adequate planning.	†	†	†	†	
4. Provides for individual differences.	†	†	†	†	
5. Promotes growth in oral and/or written communication.	†	†	†	†	
6. Is aware of environmental needs. (light, temperature, etc.)	†	†	†	†	
7. Uses varied instructional materials.	†	†	†	†	
8. Evaluates the teaching process regularly.	†	†	†	†	
9. Shows skill in motivating students.	†	†	†	†	
10. Recognizes each child's assets and liabilities.	†	†	†	†	
11. Uses subject matter as a means to an end rather than an end in itself.	†	†	†	†	
B. PUPIL-TEACHER RELATIONS					
1. Understands children's behavior.	†	†	†	†	
2. Maintains consistent and reasonable control.	†	†	†	†	
3. Develops desirable personal and inter-personal relations.	†	†	†	†	
4. Provides a natural, livable atmosphere of controlled freedom in the classroom.	†	†	†	†	
C. PERSONAL QUALITIES					
1. Is well-groomed, poised and dressed appropriately.	†	†	†	†	
2. Is physically fit to carry out his duties	†	†	†	†	

	Level of Performance				Comments
	1	2	3	4	
C. PERSONAL QUALITIES (con't)					
3. Has regular attendance.	†	†	†	†	
4. Is dependable.	†	†	†	†	
5. Is emotionally stable and mature.	†	†	†	†	
6. Works well with other school staff members.	†	†	†	†	
7. Has distinct and pleasing voice.	†	†	†	†	
8. Has sense of humor.	†	†	†	†	
D. PROFESSIONAL RELATIONS					
1. Considers teaching a rewarding profession.	†	†	†	†	
2. Works to improve the profession.	†	†	†	†	
3. Carries out school policies professionally and loyally.	†	†	†	†	
4. Works to improve relationships with parents.	†	†	†	†	
5. Willingly accepts help from administrators and staff members.	†	†	†	†	
6. Contributes to general staff morale.	†	†	†	†	

E. BACKGROUND AND EXPERIENCE

1. Academic Degrees _____
2. Major Field _____ 3. Minor Field _____
4. Academic work taken since latest degree:
5. Does professional preparation appear to be adequate for this assignment?
Comments:
6. Teaching experience: Years _____
Positions _____
7. Other work experience: (include dates)
8. Supervising student teachers: How many?
9. Travel.

3. BACKGROUND AND EXPERIENCE (con't)

1. Cultural Activities:

1. Are these experiences translated into more effective teaching?

Comments:

2. PROFESSIONAL GROWTH ACTIVITIES SINCE JUNE 1

1. Membership in professional organizations:

2. In-service activities (workshops, schooling, etc.)

3. Consultant services rendered:

4. Significant professional reading:

5. School-related committees:

6. Travel experience:

7. New techniques and strategies attempted:

F. PROFESSIONAL GROWTH ACTIVITIES SINCE JUNE 1 (con't)

8. Current concerns:

9. What new things would I like to try:

10. Use this space to include additional information or comments which you feel should be covered in your evaluation.

OVERALL ASSESSMENT

Strengths:

Weaknesses:

Recommendations:

Teacher

Principal

PRINCIPAL'S REPORT ON TEACHER GROWTH

Name _____ Building _____ Date _____

STATUS: Probation - Year 1 2 3 on tenure

KEY: 1 = Unsatisfactory 2 = Needs Improvement 3 = Competent
 4 = Outstanding

	Level of Performance				Comments
	1	2	3	4	
A. TEACHING-LEARNING PROCESS					
1. Effectively develops purposeful learning experiences.	✓	✓	✓	✓	
2. Understands child growth and development.	✓	✓	✓	✓	
3. Demonstrates responsibility for adequate planning.	✓	✓	✓	✓	
4. Provides for individual differences.	✓	✓	✓	✓	
5. Promotes growth in oral and/or written communication.	✓	✓	✓	✓	
6. Is aware of environmental needs. (light, temperature, etc.)	✓	✓	✓	✓	
7. Uses varied instructional materials.	✓	✓	✓	✓	
8. Evaluates the teaching process regularly.	✓	✓	✓	✓	
9. Shows skill in motivating students.	✓	✓	✓	✓	
10. Recognizes each child's assets and liabilities.	✓	✓	✓	✓	
11. Uses subject matter as a means to an end rather than an end in itself.	✓	✓	✓	✓	
B. PUPIL-TEACHER RELATIONS					
1. Understands children's behavior.	✓	✓	✓	✓	
2. Maintains consistent and reasonable control.	✓	✓	✓	✓	
3. Develops desirable personal and inter-personal relations.	✓	✓	✓	✓	
4. Provides a natural, livable atmosphere of controlled freedom in the classroom.	✓	✓	✓	✓	
C. PERSONAL QUALITIES					
1. Is well-groomed, poised and dressed appropriately.	✓	✓	✓	✓	
2. Is physically fit to carry out his duties	✓	✓	✓	✓	

	Level of Performance				Comments
	1	2	3	4	
C. PERSONAL QUALITIES (con't)					
3. Has regular attendance.	✓	✓	✓	✓	
4. Is dependable.	✓	✓	✓	✓	
5. Is emotionally stable and mature.	✓	✓	✓	✓	
6. Works well with other school staff members.	✓	✓	✓	✓	
7. Has distinct and pleasing voice.	✓	✓	✓	✓	
8. Has sense of humor.	✓	✓	✓	✓	
D. PROFESSIONAL RELATIONS					
1. Considers teaching a rewarding profession.	✓	✓	✓	✓	
2. Works to improve the profession.	✓	✓	✓	✓	
3. Carries out school policies professionally and loyally.	✓	✓	✓	✓	
4. Works to improve relationships with parents.	✓	✓	✓	✓	
5. Willingly accepts help from administrators and staff members.	✓	✓	✓	✓	
6. Contributes to general staff morale.	✓	✓	✓	✓	

E. BACKGROUND AND EXPERIENCE

1. Academic Degrees _____
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Comments:
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Positions _____
7. Other work experience: (include dates)
8. Supervising student teachers: How many?
9. Travel.

OVERALL ASSESSMENT

Strengths:

Weaknesses:

Recommendations:

Teacher

Principal

CLASSROOM OBSERVATION OF TEACHERS

Teacher _____ Date _____

Grade _____ Activity _____ Time _____

CHECK LIST:

	GOOD	AVE.	NEEDS IMPROV.	COMMENTS
1. Are the physical surroundings good: (Bulletin Boards, pets, etc.)				
2. Does the teacher make use of the boards and other visual means of instruction?				
3. Are supplemental materials				
4. Is pupil's work displayed?				
5. Is there evidence that pupils feel successful?				
6. Is pupil-teacher interaction well-balanced?				
7. Is the noise in the room the result of the learning situation?				
8. Does there seem to be intra-class cooperation? Are the children pulling for each other?				
9. Is there evidence of overall program development?				
10. Does the teacher seem to have a plan and is it flexible?				
11. Does work begin immediately and smoothly?				
12. Is the pacing of activities reasonable?				
13. Are methods and materials varied according to needs of the individual?				

ADDITIONAL COMMENTS ON REVERSE SIDE