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Rosemary R. Boiano

Rowan College of New Jersey

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COMPUTER SCIENCE CURRICULUM
IN THE COMMUNITY COLLEGE:
AN EVALUATIVE STUDY

by
Rosemary R. Boiano

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division of
Rowan College in Computer Science Education
1995

Approved by _____

Professor J. Sooy

Date Approved 5/1/95

ABSTRACT

Rosemary R. Boiano, Computer Science Curriculum in the Community College: An Evaluative Study, 1995, J. Sooy, Computer Science Education

The purpose of this study was to assess the sufficiency of the Computer Studies curriculum at Camden County College in meeting the needs of its local job market.

A questionnaire was distributed to 106 computer based businesses in southern New Jersey, northern Delaware, and the greater Philadelphia area. The purpose of the survey was twofold. It was first necessary to ascertain whether or not these businesses would hire individuals possessing an associates degree in Computer Science and if so, how many such positions might they have available in any given year. The survey then questioned respondents about the individual needs of their organization with regard to entry level positions in the areas of software design and implementation. Fifty-seven, 54 percent, of the surveys were completed and returned.

The researcher also investigated several areas of rapidly changing technology which included CASE Tool Technology, Object-Oriented Programming, Client/Server Systems, Hypermedia, Database Programming, and Graphical User Interface.

The survey results coupled with the authors literary search led to the conclusion that Camden County College should update their Computer Studies program and that faculty and administrators must be aware of the need to continually modify this curriculum as the technology evolves.

MINI-ABSTRACT

Rosemary R. Boiano, Computer Science Curriculum in the Community College: An Evaluative Study, 1995, J. Sooy, Computer Science Education

This study assessed the sufficiency of the Computer Studies curriculum at Camden County College in meeting the needs of its local job market. A questionnaire was developed and distributed by the researcher to ascertain the availability and requirements of entry level positions. The researcher concluded the curriculum should be modified.

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Chapter 1

Introduction to the Study

Introduction

This chapter presents an introduction to the study of the necessity for computer science curriculum assessment in the community college environment. Several topics are addressed. A background on the mission of community colleges with regard to preparation of students for immediate employment upon graduation is presented. The need to assess the sufficiency of the curriculum is stated in the problem section. The significance of the problem discusses the importance of continual assessment and modification of community college curricula, while considering the community college mission statement and the ever changing computing technology. The limitations and procedures sections provide the reader with a brief introduction to the method of research used by the author as well as the limitations of that research. A separate section, definitions, is included to define technical terms used by the author throughout the paper.

Background

A major emphasis of the community college is the preparation of its students for employment in local business and industry. As such, it is essential that the curricula offered by these institutions be continually evaluated and updated to meet the changing needs of employers in the geographic area served by that college.

The computer industry is continually evolving. Broome (1993) compares the development and mass production of the microcomputer to that of the invention and mass production of the automobile. Originally automobiles were hand-crafted and owned by few. Mass production of the automobile altered the course of civilization. In a similar fashion, early computers were massive in size and housed in environmentally controlled rooms. The invention and mass production of the microcomputer have changed computing technology forever. Computers are now found and used in every aspect of our existence. Personal computers are found in homes, schools, and offices. Society has become irrevocably dependent on the services provided by these machines.

The invention and mass marketing of the microcomputer has changed the way businesses operate. According to Reddy (1994), "A whole new generation of hardware and a panoply of software has blossomed making the earlier technologies almost obsolete" (p. 1). This mandates major revisions in the community colleges curricula to keep pace with the changing technology.

Problem

The purpose of this study is to assess the sufficiency of the computer science option of the computer studies curriculum at Camden County College in meeting the needs of its employment market, and presents curriculum revision recommendations.

Significance of the Problem

"The degree to which community colleges are successful is largely a matter of how well they adapt their curricula to changing environments." (Dever & Templin, 1993).

Community colleges are two year institutions. Their mission includes preparation of students for both transfer to baccalaureate programs, and entry level career positions in area business and industry.

One objective of Camden County College, as stated in the 1992-94 College Catalog is, "To provide full-time and part-time learners with diversified programs leading to appropriately varied educational and occupational goals, including transfer to other institutions and entry at various career levels of employment" (p. 2).

As technology changes, so do the needs of industry. "The fast-paced development of new technologies has forced business and industry to invest heavily in retraining the work force" (Jacobs, 1993). Industry is relying on the community colleges to assist them in this retraining mission. This means that the colleges must offer customized courses to meet the specific needs of those businesses in the community served by the institution. Thus, curricula must reflect the needs of both continuing education and professional development as technologies and the market change.

One must also consider the need for general education in the curriculum. These requirements are as important to business and

industry as the job-specific skills attained by students. The curriculum developed for those students preparing for positions in business and industry cannot vary greatly from the first two years of four year college programs.

This study focuses on changes in computing technology as well as the changing requirements of the employment market in proposing an updated curriculum for Camden County College. The author researched several evolving areas of computing technology for possible inclusion in a modified curriculum. These areas included CASE tools technology, client/server technology, database management systems, graphical user interface, hypermedia, information systems, and object-oriented programming.

Limitations

Camden County College is a public two year college sponsored largely by the county of Camden. One purpose of a community college is to meet the needs of the community that it serves. This paper addresses those issues relevant to the needs of business and industry in that area. A total of 118 businesses that might utilize entry level programmers were surveyed.

According to the Camden County College Catalog (1992-94) the student population is quite varied. Its policy states: "Admission to Camden County College is available to all applicants who have graduated from an accredited secondary or preparatory school or present a State Equivalency Certificate or have attained the age of

18 or older" (p. 7). The proposed curriculum revisions must accommodate this diverse student base. The associate of science degree program in computer science cannot differ radically from the first two years of four-year college programs and the proposed curriculum must be viable for several years considering the rapid changes in technology coupled with the two year lag time between proposal and implementation of a new curriculum.

Definitions

ACM - Association for Computing Machinery. This association has devoted more than 20 years to the advancement of computer science (Kolatis, 1988).

Artificial intelligence - Programming the computer to follow simple human thought patterns (Lawlor, 1992, p. 462).

CASE tools - Software package that evaluates hardware and software alternatives according to requirements given by the systems analyst (O'Leary & O'Leary, 1994-1995, p. 293).

Client/Server model - An information-system style with the objective of moving the data as close to the user as possible (Lawlor, 1992, p. 464).

Database Management Systems (DBMS) - A software package that takes care of the physical requirements of the data so that the user need only be aware of the data's logical requirements (Lawlor, 1992, p. 466).

DPMA - Data Processing Management Association. This is a group of information processing professionals.

Graphical user interface (GUI) - A part of an operating environment that allows the user to interact with the computer by using graphical symbols and intuitive actions, rather than typing character commands on the keyboard (Lawlor, 1992, p. 470).

Hypermedia - Sophisticated software that allows users to organize and access information in creative ways. It is designed to work the way people think (Lawlor, 1992, p. 299).

Information System - a collection of hardware, software, people, data and procedures that work together to provide information essential to running an organization (O'Leary & O'Leary, 1994-1995 p. 299).

Knowledge-based system - A computer system that simulates a human expert by using stored knowledge and rules for applying that knowledge to make decisions (Lawlor, 1992, p. 472).

Network - A communications system in which any node is capable of communicating with any other (Lawlor, 1992, p. 474).

Object Oriented Programming (OOP) - A programming concept that facilitates writing reusable programming modules. It allows the programmer to encapsulate data types and the declarations for operators that manipulate these variables into an indivisible whole. These objects can be used to implement abstract data types and in constructing graphical user interfaces.

Procedures

The purpose of this study was to determine the effectiveness of the Camden County College computer studies curriculum in preparing students for employment in its' geographic area. A questionnaire was developed, validated and distributed to 118 computer related businesses in the tri-state area (southern New Jersey, greater Philadelphia area, and northern Delaware). A cover letter and return envelope accompanied the survey. A second copy of the survey was mailed to those who didn't respond before the stated deadline. The responses of the questionnaire were tabulated and charted by the author. The findings of this study, coupled with research on the changing technologies, led to a proposal for curriculum revision.

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Chapter 2

Related Literature and Research

Introduction

Chapter Two presents related literature and research in the area of community college curricula. The chapter is divided into two sections. The first section, Related Literature, begins with an overview of the complexity of developing a curricula for these institutions whose mission statements are most diverse. Particular attention is given to the development of an effective computer studies curriculum for a community college. As the schools seek to prepare their graduates for immediate entry into local business and industry, the curriculum must meet the needs of these employers. Presented is a discussion of the evolving computing technology and its effect on the needs of business and industry. Also discussed in this section are several areas of rapidly changing technology which might be included in an updated community college curriculum including: client/server computing, object-oriented programming, database concepts, CASE tools technology, hypermedia, and graphical user interface.

The second section, Related Research, discusses several studies and proposals for restructuring the computer studies curricula at the community college level as formulated by various organizations after intensive research in this area.

Related Literature

Community colleges have been in existence since the turn of the century. Throughout their history, these institutions have continually adjusted their programs and curricula to reflect the changing needs of both the students and the marketplace.

Cohen and Brawer (1993) emphasized the role of career training in the community college. It is now ranked as the number one function of these schools. Imel (1991) observed that career development has been receiving increased attention due to changes in the economy, technology, and in attitudes of both employers and employees.

According to Jacobs (1993), "Essentially, the technological base of American Industry has changed dramatically and these changes - nearly all in the direction of greater complexity and interdependence - require workers who possess not only higher levels of basic skills but also new skills in critical thinking, problem solving, initiative, and collaboration" (p. 1). With the fast-paced development of new technologies, businesses must continually retrain their workers. This has caused educators to acknowledge that schools must change their curriculum to reflect the changes technology is making in the workplace. Dede (1993) states, "evolving information technologies will transform the nature of work, and this transformation will in turn affect the design and content of school curriculum. As jobs change, schools must shift in response"

(p. 23). Industry is forcing employees to have not only job specific skills, but also general skills which would help them to adapt to their changing job requirements. Critical thinking and the ability to make predictions and decisions on oftentimes incomplete data will be required skills for workers as the 21st century approaches.

In 1985, the Committee for Economic Development suggested that employees would prefer to see a curriculum that stresses literacy, mathematical skills, and problem-solving abilities - not just technical expertise. It is time for community colleges to seriously consider how to integrate general education into their programs. This is consistent with Dede (1993) who states, "More fruitful efforts are likely to result from applying liberal education models that integrate general education goals, student experiences, and community resources, with the aim of preparing citizens to participate effectively in an increasingly complex, rapidly changing society" (p. 34).

In *Building Communities* (1988), the Commission on the Future of Community Colleges indicate that most teachers in the community college environment are overextended and feel a lack of the support necessary to stay abreast of their profession. Teachers today are not only trying to stay informed of changes in their own discipline but also in teaching technologies. They need to incorporate the new information technologies into their classroom lectures. This takes both time and effort because it involves

changing the way teachers teach and students learn by using new information technologies. Technology can be a big asset to the educational process because it can assist an instructor in tailoring their lessons to individual learning needs and styles (Burke, 1994).

Community college curricula in the area of computer studies is an especially difficult curriculum to develop and maintain. The technology is changing so rapidly that by the time the new courses are ready, they are almost obsolete. According to Reddy:

the burgeoning field of microcomputers has transformed the computer information systems curricula of higher education in general, and community colleges in particular... . There is a need to study these changing expectations of local industries regarding the entry level computer information systems graduates from community colleges (1994, p. 2).

It is imperative that the faculty in the community colleges computer studies curriculum remain current in their discipline. Currid (1992) voiced the criticality of managers setting aside part of their recruiting budget to talk to prospective employees and their faculty regarding the up-to-date needs of industry. A curriculum which remains static for long risks severe obsolescence. Currid reminds us that many schools are preparing students for positions of the past. She expresses deep concern that students are still being taught structured programming techniques and procedural programming languages while we are rapidly heading into an era of object-oriented programming.

Kim (1990) voices his concerns about the ever-changing student base and points out that when the ACM Curriculum 78 was published most students had no prior use of computers when entering college. He reminds us:

it is certainly the case that large numbers of students have had significant programming experience before arriving in college....Courses must change to appeal to students who are familiar with many more and different aspects of computing than in the past. These changes must occur not only in the content of the course, but in the way in which they are taught (p. 24).

As these changes in computing technology evolve, schools are faced with the problem of integrating new courses into an already crowded curriculum. In a paper published by Kolatis (1988) an overview is presented of significant factors to consider when designing a computer science curriculum for community colleges. These include:

(1) the mission of the college to fulfill both career preparation and transfer functions; (2) the influence exerted by the Association for Computing Machinery (ACM), which has published guidelines for computer science, information systems, vocational-technical, and health computing curricula; (3) the needs of the business/industrial community; (4) the needs and interests of students; and (5) state mandates.

Kolatis (1988) also refers to an interview published in the Communications of the ACM in which Kleinrock states

the concern of the university is not to provide training narrowly directed toward a particular industry's special requirements, but rather to educate our scientists in the basic tools, methodology,

understanding, and approaches that will survive the short five-year life of today's generation of computers (p. 254).

As the 21st century approaches, educators must address emerging trends. In reviewing the literature the author observed continual reference to topics that were tagged as "state-of-the-art issues in computing". Some of these topics include CASE tools technology, object-oriented programming, client/server systems, hypermedia, database concepts, and graphical user interfaces. The following sections summarize these changing technologies and discuss their importance as components of a community college computer studies curriculum.

CASE Tools Technology. As companies continually develop new software systems, the professional programmers are always looking for ways to make their job easier. Computer-aided software engineering (CASE) is an emerging engineering technique which uses the power of the computer to automate many of the design and development processes that were previously done by humans. Some of these functions include: designing, coding, graphing, structuring data, generating output reports, and controlling the project timeline. A company can purchase individual tools to do each of these tasks or they can purchase a complete tool set known as an integrated set which contains the software necessary to design and develop an entire system.

"In the future, CASE tools will be able to automate information systems projects from design to implementation to maintenance to disposal and be able to show users every interaction and interface. These systems will even have the ability using expert system technology to identify flaws in proposed designs and recommend corrective changes" (Fuller & Manning, 1994, p. 316-318).

The literature suggests that at some point very soon, CASE technology will be used by most companies. Data shows that companies are waiting for complete CASE packages to be developed instead of just buying individual tools. McFadden & Hoffer (1994) feel that CASE integrated tools will be used as standard development environments for the remainder of the decade.

Companies will have to train their employees in the use of CASE technology. If taught as part of a two year curriculum, these concepts would be spread across several community college courses which deal with information systems design, and development.

Object-oriented programming(OOP). According to Schonberg, "Object oriented programming and design has become the buzzword of the decade. Behind the obvious enthusiasm of the software community there lies the correct perception that OOP simplifies the design and construction of software systems" (1992, p. 13).

"The importance of object-oriented programming is comparable to that of Whitney's interchangeable part innovation and for many of the same reasons" (Cox, 1986, p. 25).

Computer software has grown exponentially since its use began in the 1950s. "For instance, one large electronics company recently estimated that their annual output of new software, if printed, would yield a stack of paper 28 stories high" (Love, 1993, p. 10).

As new development of software continues at an alarming pace, errors abound in the code. Many programs today have been expanded so often, that they are not even similar to their original programs. When one expands a program that many times, things slip through the cracks.

Object-oriented programming is a fairly new technology that allows us to reuse software components across programs. The development of object-oriented programming began with the development of a language that supported the concepts of OOP: Smalltalk (Goldberg and Robson, 1984).

Object-oriented programming is a totally different approach to programming. Most programs were formerly written using a procedural approach to programming. OOP focuses on data rather than processes and their implementation via subprograms (Sebesta, 1993, p. 516 - 519). The procedural approach to programming causes the programmer to generate many lines of code and the programmer must try to design the program in such a way that it is

expandable for future changes. The use of "objects" make this task much easier.

"Object-oriented programming is accomplished by sending a message to an object requesting that object to perform some action" (Object Lessons, 1993, p. 29). The programmer does not need to know how the object accomplishes its task. The programmer simply has to send the object the appropriate information for the task at hand and then receive the response back from the object. Objects can be used by many programs in either the same or different systems without changing the code.

Client/Server Systems. Large central computers are very expensive compared to smaller microcomputers and workstations. As a result, many organizations are downsizing present applications to these smaller, more cost-effective computers. The computers can then be linked together in a local area network so that they may share resources such as printers, storage devices and so on.

The main objective of a client/server architecture is to allow client applications to access server/managed data (McGovern and White, 1990). The basic concepts of client/server architecture can be effectively taught in a two year program. As companies downsize and move from a mainframe environment to the client/server architecture, it would benefit students to understand the principles of this technology.

Client/Server systems are rapidly becoming the building blocks for enterprise-wide computing systems in many organizations (McFadden & Fuller, 1994).

Hypermedia. Hypermedia is an application tool which has the capability of integrating text, graphics, voice, music, video, and animation into a single presentation. O'Leary (1994) indicates that multimedia (hypermedia) techniques will soon be a part of most software applications.

Hypermedia techniques allow the user to choose the amount of material they wish to review as well as the sequence in which they would like to view it (Fuller & McFadden, 1994). These techniques are already being used in the classroom. Dede (1991) realized that hypermedia would enable a longstanding goal: that of an integrated curriculum. "The curriculum could shift from the subject-centered, disciplinary emphasis to a focus on real-world problem solving using perspectives and tools from multiple fields" (1989, p. 26).

This technology is currently being used in four major areas of the business sector. They are: training, sales and information, desktop applications, and industrial and scientific operations (O'Leary, 1994).

Via the Internet, a massive network of computers and data, one can use two Internet innovations which make hypermedia possible. The first of these is the World Wide Web which is nothing more than thousands of computers linked together waiting for you to

ask questions. Mosaic is the second component. This is just a fancy name for some software which allows a user to highlight a word on a screen and quickly connect to a remote site. Once there a user may retrieve materials needed for a presentation, listen to music, watch an old movie, or go shopping in virtual malls. All of this is possible via hypermedia (Sussman, 1995).

The concepts of hypermedia might be presented as an elective course in a computer studies curriculum. They might be included as a component of a course in information systems retrieval. Students across all curriculums would benefit from a course describing the Internet and the power of networked computers, as they relate to student research papers and presentations.

Database Concepts. Database management systems are an integral component of any information system. The Association for Computing Machinery and the Data Processing Management Association have long recommended their inclusion in computer studies curricula.

Database processing is a core component of modern day information systems. All computer studies graduates should have experienced at least one comprehensive course in database systems. This course may be provided for through the use of any popular personal computers (PC) based packages (DPMA, 1994). A second course in database concepts should be presented.

Students need to understand the many methods of data storage and retrieval. The database methodology has changed through the last decade and has resulted in three main database models. A student in a course on database concepts should have a firm understanding of each of these models. They include hierarchic, network, and relational models. Normalization of relational data should be taught. Relational models are seen most frequently in industry today but the other models are still deeply entrenched in many organizations.

Database technology is continuing to evolve. According to McFadden and Hoffer: "Database and application development are undergoing a revolution that is based on objects. Most future database management systems will be based on objects or at least will incorporate object-oriented functionality" (1994, p. 167). The literature shows that there are already at least 20 object-oriented database management systems in place. Once there are some standards set for object-oriented technology, the use of these databases will undoubtedly increase.

The basic concepts of artificial intelligence and expert systems might also be touched upon in a course in database concepts. Knowledge bases play an important role in expert systems. Although most of the literature recommends these topics be left to the four year institutions, the DPMA recommends inclusion of an introductory course in artificial intelligence in the two year program.

Once again, it is imperative that community colleges modify their curriculums to keep pace with the evolving technology. The basic concepts of database management can be introduced and reinforced throughout the curriculum.

Graphical User Interface. As software continues to evolve, graphical user interfaces (GUI) are gaining in popularity. A graphical user interface allows a user to move the cursor around the screen (with a mouse or by using a keyboard). The user simply positions the mouse pointer over an icon (graphical representation) to activate pull down menus or to invoke the action represented by the icon. (O'Leary & O'Leary, 1994). There is a notable transition in progress from character-based interfaces to graphical interfaces.

Programming with GUI is becoming increasingly popular. The program code is divided up into small sections to handle specific events, rather than the linear contiguous programs that most programmers are used to generating. The literature shows that many schools are offering a course in Visual Basic as a required component of their computer studies curriculum because Visual Basic employs the use of a GUI.

The use of Graphical User Interfaces affects the data base market also. According to McFadden & Hoffer (1994) data base systems are being developed on object-oriented concepts. This trend affects both user interfaces and programming principles.

Related Research

A review of the research indicates an urgent need for ongoing curricula evaluation by community colleges in order to effectively prepare graduates for positions in business and industry. Burke (1994) reminds us, "If there is one certainty in the future of technology, it is not just change, but change at accelerating speeds" (p. 1). He admonishes that educators do not have a moment to waste in meeting these changes with updated curricula.

As Caine (1991) observed:

If students are to become generally more proficient, more capable, of dealing with complexity and change, more highly motivated, and more capable of working autonomously and with others, then we have no choice but to teach for meaningfulness.

Reddy (1994) reminds us of a statement made by Monroe as he spoke about the functions of a community college:

...more and more, the community college is becoming the educational agency which trains persons for entry into an ever widening number of skilled jobs -- jobs which are requiring increasingly sophisticated technical knowledge. In addition, the community colleges must retrain employees for new jobs as old ones become obsolescent. Workers need to be upgraded on their present job and made ready to transfer to better institutions (p. 30).

Malstrom (1980) urged community colleges to explore the personnel needs of local business and industry and then tailor their programs to satisfy the employers needs. Malstrom indicated the necessity of repeating the survey every five years in an attempt to

stay abreast of the changes in computing technology. Cohen and Brawer (1982) concur with the survey method for curricula analysis as indicated by the following statement:

Career programs are established with the intention of serving students by preparing them for employment and serving industries by supplying them with trained workers. Program need is ascertained by pursuing employment trends in the local area and by surveying employers there. Program coordinators are appointed and advisory committees of trade and employer representatives established (p. 207).

The research shows that many studies have been conducted by various organizations and individuals in an attempt to guide faculty and administrators in the area of curricula development.

A study conducted by the New York City Board of Education (1991) indicated that businesses in that area are looking for entry level computer programmers with at least an associates degree. Consistent with the literature, the survey showed that employers are looking to hire those applicants who exhibit strong mathematical ability and good communication skills. The technical abilities of the applicants were not as critical to the hiring of an individual into an entry level position.

Austin (1991) communicates the importance of keeping pace with the rapidly changing environment :

The rewards for keeping pace are a good fit between the need for educated computer specialists and the graduates of computer specialist degree programs; second, meeting the societal

expectation of computer literacy for an increasing number of job positions and finally, the application of a powerful tool to the instructional process itself (p. 12).

Oakland Community College surveyed the surrounding community in an attempt to assess their employment market. The survey results were merged with the current literature available at that time to create a new curriculum proposal. The study was conducted in 1989. At that point the research was just beginning to point toward more complex networked computer systems. This resulted in a curriculum proposal which emphasized fourth generation languages, communications, and a multi level systems environment.

Kim (1989) documents a study which captured data from graduates of vocational programs and their employers. Questions were asked of the employees in an attempt to ascertain the job-related competencies and general education knowledge graduates should possess in order to succeed and advance in their careers. Responses from the study indicated the importance of good work habits, interpersonal skills, communication skills, and problem solving.

In a more recent study, Reddy (1994) addresses the issue of the competencies expected of community college completers in the area of computer information systems. The study included an analysis of the impact of microcomputer hardware and software on the computing environment. Reddy stressed the need "to

understand the job descriptions of the occupations the entry-level graduates are expected to fill" (p. 35). He concluded that faculty and administrators ought to study the job descriptions of the occupational titles for which students are being trained. This will assist instructors in the modification of computing curricula.

Several organizations have played an active role in the publication of guidelines for computer studies curricula development. Notable contributions have been made by the Association for Computing Machinery (ACM), Computer Society of the Institute for Electrical and Electronic Engineers (IEEE-CS) and the Data Processing Management Association (DPMA). Following is a summary of the curricula development specifications offered by these organizations as the result of continual research into the ever-changing computing discipline.

A major influence in the area of curriculum development has been the ACM. This organization made the first attempt to standardize computer studies curricula in 1968. At that time they published a report containing recommendations for academic programs in computer science. Over the years they have broadened the scope of curricula to include curricula guidelines for information systems. The recommended programs have been published by the ACM and comprise a three volume set: ACM Curricula Recommendations for Computer Science I, ACM Curricula Recommendations for Information Systems II, and ACM Curricula

Recommendations for Related Computer Science Programs in Vocational-Technical Schools Community and Junior Colleges, and Health Computing Volume III. Many institutions have curriculums based on the guidelines offered by the ACM. "The curricula offered in these guides are well grounded in the theory of computer science, physics, and math" (Kolatis, 1990, p. 5).

A new set of curricula models is currently under construction by the ACM. The focus of these new guides is on the two-year programs in various computing disciplines including: "Computing Sciences, Computer Support Services, Computing for Information Processing, Computing and Engineering Technology, Computing for Other Disciplines" (DPMA, 1994, p. 10).

A curricula model developed jointly by the ACM and the IEE Computer Society is discussed by Kim (1991). Although the study focused on a curricula for four year institutions, several concepts can be applied to the community college curricula. In this report Kim reminds us of the importance of mathematics in the computer curriculum and dictates that mathematics courses should be integrated into the curriculum as a whole, not as isolated requirements. The task force developing the curriculum emphasize the importance of the students receiving a broad based computer education. The committee also recommended that courses be broken down into knowledge units. "The knowledge units are intended to contain a coherent set of material ... which are likely to

be taught as a unit ..." (p. 27). These units allow a great deal of flexibility in generating a curricula tailored to the individual needs of the institution. This would allow the ample flexibility required for the curricula in this discipline of rapid change. In this curricula model, laboratories, both open and closed, are considered essential. The closed laboratory would have full staffing and required times during which students would work on more complex assignments which would be broken down into component parts.

The DPMA recognizes the close ties that community colleges have to the needs of the local community. This professional data processing organization has been developing curricula guides for information systems for several years. It has recently published a two year curriculum model for information systems professionals. "This outcome oriented methodology provides a flexibility for adaptation to technological advancements, as well as ensuring quality graduates satisfactory to individuals, institutional, industrial, and community needs and requirements" (DPMA, 1994, p. iii).

One aspect of the model addresses those students seeking to obtain an Associate of Science Degree in Information Systems. "A primary requirement of the IS'94 graduate is to be able to apply communications... problem solving, and information technology skills to implement information systems in an organizational context" (p. 4).

The IS'94 model was derived as a result of a survey of about 1000 programs of Information Systems (Longnecker & Feinstein, 1991). Survey results and studies of recent computing literature were merged with the IS'90 curricula to create the current model. It is a model based on the teaching of knowledge units, while adhering to Bloom's Taxonomy, and strict exit level competencies.

The curriculum specifies the material to be learned and the sequence in which the individual courses should be offered. "Since it is the primary goal that graduates of this program function in teams for the development of information systems (Zutner, 1993), it is obvious that students must spend much of their time learning to work and communicate in this mode" (DPMA, 1994, p.19).

This is a most aggressive curricula model. The concepts of database as well as topics such as expert systems, quality, and project management are covered in various courses throughout the curriculum. Recommendations for at least one procedural language are given. It also calls for courses to be taught in fourth generation languages. The model suggests special consideration be given to the inclusion of object-oriented methodology. A programming language which supports OOP should be taught. The curriculum should contain units on software productivity tools, CASE tools technology, and relational technology.

In summary, the IS'94 Two Year Model Curricula is very ambitious. It encompasses the concepts of Total Quality

Management with the teaching of fundamental computer concepts while integrating courses in which oral and written communications skills are emphasized. The curriculum has depth, breadth and an eye on the ever-changing technology.

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Chapter 3

Procedures

Introduction

Chapter three presents the procedures used by the author to assess the computer studies curriculum at Camden County College. The research methodology is presented in several phases. They are: Population, Development of the questionnaire, and Procedures. The first phase of the research, Population, discusses the survey selection techniques. The next section, Development of the questionnaire, confers the basis for the development of the questionnaire and the validation of this research instrument. The chapter concludes with a section on Procedures, in which a detailed description of the mechanics of the questionnaire distribution and collection are given.

Population

A total of 118 subjects were selected from a base of approximately 850 businesses in the tri-state area (southern New Jersey, greater Philadelphia area, and northern Delaware). The sample was chosen at random and consisted of small, medium and large businesses. The sample population was drawn from two sources: (1) Chamber of Commerce of Southern New Jersey, and (2) client listings of computer related businesses obtained from various computer consulting firms in the tri-state area. The author entered

the survey base into the computer and used a computerized random number generator to select the 118 companies to be sampled.

Development of the questionnaire

Similar studies have been conducted by community colleges across the United States over the last several years. The author researched several of these projects and compared their purpose to that of this study. The intent of this research is to assess the sufficiency of that leg of the computer studies curriculum at Camden County College which prepares students for immediate entry into business and industry upon graduation. Thus, it was necessary to develop an instrument which would ascertain the current and projected needs of the business market served by Camden County College (tri-state area).

A much broader study conducted by Collin Community College in McKinney, Texas in 1988 closely paralleled the research being conducted by the author. A copy of the report and accompanying survey used in the Collin Community College study were obtained through the ERIC Documentation Reproduction Service. A subset of this survey was utilized in the development of this instrument.

The questionnaire (Appendix A) developed for this study used two response modes: (1) forced-response questions (rank order and nominal scale) and (2) open-ended questions. Respondents were encouraged to include additional comments concerning their individual needs. The survey was validated via the jury method.

Procedures

A cover letter (Appendix A) was drafted by the author explaining the purpose of the survey and its importance to the advancement of computer studies curricula development at the community college level. The letter and accompanying questionnaire were mailed to the person within the organization who would most likely be in possession of the information being requested by the survey. The personalized cover letter, survey, and stamped, addressed return envelope were mailed on January 19, 1995. A deadline of February 15, 1995 for the return of the completed survey was stated in the cover letter.

On February 20, 1995, a second cover letter (Appendix A) and copy of the survey were mailed to those businesses that had not yet responded. A final deadline of March 1, 1995 was indicated in the cover letter by which to return the completed questionnaires.

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Chapter 4

Analysis of the Data

Introduction

This chapter presents the results of an evaluative study of the current computer studies curriculum at Camden County College. The section, *Analysis of Survey Results*, details the responses of local businesses in terms of job availability and necessary qualifications for those graduates possessing an associates degree in Computer Studies. The data gathering instrument, a questionnaire, was mailed to 118 companies in southern New Jersey, northern Delaware, and the greater Philadelphia area. Twelve surveys were returned as undeliverable. Of the 106 remaining surveys, 57 (54%) were completed and returned. A comprehensive analysis of the survey data is provided.

Analysis of Survey Results

The survey was comprised of ten questions (Appendix A). It contained both forced-response and open-ended questions. Following is a presentation of the findings.

Availability of entry level positions. The purpose of the first two questions was to determine the availability of entry level positions in the areas of software design and implementation. Question one asked respondents whether or not they are likely to hire an individual with an associate degree in Computer Science. The results, depicted in Figure 4.1, showed that twenty-one per cent of the

respondents indicated that they would likely hire such an individual. Forty-seven per cent indicated that they might consider hiring, and thirty two per cent responded that they would be unlikely to hire such persons. Several respondents commented that they have in recent years required entry level applicants to possess at least a bachelors degree. They are now in the process of creating entry level positions requiring an associate degree.

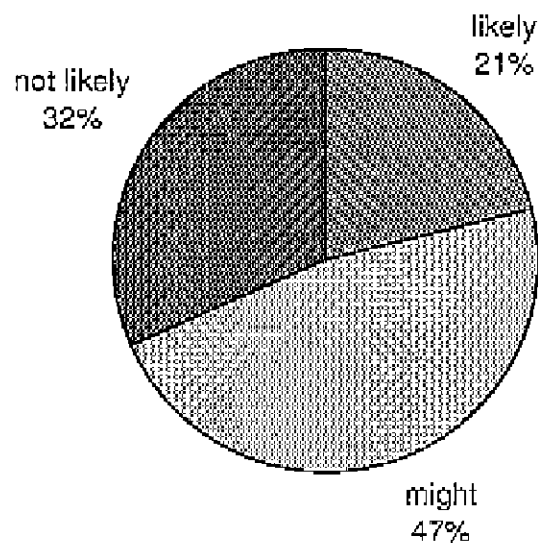


Figure 4.1. Likelihood of a business hiring an individual possessing an associate degree.

Question two sought to determine if a company were inclined to hire entry level individuals with an associate degree, how many

positions might they fill in any given year. The survey showed that fifty-three percent indicated that they might have available one to two positions, and five percent indicated three to ten positions would be filled each year.

Job Titles and Descriptions. As new courses are being developed and others modified to meet the changing needs of the job market, it is essential that the community college know what positions a student might be hired into upon graduation. The curriculum developers have to know what entry level positions exist as well as the basic requirements of these positions. Questions three and four of the questionnaire address the issue of entry level position titles and job descriptions. A description of these is depicted in Table 1.

Table 1

A Listing of Entry Level Job Titles and Descriptions

Job Titles	Job Descriptions
Associate or Entry Level Programmer	Development of Requirements
Programmer Analyst	Development of Functional Specifications
Application Programmer Trainee	Application Systems Design

Table 1, continued

Application Support Specialist	Coding from Specifications
Data Analyst	Application Testing
Project Leader	

Core components of the Computer Studies curriculum. Charts one, two and three depict the responses of business and industry as they relate to the importance of an entry level employee possessing knowledge in each of the areas currently being taught in the curriculum. Questions five and six were closed form questions which required the parties to rank order their responses in terms of importance of each subject area to their individual organizations. Overall, the respondents indicted a high level of interest in most subject areas presented. Chart 1 presents the results of the rank ordering of programming languages. COBOL is still the most desired language, followed by C language. FORTRAN and Assembly are the least important language for an applicant to possess in seeking employment in these companies. Chart 2 depicts the criticality of the fundamental computer science courses. All of these courses were deemed important by the respondents. Chart 3 shows that local industry considers mathematics and English

composition courses an important and necessary part of a Computer Studies curriculum.

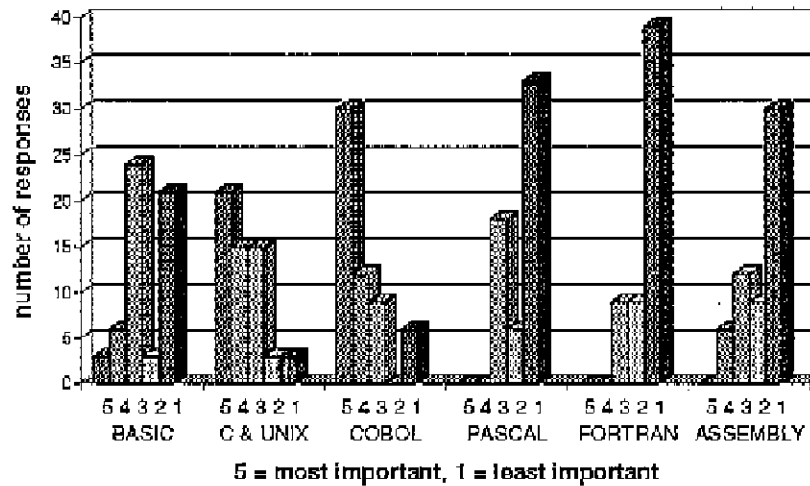


Chart 1
Comparison of Programming Languages
(n = 57)

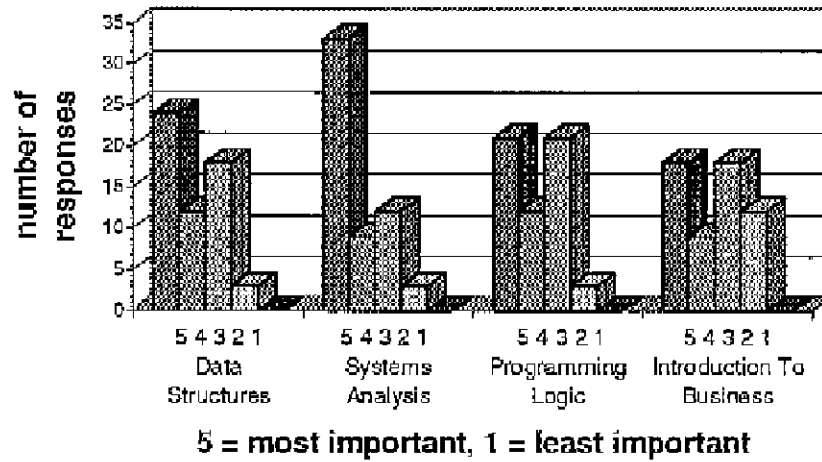


Chart 2
Fundamental Computer Science Courses
(n = 57)

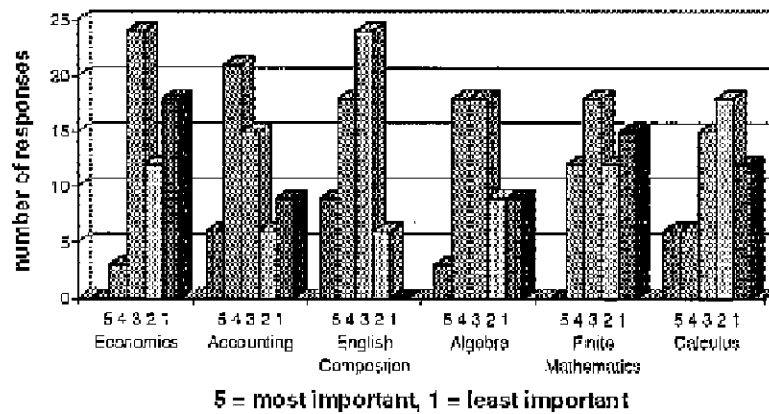


Chart 3
Business/Mathematics/Composition Courses - 1
n= 57

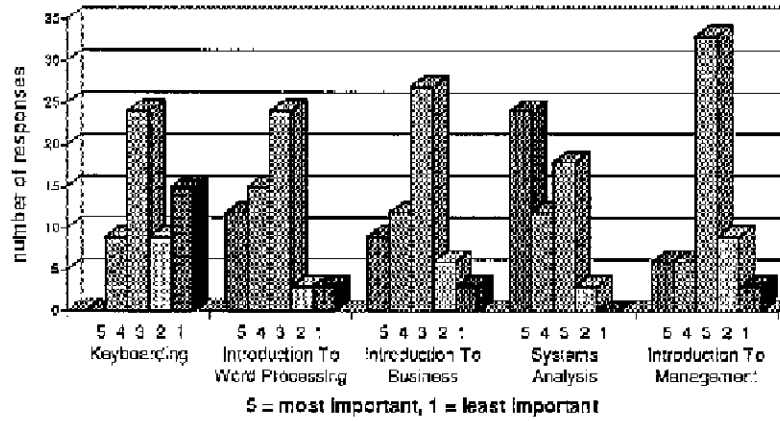


Chart 5
 Personal Computer Foundation Courses
 (n = 57)

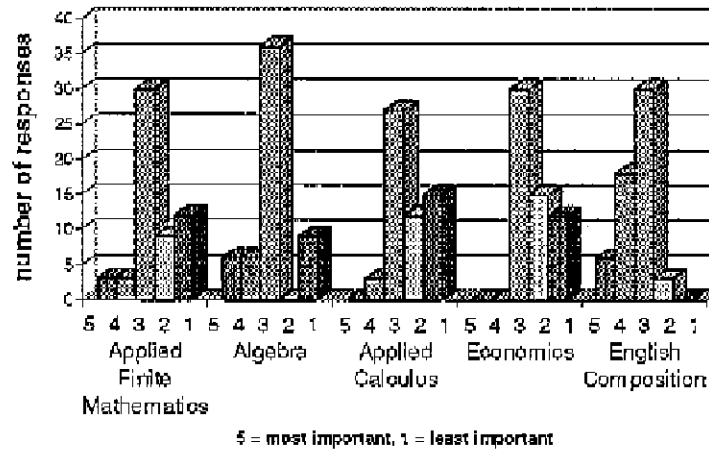


Chart 6
 Business/Mathematics/Composition Courses - 2
 (n = 57)

Operating Environments. In questions seven through nine of the survey, companies indicated the percentage of their organizations software development that it allocates to various types of computers, operating systems, and programming languages. Question seven asked respondents to state the percentage (out of 100%) of their software development being performed on various computer hardware. The data, presented in Table 2, shows that 56 percent of the software development is being performed on mainframe computers. PC Based computers are used for 29 per cent of the software development process. The use of minicomputers and UNIX for software development by these companies is minimal.

Table 2
Types of Computers used for Development Purposes

Type of Computer	Percentage of Development
Mainframe	56
PC Based	29
Minicomputer	9
UNIX	6

Question eight asked respondents to indicate the percentage of their software development being conducted under the various operating systems. The results are depicted in Table 3. MVS is used by these companies for an average of forty-one percent of their development process. MS-DOS is currently being used for nineteen per cent of the development process.

Table 3
Operating Systems Used for Development Purposes

Operating System	Percentage of Development
MVS	41
MS-DOS	19
VM	13
UNIX	12
VMS	8
Other	7

Question nine required responding companies to indicate the percentage of their software development process being completed using various programming languages. The data shows that many

programming languages are used in the development process. Following is a list of those languages currently being utilized by these companies (most used to least used):

- COBOL
- C
- VISUAL BASIC
- C++
- PL/1
- ASSEMBLY LANGUAGE
- FORTRAN

The organizations responding indicated that they were not currently using either PASCAL or ADA for development purposes.

Emerging Technologies. In question ten of the survey, companies were asked to indicate their level of need for entry-level employees possessing knowledge and skills in several areas of emerging technology. Charts seven and eight show that there is a high level of interest in each of the topics presented.

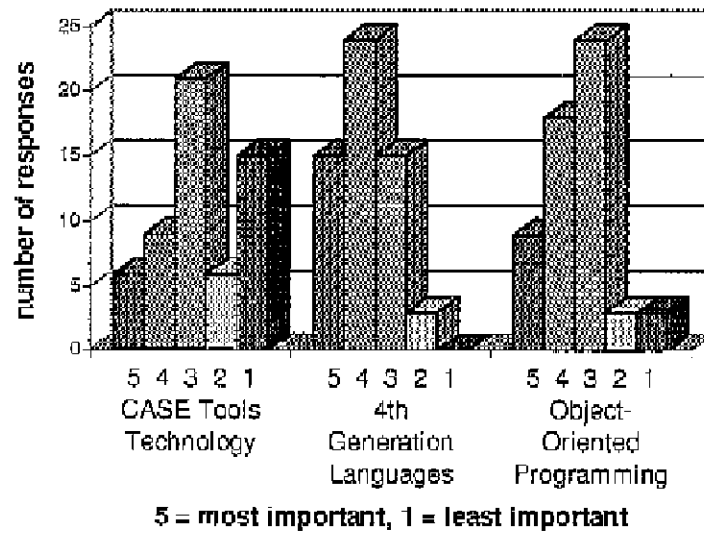


Chart 7

Trends in Technology -- Part 1
(n = 57)

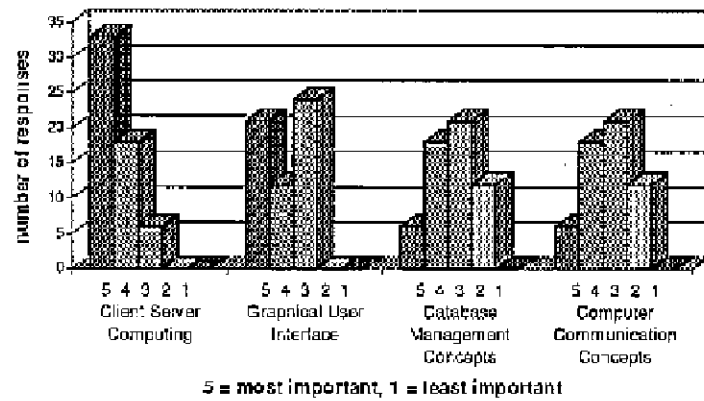


Chart 8

Trends in Technology -- Part 2
(n = 57)

The questionnaire asked respondents to indicate any special concerns or needs of their organization, pertaining to the hiring of an entry level individual into their organization. Following is a summary of those responses.

- Please teach them basic reading and writing skills. Many candidates have excellent technical credentials, but completely lack basic communications skills.
- Schools should offer a course to directly address the client/server system design.
- It is time for schools to begin the migration to fourth generation programming languages such as NATURAL.
- You must teach a course in Novell LAN engineering and administration.
- Schools must add emphasis to the *BASICS*. This includes EXCEL BASIC, VISUAL BASIC and ACCESS BASIC.

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Chapter 5

Summary of the Findings, Conclusions, and Recommendations for Further Study

Introduction

Chapter five concludes the Camden County College Computer Studies curriculum assessment study. The first section, Summary of the Findings, provides a synopsis of the study. The section, Conclusions, state the conclusions drawn by the author as a result of this study and the final section, Recommendations for Further Study, include suggestions for broadening the scope of the study for future analysis of curricula.

Summary of the Findings

The purpose of this study was to assess the effectiveness of the Computer Studies curriculum at Camden County College in meeting the needs of local business and industry.

A survey of 118 computer based businesses in a tri-state area was conducted. The questionnaire consisted of ten questions and had two purposes. The first several questions of the survey assessed the availability of entry level positions for those individuals possessing an associates degree in Computer Studies. The remainder of the survey focused on the qualifications necessary to obtain any such positions. Core components of the Computer Studies curriculum at Camden County College were presented to the respondents and they were asked to evaluate the offerings of these

courses in terms of importance to their organization. Fifty-four percent of the surveys were completed and returned.

The author conducted additional research in several areas of evolving technology including: CASE Tools technology, Object-oriented Programming, Client/Server Systems, Hypermedia, Database programming, Information Systems, and Graphical User Interface. This task was performed as a means of obtaining a comprehensive overview of the technological changes occurring in this field.

An analysis of the survey data relating to the current Computer Studies curriculum was conducted. These findings coupled with the author's research led to the conclusion that Camden County College should update their Computer Studies curriculum. The Personal Computer track of the Computer Studies curriculum is adequately meeting the needs of local industry. All courses currently being offered in this course of study were considered important by the respondents. Survey results also indicated that all areas of evolving technology researched by the author were considered important to local industry. Each of these areas should be introduced in various courses throughout the curriculum.

Conclusions

The data from the survey was tabulated and charted by the author. The author then compared these results with the current Computer Studies curriculum offered by Camden County College.

The researcher determined that the course of study currently offered at Camden County College is sound. However, both the companies responding to the questionnaire and the current literature suggest that technology is rapidly changing. It is time to address these changes by modifying the current curriculum. Several factors must be considered when modifying a curriculum based on a rapidly advancing field. One must be sure to recognize the time and effort involved in creating new courses. There is a lag time between the onset of the development of the courses and the final approval and offering of such courses. Any new courses being constructed must be developed with these constraints in mind. The revised curriculum must be flexible. It should be organized in such a way that courses may be removed from the current curriculum and new ones inserted without affecting the balance of the curriculum. Both faculty and administrators must be made aware of the continual need of the curriculum to keep pace with the changing needs of local industry.

The researcher recommends the instruction of C++ as a required course in the Computer Studies curriculum. This would allow an introduction to the concepts of object-oriented programming at the community college level. This course could take the place of C Programming, already a component of the curriculum. An offering of a course in Visual Basic would afford students an introduction to the concepts of Graphical User Interface.

Camden County College should offer a course in concepts of database management. This course would teach the fundamental concepts of database processing and its importance to information systems storage and retrieval. Students completing this course would have a firm understanding of each of the database models: hierarchic, network, and relational. Research shows that most organizations use database management systems. Exposure to these concepts is essential.

Research suggests the inclusion of a closed laboratory in which students work on more complex assignments, broken down into component parts. This laboratory course would serve as the capstone course of the curriculum. Laboratory assignments would be more complex than those offered in individual classroom assignments. Assignments completed in this course would provide students with more realistic expectations of projects completed by those occupying entry-level industry positions. The laboratory assignments would be administered by a faculty member who would remain in the laboratory with students. This course would provide students the opportunity to analyze a problem, devise a solution, implement, and test their solution. Students would also be required to provide completed documentation for all aspects of the project. Students would utilize skills and methodology previously developed in other courses throughout their learning experience.

The inclusion of new courses into an already crowded curriculum is difficult. Faculty must have the technical depth and breadth to develop and instruct the new courses. This means that the computer science faculty must stay abreast of the technological changes occurring in this field. Administrators must provide faculty the time and opportunity to remain current in this field.

Recommendations for Further Study

The author recommends that this study be replicated on a greater scale and that it be repeated on a regular basis. It is fundamental that the community colleges have a clear understanding of the needs of its employment market. Collaboration of such studies among community colleges throughout the state would lead to a program that is sound on a statewide basis.

The Computer Studies curriculum must be flexible to meet the ever-changing requirements of business and industry. The field is rapidly advancing and the courses offered by these institutions must change in response. Follow-up studies of community college graduates is also important. Invaluable information can be obtained as to positions obtained by the graduates and the requirements of these positions. Graduates of Camden County College can provide much needed information about both adequacies and inadequacies of the program.

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Appendix A
Cover Letters and Questionnaire

January 22, 1995

Mr. James S. Jones
ABC Company
123 Cherry Lane
Anytown, PA 12345

Dear Mr. Jones:

Camden County College strives to offer quality educational programs to all students. Our programs are carefully designed to meet both the needs of our students and those of the local job market.

Your responses to this survey will assist us in obtaining a more complete picture of the rapidly changing computer field. All responses to the survey will be kept in confidence.

Thank-you for your time in completing this survey. Please route the survey to the appropriate individual within your organization for completion. Input from employers is a most valuable resource in the continual improvement of our educational offerings. Please return the completed survey in the enclosed envelope by February 14, 1995. If you have any questions regarding this survey, please contact Rose Boiano at (609) 768-9135.

Sincerely,

Rose Boiano

February 20, 1995

Mr. James S. Jones
ABC Company
123 Cherry Lane
Anytown, PA 12345

Dear Mr. Jones:

You should have recently received a business computer programming survey in the mail. Your response to this survey will assist us in obtaining a more complete employment picture of the computer field. No employer will be identified in the results of this survey and all responses will be kept in confidence.

I have enclosed a second copy of this survey. Thank-you for taking a few minutes to complete it. Input from employers is a valuable resource in the continual improvement of our educational offerings. Please return the completed questionnaire in the enclosed envelope by March 1, 1995. If you have already completed and mailed the business computer programming survey, please disregard.

If you have any questions regarding this survey, please call Rose Boiano at (609) 768-9135.

Sincerely,

Rose Boiano

CAMDEN COUNTY COLLEGE

BUSINESS SURVEY: SOFTWARE TECHNOLOGY PERSONNEL NEEDS

Camden County College offers an Associate in Applied Science Degree (AAS) in Computer Studies. Please answer all questions asked about this program in terms of the needs of your individual company.

Name of company: _____ Address: _____

Respondent: _____ Job Title: _____

1. In general, are you or your company likely to employ an individual with a two-year associate degree in Computer Software development for software design and/or as a programmer?

likely might unlikely

2. If you would employ such graduates, how many individuals might you hire per year?

N/A 1 - 2 3 - 10 more than 10

3. What are the title(s) of such position(s) to be filled ?

4. Please give a brief job description for such position(s) (Use back of page if necessary).

5. Below are courses which Camden County College currently offers as core components of its AAS Degree Program in Computer Studies. Please rate each course from 1 to 5 according to its relative importance in the hiring of an entry level employee in your company (5 = most important, 1 = least important).

- | | |
|---|--|
| <input type="checkbox"/> BASIC programming | <input type="checkbox"/> Economics |
| <input type="checkbox"/> C and UNIX programming | <input type="checkbox"/> Accounting |
| <input type="checkbox"/> COBOL programming | <input type="checkbox"/> English Composition |
| <input type="checkbox"/> PASCAL programming | <input type="checkbox"/> Algebra |
| <input type="checkbox"/> FORTRAN programming | <input type="checkbox"/> Finite Math |
| <input type="checkbox"/> ASSEMBLY LANGUAGE programming | <input type="checkbox"/> Calculus |
| <input type="checkbox"/> Data Structures and Algorithms | <input type="checkbox"/> Systems Analysis & Design |
| <input type="checkbox"/> Programming Logic | <input type="checkbox"/> Introduction to Business |
| <input type="checkbox"/> Introduction to Management | |

6. Below is a list of courses currently offered in the personal computer track of the Computer Studies AAS degree program at Camden County College. This program offers a choice to individuals who wish to work with computers but do not desire employment as computer programmers on a large mainframe computer. Please rate each course from 1 to 5 according to its relative importance to an entry level employee in your organization (5 = most important, 1 = least important).

- | | |
|--|---|
| <input type="checkbox"/> Intro to Computer Programming | <input type="checkbox"/> Programming Logic |
| <input type="checkbox"/> Computer Concepts | <input type="checkbox"/> Intro to Word Processing |
| <input type="checkbox"/> Keyboarding | <input type="checkbox"/> Advanced Basic Programming |
| <input type="checkbox"/> Database Management | <input type="checkbox"/> Introduction to Business |
| <input type="checkbox"/> Lotus 123 | <input type="checkbox"/> System Analysis and Design |
| <input type="checkbox"/> Introduction to Management | <input type="checkbox"/> Algebra |
| <input type="checkbox"/> Applied Finite Math | <input type="checkbox"/> Applied Calculus |
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Economics |
| <input type="checkbox"/> English Composition | |

For the items in questions 7 - 9, give the percentage (out of 100) that your company would allot to each item, as it is used for development purposes.

7. Type of Computer(s):

- | | |
|--|-------------|
| <input type="checkbox"/> % PC based | Type: _____ |
| <input type="checkbox"/> % mainframe | Type: _____ |
| <input type="checkbox"/> % minicomputer | Type: _____ |
| <input type="checkbox"/> % UNIX based server | Type: _____ |

8. Operating system(s):

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> % MS-DOS | <input type="checkbox"/> % VMS |
| <input type="checkbox"/> % MVS | <input type="checkbox"/> % UNIX Type: _____ |
| <input type="checkbox"/> % VM | <input type="checkbox"/> % Other Type: _____ |

9. Operative language(s):

- | | | | |
|-----------------------------------|--|----------------------------------|-------------------------------------|
| <input type="checkbox"/> % Pascal | <input type="checkbox"/> % C | <input type="checkbox"/> % C++ | <input type="checkbox"/> % Ada |
| <input type="checkbox"/> % Cobol | <input type="checkbox"/> % Fortran | <input type="checkbox"/> % Basic | <input type="checkbox"/> % Assembly |
| <input type="checkbox"/> % PL/1 | <input type="checkbox"/> % Other _____ | | |

10. Please indicate your level of need or interest in entry level employees possessing knowledge and skills in each of the following areas, (5 = most important, 1 = least important):

- Case Tools Technology programming
- Fourth generation Languages (FOCUS, SQL)
- Client Server Technology
- Object Oriented Programming (Small Talk, C++, Actor, etc.)
- Graphical User Interface (Visual Basic)
- Database Management Concepts
- Computer Communications Concepts

Please use the back of this page to respond with any additional comments or suggestions.

An Administrative Internship In
Notre Dame Regional School
Newfield/Landisville
New Jersey
1994-1995

by
Kathleen M. Brown

A report

Submitted in partial fulfillment of the requirements for
the Master of Arts Degree in the Graduate Division
of Rowan College of New Jersey
May 1995

Approved by 
Mario J. Tomei, Ed. D

Date Approved 4/5/95

Abstract

Brown, Kathleen M.

An Administrative Internship in
Notre Dame Regional School,
Newfield/Landisville, N.J.,
1994 - 1995

Advisor: Dr. Mario J. Tomei
Educational Administration
Department, Rowan College of
New Jersey

An administrative internship was served at Notre Dame Regional School from May 1994 through June 1995. The internship provided an opportunity for the intern to gain a working knowledge of the leadership and management skills needed by elementary school administrators. The experience focused on six major areas: curriculum, teaching and learning, pupil personnel and administration, organization and management, utilization of staff, and routine tasks.

The major project tasks include the development of strategies for the implementation of whole language; the preparation of lesson observations and conferences with teachers; the development of a before school and after school care program for students; the direction and preparation of a school newsletter; the development of a master schedule for the 1994 - 1995 school year; and the design and development of a school calendar/handbook.

Mini-Abstract

Brown, Kathleen M.

An Administrative Internship in
Notre Dame Regional School
Newfield/Landisville, N.J.,
1994 -1995.

Advisor: Dr. Mario J. Tomei
Educational Administration
Department, Rowan College of
New Jersey

The purpose of this administrative internship served at Notre Dame Regional School was to provide an opportunity for the intern to gain knowledge of the leadership and management skills needed by elementary school administrators. Recommendations were made to continue to revise and update existing curriculum guides; to continue to offer a before and after school care program; to continue the preparation of a school newsletter; and to continue to design and develop a yearly school calendar/handbook.

Acknowledgements

First, I would like to thank my mentors, Monsignor Bottino, Sister Stella Lutz, and the IHM Community, for their wisdom, professionalism, guidance and patience which served as an excellent model for the intern. Their training, encouragement, and confidence in my capabilities provided me with the freedom to develop my administrative skills.

I would like to thank Dr. Mario Tomei, my internship advisor, and Dr. Christine Johnston, my program advisor, for their expert assistance and encouragement throughout this project.

I would also like to express my sincere gratitude to the faculty and staff of Notre Dame Regional School for their understanding, cooperation, and support during the entire internship. A special thanks to my secretaries, Joanne Davies and Paty Blackshear, who, without their help, this internship would never have been accomplished.

Next, I would like to thank my friends, Rose, Mariann, Mary, Annunziata, and Ron who always believed in me and my God-given abilities. I am grateful for the fact that they continued to push me to do and be my best.

Finally, and most importantly, I would like to thank my loving family, especially my parents, Robert and Joan, for setting examples early in my life that I strove to emulate. They taught me to be strong, determined, and disciplined. Their continuous support, encouragement, and advice have been a source of constant inspiration throughout my adult life as an educator. Thank you.

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Chapter 1

Internship Setting

Purpose

The grade school principalship is a highly complex and dynamic position demanding skills and expertise in many areas. This internship offers the learner opportunities to develop principal competencies in initiating and responding to change, decision making, support for instruction and learning, human relations and morale, evaluating school processes and products and responding to problem situations.

The intern completed six projects in areas of administrative practice: curriculum, teaching and learning, pupil personnel administration, organization and management, utilization of staff, and routine tasks. There were objectives cited for each area and competencies attained from the experiences.

The internship took place at Notre Dame Regional School. Notre Dame has two locations. Grades one through four are held on Church Street in Newfield and grades five through eight are held on Central Avenue in Landisville, New Jersey. Both locations house a pre-school and Kindergarten.

The intern, Kathleen M. Brown, is the current principal of Notre Dame. Monsignor Dominic Bottino is the Administrator and the intern's mentor.

The communities of Newfield and Landisville, the school district of the Diocese of Camden, Notre Dame Regional School, and the staff and students will be discussed in this chapter.

The Communities of Newfield and Landisville

Newfield. The town of Newfield was established in 1866 by a cooperative effort of three major land owners. The town, with an area of 1.5 square miles, was centered around the local railway. In February of 1924, Newfield was incorporated as a borough and officially separated from Franklin Township in May of that year. According to the Census of Population and Housing, (Newfield Borough, 1990, p.3), Newfield had a population of 1,592. They are approximately 95% white, 2% black, 1% Hispanic, 1% Am. Indian, and 1% other. The median household income is \$36,711. The majority of families own their home with a value range from \$60,000 to \$125,000. Of the labor force, which is well mixed with blue and white collar workers, 4.32% are unemployed.

The borough is governed by a Mayor, Everett E. Marshall III, who is elected to a four year term and six Councilmen elected to three year terms. They are currently Marjorie Miller, Joseph Curcio III, Bill Quigley, Bob Moynihan, Mack Magee, and Felix Girone. The council is divided with three Republicans, three Democrats and an Independent Mayor. Civic organizations include the Kiwanis Club, The Women of Today, the Jaycees, the Ambulance Corps, the Fire Department and the American Legion. Present industry consists of small manufacturers and service industries.

Landisville. The town of Landisville, centered around the Vineland/New Jersey Southern Railway, was established in the 1860's by Charles K. Landis. In 1867, Landisville was included with several small, neighboring towns into Buena Vista Township. In 1949, the two towns of Landisville and Minotola seceded Buena Vista Township and became the Borough of Buena (Buena Vista, 1967, p. 5).

Located on the Western tip of Atlantic County, the Borough has an area of 7.9 square miles. It is governed by a Mayor, currently Gene A Iannette, who is elected to a four year term. Two council members are elected each year for a three year term, with a total of six members serving on council. Those

currently serving are Joseph Baruffi, Joseph Rosemont, Joseph Speziali, Joseph Santagata, Gary Martinelli, and Rosalie Baker. The Mayor and five Councilmen are Republican, the remaining Councilman is a Democrat. Civic organizations include the American Legion, the Ambulance Corps and the Fire Department. Present industry consists of apparel manufacturing, truck farming, food processing and service industries. According to the New Jersey State Data Center, the Borough is approximately 60% white, 20% black, and 20% Hispanic. As of 1990, the Borough had an estimated population of 4,441. The per capita income is approximately \$23,763 with an unemployment rate of 3.9% (Prudential Securities Incorporated, 1991, p. 6).

The Camden Diocesan School District

The Diocese of Camden. The Diocese of Camden is one of five dioceses in the State of New Jersey and consists of the six southernmost counties of the State of New Jersey. It was established in 1937 and is under the ecclesiastical jurisdiction of the Bishop of Camden. The Most Reverend James T. McHugh is the current Bishop of Camden. He has been in office since 1988. All offices are located at the Camden Diocesan Center, at 1845 Haddon Avenue in

Camden, New Jersey.

In this six county area - Atlantic, Camden, Cape May, Cumberland, Salem and Gloucester - are found Catholic elementary schools, diocesan high schools, and private high schools sponsored by religious communities. They are united in possessing a Catholic philosophy of education, they follow the same general curriculum, and look to the Office of the Superintendent of Schools of the Diocese of Camden for service and leadership.

Governance. The Bishop, as chief pastor of all the parishes in the Diocese, has full authority for the policies and practices of all the schools within the Diocese. He is the chief officer in the educational structure.

It is the prerogative of the Bishop alone to open or close schools. The right of the Bishop, or his delegate, to visit any and all schools of the Diocese flows from the responsibility of the Bishop, as chief teacher of religion in the Diocese, as stated in Canon 1382 (Canon Law, 1983, p. 499).

The Diocesan School Board is composed of appointed members of the diocese - not more than nine priests or religious along with not more than fifteen lay members - who are responsible to the Bishop in an advisory capacity. The Board's authority includes the entire diocesan school system. The purpose of

the Diocesan School Board is to develop and define the policies which, after approval by the Bishop of the diocese, shall govern the operation of the diocesan schools. Members represent various regions of the diocese and therefore they bring to bear a broad spectrum of opinion upon educational policy. Board officers consist of a President, Vice President and Secretary. Each serves a two year term with the President's and Vice-President's term staggered so they complete their terms in alternate years.

The Secretary for Education is appointed by the Bishop and is responsible for promoting mutual collaboration and esteem among five departments. He coordinates, supports and presents a cohesiveness of purpose in all religious education programs by analyzing needs, establishing priorities, setting goals, and determining future direction. The five departments are: Superintendent of Schools (Catholic Elementary and Secondary), Confraternity of Christian Doctrine/Adult Religious Education, Family Life Bureau, Special Education, and Campus Ministry.

The Superintendent of Schools is appointed by the Bishop and is directly responsible to him for the successful administration and supervision of the schools. He represents the Bishop in educational matters and is charged with

the duty of interpreting and putting into effect the educational policies approved by the Bishop. Under the Bishop, his authority extends over all the elementary and secondary schools which are within the geographic limits of the Diocese. It is the function of the Superintendent of Schools to set up and put into operation the means necessary for carrying out the Catholic educational program. This includes development of the curriculum, teacher training programs, and the establishment of the necessary committees to carry on this work. It also includes school visitations by representatives from the Diocesan School Office. He establishes procedures for checking on plant maintenance and improvement through periodic visitation. He must interpret the Catholic educational program to the community. This includes a program of public relations through which the educational program is explained to other educational agencies, civic organizations, etc. The Superintendent must establish proper methods for analysis and evaluation of entire programs. This includes research for study of the curriculum and testing program, teachers' institutes, meetings to discuss and report on school matters, and evaluation of teaching personnel through competent supervision. He must report to the Bishop with recommendations on the school program so that the status may be

appraised and evaluated and the further development of the educational program can be planned (Diocese of Camden, 1988, p. 206).

Along with the Superintendent, Religious Supervisors are appointed by their major religious superiors to visit and render professional counsel to the schools staffed by their respective communities. They are concerned with evaluating the over-all situation in a school, raising the standards of teaching and keeping the schools in conformity with diocesan policies and practices. The religious supervisor submits a copy of his/her report to the Diocesan School Office for each school visited.

Assistant Superintendents are accountable for supervision of the educational progress of Diocesan Schools and are to assist and advise the efforts of the school principals and pastors in meeting their administrative accountabilities. The current Superintendent, Dr. David T. Coghlan has three Assistant Superintendents. Sister St. Eugene, OSF is Assistant Superintendent in charge of Educational Services and Curriculum. Sister Stella Lutz, SSJ, is Assistant Superintendent in charge of Lay Personnel and Government Programs. Sister Antoine Therese, IHM, is Assistant Superintendent in charge of Religious Education and Marketing.

The Assistant Superintendent in charge of Educational Services and Curriculum is responsible for acting as administrative advisor and consultant to the Superintendent of Schools. Sister St. Eugene assists and advises the efforts of the elementary school principals in meeting their administrative accountabilities. She also assists, facilitates and evaluates the elementary school principal and teachers and helps them to implement the educational services provided by the Diocesan office. Sister St. Eugene assists the elementary and secondary schools in evaluating and improving the curriculum and teaching-learning process. She provides leadership in the planning, developing, implementing and coordination of a diocesan K-12 continuous progress, value-centered curriculum. Sister St. Eugene also performs other tasks and assumes other accountabilities delegated by Dr. Coghlan, the Superintendent, from time to time. Sister St. Eugene coordinates and administers the four regional Teacher Centers. She also publishes the annual school calendar in consideration of the needs and local conditions of the schools in the diocese and sets up an activities calendar for the secretarial staff and local principals.

Pertaining to the area of personnel, the assistant superintendent for lay personnel and government programs is responsible to screen all elementary and

secondary applicants, secure qualified applicants and make determinations regarding proper pay scale placement by evaluating the number of credits toward a degree, teaching experience, etc. Sister Stella must also see that all diocesan policies concerning lay personnel are followed. Pertaining to the area of government programs, Sister Stella is to inform all schools of available programs. Sister Stella represents the Diocese of Camden on the State Advisory Board for Title I and II, represents the Diocese in negotiation with school districts dealing with Title I, and coordinates Diocesan Title II applications. She endeavors to expand participation of schools in present programs. She assists schools with the provisions of the New Jersey State Aid Bill and coordinates reimbursement under State Aid to non-public education programs.

The Assistant Superintendent in charge of Religious Education is responsible to act as administrative adviser and consultant to the Superintendent of Schools. Sister Antoine assists and facilitates the elementary and secondary school principals in meeting their administrative accountabilities in the area of religious education. She assists, facilitates and evaluates the efforts of both elementary and secondary schools in developing and implementing sound and effective religious education programs. Sister Antoine helps create in each

school a Christian educational community where human culture and knowledge enlightened and enlivened by faith is shared among teachers and students in a spirit of responsible freedom and love (Diocese of Camden, p. 207).

Enrollment. Nationally, the total Catholic school enrollment is approximately 2.6 million students. The number has stabilized for the past five years and includes an increase of 17,000 in the 1992-1993 academic year (Aquila, 1994, p.61).

From 1990 to 1992, enrollment in elementary schools in the Diocese of Camden dropped from 15,799 to 15,300 students. Since 1992, there has been a steady increase in enrollment to current levels of 15,645 (Diocese of Camden, 1994, p.10). According to the National Assessment of Education Progress Test of the Federal Government (Coleman-Hoffer Report, 1987, p.32), Catholic school students excelled other students by an average of 4.5% in math, 4.8% in science, and 12.5% in reading. The graduation rate is 95% with 83% of students going on to college. According to the Coleman-Hoffer Report, parents' participation, rigorous academics, consistent value - not selectivity, and compensation for family deficiencies make Catholic schools more effective in academic achievement, higher test scores, and lower drop-out rates (p.10).

Enrollment is expected to increase as Catholic schools continue to have favorable reports in academics and discipline.

Of the 8,500 Catholic Schools nationwide, 74 are part of the Camden Diocese. The Diocese includes 63 elementary schools; nine urban, 46 suburban and eight rural. There are 11 secondary schools; three urban, five suburban and three rural. The ethnic profile of all students is approximately 8% Black, 5% Hispanic, 3% Asian, less than .04% Native American and 84% others. In the elementary schools there are 742 full time teachers, of which 38 are male, 589 are female and 115 are female religious. There are 205 part time teachers of which 14 are male, 148 are female, and 41 are female religious. In the secondary schools there are 331 full time teachers of which 134 are male, 155 are female, 20 are male religious and 22 are female religious. There are 10 part time teachers of which two are male, four are female, one is male religious, and three are female religious (Diocese of Camden, 1994, p. 1).

Catholic Elementary Schools in the Camden Diocese require religious education as well as all courses required by the State of New Jersey. Reading, English, math, science, social studies, family life, physical education, health, art

and music are required subjects. The Diocese supports the concept of "Whole Language" teaching and encourages its practice, allowing the teachers to select the strategies that will meet the needs of their students. The Diocese encourages co-curricular programs, according to the need and capabilities of each school.

The Secondary Contracted Teacher's Organization is the high school union that represents full and part-time employees who work over 20 hours a week. The SCTO was formed ten years ago, in 1984. In September of 1994, the high school teachers went on strike for a week due to unresolved negotiations over the moral wording of their contracts. The elementary teachers are not unionized due to the parochial nature of each of the schools.

Notre Dame Regional School

In September of 1994, St. Rose of Lima School, Newfield, and Our Lady of Victories School, Landisville, merged, becoming Notre Dame Regional School. Both schools were facing financial difficulties, and it was believed that by joining forces a better, more financially stable school would emerge. With direction and advice from the Diocese, all income was centralized and fund

raising efforts were combined. Since the merger, the school has achieved a superior academic program which has in turn led to an increase in enrollment.

St. Rose of Lima Elementary School in Newfield was established in 1956 in the vacant church, as a new church had been built in 1946. The school was under the direction of the Daughters of Mercy and consisted of five classrooms, one office, and one set of lavatories, but was later increased to seven classrooms. In 1978, a kitchen, library and Kindergarten were opened in the old convent. In 1988, a \$400,000 addition of three classrooms and one set of lavatories was added to the existing school to accommodate an increase in enrollment. In 1991, a Pre-K class was established in the old convent and the Kindergarten and library were moved to the school building. In 1994, construction began on a \$65,000 all-purpose room to serve as a gym and cafeteria.

Our Lady of Victories Regional School in Landisville was dedicated on September 18, 1960. The original school was under the direction of the Sisters of St. Joseph of Peace and consisted of five classrooms (Our Lady of Victories, 1960, p. 5). In 1967, existing rooms were divided to accommodate eight grades.

In 1969, three rooms and office space were added to the building, followed shortly after by an all-purpose room with stage and kitchen. In 1982, a full-day Kindergarten was established in the neighboring convent. In 1993, the Sisters of St. Joseph of Peace moved out of the convent, leaving room for the establishment of a Pre-K program.

Both locations, Landisville and Newfield, remain open after the merger and both continue to house a Pre-K and a Kindergarten program. Grades one through four are held in the Newfield building and grades five through eight are held in Landisville. Along with seven classrooms, the Landisville building has a science lab, an art/music room and a library/computer room. The Newfield building has nine classrooms, a library/computer room, and an art/music room with a gym/cafeteria currently under construction. Each location now has a before and after school care program. Children are supervised by one female staff member. Improvements are being made in both buildings to enhance the educational program offered and increase Notre Dame's appeal.

Administration. The school, being regionalized, is under the direction of seven pastors. They are: Monsignor Bottino from Our Lady of Victories,

Landisville; Fr. Chiavello from St. Michael's, Minotola; Fr. Bober from Our Lady of the Lakes, Collings Lakes; Fr. Tumosa from St. Rose of Lima, Newfield; Fr. Hope from St. Mary, Malaga; Fr. Minnitti from St. Ann's, Elmer; and Fr. Collins from Nativity Church, Franklinville. Father Tumosa, in his first year at Newfield and Monsignor Bottino, in his third year at Landisville, are the on-site administrators. One Principal, (the Intern) who is in her second year, shares her time between the two locations. The pastor is the spiritual leader and administrative head of the parish and its extension, the school. It is his duty to insist that the religious dimension as defined by the Congregation for Catholic Education (1992, p. 44), that is the spiritual formation and sacramental preparation of the students, be of primary concern and that all policies and procedures of the Office of Education be observed. He has the responsibility, together with the people of his parish, for the finances of the school which includes salaries, adequate educational supplies and equipment, custodial care and physical maintenance, and improvement of the school buildings. Any matter beyond ordinary school routine is to be referred to him by the school principal so that decisions can be made collaboratively.

Philosophy In an authentic attempt to bring faith to a living consciousness in the hearts of all people, the Catholic school seeks to fully integrate truth and values with the rest of life.

Notre Dame School has as its mission to prepare students for the fullness of life through the pursuit of truth and goodness. The goals have been adopted from those offered in the Declaration of Catholic Education; "...to inspire students with the Spirit of Christ; to help develop the gifts and talents of each student; to direct all students to become involved in transforming their world into the Kingdom of God" (Congregation for Catholic Education, p. 36).

The faculty and staff, with strong parental cooperation and support, endeavor to fulfill this mission in an atmosphere of firm but loving discipline and mutual respect.

Finally, this faculty, with dedication to this mission provides for the total development of each student spiritually, intellectually, socially and physically in an environment which proclaims and promotes the teachings of Jesus Christ (Vatican II Documents, 1982, paragraph No. 9). This development is achieved through the following objectives:

1. To promote Christian ideals through Catholic Education in order to strengthen attitudes and behavior dealing with Spiritual, Social and Moral issues.
2. To see that self discipline and mutual respect become a part of the child's behavior.
3. To encourage parents to become knowledgeable about, and take a keen interest in all phases of the school curriculum by their involvement and commitment.
4. To foster an active spirit of cooperation between teacher and parents.
5. To guide the child in developing a responsible attitude towards himself and others. (Notre Dame Regional School Calendar, p.1)

This philosophy is the driving force behind Notre Dame Regional School.

All decisions concerning academics, discipline, and daily operations are made with the promotion of these ideals in mind.

Notre Dame School Staff

The Principal. The Principal is the spiritual and instructional leader of the school and is responsible for its effective operation as an educational institution. Moreover, the Catholic school, being distinctive in its religious dimension calls the principal together with his/her staff to:

- a. provide an educational climate permeated by the gospel spirit of freedom and love.
- b. guide the students in such a way that personality development goes hand in hand with the development of the "new creature" that each

- one has become through baptism.
- c. relate all of human culture to the good news of salvation so that the light of faith will illumine everything that the students will gradually come to learn about the world, about life, and about the human person (Diocese of Camden, 1988, p. 302).

To accomplish this task, the vision that is Catholic school education must be shared not only by the principal and the school community but also by the pastor, parish staff and parish community, by parents and guardians of the students, and by diocesan staff. The mission of the school is truly and authentically a part of the parish mission of unity and reconciliations.

As an administrator, the Principal conducts more than 100 daily activities. Approximately twenty-six percent of her time is spent in pre-arranged meetings. Miss Brown is expected to work closely with the pastor(s) and faculty to achieve a climate and program that fosters Christian growth and formation within the total school community, particularly through the study and implementation of the Church's document on Catholic education. She cooperates with the Diocesan Board of Education, the Superintendent of Schools, and the pastor(s) in the administration of the school within diocesan and stated policies and regulations. The Principal fosters good relationships

with pastor(s), public authorities, parents, teachers, and pupils. She meets with the pastor(s) on a regularly scheduled basis for discussing the operation of the school and for resolving concerns relevant to its operation. She collaborates with the pastor(s) in interviewing and hiring prospective teachers who have been approved by the Diocesan Schools Office. She serves as a member of the PTA Executive Board, is present for all PTA meetings, and insures teacher attendance at PTA meetings. Approximately fifteen percent of the Principal's time is concerned with routine office duties. The Principal actively recruits students for the school and is responsible to inform the pastor of new pupils who are to be registered in school, admits all new pupils and obtains the scholastic and health records of all new students as soon as possible. She must keep a file for each student which contains a permanent record card and cumulative records. She is responsible to maintain discipline in the school and to insure that suspensions and/or expulsions are carried out only with approval of the pastor(s) and in accord with diocesan guidelines. She plans monthly fire drills and keeps records of date and time. She assumes responsibility for early dismissal of any pupil for illness or other reason. She accepts responsibility for

government funded programs and insures adherence to guidelines established for the use of materials purchased and all available services. She must prepare an instructional budget annually and maintain an adequate supply of materials. She is responsible to oversee the maintenance of the building in regard to health, safety, and well being of the students and teachers. Approximately nine percent of her day is spent on the telephone with parents, pastors, the Diocesan Office, and others concerning educational and maintenance matters. Another fifteen percent of her day is spent dealing with unexpected problems and unannounced meetings.

In the area of supervision and instruction, the Principal is expected to promote the professional growth of teachers by planning professional and spiritual in-service opportunities, by helping teachers define goals for themselves, by informal and formal observation and supervision, and by following the diocesan policy for evaluation of teachers. Approximately twenty-five percent of her time is spent in deliberate encounters with teachers and students. Miss Brown makes every effort to know each teacher personally through private chats and joining the faculty for lunch. In order to become

personally involved with the students, Miss Brown initiates conversations and participates in classroom and playground activities. She discusses individual student progress with teachers and parents as needed. She cooperates with the Office of Religious Education and the DRE in providing preparation for the reception of sacraments. She must hold faculty meetings regularly in order to insure collaboration in planning the school program. She checks and signs lesson plans weekly. She is responsible for procuring equipment and materials necessary for departments to carry out their educational mandate and to prioritize and oversee the distribution of such equipment. She attempts to foster professional milieu which will draw the faculty and entire school community to educational growth. She is expected to develop and update parent and faculty handbooks. She must develop curriculum in collaboration with staff and in keeping with diocesan guidelines. She utilizes the standardized testing program of the diocese to improve instruction and monitor student outcomes. She provides leadership in guiding the faculty and school community through the Middle States Evaluation and Planning Process. She must insure that faculty teach human sexuality in compliance with the Diocese of Camden's Guidelines

for Education in Human Sexuality. The remaining nine percent of her time is spent enroute between the two building locations, (Newfield and Landisville) to and from various off-site meetings, and of course, to and from home.

Notre Dame's principal was hired in 1993 for her first position as a principal. Previously, she taught 7th and 8th grade for five years, the most recent two in Brigantine, NJ, the latter three in Philadelphia, PA. She graduated with a Bachelor of Arts from Immaculata College, in Immaculata, PA. She is currently completing her Masters in Elementary Administration at Rowan College in Glassboro, NJ. For further information, refer to Biographical Data, page 190.

Religion Coordinator. Each elementary school principal appoints a religion curriculum coordinator from among the school faculty. This teacher communicates on-going developments in the area of religious education to the faculty and serves as liaison with both parish(es) and school community.

The religion coordinator works directly with the assistant superintendent for religious education and is responsible for communicating diocesan programs and guidelines to the principal and teachers.

The coordinator meets with the principal, pastor(s) and parish DRE/CRE to plan and meet local needs in the areas related to religion curriculum. These include curriculum content, sacramental programs, liturgical planning, service areas in which the students can be involved beyond the school community, calendar events and other local concerns. In addition, the religion coordinator informs other religion teachers on the faculty of local resources and relevant programs, and plans and executes programs in religious education for the school community.

The religion coordinator has the following qualifications:

1. Ability to work with people and to initiate, plan, and implement programs of religious education for the school in conjunction with the faculty, principal, DRE/CRE, and pastor(s).
2. Willingness to grow professionally as a religion educator either through formal studies, diocesan workshops, and/or catechist formation offerings.
3. Availability to serve as coordinator for a minimum of two years (Diocese of Camden, 1988, p.303).

Teachers. Teachers are charged to coordinate specific areas of school functions and the curriculum, so as to assist the principal in textbook selection, scheduling, budgeting, and any other input requested. Charges include religion, reading, language arts, math, science, social studies, music, art, physical

education, computers, sacramental preparation, contests, student council, yearbook, safety patrol, missions, Iowa testing, and marketing. A Head Teacher is appointed to handle any emergencies or discipline problems if the principal is not available.

In addition to teaching and celebrating Christian values in work and sacrament, other duties of the teacher are:

- a. To share the principal's authority by observing and enforcing all school regulations.
- b. To share the principal's responsibility for the care and appearance of the school plant and surroundings.
- c. To share with the principal the need to communicate more effectively by actively participating in PTA and other parent conferences; by submitting for the principal's approval all written information being sent to parents; by attending and participating in all faculty meetings scheduled by the principal; and by attending teacher training programs scheduled by the Diocesan Schools Office.
- d. To obtain the principal's permission for the scheduling of extra-curricular activities, or any major deviation from the approved program.
- e. To support the mission of the Catholic school by fulfilling all charges and supervisory duties conscientiously (Diocese of Camden, 1988, p. 304).

In order to understand the configuration of the faculty in Notre Dame School, this section describes specifics. Notre Dame School in its entirety has

18 faculty members, 12 female, two female religious, and four male teachers. They are distributed by grade as follows: two Pre-K, two Kindergarten, two first grade, two second grade, two third grade, one fourth grade, one fifth grade, one sixth grade, two seventh grade, and one eighth grade. There is also a full-time physical education/health teacher and a full-time art instructor. There are two full-time female aids and two part-time female aids. One hundred percent of all faculty and staff are Caucasian, mostly of Italian decent. One male teacher is Hispanic. Fifty percent (nine teachers) of the faculty has been teaching for ten years or less. Seven members of the faculty have been teaching for over 20 years. Two teachers hold associate degrees and are working towards their bachelors degree. Four teachers have more than 16 credits beyond their bachelors degree. The majority of the teachers majored in elementary education. None of the teachers hold a masters degree. Seventy-five percent of the faculty are NJ State Teacher certified. Sixty percent hold their religious certification. Who's Who Among American Teachers listed two of the faculty members in 1994, Karen Mackney and Judy Buscham. The teacher to administration ratio is 18:1, which is good as

compared to the state average of 19:1. The average teacher's salary is \$18,000 a year, and contracts are renewed on a yearly basis. Since 1989, Catholic elementary teacher salaries have risen about 23%. However, as Table I clearly indicates, Catholic school teachers continue to make considerably less than their public school counterparts. Catholic school teachers are extremely dedicated and view their position more as a vocation than a career.

Each building has one full-time female secretary with each having three

Table I

Comparison of National Average Teacher Salaries between Catholic and
Government Controlled Schools

	Catholic schools	Govt-controlled schools
1989	\$15,578	\$27,423
1991	\$17,597	\$33,015
1993	\$19,132	\$35,104

Source: Kealy, R. J., NCEA Notes, Salaries in Catholic Education, 1994, p.2

years experience in the school system. Each Pre-K and Kindergarten has a female aid who assists the teacher as needed. Each building has two kitchen workers and one maintenance man. Parents are asked to take their obligation to educate their children very seriously. One such area is to volunteer time to the school during lunch and recess, student activities, class parties, and any other time requested.

All staff , especially faculty, are encouraged to attend workshops, seminars, etc, to take college classes and increase credits. There are two in-service meetings held each year, one Diocesan and one local. The goals of staff development dictate the form of the in-service program, with the main focus being on school need. Faculty members attend an organized retreat once a year. Monthly faculty meetings include guest speakers covering a variety of topics of value to the teachers and the school.

Notre Dame Student Body

Currently, there are 356 students, between the ages of three and 14, enrolled in Notre Dame Regional School. The school, due to its

regionalization, receives students from at least seven different parishes, three counties, and at least 10 school districts. Most children are transported by busses supplied by the transportation office of the district in which they reside. The majority of Notre Dame students reside in the school districts of Buena, Franklin and Vineland. Of these 356 students, five are Asian, 18 Hispanic and six African American. The remainder are white or another ethnic group. Notre Dame has experienced a steady increase in enrollment of Hispanics and African Americans due to the fact that 40% of Landisville's population is Hispanic and African American. There are 154 male students and 202 female students. Parents, who are considered active parishioners, pay \$1100 per child, slightly less for additional children, in tuition per year. An active family is one who attends Mass regularly in one of the seven parishes regionalized with the school. Each family is responsible in helping three times throughout the year at one of the bingos which subsidize the school directly. Each family is responsible for selling or buying five year-long 50/50 raffles. This 50/50 is the predominant PTA fund-raiser. Each family is responsible for selling magazines, Easter candy and "Oldies" dance tickets. Non-active families pay

\$1600.00 in tuition yearly.

In order to set tuition policies, Notre Dame Regional School must take into consideration the diverse socio-economic levels of the communities in which it is located. Though operating costs continue to rise, it is impractical to continue to increase tuition to meet these rising costs. Many families are surviving on low or fixed incomes, and cannot continue to send their children to Notre Dame if tuition is increased. Prior to the merger, tuition at St. Rose of Lima was \$1400.00 and tuition at Our Lady of Victories was \$900.00. In order to meet needs and at the same time strive for harmony between the two sets of parents, Notre Dame met in the middle at \$1100.00. Since tuition alone does not meet the total cost of operation, the school relies heavily on fund raisers. Of all fund raising methods used by the school, bingo is by far the most profitable. Other avenues of funding are continually being explored and incorporated as needed. Because of the need for such fund raising activities, parents are expected to participate as fully as possible. Parents who are exceptionally cooperative in this area are rewarded with reduced tuition.

Grades one through eight complete the IOWA Tests of Basic Skills yearly

and grades four and seven also take the Cognitive Abilities Test. In the spring of 1994, the students, according to the average standard scores for reading, language, and mathematics, scored at least one full grade level above their actual grade level. The percentile rank of average standard scores revealed that the student body of Notre Dame Regional, as well as the school itself, scored significantly higher than other students and schools across the nation.

As Table 2 indicates, Notre Dame Regional School also scored higher than other Diocesan schools. Notre Dame scored 15.25% higher than Diocesan schools in reading, 11.25% higher in language, and 8.875% higher in mathematics.

Normally, 100% of all students graduate from eighth grade. The majority of Notre Dame graduates attend the following Catholic high schools: Sacred Heart, Vineland; St. Joseph, Hammonton; Our Lady of Mercy Academy, Newfield; and St. Augustine Prep, Richland.

Notre Dame Curriculum

Grades Kindergarten through four are self-contained. Grades five

Table 2

IOWA Test of Basic Skills - Report of Building Averages

	National Student Norms	Notre Dame Student Norms	
Reading	50.000	73.250	
Language	50.000	73.500	
Mathematics	50.000	65.875	
	National School Norms	Camden Diocesan School Norms	Notre Dame School Norms
Reading	50.000	69.625	84.875
Language	50.000	75.250	86.500
Mathematics	50.000	67.000	75.875

Source: IOWA Test of Basic Skills, 1994, p.4 (Our Lady of Victories and St. Rose of Lima combined).

through eight are departmental. The curriculum guidelines set by the Diocese of Camden are followed closely. The required courses and time limits for each grade may be found in Appendix C. The curriculum is updated every five years to keep up with advancements nationwide. The curriculum strives to move with advancements in technology, science, and national goals according to studies and projections. New mathematics guidelines were incorporated in

1993. Whole Language (reading, English, spelling, handwriting and phonics) was incorporated in 1994. The science curriculum will be updated in 1995, social studies in 1996, and religion in 1997. The cycle will then begin over again. In addition to the required courses of the State of New Jersey and the Diocese of Camden, children at Notre Dame receive weekly computer training in all grades and science lab experience in grades five through eight. Extra-curricular programs, offered after regular school hours, include intramurals, karate, basketball, cheerleading, art club, band, drama club, yearbook staff, Altar servers, and student council. Various Police organizations sponsor DARE, Officer Phil, boating safety, and school safety patrol programs. Special presentations are offered periodically to enhance the curriculum. Students are encouraged to be involved with the community in all areas. The school supports such activities as Clean Communities, Tiny Tim Caroling, collections for the Missions, Thanksgiving food baskets and Christmas gifts to the Senior Citizen Center and Atlantic County Social Services. Also, entrance in competitions, such as the local Halloween Parade, newspaper contests, spelling bees, poster contests and writing contests, has resulted in many awards for the

school and its students.

Chapter One focused on the communities the school serves, the school district of the Diocese of Camden, the school itself, and the staff and students of Notre Dame. In Chapter Two, project objectives and professional competencies will be discussed for each of the six project areas of administrative practice. Research and literature pertaining to each project area will be presented.

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Chapter 2

Internship Objectives

Purpose

In a school, the person who holds the greatest power to effect change or maintain excellence is the principal (Sergiovanni, 1991, p. 99). Because of this, the elementary school principalship is a highly complex and dynamic position demanding skills and expertise in many areas. The intern envisions a spiritual, instructional leader as the role of the Catholic elementary school principal. The principal has the major responsibility for the effectiveness of the diocesan educational program and its impact on the total parish community. "Educators have great moral, ethical, and legal obligations to create good schools - places where all children can achieve their full potential and receive an equal opportunity to succeed in society" (Smith & Andrews, 1989, p. v). Central to this goal is the principal who acts as a model of Christ, a resource provider, an instructional resource, a communicator, and a visible presence.

The Catholic school, being distinctive in its religious dimension calls the principal to:

Provide an educational climate permeated by the gospel spirit of freedom

and love.

Guide the students in such a way that personality development goes hand in hand with the development of the "new creature" that each one has become through baptism.

Relate all of human culture to the good news of salvation so that the light of faith will illumine everything that the students will gradually come to learn about the world, about life, and about the human person (Congregation, 1994, p. 1).

The internship, scheduled at Notre Dame Regional School in Newfield and Landisville, NJ between May 1, 1994 and June 30, 1995 will offer the learner opportunities to develop principal competencies in initiating and responding to change, decision making, support for instruction and learning, human relations and morals, evaluating school processes and products and responding to problem situations.

The purpose of this chapter is to present the project objectives that were developed by the intern, review the research and literature pertaining to these projects, and to identify the evaluation modes of the project objectives and professional competencies to be acquired. The following areas will be focused on throughout the internship: curriculum, teaching and learning, pupil personnel administration, organization and management, utilization of staff, and routine tasks.

Curriculum

Curriculum is defined as a “plan of action, or written document, which includes strategies for achieving desired goals”(Ornstein & Hunkins, 1988, p. 6). The intern’s objective in the area of curriculum was to develop strategies for the implementation of whole language in grades one through eight. The need for these strategies surfaced in the rewriting process of the Language Arts Curriculum Guide for Catholic elementary schools in the Diocese of Camden.

Whole language is defined by Fredericks (1991, p. 1), as a philosophy of teaching in which reading, writing, listening, and speaking are integrated and taught throughout the elementary curriculum. It is not a program, but rather a way in which children’s literature, writing activities and communication activities can be used in every subject. Whole language provides a natural learning environment based on the individual needs of each child. This concept of child-based education was initially developed and publicized by John Dewey in the early 1900’s (Heald-Taylor, 1989, p. 4). In the 1970’s and 1980’s research was conducted using literature and writing rather than basal reading texts to teach communication skills. The majority of these studies showed promising results for this method which became known as whole language (Tunnell &

Jacobs, 1989, p. 470-1). This research demonstrates that:

Children create new knowledge and express themselves mainly through whole language (listening, speaking, reading, and writing).

Children learn whole language in social contexts; i.e. flexible grouping arrangements have a major impact on how well a student learns.

Children learn through interacting and talking with others.

Children learn how to read and write when these processes are connected in sustained literature-based experience.

Children learn spelling, vocabulary and grammar when these conventions of language are a part of an integrated language event. (Diocese, 1994, p. 2).

Since the concept of "Whole Language" is so broad and the interpretation varies with each linguist, it is necessary to present the position of the Diocese of Camden on whole language. The diocese supports the underlying principle of whole language but does not endorse all of the practices inherent in a purist's interpretation. "The whole language approach to learning must be relevant, interesting, and meaningful to the learner. While whole language is "Child-centered," it should be based on the curriculum" (Diocese, p. 3).

Curriculum guides - unlike well defined programs - are written with the understanding that there is a responsibility for decision making on the part of the teacher. Curriculum guides provide a framework, not a daily plan for

instruction. Since teachers are responsible for the scope of any curriculum content during a given school year, they must also be the final determiners of the sequence of content and skills, the use of instructional strategies, and the degree of content detail. Given the nature of the actual classroom, certain factors will drive these choices: student need, student developmental level, and realistic time limitations. Teachers are encouraged to integrate curriculum in order to maximize instructional time and facilitate transfer of skills and understandings.

In the Diocese of Camden, curriculum guides are written in a spiraling framework articulated from the earliest grades through the middle school. Learning builds upon previous knowledge and skills, which are repeated and reinforced to ensure mastery learning. As a result, it is impossible to expect that everything contained within any curriculum guide will be taught in the same sequence, style, and depth each year. Teachers need the flexibility to make choices to ensure that the student needs are met and that the scope of the curriculum is addressed (Diocese, p. ii).

“As research continues to support the use of whole language, administrators face the challenge of implementing successful change. Change itself is difficult, and changing educators’ philosophies and teaching methods

requires a sequential, thorough plan of action” (Lolli, 1992, p. 7). The essential plan of language arts is to develop effective communicators of language. Acquisition of the skills for effective communication is not a linear, sequential process. All facets of communication are interrelated. Although specific skills are identified for instruction, they are not developed in isolation since a natural interdependence exists. Speaking skills are acquired in coordination with listening skills; reading skills are sharpened as students develop oral and written compositions; study skills help students refine their oral and written communication.

Additionally, communication skills are developmental. In order for this to occur, students must become active participants in the learning process. Communication skills are applied in all subject areas. Students must have many opportunities to use their emerging skills in all disciplines. Application reinforces the utility of skills acquisition. As a result, goals are necessary:

- To communicate effectively with purpose
- To understand and respond to language
- To understand and apply standard English language conventions
- To develop an appreciation for the techniques of communication
- To develop and apply thinking skills
- To focus on information relevant to subject materials
- To pursue and expand personal interests and talents through communication (Diocese, p. 18).

Since whole language instruction is based on a deeply rooted philosophy and set of beliefs about learning, it requires the teacher to make a drastic paradigm shift away from traditional practices (Martinson & Novis, 1993, p. 26). Teachers are invited on a journey that allows them to be learners and risk-takers. They are encouraged to explore the various communication approaches that meet the needs of students and fosters professional growth.

In an effort to foster this process, the intern's objective was to develop, describe, and define an array of instructional strategies that may be used across the curriculum in conjunction with the Language Arts Curriculum Guide for the Diocese of Camden. Some lend themselves more to reading, some to writing, some may be used in both, while others are general strategies that may be applied across content areas. An evaluation checklist was completed by participating teachers to determine the quality and effectiveness of the strategies developed, as well as the extent to which the project objective was achieved.

The professional competency objective was to gain leadership skills in clarifying and focusing goals, objectives, and strategies. The intern's mentor rated her leadership skills by completing an evaluation questionnaire. He critiqued the definitions and examples provided, as well as the effectiveness of

the strategies developed.

Teaching and Learning

Research verifies the fact that observation and supervision go hand in hand with the teaching/learning process. Glickman (1990, p. 5) states that “teachers are in the forefront of successful instruction; supervision is in the background, providing the support, knowledge, and skills that enable teachers to succeed.” Sergiovanni (p. 5) adds that “successful schools are characterized by lively and diverse programs of supervision that are accepted as a natural part of the school’s way of life. Principals and teachers are clear as to the purpose of the supervisory program and share responsibility for its implementation.” In order for this to occur, the following principle should be kept in mind by the principal and the teacher in preparation for the evaluation process:

- A. Evaluation of performance contributes to professional effectiveness and productivity.
- B. The principal, as instructional leader, has the responsibility and obligation to evaluate performance and prescribe advantageous and/or necessary improvements.
- C. Both the principal and the teacher must understand the process.
- D. If the evaluation is to be fair and objective, the teacher must be clearly

informed as to the evaluation criteria.

E. Individual teaching styles among classroom teachers must be recognized.

F. The teacher must be willing to accept and bring about the suggestions designed to improve performance.

G. If the teacher is to profit from the evaluation process, the results must be reported specifically and thoroughly.

H. The teacher must be provided an opportunity to discuss the results and submit a written reaction to the ratings (Archdiocese, 1992, p. 32).

According to the Diocese of Camden, the goal of supervision is two-fold.

It provides for the improvement of instruction and for an overall summative evaluation of teacher performance. This goal is reached through both informal administrative monitoring and formal supervisory observations. The principal is responsible for supervision and evaluation. Teachers with less than four years of teaching experience are formally observed twice a semester. Teachers with four or more years of teaching experience are observed once a semester (Diocese, 1988, #809).

The intern's objective in the area of teaching and learning was to prepare and conduct lesson observations and conferences with teachers in several subjects and grade levels. In keeping with the philosophy of the Camden

Diocese in regards to supervision, the intern chose the clinical supervision model to conduct observations. The following five sequential steps were followed in each observation:

1. Preobservation conference
2. Observation of teaching
3. Analysis and strategy
4. Postobservation conference
5. Postconference analysis

In the late 1950's, Robert Goldhammer (1969), Morris Cogan (1973), and their colleagues at Harvard University began to develop the clinical supervision concept as they sought more effective ways to supervise graduate students enrolled in the Masters of Arts in Teaching (Sergiovanni, p. 297). Cogan (1973, p.54) defined clinical supervision as follows:

The rationale and practice is designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationships between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behavior.

This definition coincides with Costa's (1985, p. 11) belief that "how teachers teach, influences what students learn and who teaches, influences what is

learned.” Content is secondary. The personal relationship between the teacher and the student is the core of learning. Teachers establish the educational climate and structure the learning experiences. They control the process of learning.

The purpose of classroom observation has come full circle from the early 1900's. What began as inspecting classrooms and controlling teacher behavior, developed through the mid 1900's to collecting data with newly developed observation techniques and instruments for research purposes. In the late 1900's, the emphasis has shifted to the professional growth of teachers and their use of effective teaching practices (McHaney & Impey, 1992, p. 3). The purposes of the teacher evaluation required in the elementary schools of the Camden Diocese are:

- A. To assure support for the goals and spirit of Catholic Education in general and the school program in particular
- B. To improve the instructional program
- C. To identify professional growth needs
- D. To identify effective personnel and encourage their retention
- E. To provide a record of teacher performance for future reference (Diocese, p. 17).

The clinical supervision model embraces these goals. According to Sergiovanni, it is considered by many experts (Goldhammer, Anderson, & Krajewski, 1980; Garman, 1982) to be a very effective strategy for bringing about improvements in teaching. It requires a more intense relationship between supervisor and teacher than typically is found in supervisory strategies. The perspective for clinical supervision is basically formative. Its focus is on building teacher motivation and commitment, on the one hand, and on providing for "on-line" staff development for teachers, on the other. Since teachers assume active roles in the process, they often find this a very satisfying approach. It lends to peer and collegial relations among teachers (Sergiovanni, p. 297).

In the area of teaching and learning, the intern's objective was to prepare and conduct lesson observations and conferences with teachers. The evaluation instrument designed to assess the extent to which the objective was met was an evaluation questionnaire administered to teachers whose lessons were observed.

The professional competencies sought in this area included: the development of conferencing techniques, facility with clinical supervision evaluation instruments, the development of professional interpersonal communication skills, and the general development of those leadership skills

associated with observation and evaluation techniques. The extent to which the intern successfully completed her professional competencies is evidenced by the school administrator's analysis of the observation process. The intern's mentor checked statements which indicated the level of demonstrated proficiency of supervisory skills.

Pupil Personnel Administration

Today's schools face many challenges, and Catholic schools are no exception to this reality. No longer is it sufficient to provide an academically excellent education in a Christian community. Students need more, and parents, community members, and legislators are demanding that schools devise ways of meeting student needs. "One of the quiet and perhaps one of the most significant revolutions that has taken place in American society over the last 30 years is the increase in both parents working. A generation ago, children who returned from school to an empty house were the exception. Parents who work must leave home early to travel to work and they return home late after eight hours of work (Shaughnessy, 1991, p. v).

What happens to the children who walk to the neighborhood school only

a few blocks away and who finish school several hours before parents return home? Notre Dame Regional School, along with many other schools, recognized this need and decided to expand their day. The intern's objective was to develop a before-school and after-school care program for students in pre-school through eighth grade. This response typifies how educators often respond to the needs of the time. The increasing number of parents using these programs shows how parents value them.

In 1987, the New Jersey Legislature found and declared:

- a. That the increase in single-parent households and two-career families has resulted in a growing number of young children who are unsupervised from the time school ends until a parent returns from work, with one national study estimating that 6,000,000 children, aged five to 13, are unsupervised daily.
- b. That unsupervised children are more likely to engage in drug abuse, alcohol abuse, or other delinquent behavior, and are at greater risk of being the victims of criminal acts.
- c. That in many communities, child care programs to serve these school-age children are non-existent, too limited to accommodate the demand, or too expensive for some families to utilize.
- d. That the state can play a useful and important role in the promotion of quality and adequate day care services which will benefit the well-being of children and families (New Jersey, 215, E1).

As a result of this, Senate Bill No. 1721 (OCR) created a program in the

Department of Human Services to establish a grant program to encourage and support the provision of nonsectarian child care in public and nonpublic school buildings or another appropriate location as approved by the commissioner before and after the regular school day for children.

A basic question that must be answered is "What is child care?" Not only is the concept somewhat difficult to define, it may also be found under several titles: extended care, before and after school care, extensive programs, school-aged child care and school-aged day care. The first two terms, extended care and before and after school care, are most often used to describe programs operated as an extension of the school day and administered by the principal. The regulations of the state regarding licensing will affect the relationship of the principal to the program. The State of New Jersey defines "Child" as any person under the age of 13. "Child care center" is defined as any facility which is maintained for the care, development or supervision of six or more children who attend the facility for less than 24 hours a day (New Jersey 30: 5B-3). While this term includes many things, "it shall not include a program operated by a private school which is run solely for educational purposes. This exclusion shall include kindergartens, prekindergarten programs, or child care centers that

are an integral part of a private educational institution or system offering elementary education in grades kindergarten through eighth” (New Jersey 30: 5B-3, (2)).

Because Notre Dame Regional School’s before and after school program is an extension of the school experience, it is outside the requirements of state law concerning child care. However, the administration of extended care programs still requires expertise, careful planning, and a working knowledge of legal responsibilities and liabilities. The principal is the director of record with the program being part of the school and employees are school employees. With the child care program being part of the school, it is also easier for teachers and other school staff to work with child care staff in meeting students’ academic, emotional, and social needs.

According to Shaughnessy, (p. 29), extended care administrators should give careful consideration to the development and implementation of a handbook for their program. The handbook need not be a lengthy document, but everyone will be in a much better legal position if pertinent and important information has been committed to writing. The following items should be included in the handbook: Philosophy/Goals; admission policies; program; communication; daily

release; discipline code; field trips; health and safety; emergency procedures; nutrition; records; single parent/other relative considerations; visitors; evaluation; school's right to amend; and parents' signed agreement.

Evaluation, both informal and formal, is an integral part of any educational program. In an effort to evaluate the achievement of the project objective of developing a before and after school care program, an evaluation questionnaire was developed. This instrument was administered to staff members and parents associated with the before and after school care programs to determine their degree of satisfaction. Questions revolved around the items listed above, as well as the care given to their children, satisfaction with the program, recommendations of the program to friends, the children's happiness and enthusiasm about coming, re-enrollment, and suggestions for improvement. Students were also surveyed regarding their real feelings about the program and how it could be improved. They were asked about what they learn, how they are doing in school, and what would make the program better.

The intern's mentor answered several questions in regard to the intern's level of proficiency in organizational and managerial skills. These competency objectives, along with coordinating activities and staff members, were evaluated.

The intern's mentor commented on the needs assessment conducted, the goals and time schedule developed, the responsibility delegated, and the professional implementation and organization of the programs.

Organization and Management

Good communication is a means of strengthening the relationship between the school and the community. It is key to building good public relations. Research tells us that people form attitudes on the basis of personal experiences. Personal experiences that people have with schools and school employees will influence their attitude towards that school (Wherry, 1977, p. 149). There are at least three good reasons for school administrators and teachers to forge strong communication links with the communities they serve.

“First, educators must understand the needs and expectations of students and parents if they are to develop appropriate school programs to meet those needs. Second, parents and other citizens need accurate and up-to-date information about the schools, if they are to make sound judgements about how well the schools are meeting the needs of the student and of their community. Finally, close communication between schools and their communities establishes shared goals and thus builds public support for the commitment to the schools and their educational objectives” (Cattermole & Robinson, 1985, p. 48).

Gotts and Purnell (1985, p. 11) state that “studies show that a quality

newsletter is the single most effective way of reaching parents whose children attend a particular school building.” The Independent School Management Corporation agrees. “Our parent newsletter is...our most important, consistent, controllable communication with our most important marketing group - current parents - because it provides...a consistent opportunity to reinforce the benefits our school offers to both students and parents and that makes it...the school’s key retention and bonding tool” (1993, p. 23). The School Management Corporation outlines the following objectives for any newsletter:

1. Reinforce parents’ decision to enroll
2. Keep constituents up-to-date
3. Give everyone the “good news” to generate positive word-of-mouth
4. Validate quality of programs and services
 - a. Provide balanced coverage of all levels
 - b. Show evidence of student success in academics and personal growth
 - c. Keep parents and students looking forward to upper grades
5. Stress benefits to child and family, not features
6. Emphasize your competitive advantages
7. Develop ownership in your school and a feeling of “family” among parents, students, administrators, staff, alumni
8. Continually improve quality:
 - writing
 - design
 - graphics and photos
 - proofing, proofing, proofing
9. Keep articles short and readable
10. Maintain administrative control over content
11. Include every child’s name every year (1993, p. 24)

These objectives are very important when examining what parents want to see in the school newsletter. Their own child's name is definitely at the top of the list. Other concerns include; what their child is learning, what else their child is doing in school, what you're doing to make their lives easier, why it costs so much, success stories, and a lively, easy-to-read, attractive publication. These items will validate the school's academic quality, which is the parents' first concern, as well as validating character building, which is the most important to students. Success stories give the parents "bragging rights" and "ammunition" to spread good word-of-mouth.

Aquilla, who researched and wrote the National Marketing Campaign For Catholic Schools Handbook, describes four special strengths that a school's newsletter can offer.

1. Because newsletters in general take on an "informal" appearance, news in this medium is often perceived as being up-to-date.
2. Because newsletters are targeted to specific audiences and the writing is so personal, this can be a better source of news about your school than more general media.
3. Because newsletters generally exclude advertising and are opinionated, readers trust this type of publication.
4. This may be the primary source of information about your school for many of your readers (1994, p. 33).

Because of these powerful advantages, a newsletter can play an integral role in any marketing communications program. It is important to set goals by reflecting upon the purposes and audience, to plan an evaluation, to allocate a budget, and to encourage cooperation and freedom to manage issue-by-issue decisions relating to content, format and art. Bearing in mind that any newsletter “should be well written, readable, informative, and brief” (King-Stoops, Mark & Stoops, 1985, p. 433).

The objective of the intern was to direct the preparation of a school newsletter as a public relations instrument. The quality of the newsletter was evaluated by parents, faculty, and staff who completed a questionnaire. They were asked to comment on several aspects of the school newsletter, including: articles, columns, guidelines, expectations, time tables, design, quality, publication and distribution.

Professional competency objectives included: the development of good communication skills, the acquisition of leadership, management, and organizational skills, and the ability to coordinate information and staff members. The intern’s mentor and director of the school’s Marketing Team evaluated the extent to which the competency objectives were fulfilled by completing an

evaluation questionnaire regarding the intern's acquisition of the basic skills in group planning, the ability to manage and design student/staff projects in a highly effective manner, and facility in guiding and monitoring public relations objectives.

Utilization of Staff

“Developing the school schedule has long been the principal's most arduous task. The schedule brings order out of chaos and hopefully, plan out of purpose” (Davis and Bechard, 1968, p. 1). No matter what type of scheduling arrangement a school selects, the task is a difficult one for the administrator of any school who tries to revise and adjust a schedule to match school goals, changing needs, resources of plant and staff, and student capabilities and wishes (Murphy, 1966, p. 3).

Camden diocesan regulations regarding the length of the school day call for five hours and fifteen minutes which extends each day to five hours and twenty-five minutes. The time allotments in the weekly time schedule (see Appendix A) indicate the minimum of actual instructional time for each subject. They do not include: prayer time, activity periods, recess, lunch and change of

class. These specified times must be set beyond the instructional time according to local circumstances. Religion, mathematics, English and reading are to be scheduled daily. Other subjects allow for a greater flexibility and can be altered with both time and/or number of days. Primary grades may choose to teach science in one semester and social studies the other semester. The need for flexibility is recognized due to bus schedules and other local circumstances. Therefore, time allotments can be lengthened beyond the minimum schedule to fill the block of time each school has available to them. This should be done in proportion to the amount of time listed on the weekly schedule.

Most elementary schools have not changed their basic organization over the last twenty-five years, even though their staffs may have doubled in that time. The classroom teacher is still randomly assigned a heterogeneous group of twenty-five or more students and remains responsible for them throughout the school day (Canady, 1990, p. 34). At the elementary level, the schedule determines the amount of time that is actually available for instruction. Characteristic of this level, are classroom teachers trying to fit the instruction they provide into the niches left by teachers of music, art, and physical education; by the school media specialist; by the school counselor, by Chapter

1 pull-out programs and programs for children with learning disabilities; and by other school support services. A teacher may seldom have his/her entire class together in one place for teacher-directed instruction (Canady & Hotchkiss, 1984, p. 184).

A lot has been written on high school scheduling because of the nature of the school day, yet very little research has been done on the elementary scheduling procedure. In Notre Dame Regional, as in most elementary schools, the administrator is concerned with the scheduling of "specials" which include art, music, library, health, physical education, computers and lunch schedules.

The intern's objective was to develop the master schedule for the school year 1994-95 for all programs grades kindergarten through eight. The intern sought to learn the structure of the scheduling process for all monthly activities, meetings, special events, and the use of the facility before, during, and after school hours. The extent to which the intern successfully completed these objectives is evidenced by the evaluation forms completed by faculty members. Do the individual schedules of the teachers and the students meet their instructional needs?

The professional competencies to be achieved were the abilities to:

effectively organize and manage the time and scheduling of events that involved the staff and/or the school facility; identify individual teacher, students, and program needs; make decisions in order to develop a schedule which provides for maximum instructional efficiency; and resolve difficult situations through the use of conflict-resolution strategies. The quality of the intern's professional competencies was determined by the completion of an administrative proficiency review. Areas of demonstrated professional competency included the ability to: effectively employ conflict resolution strategies; identify and incorporate individual teacher needs, student needs, and program needs in structuring the master schedule and demonstrate expertise in organizational processes involved in scheduling.

Routine Tasks

“One of the more formidable tasks facing any Catholic school administrator is developing and writing school handbooks, those definitive references containing policies and procedures for which school community members are responsible. Since school administrators are forced to be concerned with the legality of their actions and of their schools' policies, the

importance of handbooks is paramount" (Shaughnessy, 1989, p. vi).

Administrators generally know that handbooks are significant. Catholic school administrators are accountable, in certain areas, to state educational authorities who are themselves governed by - and who govern by - state statutes and regulations. In addition, administrators in Catholic schools must answer to pastors in parish schools, to governing bodies of religious congregations if the school is sponsored by a religious congregation, and often to boards of directors and trustees. Administrators are accountable to parents for the educational experiences given their children and for the competence of the school personnel affording those experiences. Administrators are expected to give faculty and staff clear directions and to provide personnel policies that are just. Finally, administrators must always be concerned with both the legality and the morality of their actions (Diocese, #302).

The last twenty years have witnessed a dramatic increase in the numbers and kinds of lawsuits brought against schools in general. Prior to the 1960's, very few cases involving parents, students, and/or teachers resulted in findings against the school. The few cases that were brought were usually decided in favor of the school since judges practiced the doctrine of judicial restraint, a

belief that basically means the courts will not interfere with decisions made by professionals, unless blatantly unfair action has been taken. While this doctrine is still practiced today, judges seem to be somewhat more willing to decide against the school, particularly in the area of discipline (Shaughnessy, p. vii).

Between 1969 and 1974 there were three significant cases involving elementary and secondary schools. In 1969, *Tinker v. Des Moines Independent Community School District* (LaMorte, 1993, p.88) produced the now famous statement, "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (p. 506). Although this case is rightfully associated with First Amendment freedom of speech rights, it is very significant in Fourteenth Amendment due process considerations as well. In the public sector, First Amendment rights cannot be restricted without due process (notice and a hearing before an impartial tribunal) of law.

A second landmark public school case, *Goss v. Lopez* (LaMorte, p. 113) involved Ohio public school students who, without a hearing, had been suspended from school for up to ten days. In 1974, the Supreme Court ruled that suspended public school students do have rights to at least minimal due process

protections. In an opinion that provides food for thought for any administrator, the court stated: "In holding as we do, we do not believe that we have imposed procedures on school disciplinarians which are inappropriate in a classroom setting. Instead we have imposed requirements which are, if anything, less than a fair-minded principal would impose upon himself in order to avoid unfair suspensions" (p. 583).

In a second case heard the same day as *Goss, Wood v. Strickland*, (*LaMorte*, p. 395), the court ruled that school officials could be held liable for damages if their actions violated the rights of students. By 1974, then, the rights of the public school students and teachers appeared to be firmly established. Even though some Supreme Court cases in the last three years show a somewhat more conservative interpretation of the rights of public school students, the right to due process has remained largely unchallenged (*Shaughnessy*, p. viii).

Private schools are expected to be fair in their dealings with students and teachers, but that fairness is judged by the provisions of the contract existing between the school and the student or the teacher. No constitutional due process protections exist in Catholic schools. Because the Catholic school is not an extension of the state, students and teachers cannot generally claim constitutional

protections. This lack of safeguards does not mean the Catholic schools may be arbitrary in their dealings with parents, students, and teachers, but it does mean that the Catholic school does not have to accept all the behaviors that the public school has no choice but to accept (Shaughnessy, p. ix).

The last fifteen years have seen a rise in the number of cases brought by Catholic school students, parents, and teachers. The reticence that once seemed to preclude a church member's suing a church authority has largely disappeared. In the past, the doctrine of separation of church and state has protected church sponsored schools from being successfully sued. Recent decisions suggest that doctrine does not offer a church-related institution absolute protection from successful lawsuits (Shaughnessy, p. x).

The mentioned court decisions offer guidance for school administrators seeking to develop legally sound and morally just policies and procedures. Notre Dame Regional School, like all other schools, needs to insure that both parents and students understand the rules and policies of the school and agree to be governed by those rules and policies. When administrators consider handbooks, rules and regulations come to mind. Most school officials and lawyers would agree that the best law is, like medicine, preventive. The best defense is having

tried to follow the right course in the first place. Communication is the key. Since communication is seen as the basic foundation for learning and a means for developing parent involvement in schools, the schools need to identify several methods of improving their public relations with home and community (Chrispeels, 1988, p. xiii). The school handbook is one such method. However, whichever method used, creating lines of communication between school and home are important in improving student motivation, discipline and achievement (Dulaney, 1987, p. 49).

The school handbook is used to communicate general information regarding all areas of school life. In an effort to avoid lawsuits, all schools must look carefully at their rules and procedures to be confident that they are reasonable, fair, and consistent. E. Edmund Reutter, Jr. (1975, p. 68) after analyzing hundreds of school cases, offers six minimum essentials for developing enforceable rules of conduct. These essentials are:

1. The rule must be published to students;
2. The rule must have a legitimate educational purpose;
3. The rule must have a rational relationship to the achievement of the stated educational purpose;
4. The meaning of the rule must be reasonably clear;
5. The rule must be sufficiently narrow in scope so as not to encompass constitutionally-protected activities along with those which may be constitutionally prohibited in the school setting; and

6. If the rule infringes upon a fundamental constitutional right of students, a compelling interest of the school (which is a government agent) in the enforcement of the rule must be shown.

While the fifth and sixth rules do not apply to nonpublic schools, all the rules are worth considering when drawing up a school disciplinary code. "Catholic educators must be concerned with being models of mature, responsible, Christian behavior. Disciplinary policies and procedures must be examined in the light of responsible behavior" (Shaughnessy, p. 55).

Chrispeels (p. 25) states that the beginning point for rules development should be in the school's philosophy. The content of the handbook should contain the following: "philosophy/goals; admission policies; academic policies; communication - parent/teacher, teacher/parent, administration; discipline code; extracurricular activities; field trip policies/forms; parent service requirements; parents'/student's signed agreement; principal's right to amend; and use of school grounds" (Shaughnessy, p. 56).

Parent involvement and attitudes toward education are a good predictor of student achievement (Boose, 1991, p. 6). The handbook/calendar is an attempt to keep the lines of communication open and keep the parents informed and involved. "Projected dates of school functions as well as the days school

is not in session are vital pieces of information for many families” (St. John, 1983, p. 25).

The development of the Notre Dame parent handbook/calendar was a major project objective in the area of routine tasks. Evaluation of the objective was completed through the use of an evaluative survey distributed to all parents and school personnel. The format and information conveyed were the two main aspects evaluated.

The competency objectives were to develop writing and communication skills and to develop policy writing skills. In essay form, the intern’s mentor rated and discussed the intern’s ability to utilize computer technology, promote communications between the school and home, and develop policy writing skills - specifically through the 1994-1995 School Calendar/Handbook.

This chapter served to review the literature available on topics incorporated into the internship projects. Project objectives and professional competencies were identified and discussed, along with evaluation methodologies. Chapter Three describes the intern’s activities in reaching each stated project and professional objective. It will detail the intern’s experience at Notre Dame Regional School.

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Chapter 3

Internship Experiences

Purpose

The purpose of this chapter is to describe the intern's experiences at Notre Dame Regional School during the 1994-1995 internship year. The intern is currently serving in her second year as principal of Notre Dame School. In this capacity, the intern is responsible for the administration of the school, maintaining records, marketing and recruiting, budgeting, discipline, and collaborating with Diocesan Administrators, Pastors, teachers and parents. However, for the purpose of this report, the focus will be in the areas of curriculum, teaching and learning, pupil personnel administration, organization and management, utilization of staff, and routine tasks. The experiences reflect the completion of the stated objectives and practical training in administrative techniques.

Curriculum

The intern's objective in the area of curriculum was to develop strategies for the implementation of whole language. In conjunction with this objective,

the intern volunteered to serve as a member of a curriculum revision committee to review and/or update the reading/language arts curriculum guide to include the Diocese of Camden's newly adopted philosophy pertaining to whole language.

Curriculum evaluation and revision in the Camden Diocese is reviewed every five years for each area of the curriculum. The reading/language arts curriculum guides were scheduled for revision during the 1993-1994 school year. Since the Diocese had recently adopted the underlying principle of whole language, a comprehensive recension edition of the reading and language arts instruction process was imperative. A committee of twelve experienced administrators and teachers representing various grade levels and elementary schools throughout the Diocese were asked to assist the Assistant Superintendent in charge of Educational Services and Curriculum in revising the curriculum guide. The intern was one of two administrators assigned to this committee.

The group participated in six two-hour workshops dealing with the topic of whole language. These sessions were presented by various educational book publishers during the spring of 1994. The committee was given current

literature concerning whole language and asked to thoroughly examine and critique it. The committee met ten times during the months of July and August 1994 in three-hour work sessions.

The Diocese of Camden's Assistant Superintendent outlined what the goals and objectives would be for all grade levels and gave some guidelines to follow. The committee began by examining curriculum guides from a variety of school districts and Dioceses throughout the Northeastern United States and used them to establish a format to follow. After completing the content section of the curriculum guides, instructional strategies for the implementation of the whole language approach were required. The intern directed this aspect of the revision process. Numerous books and professional journals on the subject were reviewed to gather practical ideas for use by classroom teachers. Activities advocated by more than one writer or publisher as well as those with unique appeal were selected. Teachers who were experienced in whole language were also interviewed for their input and suggestions concerning their own most successful projects.

The intern contributed to the development of general reading, writing, listening, and speaking strategies for the implementation of whole language.

Definitions and examples for each were also developed and listed in the back of the curriculum guide (see Appendix B).

The committee concluded the revision process by describing numerous assessment strategies for each goal and objective. The new guide was written in a spiraling framework articulated from the earliest grades through middle school. It was presented to the elementary school principals in the Diocese where it received an overwhelming positive response. The intern then presented the instructional strategies portion of the curriculum guide at the Principal's meeting. She also shared the complete guidelines with the Notre Dame Regional School faculty during their September staff meeting. The intern continued to develop and clarify the whole language goals, objectives, and strategies during the first trimester of the current school year.

The intern conducted formal observations on the implementation of the strategies during the month of November.

Teaching and Learning

The intern's objective in the area of teaching and learning was to prepare and conduct lesson observations and conferences with teachers. After analyzing

several instructional and observational instruments, the intern chose the clinical supervision model in conjunction with the Diocesan approved forms of evaluation to conduct classroom observations. Fourteen teachers from Kindergarten through grade eight participated in this project. All teachers were using a whole language reading program and were asked by the intern to conduct a lesson involving the implementation of the whole language strategies developed during the first project objective.

For the step one pre-conference, the intern met with each teacher individually the day before their mutually agreed upon scheduled observation. During this meeting, the intern outlined the clinical supervision model and reviewed the purpose and focus of each observation. Teachers summarized their objectives and expressed particular areas of concern or interest regarding students, content, or classroom management techniques. The intern made note of the objective for the lesson, how it will be determined if the objective was achieved, and what methods and/or materials will be used to achieve the objective.

The second portion of the observation experience saw the intern conducting fourteen separate classroom observations. These reflected a variety

of grade levels and gave the intern the opportunity to record the elements of a lesson while developing leadership skills associated with analyzing, interpreting, observing, and evaluating. At the conclusion of the observation, the intern confirmed the time of the post-observation conference with the intern and commended the teacher about the strong points in the lesson.

The next stage of the process had the intern using the script of the lesson to write the formal evaluation. What was observed during the lesson, was the lesson objective achieved, how did the teacher demonstrate a working knowledge of subject matter and evidence of preparation, and what is the prevailing learning atmosphere were all answered by the intern. These evaluations were submitted to the teachers within three days following the date of the observation. The format of the written evaluation report followed the two models approved and required by the Diocese of Camden. The Professional and Attitudinal Assessment Form allows both the principal and teachers to evaluate the teacher's Christian influence, professional characteristics, and overall contribution for the good of the school. The Professional Growth Report asks for pre-observation information, completed by the teacher being observed; classroom observation information, completed by the administrator; and post-

observation information, containing commendations, recommendations, and teacher's comments (see appendix C). The intern's mentor/administrator previewed the evaluation forms before copies were furnished each teacher prior to post-observation conferences.

The intern met individually with each teacher during the post-observation conference. The analysis of the lesson was thoroughly discussed with both the teacher and the intern recognizing the strengths of the lesson and identifying those areas that might be strengthened with change. The intern provided positive feedback and some recommendations for areas of possible refinement and/or alternative methods. The intern and the teacher concluded each session by critiquing the format and procedures of the clinical supervision model as well as the intern's ability to utilize the instrument properly and efficiently.

For the final step, the intern conducted post conference analyses and discussed these with her mentor/administrator. They discussed the role of the observer, how a teacher performs while under observation, the influence of the observer on the classroom dynamics, and administrative purposes for the observation process. While the intern successfully prepared and conducted fourteen lesson observations and conferences, she wishes to continue observing

teachers in order to refine her scripting and evaluation skills.

Pupil Personnel Administration

The intern's objective in the area of pupil personnel administration was to develop a before and after-school care program for students. The need for such a program became apparent during the registration/reregistration process for the 1994-1995 school year held in February. As information about the merger was announced, many parents inquired about and expressed an interest in extended care for their children. A number of students were already being bussed after dismissal to the public school latch-key program and parents preferred to have them remain in the same school they attended.

The intern viewed the establishment of a before and after-school care program as both a challenge and an asset to Notre Dame Regional School. The administration agreed. After a thorough review of the literature and the New Jersey State laws governing extended day care programs, the intern consulted the Camden Diocesan Superintendent of Schools regarding Diocesan policies for such programs. The intern compiled all the pertinent information and submitted a report to the school's administrators. Bearing in mind the logistics

and economics of a before and after school program, the administrators granted permission for the intern to continue with the project objective.

The intern prepared and conducted a survey of the parents' degree of interest in a before and after-school care program for their children. A significant number of parents expressed an interest in having such a program on a regular basis, while other parents responded favorably for an as needed option. The next step of the process involved forming a committee of staff members willing to become involved in the program. The intern conferred with the committee comprised entirely of certified teachers and teacher aids several times during the months of July and August in an effort to finalize details for the program and delegate responsibilities. The topics discussed included: philosophy/goals; admission policies; cost; program; communication; daily release; discipline code; field trips; health and safety; emergency procedures; nutrition; records; single parent/other relative considerations; visitors; evaluation; handbook; school's right to amend; and parents' signed agreements. Decisions regarding personnel and salaries were approved by the school's administration prior to the issuance of a program handbook containing all pertinent and important guidelines, plans and procedures.

During the first week of school in September of 1994, parents were advised of the initiation of the program and given forms to complete for enrolling their child(ren). Although some minor adjustments were necessary, the before and after-school program commenced in both buildings during the second full week of school. It took a few weeks to iron out the kinks, but both programs are operating smoothly now. Staff members are actively involved in the daily activities while the intern continues to act as the director, organizing, managing and coordinating the program.

Organization and Management

The intern's objective in the area of organization and management was to direct the development and preparation of a school newsletter. The goal of the newsletter was to inform parents as to activities and accomplishments in the school, with the overriding agenda being that of acting as a marketing tool to provide parents with an insight of the improvements and changes made since the two schools merged.

The process began with a meeting involving the intern, the intern's mentor/administrator, and two staff members (a Marketing Team member and

a PTA officer) who volunteered to assist in the production of a newsletter. The general scheme and purpose was formulated with the focus being on the public relations perspective of the positive aspects of the merger. The intern reviewed past newsletters from a variety of schools as well as copies of the Diocesan Superintendent's informative letter sent to school administrators quarterly. The intern also conducted research on marketing, networks of communication, print media and public relations as they pertain to schools, specifically Catholic schools. From this research, goals for Notre Dame school newsletter were formulated.

The intern then set up a meeting with students and faculty members interested in producing the newsletter. An agenda was arranged at the first full meeting of participating students and advisors, as well as the expectations for individual students and the responsibilities for articles and research. Columns, guidelines, and design patterns were discussed. A final time-table for submission of articles was adopted, as well as a firm deadline for publication of the newsletter.

Several meetings followed throughout the fall months of September and October, during which articles were gathered, discussed, and critiqued. Article

content was revised and additions/deletions were considered. School secretaries were recruited to design and refine the computer layout of the school newsletter. The final production and mass printing would take place at the rectory on the Copy-Fax printer.

All articles were submitted by October 27, 1994. The intern began final reviewing and proofreading of the material submitted. All approved articles were put on computer disks in preparation for design and layout. The intern worked with the school secretaries in evaluating and modifying the layout. The newsletter was then sent to the rectory for printing. Upon receipt of the finished product, the intern worked with the committee to organize the distribution process. The intern will continue to direct the development and preparation of future school newsletters.

Utilization of Staff

The intern's objective in the area of utilization of staff was to develop the master schedule for the 1994-1995 school year. Due to the merger, this objective was imperative and timely. The Kindergarten through eighth grade schedules incorporated all Diocesan and school board approved curricular and

extra-curricular activities.

The intern started by researching all available current literature and trends involved in school scheduling. Diocesan time allotments were reviewed in conjunction with the types of schedules characteristic of both elementary and middle school levels. The intern discovered that at the elementary level instructional time is easier to schedule primarily due to the self-contained nature of the classrooms. At the middle school level, a more crowded and complex school schedule is indicative of the departmentalization character of the classrooms. Instruction time steers the elementary schedule while the schedule at the middle school level dictates the instructional time.

A variety of scheduling alternatives do exist that may be adapted to meet the needs of a particular school whether at the elementary, middle, or high school level. However, no matter what type of scheduling arrangement a school selects, the task of adjusting a schedule to match school goals, changing needs, resources of plant and staff, and student capabilities and wishes is a difficult one (Murphy, 1966, p.3).

The intern conducted a needs assessment based on the current operating schedules and scheduling process before initiating the merger and need for

developing a new schedule. Information obtained from the survey as well as from conferences with the school's administrators and individual teachers was compiled in order to strategically plan the academic program. The best available models for change were reviewed and a conflict matrix was constructed from which problems could be identified and resolved. A criteria checklist was also devised to facilitate the scheduling process. The checklist included such items as special needs groups, special program needs, individual teacher and student needs, as well as time and program constraints.

From this information, a scheduling framework was established and agreed upon by the school's administrators to strategically schedule classes within specified time blocks. The intern utilized the Diocesan provided matrix consisting of a series of vertical and horizontal lines that form forty-five minute time blocks, homeroom and prayer blocks, and three lunch period blocks. The matrix is divided into five days and allows room for mobility. It served as a visual schematic of the master schedule from which individual teacher and student schedules were constructed.

The intern began plotting the matrix by scheduling the major curriculum subject areas first. Religion class takes priority and is always scheduled during

the first thirty-five minutes of each day. Due to the Diocesan wide transition to the whole language philosophy, reading and language arts were scheduled back-to-back and following religion class. Mathematics was also scheduled during the morning hours. The other subjects were scheduled throughout the day according to Diocesan regulations.

In addition to the major curriculum courses, the intern created a schedule to accommodate areas delivered by specialists. This scheduling was also done by hand due to varying time parameters for each of the elements. The schedule included physical education, health, family life, art, music, and computer education. The time allotments varied from thirty minutes to one hour dictated by the grade level and subject taught. Other considerations in this project were making certain that each class had no more than one special course per day, if possible, and that each classroom teacher was provided with at least 150 minutes of preparation time per week.

When final changes were in place, the intern was able to prepare individual teacher and students schedules for all grades, Kindergarten through eighth. Teacher schedules were distributed during the initial faculty meeting in September. Student schedules were distributed during the first day of school.

The intern quickly learned that the scheduling process does not end when the schedule is finalized. As conflicts arose, the intern made necessary adjustments and informed all personnel of the respective changes. It took a few weeks before the program ran smoothly. This project certainly afforded the intern ample ability to develop scheduling skills and the ability to coordinate activities of departments, areas, and groups in order to promote instructional efficiency.

Routine Tasks

The intern's objective in the area of routine tasks was to design and develop a school calendar/handbook. Recognizing that effective communications is a vehicle in building positive school public relations, the intern approached the school's administration with a proposal to design and develop a school calendar/handbook. The intern's mentor readily recognized that the calendar/handbook would be a great marketing tool that would enhance the relationship between the school and home. In light of the school merger, the revision of the handbook and publication of a yearly calendar was an extremely essential project.

The intern conducted a thorough study of the current research and literature concerning school handbooks. Camden Diocesan policies and New Jersey State laws governing education were also strictly scrutinized. The intern communicated with the administration, the teachers, the school staff, the Parent Teacher Association officers, the Marketing Team, and the school board to determine the types of information, dates, and style to be incorporated in the calendar/handbook. The staff surveyed identified areas they felt were in need of revision or additions. These areas included school philosophy, curriculum, schedules, dress code, discipline, academic policies and routine maintenance. The school's administration decided that funding for the printing of the calendar/handbook would be incorporated into the school's annual budget.

The intern compiled all information and school function dates that should be placed on the calendar. The Diocese and school's administration indicated which policies should be included. The State of New Jersey mandates that school policies be disseminated to parents each year. The school secretaries shared the types of questions they receive most often from parents, and asked that specific information be provided on the calendar which reflected responses to the most commonly asked questions.

After all information had been solicited, the intern laid out the calendar/handbook utilizing computer technology. This was a very laborious task and consumed many hours of work. The calendar/handbook was proofread and revised nine times before it was rendered to the administrators for approval. Following a few more minor changes, the calendar/handbook was presented to the printer for publication (see Appendix D). The intern suggested that the cover be printed on goldenrod paper in blue ink. Blue and gold are the school's colors. It had also been determined that only one calendar/handbook per family would be distributed, utilizing the most recent data compiled by the school secretaries. The intern placed the calendars into the opening day information packets reserved for each family. The calendars were distributed to all school staff members during the first week of school. While this report focuses only on the areas presented in this chapter, the intern continued to perform her other duties to ensure the proper administration of the school.

Chapter Four will present the evaluation of the six major projects reported in this chapter. It will include the quantitative and qualitative evaluation of the project and professional competency objectives presented in Chapter Two.

Chapter 4

Internship Evaluation

Purpose

The purpose of this chapter is to evaluate each project objective and professional competency objective proposed in Chapter Two and described in Chapter Three. The objectives were chosen to provide experiences in six major areas: curriculum, teaching and learning, pupil personnel administration, organization and management, utilization of staff, and routine tasks. Each section will restate the objectives and evaluate the intern's performance.

Curriculum

The intern's objective in the area of curriculum was to develop strategies for the implementation of whole language. In conjunction with this, the intern served as a member of the curriculum revision committee to review and update the reading/language arts curriculum guide to include the Diocese of Camden's newly adopted philosophy pertaining to whole language.

Whole language is a philosophy of teaching in which reading, writing, listening, and speaking are integrated and taught throughout the elementary

curriculum. It is not a program, but rather a way in which children's literature, writing activities and communication activities can be used in every subject (Fredericks, 1991, p.1). The intern reviewed literature on whole language, attended several workshops presented by educational consultants and textbook publishers, interviewed the Camden Diocesan Assistant Superintendent in charge of Educational Services and Curriculum, and conferred with several experienced teachers in the field of reading and language arts to compile a list of successful ideas and activities for the implementation of whole language. The intern contributed to the development of over fifty general reading, writing, listening, and speaking strategies. Definitions and examples for each were also provided (see Appendix B).

The intern presented these strategies to the faculty during their September staff meeting and conducted formal observations on the implementation of them during the month of November. All participating teachers were asked to complete the "Whole Language Strategies Checklist" (see Appendix E). The effectiveness of the strategies developed was rated on a scale from one to five; one being the most useful and five being least useful. Due to the large number of strategies developed and the small amount of time available for

implementation, a dormant column was added as an option on the checklist.

Fourteen teachers from Kindergarten through grade eight participated in this project. All teachers were using a whole language reading program and were in their first full year of implementation. Of the strategies implemented, the majority were given the highest rating in usefulness. A significant amount still hadn't been utilized at the time of this survey. The teachers involved attended several inservices on the topic of whole language and commented that while the activities were not necessarily new to them, they were very effective, appropriate, and practical. They found the strategies developed, as well as the definitions and examples provided, to be numerous and easily adaptable to a variety of instructional situations. The intern concludes that her objective was fully completed and her ability to gather, compile, and convey pertinent educational information to faculty members for staff development is of high quality.

Through the pursuit of this project, the intern sought to gain leadership skills in clarifying and focusing goals, objectives, and strategies. She also sought to gain experience as an instructional leader and to gain knowledge of the whole language approach to reading and writing. The intern met with the

school's administrator for the purpose of evaluating her effectiveness in providing instructional leadership in the area of whole language using the "Curriculum Competency Evaluation Form" (see Appendix E). He commented on the completeness of the strategies developed and indicated that the intern has a clear understanding of the whole language philosophy. He also indicated that the intern's level of competence in focusing goals, objectives, and strategies was high.

Based upon the results of the evaluation process, the intern concludes that the professional competency objectives were achieved. Skills and competence in planning, compiling, and clarifying curriculum were attained to a high degree. The intern developed effective communication skills by presenting the strategies to the Diocesan principals and school faculty during a staff meeting. The intern was successful in her attempt to articulate goals, objectives, and strategies and acted as an efficient instructional leader through the completion of this project.

Teaching and Learning

The intern's objective in the area of teaching and learning was to prepare and conduct lesson observations and conferences with teachers. Fourteen

teachers from Kindergarten through grade eight participated in this project. All of the teachers conducted lessons involving the implementation of the whole language strategies developed during the first project objective.

In completing this goal, the intern reviewed several instructional and observational instruments. She conducted an in-depth study of the clinical supervision model and discussed observational techniques and skills with a number of experienced principals. The intern conducted preobservation conferences, observed lessons, analyzed the teaching and built a supervisory strategy, conducted postobservation conferences, and conducted post conference analyses.

Evaluation of this project was performed by a (yes/no/not applicable) twelve item, "Evaluation of Observation and Observation Process" questionnaire completed by fourteen participating teachers (see Appendix E). Each teacher was requested to critique the intern's performance as an observer and evaluator. Each teacher stated that the intern successfully outlined the clinical supervision model and reviewed the purpose and focus of the observation. Each also stated that the intern gathered and recorded pertinent, objective data and provided meaningful direction for instructional development.

The positive evaluation responses served as an indicator of successful accomplishment of this objective.

The professional competency objectives were the development of skills in utilizing the clinical supervision evaluation instrument, the development of leadership skills associated with analyzing and interpreting, observing and evaluating, and the development of professional interpersonal communication skills.

The first objective of developing competency in utilizing the clinical supervision steps was evaluated using the “Analysis of Observation Process Form” by each of the fourteen teachers observed, as well as the intern’s mentor (see Appendix E). Each teacher stated that the intern clearly articulated each area of the instrument with a thoroughness that demonstrated an awareness and understanding of all that occurred in the classroom. The comments indicated that arrangements for preconferences and classroom visitations were scheduled with and accommodating to each teacher, that the intern reviewed the lesson plan to be observed and used an observation instrument to gather objective data, and that the written transcript for each lesson observed was clearly understood and concise.

The second objective of developing leadership skills associated with analyzing and interpreting, observing and evaluating was also evaluated by the intern's mentor and the teachers observed (Analysis of Observation Process Form, see Appendix E). Each stated that the intern matched teaching objectives with teaching strategies, offered sound, concrete suggestions for improvement of instruction, commended the teacher's strong teaching points, and built new concepts onto the teacher's existing framework to improve instruction. All involved indicated that: the intern accurately described and analyzed in the summary portion of their evaluations what took place in their classrooms, they received an unbiased rating of their teaching performance that accurately described their strengths and weaknesses; they received an accurate diagnosis of the cause of any teaching difficulty; and the intern submitted reasonable solutions for any classroom problems.

The third objective of developing professional interpersonal communication skills was evaluated by the participating teachers and the intern's mentor (Analysis of Observation Process, see Appendix E). Each was requested to evaluate the intern's communication skills during both the preconference and the postconference. Each stated that the intern had

demonstrated a professional manner at all times and understood and effectively utilized the clinical supervision evaluation instrument.

The intern's skills in observation, evaluation and communication were applied and tested, receiving a high grade in competency in all areas. The intern concludes she has successfully completed her goal for teaching and learning.

Pupil Personnel Administration

The intern's objective in the area of pupil personnel administration was to develop a before and after-school care program for students. The need for such a program became apparent after a number of parents inquired about and expressed an interest in extended care for their children.

In preparation for this project, the intern reviewed the current research and literature on extended day care and consulted the Superintendent of Schools regarding Diocesan policies concerning this matter. The intern conducted a survey of parent interest, conferred with interested staff members, established plans for the program, and enrolled students.

All staff members and parents associated with either the before or after-school program were asked to complete the "Evaluation of Before and After

School Program” questionnaire consisting of six essay questions regarding the effectiveness of the programs (see Appendix E). Four staff members and thirteen parents rated their degree of satisfaction with the programs. All of the respondents felt that they were well informed about the initiation of the programs and that so far, the programs satisfactorily meet their needs in regard to times, costs, programs, etc. Those involved commented that the programs are well organized and well managed and that the guidelines, procedures and plans for the programs are pertinent and efficient. Most of the parents added that their children are happy with the procedures of the programs, and thanked Notre Dame for providing extended care. Two parents inquired about the possibility of the after-school program being extended to 6:00 PM instead of 5:30 PM. While the intern investigates this request, she concludes from the evaluation responses that the project objective was satisfactorily completed.

Through the establishment of the before and after-school programs, the intern sought to develop organizational and managerial skills, as well as to gain practice and confidence in coordinating activities and staff members. The intern met with her mentor in order to determine the levels of proficiency of organizational skills attained. The intern utilized the “Organizational

Competency Objective Questionnaire” composed of five essay questions and completed by three of the school’s administrators to assess her organizational and managerial skills, scheduling experience, and coordinating ability (see Appendix E). The intern’s mentor believes that in the developmental stages of the before and after-school program, the intern organized all parties involved and delegated responsibilities effectively. The school’s administrator commented that the intern was systematic, neat, and harmonious in following administrative procedures.

The intern’s ability to organize and manage was greatly enhanced throughout the process of developing a before and after-school care program. It is concluded that the intern was able to demonstrate good leadership skills and become proficient in organizational skills.

Organization and Management

The intern’s objective in the area of organization and management was to direct the development and preparation of a school newsletter. This project afforded the intern the opportunity to develop skills in student and staff management while broadening her knowledge base in public relations as it

pertains to Catholic schools.

The intern fulfilled the project objective with the completion and publication of the Notre Dame Regional School newsletter in November of 1994. Informal surveys of 14 students, 17 staff members, two administrators, and 20 parents indicated that the goals of the newsletter committee had been accomplished ("School Newsletter Questionnaire", see Appendix E). These goals included the publication of an interesting and attractive letter which would inform parents as to activities and accomplishments in the school. Interview respondents found the newsletter easy to read and several individuals were impressed with the quality of the design and layout. The administration found the content to be well balanced, addressing a wide variety of interests, and serving as a positive marketing tool. Several parents commented on how informative the newsletter was and how it provided them with an insight of the improvements and changes made since Our Lady of Victories and St. Rose of Lima merged. Three respondents indicated that some form of a financial report should be included in future newsletters. The students interviewed were impressed that a number of the articles were written by or about their peers.

In separate interviews, the intern's mentor and newsletter staff members

indicated that the intern successfully developed the basic skills necessary for group planning as well as the ability to manage and design student and staff projects in a highly effective manner (“Newsletter Proficiency Evaluation, see Appendix E). The interviewers commented that the intern had efficiently and cooperatively developed goals and objectives, as well as delegating assignments and assisting staff members with editing. The intern was found to be influential in establishing a sense of direction and purpose for the project.

The intern’s mentor was satisfied with the final product. He indicated in interviews that the intern gained valuable experience in coordinating information and staff members through the development and preparation of the school newsletter. He was confident that the intern effectively demonstrated the skills deemed essential in guiding and monitoring public relations objectives.

In conclusion, the overwhelmingly positive responses indicated that the intern had not only accomplished her goal but had done so in a highly effective manner.

Utilization of Staff

The intern’s objective in the area of utilization of staff was to develop the

master schedule for the 1994-1995 school year. This Kindergarten through eighth grade schedule incorporated all Camden Diocesan and school board approved curricular and extra-curricular activities.

The extent to which the intern successfully completed the project objective was determined by the existence of an operating schedule within the school as well as feedback from staff members in the form of an evaluation of performance.

The functioning master schedule incorporated all state and Diocesan mandated curriculum courses, special needs students and special area classes. The upper grade schedule was departmentalized, while the lower grade schedule was self-contained. All students were scheduled for physical education, health, family life, art, music, and computer education on a weekly basis.

In addition to providing maximum instructional proficiency for individual student learning, the master schedule provided each classroom teacher with at least 150 minutes of preparation time per week.

The quality of the master schedule was determined by the positive scales completed by seventeen staff members to determine the efficiency, economy, feasibility and legality of the schedule ("Evaluation of Master Schedule," see

Appendix E). Also positively evaluated was the development of guidelines for use of special services, the balancing of staff loads, and the use of conflict resolution strategies. The staff unanimously rated every area of scheduling development as satisfactory based on a scale of satisfactory, needs improvement and unsatisfactory.

Successful development of a master schedule provided the intern the opportunity to develop two professional competencies. The intern developed scheduling skills and the ability to coordinate activities of departments, areas, and groups to promote instructional efficiency.

The effectiveness of individual teacher, student, and program schedules served as an assessment instrument of the extent to which the intern achieved her professional competencies. Individual teacher schedules reflected personal, professional, and program needs identified through a scheduling needs assessment. Student schedules reflected individual instructional and emotional needs as well as mandated courses and time allotments. Program schedules reflected facility, feasibility, and functional needs.

The quality of the intern's development of her professional competencies was also assessed through a five question "Scheduling Competencies

Proficiency Checklist” completed by two of the school’s administrators (see Appendix E). The school’s administrators reported that the intern demonstrated an ability to identify and incorporate individual teacher, student, and program needs in structuring the master schedule. It was also reported that the intern effectively resolved conflicts as they arose and demonstrated expertise in organizational processes involved in scheduling.

Overall, the intern was highly successful in developing the ability to coordinate activities to promote instructional efficiency.

Routine Tasks

The intern’s objective in the area of routine tasks was to design and develop a school calendar/handbook. This task began in May and was completed on September 7, 1994.

In an effort to evaluate this task, the intern developed and distributed the “Calendar/Handbook Evaluative Survey” to three of the school’s administrators, 17 faculty members, five staff members, and 11 parents for input into the format and information provided in the 1994-1995 Notre Dame calendar/handbook. The survey was comprised of eight statements and asked participants to strongly

agree, agree, disagree, or strongly disagree with each (see Appendix E). Thirty-six surveys were returned to the intern.

In regard to the format, all agreed or strongly agreed that the print font was easy to read, half day dismissals and school closings should be highlighted, the graphics enhanced the look of the calendar, the spirit dress down days should be boxed boldly, and the overall layout was good. The majority of respondents agreed that the information given was the proper amount. Two responses indicated that the policies were not detailed enough.

Analysis of the evaluation of this task indicates that the intern was highly successful in designing, developing, publishing, and distributing a school calendar/handbook thereby meeting the project objective for this task (see Appendix D).

The professional competency objectives for this task were for the intern to gain skills in promoting communications between the school and home, to develop policy writing skills, and to utilize computer technology in developing the calendar/handbook.

An essay form evaluative instrument, the "Calendar/Handbook Competency Evaluation Form," was developed and distributed to three of the

school's administrators in an effort to judge the intern's success in promoting communication, writing policies, and utilizing computer technology (see Appendix E). Four of the seven administrators completed the evaluation in essay form. They rated the intern's professional competencies as excellent or very good. All agreed that the calendar/handbook promoted good communication between the school and home and were appreciative of its usefulness and the intern's hard work.

In conclusion, the intern successfully achieved her goal to improve communication, writing, and computer skills. The resulting positive responses to the calendar/handbook indicated a high degree of success.

Chapter four has provided an evaluation of the project and professional competency objectives. Chapter five will summarize the internship experiences and make final recommendations.

Chapter 5

Internship Summary and Recommendations

Purpose

The purpose of this chapter is to summarize, in outline form, the internship experiences in each of the six developmental areas: curriculum, teaching and learning, pupil personnel administration, organization and management, utilization of staff, and routine tasks. An evaluation of the intern's experiences and activities, along with project and professional recommendations are also presented.

Summary

I. Curriculum

A. Project Objective

The curriculum project objective was to assist in the development of strategies for the implementation of whole language.

B. Professional Competency Objectives

1. The intern sought to gain leadership skills in clarifying and focusing goals, objectives, and strategies.

2. The intern sought to gain experience as an instructional leader.
3. The intern sought to gain a knowledge of the whole language approach to reading and writing.

C. Experiences

1. Current research and literature concerning whole language was reviewed.
2. Several workshops and seminars dealing with the topic of whole language were attended.
3. The Camden Diocesan Whole Language guidelines in all grade levels were reviewed.
4. The Camden Diocesan Assistant Superintendent in charge of Educational Services and Curriculum was interviewed in order to understand the Diocesan philosophy concerning the implementation of whole language.
5. In an effort to compile a list of successful whole language ideas and activities, the intern conferred with several experienced teachers in the field of reading and language arts.

6. The intern developed general reading, writing, listening, and speaking strategies for the implementation of whole language.
7. The strategies were presented to the faculty during a faculty meeting.
8. Formal observations on the implementation of the strategies were conducted by the intern.

D. Evaluation

1. Project Objective

a. Evaluation Design

1. All participating teachers were asked to complete an evaluation checklist.
2. The effectiveness of each strategy developed was rated on a scale from one to five; one being the most useful and five being least useful.
3. Due to the large number of strategies developed and the small amount of time available for implementation, a dormant column was added as

an option on the checklist.

b. Findings

1. Fourteen teachers from Kindergarten through grade eight participated in this project.
2. Of the strategies implemented, the majority were given the highest rating in usefulness.
3. A significant amount still hadn't been utilized at the time of this survey.

c. Conclusion

1. The strategies developed were found to be effective, appropriate, and practical.
2. The strategies developed were found to be numerous and easily adaptable to a variety of instructional situations.
3. The intern has the ability to gather, compile, and convey pertinent educational information to faculty members for staff development.

2. Professional Competency Objectives

a. Evaluation Design

1. The intern met with the school's administrator for the purpose of evaluating her effectiveness in providing instructional leadership in the area of whole language.
2. He commented on the completeness of the strategies developed and critiqued the level of competence achieved by the intern in focusing goals, objectives, and strategies.

b. Findings

1. The school's administrator indicated in writing that the intern has a clear understanding of the whole language philosophy.
2. He also favorably critiqued the intern's ability to focus goals, objectives, and strategies.

c. Conclusion

1. Skills and competence in planning, compiling, and clarifying curriculum were attained to a high degree.
2. The intern developed effective communication skills.
3. The intern was successful in her attempt to articulate goals, objectives, and strategies and acted as an efficient

instructional leader through the completion of this project.

4. The intern gained knowledge of the whole language approach to reading and writing.

II. Teaching and Learning

A. Project Objective

The teaching and learning objective was to prepare and conduct lesson observations and conferences with teachers.

B. Professional Competency Objectives

1. The intern sought to develop competency in utilizing the clinical supervision evaluation instrument.
2. The intern sought to develop leadership skills associated with analyzing and interpreting, observing and evaluating.
3. The intern sought to develop professional interpersonal communication skills.

C. Experiences

1. Current research and literature on instructional and

observational instruments was reviewed.

2. The clinical supervision steps were reviewed in depth.
3. Observational techniques and skills were discussed with several administrators within the Diocese.
4. Professional Growth Reports and Professional and Attitudinal Assessment forms were distributed to all faculty members.
5. Conferences and observations were scheduled with fourteen teachers. The intern asked to specifically observe the implementation of the whole language strategies developed.
6. Preobservation conferences were conducted.
7. The intern observed lessons.
8. The teaching was analyzed and the intern built a supervisory strategy.
9. Postobservation conferences were conducted.
10. Postconference analyses were conducted and discussed with the school's administrators.

D. Evaluation

1. Project Objective

a. Evaluation Design

1. Evaluation of this project was performed by a (yes/no/not applicable) questionnaire completed by participating teachers.
2. Each teacher was requested to critique the intern's performance as an observer and evaluator.

b. Findings

1. The intern successfully completed fourteen formal classroom observations using the clinical supervision instrument and process.
2. Each teacher stated that the intern successfully outlined the clinical supervision model and reviewed the purpose and focus of the observation.
3. Each teacher also stated that the intern gathered and regarded pertinent, objective data and provided meaningful direction for instructional development.

c. Conclusion

The positive evaluation responses indicated that the

intern has the ability to prepare and conduct lesson observations and conferences with teachers.

2. Professional Competency Objectives

a. Evaluation Design

1. The first objective of developing competency in utilizing the clinical supervision steps was evaluated by each of the fourteen teacher's observed, as well as the intern's mentor.
2. The second objective of developing leadership skills associated with analyzing and interpreting, observing and evaluating was also evaluated by the intern's mentor and the teachers observed.
3. The third objective of developing professional interpersonal communication skills was evaluated by the participating teachers and the intern's mentor.
4. Each teacher was requested to evaluate the intern's communication skills during both the preconference and the postconference.

b. Findings

1. Each teacher stated that the intern clearly articulated each area of the instrument with a thoroughness that demonstrated an awareness and understanding of all that occurred in the classroom.
2. The comments indicated that arrangements for preconferences and classroom visitations were scheduled with and accommodating to each teacher, that the intern reviewed the lesson plan to be observed and used an observation instrument to gather objective data, and that the written transcript for each lesson observed was clearly understood and concise.
3. Each teacher stated that the intern matched teaching objectives with teaching strategies, offered sound, concrete suggestions for improvement of instruction, commended the teacher's strong teaching points, and built new concepts on to the teacher's existing framework to improve instruction.

4. All involved indicated that: the intern accurately described and analyzed in the summary portion of their evaluations what took place in their classrooms, they received an unbiased rating of their teaching performance that accurately described their strengths and weaknesses; they received an accurate diagnosis of the cause of any teaching difficulty; and the intern submitted reasonable solutions for any classroom problems.

c. Conclusion

The intern successfully developed: competency in utilizing the clinical supervision steps; leadership skills associated with analyzing and interpreting, observing and evaluating; and professional interpersonal communication skills.

III. Pupil Personnel Administration

A. Project Objective

The pupil personnel administration objective was to develop a before and after school care program for students.

B. Professional Competency Objectives

1. The intern sought to develop organizational and managerial skills.
2. The intern sought to gain practice and confidence in coordinating activities and staff members.

C. Experiences

1. Current research and literature on extended day care programs was reviewed.
2. The Superintendent was consulted regarding Diocesan policies for extended day care programs.
3. A survey of the parents' degree of interest in a before and after-school care program for their children was conducted.
4. The intern conferred with staff members willing to become involved in the program.
5. Guidelines, procedures, and plans for the program were established.
6. Students were enrolled and the program initiated.
7. The intern evaluated the effectiveness of the procedures.

D. Evaluation

1. Project Objective

a. Evaluation Design

The intern utilized an evaluation questionnaire consisting of six essay questions that was administered to four staff members and thirteen parents associated with either the before or after-school program to assess the effectiveness of the programs.

b. Findings

1. All of the respondents felt that they were well informed about the initiation of the programs and that so far, the programs satisfactorily meet their needs in regard to times, costs, programs, etc.
2. Those involved commented that the programs are well organized and well managed and that the guidelines, procedures and plans for the programs are pertinent and efficient.
3. Most of the parents added that their children are

happy with the procedures of the programs, and thanked Notre Dame for providing extended care.

4. Two parents inquired about the possibility of the after-school program being extended to 6:00 PM instead of 5:30 PM.

c. Conclusion

The intern was able to successfully develop and maintain an effective before and after-school care program.

2. Professional Competency Objectives

a. Evaluation Design

The intern utilized an evaluation instrument composed of five essay questions and completed by three of the school's administrators to assess her organizational and managerial skills, scheduling experience, and coordinating ability.

b. Findings

1. The intern's mentor believes that in the developmental stages of the before and after-school program, the intern

organized all parties involved and delegated responsibilities effectively.

2. The school's administrator commented that the intern was systematic, neat, and harmonious in following administrative procedures.

c. Conclusion

The intern was able to demonstrate good leadership skills and become proficient in organizational skills.

IV. Organization and Management

A. Project Objective

The organization and management objective was to direct the development and preparation of a school newsletter.

B. Professional Competency Objectives

1. The development of the basic skills necessary for group planning were sought.
2. The ability to manage and design student and staff projects in a highly effective manner was desired.

3. Experience in coordinating information and staff members was sought.
4. The ability to effectively demonstrate the skills deemed essential in guiding and monitoring public relations objectives was sought.

C. Experiences

1. Current research and literature on school newsletters and communication was reviewed.
2. Along with school personnel, the intern developed goals for the school newsletter.
3. The intern worked with students and staff to create an outline of the desired aspects of the newsletter, including columns, guidelines, expectations, time tables, and design patterns.
4. Information to be placed in the school newsletter was collected.
5. All aspects of the preparation of the school newsletter were directed by the intern.
6. The school secretaries were recruited to design and refine the

computer layout of the newsletter.

7. In cooperation with school staff, the intern worked in proofreading, printing, and distributing the school newsletter.

D. Evaluation

1. Project Objective

a. Evaluation Design

The intern informally interviewed 14 students, 20 parents, 17 staff members, and two of the school's administrators as to the quality and successful preparation of the school newsletter.

b. Findings

1. Informal surveys of students, staff, administrators, and parents indicated that the goals of the newsletter committee had been accomplished.
2. These goals included the publication of an interesting and attractive letter which would inform parents as to activities and accomplishments in the school.
3. Interview respondents found the newsletter easy

to read and several individuals were impressed with the quality of the design and layout.

4. The administration found the content to be well balanced, addressing a wide variety of interests, and serving as a positive marketing tool.
5. Several parents commented on how informative the newsletter was and how it provided them with an insight of the improvements and changes made since Our Lady of Victories and St. Rose of Lima merged.
6. Three respondents indicated that some form of a financial report should be included in future newsletters.
7. The students interviewed were impressed with the fact that a number of the articles were written by or about their peers.

c. Conclusion

The overwhelmingly positive responses indicated that the intern had not only accomplished her goal but had

done so in a highly effective manner.

2. Professional Competency Objectives

a. Evaluation Design

The intern interviewed the school administrators and newsletter staff members regarding her performance.

b. Findings

1. In separate interviews, the intern's mentor and newsletter staff members indicated that the intern successfully developed the basic skills necessary for group planning as well as the ability to manage and design student and staff projects in a highly effective manner.
2. The interviewers commented that the intern had efficiently and cooperatively developed goals and objectives, as well as delegating assignments and assisting staff members with editing.
3. The intern was found to be influential in establishing a sense of direction and purpose for the project.
4. The intern's mentor was satisfied with the final product.

5. The mentor indicated in interviews that the intern gained valuable experience in coordinating information and staff members through the development and preparation of the school newsletter.
6. The mentor was confident that the intern effectively demonstrated the skills deemed essential in guiding and monitoring public relations objectives.

c. Conclusion

The intern successfully developed good communication, management, and organizational skills through the completion of this project.

V. Utilization of Staff

A. Project Objective

The utilization of staff objective was to develop the master schedule for the 1994-95 school year.

B. Professional Competency Objectives

1. The intern sought to develop scheduling skills.

2. The intern sought to develop the ability to coordinate activities of departments, areas, and groups to promote instructional efficiency.

C. Experiences

1. Current research and literature on school scheduling procedures was reviewed.
2. A needs assessments of all classes and activities was conducted as scheduled.
3. The previous schedules and Diocesan time allotments were reviewed.
4. A conference with the school administrators and staff members was held to gather specific information for strategic planning of the school's academic and extracurricular activities.
5. All classes, assignments, activities, facility uses, etc., were incorporated into a master schedule.
6. Separate teacher, student, and facility schedules were developed.
7. Individual conflicts were addressed as they arose.

D. Evaluation

1. Project Objective

a. Evaluation Design

1. An operational kindergarten through eighth grade schedule was used to confirm the extent to which the project objective was met.
2. Seventeen staff members were asked to rate five competencies using a satisfactory, needs improvement, and unsatisfactory scale.

b. Findings

1. The quality of the master schedule was determined by the positive scales completed by the staff members to determine the efficiency, economy, feasibility and legality of the schedule.
2. Also positively evaluated was the development of guidelines for use of special services, the balancing of staff loads, and the use of conflict resolution strategies.
3. The seventeen staff members unanimously rated

every area of scheduling as satisfactory.

c. Conclusion

The intern was successful in developing an effective master schedule.

2. Professional Competency Objectives

a. Evaluation Design

1. The effectiveness of individual teacher, student, and program schedules served as an assessment instrument of the extent to which the intern achieved her professional competencies.
2. The quality of the intern's development of her professional competencies was also assessed through a five question scheduling proficiency checklist completed by two of the school's administrators.

b. Findings

1. The school's administrators reported that the intern demonstrated an ability to identify and incorporate individual teacher, student, and program needs in

structuring the master schedule.

2. It was also reported that the intern effectively resolved conflicts as they arose and demonstrated expertise in organizational processes involved in scheduling.

c. Conclusion

Overall, the intern was successful in developing the ability to coordinate activities to promote instructional efficiency.

VI. Routine Tasks

A. Project Objective

The routine tasks objective was to design and develop a school calendar/handbook.

B. Professional Competency Objectives

1. The intern sought to gain experience in promoting communications between school and home.
2. The intern sought to develop policy writing skills.
3. The intern sought to utilize computer technology in developing

the calendar/handbook.

C. Experiences

1. Current research and literature on school handbooks was reviewed.
2. A thorough review of Camden Diocesan policies was conducted.
3. Information and dates to be placed on the calendar for 1994-95 school year was gathered.
4. By conferring with the school's administrators, the intern determined the type of policies to be placed in the handbook.
5. The calendar/handbook was drafted.
6. The calendar/handbook was proofread and submitted to the administrators for approval.
7. Computer technology was utilized to design and develop the calendar/handbook.
8. Arrangements were made for the calendar/handbook to be printed.
9. The calendar/handbook was distributed to the school's

administration, faculty, staff, and parents.

D. Evaluation

1. Project Objective

a. Evaluation Design

An evaluative survey containing a scale of strongly agree, agree, disagree, and strongly disagree was distributed to three of the school's administrators, seventeen faculty members, five staff members, and eleven parents for input into the format and information contained in the calendar/handbook.

b. Findings

1. Thirty-six surveys were returned to the intern.
2. In regard to the format, all agreed or strongly agreed that the print font was easy to read, half day dismissals and school closings should be highlighted, the graphics enhanced the look of the calendar, the spirit dress down days should be boxed boldly, and the overall layout was good.

3. The majority of respondents agreed that the information given was the proper amount.
4. Two responses indicated that the policies were not detailed enough.

c. Conclusion

Analysis of the evaluation of this task indicates that the intern successfully designed, developed, published, and distributed a school calendar/handbook meeting the project objective for this task.

2. Professional Competency Objectives

a. Evaluation Design

An essay form evaluative instrument was developed and distributed to three of the school's administrators in an effort to judge the intern's success in promoting communication, writing policies, and to utilize computer technology in developing the calendar/handbook.

b. Findings

1. Four of the seven administrators completed the evaluation

in essay form.

2. They rated the intern's professional competencies as excellent or very good.
3. All agreed that the calendar/handbook promoted good communication between the school and home and were appreciative of its usefulness and the intern's hard work.

c. Conclusion

The intern was successful in developing good writing and communication skills.

Recommendations

The first part of Chapter Five outlined the project objectives, professional competency objectives, experiences, and evaluations of the internship. The following section will outline the intern's recommendations based upon the intern's experiences. The recommendations will be listed in two categories: project objectives and professional competencies.

I. Project Objectives

- A. The Diocese should continue to revise and update existing curriculum guides in order to implement successful change.
- B. The Diocese should continue to encourage teachers to attend whole language workshops and to utilize strategies for the implementation of whole language so that they can help develop effective communicators of the language.
- C. The school should continue to provide release time to allow teachers the opportunity to observe each other using the whole language approach and to exchange ideas on utilizing new teaching methods.
- D. The Diocese should revise the format of their grading system and report cards to better reflect the whole language approach and to exchange ideas.
- E. The Diocesan evaluation instrument should reflect the established models of clinical supervision presently being used throughout the state of New Jersey.
- F. The school should continue to offer a before and after-school care

program to meet the needs of working parents.

- G. The school should continue to prepare monthly newsletters as both a communication and marketing tool in order to enhance public relations.
- H. The school should reconsider the use of the gym facilities to better enhance the physical education program.
- I. The school should continue to design and develop a yearly school calendar/handbook to keep the parents well informed.
- J. The school should periodically review the handbook carefully and update policies in order to meet changing needs.

II. Professional Competencies

- A. The intern should continue to pursue an understanding of whole language implementation and interdisciplinary teaching methods by attending workshops or seminars in these areas.
- B. The intern should continue to serve on Diocesan curriculum committees in order to further her knowledge in the areas of curriculum development and revision.
- C. The intern should continue to observe teachers to enhance

the intern's ability to conduct observations and evaluations.

- D. The intern should continue to read current publications and research in an effort to keep abreast of the current issues in the areas of supervision and curriculum.
- E. The intern should continue to practice delegating responsibilities for activities so that she can develop organizational skills.
- F. The intern should continue to serve as a member of the school's marketing team so she can develop public relations skills.
- G. The intern should continue to develop the Master Schedule for the school from year to year in order to develop scheduling skills.
- H. The intern should continue to design and develop the yearly school calendar/handbook so she can develop writing and communication skills.

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Appendices

Appendix A
Camden Diocesan Weekly Time Schedule

Table 3

Camden Diocesan Weekly Time Schedule

SUBJECT	1	2	3	4	5	6	7	8
Religion	150	150	150	175	175	175	175	175
Mathematics	200	200	200	225	225	225	225	225
Reading	600	600	600	375	375	375	225	225
Phonics	100	100						
English	60	60	100	225	225	225	225	225
Handwriting	125	125	100	50	50	50	50	50
Spelling	100	100	100	75	75	75	75	75
Social Studies	30	30	75	150	150	150	225	225
Science	30	30	75	150	150	150	225	225
Art	60	60	60	50	50	50	50	50
Music	50	50	45	45	45	45	45	45
Physical Education	60	60	60	45	45	45	45	45
TOTAL	1565	1565	1565	1565	1565	1565	1565	1565

Source: Diocese of Camden. (1988). Elementary School Policy Manual, p.405.

Appendix B
Whole Language Strategies

Instructional Strategies

The following pages describe an array of instructional strategies that may be used across the curriculum. Some lend themselves more to reading, some to writing, some may be used in both, while others are general strategies that may be applied across content areas. Hopefully, teachers will become more familiar with the variety of instructional choices available and be willing to experiment with these strategies and implement them into their teaching.

General Strategies

Graphic Organizers
Creative Dramatics
Structured Overviews
KWL
Interviewing
Debate
Effective Questioning
Carouseling
Modeling
Mini-Lessons
Thematic Units
Flexible Grouping
Learning Logs (Journal)
Peer Practice
Conferencing
Chanting, Rapping, Songs, Choral Reading
Library/Audio-Visual Center

Reading Strategies

Sustained Silent Reading (SSR)
Reading To Students
Jigsawing
Collaborative Reading
Literature Extension
Literature Response Log (Journal)
The ReQuest
The PReP
Reading with Purpose
Library Center

Writing Strategies

Framed Paragraphs
Collaborative Writing
Inventive Spelling
Dictation
Personal Journal
Writer's Notebook (Journal)
Publication

Reading/Writing Strategies

Changing Point of View
Experience Charts
Big Books
Picture Books
Predictable Books
Library/Audio-Visual Center

Listening/Speaking Strategies

Give/follow Direction
Rhymes
Express Opinions
Use Telephone
Identify Feelings/Purpose
Auditory Discrimination
Listening Lesson
Oral Presentations
Choral Reading
Retell Story
Dramatic Plays
Share Personal Knowledge
Listen for Correct Usage
Library/Audio-Visual Center

Each of these is defined with an example of each. They will be found at the end of the book behind the guidelines.

- General - Instructional Strategies

Strategy	Description	Application
Graphic Organizers	<p>Visual illustrations of verbal statements; they help the learner organize, comprehend, summarize, and synthesize information. Examples include the following: spider map, continuum/scale, series of events chain, problem/solving outline, network tree, fishbone map, cycle, pie chart, Venn diagram, mind map, web, ranking ladder, story map, etc.</p>	<ul style="list-style-type: none"> ● After reading a selection, the learner ranks the character, events, etc. on a ranking ladder graphic. ● Teacher starts a web with a key idea or character from literature; learners brainstorm words/phrases to build web of interrelated ideas from the literature. ● A fishbone map to visualize cause and effect in a selection of literature could be constructed by a teacher and learners. ● The cycle graphic could be used to see how a series of events interacts to produce an effect in a piece of literature.
Creative Dramatics	<p>Original responses to literature involving original dramatic forms - puppetry, pantomime, role-playing, improvisations, plays, musicals, radio shows, etc.</p>	<ul style="list-style-type: none"> ● Learners plan and present a play with the opposite outcome of a selection read. ● Learners role play the main characters in a selection changing the time, place, or situation.
Structured Overview	<p>Framework of ideas in the selection present before reading; it gives learners an overview - a graphic organizer - of the new literature; a graphic organizer presented before the reading.</p>	<ul style="list-style-type: none"> ● A structured overview of a nonfiction selection could be presented on the overhead projector to clarify the main ideas before reading. ● A completed idea map could be used as an overview before learners read a biography to help organize learners' thoughts.
<p>K - W - L <i>Recalling what learners Know</i> <i>Determining what they Want to know</i> <i>Identifying what they Learn as they read</i></p>	<p>Active thinking needed when reading expository text; the letters stand for the three activities the learner engages in when reading to learn.</p>	<ul style="list-style-type: none"> ● Learners can create a 3-column K-W-L strategy sheet filling it in before, during, and after they read a nonfiction selection. ● Learners can use the 3-column K-W-L strategy sheet before, during, and after a research project. ● Learners could use their journal to record what they know, questions they need answered, and finally the information they gained.

- General - Instructional Strategies

Strategy	Description	Application
Interviewing	Open-ended questions presented to the learner to gain information about the learner; questions should be asked in an informal setting.	<ul style="list-style-type: none"> •The learner could be interviewed to gather information on the kinds of literature one prefers •The learner could be interviewed to reveal what one knows about the writing process. •The learners could interview each other to compile a graphic representation of likes and dislikes, number of pets, favorite television shows, etc.
Debate	Formal argument conducted as a contest between opposing sides on a specific question.	<ul style="list-style-type: none"> •The learners debate the sides of a current news story causing controversy. •The learners debate the issues presented in nonfiction literature they read. •The learners debate in a trial format the prosecution and defense of a story character.
Effective Questioning	<p>Purposeful questions require students to use thinking skills; questions can be organized according to Bloom's Taxonomy, higher and lower level, open and closed.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> •know goal; select context •plan questions •phrase questions clearly •allow flexibility •avoid yes/no questions •allow wait time (<i>at least 3 seconds</i>) •avoid saying learner's name before the question •select learners randomly •use positive feeling tone •respond positively to all answers •use the probing techniques to elicit more thorough responses •redirect and rephrase •use learner's questions for instruction 	<p><u>Sample questions:</u></p> <p>Probing</p> <p>T: What are some characteristics of the main character in the selection?</p> <p>L: He was lonely</p> <p>T: What evidence do you have that he was lonely?</p> <p>Redirecting:</p> <p>T: Debbie, do you agree with Sue's comment...why or why not?</p> <p>Rephrasing</p> <p>T: What was the final action our main character took?</p> <p>L: (No response)</p> <p>T: What was the last event in the final chapter?... What part did the main character play in it?</p>

- General - Instructional Strategies

Strategy	Description	Application
Carouseling	A round-robin brainstorming activity where learners travel from one station to another writing ideas.	<ul style="list-style-type: none"> •After reading a selection in literature, each character's name is written at the top of a piece of chart paper. Pre-selected group rotate at teacher's signals (<i>decreasing in time limit</i>) and brainstorm personality traits of each character. Later, lists are discussed/evaluated.
Modeling	The act of demonstrating the behavior or activity which is to be elicited from the learner.	<ul style="list-style-type: none"> •The teacher models the first few steps of note taking. •A learner models appropriate handwriting positions and skills for a peer. •The teacher models the comments and questions asked of a learner at the end of an oral presentation.
Mini-lessons	Lessons conducted to address the needs of one or a small group of learners in any subject area; they are usually of relatively short duration (<i>10-15 minutes</i>).	<ul style="list-style-type: none"> •The teacher instructs five learners having difficulty with run-on sentences. •The teacher reviews the rules of capitalization with a learner for 15 minutes.
Thematic Units	Units of study constructed around a central theme; they incorporate many skills and integrate curriculum areas.	<ul style="list-style-type: none"> •The teacher may group in literature based upon interest in the books available. •The teacher might group learners in study groups according to topic.
Flexible Grouping	Grouping based upon factors other than ability; heterogeneous grouping; grouping based upon interest, topic studied, etc. This grouping method helps to avoid the stigma of "low" groups.	<ul style="list-style-type: none"> •The teacher may group in literature based upon interests in the books available. •The teacher might group learners in study groups according to topic.
Peer Practice	A cooperative learning technique in which groups (pairs, triads, etc.) of learners practice the learning together, "Buddy Study."	<ul style="list-style-type: none"> •A small group of learners quizzes each other on spelling words •A pair of learners sits besides each other, chairs touching, but facing in opposite directions to "buddy" read aloud to each other.

- General - Instructional Strategies

Strategy	Description	Application
Conferencing	Meetings between teacher and learner/s as a follow-up to instruction; these meetings re-enforce the learning and help the teacher check for understanding.	<ul style="list-style-type: none"> ●The teacher meets with the learner to redefine a personal narrative written by the learner. ●The learner and teacher meet to check for improvement in elimination of run-on sentences in an essay on a controversial news topic.
Chanting, Rapping, Songs, Choral Response	Highly motivating methods to practice, reinforce, and provide opportunities for the learner to hear, see, say, sing, and move rhythmically with the learning; learning becomes more vivid, repetitious, and memorable.	<ul style="list-style-type: none"> ●The intermediate learner could write and perform a rap to remember prepositions. ●The primary learners might chorally recite parts of literature read to them. ●The learners might write and perform a song about a main character in a piece of literature.
Learning Logs	The learner communicates how and what he has understood about a concept or unit of study. They may describe their learning process, define a term, or indicate what he/she has learned.	<ul style="list-style-type: none"> ●The learner could summarize an activity. ●The learner might assess an object. ●The learner could reflect upon an activity in the log. ●The learner might list 2 or 3 interesting ideas in response to teacher and peer questions.

- Reading - Instructional Strategies

Strategy	Description	Application
The PReP	A type of "advanced organizer" or prereading plan where the learners brainstorm what they know about the topic, recognize relationships between their ideas, and finally reform their knowledge upon discussion and reading.	Before reading a selection, learners are asked what they know. The teacher lists ideas then attempts to relate ideas. Students add to, eliminate, or enhance the knowledge determined after discussion and reading.
The ReQuest	A questioning session first between teacher and learner to model, and then between learners; questioners alternate a variety of type and levels of questions.	<ul style="list-style-type: none"> •After reading a selection, paired group learners, paired in groups, alternate questioning about the selection. •After reading a selection, paired learners attempt to incorporate higher level questions in the ReQuest activity.
Literature Response Log	A journal for recording reactions to literature.	<p>May be used to do the following:</p> <ul style="list-style-type: none"> •Respond in writing to a question, impression, mood, or reaction •Respond to open-ended questions, freewriting, vocabulary, or illustrations. •Stimulate group discussions •Reflect on personal reactions while reading •Record new vocabulary •Examine the author's style and motives •Write questions for discussion
Literature Extension	Activities that can be used to extend and enhance the understanding and enjoyment of literature in the classroom. A worthwhile literature extension grows naturally out of the literature and demonstrates something the reader has gained from the textbook.	<p>May be used to do the following:</p> <ul style="list-style-type: none"> •Rewrite or retell the book and story as a play, folktale, soap opera •Design a bookmark, book jacket, or a new cover for a book •Make a poster to advertise the book •Write an original dialogue between two characters •Write a letter to the author or a character with questions and/or suggestions •Make a Big Book or picture

- Reading - Instructional Strategies

Strategy	Description	Application
Sustained Silent Reading - SSR	Students independently select a book to read for a specific period of time in class. Teachers must model the reading behavior.	May be used at the following times: <ul style="list-style-type: none"> • Ten minutes a day reading after lunch • At the end of a class period • At home on a daily basis • Upon finishing seatwork • While waiting for the bus
Reading to Students	Reading aloud is seen as the single most influential factor in young children's success in learning. It has a positive impact on students' attitude toward reading.	May be used to do the following: <ul style="list-style-type: none"> • Improve listening skills • Build vocabulary • Aid reading comprehension • Improve appreciation of poetry • Enjoy hearing a short story or excerpt
Jigsawing	Each student on a turn becomes the "expert" on one subject by working with member from other teams. Upon returning to their team, each one in turn, teaches the rest of the group.	May be used for the following: <ul style="list-style-type: none"> • Acquiring new material • Review of information learned • Having a debate

- Writing - Instructional Strategies

Strategy	Description	Application
Framed Paragraphs	A sentence or paragraph with words, phrases, or sentences left out.	<ul style="list-style-type: none"> ● May be used as a format for a book report, narrative report, or the correct use of adjectives, or adverb phrases.
Collaborative Writing	An activity that allows students to interact on a writing assignment.	<ul style="list-style-type: none"> ● As a class, students develop a story together while the teacher writes it down. Peer writing, cooperative learning, and quiet talking follow.
Dictation	A tool to teach the concept of word, word spacing, sentences, and paragraphs, and to encourage the use of standard spelling.	<ul style="list-style-type: none"> ● Have students dictate group stories or poems ● Students dictate short descriptive phrases for photographs, drawings, and science displays ● In small groups or individually, have student dictate small books of stories, rhymes, or poems
Inventive Spelling	A strategy that encourages students to write down words in accordance with how they hear a word.	<p>May be used in the following ways:</p> <ul style="list-style-type: none"> ● Journal writing ● First drafts of a composition ● Student dictation
Personal Journals	A convenient, familiar and flexible method for students to record and reflect on their personal thoughts, feelings, ideas, or experience.	<ul style="list-style-type: none"> ● Upon reading an open-ended question ● After independent reading ● After small group discussion ● When viewing a film ● As a personal dialogue with teacher or peers
Writer's Notebook	A sourcebook of ideas for writing.	<p>May be used in the following ways:</p> <ul style="list-style-type: none"> ● Record interviews of visitors, take opinions, surveys ● Discuss and describe characters from a story ● Lead the class on a brainstorming session on an announced topic

- Reading/Writing - Instructional Strategies

Strategy	Description	Application
Picture Books	A commercially published or a child/teacher authored book with large pictures and print.	May be used to: <ul style="list-style-type: none"> • Acquaint students with a sense of story and specific features of print • Enhance student writing • Publish student writing • Teach language conventions through a highly motivating shared group experience
Experience Chart	A paragraph, list, or letter written by the teacher in large print incorporating words, phrases or sentences from individual students.	May be used to: <ul style="list-style-type: none"> • Correlate the spoken word with the written word • Model a specific form of writing - descriptive, personal, narrative, letters • Help students focus on a single idea, topic, subject • Expose student to high frequency sight words
Picture Books	A commercially published or child-illustrated book without text.	May be used to: <ul style="list-style-type: none"> • Motivate student writing • Encourage a variety of interpretations • Stimulate vocabulary • Provide a concrete visual stimulus for discussions • Associate feelings with expressions
Changing Point of View	An exercise used to extend and/or enhance the understanding of literature by changing the outlook, viewpoints or attitudes of a character or characters.	May be used to: <ul style="list-style-type: none"> • Motivate writing • Describe character traits • Stimulate vocabulary • Associate attitudes and feelings with behavior • Emphasize with more than one character
Predictable Books	A commercially published or a child/teacher authored book containing any or all of the following: <ul style="list-style-type: none"> • rhythm • rhyme • repetition of vocabulary • repetition of story structures • common patterns 	May be used to: <ul style="list-style-type: none"> • Predict outcomes • Use vocabulary in oral and written cloze • Stimulate creativity by creating a predictable book based on the story line.

- *Listening/Speaking* - Instructional Strategies

Strategy	Description/Application
Give/Follow Directions	<ul style="list-style-type: none">•Verbally describe how to proceed with an activity or assignment and the correct follow-through of those procedures.•Have student repeat directions to insure accuracy.•Offer students opportunities to design a variety of directions while other students follow them; e.g., How to make a peanut butter and jelly sandwich.•Have students put a series of directions in the best sequence for a successful completion of the task(s).
Rhymes	<ul style="list-style-type: none">•Recite rhymes, poems and tongue twisters.•Have students create rhyming patterns either by following the leader or independently.•Read rhymes in groups; choral reading
Express Opinions	<ul style="list-style-type: none">•Offer students frequent opportunities to verbalize their opinions. Identify a positive value in each answer.
Use of Telephone	<ul style="list-style-type: none">•Teach and have students practice proper telephone manners.•Role play telephone conversations.
Identify Feelings/Purpose	<ul style="list-style-type: none">•Acknowledge tone of voice, phrasing patterns, pitch, and speed of speech as a tool in recognizing feelings and purpose within the spoken words.
Auditory Discrimination	<ul style="list-style-type: none">•Recognize that each letter/sound grouping has a specific and correct sound (deaF vs. deaTH).•Utilize a variety of sound sources to analyze similar and dissimilar sounds.•Play games where success depends on careful listening and enunciation; e.g., think of a word that begins with the last letter of beD...DoG...GirL...LamP, etc.
Listening Lesson	<ul style="list-style-type: none">•Plan an activity and lesson whose aim is to develop, strengthen or practice strong listening skills.
Oral Presentations	<ul style="list-style-type: none">•Assign presentations to the whole class by individual students.•Establish expected strategies for oral presentations; e.g., an audible tone of voice, inflection to hold interest rather than monotone.•Establish acceptable audience participation and attention rules.•Follow up with a period for questions and answers.•Use book reports and character portrayals as choices for oral presentations.•Participate in dramas, plays, skits, etc.

- *Listening/Speaking* - Instructional Strategies

Strategy	Description/Application
Choral Reading	<ul style="list-style-type: none">● Select a piece of literature to read in unison.● Use exciting and well-patterned passages or poems.● Alternate paragraphs or stanzas from group to group.
Retell the Story	<ul style="list-style-type: none">● Have students repeat the story in their own words.● Ask students to supply missing details when you or another retells the story.● Emphasize sequencing over detailing.
Dramatic Plays	<ul style="list-style-type: none">● Afford opportunities at every grade level for dramatic experience.
Tapped Personal Knowledge	<ul style="list-style-type: none">● Allow students to offer what they have learned from out of school or previous knowledge experiences.● Use Show & Tell, vacation stories, favorite birthday gift.● Affirm that students have the right to withhold personal information and emotional experiences.
Steps for Correct Usage	<ul style="list-style-type: none">● Develop skills to recognize correct grammatical forms and constructions in spoken communication.● Repeat correct patterns in place of commonly misused ones.● Develop a recognition of colloquialisms, regional accents and phrasing and their correct counterparts.● Critique samples of speeches, commercials, movies, and TV dialogues for unusual or incorrect usage of words.

Appendix C
Evaluation Forms

DIOCESE OF CAMDEN — Professional & Attitudinal Assessment Form

Name _____

Years of Teaching Experience _____

School _____

Total _____ In Present School _____

Grade Level _____

A. PROCEDURE:

- a. The principal should consider each item as it pertains to the teacher, and put the appropriate evaluation in the principal's column beside each statement.
- b. Consider thoughtfully each item as it pertains to yourself and put appropriate self-evaluation in the teacher's column beside each statement.
- c. Form will be regarded as confidential and will be seen only by authorized personnel (School administrators, Diocesan Education Office).
- d. At the end of the conference, the form is to be signed by both teacher and principal. One copy retained by teacher, one by principal and one sent to Diocesan Office of Education.

- B. CODING:** (S) Satisfactory
(N) Needs Improvement

I. CHRISTIAN INFLUENCE (Faith Commitment)

<i>Teacher</i>		<i>Principal</i>
_____	1. Gives witness by actions, speech, and attitudes to the moral standards and doctrines of the Catholic Church;	_____
_____	2. Is conscious of the significant role Religion plays in the development of the whole person and seeks ways to integrate Christian values in the subjects taught and responsibilities assumed.	_____
_____	3. Has a positive attitude in working with the Administration and faculty on behalf of educational, spiritual and social formation of the students.	_____
<i>Teacher's Comments</i> _____		<i>Principal's Comments</i> _____

II. PROFESSIONAL CHARACTERISTICS:

<i>Teacher</i>		<i>Principal</i>
_____	1. Supportive of school policies and practices	_____
_____	2. Shows respect for parents and deals with them in a professional manner	_____
_____	3. Teacher disciplines in a consistent and positive manner	_____
_____	4. Fulfills and satisfactorily performs the following duties:	_____
	a. _____ Homeroom d. _____ Extra-Curricular Duties	
	b. _____ Cafeteria e. _____ Other	
	c. _____ P. T. A. Meeting	
_____	5. Is punctual for homeroom, class and assigned duties.	_____
_____	6. Keeps records and reports up to date and turned in on time.	_____
<i>Teacher's Comments</i> _____		<i>Principal's Comments</i> _____

III. OVERALL CONTRIBUTION FOR GOOD OF SCHOOL:

<i>Teacher's Comments</i> _____	<i>Principal's Comments</i> _____
_____	_____
_____	_____

Principal's appraisal is based on formal classroom observations and informal meetings in day-to-day operation of school.
 Signing this form signifies only that each person participated in a conference, that each retained a copy, but not necessarily that each agreed.

Teacher's Signature _____ *Principal's Signature* _____
 Date _____

DIOCESE OF CAMDEN
PROFESSIONAL GROWTH REPORT

School _____ City _____ 160

Teacher _____ Grade _____

Pre-Observation Interview Date _____

Classroom Observation Date _____ Time _____ Class _____ Grade _____

Post Observation Interview Date _____

Pre-Observation Information (Teacher being observed, please complete the following:)

1. What is the objective for the lesson?
2. How will you determine if the objective was achieved?
3. What methods and/or materials will you use to achieve the objective?
4. Is there anything that I should be aware of in observing this class?

Classroom Observation Information (Administrator, please complete the following:)

1. Was the lesson objective achieved?
 - A. How did the teacher demonstrate a working knowledge of subject matter and evidence of preparation?
 - B. What is the prevailing learning atmosphere?
2. What was observed during the lesson?

Post Observation Information

1. Commendations
2. Recommendations
3. Teacher's Comments

Principal's Signature

Teacher's Signature

Appendix D
Calendar/Handbook

Appendix E
Evaluation Surveys

CURRICULUM

PROJECT OBJECTIVES - To develop strategies for the implementation of whole language.

EVALUATION MODE - An evaluation checklist will be completed by the participating teachers to determine the effectiveness of the strategies developed.

Whole Language Strategies Checklist

Please rate the usefulness of the following strategies

1 being most useful, 5 being least useful

HU for haven't used.

HU 5 4 3 2 1

General Strategies

Graphic Organizers _____

Creative Dramatics _____

Structured Overviews _____

KWL _____

Interviewing _____

Debate _____

Effective Questioning _____

Carouseling _____

Modeling _____

Mini-Lessons _____

Thematic Units _____

Flexible Grouping _____

Learning Logs (Journal) _____

Peer Practice _____

Conferencing _____

Chanting, Rapping, Songs,

Choral Reading _____

Library/Audio-Visual Center _____

Reading Strategies

Sustained Silent Reading (SSR) _____

Reading to Students _____

Jigsawing _____

Collaborative Reading _____

Literature Extension _____

Literature Response Log (Journal) _____

The ReQuest _____

The PreP _____

Reading with Purpose _____

Library Center _____

Writing Strategies

Framed Paragraphs
Collaborative Writing
Inventive Spelling
Dictation
Personal Journal
Writer's Notebook (Journal)
Publication

HU 5 4 3 2 1

Reading/Writing Strategies

Changing Point of View
Experience Charts
Big Books
Picture Books
Predictable Books
Library/Audio-Visual Center

Listening/Speaking Strategies

Give/Follow Direction
Rhymes
Express Opinions
Use Telephone
Identify Feelings/Purpose
Auditory Discrimination
Listening Lesson
Oral Presentations
Choral Reading
Retell Story
Dramatic Play
Share Personal Knowledge
Listen for Correct Usage
Library/Audio-Visual Center

CURRICULUM

PROFESSIONAL COMPETENCY OBJECTIVES - To gain leadership skills in clarifying and focusing goals, objectives, and strategies.

EVALUATION MODE - An evaluation instrument to be completed by Intern's mentor in order to determine the level of competence in focusing goals, objectives, and strategies.

Curriculum Competency Evaluation

Please critique the level of competence achieved by the Intern in focusing goals and objectives through the development of strategies for the implementation of whole language. Comment on the definitions and examples provided, as well as the effectiveness of the strategies.

TEACHING AND LEARNING

PROJECT OBJECTIVE - To prepare and conduct lesson observations and conferences with teachers.

EVALUATION MODE - An evaluation questionnaire will be administered to teachers whose lessons were observed.

Evaluation of Observation and Observation Process

	<u>YES</u>	<u>NO</u>	<u>NA</u>
1. Arrangements for classroom visitation were scheduled with teacher and supervisor.	_____	_____	_____
2. Supervisor and teacher pre-conference prior to classroom visitation.	_____	_____	_____
3. Classroom visitation arrangements were accommodating to the teacher.	_____	_____	_____
4. The purpose of the pre-observation conference was clear to the teacher.	_____	_____	_____
5. Supervisor and teacher reviewed the lesson plan to be observed.	_____	_____	_____
6. Supervisor gathered objective data using an observation instrument.	_____	_____	_____
7. Teacher was made familiar with observation instrument.	_____	_____	_____
8. Supervisor recorded pertinent data regarding instructional development.	_____	_____	_____
9. Supervisor's comments/responses provided meaningful direction for instructional development.	_____	_____	_____
10. Purpose and direction were obvious during post conference.	_____	_____	_____
11. Teacher's comments/responses were an integral part of the post conference.	_____	_____	_____
12. The observation and observation process provided the teacher with future direction.	_____	_____	_____

Comments:

Recommendations:

TEACHING AND LEARNING

PROFESSIONAL COMPETENCY OBJECTIVES - To develop competency in utilizing clinical supervision evaluation instrument. To develop leadership skills associated with analyzing and interpreting, observing and evaluating. To develop professional interpersonal communication skills.

EVALUATION MODE - An evaluation instrument to be completed by Intern's mentor in order to determine levels of proficiency of supervisory skills.

Analysis of Observation Process

Checked statements indicated area of demonstrated proficiency.

1. Gathers objective data using an observation instrument.
2. Records pertinent data regarding instructional development.
3. Comments and responses provide meaningful direction for teacher to improve instruction.
4. Matches teaching objectives with teaching strategies.
5. Offers sound, concrete suggestions for improvement of instruction.
6. Commends the teacher's strong teaching points.
7. Builds new concepts on to the teacher's existing framework to improve instruction.
8. Encourages the teacher to be an active participant in the evaluation process.
9. Written transcript is clearly understood and concise.
10. Understands and effectively utilizes observation instrument.

PUPIL PERSONNEL ADMINISTRATION

PROJECT OBJECTIVE - To develop a before school and after school care program for students.

EVALUATION MODE - An evaluation questionnaire will be administered to staff members and parents associated with the program to determine degree of satisfaction.

Evaluation of Before and After School Program

Please answer the following question in regards to the effectiveness of the before and after school care program.

1. Were you well informed about the initiation of the program?
2. Do the programs satisfactorily meet your needs in regard to times, costs, programs, etc.?
3. Are the programs well organized and well managed?
4. Are the guidelines, procedures, and plans for the programs pertinent and efficient?
5. Is your child happy with the procedures of the programs?
6. In your opinion, how can the programs be improved?

PUPIL PERSONNEL ADMINISTRATION

PROFESSIONAL COMPETENCY OBJECTIVES - To develop organizational and managerial skills. To gain practice in coordinating activities and staff members.

EVALUATION MODE - An evaluation instrument to be completed by intern's mentor in order to determine levels of proficiency of organizational skills.

Organizational Competency Objective Questionnaire

Please answer the questions below in regards to the intern's level of proficiency.

1. In the developmental stages of the before and after school program, did the intern organize all parties involved and delegate responsibility? Be specific.
2. Was the program well organized? If not, please indicate why?
3. In following administrative procedure, was the intern organized in her processes?
4. Becoming proficient in organizational skills requires one to be systematic, neat, and harmonious. Did the intern meet these criteria?
5. In your opinion, did the intern become proficient in organizational skills?

ORGANIZATION AND MANAGEMENT

PROJECT OBJECTIVE - To direct the preparation of a school newsletter.

EVALUATION MODE - An evaluation questionnaire will be administered to parents, faculty, and staff to assess quality of school newsletter.

School Newsletter Questionnaire

Please provide feedback on the school newsletter by answering the following questions in an informal interview situation.

1. What do you think about the school newsletter?
2. What do you like best about the school newsletter?
3. What is missing from the school newsletter? What would you add? Why?
4. Comment on the following aspects of the school newsletter.
 - A. Articles -
 - B. Columns -
 - C. General Guidelines -
 - D. Expectations -
 - E. Time Table -
 - F. Design -
 - G. Quality -
 - H. Publication and Distribution -

ORGANIZATION AND MANAGEMENT

PROFESSIONAL COMPETENCY OBJECTIVE -

- To develop communication skills .
- To acquire leadership, management, and organization skills.
- To coordinate information and staff members.

EVALUATION MODE - An evaluation instrument to be completed by intern's mentor in order to determine levels of proficiency in directing the preparation of school newsletters.

Newsletter Proficiency Evaluation

Interview administrators and staff regarding the performance of the intern. Did the intern demonstrate the acquisition of basic skills in group planning, the ability to manage and design student/staff projects in a highly effective manner, and facility in guiding and monitoring public relations objectives?

UTILIZATION OF STAFF

PROJECT OBJECTIVE - To develop the Master Schedule for the school year 1994-95.

EVALUATION MODE - An evaluation questionnaire will be administered to faculty members to determine the efficiency of the schedules.

Evaluation of Master Schedule

Please rate the following competencies using the scale below

S-Satisfactory	NI-Needs Improvement	U-Unsatisfactory
		S NI U

1. Proposes a set of schedules to distribute services available within the school, taking into consideration efficiency, economy, and legality.

2. Develops guidelines for use of services such as resource rooms.

3. Rearranges current schedules to see that students receive required services while maintaining maximum involvement in their school programs.

4. Rearranges present schedules to balance the loads of staff members.

5. Designs an alternative set of procedures to make best use of services.

UTILIZATION OF STAFF

PROFESSIONAL COMPETENCY OBJECTIVES -

To develop scheduling skills.

To develop the ability to coordinate activities of departments, areas, and groups to promote efficiency.

EVALUATION MODE - An evaluation instrument to be completed by the intern's mentor in order to determine the level of proficiency in scheduling skills.

Scheduling Competencies Proficiency Checklist

Checked areas indicate an area of demonstrated professional competency.

- Effectively employs conflict resolution strategies.
- Demonstrates an ability to identify and incorporate individual teacher needs in structuring the master schedule.
- Demonstrates an ability to identify and incorporate individual student needs in structuring the master schedule.
- Demonstrates an ability to identify and incorporate individual program needs in structuring the master schedule.
- Demonstrates expertise in organizational processes involved in scheduling (i.e. completion and distribution of schedules).

ROUTINE TASKS

PROJECT OBJECTIVE - To design and develop a school calendar/handbook.

EVALUATION MODE - An evaluative survey will be distributed to the school's administration, faculty, staff, and parents for input into the format and information provided in the calendar/handbook.

Calendar/Handbook Evaluative Survey

Please evaluate the following aspects of the School Calendar/Handbook by placing a check mark next to:
Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

FORMAT

SA A D SD

1. The print font was easy to read.

2. Half day dismissals and school closings should be shaded.

3. The graphics enhanced the look of the calendar.

4. The spirit dress down days should be boxed boldfy.

5. The overall layout was good.

INFORMATION

6. The information given was useful.

7. It was the proper amount of information to give.

8. The design, development, and distribution was good.

COMMENTS:

RECOMMENDATIONS:

ROUTINE TASKS

PROFESSIONAL COMPETENCY OBJECTIVES - To develop writing and communication skills. To develop policy writing skills.

EVALUATION MODE - An evaluation instrument to be completed by the intern's mentor in order to determine competence in writing and communicating skills.

Calendar/Handbook Competency Evaluation

In essay form, please rate and discuss the intern's ability to utilize computer technology, promote communications between the school and home, and develop policy writing skills - specifically through the 1994-95 School Calendar/Handbook. Emphasize competencies, as well as areas where improvement is needed.

Biographical Data

Name: Kathleen M. Brown

Date and place of birth: February 13, 1964
Allentown, Pennsylvania

Elementary School: St. Margaret Mary
Harrisburg, Pennsylvania
Graduated 1978

High School: Bishop McDevitt
Harrisburg, Pennsylvania
Graduated 1982

College: Immaculata College
Immaculata, Pennsylvania
Graduated 1989

Graduate School: Rowan College of New Jersey
Glassboro, New Jersey
1992 - 1995

Present Occupation: Principal
Notre Dame Regional School
Newfield/Landisville,
New Jersey

