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The Internship

Mary Ellen Martin

Eastern Illinois University

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THE INTERNSHIP

(TITLE)

BY

Mary Ellen Martin

FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976

YEAR

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THE INTERNSHIP

A Field Study

Presented to

the faculty of the Department of Educational Administration

Eastern Illinois University

in partial fulfillment for the

Specialist Degree in Educational Administration

by

Mary Martin

June 15, 1976

INTRODUCTION

The idea for an intern program in the Decatur Public Schools originated in 1973. The intern program's goal or purpose was to develop a resource of qualified administrators from which appointments could be made as vacancies occurred. At this time there were many business men on the board who could not conceive of appointing administrators without prior training.

A group of five administrators in the Decatur School District was responsible for planning this program. These administrators were from various administrative areas. The areas included business, personnel, education, and public relations. They established the following objectives for the program: Identify individuals who are interested in becoming administrators and appear to have those attributes which are required of successful school administrators; provide the intern with on-the-job training in a variety of administrative positions; provide the Board of Education, the Superintendent of Schools, and the administrative staff with an opportunity to observe the intern and determine his administrative capabilities; and provide the intern with an opportunity to determine whether or not he is interested in a career in school administration.

Qualifications for the people enrolled in the program were to follow legal requirements. This included a masters degree plus four years of successful teaching.¹ Also the

¹*Superscripts in this paper refer to appendix items.*

person selected was to demonstrate a serious interest in becoming an administrator.

The length of training was to vary from six months to a year, depending upon the needs of the particular intern. The training would also be personalized to meet the specific needs and interests of both the individual selected for the program and the district. In addition, the training program would provide experiences in several areas of administration (i.e. Curriculum, Staff Utilizations, Organization and Management, and Pupil-Personnel Administration) under the supervision of a qualified administrator.

The first intern program was held in the school year 1974-1975. Four candidates were chosen to complete this program. However, one candidate who was chosen was appointed to an administrative position before starting the intern program. The other three completed the entire program and now hold administrative jobs with the district. These four people were selected upon qualifications and how they conducted themselves in a "gang type" interview.

The second year of the program was operated in the same manner as the first year. There were three interns chosen for the 1975-1976 school year. Two of these interns chosen elected the elementary principalship as their major emphasis. The other chose secondary. If an intern chose elementary administration he was assigned to an elementary building for a semester training.

The following insert outlines the duties of this particular intern.

ADMINISTRATIVE INTERN PROGRAM

Decatur Public Schools #61

Mrs. Mary Ellen Martin - Administrative Intern

Area of Specialization - Elementary Administration

Starting Date - August 6, 1975

Completion Date - June 4, 1976

Salary: Regular Salary - August 27, 1975 - June 4, 1976
Extended Contract: August 6, 1975 - August 26, 1975
Time for payroll will be maintained at Mary W. French

Hours: Designated by Administration in each assigned building

Schedule (Tentative)

August 6, 1975 - January 16, 1976 - Mary W. French Elementary
School - Supervisor,
Mrs. Constance Ground

Experience Level:

except

- (a) All facets of elementary school administration
- (b) Curriculum work at Mary W. French
- (c) Special assigned projects with the District

October 6 through October 10, 1975 - Business Orientation
Mr. Karl Meurlot, Director

Second Semester - Schedule to be arranged.

Evaluation

- (a) The candidate should compile a weekly log or evaluation statement to be submitted periodically or at the end of each assignment - this log to be sent to the Associate Superintendent.
- (b) The supervising administrator will submit a written evaluation statement at the completion of the intern's assignment.
- (c) Upon the completion of the program the Administrative Intern Committee shall evaluate the candidate. The evaluation results shall be reviewed with the candidate.

Second Semester Schedule

Jan. 19 - Jan. 23 - Mr. Matthew and Mr. Skibbens - Personnel
and Public Relations
Jan. 26 - Jan 30 - Mrs. Wright - Compensatory Education
Feb. 2 - Feb. 13 - Mr. Grant (special education experience)
Feb. 16 - Feb. 20 - Mr. Meurlot - Business
Feb. 23 - Mar. 5 - Mr. Rohrscheib, Eisenhower (high school
experience)
Mar. 8 - Mar. 19 - Dr. Kirby - Research and Testing
Mar. 22 - Apr. 2 - Mr. Williams - Thomas Jefferson (middle
school experience)
Apr. 5 - Apr. 16 - Mr. Oettel - Vocational Education
Apr. 19 - Apr. 30 - Mr. Mellon, Roach (additional elementary
experience)
May 3 - May 14 - Mr. Schlosser - P. E. and Summer School
Development
May 17 - May 21 - Mr. Tinch, Miss Wood, Mr. Martin "et al"
May 24 - May 28 - Miss R. Donahue - Riverside Resource Center
May 31 - June 4 - Mrs. Ground, Mary W. French

THE LOG

ELEMENTARY PRINCIPALSHIP²

August 6, 1975 - I was assigned to French Elementary School one day before I was to start my internship. When I received my assignment, I immediately called the principal at French School. She suggested that I meet her that very night for a quick introduction to floor plan at French and the area from which French School obtained its pupils.

I met Mrs. Ground at 6:30 p.m. We quickly toured the building. It was under construction for a new wing and the old wing was being remodeled. Chaos was everywhere. I didn't see how in three short weeks that school could possibly open; however, it did.

After a tour of the building, we took an automobile trip around the district. Mrs. Ground explained to me that French School was the oldest school to be integrated in Decatur.

Its population was about thirty-three per-cent black. French School also had a wide socio-economic range. It included children who were from upper to lower levels. French School is ideal in racial and socio-economic make-up. French School sets near the downtown area of Decatur and is considered to be an inner city school. After the tour, it was back to French School to pick up my car. Thus ended two hours on the job that wasn't even included on my schedule.

August 7, 1975 - My first day on the job officially, I reported to Gastman School because French School was still under construction. Moving to French was in the near future

and much of my first few weeks on the job would consist of packing, unpacking and supervision of the two.

After being introduced to the secretary (a very important person and story in itself), I was whirled into the world of finances called the star fund. My first assignment was to pay a bill by writing a check drawn on the star fund. However, nothing is quite that simple, I was to learn, and first the history of the star fund and proper bookkeeping procedures must be explained to me, the novice. The star fund, I was to learn is a fund that principals use to obtain small purchases they need for their building. Careful and accurate accounting is of utmost importance because the star fund is audited at the end of each year. In Decatur monies for the star fund comes from the sale of pictures and other sales. The star fund was to be one of my pet projects for as long as I remained at French.

My next assignment was to make fire drill routes for French School. I was certainly glad that I had toured French and was knowledgeable of the floor pattern. It made the floor plan and route make much more sense. The rest of my day consisted of packing, packing, and more packing.

Friday, August 8, 1975 - This was official moving day. The movers arrived at Gastman and all office furniture, except telephone, was put on the truck. The destination of that truck was French School. After making sure that everything in the office was on its way to French, we got into our cars and arrived just in time to supervise the movers. After re-arranging the office several times, we finally agreed on

an arrangement and began to unpack. Then the fun began. We discovered that we didn't have a telephone and wouldn't have for a few days. When we needed to make a telephone call, it was necessary to return to Gastman and use the phone. This is an illustration of just one minor problem of many that were to face us in the ensuing days.

Monday, August 11, 1975 - My first administrative meeting as an intern. I attended a joint meeting of Springfield and Decatur administrators to discuss problems of mutual concern. Lack of money was to be the major problem of both cities and would be a problem that I met many times in my role as intern. This proved to be a very long day of approximately twelve hours and would be typical of many of the days that I would put in as an intern. Two facts that I was to learn is that administrators put in very long hours and attend many, many meetings.

Tuesday, August 12 - The first problem that Mrs. Ground and I were to tackle together was the one on registration of pupils in a brand new building. While solving this problem I was to learn how many pink, blue, and white slips a parent must fill out to officially enroll his child in school. This whole procedure reminded me much of college registration. Besides the pink, blue, and white slips I met that day, another slip came my way, that of a purchase order. I was handed a manila folder of purchase orders and told to check purchase orders against the new equipment that had already arrived at French.

The purchase order I learned was made out in triplicate. The principal kept one and sent the rest to the business office. At the business office the purchasing orders are given numbers along with the items that are on the order for data processing. If the items on the purchase order are not from the warehouse they are then put on a bid list.

Help! Help! There were one hundred blue, orange, and gold chairs missing I found out as I checked the purchase orders against the furniture and equipment. After quickly consulting with Mrs. Ground and a quick call to Mr. Reed, Purchasing Agent, the chairs were discovered at Baum Elementary School. After this incident it was back to orientation for teachers. I helped write a newsletter to teachers. I ended this day by attending a Decatur District #61 board meeting.

Wednesday, August 13 - I spent this morning at Enterprise School attending an administrative workshop on teacher evaluation. Decatur has adopted a new evaluation instrument and all administrators were introduced and given pointers on use of this instrument. This workshop was presented by Mr. Tom McGreal from University of Illinois. That afternoon I spent entirely on scheduling³ of support personnel. A task that I thought would be relatively easy turned into a monumental one.

Thursday, August 14 - This day was a continuation of opening school activities. I did further work on scheduling. After this I helped Mrs. Ground write a newsletter to parents. The rest of the day was spent in unpacking, checking, and distributing furniture and materials.

Friday, August 15 - Today, I was introduced to more paper work. While checking and unpacking furniture from the move, many pieces were broken or damaged. Mrs. Ground had me prepare work orders to get this furniture repaired. A work order is the process that Decatur uses to get repair work done around the various schools. After completing the work orders my next assignment was to write a welcoming letter to all kindergarten children.⁴ Then I prepared my first report to the central administration building. This was a report to the personnel office concerning certification of teachers. This report is completed and sent in at the beginning of each school year. This report shows that certificates are registered and valid. The rest of this day was spent in another meeting, that of elementary cabinet.

Elementary cabinet consists of all elementary principals. It is chaired by the Director of Elementary Education. Mutual problems and concerns make up the major portion of all cabinet meetings. This meeting was directed toward the opening of school.

Sunday, August 17 - Today I did my first public relations work by attending a Sunday afternoon tea and open house at Humpty Dumpty Nursery. Humpty Dumpty Nursery is just one of the three that send children to French School. I was later to find out how important public relations with these nurseries were throughout the school year. We solved many problems mutually. One of the most endearing problems that was to come our way concerned a little first grade child who discovered that some of her nursery friends had a different lunch than

she did at school. Therefore, she decided that she would just go to the nursery for lunch instead of eating at school. This she did for three days before the nursery discovered an extra child for lunch.

Monday, August 18 - This day was primarily spent in working in the Instructional Materials Center. Although the primary purpose of this was just to get the Materials Center ready for opening of school, it was to later serve a very important function. This allowed me an opportunity to know what kind of materials were in the Materials Center. Later, when teachers needed materials, I could suggest various things that were available in the French School Materials Center. This was especially helpful when one of my extra projects was helping a new teacher in all phases of teaching.

Tuesday, August 19 - Today was especially thrilling because I met some of the teachers at French School. Before today teachers were just names on a typed list of paper.⁵ Today I got to start associating names with faces and personalities. Although it was nice to meet the various teachers I was to soon learn that their just dropping in put quite a crimp in the amount of work that could be accomplished. We found that it made us stay later in order to accomplish work that was necessary.

Besides meeting teachers I was introduced to another aspect of administration - that of interviewing candidates for a position. On this interview I just observed. After the interview, Mrs. Ground gave me some pointers on things

she looked for in a candidate. Today's agenda also included a meeting with bicentennial chairman to discuss plans for a bicentennial year at French School. This bicentennial was to be just one of the many things that would influence curriculum at French School.

Wednesday, August 20 - Today I was introduced to the mutual work between school and community. I met Officer Safety, a police officer whose salary is shared by the school district and the law enforcement agency. His job is to provide instruction to all Decatur pupils in the area of safety. His meeting at French was to set up a schedule for his instruction. I continued the day by unpacking and distributing books to classrooms in preparation for opening of school.

Thursday and Friday, August 21-22 - These two days were much alike. I spent the entire two days in preparing materials for teacher's folders and unpacking and distributing materials for the various classrooms.

Monday, August 25 - This entire morning was spent in preparing an agenda and materials for a faculty meeting that was to be held Wednesday, August 27. At noon I attended a luncheon for all new teachers and administrators at the Holiday Inn. The rest of the afternoon was spent in a meeting at the Keil Building. Here we were given information on data processing and filling out reports for data. Data handles lots of reports for the Decatur School District. It keeps summary sheets of pupil enrollment, absenteeism, grades, etc.

Tuesday, August 26 - Today I met parents from the French area. We had a meeting with the parents who were lunchroom supervisors. Running the lunchroom is part of an elementary principal's concern. Good lunchroom supervisors are very important and can save a principal lots of headaches. Fortunately, I was to learn French School had this type of lunchroom supervisors. These were mothers from French School who performed their job more as a service than for the money. This meeting was to discuss problems that might arise in the lunchroom. After meeting with the lunchroom supervisors, we met with volunteer parents who were going to help with registration. Also, I continued to unpack and distribute materials.

Wednesday, August 27 - School started today. This is a red letter day on my calendar. I conducted my first faculty meeting. With all the questions that the teachers had and the material that was to be covered, the morning quickly passed. In the afternoon I helped register children for school. My specific job was to assign all new students to a particular classroom. I had to be sure and keep the room numbers evenly balanced. After registration I helped check teachers in and count fee monies. Then I took the money to the Keil Building to be banked. Thus ended my first day of school.

Thursday, August 28 - Children must spend all day at school. They had a hard time understanding why they needed two principals, when in the past they had only one. Mrs. Ground and I had discussed my role and had decided for simplicity's

sake and other reasons to introduce me as another principal. I was to appreciate the generosity of Mrs. Ground sharing her title with me in ensuing days when discipline measures were necessary with children. Mrs. Ground and I visited each classroom and introduced ourselves. We also discussed with the children the care of a brand new facility. Rules and other regulatory procedures were also discussed. Although we had competent lunchroom supervision, we spent the lunch hour in supervision in order to get things running smoothly. This role I would continue to play during my stay at French. My stomach had to adjust to a later lunch hour than usual. The afternoon was spent on various details of starting school. I was totally unprepared for the teacher bombardment that greeted Mrs. Ground and me after school. Teachers had all kinds of problems to be solved. These problems ranged from not enough reading books on a particular level to permission to leave early due to family commitment. Finally the various problems were solved or tabled for further investigation. It was past five and Mrs. Ground and I settled back to reflect upon the day and wind up the loose-ends.

Friday, August 29 - Our biggest problem to solve today was to convince central administration of our great need for an additional teacher. Since we were not the only ones who felt that additional teachers or aides were needed, I was to learn of Decatur's great priority list. However, because of our dire need we were quickly given the go ahead sign to interview teachers for a fourth section of kindergarten.

Our next job then was to schedule job interviews. I

had known we had a surplus of teachers but nothing enforces this premise than declaring a vacancy. We were swarmed with phone calls and applications. To expediate matters we decided to interview only a small number of applicants. Also I spent part of this day compiling a fourth classroom list. Some of the problems I encountered in making this list were changing and arranging nursery bus pick-ups, working mothers, and others.

Up to this point Mrs. Ground and I had been so busy just moving and starting school, that we had never sat down to discuss a planned program for me. This we decided should be done and we established some objectives for the month of September.⁶

Tuesday, September 2 - Today we interviewed for the kindergarten job and hired a teacher. I spent an hour or so discussing curriculum and showing materials to the new kindergarten teacher. Mrs. Ground and I then cleaned and set up an extra room for kindergarten. We made a list of equipment, materials, and supplies that would be needed for this kindergarten room. Because I had training in kindergarten curriculum this new teacher and the other kindergarten teacher became my special project for my entire stay at French. I observed and made recommendations to them, especially the new teacher, who needed direction in various phases of teaching. This night I also attended a P.T.A. budget meeting. French School has a very strong and active P.T.A. This group I learned could be a great asset in helping

an elementary principal. Here I learned another good public relations lesson.

Wednesday, September 3 - I spent the entire morning helping the new kindergarten teacher in her room. That afternoon I spent processing books and materials. Decatur School System has a central book depository located at Riverside and all books must come from there or return to there. After school there was a faculty meeting to discuss levels in reading and departmentalization. French School's intermediate grades are organized by subjects.

Thursday, September 4 - A most unusual thing happened to me today. The second grade teacher discovered that her gerbil was having birth difficulties. The gerbil needed immediate veterinarian attention and since Mrs. Ground did not care for gerbils, mice, and hamsters, I was elected to take the gerbil to the veterinarian. This was one job that I would never have associated with the elementary principalship. The rest of the day was of routine nature - supervision of students, checking of materials and more unpacking.

Friday, September 5 - Today, I discovered that schedules do not stay made but have to be revised. After spending many hours making schedules for support personnel, I discovered that because of conflict with other principal's program all support personnel schedules must be revised. Another administrative function that was to require some time and headaches to us was the free and reduced lunches. The principal has to approve all applications. Mrs. Ground was very careful

to check the information and would not approve a lunch without justification. This created a few problems for us. Finally, I was able to finalize a free and reduced lunch list to all teachers. Today, I formally begin to get acquainted with the students. This was one of my objectives for the month of September. I visited some classrooms to get acquainted with the students. My own private objective was to learn every child before I left French School.

Monday, September 8 - Today, I continued my objective of getting acquainted with the children of French School by spending recess and lunchtime on the playground. Today, I also interviewed an applicant for a first grade aide job. I also wrote work orders and prepared for a faculty meeting. Mrs. Ground and I share the responsibilities for chairing the faculty meeting.⁷

Tuesday, September 9 - Things are beginning to settle into a routine; but, there is still lots of unpacking to be done. Everyday I spend some time unpacking. I attended P.T.A. board meeting. This meeting was primarily held to discuss ways of obtaining needed equipment for French School. After this meeting, I attended a second meeting with the beautification chairman of French School. We discussed shrubbery and plants for French School. Today, I sat in on a conference with parents and first grade teacher concerning a first grader who wasn't behaving. I also attended a board of education meeting.

Wednesday, September 10 - Today, I went to Gastman School to pick up a painting that had been donated by P.T.A. This

created some concern among P.T.A. members. Thank goodness I found them. We can now have an art gallery at French. There was a staffing for a little girl who is borderline E.M.H. I sat in on planning with social worker to plan her work at French for the year. Also did planning work with I.M.C. consultant. Another meeting - this one concerned American Education Week. We made plans for various different projects.

Thursday, September 11 - There were lots of things to do today. French is hosting a reception for Dr. Wills, who has resigned. Therefore, I spent time planning and preparing for this. We also did classroom visitation. We are appraising one-third of our teachers on a new evaluation instrument. I'm glad to get pointers on evaluation. Also did general supervision.

Friday, September 12 - Today was just repetitive of yesterday - more getting ready for reception and more classroom visits for evaluation. I was amazed at the numbers of teachers who sit behind their desks while teaching.

Monday, September 15 - We tagged more furniture at Gastman today. We are hopefully beginning to wind down in the moving process. While at Gastman we consulted with the business manager, Mr. Meurlot, concerning items that Mrs. Ground did not want. When we arrived back at French Mrs. Tiarks, Director of Food Service, was there to see us. The problem was that they were taking one of our good lunch-room servers. This upset Mrs. Ground. She is not pleased with the way this situation is being handled. After Mrs. Tiarks,

Mr. Schlosser, Director of Physical Education and Health, was in concerning physical education schedules. This visit means more rescheduling. I have made schedules and remade schedules. After school we made a trip to Gastman to let teachers make final selection of equipment. I also attended P.T.A. board meeting. They are going to sell "Drix" to raise money for equipment at French School.

Tuesday, September 16 - Today was rather routine. I filled a request for materials for teachers, made classroom visits, had conferences with teachers after visits, and supervision. The only thing unusual was a visit to a home to see why the child wasn't in school.

Wednesday, September 17 - I spent the entire morning in elementary cabinet. Various bits of information were given. First an update of the director's job. Then the principals were given an adjusted budget to work with. Decatur gives the budget to their principals in the spring. Then they adjust them on the sixth day enrollment. Principals receive a flat rate per child. It is around \$30 per elementary student, \$36 per junior student, and \$42 per high school student. When we got back the movers were at Gastman and needed some advice. We made a quick trip to Gastman to settle the question of some tables. With our revised budget I did some adjustments and brought it up to date. We will be ordering extra materials since Mrs. Ground has an additional amount of money.

Thursday, September 18 - I attended an all day A.S.C.D. conference at Effingham, Illinois. This was my introduction

to A.S.C.D. We got back just in time to attend the P.T.A. potluck dinner. It was quite successful. People were lined up to the corner. I never saw such a turnout for a P.T.A. potluck.

Friday, September 19 - Today I did general office work. I want to learn as much about the secretary's job as possible because I think it might be helpful.

Monday, September 22 - I did some more unpacking. Final boxes are coming in from Gastman. I reconciled the Star Fund and Memorial Fund. Mrs. Ground and I prepared for faculty meeting. We also made home visits to check on two children. These are the same children that we made a home visit on the other day. They really are not sick. The mother just doesn't get them up. She oversleeps; and therefore, the children do not get to school. Although we have attendance officers in the Decatur School System, Mrs. Ground prefers the personal touch. With this family, Mrs. Ground is preparing to take them to court. We are documenting their tardiness and absenteeism. Mrs. Ground and I conducted a faculty meeting.

Tuesday, September 23 - Again today, we had to visit these children. The mother told us that they were sick. Mrs. Ground produced a thermometer and took their temperature. The mother backed down and we took the children to school. Since, one of my jobs has been to assist the kindergarten teacher in curriculum and the physical set-up of her room, I made a trip to Garfield School where some spare furniture is stored and selected some furniture for this kindergarten room. The kindergarten teacher is doing a good job so far.

The only problem she has had is discipline. Today, I also conducted my first fire drill. This was very interesting since I spent many hours preparing schedules and signs for the fire drill. Guess what happened? Some of the teachers did their own thing. Therefore, we called a short meeting and went over our plan again. We will have another fire drill in the near future. We are required to have seven fire drills per year. When you have a fire drill you call the central fire station and report that you are going to have it. Then when it is over you call back and give the number of minutes it took to evacuate the building. In addition to the above, I also did general duties, supervision, etc.

Wednesday, September 24 - Today, I learned how to inventory the storeroom and prepare a storeroom requisition. This requisition is prepared monthly from the warehouse catalogue. In general, this catalogue contains classroom, office, and custodial supplies. Decatur School System orders common things in huge quantities and stores them in a warehouse. Each month, when the people who work in the warehouse receive their requisitions, they ship to each school via Decatur's fleet trucks each order. It is told that the principals, who are in the good graces of the warehouse people, receive first priority and also the best. Whether this statement is true, I do not know. Today I did something new. We checked all patrol children. Since French is located in a very busy section of Decatur, patrol children are used, along with an adult crossing guard, to control traffic patterns

of children. I also did other general supervisory duties today.

Thursday, September 25 - This morning I went to Durfee School, where our reading strategists are located to obtain an individual reading test for an exceptionally bright first grader. This test was needed to obtain her reading level. Today, there were several fights on the playground. The office was full of these offenders. I spent quite some time cleaning the office of these offenders. I try to follow the discipline measures that Mrs. Ground uses. We do paddle; but, only in extreme cases. We try talking, keeping them after school and other means.

Friday, September 26 - Not too much happened today. I taught a class while a teacher kept her dental appointment. The rest of the day was spent in routine matters.

Monday, September 29 - From observation I am finding that much of the principalship is spent in public relations and managing people to obtain what you want.

Today was such a day. There was a constant flow of people in and out of the office. The P.T.A. president spent an hour discussing various fund raising projects. Another visitor in the office today was Larry Reed, Purchasing Agent for the Decatur School District. He was concerned about the moving of the marble babies, a piece of statuary. The cost to contract their movement was expensive. Mrs. Ground convinced him to move the statue.

Tuesday, September 30 - Mrs. Ground and I conducted an in-service meeting for parent volunteers at French School.

These parents tutor, assist teachers, run ditto machine, etc. Mrs. Ground is fortunate to have good parents. She does not have problems with her volunteer program. Because these parents are in the school and see the needs of the school, they are most generous in donating things to the school.

More public relations work, I worked on the October newsletter to parents. Mrs. Ground sends out a monthly newsletter to all parents to keep them informed on happenings at French School.

Wednesday, October 1 - I spent most of this day observing in the classrooms. Today's observation was to acquaint me with the reading program at French School. Mrs. Ground and I were concerned about the better student after visiting the classrooms. This is one area of curriculum we would like to work with this year.

Thursday, October 2 - Again today we are visiting to observe the reading program. We are going to take up some of the problem areas in the faculty meeting. Other happenings of today were of a routine nature except we checked student traffic pattern before and after school.

Friday, October 3 - Today, Mrs. Ground and I worked on the agenda for the Monday faculty meeting. We reviewed notes from our classroom observations and Mrs. Ground and I had a long discussion concerning the role of a principal in classroom observations and curriculum. Mrs. Ground mainly makes three types of classroom visits: one is to observe curriculum, the second is for teacher evaluation,

and the third is when she is invited by the teachers for special projects.

Monday, October 6 - This week I am away from French School with the other interns and we are getting an overview of the business office. The business director is very efficient and pulled us together for this orientation. He didn't want to do it three different times. Later we will return to the business office alone for more in-depth study. Today, Mr. Meurlot gave us the history and overview of his position. The afternoon was spent with Mr. Kline, who is Director of Accounting and Financial Operations.

Tuesday, October 7 - There was a continuation of the accounting and financial operation. Then we went for an overview of the Purchasing Department with Mr. Reed. Mr. Reed is responsible for doing all the purchasing for the Decatur Schools. He is also responsible for the print shop, microfilm department, and the warehouse.

Wednesday, October 8 - Today we attended the business department's cabinet meeting. It consisted of Mr. Meurlot, Business Director; Mr. Kline, Finance Director; Mr. Reed,, Purchasing Agent; Mr. Kemper, Building and Ground Director; Mr. Smith, Director of Data; and Mrs. Tiarks, Director of Food Services. Mr. Meurlot told us that anything said in those four walls was not to go any farther. Then each director was allowed "to get things off his chest." The rest of the day was spent with Mrs. Tiarks in Food Service. We went out to the new Stephen Decatur building to observe the lunch hour. It was one of Mrs. Tiarks' most pressing

problems. The students were not getting fed in enough time to return to class on time. Mrs. Tiarks discussed her many duties with us on the way. She is responsible for ordering all cafeteria foods and supplies. She is also responsible for the hiring and firing of all cafeteria employees. She also keeps abreast of all state regulations for operating a food service.

Thursday, October 9 - Today we were given an overview of the transportation department. We arrived before seven and boarded a bus. We rode a typical bus route with the children. Then we had a long discussion with Mr. Kaltenbach concerning problems of transportation. Decatur does not maintain its own bus fleet but leases transportation services from Soy City Lines.

The afternoon we spent with Mr. Smith, Director of Data. He gave us an overview of data in the Decatur District. Then we went on a tour of the data department. This department is plagued with problems. Last year the data system completely broke down and everything had to be put back on a manual system. Mr. Smith is hoping that won't happen this year.

Friday, October 10 - Today we were with the Director of Buildings and Grounds. He gave us an overview of his job. We then went on a tour of some of the new buildings where he had men working. After the tour we spent the rest of the day with Mr. Robbins, Director of Custodial Operations. Here we learned the role of the principal with the custodial staff.

Monday, October 13 - Columbus Day Holiday

Tuesday, October 14 - I was back at French today.

Mrs. Ground up-dated me on various happenings. We planned our objectives and up-dated my calendar of events. The firemen were in and we had a fire drill. They were not pleased with it. They are going to come back later for another one. We certainly are having trouble getting the fire exit plan to work.

Wednesday, October 15 - Mrs. Ground and I spent the morning in elementary cabinet. Some mutual problems of principals were discussed. Late bus pick-up seems to be a major problem. This is not a problem at French. All our children walk to school. They are neighborhood children. Later in the afternoon I went to the bank to deposit money in the star fund. Other duties of the afternoon were planning the agenda for the faculty meeting, conference with Officer Safety, and checking patrols.

Thursday, October 16 - I took another trip to the bank to deposit money for the star fund. The rest of the day was involved with a stolen band instrument. Mrs. Ground and I had a conference with the boy who stole the instrument, his mother, and a city policeman. This is quite a sad affair. The child will have to go to court. He is only ten years old and is not very mature.

Friday, October 17 - Today, the secretary was absent and I volunteered to do her duties. This was a very good experience. I took care of all the lunch money, called in number of lunches, and answered the phone. I also was involved in another conference concerning the child who stole the band instrument.

Monday, October 20 - Today was Drix Day! Drix is a cleaner that all children of French School are selling to make money. Since we will be responsible for the collecting of the money, Mrs. Ground and I supervised quite closely. Most of the rest of the day was spent in routine matters. After school we had a faculty meeting. Part of the faculty meeting was devoted to the reading curriculum.

Tuesday, October 21 - Today was spent in general office duties. Mrs. Ground and I worked on budget. One of Mrs. Ground's top priorities is French's material center. She wanted to improve it. Most of her money will be spent in this direction. We also checked on address of a student attending French School and found out that he does not live in the French district.

Wednesday, October 22 - General Cabinet met today. One of the main topics of discussion was data processing and its relation to each individual school in Decatur. When Mrs. Ground and I got back to French, we had several discipline problems facing us.

Thursday, October 23 - I spent the morning adapting what I had learned about data to French School. Data is used with student records and budget. Mrs. Ground and I also spent some time in planning my goals and objectives. Then I did classroom observation.

Friday, October 24 - Mrs. Ground and I inventoried the storeroom and prepared it for order from warehouse. I did before school, noon, and after school supervision. The rest of the day was spent with people, phone calls and other things.

Monday, October 27 - Today, I started collecting material for the November newsletter. I also did some re-arranging of schedules. The rest of the day was spent in orientating a substitute secretary.

Tuesday, October 28 - This morning Mrs. Ground and I worked on material for in-service meeting for p.m. In the area of curriculum the teachers, Mrs. Ground, and I are working on reading for the better than average student. Mrs. Ground and I have made trips to Riverside to obtain materials for the better student. Also, teachers are attempting to meet needs by departments. One area of the reading is still a concern and that is the student who comes into first grade reading. Our first grade teachers still want them to go through a readiness book of vowel sounds.

Wednesday, October 29 - Today, I scheduled all teachers for their pre-evaluation conferences. Each teacher must set objectives and goals to improve his teaching. I also scheduled Officer Safety to visit each classroom. Mrs. Ground and I attended a tea at Day Care Nursery. This nursery is subsidized by United Fund. It is different from the other nurseries that are in the French District.

Thursday, October 30 - Mrs. Ground and I spent the morning attending an in-service workshop in movement education. This dance troupe is sponsored partly by the fine arts council. While we were at this school, where the workshop was being held, we decided to observe the lunchroom procedure for ideas. Actually we did not think that their lunchroom was as smooth as ours.

Friday, October 31 - Halloween is today. Each classroom had a party. Also there was a Halloween Parade. These things involved all afternoon. I spent the morning observing kindergarten classrooms. I am totally responsible for these rooms. However, Mrs. Ground will advise me if I need it. After school there was a pre-evaluation conference with a teacher. It is difficult to get them to set objectives to improve their teaching. They want to set objectives where the children improve.

Monday, November 3 - We had more teachers in today for their pre-evaluation conference. I did before school, noon, and after school supervision. I also did some classroom observations. Mrs. Ground explained budget procedures to me.

Tuesday, November 4 - Mrs. Ground and I worked on budget. As stated previously, the material center is getting a big share of the budget. Today, I started procedure for a psychological evaluation on a child. Mrs. Ground explained her system to me. Many people must fill out papers before a psychological evaluation can be obtained. The parents of the child were in today for a conference and to fill out a permission slip. Parents must give permission or a child cannot be tested. We had a fine art assembly today. I introduced the speakers. French School has various programs planned for school assemblies.

Wednesday, November 5 - Today was spent mainly in supervision. I was in the classrooms all morning. The afternoon was spent in general office duties.

Thursday, November 6 - Today was another people day.

Mrs. Ground and I did not accomplish much. I wonder if all principals have as many interruptions as Mrs. Ground. One group of people that came in was the lunchroom supervisors. They wanted to route the children to and from the playground differently. Also they wanted to discuss some other problems. I balanced the star fund and memorial fund with the bank statement. We also had a pre-evaluation conference.

Friday, November 7 - We have completed the budget. Hopefully, I will now be able to keep the set of books and be a good business manager. We had another pre-evaluation conference. Teachers are not comfortable with this new evaluative instrument. We also had a parent in for conference. This parent is not happy with a teacher. We will discuss the matter with the teacher and get back to the parent. I spent the rest of the day with general office work.

Monday, November 10 - The first thing on the agenda this morning was a staffing for a child with learning disabilities. Many people are involved in these conferences. They are principal, classroom teacher, learning disabilities teacher, learning disabilities supervisor, director of special education, psychologist, and nurse. Mrs. Ground and I reviewed the agenda for the faculty meeting and made minor revisions. We also visited a classroom by invitation to observe a special history lesson. I conducted the faculty meeting after school.

Tuesday, November 11 - Holiday

Wednesday, November 12 - This morning we attended an elementary cabinet meeting. We also were invited to attend another short history lesson. The students are costuming themselves as various characters from out of the past and giving a short resume of their life. We spent the rest of the day in general cleaning and clearing of files and materials.

Thursday, November 13 - Today was balloon day at French School. Each child that sold Dix was allowed to pop a balloon containing a number. The number determined the type of prize that each child obtained. I spent a good portion of the day organizing and helping with this activity. However, I did find time to read personnel files on each individual teacher.

Friday, November 14 - Mrs. Trimby was in to discuss the Title I Reading Program at French. This is the first year that French School has had a Title I Program. Mrs. Ground was not too familiar with it. I was able to offer suggestions because I had worked under Title I. I planned the agenda and prepared materials for Monday's faculty meeting. I also discussed with Mr. Snack, science coordinator, the possibility of a spring planting day for French School. In addition to the above, I again observed in the kindergarten classroom.

Monday, November 17 - Since improving the reading curriculum is one goal at French, I spent most of the day assembling U-Sail material for the teachers. I then discussed and explained it to them at the faculty meeting. U-Sail is an

individualized reading program with all the skills broken down into levels. I also did general office duties because the secretary was ill.

Tuesday, November 18 - I spent the entire morning in classroom observation. The major portion of the afternoon was spent at a P.T.A. council meeting. After school, I attended a brownie meeting and accepted macrame pot hangers for French School. Mr. Turner stopped in to see Mrs. Ground and she couldn't go to the brownie meeting.

Wednesday, November 19 - Today was the official day to visit French School during American Education Week. It was surprising how many parents not only visited in the classroom but also would drop in to chat with Mrs. Ground. Most of the parents at French seem to like Mrs. Ground and the programs at French. When we weren't busy with parents, we spent the time getting ready for Open House Sunday. This is to be the official dedication of the new wing of French School.

Friday, November 21 - I did three major things today. The three were organization and supervision of picture taking, preparation for open house, and staffing for two students.

Monday, November 24 - Today, I was Florence Nightengale, The office was besieged with children complaining that their stomachs ached. I took temperatures and phoned parents. There must be some kind of bug going around. In addition to the above, I did routine office duties. There were many people in today.

Tuesday, November 25 - Mrs. Ground and I set objectives and goals for December. We spent the major portion of the day visiting special education classes at Washington School.

Wednesday, November 26 - I balanced the star fund and memorial fund for November with bank statement. Mrs. Ground and I took all duty periods to show that we were thankful for good teachers. We were invited to attend several classrooms for plays and parties. We did, however, find some time to work on an agenda for the faculty meeting.

Monday, December 1 - We interviewed two custodians today. One custodian just decided he didn't want to work and quit. Our other custodian is retiring at the end of this month. Mrs. Ground pointed out something about custodians that I would have not thought about. She took one custodian because he had a lot of nervous energy. She concluded that he would have to be busy all the time with that nervous energy. I conducted the faculty meeting and taped it. Mrs. Ground did not attend the faculty meeting. She listened to the tape and said that I had done a good job.

Tuesday, December 2 - Mrs. Ground is attending a two-day conference and I am in charge of the building. I wrote a memo to teachers concerning corporal punishment. I spent a major portion of the day studying test scores of French students from central administration. With the use of this test data, Mrs. Ground hopes to effect change in the curriculum area. Since I will be leaving French shortly, I worked on a building organization for next year.

Wednesday, December 3 - I attended elementary cabinet and took notes to give to Mrs. Ground when she returns. After cabinet I had an evaluative conference with a kindergarten teacher. One of the major items of discussion was discipline. This is her first year and she is having discipline problems. I made several suggestions to her and set a date with Mr. Schimanski, supervisor of hard core discipline problems. He is going to visit this kindergarten classroom and demonstrate some classroom management techniques using behavior modification. The rest of the day was spent in routine matters.

Thursday, December 4 - Mrs. Ground came back today. I filled her in on happenings while she was away. Mrs. Ground and I made necessary preparation for tonight's reading workshop. We felt that it was highly successful.

Friday, December 5 - Absent due to illness.

Monday, December 8 - "Tis two weeks before Christmas and all through French School there is bustling and hustling"-- I began to hang the greenery around French School and decorate the Christmas tree. The office area sure looked nice after I finished. A teacher was in who was quite concerned with a student that just would not behave. Mrs. Ground and I are going to observe her class and then decide what measures to take with this student. There were lots of interruptions. I did not accomplish too much today.

Tuesday, December 9 - I am still decorating at French. In addition to this, I did general office duties and attended a staffing on a student. The most interesting happening

today was the discussion with Mrs. Ground on general administrative technique. I gleaned several important items from this conference.

Wednesday, December 10 - Today was general cabinet. This lasted until noon. In the afternoon I worked on classroom lists for next year.

Thursday, December 11 - The major portion of today was spent in a meeting on teacher evaluation at the Holiday Inn.

Friday, December 12 - Today Mrs. Ground and I made a home visit to get a kindergarten child in school. This child has not been attending school because the mother doesn't have transportation and she is afraid to let the child walk to school. Mrs. Ground convinced the mother to start the child in school. After our visit we went downtown to pick up hanging baskets that were being donated to French School. I prepared a class size report for central administration.

Monday, December 15 - I attended a staffing for a student today. Some time was spent in classroom observation. There was a special program at French. It was a performance by a choral group. The rest of the day was spent in routine matters.

Tuesday, December 16 - I continued to work on classroom organization plan. I assisted a third grade teacher with Christmas play. Woodrow Wilson Junior High presented a music program to French students. After school Mrs. Ground and I attended special education's open house.

Wednesday, December 17 - Today I prepared a short agenda for the faculty meeting. Mrs. Ground and I visited in some

classrooms by invitation. This is a nice time for visiting classrooms. Everything is so holiday looking. I conducted the short faculty meeting after school.

Thursday, December 18 - I did general supervisory duties today. Again Mrs. Ground and I spent a large amount of time in classrooms visiting special plays and programs. We are also receiving lots of goodies to eat from the children.

Friday, December 19 - Today I took down Christmas decorations. I also moved materials from shelving. This is to be painted during the Christmas holidays. I spent the rest of the time attending parties.

Monday, January 5, 1976 - Today is the first day back from Christmas vacation. Mrs. Ground and I discussed articles for my scrapbook. I then worked on compiling the scrapbook. This scrapbook contains forms and schedules for the operation of a school. Today was a people day. All teachers dropped in to discuss their Christmas vacation. The P.T.A. president was in to discuss equipment for the playground.

Today was spent on building organization and my scrapbook. My scrapbook is coming along quite nicely. It should be a big help when I get my own building. It contains a vast resource of information that will be useful to me as a principal. It contains information on opening and closing schools. I also did other routine jobs today. (discipline, supervision, etc.)

Tuesday, January 6 - Mrs. Ground and I had a conference today with a teacher concerning the science program. There

was certainly a philosophical difference between Mrs. Ground and this teacher. Mrs. Ground thought that everything in the books should be taught and the teacher did not. This is one time that I agreed with the teacher. I could not believe that the science book was sacred. This problem was not resolved. It ended in a stalemate. Mrs. Ground was quite upset about this matter. I spent a big part of the day checking what other teachers did. She even had me check minutes that science was being taught.

Wednesday, January 7 - I attended elementary cabinet meeting. Much of this cabinet meeting was devoted to budget cuts. It is very interesting to see the different priorities among the various administrators. When I got back I helped with picture retakes. Mrs. Ground and I then prepared for a faculty meeting between French and Dennis School.

Thursday, January 8 - Today Mrs. Ground went through her office making sure that I was acquainted with books and materials that are in every elementary school. We discussed at quite a length philosophical positions. I spent the rest of the day reinforcing my knowledge in the reading area. Mrs. Ground and I agree that this is an important area in the elementary curriculum.

Friday, January 9 - I made some classroom visitations in the kindergarten rooms today. All in all I feel that the kindergarten program at French School is very good. There are three teachers in this program. The only weak link is the beginning teacher who is working on discipline and control.

However, I believe that experience will help her and this is what I related to Mrs. Ground.

Monday, January 12 - This is my last week at French. I am learning that the beginning of a semester brings problems to be solved at French. We are getting many new students; therefore, I had to revise my organizational sheet today. New students mean a lot of paperwork in the office. With the revision of the organizational sheet, I also had to revise the reading tentatives. I spent the rest of the day in routine matters.

Tuesday, January 13 - The maintenance men installed new shelving in a storeroom in French. I mended and stored equipment after they were finished. Also, I accompanied the first grade classes to Kirkland Fine Arts Center to see a program on the theater..

Wednesday, January 14 - Mrs. Ground and I spent the day on various items. The first was the agenda for the next faculty meeting. We have several problems to be solved at this meeting.

The second item that we did was to divide the two first grade classes into three. This had to be done because of the large increase in new students. This may sound as if it were simple, but it is not. There is a lot involved in dividing a class after a semester. What kind of division do you make? Is the class going to be homogenous or hetrogenous? Will the parents want their child moved? Which students will be least effected by the move? All these questions had to be solved as we made our division.

The third item that faced us was finding a new lunchroom supervisor. This too brought problems to be solved. All in all today was a very busy day.

Thursday, January 15 - Today was a people day.

Mrs. Ground and I were kept busy with people. The first person in was a man with a punch list. He was checking to make sure that the building construction was finished. The second person in was an imposter. He said that he was a Millikin student, who wanted to take pictures. We checked his identification with Millikin. He was not a student. We then called the police. They came out and took a description of the young man. We do not know why he did this. After the police were out, Dan Medina from Channel 17 came by to tape students. He was interested in obtaining information from students about Martin Luther King. Then the P.T.A. President came in to discuss a project known as Red Apple Club. The whole day continued in this pattern.

Friday, January 16 - My last day at French was a party day! I did do some routine things.

Administrative Assistant
and
Director of Personnel

January 19-23 - This week I spent in the Administrative Assistant's office and the Director of Personnel.

The Administrative Assistant⁸ is responsible for general internal and external communications. Mr. Skibbens explained his job and I read his job description. The time that I spent with Mr. Skibbens was mainly spent in observation and discussion.

However, I did write job descriptions and articles for the In Decatur.

Mr. Matthew, the Director of Personnel,⁹ also had me to read his job description and a book on tenure laws. The Director of Personnel is responsible for the administration of the personnel program for the district. While I was with Mr. Matthew I did some interviewing of substitute teachers. I also looked through applications and selected five that I thought were best for a high school social studies position. I also did some changing of contract amounts for teachers who had advanced on the salary schedule. The rest of my time was mainly spent in observation and discussion.

Director of Compensatory Education

January 26-30 - The time that I spent with the Director of Compensatory Education¹⁰ was very interesting and something that I was familiar with since I had been a Title I teacher. The Director of Compensatory Education is responsible for the Title I - ESEA compensatory education program of the district, which serves the special educational needs of educationally deprived children in school attendance areas having high concentrations of children from low income families.

Again much of my week was spent in observation and discussion. I did get involved in the writing of two federal proposals. The rest of my time was spent in visitation of classroom Title I teachers.

Special Education

February 2-13 - The special education department is large in Decatur. It has many supervisors working in various departments. There is a Director of Special Education, who serves as Director of the Macon County Special Education District and as Director of Special Education for District #61. District #61 serves as the administrative district for the Macon County Special Education District.¹¹ Then there are two Assistant Directors of Special Education, one takes care of the county special education program and the other supervises the Decatur District #61 special education program. After the director and assistants there are: a speech correction supervisor who supervises all the speech teachers, a learning disabilities supervisor who supervises all teachers of learning disabilities children, an educable mentally retarded supervisor who supervises the teachers of educable mentally retarded children, an acoustic and visually-impaired supervisor who supervises all teachers of children with hearing and sight problems, and a social worker supervisor who supervises all of the social workers.

I spent one day each with the above supervisors plus three days with the principal at Sunnyside Center. Mainly my time with each was spent in observation, discussion and visitation of classrooms. This overview has certainly extended my knowledge of special education.

Business Office

February 16-20 - The week that I spent in the business office was most memorable. The most exciting thing that I

did was to invest 1.6 million dollars. This is just more money than I could imagine. When Mrs. Bateman handed me the savings account book with a balance of 1.6 million dollars, my first thoughts were what would I do if this was my own personal money. However, I soon came down to reality and started calling banks to see what kind of interest rate that they were willing to pay on 1.6 million dollars. Since the Decatur District was only investing the money until school was out, I only got a rate of 5¼%. Mr. Meurlot, Director of Business Affairs, and I went to the bank to make the transaction. An interesting thing happened at the bank. The girl who was working did not know how to make the machine work since it did not register a million dollars. Mr. Meurlot told the girl how to break up the amount.

Another interesting thing that I did while in the business office was to write a football bid. This was a learning experience. I learned that there are different kinds of footballs. There is a practice football and a game football. The writing of this bid took hours because I was ordering all football clothing and equipment for the four high schools.

Some other things that I did while in the business office was research and cost analysis of various things. I knew what administrative jobs were to be cut because I was assigned the job of researching salaries and other benefits. I also did some manual checking of payroll and a statistical report to the state. The rest of my time was spent in observation

and discussion with the various secretaries. There is a payroll secretary, insurance secretary, and an accounts payable secretary. One of the most interesting discussions that I had in the business office was with Mr. Kline, Director of Finance, on the accrual and cash bookkeeping system. I certainly learned to appreciate all that the business office did.

The Director of Finance in Decatur is responsible for the financial operations and accounting functions in accordance with state regulations, including all book entries, annual closing of the books and preparation of local and state financial reports; and supervision of the day to day functioning of the accounting department.¹²

The business office consists of a Director of Business Affairs, who is responsible for all business affairs in the Decatur District #61; a Director of Finance; Director of Transportation and Material Services, who is responsible for the efficient operations of the pupil transportation system as operated by a private contract carrier and is responsible for the purchasing, warehousing, and printing operation;¹³ Director of Food Service, who is responsible for the efficient operation of the student and employee lunchroom service throughout the district;¹⁴ and Director of Buildings and Grounds, who is responsible for all maintenance, construction, and custodial operations relating to the buildings and grounds of the district.¹⁵

The High School

Principal
Assistant Principal
Dean of Boys
Dean of Girls

February 23 - March 5 - My two weeks spent at Eisenhower High School, home of the Panthers, was a pleasant surprise to me. I expected chaos and anarchy, but found a smooth running school with well-disciplined students. The credit must be given to the fine administrative staff and teachers at Eisenhower.

The high school principal in Decatur is the educational leader and chief administrative officer of the high school.¹⁶ The assistant principal aids the principal in general management of the school.¹⁷ The Dean of Boys is primarily concerned with the attendance and discipline problems of high school boys.¹⁸ The Dean of Girls is primarily concerned with the attendance and discipline problems of high school girls.¹⁹

My time at Eisenhower was spent with the above four administrators. It was spent primarily in observation and discussion. Some things that I did while at Eisenhower were: worked with high school budget, worked with scheduling, worked with staff, classroom visitation, checked elections, and did grade point average for seniors.

Director of Research

March 8 - 19 - My next two weeks of the internship was spent with the Director of Research, who administers the pupil testing program of the district, designs and conducts relevant educational research, and provides interpretive

data to educational staff and board.²⁰

While with the Director of Research I did student projections for elementary schools, junior high schools, and high schools. I then did teacher allotments based on the projections. Another interesting thing that I did was to develop a survey for learning objectives and do a random selection of teachers. The rest of my time was spent in observation, discussion, and readings of research.

The Middle School

Principal
Assistant Principal
Dean

March 22 - April 2 - The junior high school in Decatur consists of three administrators. They are the middle school principal, who is the educational leader and chief administrative officer of the middle school unit;²¹ the assistant principal, who aids the principal in the general management of the school;²² and the dean, who is responsible for the attendance and discipline of middle school students.²³

The principal at Thomas Jefferson School where I was assigned for two weeks was truly an educational leader. He was very strong in curriculum and he had me spend a large amount of my time in the curriculum area.

The curriculum at Thomas Jefferson offers something for all students. It has an interdisciplinary program for students who work well in this area. It has a tutorial program for students who have trouble in school. Also it has a more traditional program for those students who do

well in this area.

Mr. Williams, the principal, and I had several long discussions on curriculum and the principalship. He was very knowledgeable in all areas. He gave me many pointers in these areas. Next year Mr. Williams will be experimenting with bandular scheduling. I really felt like I gained from my stay at Thomas Jefferson.

While most of my time was spent in the curricular area, I did work with the other two administrators. I even acted as Dean one day, while the dean was absent. I also did before and after school duties.

Director of Vocational Education

April 5 - 16 - The next two weeks of my internship was spent with the Director of Vocational Education. He is known as the local director of vocational and industrial education for state purposes.²⁴

While I was with Mr. Oettel, I helped prepare a brochure to send to prospective employers informing them of high school students with special training who were looking for jobs. I also attended several meetings in Springfield concerning vocational programs. The rest of my two weeks was spent at the Area Vocational Center getting acquainted with the various programs that were offered. The high school student in Decatur has a wide and varied program to select from.

Roach School I.G.E.

April 19 - 30 - After much visiting around the central

administration office, I was sent to Roach Elementary School for two weeks.

Roach Elementary is enrolled in a program called I.G.E. which is Independent Guided Education. Each student in this program works at his own level and speed. The principal and staff at Roach have worked very hard at developing this program.

While I was at Roach I visited the classrooms to get familiar with their program. I also spent some time studying the materials they use in their program. The rest of the time was spent in the office.

Coordinator of Safety, Physical Education,
and High School Athletics

May 3 - 14 - The next two weeks I was back to the Keil Building with Mr. Schlosser who is Coordinator of Safety, Physical Education, and High School Athletics. The Coordinator of Safety, Physical Education, and High School Athletics supervises and coordinates the safety, physical education, and high school athletics for the district.²⁵

When I arrived in this office it was in an uproar. They had just found out that summer school was not going to be reimbursed by the state. Therefore, Decatur District would probably have to go to a tuition summer school. It had been about eight years since Decatur had operated a tuition summer school. I spent most of my two weeks researching information on a tuition based summer school. I went back through the files to get cost, classes offered, number of students and buildings involved. I then did current research on cost

today for summer school. This included hidden costs like electricity, water, and social security. With these figures divided by the number of students that we projected would attend a tuition summer school we arrived at a figure to charge. The board of education adopted our figures and Decatur has a tuition summer school. It is needless to say that the enrollment in summer school is not very large.

I also spent some time attending ball games and track meets. Besides these things I sat in on interviews for the head coaching job at Stephen Decatur.

Director of Elementary Education

May 17-21 - My next week was one that I had looked forward to. I was to be in the office of the Director of Elementary Education who is responsible for the educational program and the internal administration of the elementary schools.²⁶ Unfortunately, this did not happen. I only got to spend a half-day with the Director of Elementary Education because she was going into the hospital for a check-up. The half day that I spent with her was an elementary cabinet meeting. Therefore, I did not get to be involved in the department that probably would have interested me the most.

Associate Superintendent

May 17 - That afternoon I spent with the Associate Superintendent who is responsible for the development, administration, and supervision of the educational program for the district. In the absence of the superintendent, the associate superintendent assumes the duties of the superintendent.²⁷

While I was with the associate superintendent, we spent some time discussing the type of school that I would operate. He thinks that I am traditional and structured. This is probably true, however I do like to try new ideas and things. He also cited my success with the inner city children. From our conversation, I think that I will probably be offered a lower socio-economic school, if there is a vacancy.

After our discussion, the associate superintendent, Mr. Turner, assigned me the duty of preparing the agenda for the annual curriculum advisory council. The curriculum advisory council is the head of all task forces in Decatur and they must give their approval before any adoptions can be made.

Coordinator of Gifted and Special Programs

May 18 - The time that I spent with Mr. Martin, Coordinator of Gifted and Special Programs, was a very busy time. He was busy coordinating the orders for the new language arts task force adoptions. I helped coordinate and check orders against the master list of approved materials.

Mr. Martin is also responsible for writing proposals to get special funding for special projects. If a school would like to try a special program, they submit a proposal. Mr. Martin then edits it.

Unfortunately, Mr. Martin's position is being eliminated due to budget cuts. His work will have to be absorbed by some other department or else Decatur will just drop special funds and projects.

While I was with Mr. Martin, I got a grand tour of the old Stephen Decatur building. Mr. Reed, who is Director of Transportation and Material Service, asked Mr. Martin to accompany him to the old Stephen Decatur building for the purpose of identifying antiques that are in the building. This was most interesting. We were in nooks and crannies that I did not know existed. Mr. Martin was able to tell Mr. Reed which things were of value. They are going to sell the entire contents of the building.

Director of Secondary Education

May 19-21 - The Director of Secondary Education is responsible for the educational programs and for the internal administration of the middle and high schools.²⁸ Mr. Tinch gave me an overview of his job and I spent most of my time in observation. His job is varied. He handles everything from irate parents to curriculum implementation. Mr. Tinch was much involved in the hiring back of non-tenure teachers who had received letters dismissing them from Decatur District #61.

Coordinator of Instructional Materials Services

May 24-28 - It seems that most departments that I worked and observed in were in a crisis period. The Instructional Materials Services was not an exception. Miss Donahue, Coordinator of Instructional Materials Services, was involved in moving libraries.

The libraries were being moved due to desegregation plan of Decatur. One school was being closed and its

library was being divided between several other elementary schools. Some other elementary schools were becoming primary and intermediate centers, which caused a shift of materials. Therefore, most of my two weeks was spent in moving libraries.

Miss Donahue did give me an overview of her job. She is responsible for supervision and coordination of Instructional Material Centers in all schools. She also administers the operation of the Resource Center, and coordinates the district film library.²⁹

French School

May 31 - June 4 - I am back where I started at French School. The year is almost finished. I am back at French to see the closing of a school. My time is spent in end-of-year reports and renewing old acquaintances.

CONCLUSION

The internship was certainly a very positive and profitable experience. It was one of the most interesting years that I ever experienced. As I look back over the year of the internship the experiences were varied and many.

At French School I was involved in the opening of a new building, orientation, curriculum work, evaluation, budget, and many other phases of the elementary principalship. I really feel that I had first-hand experience in what the principalship involved. All this experience and knowledge will be helpful in the future.

Then, the time spent in the various administrative departments was profitable. I am now better aware of what is involved in each administrative office. Also, the total program and goals of the Decatur School System are better known to me. In addition to the above, I also know people on a more personal basis and would not hesitate to call them for assistance. The intern program was certainly well planned. The only fault that I found with the program was that the duration of time spent in some of the offices was too short to allow for follow through on a project. Therefore, I often did not get to see the end result. This was frustrating to me.

The most valuable aspect of the intern program was the time spent in the elementary principalship. The duration was long enough to complete different projects. Also, it was the most valuable because Mrs. Ground, the principal, was

completely open with me at all times. She moved me into her office, where I was involved in all happenings, whether they were good or bad. Because of her open policy and willingness to share her job, I gained invaluable experiences. I am indebted to her. Also, I owe thanks to Mr. Turner, Associate Superintendent, who placed me with Mrs. Ground. Because of his knowledge of the administrative staff and his knowledge of my personality, he was able to make a placement that was the most profitable.

DECATUR PUBLIC SCHOOLS

PLEASE
POST

GUIDELINES FOR AN ADMINISTRATIVE INTERN PROGRAM

PLEASE
POST

A. Goal

The goal of the Administrative Intern Program is to develop a resource of qualified administrators from which appointments can be made as vacancies occur.

B. Objectives

In order to accomplish the stated goal of the Administrative Intern Program, the following objectives are established:

1. Identify individuals who are interested in becoming administrators and appear to have those attributes which are required of successful school administrators.
2. Provide the intern with on-the-job training in a variety of administrative positions.
3. Provide the Board of Education, the Superintendent of Schools, and the administrative staff with an opportunity to observe the intern and determine his administrative capabilities.
4. Provide the intern with an opportunity to determine whether or not he is interested in a career in school administration.

C. Qualifications

1. Four years of successful professional experience.
2. Demonstration of serious interest in becoming a school administrator.

D. Salary

Compensation shall be the same as the individual is receiving, exclusive of any extra duty pay, at the time of the appointment. (If the training time requires an extended contract, compensation for the additional days shall be calculated in accordance with established policy.)

E. Selection Procedure

1. Persons interested in being considered as an administrative intern should submit a written application to the Director of Personnel.

(2)

2. Selection of persons to be recommended to the Superintendent, as interns, shall be made by the Administrative Intern Selection Committee, composed of the following individuals:

- a. Director of Personnel (chairman)
- b. Associate Superintendent
- c. Director of Business Affairs
- d. Administrative Assistant

F. Training Program

1. The length of the training time generally shall vary from six months to a year, depending upon needs.
2. The administrative intern training program will be personalized to meet the specific needs and interests of both the individual selected for the program and the district.
3. The training program will encompass experiences in several areas of responsibility (i.e. Curriculum, Staff Utilizations, Organizations and Management, and Pupil-Personnel Administration) under the supervision of a qualified administrator.
4. The Director of Personnel and the selection committee will be responsible for establishing each intern's training program and monitoring the progress of the intern.

G. Evaluation

1. Upon completion of each individual work assignment, the supervising administrator will prepare a formal evaluation of the intern's performance and discuss it with the intern.
2. At the termination of the intern's training program, the Director of Personnel will prepare a formal evaluation of the administrative intern's performance, representing a composite of the evaluations prepared by the supervising administrators. This final evaluation will be discussed with the intern and become a permanent part of his personnel records.

H. Implementation

1. Persons selected for the intern training shall be assured of a position in District #61 upon completion of their training period. It may or it may not be the same one left upon transferring to the intern program.

(3)

2. There will be no assurance, explicit or implied, that an intern who has completed the program will be recommended for an administrative position in District #61.
3. Nothing in the guidelines for the intern program shall imply that only persons who complete the training shall be considered or recommended for administrative positions in District #61.

SPECIALIST SCHEDULE³

A.M.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Logan 10-11:30 Mrs. McElfresh Morning Speech David Quinn Morning L.D. JoAnna Parish Morning Title I</p>	<p>Pat Meyer 8:50-9:40 Primary P.E. Mrs. Braccialarghe All Day Nurse David Quinn Morning L.D. JoAnna Parish Morning Title I</p>	<p>Pat Meyer 8:50-10:55 Primary P.E. David Quinn Morning L.D. JoAnna Parish Morning Title I Mrs. McElfresh Morning Speech</p>	<p>Caroline Williams 8:50-1:40 Music Mr. Logan 9:30-11:30 Band David Quinn Morning L.D. JoAnna Parish Morning Title I Faith Tumerman All Day Social Worker</p>	<p>Mrs. Williams All Day Music Mrs. Braccialarghe Morning Nurse Davis Quinn Morning L.D. JoAnna Parish Morning Title I</p>

P.M.

<p>Bielenberg 2-3:00 Orchestra Roger Deibert 1:00-2:45 P.E.</p>	<p>Pat Meyer 2:25-3:15 Primary P.E. Mr. Bielenberg 2:00-3:00 Tonettes Mrs. Braccialarghe All Day Nurse</p>	<p>Faith Tumerman Afternoon Social Worker Mr. Bielenberg 2:00-3:00 Orchestra Roger Deibert 1:00-3:00 Int. P.E.</p>	<p>Faith Tumerman All Day Social Worker Mr. Bielenberg 2:00-3:00 Tonettes Roger Deibert 1:00-3:00 Int.. P.E.</p>	<p>Mrs. Williams All Day Music</p>
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LETTER OF WELCOME

Mary W. French School
520 West Wood Street
August 20, 1975

Dear _____,

I have received the exciting news that you have reached the magical age of five or about and will be entering our kindergarten at Mary W. French School.

I want to extend to you a big welcome and tell you some of the exciting things that await you when you arrive your first day.

The first thing I want to tell you is that our school is completely new. It has central air conditioning so that you will be very comfortable. As a matter of fact, you may want to remember a light sweater or to dress accordingly. Under the "pitter patter" of your little feet is beautiful carpeting. I hope you will keep this carpeting nice and clean by making sure your shoes are clean, when coming into our building. The furniture in your room is new and sparkling with colorful chairs.

Now that you know something about the school I'm sure that you are curious as to what you will be doing. You will be doing many exciting and fun things. For example you will need a paint apron because you are going to paint many beautiful pictures. These I hope you will share with me as you do them. Not only will you paint but you will also make many pretty things. You will listen to stories, sing songs, take field trips, and see movies. Another great thing that is going to happen is that you will receive your own set of reading books to do many activities in them.

Another question that you probably are asking yourself is, "What do I bring to kindergarten?" Each day I want you to bring the largest and brightest smile that you have. You will also need six dollars for textbook rental fees. As to other materials that you need a list will be supplied by your teacher when you register on Wednesday, August 27th.

In closing again I would like to say welcome and have a very happy and enriching year in kindergarten.

Sincerely,

Connie Ground

Connie Ground,
Principal

You are assigned to the _____ Class in Room _____. _____
will be your teacher.

MARY W. FRENCH SCHOOL
Building Organization⁵

1975-1976

Mrs. Constance Ground - Principal
Mrs. Ruby Cook - Secretary

Mr. Wilbur Johnson - Custodian
- Custodian

Mrs. Carole Bean Kindergarten (all day) 19/19
Mrs. Rosemary Seidl Kindergarten (½ day) 19

1. Miss Pauline Pachciarz	1		42
2. Miss Betty Hawkins	1		41
3. Mrs. Betty Hollibaugh	2		25
4. Mrs. Martha Hill	2		25
5. Mrs. Maxine Kyle	3		29
6. Mrs. Lela Gaston	3		28
7. Mrs. Doris Jacobs	4		24
8. Mrs. Ruth Evans	4		25
9. Miss Nan Jones	5		28
10. Miss Bertha Mathias	5		28
11. Mrs. Darlene Harris	5-14	6-10	24
12. Mrs. Judy McQuality	6		26
			12) <u>345</u>
			28.8

Mrs. Bernice Braccialarghie - Nurse (HB)
Mr. David Quinn - Learning Disabilities
Mr. David Sanders - Social Worker
Mrs. Jane McElfresh - Speech Therapist
Mrs. Julia Stewart - IMC Consultant
Mrs. Caroline Williams - Music
Mr. Roger Deibert - Intermediate P.E.
Mrs. Elaine Smith - Primary P.E.
Mrs. Sallye Craig - Art

Hours: 8:40 - 11:30
12:30 - 3:15

OBJECTIVES FOR SEPTEMBER ⁶

1975

1. To become knowledgeable of the educational program at French School through
 - a. classroom visits
 - b. study of various materials used
 - c. information from Mrs. Ground
2. To learn the strengths and weakness of French staff through
 - a. classroom visits
 - b. study of personnel records
 - c. information from Mrs. Ground
3. To become familiar with the boys and girls of French School through
 - a. in the classroom
 - b. on playground
 - c. small group conferences
 - d. student records
4. To learn various office procedures through
 - a. observation
 - b. information from Mrs. Ground

AGENDA FOR FACULTY MEETING ⁷

Monday, September 8, 1975

1. Revision of Schedules
2. Safety Patrol
3. Reading Groups
4. Articles at Gastman
5. Free Lunches
6. Etc.

ADMINISTRATIVE ASSISTANT⁸

Job Description

The Administrative Assistant is responsible for general internal and external communications.

A. Table of Organization

1. Reports to the Superintendent of Schools
2. Is a member of:
 - a. Superintendent's Administrative Council
 - b. General Cabinet
3. Supervises, directs, and evaluates the work of a secretary.
4. Maintains liaison with:
 - a. All school departments
 - b. All local news media
 - c. Local education, civic, business, and service organizations
 - d. Board of Education
5. Salary is based on individual performance within the range of Level 5 of the Administrative Salary Schedule.

B. The Administrative Assistant has responsibilities requiring general knowledge of all aspects of public school operation and a high degree of communicative skills. Major areas of responsibility are as follows:

1. Attend all Board of Education meetings and prepare reports for the Board as requested by the superintendent.
2. Coordinate and direct the public relations and information activities of the District. All materials released to the public should have the approval of the Superintendent and/or the Administrative Assistant.
 - a. Prepare and distribute news releases on current school activities.
 - b. Maintain close liaison with news media representatives, prepare background information on Board agenda items, and help interpret Board actions to the media.
 - c. Develop, coordinate, and direct in-depth reports and programs for the news media.
 - (1) Feature articles for newspapers
 - (2) Arrange radio interviews with school personnel
 - (3) Prepare and direct television public service programs depicting school programs
 - d. Prepare periodic reports concerning the state of the schools for distribution to the public.
 - e. Maintain liaison with educational, parent-teacher, civic, service, etc. organizations within the community.
 - f. Conduct public opinion surveys as directed by the superintendent.

3. Aid in the conduct and coordination of building bond and education levy referenda campaigns as directed.
4. Prepare and distribute communications, such as:
 - a. INDECATUR -- monthly newsletter to all employees and mailing list of leading citizens.
 - b. BOARD BRIEFS -- summary of Board meetings distributed to each school building the morning after Board meetings.
 - c. KNOW YOUR SCHOOLS -- Handbook for parents, students, and teachers, distributed annually to each home.
5. Prepare and distribute handbooks containing Board Policies, Administrative Regulations, Employee Agreements, Task Force Reports, Elementary Status, Secondary Status, keeping same up to date as revision occurs. Review all in-district bulletins and official memoranda to see that they comply with district policy.
6. Administer the Outstanding Service Award program.
7. Participate in activities of various community groups and organizations to foster better public relations.
8. Cooperate with all Decatur public schools staff in publicizing positive plans, programs, events, etc.
9. Such other duties and responsibilities as may be assigned by the superintendent.

ifications

Master's Degree with emphasis in administration and/or communications skills.

State certification in administration or supervision preferred, but not required.

Experience -- minimum of five years of teaching, administration, and supervision and/or experience in the communications media.

Skills, knowledge, and abilities:

1. Ability to communicate effectively in speech and writing.
2. Knowledge of sound communication techniques.
3. Ability to exert strong leadership in the fields of internal and external communications.
4. Knowledge of sound educational programs and overall operation of the District.
5. Ability to make firm decisions in his area of responsibility and delegate responsibility to other members of the staff.
6. Ability to develop and implement short- and long-range public relations, plans, and programs.
7. Ability to function effectively as a member of the central office administrative team.

DIRECTOR OF PERSONNEL⁹

Position Description

The Director of Personnel is responsible for the administration of the personnel program for the District.

A. Table of Organization

1. Reports to the Superintendent of Schools
2. Is a member of:
 - a. Superintendent's Administrative Council
 - b. General Cabinet
3. Maintains liaison with:
 - a. Associate Superintendent
 - b. All directors
 - c. Administrative Assistant
 - d. All principals
 - e. University and other placement offices
4. Salary is based on individual performance within the range of Level 3 on the Administrative Salary Schedule.

B. The Director of Personnel is responsible for the total personnel function of the District for certificated and non-certificated employees. Major areas of responsibility are as follows:

1. Attend all Board of Education meetings, prepare recommended personnel actions, and prepare reports for the Board as directed by the Superintendent.
2. Responsibility for recruiting, screening, evaluation, and recommendation for employment of all job applicants.
3. Direct and administer established personnel policies and programs of the District.
4. Develop new personnel policies for recommendation to the superintendent.
5. Responsibility for determination of salary entitlement of all employees.
6. Maintain and protect the confidential records of all employees.
7. Responsibility for negotiating all employee agreements.
8. Administration of the Grievance Procedure, as provided in employee agreements.
9. Administration of Board Policies, Administration Regulations, and Board-Employee Agreements as are applicable to the Personnel Department.
10. Administer the substitute teacher and substitute secretary program.
11. Responsibility for establishing and maintaining job descriptions for all employees.

Qualifications

- A. Bachelor's Degree, plus graduate training in Personnel or School Administration with advanced training in personnel administration.
- B. State certification not required, if training and experience has been outside the public schools; if within the public schools, the administration or supervision endorsement is required.

405-04

Experience

If outside the public schools, five years of experience in progressively more responsible personnel positions is required. If within the public schools, five years of teaching and/or administration or supervision if required.

Skills, knowledge, and abilities:

1. Knowledge of sound personnel programs and practices.
2. Knowledge of public school employment requirements, including teacher certification.
3. Ability to exert strong leadership in the administration of the District's personnel program.
4. Ability to make firm decisions in his area of responsibility and to work cooperatively with other administrators in the performance of the personnel function.
5. Ability to effectively interview applicants and to communicate in speech and writing.
6. Ability to develop and implement short- and long-range educational plans and programs.
7. Ability to function effectively as a member of the central office administrative team.

DIRECTOR OF COMPENSATORY EDUCATION

Position Description

The Director of Compensatory Education is responsible for the Title I - ESEA - Compensatory Education Program of the District, which serves the special educational needs of educationally deprived children in school attendance areas having high concentrations of children from low income families.

I. Table of Organization

1. Reports to:

- a. Director of Elementary Education
- b. Educationally Disadvantaged Section, Title I
Office of the Superintendent of Public Instruction
Springfield, Illinois

2. Is a member of:

- a. General Cabinet
- b. Educational Council
- c. Elementary Cabinet
- d. Serves on Task Forces and committees as assigned

3. Supervises, directs, and evaluates, in cooperation with building principals, the work of:

- a. Reading coordinators
- b. Title I teachers
- c. Title I home visitors
- d. Title I aides
- e. Secretaries
- f. Volunteers

4. Maintains liaison with:

- a. All members of central administration
- b. Building principals

5. Salary is based on individual performance within the range of level 5 on the Administrative Salary Schedule.

The Director of Compensatory Education is the chief administrator and educational leader of the Title I program for District 61. The major areas of responsibility include, but are not limited to:

- 1. Formulate and administer in cooperation with other directors the Title I educational program for District 61.

2. Makes recommendations, together with the Director of Elementary Education and principals, for the employment, promotion, and dismissal of Title I staff.
3. Keep up with current developments, research, and literature in the field, with the view toward local application.
4. Plan, coordinate, and conduct inservice training programs for Title I staff.
5. Prepare and submit the annual application for Title I funds.
6. Prepare and present an annual report to the Board of Education.
7. Prepare all required state and federal reports and evaluations.
8. Establish and maintain inventories of all Title I properties.
9. Joint responsibility for maintenance of Title I financial records.
0. Requisition purchase of all Title I books, equipment, and supplies.
1. Establish and meet with an Advisory Committee according to Title I guidelines.
2. Develop, coordinate, and supervise Title I summer programs.
3. Interpret the Title I program to staff and community.

ifications

Master's degree with graduate training in administration, supervision or education of disadvantaged children.

Illinois State Certificate with administrative or supervisory endorsement.

Minimum of five years of successful teaching, supervision, or administration.

Minimum of three years successful experience working with programs of education for the disadvantaged.

Skills, knowledge, and Abilities

1. Ability to exert strong leadership in the field of instruction and inspire superior performance in members of his staff.
2. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.

11
DIRECTOR OF SPECIAL EDUCATION

Position Description

The Director of Special Education serves as Director of the Macon County Special Education District and as Director of Special Education for District #61. District #61 serves as the Administrative District for the Macon County Special Education District.

A. Table of Organization

1. Reports to the Associate Superintendent
2. Is Director of the Macon County Special Education District
3. Is a member of:
 - a. General Cabinet
 - b. Educational Council
4. Supervises, directs, and evaluates the work of:
 - a. Supervisor of Retarded Programs
 - b. Title VI Coordinator
 - c. Administrator of Sunnyside School
 - d. Supervisor of Type A. Programs -- Adult Continuation Center
 - e. Psychologists
 - f. Part-time Supervisors
 - Speech clinic
 - Speech correctionists
 - Acoustically handicapped
 - Social workers
 - g. Secretaries
 - h. Special Education teachers in the following programs:
 - Home study
 - Socially maladjusted
 - Emotionally disturbed
 - Learning disabilities
 - Visually handicapped
 - Physically handicapped
5. Maintains liaison with:
 - a. All members of District #61 central administration and all principals.
 - b. The following districts participating in the Special Education District of Macon County:
 - District #1 Argenta-Oreana
 - District #2 Maroa-Forsyth
 - District #3 Mt. Zion
 - District #5 Macon
 - District #6 Niantic-Harristown
 - District #10 Blue Mound-Boody
 - District #11 Warrensburg-Latham

- c. Division of Special Education, Office of the Superintendent of Public Instruction.
 - d. Superintendent of Macon County Educational Service Region.
 - e. Progress School
 - f. Adolf Meyer Center
 - g. Adler Center- Champaign and Decatur
 - h. Decatur-Macon County Mental Health Association
 - i. Illinois Association for Mental Health
 - j. Easter Seal Association
 - k. Community Service organizations
6. Salary is based on individual performance within the range of a Level 5 position on the Administrative Salary Schedule.

The Director of Special Education has administrative responsibilities requiring knowledge of all aspects of special education. He is Director of the Macon County Special Education District and Director of Special Education for District #61. Major areas of responsibility include:

1. Administration of Board Policies, Administrative Regulations, and Board-Employee Agreements as are applicable to the operation of the special education program.
2. Attends all Special Education District Board meetings
3. Makes recommendations for the employment, promotion, and dismissal of special education certificated and non-certificated staff.
4. Development and implementation of in-service training for employees under his supervision, including orientation of new teachers, institute days, summer institutes, etc.
5. Development and administration of the Macon County Special Education District budget.
6. Preparation of State Aid Claims for Home Study, Special Education Transportation, and Special Education.

Provides leadership for, directs, supervises, and cooperates in the evaluation of innovative programs of instruction.

Evaluation and selection of instructional materials and equipment.

Placement of eligible children in special education programs.

Transportation of special education pupils.

Arrangements for pupil attendance at private schools when the Special Education District does not have appropriate programs.

Administrate Home Study Program for grades 1-12.

Aid in developing special personnel schedules.

III. Qualifications

- A. A Master's degree with graduate training in the education of exceptional children.
- B. State certification as Special Education administrator.
- C. Minimum of five years of teaching and/or administration in special education.
- D. Skills, knowledge, and abilities:
 - 1. Ability to exert strong leadership in the field of special education and inspire superior performance in members of his staff.
 - 2. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.
 - 3. Thorough knowledge of sound special education programs.
 - 4. Ability to develop and implement short- and long-range special education programs as needs and finances allow.
 - 5. Ability to create, develop, and implement new special education programs.
 - 6. Ability to function effectively as a member of the central office administrative team.
 - 7. Ability to communicate effectively in speech and writing.

DIRECTOR OF FINANCE^{1.2}

Position Description

The Director of Finance is responsible for the financial operations and accounting functions in accordance with state regulations, including all book entries, annual closing of the books and preparation of local and state financial reports; and supervision of the day-to-day functioning of the accounting department.

A. Table of Organization

1. Reports to the Director of Business Affairs
2. Is a member of:
 - a. Business Cabinet
 - b. General Cabinet
3. Supervises, directs, and evaluates the work of:
 - a. Supervisor of Accounting
 - b. Supervisor Receivables and Treasury Operations
 - c. Supervisor Payroll
 - d. Secretary
 - e. Cashier and Accounting Clerk
4. Maintains liaison with all departments in accounting, budget, and payroll matters.
5. Salary is based on individual performance within the range for a Level 7 position on the Administrative Salary Schedule.

B. The Director of Finance is responsible for all accounting and financial operations. Major areas of responsibility include:

1. Responsible for all financial and counting operations in accordance with state regulations, including all book entries, annual closing of the books, and preparation of local and state financial reports.
2. Supervision of claims and receivables, general accounting and accounts payable, and payroll departments.
3. Preparation, interpretation, and dissemination of pertinent financial data, including monthly financial statements for board and staff.
4. Control of current financial operations through comparison of budgeted amounts and current cumulative expenditures.
5. Assist in the development and presentation of the annual district budget.

6. Assist the treasurer in treasury-related functions, including, but not limited to, reconciliation of all bank accounts, control of signature plate, receipt of miscellaneous income.
7. Administration of the district's insurance program, including determination and purchase of coverage, determination of property values, administration of insurance claims, procurement and administration of employee benefit insurance.
8. Preparation of all district claims for reimbursement.
9. Prepare the district's annual financial report; maintain records, prepare worksheets, and cooperate with the contracted public accounting firm in the annual audit.
10. Review, update, and improve financial systems and controls, making greatest utilization of data processing equipment and techniques.
11. Approve miscellaneous expenditures, such as travel advances, reimbursement of revolving funds and petty cash funds, etc., subject to final approval by the Board of Education.
12. Prepare and have published in the newspaper the annual financial statement, as required by state law.
13. Participate in negotiations with employee representatives as assigned.
14. Assist and cooperate with other members of the business office staff in providing efficient and complete support of the educational staff.
15. Maintain accounting control over material in stock and supervise the annual inventory of same.
16. Prepare special analyses, assist in controllership responsibilities, and perform such other duties as may be assigned by superiors.

ifications

Bachelor's Degree in business administration or accounting.

State certification not required.

The Director of Finance should have an extensive background and experience in accounting and financial management. He should have sufficient knowledge to make intelligent decisions in the following areas:

1. Accounting
2. Financial operations
3. Insurance
4. Office Management
5. Budgeting
6. Auditing
7. Systems and procedures
8. Investments

D. Skills, knowledge, and abilities

1. Ability to exert strong leadership and inspire superior performance in members of his staff.
2. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.
3. Ability to function effectively as a member of the district's administrative team.
4. Ability to communicate effectively in speech and writing.

DIRECTOR OF TRANSPORTATION AND MATERIAL SERVICES

Position Description

The Director of Transportation has responsibilities in two major areas. As Director of Transportation, he is responsible for the efficient operation of the pupil transportation system as operated by a private contract carrier. As Director of Material Services, he is responsible for the purchasing, warehousing, and printing operations.

A. Table of Organization

1. Reports to the Director of Business Affairs

2. Is a member of:

- a. The Business Cabinet
- b. The General Cabinet

3. Supervises, directs, and evaluates the work of:

(as Director of Transportation)

- a. Contract Carrier that transports pupils to and from school
- b. Foremen in transportation, warehouse, and garage
- c. Drivers
- d. Secretary

(as Director of Material Services)

- e. Warehousemen
- f. Offset pressman
- g. Switchboard operator
- h. Secretary
- i. Keil Building custodian
- j. Mail clerk - receptionist
- k. Receptionist
- l. Purchasing Analyst
- m. Purchasing Clerk
- n. Electronics technicians

4. Maintains liaison with:

- a. All members of central administration
- b. Principals

5. Salary is based on individual performance within the range of Level 9 on the Administrative Salary Schedule.

B. As Director of Transportation, he is responsible for the safe and efficient transportation of pupils to and from school and special events; for the operation of the intra-school mail service; and for transportation of food and supplies to and between schools. Major areas of responsibility are as follows:

1. Direct supervision of the contract carrier to insure that all details of the contract with the district are complied with.
2. Review and approve the schedule of all regular bus routes, special education routes, and vocational education routes, and make adjustments in same as necessity and efficiency may dictate.
3. Arrange with the contract carrier for transportation of students for school functions, such as music festivals, concerts, field trips, etc.
4. Schedule transportation of hot lunches from central kitchens to satellite schools.
5. Schedule the delivery of school supplies and transportation of materials and equipment throughout the district as required.
6. Prepare detailed specifications for the purchase of new vehicles as required.
7. Supervise purchase of equipment and material for the operation and maintenance of the district's vehicles.
8. Review drivers' reports and periodically personally supervise all vehicle operations.
9. Responsibility for administration of Board Policies, Administrative Regulations, and Board-Employee Agreements, as applicable to the areas of district transportation and material services.
10. Conduct inservice training programs with special emphasis on safety for all supervised employees; supervise similar programs of contract carrier.
11. Prepare and administer the budget as related to the transportation function.

C. As Director of Material Services, he supervises the daily activities of the purchasing, warehousing, and printing operations. Major areas of responsibility are as follows:

1. Administration of Board Policies, Administrative Regulations, Board-Employee Agreements, as are applicable to purchasing, warehousing, and printing; especially Board Policy Sec. 5-42 -- Purchasing Practices.
2. Development of procedures, systems, and controls relating to the purchase of equipment and supplies for the district that will improve efficiency and minimize costs.
3. Conduct research, develop specifications, let bids, analyze bids, and make purchase award recommendations to the Board of Education.
4. Coordinate evaluation studies of quality of all materials purchased.
5. Maintains a continuous warehouse inventory, maintains procedures whereby schools may order and receive materials and equipment from warehouse stock.

6. Supervise the operation of the central office support services, which includes the print shop, mail room, custodial services, and receptionist.

Qualifications

A. Bachelor's Degree

- B. State certification is not required.

C. Experience

1. Some teaching and/or school administrative experience is preferred.
2. General knowledge of school transportation, purchasing, warehousing, and inventory control is preferred.

D. Skills, knowledge, and abilities

1. Ability to exert strong leadership in the field of transportation, purchasing, warehousing, and to inspire superior performance in members of his staff.
2. Knowledge of sound transportation programs, purchasing principles, and warehousing practices.
3. Ability to make firm decisions in his area of responsibility and to delegate responsibility to members of his staff.
4. Ability to develop and implement short- and long-range plans and programs.
5. Ability to function effectively as a member of the central office administrative team.
6. Ability to communicate effectively in speech and writing.

DIRECTOR OF FOOD SERVICES¹⁴

Position Description

The Director of Food Services is responsible for the efficient operation of the student and employee lunchroom service throughout the district.

A. Table of Organization

1. Reports to the Director of Business Operations
2. Is a member of:
 - a. The Business Cabinet
 - b. The General Cabinet
3. Supervises, directs, and evaluates the work of:
 - a. Cafeteria managers
 - b. Cafeteria employees
 - c. Secretary
4. Maintains liaison with:
 - a. All members of central administration
 - b. Principals
 - c. School Food Service Section, Office of the Superintendent of Public Instruction
5. Salary is based on individual performance within the range of Level 15 on the Administrative Salary Schedule.

B. As Director of Food Services, she is responsible for the efficient operation of all school lunchrooms, central kitchens, and satellite locations. Major areas of responsibility are as follows:

1. Responsibility for administration of Board Policies, Administrative Regulations, Board-Employee agreements, federal and state regulations as are applicable to the food service operation--especially Board Policies Secs. 5-61, 5-62, 5-63, and 8-14.
2. Function as the legal officer of District 61 in its dealings with the School Food Service Section, OSPI, in the procurement of federal government surplus food commodities.
3. Preparation and administration of the budget for the Food Services Department.
4. Determine foodstuffs requirements for use in school lunchrooms. Order government surplus foods through the School Food Service Section, OSPI. Other foods are purchased from local vendors, by bid, in cooperation with the Director of Material Services.
5. Conduct quantity, quality, and taste tests on samples of all foods received.

6. Prepare menus for efficient use of commodities ordered.
7. Conduct quality control program through regular inspections and taste tests in every lunchroom.
8. Conduct frequent cleanliness inspections in every lunchroom and kitchen.
9. Conduct training programs annually, or as needed, in ordering, cooking, and serving skills and techniques.
10. Keep up-to-date in all phases of food service operations through reading, visitations, and attendance at workshops and seminars.
11. Conduct program of equipment maintenance and improvement through replacement as deemed necessary.
12. Cooperate with the Director of Transportation in the establishment of food distribution, satellite lunch distribution, and money pick-up routes.

Qualifications

- A. State certification is not required.
- B. Thorough training in institutional food ordering, preparation and serving, either through practical experience or training at the post-high school level. Training as a qualified dietician is desirable.
- C. Abilities, knowledge, and skills
 1. Ability to exert strong leadership in the school food service field and inspire superior performance in members of her staff.
 2. Knowledge of sound school food service practices and programs.
 3. Ability to make firm decisions in her area of responsibility and to delegate responsibility to members of her staff.
 4. Ability to develop and implement long- and short-range food service plans and programs.
 5. Ability to function effectively as a member of the central office administrative team.
 6. Ability to communicate effectively in speech and writing.

DIRECTOR OF BUILDINGS AND GROUNDS 15

Position Description

The Director of Buildings and Grounds is responsible for all maintenance, construction, and custodial operations relating to the buildings and grounds of the District.

A. Table of Organization

1. Reports to the Director of Business Affairs
2. Is a member of:
 - a. Business Cabinet
 - b. General Cabinet
3. Supervises, directs, and evaluates the work of:
 - a. Maintenance Engineer
 - b. Construction Manager
 - c. Supervisor of Custodial Operations
 - d. General Maintenance Foreman
 - e. Maintenance Foremen
 - f. Construction Inspector
 - g. Maintenance employees
 - h. Custodians
 - i. Outside engineers, architects, and contractors
 - j. Immediate secretarial staff
4. Maintains liaison with:
 - a. All members of central administration
 - b. Principals
 - c. City, county, and state government departments
5. Salary is based on individual performance within the range of Level 4 on the Administrative Salary Schedule.

B. The Director of Buildings and Grounds supervises all maintenance, custodial, and construction operations, and administers long- and short-range programs as relate to the buildings and grounds for the district. Major areas of responsibility include, but are not limited to:

1. Supervision of daily maintenance and custodial operations.
2. Development and administration of procedures, systems, and controls for improvement of efficiency and minimization of operating costs relating to occupancy and use of buildings and grounds.
3. Formulation and administration of the Building Fund Budget.
4. Determination of priorities and schedules for maintenance programs on the basis of fund availability and established priorities.

5. Works with architects and Director of Material Services in establishing bid specifications for work to be accomplished under contract.
6. Acts as construction manager of building projects.
7. Attends all board meetings.
8. Makes recommendations, together with the Director of Business Affairs, for the employment, promotion, and dismissal of maintenance and custodial employees.
9. Reviews status of Life Safety Code work.
10. Supervision of district garage operations.
11. Periodically visits all district facilities.

Qualifications

- A. Bachelor's degree, preferably in engineering, engineering administration or industrial engineering.
- B. Certification not required.
- C. Experience
 1. Minimum of five years successful leadership experience in related engineering activities, such as building construction, maintenance and repair work.
 2. Some experience in school building and grounds operations and maintenance is desirable.
- D. Skills, knowledge, and abilities:
 1. Ability to develop and administer effective and efficient custodial and preventive maintenance programs.
 2. Ability to exert strong leadership and inspire superior performance in members of his staff.
 3. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.
 4. Ability to function effectively as a member of the district's administrative team.
 5. Ability to communicate effectively in speech and writing.

HIGH SCHOOL PRINCIPAL

Position Description

The high school principal is the educational leader and chief administrative officer of the high school unit.

A. Table of Organization

1. Reports to the Director of Secondary Education
2. Is a member of:
 - a. General Cabinet
 - b. Secondary Cabinet
 - c. High School Cabinet
 - d. May serve on various task forces and committees as assigned
3. Supervises, directs, and evaluates the work of:
 - a. Building administrators
 - b. Department chairmen
 - c. Teachers
 - d. Secretaries
 - e. Custodians
 - f. Cafeteria workers
 - g. Teacher aides
4. Maintains liaison with all members of central administration.
5. Salary is based on individual performance within the range of level 4 position on the Administrative Salary Schedule.

B. The principal is the educational leader in the high school in all subject areas for grades 9 through 12. The major areas of educational responsibility include, but are not limited to:

1. Administration of Board Policies, Administrative Regulations, and Board-Employee Agreements at the school building level.
2. Directs, guides, and coordinates the total instructional program.
3. Maintains a healthy educational climate together with good student discipline.
4. Cooperates in the review and evaluation of the instructional program.
5. Provides leadership in initiation of pilot projects and innovative programs.
6. Makes recommendations, together with the Director of Secondary Education, for the employment, promotion, and dismissal of secondary teachers and aides to the Director of Personnel.

7. Assists teachers in the improvement of their teaching techniques through the use of visitations, evaluation instruments, and inservice training.
8. Encourages staff and student responsibilities through their participation in the development and execution of school procedures and policies.
9. Encourages professional study and growth by members of the staff.
0. Encourages teaching staff to full utilization of community resources.
1. Maintains morale of staff and students.
2. Maintains good school-community relations, outlines and interprets the school program to students and parents.

The principal is also the chief administrative officer of the high school in all areas of student accounting, staff functioning, and budgetary matters. The major areas of administrative responsibility include, but are not limited to:

1. Preparation, administration, and interpretation to the staff of the school budget.
2. Preparation of federal, state, and Board reports as required.
3. Preparation of teacher and pupil assignments and schedules.
4. Supervision of the physical plant.
5. Conduct of staff meetings as required for the proper functioning of the school.

ifications

Master's degree with training in administration, supervision, and curriculum development, preferably on the secondary level.

Illinois State Certification with general supervisory or general administrative endorsements.

Experience:

1. Five years of successful teaching, administrative or supervisory experience at the secondary level.
2. Minimum of two years of successful supervision and administration of secondary level education program.

D. Skills, knowledge, and abilities

1. Ability to exert strong leadership in the field of instruction and inspire superior performance in members of his staff.
2. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.
3. Knowledge of sound secondary educational programs.
4. Ability to develop and implement educational plans and programs at the high school level.
5. Ability to create, develop, and implement new educational programs.
6. Ability to function effectively as a member of the district's administrative team.
7. Ability to communicate effectively in speech and writing.

ASSISTANT PRINCIPAL - HIGH SCHOOL¹⁷

Position Description

The Assistant Principal aids the principal in the general management of the school.

A. Table of Organization

1. Reports to the principal.
2. Is a member of the school's administrative cabinet and instructional cabinet.
3. Maintains liaison with:
 - a. Deans
 - b. Department chairmen
 - c. Parent and community groups
 - d. Task force committees as directed
 - e. Community agencies
4. Salary is based on individual performance within the range of Level 6 on the Administrative Salary Schedule.

B. The Assistant Principal's major areas of responsibility include, but are not limited to:

1. Assumes the duties of the principal in the absence of the principal.
2. Assists in the supervision, direction, and evaluation of the high school staff as directed by the principal.
3. Assists the principal in the performance of his duties, as the principal may direct.
4. Assumes the day-to-day duties of the principal, as defined in the Adm. Reg. 408-51, in the principal's absence.
5. Develops, coordinates, and administers all students' schedules.
6. Develops and administers teachers' schedules.
7. Supervises the secretarial staff in the recording of grades, preparation of reports, etc.
8. Secures substitute teachers and substitute secretaries for the school.
9. Attends and chaperones school activities; such as, athletic events, musicals, plays, and dances, as directed by the principal.
10. Enrolls new students.
11. Checks out students who withdraw from school.

12. Assists in the supervision of students during passing periods.
13. Assists in the preparation and administration of the school budget.
14. Supervises extra-curricular activities as directed by the principal.

Qualifications

Master's degree with training in administration and/or supervision at the secondary level.

The appropriate Illinois State Administrative Certificate.

Five years of successful teaching, administrative or supervisory experience at the high school level.

Skills, knowledge, and abilities

1. Ability to exert strong leadership in the administration of a high school.
2. Knowledge of sound secondary education programs.
3. Ability to make firm decisions in his area of responsibility and to delegate responsibilities to members of the high school staff.
4. Ability to develop and implement short- and long-range educational plans and programs at the high school level.
5. Ability to function effectively as a member of the high school administrative team.
6. Ability to communicate effectively.

DEAN OF BOYS - HIGH SCHOOL

Position Description

The Dean of Boys is primarily concerned with the attendance and discipline problems of high school boys.

Table of Organization

1. Reports to the principal
2. Is a member of the school's administrative cabinet
3. Maintains liaison with:
 - a. Assistant principal
 - b. Dean of girls
 - c. Department chairmen
 - d. Teachers
 - e. School nurse
 - f. Attendance officer
 - g. Police liaison officer
 - h. Parole and probation officers
 - i. Community agencies
 - j. Parents
4. Salary is based on individual performance within the range of Level 9 on the administrative salary schedule.

The high school dean of boys aids the principal in the general management of the school. His major areas of responsibility include, but are not limited to:

1. Assumes the duties of the principal in the absence of the principal and assistant principal.
2. Assists in the supervision, direction, and evaluation of the high school staff, as directed by the principal.
3. Attendance and discipline problems of boys.
4. Administers the instructional materials distribution, fee collection, and accounting system.
5. Attends and chaperones school activities; such as, athletic events, musicals, plays, and dances, as directed by the principal.
6. Serves as a resource person in counseling staff members regarding student problems.
7. Assists the assistant principal in adjusting student elections and schedules.

8. Administers locker assignments and lock distribution.
9. Assists in student supervision.
10. Assists students with their academic, personal, and social problems.
11. Assists the Director of Summer School in the organization, administration, and supervision of the summer school program.
12. Assists in the supervision of the detention room.

Qualifications

Master's Degree

Illinois State High School teaching or administrative certificate.

Three years of successful teaching, administrative, or supervisory experience.

Skills, knowledge, and abilities.

1. Ability to exert strong leadership in the handling of student attendance and discipline problems.
2. Knowledge of sound secondary education programs.
3. Thorough knowledge of adolescent counseling, guidance, and psychology, and the ability to translate same into sound practice.
4. Ability to make firm decisions in his area of responsibility.
5. Ability to function effectively as a member of the high school administrative team.
6. Ability to communicate effectively,

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DEAN OF GIRLS - HIGH SCHOOL

Position Description

The Dean of Girls is primarily concerned with the attendance and discipline problems of high school girls.

Table of Organization

1. Reports to the principal
2. Is a member of the school's administrative cabinet.
3. Maintains liaison with:
 - a. Assistant principal
 - b. Dean of boys
 - c. Department chairmen
 - d. Teachers
 - e. School nurse
 - f. Attendance officer
 - g. Police liaison officer
 - h. Parole and probation officers
 - i. Community agencies
 - j. Parents
4. Salary is based on individual performance within the range of Level 9 on the administrative salary schedule.

The high school dean of girls' major responsibilities include, but are not limited to:

1. Assists in the supervision, direction, and evaluation of the high school staff, as directed by the principal.
2. Attendance and discipline problems of girls.
3. Assists students with their academic, personal, and social problems.
4. Assists in the supervision of the detention room.
5. Attends and chaperones school activities; such as, athletic events, musicals, plays, and dances, as directed by the principal.
6. Serves as resource person in counseling staff members regarding student problems.
7. Assists the assistant principal in adjusting student elections and schedules.
8. Assists in student supervision.
9. Assists, and substitutes for, the school nurse as needed.
10. Coordinates public relations activities of the school.

Qualifications

- A. Master's Degree
- B. Illinois State High School teaching or administrative certificate.
- C. Three years of successful teaching, administration, or supervision.
- D. Skills, knowledge, and abilities.
 1. Ability to exert strong leadership in the handling of a wide variety of student problems.
 2. Knowledge of sound secondary education programs.
 3. Thorough knowledge of adolescent counseling, guidance, and psychology and the ability to translate same into sound practice.
 4. Ability to make firm decisions in his area of responsibility.
 5. Ability to function effectively as a member of the high school administrative team.
 6. Ability to communicate effectively.

DIRECTOR OF RESEARCH AND INFORMATION ²⁰

I. Description of Duties

The Director of Research and Information shall administer the pupil testing program of the District, design and conduct relevant educational research, and provide interpretive data to the educational staff and Board.

A. Table of Organization

1. Shall report to the Associate Superintendent
2. Is a member of:
 - a. Superintendent's Administrative Council
 - b. General Cabinet
 - c. Educational Council
3. Maintains liaison with:
 - a. All members of the central administration
 - b. All principals
4. Salary is based on individual performance within range for a Level 5 position on the Administrative Salary Schedule.

B. The Director of Research and Information is responsible for the administration of the standardized testing program and educational research. Duties include:

1. Development of student enrollment projections and analysis of student data with reference to implications on the education, organization, and building programs.
2. Provides interpretive data to the educational staff, the administration, the Board, and the public, as directed by the superintendent.
3. Designs and implements, upon approval of the superintendent, research studies in cooperation with the educational department.
4. Cooperates with the education department in evaluation of the general educational program, experimental and pilot projects.
5. Cooperates with the educational staff in periodic evaluation of the testing program.
6. Keeps current on educational research and disseminates pertinent data to staff.
7. Coordinates the annual standardized testing program in elementary, middle, and high schools.
8. Works through the school building staffs in administration of tests to individual pupils.
9. In cooperation with the data processing department, provides test results to the educational department.

Qualifications

1. Master's degree with training in research, statistics, and testing.
2. Illinois State Certificate with general supervisory or general administrative endorsements.

Experience

1. Teaching experience desirable but not required.
2. Two years successful experience in conducting educational testing research or evaluation.
3. Educational administration or supervision desirable.

Skills, knowledge, abilities

1. Ability to exert strong leadership in his field of responsibility and to inspire superior performance in members of the educational staff.
2. Ability to make firm decisions in his area of responsibility and to delegate responsibility to members of the educational staff.
3. Knowledge of learning and educational theory.
4. Knowledge of tests and testing techniques.
5. Knowledge of current trends in student evaluation.
6. Knowledge of current research methods.
7. Knowledge of statistical methods.
8. Ability to design pupil and teacher evaluation instruments.
9. Ability to function effectively as a member of the central office administrative team.
10. Ability to communicate effectively in speech and writing.

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MIDDLE SCHOOL PRINCIPAL²¹

Position Description

The Middle School Principal is the educational leader and chief administrative officer of the middle school unit.

A. Table of Organization

1. Reports to the Director of Secondary Education.
 2. Is a member of:
 - a. General Cabinet
 - b. Secondary Cabinet
 - c. Middle School Cabinet
 - d. May serve on various task forces and committees as assigned
 3. Supervises, directs, and evaluates the work of:
 - a. Building administrators
 - b. Department representatives
 - c. Teachers
 - d. Secretaries
 - e. Custodians
 - f. Cafeteria workers
 - g. Bus supervisors
 - h. Teacher aides
 4. Maintains liaison with all members of central administration.
 5. Salary is based on individual performance within the range of level 6 position on the Administrative Salary Schedule.
- B. The principal is the educational leader in the middle school in all subject areas for grades 7 and 8. The major areas of educational responsibility include, but are not limited to:
1. Administers Board Policies, Administrative Regulations, and Board-Employee Agreements at the school building level.
 2. Directs, guides, and coordinates the total middle school instructional program.
 3. Maintains a healthy educational climate, together with good student discipline.
 4. Cooperates in the review and evaluation of the instructional program.
 5. Provides leadership in initiation of pilot projects and innovative programs.

Makes recommendations, together with the Director of Secondary Education, for the employment, promotion, and dismissal of middle school teachers and aides to the Director of Personnel.

Assists teachers in the improvement of their teaching techniques through the use of visitations, evaluation instruments, and inservice training.

Encourages staff and student responsibilities through their participation in the development and execution of school procedures and policies.

Encourages professional study and growth by members of the staff.

Encourages teaching staff to full utilization of community resources.

Maintains morale of staff and students.

Maintains good school-community relations, outlines and interprets the school program to students and parents.

The principal is also the chief administrative officer of the middle school in all areas of student accounting, staff functioning, and budgetary matters. The major areas of administrative responsibility include, but are not limited

Preparation, administration, and interpretation of the staff of the school budget.

Preparation of federal, state, and Board reports as required.

Preparation of teacher and pupil assignments and schedules.

Supervision of the physical plant.

Conduct of staff meetings as required for the proper functioning of the school.

Qualifications

Master's degree with training in administration, supervision, and curriculum development, preferably on the middle school level.

Illinois State Certification with general supervisory or general administrative endorsements.

Experience:

Five years of successful teaching, administrative, or supervisory experience at the middle school level.

Minimum of two years of successful supervision and administration of middle school level educational programs.

D. Skills, knowledge, and abilities

1. Ability to exert strong leadership in the field of instruction and inspire superior performance in members of his staff.
2. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.
3. Knowledge of sound middle school educational programs.
4. Ability to develop and implement educational plans and programs at the middle school level.
5. Ability to create, develop, and implement new educational programs.
6. Ability to function effectively as a member of the district's administrative team.
7. Ability to communicate effectively in speech and writing.

ASSISTANT PRINCIPAL - MIDDLE SCHOOL

Position Description

The Assistant Principal aids the principal in the general management of the school.

A. Table of Organization

1. Reports to the principal.
2. Is a member of the school's administrative cabinet.
3. Maintains liaison with:

a. Dean	e. Nurse
b. Department heads	f. Task forces
c. Teachers	g. Parent groups
d. Attendance officers	h. Community agencies
4. Salary is based on individual performance within the range of Level 9 on the administrative salary schedule.

B. The assistant principal aids the principal in the general management of the school. The major areas of responsibility include, but are not limited to:

1. Assumes the duties of the principal in the absence of the principal.
2. Assists in the supervision, direction, and evaluation of the middle school staff, as directed by the principal.
3. Assists the principal in the performance of his duties as the principal may direct.
4. Assumes the day-to-day duties of the principal, as defined in Adm. Reg. 408-01, in the principal's absence.
5. Distributes, collects, and maintains an inventory of textbooks.
6. Assigns lockers and distributes locks to homeroom teachers.
7. Distributes for teacher use and maintains an inventory of audio-visual equipment.
8. Supervises the attendance and discipline of students.
9. Aids teachers in the scheduling of field trips.
10. Supervises the noon-hour and bus supervisors.
11. Secures substitute teachers and secretaries as necessary.
12. Assists the principal in the scheduling of classes.

13. Assists in the supervision of students throughout the buildings and grounds.
14. Reviews teacher lesson plans each week.
15. Assists students with their academic, personal, and social problems.
16. Serves as a resource person in counseling with other staff members regarding student problems.
17. Attends and chaperones school activities, as directed by the principal.
18. Supervises extra-curricular activities as directed by the principal.

I. Qualifications

- A. Master's Degree with training in administration and/or supervision at the middle school level.
- B. Illinois State Administrative Certificate with general administrative endorsement.
- C. Five years of successful teaching, administrative or supervisory experience.
- D. Skills, knowledge, and abilities
 1. Ability to exert strong leadership in the administration of a middle school and in the handling of a wide variety of student problems.
 2. Knowledge of sound middle school educational programs.
 3. Thorough knowledge of adolescent counseling, guidance, and psychology, and the ability to translate same into sound practice.
 4. Ability to make firm decisions in his area of responsibility and to delegate responsibilities to members of the middle school staff.
 5. Ability to develop and implement short- and long-range educational plans and programs at the middle school level.
 6. Ability to function effectively as a member of the middle school administrative team.
 7. Ability to communicate effectively.

DEAN - MIDDLE SCHOOL ²³

Position Description

The Dean is primarily concerned with attendance and discipline problems of middle school students.

A. Table of Organization

1. Reports to the principal.
2. Is a member of the school's administrative cabinet.
3. Maintains liaison with:
 - a. Assistant principal
 - b. Department chairmen
 - c. Teachers
 - d. School nurse
 - e. Attendance officer
 - f. Community agencies
4. Salary is based on individual performance within the range of Level 10 on the administrative salary schedule.

B. The middle school dean's major responsibilities include, but are not limited to:

1. Assumes the duties of the principal in the absence of both principal and assistant principal.
2. Assists in the supervision, direction, and evaluation of the middle school staff, as directed by the principal.
3. Attendance and discipline problems of students.
4. Assists students with their academic, personal, and social problems.
5. Supervises the detention room.
6. Attends and chaperones school activities, as directed by the principal.
7. Serves as resource person in counseling other staff members regarding student problems.
8. Assists in the organization and administration of school activities and student clubs.
9. Assists the assistant principal in adjusting student elections and schedules.
10. Assists in supervision of students throughout the building and grounds.

1. Supervises extra-curricular activities, as assigned by the principal.

ifications

Master's Degree.

Appropriate Illinois State Certificate.

Three years of successful teaching, administration, supervision.

Skills, knowledge, and abilities

1. Ability to exert strong leadership in the handling of a wide variety of student problems.
2. Thorough knowledge of adolescent counseling, guidance, and psychology, and the ability to translate same into sound practice.
3. Knowledge of sound middle school education programs.
4. Ability to make firm decisions in assigned areas of responsibility.
5. Ability to develop short- and long-range student activities, plans, and programs at the middle school level.
6. Ability to function effectively as a member of the middle school administrative team.
7. Ability to communicate effectively.

DIRECTOR OF VOCATIONAL EDUCATION

Position Description

The Director of Vocational Education is known as the Local Director of Vocational and Industrial Education for state purposes.

A. Table of Organization

1. Reports to the Associate Superintendent
2. Is a member of:
 - a. General Cabinet
 - b. Educational Council
3. Supervises, directs, and evaluates the work of:
 - a. Director of Area Vocational Center (state title: Assistant Local Director in Charge of Decatur Area Vocational Center)
 - b. Director of Area Adult Continuation Center
 - c. Supervisor of Vocational Health Services
 - d. Secretaries
3. Maintains liaison with:
 - a. All members of central administration
 - b. All principals
 - c. Division of Vocational and Technical Education, Office of Superintendent of Public Instruction
4. Salary is based on individual performance within the range for a Level 5 position on the Administrative Salary Schedule.

B. The Director of Vocational Education is responsible for the administration, supervision, evaluation, and quality of the vocational and industrial arts education programs for the district at all levels. Duties include:

1. Administration of Board Policies, Administrative Regulations, Board-Employee Agreements, and Federal and State Regulations as are applicable to the operation of the vocational education program.
2. Maintains liaison with business, industry, professional groups, and labor in determination of occupational requirements, evaluation of existing course offerings, and development of new course offerings.
3. Makes recommendations, together with directors and supervisors, for the employment, promotion, and dismissal of vocational, industrial arts, and adult teachers and aides.
4. Development and implementation of in-service training for employees under his supervision, including orientation of new teachers, institute days, summer institutes, etc.
5. Development and administration of the vocational education budget.
6. Cooperates in the articulation of the vocational education program to the public.
7. Provides leadership for, directs, supervises, and cooperates in the evaluation of innovative programs of instruction.

Qualifications

- A. Master's degree with advanced training in vocational education and administration.
- B. Illinois State Certificate with supervisory or administrative endorsements.
- C. Experience
 - 1. Five years of successful teaching, administrative or supervisory experience in the field of vocational education.
 - 2. Minimum of two years of successful supervision and administration of vocational education programs.
 - 3. Minimum of one year of successful employment outside of public education, preferably in one of the vocational fields supervised.
- D. Skills, knowledge, and abilities
 - 1. Ability to exert strong leadership in the field of vocational and industrial arts education, and to inspire superior performance in the members of his staff.
 - 2. Ability to make firm decisions in his area of responsibility and to delegate responsibility to members of his staff.
 - 3. Knowledge of sound vocational and industrial arts education programs.
 - 4. Ability to develop and implement vocational and industrial arts education plans and programs.
 - 5. Ability to be creative in the development and initiation of new vocational and industrial arts education programs.
 - 6. Ability to function effectively as a member of the central office administrative team.
 - 7. Ability to communicate effectively in speech and writing.

COORDINATOR OF SAFETY, PHYSICAL EDUCATION, AND HIGH SCHOOL ATHLETICS

Position Description

The Coordinator of Safety, Physical Education, and High School Athletics supervises and coordinates the safety, physical education, and high school athletics programs for the district.

A. Table of Organization

1. Reports to the Associate Superintendent

2. Is a member of:

- a. Education Council
- b. General Cabinet

3. Supervises, directs, and evaluates the work of:

- a. Athletic directors *
- b. Intramural directors *
- c. Coaches *
- d. Physical education teachers *
- e. Elementary safety patrol advisors *
- f. Cheerleader advisers *
- g. Secretaries

4. Maintains liaison with:

- a. All members of central administration
- b. Principals
- c. City Engineering, Fire, and Police Departments
- d. Decatur Park District
- e. Decatur Athletic Boosters

5. Salary is based on individual performance within the range of Level 8 on the Administrative Salary Schedule.

B. Major areas of responsibility include, but are not limited to:

1. Administration of Board Policies, Administrative Regulations, and Board-Employee Agreements that are applicable to the areas of safety, physical education, and high school athletics.

2. Preparation and administration of the high school athletics budget.

3. Assists the Director of Personnel and principals in the selection and assignment of personnel listed under IA-3 above.

4. Conduct inservice training programs and assist the Directors of Secondary and Elementary Education in the coordination of conference attendance of personnel listed in IA-3 above.

5. Determine need for athletic and physical education equipment and supplies, order same, and administer the athletic and physical education storeroom.

6. Safety:

- a. Development and administration of a comprehensive district-wide safety program.
- b. Responsibility for fire and disaster plan regulations and drills.
- c. Cooperate with principals and the city in placement of adult crossing guards.
- d. Request city engineer to activate school caution lights at the beginning of each school year.

7. Physical Education:

- a. Cooperate with the Curriculum Advisory Council and the Physical Education Task Force in review and revision of the physical education curriculum.
- b. Assists in coordination and administration of inservice training and conference attendance of employees supervised.
- c. Coordinate the operation of the physical education storeroom.
- d. Serve as consultant to schools in planning indoor and outdoor physical education equipment and areas.

8. Athletics

- a. Confer regularly with athletic and intramural directors to formulate and coordinate plans, programs, schedules, and activities. Athletic contests shall be scheduled to have as few home games as possible on the same date, and to maximize income.
- b. Maintain and administer an up-to-date athletic handbook.
- c. Administer and supervise the events at Pigott Field.

Qualifications

- A. A Bachelor's Degree in Physical Education and a Master's Degree in Physical Education or Supervision.
- B. Illinois State certification in physical education and Administrative certificate with general supervisory endorsement.
- C. Five years of successful experience as a teacher, coach, and athletic director.
- D. Abilities, knowledge, and skills:
 1. Ability to exert strong leadership in the field of safety, physical education, and high school athletics, and inspire superior performance in supervised personnel.
 2. Knowledge of sound safety, physical education, and high school athletics programs.
 3. Ability to make firm decisions in his area of responsibility and to delegate responsibility to members of his staff.
 4. Ability to develop and implement long- and short-range plans and programs.
 5. Ability to function effectively as a member of the central office administrative team.
 6. Ability to communicate effectively in speech and writing.

DIRECTOR OF ELEMENTARY EDUCATION

Position :

The Director of Elementary Education is responsible for the educational program and the internal administration of the elementary schools.

A. Table of Organization

1. Reports to the Associate Superintendent
2. Is a member of:
 - a. Superintendent's Administrative Council
 - b. General Cabinet
 - c. Curriculum Advisory Council
 - d. Educational Council
 - e. Credit Evaluation Council
3. Supervises, directs, and evaluates the work of:
 - a. Director of Compensatory Education
 - b. Elementary school principals
4. Maintains liaison with all members of central administration.
5. Salary is based on individual performance within the range for a Level 4 position on the Administrative Salary Schedule.

B. The Director of Elementary Education is responsible for the administration, supervision, evaluation, and quality of the education program for grades kindergarten through grade 6. Duties include:

1. Administration of Board Policies, Administrative Regulations, and Board-Employee Agreements as are applicable to the operation of the elementary instructional program.
2. Attends all Board meetings and prepares reports for the Board as directed by the Associate Superintendent.
3. Makes recommendations, together with the elementary principals, for the employment, promotion, and dismissal of elementary teachers and aides to the Director of Personnel.
4. Development and implementation of in-service training for employees under his supervision--including orientation of new teachers, institute days, summer institutes, etc.
5. Development and administration of the elementary education budget.
6. Provides leadership for, directs, supervises, and cooperates in the evaluation of innovative programs of instruction.

Qualifications

- A. Master's degree with training in administration, supervision and/or curriculum development.
- B. Illinois State Certificate with superintendency, general supervisory, or general administrative endorsements.
- C. Experience
 1. Five years of successful teaching, administrative or supervisory experience.
 2. Minimum of two years of successful supervision and administration of educational programs.
- D. Skills, knowledge, and abilities
 1. Ability to exert strong leadership in the field of instruction and inspire superior performance in members of his staff.
 2. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.
 3. Knowledge of sound elementary educational programs.
 4. Ability to develop and implement short- and long-range educational plans and programs.
 5. Ability to create, develop, and implement new educational programs.
 6. Ability to function effectively as a member of the central office administrative team.
 7. Ability to communicate effectively in speech and writing.

ASSOCIATE SUPERINTENDENT²⁷

I. Position Description

The Associate Superintendent is responsible for the development, administration, and supervision of the educational program for the District. In the absence of the superintendent, the associate superintendent assumes the duties of the superintendent.

A. Table of organization

1. Reports to the superintendent of schools
2. Is a member of:
 - a. Superintendent's Administrative Council
 - b. General Cabinet
 - c. Curriculum Advisory Council
 - d. Educational Council
 - e. Credit Evaluation Council
3. Supervises, evaluates, and directs the work of:
 - a. Director of Elementary Education
 - b. Director of Secondary Education
 - c. Director of Special Education
 - d. Director of Vocational Education
 - e. Director of Research and Information
 - f. Coordinators of Physical Education, Safety, and Athletics
 - Fine Arts
 - Health Services
 - Instructional Materials
 - g. Attendance Officers
 - h. Educational Council -- Serves as chairman
 - i. Curriculum Advisory Council and its various task forces -- serves as chairman
4. Maintains liaison with:
 - a. The Board of Education
 - b. Business Department
 - c. Administrative Assistant
 - d. Director of Personnel
 - e. Director of Data Processing
 - f. Professional Teacher Organizations
 - g. Parent organizations
 - h. Various civic organizations
5. Salary is based on individual performance within the range for a Level 1 position on the Administrative Salary Schedule.

- B. In addition to the responsibilities and activities outlined above, the Associate Superintendent's duties include, but are not limited to, the following:
1. Attends all Board of Education meetings, interprets the educational program to the Board and to the public, and prepares reports for the Board as directed by the superintendent.
 2. Has responsibility for administration of Board Policies, Administrative Regulations, and Board-Employee Agreements as applicable to the instructional program.
 3. Has responsibility for the establishment of instructional priorities and their translation into budgetary recommendations.
 4. Has responsibility for administration of those parts of the budget related to his areas of responsibility.
 5. Provides leadership to and directs the work of Curriculum Advisory Council and all task Forces.
 6. Assumes leadership for providing a continuous program of evaluation and curriculum improvement.
 7. Directs planning, administration, and evaluation of new and experimental programs, instructional techniques, instructional materials, and innovative curriculum.
 8. Coordinates formulation of procedures relating to pupil attendance, classification, grading, reporting, and promoting.
 9. Participates in the selection process of personnel under his area of responsibility.
 10. Has responsibility for orientation, training, and evaluation of new instructional personnel.
 11. Has responsibility for in-service training of instructional staff members.

Qualifications

- A. Master's Degree with training in administration, supervision, and/or curriculum development.
- B. Illinois State Certificate with superintendency, general supervisory or general administrative endorsements.
- C. Experience
 1. Five years of successful teaching, administrative or supervisory experience.
 2. Minimum of two years of successful administration of educational programs or supervision of instructional employees.

Skills, Knowledge, and Abilities

1. Ability to exert strong leadership in the field of instruction and inspire superior performance in members of his staff.
2. Knowledge of sound educational programs and of curriculum development.
3. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.
4. Ability to develop and implement short- and long-range educational plans and programs.
5. Ability to function effectively as a member of the central office administrative team.
6. Ability to communicate effectively in speech and writing.

DIRECTOR OF SECONDARY EDUCATION

The Director of Secondary Education is responsible for the educational program and for the internal administration of the middle and high schools.

1. Table of Organization

1. Is a member of:
 - a. Superintendent's Administrative Council
 - b. General Cabinet
 - c. Curriculum Advisory Council
 - d. Educational Council
 - e. Credit Evaluation Council
3. Supervises, directs, and evaluates the work of:
 - a. High school principals
 - b. Middle school principals
4. Maintains liaison with all members of central administration.
5. Salary is based on individual performance within range for a Level 4 position on the Administrative Salary Schedule.

2. The Director of Secondary Education is responsible for the administration, supervision, evaluation, and quality of the education program for grades 7 through 12. Duties include:

1. Administration of Board Policies, Administrative Regulations, and Board-Employee Agreements as are applicable to the operation of the secondary instructional program.
2. Attends all Board meetings and prepares reports for the Board as directed by the associate-superintendent.
3. Makes recommendations, together with the secondary principals, for the employment, promotion, and dismissal of secondary teachers and aides to the Director of Personnel.
4. Development and implementation of in-service training for employees under his supervision--including orientation of new teachers, institute days, summer institutes, etc.
5. Development and administration of the secondary education budget.
6. Provides leadership for, directs, supervises, and cooperates in the evaluation of innovative programs of instruction.

Qualifications

- A. Master's degree with training in administration, supervision, and/or curriculum development.
- B. Illinois State Certificate with superintendency, general supervisory, or general administrative endorsements.
- C. Experience
 - 1. Five years of successful teaching, administrative or supervisory experience.
 - 2. Minimum of two years of successful supervision and administration of educational programs.
- D. Skills, knowledge, and abilities.
 - 1. Ability to exert strong leadership in the field of instruction and inspire superior performance in members of his staff.
 - 2. Ability to make firm decisions in his area of responsibility and delegate responsibility to members of his staff.
 - 3. Knowledge of sound secondary educational programs.
 - 4. Ability to develop and implement short- and long-range educational plans and programs.
 - 5. Ability to create, develop, and implement new educational programs.
 - 6. Ability to function effectively as a member of the central office administrative team.
 - 7. Ability to communicate effectively in speech and writing.

COORDINATOR OF INSTRUCTIONAL MATERIALS SERVICES

Position Description

The Coordinator of Instructional Materials Services supervises and coordinates the operation of Instructional Material Centers in all schools, administers the operation of the Resource Center, and coordinates the district film library.

Table of Organization

1. Reports to the Associate Superintendent
2. Is a member of:
 - a. Educational Council
 - b. General Cabinet
3. Supervises, directs, and evaluates the work of:
 - a. Resource Center secretaries
 - b. Instructional materials center consultants on an advisory basis; such personnel report to and are directly supervised by principals.
4. Maintains liaison with:
 - a. All members of central administration
 - b. Principals
5. Salary is based on individual performance within the range of Level 8 on the Administrators Salary Schedule.

Major areas of responsibility include, but are not limited to:

1. Administration of Board Policies, Administrative Regulations, and Board-Employee Agreements as may be applicable to the area of Instructional Services.
2. Preparation and administration of the Resource Center budget.
3. Assists the Director of Personnel and principals in the selection and assignment of Instructional Materials Centers consultants.
4. Maintains a lending library for the use of classroom teachers containing a wide variety of materials including:
 - a. Sound films
 - b. Film strips
 - c. Audio-visual equipment
 - d. Supplemental texts
 - e. Supplemental artifacts, equipment, and materials
 - f. Pictures
 - g. Models
 - h. Recordings
5. Coordinates the use of the Resource Center by staff committees and individuals.

6. Maintains a book depository of excess texts and supplementary materials currently in use.
7. Inservice training programs for instructional materials center consultants.
8. Periodic evaluations of the operation of the instructional materials centers.
9. Chairman of the Review Committee for consideration of instructional materials about which a complaint has been filed. (See Adm. Reg. 606-03 and 606-04)
10. Assist in the basic collections for new instructional materials centers.
11. Receive and process new texts and supplemental materials prior to distribution to the elementary schools.
12. Serve as District 61 Director of the Title II, E.S.E.A. Program.
13. Administer the Resource Center, including scheduling meeting rooms for the Curriculum Advisory Council, Task Forces, and other staff meetings.

Qualifications

- A. Master's degree with training in library science or instructional materials.
- B. Illinois State Certificate with library science and supervisory endorsement
- C. Five years of successful experience as a teacher, instructional materials consultant and/or supervisor.
- D. Abilities, Knowledge, and Skills
 1. Ability to exert strong leadership in the field of instructional materials and inspire superior performance in instructional materials consultants and in members of his staff.
 2. Knowledge of sound instructional materials/library programs.
 3. Ability to make firm decisions in his area of responsibility and to delegate responsibility to members of his staff.
 4. Ability to develop and implement long- and short-range plans and programs.
 5. Ability to function effectively as a member of the central office administrative team.
 6. Ability to communicate effectively in speech and writing.