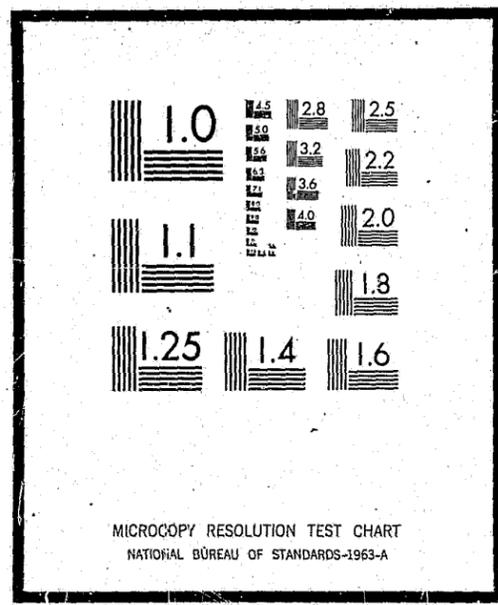


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Evaluation

Final External Evaluation Report on the  
Pennsylvania - Teacher Restoration Intern Program at  
the State Correctional Institutions at  
Dallas (-DS-350-37A), Graterford  
( DS-351-73A), and Camp Hill - Final External  
( DS-352-73A), for the Governor's  
Justice Commission

James J. McKenna, Jr., Ph.D.  
Director  
Criminal Justice Program  
Villanova University  
July 31, 1974

NICE

X

Final External  
Evaluation Report

MAJOR EVALUATIONS UNDERWAY OR COMPLETED IN YOUR SPA *non loan*

Project or Program Being Evaluated:

Grant Title: Corrections Restoration Program - DS-350-73A,  
(include grant number)  
DS-351-73A, DS-352-73A

Grantee: State Correctional Institution at Camp Hill  
State Correctional Institution at Graterford  
State Correctional Institution at Dallas

Brief Description: Intern program at State Correctional Institution  
(both project and evaluation effort)  
at Dallas which provides education, remedial and supportive services.  
DS-351-73A - Same at Graterford Institution.  
DS-352-73A - Same at Camp Hill Institution.

Scheduled date of final Evaluation Report: May, 1974

Person to contact concerning the Evaluation:  
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(name)  
Governor's Justice Commission, Department of Justice  
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If completed, is Evaluation Report on file with NCJRS? yes  no

Please mail completed form to:  
  
Keith Miles  
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LEAA-NILECJ  
Department of Justice  
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## I Summary of the External Evaluation Report

The Teacher Restoration Intern Program was designed as a project that would improve correctional education in general and that would strengthen the educational programs at the State Correctional Institutions at Dallas, Graterford, and Camp Hill in particular. This one year program involved the Social Restoration Program of Lehigh University training fifteen interns, seven of whom were employees of the Bureau of Correction, in Social Restoration as it relates to a correctional setting. This graduate level training program was field-centered and competency based and it consisted of a Preservice Phase, a Basic Training Phase, and a Practicum Phase. The Practicum Phase involved the interns in providing educational services at the participating correctional institutions.

Based upon his findings, the external evaluator offers the following comments:

1. The Teacher Restoration Intern Program strengthened the educational staffs of the three participating correctional institutions by providing supportive and remedial services as well as quality educational services.

2. The project did develop competent correctional educators who were sensitive to the needs of the disadvantaged learner who is incarcerated.

3. Although the external evaluator has concluded that the Teacher Restoration Intern Program has demonstrated its ability to develop competent and experienced personnel for assignment to training and educational activities within facilities of the Bureau of Correction, he seriously questions whether such personnel will be retained by the Bureau of Correction.

4. Although the project did make progress toward the development and the revision of civil service job specifications and requirements for the position of correctional educator, this objective is no longer relevant because the Pennsylvania Department of Education is expected to provide educational services to the state correctional institutions.

5. The external evaluator strongly recommends that the Teacher Restoration Intern Program be continued through the cooperative effort of the Pennsylvania Department of Education, the Bureau of Correction, and the Social Restoration Program of Lehigh University and through such a cooperative, many of the weaknesses and inadequacies of the program that are cited in the body of this report would be eliminated.

6. Finally, the high degree of success that the Teacher Restoration Intern Program experienced in the past year fully justifies the cost of the project.

## II Project Activities

The major goals and objectives of the Teacher Restoration Intern Program were the following:

1. The strengthening of the educational staffs at the State Correctional Institutions at Dallas, Graterford, and Camp Hill and the providing of educational, supportive, and remedial services to these institutions.
2. The development of correctional educators who were sensitive to the needs of the disadvantaged learners who are found in the resident populations of correctional institutions.
3. The development and retention of competent and experienced correctional personnel for assignment to educational and training activities within the facilities of the Bureau of Correction.
4. The development and revision of civil service job specifications and requirements for the position of correctional educator ("Subgrant Application", pp. 4-4b).

The Lehigh University Social Restoration Program develops teachers for corrections by means of a training program which is field-centered and competency based. In all aspects of this training program, educational and social restoration theories are combined with practice. The training program for this project consisted of three phases, the Preservice Phase, the Basic Training Phase, and the Practicum Phase. The fifteen social restoration interns selected for this training program were chosen from those applicants who

applied to both the Lehigh University Teacher Intern Program and the Bureau of Correction. The intern selection criteria used included academic ability, references, prior contact with corrections, teaching, or social work, personality factors, and commitment to the program. Seven of the fifteen interns selected were employees of the Bureau of Correction. Six of these employees were either correctional caseworkers or counselors and the seventh employee had been a correctional officer. None of these interns had had any teaching experience. The remaining eight interns were primarily graduate students seeking an advanced degree in Education who had a strong interest in Social Restoration. Only one of them had had teaching experience and this experience did include part-time teaching in a correctional institution. The fifteen interns selected were subsequently formed into three five-man teams with one team being designated for each of the three participating correctional institutions. The team formations and designations were based upon intern preference, geographical location, family responsibilities, and interview.

The ten-week Preservice Phase of the three-phase training program took place during June, July, and August of 1973. This phase was community based and experienced oriented. The Social Restoration Interns, during this phase were involved in Lehigh University graduate courses in Education and Social Restoration, were involved in practice teaching and other educational services,

and were involved in working in various community agencies. The schools and community agencies and programs which received interns were the Bethlehem Area School District's Summer Experience for Disadvantaged Youth at the East Hills Junior High School, the Lehigh University Centennial School Summer Program for Teenagers, the School of the Northampton County Detention Home, the Northampton County Probation Office, the South Terrace Neighborhood Center, and the Northeast Community Center. In addition to teaching, the activities of the interns included casework, data collection, recreational organization, and streetworker activities. The activities of the Social Restoration Interns in the Preservice Phase of training were monitored and evaluated by the staff of the Social Restoration Program of Lehigh University, by personnel associated with the participating schools and agencies, and personnel from the Pennsylvania Department of Education.

The second phase of the training program, the Basic Training Phase, was initially planned as a three-week course conducted by the staff of the Eastern Training Academy of the Bureau of Correction at Dallas. This phase was to bring about the completion of the interns' preparation for their on-the-job experience, placement as a Social Restoration Intern in a correctional institution. This basic training was to be the same as that received by all personnel of the Bureau of Correction. In addition, it was to include the participation of specialists from various agencies such as the

Bureau of Employment Security, the Pennsylvania Department of Education, the Bureau of Library Services, and the Pennsylvania Board of Probation and Parole. The final aspect of the planned Basic Training Phase was the assigning of the tasks to be performed by the intern teams at the three participating correctional institutions. This assignment task was to be done by the Project Director with the assistance of institutional staff members and Lehigh University staff members.

In practice, this planned Basic Training never was actualized and the basic training that took place was greatly modified. The reasons for this modification were: the need for teachers at the correctional institutions, the objections of several interns to repeating a basic training experience they had previously experienced as Bureau of Correction employees, and problems that were related to time, travel, and money. The modified basic training received by the Social Restoration Interns during the last week of August, 1973 consisted of the participating correctional institutions providing training to the five-man intern team assigned to their respective institutions. The personnel who conducted the basic training were staff members of the institution and the Central Office. The modification of the Basic Training Phase resulted in a reduction in its allocated time from three weeks to one week, and related reductions in programming and instructional personnel. The personnel who conducted the training were staff

members of the institution and the Central Office of the Bureau of Correction.

The third phase of the program, the Practicum Phase, began September 3, 1973 and concluded May 27, 1974. During this time period the intern team assigned to each participating correctional institution provided the institution with a multiplicity of services and activities. These services and activities included: (1) teaching in the institution's traditional educational program, (2) tutoring, (3) extensive counselling and limited formal counselling, (4) developing educational programs and curricula, (5) educational testing, (6) preparing administrative, diagnostic, and classificatory reports, (7) assisting in the development and implementation of institutional learning centers, (8) the offering of educational, cultural, and recreational programs and projects, (9) developing programs in remedial mathematics and reading, (10) developing several innovative and experimental projects, and (11) providing various assistance to the institutions' clinical and custodial personnel. These services and activities will be further described and evaluated in the section of this report that deals with the results of this project.

### III Evaluation Activities

The activities of the external evaluator involved the following:

1. Periodic on-site visits and off-site meetings with the staff of the Social Restoration Program of Lehigh University throughout the year.
2. Periodic meetings with staff members of the Bureau of Correction, the Pennsylvania Department of Education, and Lehigh University.
3. Periodic on-site visits to the State Correctional Institutions at Dallas, Graterford, Camp Hill, and Huntingdon throughout the year.
4. Periodic extensive interviewing with both structured and unstructured formats of institutional administrative personnel who were associated with or important to the functioning of the project.
5. Periodic contacts with the fifteen Social Restoration Interns that included observation, extensive structured and unstructured interviewing, and, when required, mailed questionnaires.
6. The analysis of reports describing the Lehigh University Social Restoration Program; the analysis of written material submitted to the external evaluator by Dr. Raymond Bell, Director of the Social Restoration Program, and Norman Friend, Project Monitor with the Bureau of Correction; and the analysis of the monthly reports submitted to the staff of the Social Restoration Program during the Practicum Phase.

The on-site visits by the external evaluator and the interviewing conducted during the Preservice Phase provided information about the Social Restoration Program, contact with the Social Restoration Interns, knowledge of the educational programs at the three correctional Institutions who were to receive a team of Social Restoration Interns, the State Correctional Institution at Dallas, the State Correctional Institution at Graterford, and the State Correctional Institution at Camp Hill, and knowledge of the educational program at the State Correctional Institution at Huntingdon, the correctional institution that was to be used for comparative purposes since it was not receiving an intern team. Furthermore, these visits to these four correctional institutions, prior to the placement of the intern teams, also provided the external evaluator with the opportunity to interview, if available, the Superintendent, the Deputy Superintendent of Treatment, the Director of Treatment, the Director of Education, and the educational staff of each institution in regard to the Social Restoration Program in general and the utilization of Social Restoration Interns in particular. At these times the external evaluator also functioned as a resource person for both corrections and social restoration. At the conclusion of the project, the termination of the Practicum Phase, these institutional administrators and staff members were interviewed in regard to the Social Restoration Program, in regard to the activities of the Social

Restoration Intern Team assigned to their institution, and in regard to their evaluation of the program and the assigned intern team. The periodic interviewing of the fifteen Social Restoration Interns during the one year time period of the project dealt with their view of Social Restoration, their opinion and evaluation of the Preservice, Basic Training, and Practicum Phases of the project, and their expectations and future plans as they related to the project.

All the structured interview schedules employed in interviewing Bureau of Correction personnel and the fifteen Social Restoration Interns throughout the year of the project are appended to this report.

In the collection of the data for the external evaluation, it should be noted that the data obtained was dependent upon the goodwill and full cooperation of all the persons that have been previously cited and the external evaluator expresses his appreciation to these people. Moreover, the external evaluator considers the data to have an acceptable degree of adequacy and validity. The adequacy of the data is substantiated by the weight and thrust of the data and the validity of the data is supported by the consensus manifested by the data. Concerning the limitations of the external evaluation, the only recognized limitations are those inherent in the employment of a research design and of data collection instruments and procedures that are standard practice in

behavioral science research. It is the opinion of the external evaluator that these limitations do not in any serious way affect the findings and conclusions of this external evaluation. However, certain important limitations do exist in the overall evaluation effort that relate to the two internal evaluation teams designated in the "Subgrant Application," the State Agency Internal Evaluation Team and the Lehigh University Internal Evaluation Team. The State Agency Internal Evaluation Team which was to be composed of one member from the Governor's Justice Commission, one member from the Bureau of Correction, and one member from the Pennsylvania Department of Education was to undertake quarterly evaluations that would serve as a feasibility study for long ranged planning concerned with the teacher certification, recruitment, and in-service training of correctional educators. The Lehigh University Internal Evaluation Team was to undertake the preassessment and postassessment of the residents involved in institutional educational programs and the development of predictors for the achievement of increased reading and mathematics levels ("Subgrant Application," p. 41). Unfortunately, neither one of these internal evaluation teams became operational during the year of the projection and their assigned areas of evaluation were never adequately accomplished even though parts of the external evaluation related to these areas. Any future evaluation of projects similar to the Teacher Restoration Intern Program should insure the pretesting or preassessment of

the project's target population prior to the initiation of the project.

Additional services rendered by the external evaluator in association with his evaluative activities were the providing of continual feedback and resource material to the staff of the Social Restoration Program, to the Social Restoration Interns, and to the relevant staff members of the Bureau of Correction as well as functioning as a sounding board and neutral liaison to all of these people. These activities of the external evaluator provided continual input for the project that was designed to increase the project's potential for achieving its objectives.<sup>1</sup>

<sup>1</sup>In certain aspects of this study the external evaluator was assisted by Linda Makara and Mary Jane McKenna.

#### IV Project Results

This section of the report will describe, discuss, and critically evaluate the Preservice, Basic Training, and Practicum Phases of the Teacher Restoration Intern Program, the outcomes of the Program in relationship to the anticipated results and the goals and the objectives stated in the "Subgrant Application."

One of the most important aspects of the Preservice Phase and the project in general was the recruitment or selection of the project's fifteen Social Restoration Interns. The "Subgrant Application" states that the selection of the interns was to be made by an "Intern Selection Board" which would choose the interns from those persons who applied to both the Teacher Intern Program of Lehigh University and the Bureau of Correction. These applicants were to be correctional or noncorrectional personnel who were interested in pursuing a graduate program of study in Social Restoration which was related to corrections. However, the actual selection of the interns did not involve the Intern Selection Board as designated in the "Subgrant Application", but instead depended mainly upon the selection done by Dr. Raymond Bell of Lehigh University with the assistance of Norman Friend of the Bureau of Correction. In this regard, several members of the Correction who were interviewed during the Preservice Phase commented that greater information on the Teacher Restoration Intern Program should have been provided to all personnel of the Bureau of Correction in order that a wider

solicitation and recruitment would have taken place. Although the external evaluator concurs with this view and also feels that there should have been greater representation of minority groups among the interns selected, he believes that the fifteen interns selected for the project were appropriate choices. This belief is based upon the following empirical referents: a review of the "Applications for Admission" indicate that all the interns were properly selected according to the stated criteria for acceptance as interns; all the interns successfully completed the three phases of the project and their graduate program of study; and data that show all the administrators interviewed at the correctional institutions which received interns reported at the completion of the project that the interns had strengthened their institution's educational program and that the loss of the interns would have negative impact on these programs.

The data on aspects of the Preservice Phase other than intern selection, however, show a number of weaknesses and inadequacies. These weaknesses and inadequacies relate to the need for the Social Restoration Interns to have more practical teaching experience, the need for the staff of the Social Restoration Program and the Social Restoration Interns to have earlier and more frequent contact with the participating correctional institutions, the need for the interns to have greater knowledge of the criminal justice system, and the need to give the interns a fuller and, in certain instances, a more meaningful and relevant experience with community agencies.

Furthermore, the responses of most of the institutional personnel interviewed ( 3 Superintendents, 3 Deputy Superintendents of Treatment, 3 Directors of Treatment, 3 Directors of Education, and one institutional project coordinator) concerning the intern preparation for working in a correctional institution tend to support the interns' views that the preparation was inadequate. Only three of the thirteen administrative personnel interviewed considered the interns to have been adequately prepared during their Preservice Phase. The reasons given for this inadequacy by the institutional administrators who felt the preparation was inadequate were similar to those of the interns. Moreover, these weaknesses and inadequacies are reflected in the ambivalent and, at times, negative responses given by the interns and institutional staff members when they were interviewed about the Preservice Phase of the training program. The majority of the interns felt that they had not been well prepared for their placement in the participating correctional institutions as Social Restoration Interns. The reasons offered in support of this opinion were: the lack of personal confidence, the lack of adequate practice teaching experience, the lack of exposure to an actual correctional setting, and the lack of exposure to the type of students who are found in the resident population of a correctional institution.

In recognition of these weaknesses and inadequacies, Dr. Bell plans a major change for the Preservice Phase of future training cycles. This change involves the beginning of the training cycle

in September in order that one full regular semester could be devoted to the Preservice Phase. This change would provide: more training opportunities during the regular school year, a greater period of time for visiting and planning with the staff of community agencies and institutions, a greater period of time for rotating intern assignments to community agencies in order to provide fuller preparation for social restoration and teaching with this preparation having a strong emphasis on practice teaching, and more time available for the Social Restoration Interns to become familiar with the educational programs of the correctional institutions to which they will be assigned.

Even with these weaknesses and inadequacies, eleven of the interns believed that the Preservice Phase had prepared them in unique ways for working with educationally disadvantaged students in an offender population. This unique preparation involved the academic work and field work of the Preservice Phase. Furthermore, twelve of the interns noted that the Preservice Phase was very good in combining theory and practice and in being field-centered and competency based. In regard to the nineteen specific objectives associated with the Preservice Phase as anticipated results in the "Subgrant Application" (pp. 4c-4e), most of the interns agreed that twelve of these objectives had been adequately achieved. The four "Knowledge Objectives" achieved were: knowledge of the structures of the micro-society where the target population originates ( 15

interns responded positively), knowledge of the structures of institutional society ( 11 interns responded positively), knowledge of the basic needs of the adult and adolescent in general and the socially deviant in particular ( 15 interns responded positively), and knowledge of the structures and objectives of social restoration and the thrust of this project ( 10 interns responded positively). The three "Knowledge Objectives" not adequately achieved were: knowledge of individualized and team teaching approaches based upon the development of learning modules ( 9 interns responded negatively), knowledge of the arrest and juvenile court procedures ( 9 interns responded negatively), and knowledge of "T Group" techniques for problem solving ( 10 interns responded negatively). The five Competency Objectives adequately achieved were: the competency to identify social pressures and emotional patterns of both the individual and the group ( 14 interns responded positively), the competency to relate to low income families and their individual family members ( 14 interns responded positively), the competency to prepare individually prescribed learning modules ( 11 interns responded positively), the competency to identify reading levels and reading difficulties and to select suitable material for the different reading levels ( 15 interns responded positively), and the competency to use a variety of audiovisual approaches ( 10 interns responded positively). The two "Competency Objectives" not adequately achieved in the Preservice Phase were:

the competency to evaluate psychological studies and case studies ( 7 interns responded negatively) and the competency to develop team teaching approaches ( 12 interns responded negatively). The three "Attitudinal Objectives" adequately achieved in the Preservice Phase were: the development of a positive attitude toward the target population ( 14 interns responded positively), the development of a commitment to positive change in correctional institutions based upon mutual exchanges and work ( 13 interns responded positively), and the development of a commitment to competency based teaching techniques ( 12 interns responded positively). The two attitudinal objectives not adequately achieved during this phase were the development of a commitment to "T Group" problem solving techniques ( 12 interns responded negatively) and the development of a commitment to individualized instruction in team teaching ( 11 interns responded negatively).

Concerning the seven specific objectives or anticipated results that were not adequately achieved in the Preservice Phase, it should be noted that five of them relate to either team teaching or "T Group" techniques. Furthermore, this failure to adequately achieve these objectives is the result of team teaching and "T Group" techniques not being part of the Social Restoration Program. This failure, therefore, seems to be more of a reflection of an inadequacy in the written proposal than a weakness or inadequacy in the training of the Preservice Phase.

Additional objectives achieved during the Preservice Phase as reported by the interns were the following:

1. Being qualified to work with alienated people ( 13 interns responded positively).
2. Having the ability to use remedial teaching techniques and materials ( 13 interns responded positively).
3. An understanding of the role of community agencies in achieving social restoration ( 13 interns responded positively).
4. The ability to counsel offenders ( 14 interns responded positively).
5. The ability to relate to incarcerated offenders (15 interns responded positively).
6. The ability to help an individual cope with life's challenges and problems ( 15 interns responded positively).

Another aspect of the Preservice Phase was the formation of the three five-man intern teams and the assignment of each team to one of the participating correctional institutions. The external evaluator interviewed the interns immediately after their placement in the correctional institutions and at the completion of the project in regard to their knowledge of the selection process involved in the formation of the teams; their satisfaction with the way the teams were selected; their satisfaction with the composition of each team; their satisfaction with their assignment to a given team; and their satisfaction with their team's institutional

placement. Thirteen interns responded that the selection process was based upon the consideration of geographical preferences, that they were satisfied with the composition of each team, that the assignment of a given team to one of the correctional institutions was also a result of geographical preferences, and that they were satisfied with the way teams were assigned to specific institutions. Fourteen interns responded that they were satisfied with their team and institutional assignment.

In August, 1973, prior to the placement of the intern teams, the external evaluator made on-site visits to the State Correctional Institutions at Dallas, Graterford, Camp Hill, and Huntingdon in order to assess their educational program and their knowledge about and attitude toward the Teacher Restoration Intern Program. The educational programs at these four correctional institutions included classes in elementary, high school, and adult basic education, classes in G E D preparation, and classes in selected areas of vocational training. These institutions also had the means to provide very limited educational opportunities at the collegiate level. The reported amount and variety of educational programs at these correctional institutions was somewhat surprising in view of the smallness of their educational staffs. The academic teaching staff at the State Correctional Institution at Dallas consisted of two full-time teachers who were assisted by resident teacher aides.

The institution had recently experienced a loss of two full-time teachers, one through death and the other through resignation. Moreover, the institution at the time was without a Director of Education. The State Correctional Institution at Graterford had five full-time academic teachers, due to the recent addition of three new teachers, and a newly appointed Director of Education. Resident teacher aides were also utilized by the teaching staff. Most of the academic program offered at Graterford took place in their night school. At the time of this on-site visit, the State Correctional Institution at Camp Hill had a teaching staff which included five academic teachers and an experienced Director of Education. The staff was also supplemented by resident teacher aides. The external evaluator viewed the educational program at Camp Hill to be the best developed and organized of the four institutions visited. The full-time academic staff at the State Correctional Institution at Huntingdon consisted of two teachers who were assisted by resident teacher aides. The institution's Director of Education commented that the educational program needed four full-time teachers and an educational counselor. He also remarked that there was a need to expand the program's offerings in adult education.

Although the four correctional institutions had previous experience with internships associated with placements by various

colleges and agencies, the State Correctional Institution at Camp Hill was the only institution whose experience with internships included participation in the Social Restoration Program of Lehigh University. This institution had participated in the Social Restoration Program the previous year and the Superintendent and other staff members of the institution had played an active part in the planning and developing of the correctional internships associated with the program. The attitudes expressed by all the administrative members interviewed at the four correctional institutions supported the need for Social Restoration Interns at their respective institutions. The administrators at the three correctional institutions that were to receive the interns also commented on how the interns would be used to expand their regular educational programs. Although the external evaluator had informed them that the training of the Social Restoration Interns combined counselling, social work, and teaching skills and suggested that the interns be utilized in a variety of roles, the planned use of the interns mainly involved the role of the traditional classroom teacher. An exception to this type of planning existed at Camp Hill in that their planning called for two of the interns to divide their time between teaching and counselling since two of their assigned interns were members of their counselling staff. Additional comments of these administrators expressed the beliefs that the interns would be viewed most favorably

by the administrative, treatment, and educational staffs and that these staffs would accept the interns. They also stated that this would be true of the custodial staff but to a lesser degree.

Upon the completion of these on-site visits and interviews, the external evaluator was impressed with the enthusiasm and anticipatory acceptance that the institutional administrators had for the placement of a team of Social Restoration Interns at their respective institutions. The external evaluator, however, also believed that there existed a strong need to have many of the institutional administrators receive greater information on and an understanding of the Social Restoration Program of Lehigh University and the skills that Social Restoration Interns could provide a correctional institution. This need could have been avoided by the staff of the Social Restoration Program having made a greater effort to orient the institutional staffs and to prepare these staffs for the placement of a Social Restoration Intern Team.

The second phase of the Social Restoration Program, the Basic Training Phase, took place in the last week of August and this phase was the least successful aspect of the project. Nearly all of the Social Restoration Interns and several of the correctional administrators considered this phase to be a failure. The periodic interviewing by the external evaluator throughout the year of the project revealed that only one intern believed that the Basic Training Phase

had familiarized him with the institution's routine; only one intern felt that this phase had prepared him for his on-the-job experiences; only one intern viewed the Basic Training Phase as making him well prepared to work effectively with the correctional staff and residents of the institution; and only one intern evaluated this phase of his training as good. None of the interns believed that the Basic Training Phase provided for an exchange of ideas on how the institution's routine could be changed in order to provide wider and more effective educational opportunities. Negative comments on the Basic Training Phase volunteered by the interns included the following:

"It was redundant and had no direction."

"I got very little from it."

"Basic Training proved to be discouraging and inadequate."

"It was very poor."

"A sorrowful and haphazard experience."

"Totally disorganized."

"It lacked good communications."

"It was no better than a guided tour."

"A waste of time."

Even with most of the interns being negative about their Basic Training, they did recognize that this training did have certain good points. Strong points that they singled out were the talks by several top-ranked correctional officers, the informality which marked the experience, the time it made available for a personal orientation to take place, the opportunities it provided to better know individual intern team members, to better know the members of the educational staff at the institution, and to become better acquainted with the institution in general.

Many of correctional administrators interviewed had views on the Basic Training that tended to reflect those of the interns. The major difference that exist between the interns and the administrators was that a number of institutional administrators stated that they could not comment on the Basic Training Phase because they had only limited knowledge of what it entailed. This lack of knowledge on the Basic Training Phase was not true of the administrators at the State Correctional Institution at Camp Hill since they had the advantage of having had previous experience with the Social Restoration Program. The responses of the thirteen administrators show that they considered the Basic Training to be good, four viewed it as a failure, and six administrators had no opinion. The four administrators who viewed the Basic Training Phase as a failure cited the inability of this training to achieve its goals; the failure to have clinical experience made a part of this phase; and the failure of this training to provide a greater and a fuller exposure to the total institution due to the shortness of the training phase. These administrators recommended a three week Basic Training Phase be conducted in the future. Several administrators suggested that many of the deficiencies manifested by the Basic Training Phase would have been eliminated by better preparation and planning in the Preservice Phase. The external evaluation concurs with this view.

The Practicum Phase, the third and last phase of the Teacher Restoration Program, was operational from September 2, 1973 to May 27, 1974. This phase, based upon the data gathered by the external evaluator, was the most meaningful and most successful of the phases. The primary function and, at times, exclusive function of nearly all of the Social Restoration Interns during most of this phase was teaching and this function usually involved teaching in a traditional classroom role. This caused thirteen interns to experience frustration with the limited opportunity to engage in formal counselling and to continually express the desire to do such counselling during the Practicum Phase. In the latter part of the Practicum Phase, the Director of Education at Camp Hill provided the opportunity for the three interns at the institution who were not engaged in formal counselling to gain some experience in this area. It should be noted, however, that, even though formal counselling roles were greatly restricted for the interns, all the Social Restoration Interns did engage in informal counselling throughout the entire Practicum Phase.

Included in the teaching and informal counselling functions of the three intern teams were the following: the preparation of educational profiles, educational testing, "rap" sessions, the supervision of teacher aides, the evaluation of reading, mathematical,

and general educational levels, tutoring, the teaching of Spanish, and the maintaining of teaching schedules that were equal to those of the full-time institutional teaching staff. Moreover, individual members of each of the three intern teams developed special programs and activities for their respective institutions. At the State Correctional Institution at Dallas, certain intern members were responsible for the development of special educational projects on science, environmental ecology, a Science Fair, and current events, for the moderatorships of the Chess Club and the Photography Club, for the development of activities relating to "the Black Experience," and for the providing of a liaison between the Black Muslims and the institution. Individual members of the Social Restoration Team at the State Correctional Institution at Graterford were responsible for the development of projects dealing with communication skills and core teaching and for assisting in the activities of the pre-release program, Alcoholics Anonymous, and RISE. At the State Correctional Institution at Camp Hill, individual team members were responsible for the development of programs in social living and remedial education.

Concerning their various functions and activities, the interns were unanimous in their agreement that all of their institutional tasks were appropriate for Social Restoration Interns. They also

agreed unanimously that they had met many of the needs of their respective correctional institutions that were related to Social Restoration. Moreover, all the interns opined that their intern team had strengthened the existing educational program at their assigned institution, had brought to these programs new ideas and teaching techniques, had introduced flexibility into programs that traditionally manifested rigidity, had shown the ability to better relate to the residents, and had made the institutional staff aware of the philosophy of Social Restoration. The three intern teams also identified their outstanding achievements when commenting on their experiences during the Practicum Phase. The intern team at Camp Hill considered their ability to reach the lowest educational achievers, the educational rejects, as their outstanding achievement. The outstanding achievement of the intern team at Graterford was identified as their establishing and maintaining of a viable day school. The intern team at Dallas reported that their expansion of the institution's educational program with an emphasis on innovative projects was their outstanding achievement. A general strength identified with all three intern teams was the ability for team members to work together in spite of obstacles and occasional personality conflicts. All the interns considered their working relations with fellow team members to be very good.

The institutional administrators, when interviewed, echoed many of the views of the Social Restoration Interns who were assigned to their institution. All the administrators at the three participating correctional institutions were in full agreement that the interns had strengthened and improved their present educational staff. The administrative personnel at the State Correctional Institution at Camp Hill remarked about the high quality teaching provided by the interns, the benefits gained from the injection of youth into their program and the exposing of the regular teachers and other staff members to newer and freer ideas that were good. The administrators considered the strengths of their intern team to be initiative, sensitivity, innovativeness, and togetherness. The intern team at the State Correctional Institution at Graterford was credited by the administrators of the institution with contributing much needed assistance during the times when institutional crises and emergencies took place and with contributing to the development and the improvement of the institution's educational program. This institution's administrators cited the strengths of their intern team to be the ability to work under pressure, the ability to establish and operate a viable day school, and the ability to relate to residents on a one-to-one basis. The administrators at the State Correctional Institution at Dallas enthusiastically opined that the interns had

done well, that they had reached more students with a varied curriculum, that they had provided much needed extracurricular activities, and that they contributed to the improvement of morale. The administrators also commented that interns had brought about certain changes in the institution's educational programs through their fresh outlook and their challenging questions. The strengths of this intern team cited by these institutional administrators included the innovativeness which provided educational alternatives to the residents, the ability to make meaningful recommendations and referrals to the clinic, the general cooperativeness that the team members manifested, and the camaraderie that existed among the team members.

Although the Practicum Phase is considered by the external evaluator to have been successful, there were a number of weaknesses and inadequacies that were observed by the external evaluator and others that were reported by the Social Restoration Interns and the institutional staff members. These weaknesses and inadequacies involved: certain project, administrative and supervisory responsibilities identified with both the Bureau of Correction and Lehigh University, the communications and relationships between institutional personnel and the staff of the Social Restoration Program, the communications and relationships between the intern team and the personnel at their assigned correctional institution, and aspects inherent in

the three intern teams. The most critical administrative weakness of the Practicum Phase and perhaps the most serious weakness of the total project was the absence of the Project Director. The Project Director designated in the "Subgrant Application," Leonard Mack, Superintendent of the State Correctional Institution at Dallas, retired from the Bureau of Correction at the beginning of the Practicum Phase, the time when the intern teams were having their first real contact with their assigned correctional institution. The external evaluator, in recognition that the lack of a Project Director was resulting in the project receiving no direction from the Bureau of Correction and in recognition that the project lacked any formal authority in the participating correctional institutions, described the problem in his "Interim Report" of October 30, 1973 and made the following comment:

...Moreover, the failure to subsequently appoint a new Project Director has sustained the problem situation. Furthermore, by default Dr. Bell, as Director of the Social Restoration Program has become the de facto project director and, since he has no official capacity with the Bureau of Correction, he has had very limited effectiveness in this role. It is the opinion of the external evaluator that the role of Project Director should be carried out by a highly placed administrator in the Bureau of Correction or by a highly placed administrator at each of the three participating institutions, such as the Deputy Superintendent of Treatment.

This report concluded with the recommendation that "a Project Director who can effectively function within the institutional setting should be appointed immediately."

At the January 22, 1974 meeting on the project held at the Central Office of the Bureau of Correction with personnel representing the Bureau of Correction, the Social Restoration Program of Lehigh University, the Pennsylvania Department of Education and the Governor's Justice Commission, the external evaluator again described the problem that existed due to the lack of a Project Director and he repeated the recommendations he had made in the Interim Report. He also made the additional suggestion that Glen Jeffes, the newly appointed Superintendent at the State Correctional Institution at Dallas, be considered for appointment as Project Director because of his position with the Bureau of Correction and his background in education and educational counselling. Yet no action was taken on any of the recommendations or suggestions made by the external evaluator and the administrative problems relating to the lack of a Project Director persisted to the end of the project.

Another serious administrative weakness that persisted throughout the Practicum Phase involved the relationships between the administrative personnel at the State Correctional Institutions at Dallas and Graterford and the staff of the Social Restoration Program of Lehigh University. This weakness consisted of the failure of the staff of the Social Restoration Program to orient the appropriate institutional personnel (the Superintendent, the Deputy Superintendent of Treatment, the Director of Treatment, and the Director of Education)

to the procedures and goals of Social Restoration, to furnish adequate information about the project to the appropriate institutional personnel, and to establish and maintain functional communications and working relationships with the appropriate institutional personnel. The correctional administrators of the State Correctional Institutions at Graterford and Dallas reported to the external evaluator that they had had little or no contact with the staff of the Social Restoration Program; that they had never really understood the purpose of the project; that they had not received any reports or material from the staff of the Social Restoration Program prior to or during the Practicum Phase; that they were rarely given any advance notice of when staff members of the Social Restoration Program would visit the intern team assigned to their institution; and that they had no opportunity to provide input for a program that involved their institution. This weakness in the communications and working relationships between the administrative staffs at the State Correctional Institutions at Dallas and Graterford and the staff of the Social Restoration Program was also recognized by most of the Social Restoration Interns assigned to these two institutions. Four of the five interns at each institution stated that the communications and working relationships that the institutional staffs had with the staff of the Social Restoration Program were poor or non-existent. In contrast to this finding, the administrative personnel of the State Correctional

Institution at Camp Hill and four of the five interns assigned to this institution evaluated the communications and working relations that existed between the institution's administrative staff and the staff of the Social Restoration Program as good to excellent. These better communications and working relations may be due to the institution's administrative staff having had previous experience with the program and to the fact that this institution was the only participating institution that had an experienced Director of Education at the start of the Practicum Phase. The staff members interviewed at the State Correctional Institution at Graterford, where the Director of Education was appointed in September, 1973, and the staff members interviewed at the State Correctional Institution at Dallas, where the Director of Education was appointed in December, 1973, all agreed that the failure of their respective institutions to have an experienced and fully functioning Director of Education at the on-set of the Practicum Phase had handicapped the project. The handicaps cited involved: initial confusion and misdirection, a lack of decision making, reduced effective placement, poor role definition, the failure to make full use of the interns, and the increase in time required for the interns to take root. The interns at Graterford and Dallas held similar views concerning the lack of a fully functioning Director of Education at the time of their placement. In contrast, the staff members interviewed at the

State Correctional Institution at Camp Hill, where an experienced Director of Education existed at the time of the intern placement, commented that their Director of Education provided the project with an experienced person who was able to give continuity, professional supervision, and support to the interns.

Other important differences that existed among the three institutions concerned the communications and working relations that the interns had with the staff members of their respective institutions. While eleven administrators had responded that communications and working relations between the interns and institutional staff members were good to excellent especially in regard to the regular teachers, two staff members at the State Correctional Institution at Graterford reported them to be poor. These two staff members commented that the regular teaching staff resented the interns because they were making more money than they were and that a number of correctional officers resented the interns because the interns had assisted the institution's administration when the correctional officers had staged a work stoppage. The interns at Graterford also considered the working relations that they had with certain staff members to be poor and they reported that these staff members felt threatened by the interns and that they resented the interns. In contrast to these findings, the interns at the State Correctional Institutions at Dallas and Camp Hill reported that their communications and working relations with the institutional staffs were good.

The supervision that the interns received from their immediate institutional supervisor and the staff of the Social Restoration Program is also associated with some weaknesses as well as differences of opinion. The administrative personnel interviewed at the State Correctional Institutions at Dallas and Camp Hill reported that the interns' immediate supervisor, the Director of Education, at their respective institutions had provided good supervision. All the interns at these two institutions concurred with this evaluation in that they rated their immediate institutional supervisor good or excellent. At the State Correctional Institution at Graterford, opinions were mixed concerning the quality of supervision that had been provided the interns by their immediate institutional supervisor, a regular teacher designated as Institutional Project Coordinator. Three of the administrators interviewed had no opinion about the supervision, two considered it to have been poor, and one considered it to have been good. Moreover, the designated intern supervisor commented that he felt he could have done a better job if he had had more help and time. The interns at Graterford were in full agreement that this supervision had been poor and that their designated supervisor and the Director of Education were both ineffective.

Concerning the supervision provided the interns by the staff of the Social Restoration Program, many of the institutional adminis-

trators interviewed and all of the interns had a number of critical comments. The Director of Education at the State Correctional Institution at Graterford considered the supervision provided by the staff of the Social Restoration Program to have been inadequate and he suggested that it could have been improved by more frequent visits to the institution and by providing the institutional staff with more information. While the Director of Education at the State Correctional Institution opined that the supervision given by the Social Restoration Program was generally adequate he concurred with the other institutional administrators that it could have been improved. The administrators interviewed at the State Correctional Institution at Camp Hill unanimously agreed that the supervision of the interns by the staff of the Social Restoration Program had been adequate. They further observed that the supervision had been better this year than the previous year.

The intern evaluations of the supervision they received from the staff of the Social Restoration Program shows greater agreement and criticism than those of the institutional administrators. All the interns viewed the supervision they had had by the staff of the Social Restoration Program as being inadequate at times. Throughout the Practicum Phase, they continually expressed the desire for more frequent and longer visits in order to have more classroom observations, more critical evaluations, and more support. The interns did,

however, report that they had been visited by staff members of the Social Restoration Program on the average of twice a month, that the visits had become more frequent during the last five months of the Practicum Phase, and that the visits throughout the Practicum Phase were usually productive. In view of these responses, it would seem that the interns' desire for increased visitations by the staff of the Social Restoration Program was caused to some extent by the anxiety and concern associated with being a new teacher and having to teach in a non-traditional setting. It should also be recognized that the failure of two of the correctional institutions to have a functioning Director of Education during part of the Practicum Phase and the failure of the staff of the Social Restoration Program to have properly prepared the institutional staffs for the placement of the intern teams caused an increase in the need to have the staff of the Social Restoration Program supervise the interns. The result was a supervisory burden that the staff of the Social Restoration Program was not initially prepared to handle. When the external evaluator reported to the staff of the Social Restoration Program that there existed a need for greater supervision of the interns, additional staff members visited the institutions, the number of institutional visits increased, and, where appropriate, the aide of educational specialists were furnished the interns. It is, therefore, the view of the external evaluator that, although the super-

vision of the interns by the staff of the Social Restoration Program was, at times, uneven, the supervision given the interns was responsive and responsible.

When the interns assessed the project at the end of the Practicum Phase they again cited many of the inadequacies and weaknesses that have been previously mentioned and a number of additional problem areas. These additional problems included their use mainly as traditional classroom teachers even though they had Social Restoration skills; the difficulty they experienced in obtaining educational materials; and the obstacles presented by the pervasive bureaucratic red tape that existed at the institutions. The interns also described personal and team weaknesses and problems. These weaknesses and problems involved the inability to cope with certain institutional dynamics; the inability to handle their cooptation and assimilation by the institution; and the inability to fulfill all the objectives of Social Restoration. These self-identified weaknesses on the part of the interns are reflected in and complemented by the responses of the institutional administrators when they evaluated the weaknesses of the intern team assigned to their institution. The weaknesses they cited were: the interns' lack of preparation for the frustrations associated with correctional institutions; the need for the interns to have a greater understanding of correctional institutions and a greater acceptance of security; the interns'

tendency to become too familiar with the residents and, at times, emotionally involved with the resident; and the interns' inability to better handle personality conflicts.

Other evaluative comments were also elicited from the interns in their overall assessment of the project. One such evaluation dealt with the graduate course work they had taken concurrent with the Practicum Phase. Thirteen of the interns considered the course work to be generally good and well integrated with their institutional experiences. The courses cited as being exceptionally good were the seminars and the courses that dealt with remedial reading, interviewing, and counselling. Another evaluation showed that twelve of the interns believed that most of the project's objectives had been attained. Furthermore, all the interns commented that they had personally and professionally benefitted from their participation in the project. The interns also commented that an intern program was the best way to prepare teachers for teaching in correctional institutions and that it was far superior to traditional teacher preparation. In evaluating themselves, all the interns believed that they had become competent teachers. Finally, full agreement existed among the interns on the point that the termination of the project would have detrimental effects on the educational programs of the three participating correctional institutions.

Many of the evaluations that the institutional administrators gave in their overall assessment of the project agreed with those

of the interns. Twelve of the administrators agreed (one Director of Education disagreed) that an intern program was the best way to prepare teachers for teaching in correctional institutions. Moreover, all the administrators made the evaluative comment that the Social Restoration Program had provided quality education as well as educational manpower. Additionally, all but one administrator (a Director of Education) viewed the Social Restoration Program as having value and effectiveness in that it provided competent teachers for correctional institutions. Finally, all the administrators expressed concern over the negative impact that the termination of the project would have on their institution's educational program. The negative consequences associated with such a termination were: the loss of good teachers, the loss of good correctional personnel, the loss of valuable professional help, a decrease in morale, a harmful reduction in educational programs, and a reduction in the number of residents who were participating in educational programs.

## V Conclusions and Recommendations

Based upon his findings, the external evaluator offers the following conclusions and recommendations related to the project's objectives, goals, and procedures.

1. The Teacher Restoration Intern Program strengthened the educational staffs of the three participating correctional institutions, the State Correctional Institutions at Dallas, Graterford, and Camp Hill, by providing supportive and remedial services as well as quality educational services. This conclusion is fully supported by the comparison of the services available at the participating institutions with the services available at the State Correctional Institution at Huntingdon during the same time period. At the participating institutions, the project brought about an increase in educational programs and opportunities, an increase in resident participation in education, and an increase in the number of residents who passed their GED test. The educational program at the State Correctional Institution at Huntingdon remained basically the same throughout the year in having the need to expand its adult basic education program, in having the need to provide educational counseling, and in having the need to increase its teaching staff.

2. The project did develop competent correctional educators who were sensitive to the needs of the disadvantaged learner who is incarcerated. This opinion is also held by the correctional administrators at the three participating institutions and the Social

Restoration Interns. In view of the study, School Behind Bars, by Michael V. Reagen, which found that one reason for the failure of correctional education to improve is that professional educators lack the skills to effectively teach prisoners who have severe educational problems, the ability of this project to develop teachers who can teach this type of learner has great importance.

3. Although the external evaluator has concluded that the Teacher Restoration Intern Program has demonstrated its ability to develop competent and experienced personnel for assignment to training and educational activities within facilities of the Bureau of Correction, he seriously questions whether such personnel will be retained by the Bureau of Correction. The need for such questioning is based upon the net loss in personnel experienced by the Bureau of Correction at the completion of the project. Of the fifteen interns who participated in the project, seven were employees of the Bureau of Correction and at the completion of the project, two of these employees resigned. Moreover, only six of the fifteen interns wanted to work for the Bureau of Correction even though all their future plans involved teaching or activities relevant to Social Restoration. This inability to retain correctional educators is further demonstrated by the failure of the State Correctional Institution at Dallas to hire more than one intern even though the institution wanted to retain all five interns and three of these interns had applied for positions at the institution. Although many

factors contributed to this failure to retain the interns as correctional educators, the main factors seem to be budgetary restrictions related to the area of correctional education and the expectation that the Intermediate Units of the Pennsylvania Department of Education will provide educational services to correctional institutions in the very near future. It also should be noted that the correctional administrators and the interns all opined that the project did develop correctional educators but they doubted that the Bureau of Correction would be able to retain them.

4. Although the project did make progress toward the development and the revision of civil service job specifications and requirements for the position of correctional educator, this objective is no longer relevant. It is no longer relevant due to the memorandum of agreement which was endorsed by both the Bureau of Correction and the Pennsylvania Department of Education and approved by the Lieutenant Governor. This agreement commits the Pennsylvania Department of Education to the providing of educational services to the state correctional institutions. The teachers assigned to the correctional institutions by the Pennsylvania Department of Education will meet this department's requirements and they will no longer be governed by civil service.

5. In view of the planned providing of educational services to the state correctional institutions by the Pennsylvania Department of Education and in view of the finding of Dr. Reagen on the failure

of correctional education that was previously mentioned, the external evaluator strongly recommends that the Teacher Restoration Intern Program be continued through the cooperative effort of the Pennsylvania Department of Education, the Bureau of Correction, and the Social Restoration Program of Lehigh University.

6. If the project is continued, the external evaluator makes the following recommendations in order that an even higher degree of success might be achieved:

a) The staff of the Social Restoration Program should fully orient the appropriate staff members of the correctional institutions to the philosophy, goals, and objectives of the project and a full working relationship should be maintained among the administrators of the Pennsylvania Department of Education, the participating correctional institutions, and the Social Restoration Program who are relevant to the project.

b) The Project Director should be a person who has the ability to function at the participating correctional institutions.

c) The Preservice Phase of the project should provide the interns with more practice teaching experience that deals with learners who are comparable to those found in prison populations and it should provide the interns with frequent contact with and greater knowledge of the correctional institution where they will be placed.

d) The Basic Training Phase should be expanded in order that it may provide a fuller and more realistic orientation to the interns on the operations of a correctional institution.

e) The Practicum Phase should provide for a wider use of the Social Restoration skills possessed by the interns in both teaching and formal counselling and it should provide for the interns receiving consistent supervision by the staff members of the correctional institution and the Social Restoration Program throughout this phase.

7. Finally, the high degree of success that the Teacher Restoration Intern Program experienced in the past year fully justifies the cost of the project.

## VILLANOVA UNIVERSITY

Criminal Justice Program  
Social Restoration Intern StudyExternal Evaluation for the Governor's Justice Commission  
Project No. DS - 352 - 73AInterviewing Guide for Bureau of Correction Personnel at  
the Participating Institutions Prior to  
Placement of Social Restoration Interns

1. Have you previously had "interns" at this institution?
  - A) Who sponsored them?
  - B) What were their duties?
  - C) When and for how long were they at this institution?
  - D) Did these internships prove beneficial to this institution?
2. Have you previously had "Social Restoration Interns" from Lehigh University at this institution?
  - A) What were their duties?
  - B) When and for how long were they at this institution?
  - C) Did these internships prove beneficial to this institution?
3. Do you feel that there exists a need for Social Restoration Interns at this institution?
4. In what way will the Social Restoration Interns meet this need and benefit this institution?

5. What specific assignments or duties do you expect the Social Restoration Interns to fulfill during their placement at this institution?
6. Who will be the immediate supervisors of the Social Restoration Interns?
7. Have any of the staff of the Social Restoration Teacher Program of Lehigh University visited your institution recently?
8. What are your impressions or opinions on how the Social Restoration Interns will be viewed and accepted?
  - A) By the administration of the institution?
  - B) By the treatment staff of the institution?
  - C) By the custodial staff of the institution?
  - D) By the residents of the institution?
9. Do you think the Social Restoration Interns should take the regular training program conducted by the Eastern Correctional Academy?
10. What educational programs are presently available at this institution?
 

A) Literary_____	B) Elementary_____	C) High School_____
D) GED_____	E) College_____	

11. How many part-time teachers are presently (1972-73) involved in this institution's educational programs?
12. How many full-time teachers are presently (1972-73) involved in this institution's educational programs?
13. Do you have any inmate-teachers? How many?
14. Has there been any turnover in the teaching personnel of this institution during the past year (1972-73)? How much?
15. What were the reasons for this turnover?
16. Did you have many applicants for teaching positions at this institution during the past year (1972-73)?
17. How many full-time teachers at this institution are undertaking education or training that is job-related?
18. Are you satisfied with the present civil service requirements that are maintained for teaching in an institution of the Bureau of Correction?
19. What revisions or changes in these civil service requirements would you recommend or suggest?
20. Do you believe that the present institutional job specification and certification requirements are proper and adequate?

21. Do they enable the best possible selection of personnel for teaching and training assignments within the Bureau of Correction?
22. How many residents are presently (1972-73) involved in this institution's educational programs?
23. Do a high number of residents drop-out of these programs?
24. Are the residents who are involved in these educational programs less likely to be involved in incidents at this institution than the residents who are not involved in such programs?

VILLANOVA UNIVERSITY  
Criminal Justice Program  
 Social Restoration Intern Study  
 Intern Interview

1. Have you had any previous experience with a practicum or internship?
  - A) What kind?
  - B) What is your opinion about it?
2. Have you had any previous experience with a correctional institution?
3. Have you ever worked previously in a correctional institution of any kind?
4. Were you ever a full-time employee of the Bureau of Correction prior to your internship?
5. As a person who has (not) had experience with corrections how has the Social Restoration Intern Program helped you?
6. Has the Social Restoration Program helped you and has it improved your skills and ability for working with and for teaching the educationally deprived in an offender population?
  - A) How?

7. Were you familiar with the geographical area of this institution prior to your placement here? (p. 4f)
8. Did you feel you were well prepared for your placement at this particular institution? (p. 4g)
  - A) Why?
9. What kind of work have you been doing in the institution since the completion of your week of "Basic Training?" (p. i)
10. Would you name the specific kinds of Institutional tasks you have been doing here? (p. 4a)
11. Do you consider these tasks to be appropriate tasks for a Social Restoration Intern?
12. What specific kinds of supportive and remedial services have you been giving to the residents and to the staff at this institution? (p. 1)
13. What specific problems have you encountered in your work at this institution, so far?
14. What inadequacies have you felt since you began working at this institution?

15. Do any of these inadequacies relate to something that was lacking in your preparation for working in this institution?
- A) In what way?
- B) How might they have been remedied or prevented?
16. Since starting your internship at this institution how would you describe or characterize the supervision you have been receiving from the staff of the Social Restoration Intern Program?
17. How many times has the Social Restoration staff of Lehigh University visited you since your placement at this institution? (p. 4i)
18. Do you feel there should have been more or less visits from the Lehigh University staff? (p. 4i)
- A) Why?
19. How productive were these visits for you? (p. 4i)
- A) In what way?
- B) What did they specifically accomplish?
20. What kind of educational course work at Lehigh University have you been involved in since your institutional placement? (p. 4a)

21. Has this course work been integrated with your work at this institution? (p. 4a)
22. What opinions do you have concerning the Basic Training you received? (p. 4a)
- A) What were its strengths?
- B) What were its weaknesses?
- C) How could it be improved?
23. Did the Basic Training you received familiarize you with the routine of institutional life? (p. 4c)
24. Did the Basic Training you received provide for an exchange of ideas of how this routine can be changed to provide wider and more effective educational opportunities? (p. 4c)
25. In general, did the Basic Training you received prepare you for your on-the-job experiences? (p. 4a)
26. After you completed your Basic Training, did you feel well prepared to work effectively with the institutional correctional staff and resident population?
27. After completing the Preservice Phase did you feel qualified to work with alienated people?

28. Do you think that an intern program is an appropriate way to prepare teachers for teaching in correctional institutions?  
Please explain!
29. Do you believe you were prepared in unique ways for work with educationally disadvantaged students in an offender population? (p. 1)
- A) Would you describe what was unique about your preparation?
30. How was theory combined with practice in the Preservice Phase of your program? (p. 4)
31. How much team teaching did you receive during the Preservice Phase? (p. 4b)
32. What is your opinion about being team taught in association with experience modules during the Preservice Phase? (p. 4a)
- A) What were the advantages of such an educational approach?
- B) What were the disadvantages of such an educational approach?
- C) How could it have been improved?
33. Would you give your opinion on the team teaching in the Preservice Phase that involved Lehigh University faculty and the personnel of local community agencies? (p. 4b)

34. Would you accept the description that the training of a Social Restoration teacher is field-centered and competency-based? (p. 4)
- A) Would you describe how your training was field-centered? Would you give specific examples? (Work in social agencies, tutorial experiences with reluctant learners, service with police and parole officers?) (p. 4)
- B) Would you describe how your training is competency-based? Would you give specific examples? Do you believe your training provided you with competency in the following: the psychology of the exceptional individual, educational media, and offender population. (p. 4)
35. What specific abilities do you feel you have acquired as a result of your participation in the Preservice Phase?
36. Do you have the ability to use remedial teaching techniques and materials?
37. Do you understand the roles of community agencies in assisting in Social Restoration?
38. Are you familiar with the various phases of the criminal justice system?

39. Do you understand the process whereby Social Restoration is accomplished in the law violator?
40. Do you have the ability to use the basic principles involved in counseling offenders?
41. Do you feel you have the ability to relate to incarcerated offenders?

As you know, the Preservice Phase (Phase I, June 24 - August 25, 1973) had three general objectives - (1) knowledge objectives, (2) competency objectives, (3) attitudinal objectives. I would like to ask you some questions concerning the specific objectives that are related to the general objectives.

The following questions deal with specific objectives.

42. Did the Preservice Phase provide you with knowledge of the structures of the micro society where the target population (disadvantaged learners) originates? (p. 4c)
- A) Through what means did you achieve this knowledge?
- B) By what means was this knowledge of yours evaluated?
43. Did the Preservice Phase provide you with knowledge of the structures of institutional society? (p. 4c)
- A) How did you achieve this knowledge?
- B) By what means was this knowledge of yours evaluated?
44. Did the Preservice Phase provide you with knowledge about the basic needs of the adult and adolescent in general and the socially deviant in particular? (p. 4c)

- A) How did you achieve this knowledge?
- B) By what means was this knowledge of yours evaluated?
45. Did the Preservice Phase provide you with knowledge about individualized and team teaching approaches based upon development of learning modules? (p. 4d)
- A) How did you achieve this knowledge?
- B) By what means was this knowledge of yours evaluated?
46. Did the Preservice Phase provide you with knowledge about the structures of the objectives of Social Restoration and in particular about the thrust of this project? (p. 4d)
- A) How did you achieve this knowledge?
- B) By what means was this knowledge of yours evaluated?
47. Did the Preservice Phase provide you with knowledge about arrest procedures and juvenile court procedures? (p. 4d)
- A) How did you achieve this knowledge?
- B) By what means was this knowledge of yours evaluated?
48. Did the Preservice Phase provide you with knowledge of "T Group" techniques for problem solving? (p. 4d)
- A) How did you achieve this knowledge?
- B) By what means was this knowledge of yours evaluated?

The following questions deal with specific competency objectives.

49. Did the Preservice Phase provide you with the competency to identify social pressures and emotional patterns associated with both the individual and the group? (p. 4d)
- A) How did you achieve this competency?
- B) By what means was this competency of yours evaluated?
50. Did the Preservice Phase provide you with the competency to relate to low income families and their individual members? (p. 4d)
- A) How did you achieve this competency?
- B) By what means was this competency of yours evaluated?
51. Did the Preservice Phase provide you with the competency to evaluate psychological studies and case studies? (p. 4d)
- A) How did you achieve this competency?
- B) By what means was this competency of yours evaluated?
52. Did the Preservice Phase provide you with the competency to prepare individually prescribed learning modules? (p. 4d)
- A) How did you achieve this competency?
- B) By what means was this competency of yours evaluated?
53. Did the Preservice Phase provide you with the competency to identify reading levels and reading difficulties and to select suitable material for these levels and difficulties?
- A) How did you achieve this competency?
- B) By what means was this competency of yours evaluated?

54. Did the Preservice Phase provide you with the competency to use various audio-visual approaches such as moviemaking, video taping, overhead slide and strip projectors, tape and record player? (p. 4e)
- A) How did you achieve this competency?
- B) By what means was this competency of yours evaluated?
55. Did the Preservice Phase provide you with the competency to develop team teaching approaches? (p. 4e)
- A) How did you achieve this competency?
- B) By what means was this competency of yours evaluated?

The following questions deal with specific attitude objectives.

56. Did your experiences during the Preservice Phase give you a positive attitude toward the target population? (p. 4e)
- A) How did you achieve this attitude?
- B) By what means was this attitude of yours evaluated?
57. Did your experiences during the Preservice Phase result in your having a commitment to positive change in the correctional institution based upon mutual exchanges and work experiences?
- A) How did you achieve this attitude?
- B) By what means was this attitude of yours evaluated?
58. Did your Preservice Phase experiences give you a commitment to "T Group" problem solving techniques? (p. 4e)
- A) How did you achieve this attitude?
- B) By what means was this attitude of yours evaluated?

59. Did your experiences during the Preservice Phase give you a commitment to individualized instruction in team teaching? (p. 4e)
- A) How did you achieve this attitude?
- B) By what means was this attitude of yours evaluated?
60. Did your experiences during the Preservice Phase give you a commitment to competency-based teaching techniques? (p. 4e)
- A) How did you achieve this attitude?
- B) By what means was this attitude of yours evaluated? ;
61. How were the members of each team selected? (p. 4c)
62. Are you satisfied with the way the members of each team were selected? (p. 4c)
63. What is your opinion on the make-up of each of the three intern teams? (p. 4c)
64. Are you satisfied with your team assignment? (p. 4c)
65. How did the assignments of a team to a specific institution come about? (p. 4c)

66. Are you satisfied with the way teams were assigned to a specific institution? (p. 4c)
67. Are you satisfied with your assignment to this institution? (p. 4c)
68. Do you think the Social Restoration Intern Program will develop and retain qualified correctional educators? (p. 4b)
69. Do you believe the Social Restoration Interns have strengthened the present educational staff at this institution? (p. 4g)
70. Do you intend to obtain a Master's Degree in Education? (p. 4a)
- (This requires nine additional credits of graduate work including a course in research methods.)

## VILLANOVA UNIVERSITY

## Criminal Justice Program

## Social Restoration Intern Study

## Interviewing Guide for Administrative Personnel

## of the Pennsylvania Bureau of Correction

May, 1974

1. What input have you had in the Social Restoration Intern Program?
2. In your own words would you briefly describe what Social Restoration is all about and how it relates to a correctional institution?
3. Do you think an intern program is an appropriate way to prepare teachers for teaching in a correctional institution?
4. Do you believe the Social Restoration Program provides for the best possible selection of personnel of the Bureau of Correction for assignments to the areas of education and training?
5. Do you think the Social Restoration Program will develop and retain qualified correctional educators?
6. What is your opinion concerning the value and effectiveness of the Social Restoration Intern Program of Lehigh University?
7. Do you believe that the Social Restoration Interns have strengthened the present educational staff at this institution?

8. Do you believe the Social Restoration Interns were adequately prepared by Lehigh University for working in a correctional institution?  
Would you elaborate on your response?
9. Do you have any opinions about the basic training given the Social Restoration Interns by the institutional staff?  
  
Was it adequate?  
  
Did it achieve its desired goals?
10. Did the Social Restoration Intern Program provide competent teachers for a correctional institution?  
  
Explain?
11. In what ways did the Social Restoration Interns meet the various needs of this institution?
12. In what ways did the Social Restoration Interns benefit this institution?
13. Have the Social Restoration Interns provided supportive and remedial services to the residents of this institution?  
  
Explain? •
14. What are the strengths and outstanding achievements of the Social Restoration Intern Team at this institution?
15. What are the weaknesses and evident failures of the Social Restoration Intern team at this institution?  
  
How could these be eliminated?

16. Would you comment on the type and quality of communications and working relations that you and other institutional staff members have had with the staff of the Social Restoration Program at Lehigh University?
17. Do you believe the Social Restoration Interns were adequately supervised by the personnel associated with Lehigh University?
18. Would you comment on the type and quality of communications and working relations that you and other institutional staff members have had with the five Social Restoration Interns assigned to this institution?
19. Would you comment on the type and quality of supervision the Social Restoration Interns received from the Institutional staff member who was their immediate supervisor?
20. Did your institution have a Director of Education at the time the Social Restoration Interns were placed in the Institution?  
  
How did the presence or absence of a Director of Education affect the Social Restoration Intern Project?
21. Have the number of residents utilizing institutional educational services increased or decreased during the time period the Social Restoration Interns have been working in the institution?  
  
Is this increase or decrease related in any way to the intern team?
22. What are your impressions concerning what affect education in general and Social Restoration in particular might have on the number and type of "institutional incidents?"
23. How will the termination of this project and the removal of the Social Restoration Interns from the institution affect the institution?

24. What results have been achieved toward the systematic development of correctional education in Pennsylvania?
25. Do you have any views concerning what should be involved in specifying the civil service requirements for teaching in a facility of the Bureau of Correction?
26. Has the Social Restoration Program had any affect on the certification requirements for correctional education?
27. Did a feasibility study of teacher certification within the Bureau of Correction ever take place?  
  
What are the results?
28. Has there been any educational staff turn-over in the past nine months?
29. Has there been any new appointments to the educational staff in the past nine months?
30. How many interns have been hired as permanent staff members?
31. Did an internal evaluation team visit the institution?
32. Are there any further comments you would like to make?

VILLANOVA UNIVERSITY  
 Criminal Justice Program  
 Social Restoration Intern Study  
 Intern Interview  
 May, 1974

1. In your own words would you briefly describe what Social Restoration is all about and how it relates to a correctional institution?
2. Has the Social Restoration Program helped you and has it improved your skills and ability for working with and for teaching the educationally deprived in an offender population?  
 A) How?
3. Did you feel you were well prepared for your placement at this particular institution? (p. 4g)  
 A) Why?
4. What kind of work have you been doing in the institution since the completion of your week of "Basic Training"? (p. 1)
5. Would you name the specific kinds of institutional tasks you have been doing here? (p. 4a)

6. Do you consider these tasks to be appropriate tasks for a Social Restoration Intern?
7. What specific kinds of supportive and remedial services have you been giving to the residents and to the staff at this institution? (p. 1)
8. What specific problems have you encountered in your work at this institution?
9. What inadequacies have you felt since you began working at this institution?
10. Do any of these inadequacies relate to something that was lacking in your preparation for working in this institution?  
 A) In what way?  
 B) How might they have been remedied or prevented?
11. How many times has the Social Restoration staff of Lehigh University visited you since your placement at this institution? (p. 4i) Give the average visits per month.
12. Since starting your internship at this institution how would you describe or characterize the supervision you have been receiving from the staff of the Social Restoration Intern Program?

13. Do you feel there should have been more or less visits from the Lehigh University staff? (p. 4i)
- A) Why?
14. How productive were these visits for you? (p. 4i)
- A) In what way?
- B) What did they specifically accomplish?
15. What kind of educational course work at Lehigh University have you been involved in since your institutional placement? (p. 4a)
16. Has this course work been integrated with your work at this institution? (p. 4a)
17. What opinions do you have concerning the Basic Training you received? (p. 4a)
- A) What were its strengths?
- B) What were its weaknesses?
- C) How could it be improved?

18. Did the Basic Training you received familiarize you with the routine of institutional life? (p. 4c)
19. Did the Basic Training you received provide for an exchange of ideas of how this routine can be changed to provide wider and more effective educational opportunities? (P. 4c)
20. In general, did the Basic Training you received prepare you for your on-the-job experiences? (p. 4a)
21. After you completed your Basic Training, did you feel well prepared to work effectively with the institutional correctional staff and resident population?
22. After completing your internship do you now feel qualified to work with alienated people?
23. Do you think that an intern program is an appropriate way to prepare teachers for teaching in correctional institutions? Please explain!
24. Do you believe you were prepared in unique ways for work with educationally disadvantaged students in an offender population? (p. 1)
- A) Would you describe what was unique about your preparation?
25. What specific abilities do you feel you have acquired as a result of your participation in the Social Restoration Program?

26. Do you have the ability to use remedial teaching techniques and materials?
27. Do you understand the roles of community agencies in assisting in Social Restoration?
28. Are you familiar with the various phases of the criminal justice system?
29. Do you understand the process whereby Social Restoration is accomplished in the law violator?
30. Do you have the ability to use the basic principles involved in counseling offenders?
31. Do you feel you have the ability to relate to incarcerated offenders?
32. Did the Preservice Phase provide you with knowledge about the structures of the objectives of Social Restoration and in particular about the thrust of this project? (p. 4d)
33. Do you have the competency to identify social pressures and emotional patterns associated with both the individual and the group? (p. 4d)
34. Do you have the competency to evaluate psychological studies and case studies? (p. 4d)
35. Do you have the competency to prepare individually prescribed learning modules? (p. 4d)

36. Do you have the competency to identify reading levels and reading difficulties and to select suitable material for these levels and difficulties?
37. Have your educational and work experiences given you a positive attitude toward the target population? (p. 4e)
38. Do you have a commitment to positive change in the correctional institution based upon mutual exchanges and work experiences? (p. 4e)
39. Have your experiences given you a commitment to competency-based teaching techniques? (p. 4e)
40. Are you satisfied with the way the members of each team were selected? (p. 4c)
41. What is your opinion on the make-up of each of the three intern teams? Would you describe or characterize each intern team?
42. Were you satisfied with your team assignment? (p. 4c)
43. Are you satisfied with the way teams were assigned to a specific institution? (p. 4c)
44. Are you satisfied with your assignment to this institution? (p. 4c)
45. Do you think the Social Restoration Intern Program will develop and retain qualified correctional educators? (p. 4b)

46. In what ways did the Social Restoration Interns meet the various needs of this institution?
47. In what ways did the Social Restoration Interns benefit this institution?
48. Do you believe that the Social Restoration Intern Program provides competent teachers for a correctional institution?
49. What are the strengths and outstanding achievements of the Social Restoration Intern Team at this institution?
50. What are the weaknesses and evident failures of the Social Restoration Team at this institution? How could these be eliminated?
51. Would you comment on the type and quality of communications and working relations that the institutional staff had with the staff of the Social Restoration Intern Program of Lehigh University?
52. Would you comment on the type and quality of communications and working relations that you had with the institutional staff?
53. Would you comment on the type and quality of the supervision you received from the institutional staff member who is your immediate supervisor?
54. Did the institution have a Director of Education at the time of your placement as an intern?

- How did the presence or absence of a Director of Education affect the Social Restoration Intern Project?
55. Do you believe the Social Restoration Interns have strengthened the present educational staff at this institution? (p. 4g)
56. Would you comment on the type and quality of communications and working relations that you had with your fellow interns?
57. Have the numbers of residents utilizing educational services increased or decreased during the time period the Social Restoration Interns have been working in the institution?
- Is this increase or decrease related in any way to the Intern Team?
58. Do you have any impressions concerning what effect education in general and Social Restoration in particular might have on the number and type of "institutional incidents"?
59. Do you know of any results that might have been achieved toward the systematic development of correctional education?
60. Has there been any educational staff turn-over during the past nine months?
61. Has there been any new appointments to the educational staff in the past nine months?
62. Do you believe the Social Restoration Program provides for the best possible selection of Bureau personnel for assignment to the areas of education and training?
63. Has the Social Restoration Program had any affect on the certification requirements for correctional education?

64. Do you have any views concerning what should be involved in specifying the civil service requirements for teaching in a facility of the Bureau of Correction?
65. Did an internal evaluation team visit the institution?
66. How will the termination of this project and the removal of the Social Restoration Interns from the institution affect the institution?
67. What are your plans for the immediate future?
68. Are there any further comments you would like to make?

**END**