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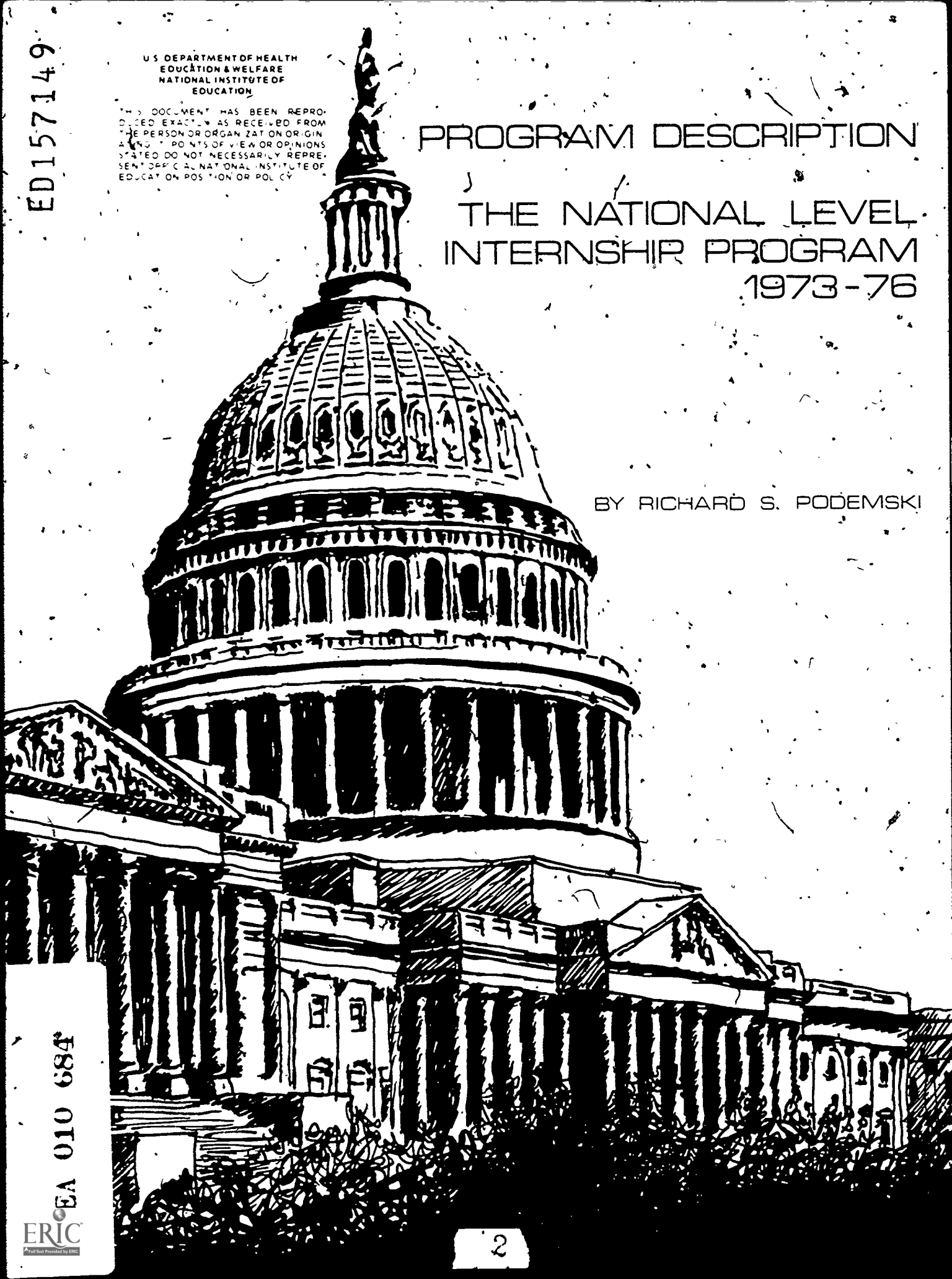
ABSTRACT

The National Level Internship Program is designed to give eight students at the doctoral level in educational administration the opportunity to work for a year in federal or private, special or general education agencies at the national level. The purpose is to provide training to a new generation of educational leaders at a time when the need to coordinate efforts in general and special education is crucial. Objectives stated for the interns include understanding the relationships among education agencies, both public and private; understanding the development of policy, programs, and legislation; and understanding the leadership roles and problems of educational agencies. Skills to be developed by interns included problem-solving and coping with change. This document discusses the program's methodology and describes the evolution of procedures used in the program's operation. (Author/PGD)

PROGRAM DESCRIPTION

THE NATIONAL LEVEL INTERNSHIP PROGRAM 1973-76

BY RICHARD S. PODEMSKI



NATIONAL LEVEL INTERNSHIP PROGRAM

Part 1: Program Description

Richard S. Podemski
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Part 2: Evaluation and Evolution: The National Level Internship Program and the First Three Years of Development

Barry Unger
Harvard University

June, 1977

Introduction

This report documents the purposes, processes and products of the first three years (1973-1976) of the National Level Internship Program (NLIP). The NLIP was funded by a special projects grant from the Bureau of Education for the Handicapped, Division of Personnel Preparation, United States Office of Education.

The report is divided into two volumes. Volume One describes the goals of the program and processes employed in the program to achieve those goals. Furthermore, Volume One describes the ways in which the NLIP used formative and summative evaluation data gathered during each year of the program to examine the effectiveness of its processes and alter the nature of those processes each subsequent year to increase the effectiveness of those processes.

Volume Two presents the rationale behind the evaluation design as well as the results of the evaluation of the NLIP. Output data regarding the effectiveness of the NLIP, the effect of the program upon its interns and participating agencies and the results of the NLIP for the improvement of relations among professionals in regular and special education are given special attention.

The University Council for Educational Administration hopes that this document will assist those interested in the role of internships as well as those concerned with the integration of regular and special

education administration to examine the implications of the lessons learned in the NLIP for future activity in these areas.

UCEA

The mission of the University Council for Educational Administration is to improve the preparation of administrative personnel in education. Its membership consists of major universities in the United States and Canada. UCEA's central staff works with and through scholars in member universities to create new standards and practices in administrative preparation and to disseminate the results to interested institutions.

UCEA's interest in the professional preparation of educational administrators includes both continuing education and resident, preservice programs. Interinstitutional cooperation and communication are basic tools used in development activities; both administrators and professors participate in projects.

The Council's efforts currently are divided into six areas: developing and testing strategies for improving administrative and leadership practices in school systems; encouraging an effective flow of leaders into preparatory programs and posts of educational administration; advancing research and its dissemination and ideas helpful to those in universities responsible for designing preparatory programs; integrating and improving preparatory programs in specific areas of administration; and developing and evaluating a wide array of instructional materials.

The evaluation report herein was performed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Department of Health, Education and Welfare (Project No. 451AH70134, Grant No. 007602970). However, the content does not necessarily represent the position or policy of that agency, and no U.S. Government endorsement should be inferred.

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by

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1977

CHAPTER I

Introduction

A 1975 survey of the Education Commission of the States revealed that special education was perceived by governors to be the number one educational challenge in the various states. This finding reflects the growing interest and concern of the general public in the education of handicapped individuals.

The elevation of special education to a highly visible status in society is understandable in view of the various forces and trends which are now affecting it. These forces and trends are creating as well as reflecting changes in society's responses to the education of handicapped individuals. One way of viewing changes in society's response to special education problems is through court decisions. Increasingly, litigation in education has focused upon the violation of human rights of handicapped students, especially those segregated in special education programs; upon the inadequate response of educational institutions to the constitutional rights to education of handicapped individuals, as well as to the rights of due process; and upon the negative consequences of our dual system of education and its foundation upon unsound ways of testing, categorizing, and placing students. Litigation is also making clear that parents are less willing to accept special education practices

in school systems and are more aggressive in seeking the same rights and privileges for handicapped students which are available to students within the regular educational system.

Another force affecting the education of the handicapped is state legislation. A recent publication of the National School Relations Association (NSPRA) (1974) noted that 48 states now have laws mandating some kind of educational service for the handicapped. Although these state mandates differ in scope and form, all view the local school district as having prime responsibility for providing services for the handicapped. The NSPRA publication further noted that more than one-half of the states authorized programs for the handicapped until age 21, many states have broadened the type of services which qualify for state funding and more than one-half of the states have made provisions for planning efforts to insure appropriate implementation of the legislation at the state and local levels.

A motivating force behind the enactment of state legislation and the incidence of litigation has been pressure asserted by individual parents and parent groups concerned with the availability of adequate services for handicapped children. Whelan and Sontag (1973) describe this force and its results as the three "L's"—leverage, legislation, and litigation.

> The actions of parent groups have outpaced the professional community's ability to adequately respond to full service for all handicapped children. By exerting political pressure (leverage) on the state boards of education, local school boards, and other legal entities, parents have persuaded those responsible to provide more comprehensive services for handicapped children. This strategy has often

> led to legislation that mandates full service. Failing to bring bring about a reversal in the exclusion process, parents have turned to litigation for final assistance. It is the courts that have provided the major incentive to providing education for all handicapped children (p. 1).

Underlying court decision and other public expressions are moral imperatives. Increasingly, it is being made clear that handicapped students are quite frequently disadvantaged. Put differently, prejudice and restriction of opportunity operates in much the same way for the handicapped as for the other minorities in society. Thus, the trends toward the "right to education" of all children and toward equal treatment of handicapped individuals are buttressed not only by their positive potential but also by the negative effects of discrimination in a segregated system of education.

The focus of response to these forces centers around the concept of the "least restrictive alternative" (Reynolds, 1974). In applying the least restrictive alternative concept handicapped children should be provided placement in the regular classroom and regular school of a community whenever feasible and to the extent that they will benefit from such placement. Programs responsive to this concept require the cooperation, understanding, and energies of leaders in both regular and special education (Meisgeier, 1973; Vergason, et al., 1975; Jones and Wilkerson, 1975; Ashcroft, 1975; Reynolds, 1974). Not only will they need to create a climate for implementing court decisions and legislative enactments; they will also need to achieve specific instructional, managerial, and organizational innovations which are supportive of more general change. Their leverage for impact is double-edged: they can

effectively facilitate change or they can create barriers to it. Therefore, those who would help ensure a greater integration of general and special education will necessarily have to be concerned about training for educational leadership.

Perhaps at no level is leadership more crucial than at the national level where policy and programs have national implications for the future direction of the education of the handicapped and the training of individuals to guide that future. Educational leaders who have had specific experience and/or training for leadership roles at national agency levels are few. In other words, a talent pool from which national agencies may draw leadership personnel is at this time underdeveloped. The fact that leadership positions at the national level require different and perhaps more extensive knowledge and sophisticated techniques dictates training and experience unique from that provided individuals entering leadership positions at local program levels.

In addition, local and state education agencies are increasingly hard pressed to find and employ individuals who have had training at the national level and who through their understanding of federal legislation, funding patterns and technical assistance gained by that training are able to help the local or state agency interpret the ways in which the resources available at the national level can respond to current local or state challenges faced in the education of the handicapped. It is in this area, too, that the development of a national talent pool is crucial.

The fact that few attempts have been made to provide such training and experience may be related to the extreme difficulty a specific uni-

versity would have in developing and effectively utilizing national training resources. Additionally, a single university is unlikely to have individual students on a continuing basis with talent and interest in developing leadership potential at the national agency level.

With the lack of a systematic means of providing pre-service national level training experiences, national, state and local agencies have been forced to provide "on-the-job" training after employment. This reduces the effectiveness and efficiency of the new employee for a substantial period of time, as well as individuals responsible for the new employee.

Not only is training at the national level important, but general and special education leaders must be oriented to the common and specialized areas of their complementary fields if appropriate future-oriented decisions are to emerge from the ultimate decision-making councils of education. Training experiences which permit the development of understanding and empathy for the needs of the complementary field are essential if special education and general education leaders are to begin solving educational problems jointly. However, planned opportunities for training experiences in the complementary fields, especially at the national level, were practically non-existent.

It was within this milieu that the National Level Internship Program (NLIP) was conceived. Since the identification, selection, and coordination processes involved in such training required the attention of an organization with national scope, with extensive contact with universities training educational leaders (both general and special educa-

tion) and with national agencies, the University Council for Educational Administration (UCEA) saw itself as an agency which could accept the challenges associated with such a project. The University Council for Educational Administration had links into over fifty universities which offered doctorates in areas preparing for educational leadership. Furthermore, UCEA had been significantly involved in the integration of general and special education administration at the university and local school levels through the General-Special Education Administration Consortium (GSEAC), and the University-School System Partnership.

CHAPTER II

Goals and Objectives

2.1 Goals

The goal of the National Level Internship Program was to provide fulltime field experience of one calendar year for eight highly selected individuals in one of the following classifications: (1) students in doctoral programs for preparing educational leaders and in the process of completing their dissertations; (2) those students who were recently awarded doctorates. Examples of intern populations to be served were those in (1) special education administration and (2) those in general education administration. The field-based experiences occurred within a national government or private special education agency (e.g., United States Office of Education/Bureau of Education for the Handicapped, Council for Exceptional Children, Office of the Commissioner, United States Office of Education) and/or a national government or private general education agency (e:g., United States Office of Education, National Institute of Education, American Association of School Administrators, The Council of Chief State School Officers, The Council for Great City Schools).

Field experience was conceived as a generic term which encompassed a number of specific types of training experiences. Henderson (1969)

suggests the following classification:

1. Directed observation is a planned phase of training usually coordinated with and in many cases a regular part of academic coursework in administration of special education. The student visits and observes an administrative setting, but performs no actual duties either real or simulated (p. 46). It should be noted that this definition of the term varies considerably from that used by this writer. If the term "field experience" is to be used in the sense suggested by Henderson, another term must be manufactured which can be used in referring to all types of assignments in off campus agency programs.

2. Practicum is a planned portion of the preparation of administrators usually correlated with, but also often following, academic coursework. The student observes and then usually participates, to some extent, in the work of the agency, usually under the direct close supervision of an administrator therein. The period of time is usually longer than a field experience, and may either be in the form of a full-time visitation for a short period (i.e., less than a half-year) or part-time over a longer period (for example: one day per week for one or two semesters) (p. 46).

3. Internship is the planned phase of professional education which comes at or near the completion of the student's formal program of professional preparation. It involves a considerable block of time (at least one academic year on a full-time basis). The essential ingredient of a bona fide internship (as distinguished from either the practicum or an administrative assistant position) is that it is a continuous, administrative placement in the field under competent supervision of a practicing administrator and designed to provide significant learning opportunities (pp. 46-47).

The NLIP was concerned principally with providing an internship experience within a national agency.

The internship has historically been viewed by both regular and special educators as a major vehicle for providing depth and breadth of experience in the training of leadership candidates (Blessing, 1966;

Briner, 1963; Davies, 1962; Conner and Culbertson, 1964). Typically, the internship is viewed as providing the student the opportunity to wed "theory and practice" in a controlled, supervised situation (Flaherty, 1971; McAdam and Lyon, 1975; Briner, 1963; Cronin and Horoschak, 1973). Hobbs (1975) advocates joint internships for regular and special education in order to create opportunities for shared experiences, vocabularies and understandings. McAdam and Lyon (1975) state that society is ultimately the recipient of an intern's contributions.

Jones and King (1973) reported that all 17 colleges and universities operating programs (1971-73) designed to train special education administrators and supported by the fellowship, grant program of the U.S. Office of Education (P.L. 85-926 as amended) employed the internship as part of their program. Vance and Howe (1974) reported that 82% of USOE/BEH fellowship recipients participated in an internship. This is an increase from 38.5% of USOE/BEH fellowship recipients in 1971 as reported by Kohl and Marro (1971).

Comparable data regarding the use of the internship in the training of regular educational administrators is somewhat more difficult to obtain because of the large number (approximately 300) of universities which prepare administrators. Goldhammer, et al., (1967) in a study involving 22 states noted that approximately one-half of the institutions visited provided extended opportunities for field related experience. Approximately four times as many universities offered internships in 1962-63 as in 1958-59 (AASA, 1964). Several states (e.g., New York and California) since that time have mandated a full-time internship as a

requirement for administrative certification.

Typically, these types of internships are locally oriented and use the local school as the agency for placement. Hoekstra (1975) mentions only a few internships for prospective educational leaders which operate within a national setting. A UCEA Committee report (1962) suggested that professional educational associations at the national level be viewed as potential internship placements. Still further removed from traditional views of internships is the AASA-UCEA (Conner and Culbertson, 1964) task force statement:

> As the schools affect and are affected by such agencies as state departments of education, state school boards associations, professional associations, state legislatures, city governments, and the U.S. Office of Education, opportunities for internships in these agencies emerge. (p. 1).

It is within this framework of a national perspective that the NLIP sought to create appropriate internship experiences.

2.2 Objectives

Internships have been described above as in-depth, field-based experiences which offer the intern the opportunity to apply theory in a situation that exposes the intern to the realities of the educational environment. Ramseyer (1963), the Conner-Culbertson Report (1964), and Hoekstra (1975), suggest that the internship can serve as a telescoping phenomenon. Hoekstra describes this phenomenon as follows:

> Often internships offer to individuals opportunities to delve into and explore a number of administrative assignments. It is not uncommon for an intern, in a single year, to have gained a working understanding of and to have developed competencies in a number of

administrative areas and functions. In short, the internship may have telescoped or compressed many years' worth of broad understandings and skills in a relatively short period of time (pp. 6-7).

Because of the unique learning environments projected for the NLIP internships, project objectives were developed which encompassed the development of both understanding and skills. Significant understandings, which the internships sought to facilitate centered around an understanding of change strategies, national agencies, a knowledge of the complementary nature of general and special education, and an understanding of the educational role of national government and private agencies.

It was not assumed that all interns would develop all understandings and skills projected as objectives for the project. It was assumed, however, that each intern would enter the training experience with a different level of sophistication, different interests, and unique desired learnings. Procedures were structured to allow unique understandings and skills developed by interns to be shared with other interns. As the result of the experience obtained in national organizations and federal agencies, interns were expected to be able to understand and describe:

1. the inter-relationships and mutual influences between government agencies and national organizations concerned with improving general and special education.
2. the inter-relationships and influences between and among federal, state, and local education agencies.
3. the inter-relationships between and among federal

agencies interested in general and special education, and the ways these agencies influence on one another.

4. how national organizations concerned with general and special education work with their member units.

5. how different national organizations develop their policies.

6. how federal legislation on general or special education is created, and who is influential in shaping this legislation.

7. the impact of federal programs dealing with special or general education in state and local agencies.

8. the national leadership structure in education.

9. how decisions are made in federal agencies and/or national organizations.

10. the strategies used by national organizations to effect change.

11. how programs and activities concerned with education are implemented and managed by national organizations.

12. the major constraints affecting leaders in national organizations.

13. how new programs and activities which are concerned with the integration of general or special education are intitiated and developed.

The skills to be developed through the placements of individual interns facilitated the development of competencies[1] pertinent and useful for functioning in national agencies concerned with improving general and/or special education. The skills emphasized, in other words,

[1]Many of these competencies are primarily a reflection of the work of a number of scholars associated with the UCEA and the Atlanta School System Project." See Culbertson, J.A., et al. (Eds.) Performance Objectives for Principals: Concepts and Instruments (1974).

were those central to leadership. Specific skills concerned with change included competence in:

1. identifying forces or conditions impeding change.
2. identifying forces or conditions encouraging change.
3. analyzing conflicting conditions or forces affecting change.
4. identifying needs and describing problems toward which innovative effort should be directed.
5. developing objectives and strategies of change bearing upon defined problems.
6. defining and assessing various leadership roles (e.g., initiator, stimulator, reactor, and so forth) related to specific and projected change.
7. generating alternative solutions to problems.
8. assessing and choosing the most desirable alternative solutions to problems.
9. interacting with superordinates, peers, and subordinates to legitimate change.
10. implementing change.
11. developing measures of effectiveness relating to specific changes.

CHAPTER III

Methodology

The method used to achieve the stated goals and objectives may be viewed by means of the prototype described below. A more specific explanation and rationale for each major element in the NLIP is described in the next major chapter: Procedures. A literature review as well as a description of procedures used during the 1973-76 NLIP are used to describe each element in greater detail.

The proposed prototype consists of the following elements:

1. The internship sites were national level agencies, chosen for their ability to provide meaningful learning experiences and competent supervision for interns.

2. A total of six interns in 1973 and eight interns during 1974 and 1975 were trained. (Approximately half of the interns in education agencies and half in general education agencies).

3. The selection of interns was a shared responsibility of a selection committee and UCEA. Criteria were used to identify individuals with potential for benefitting from the internship and contributing to the attainment of the project goals and objectives.

4. The interns received a Fellowship stipend ($10,000 in 1973 and $12,000 in 1974 and 1975). In addition, moving money (up to $700) to defray expenses of moving to the site, and travel money (up to $1,200) for internship related travel was provided through the grant.

5. Major responsibilities and learning experiences of the intern were created and defined by the national agency and the intern. These responsibilities and opportunities increased as the intern developed greater skill and competence. The goal was to provide each intern with significant agency involvement throughout the year's experience.

6. Supervision of the intern was the respnsibility of the national agency and UCEA. Specifically, an individual within the agency was designated as "supervisor" and shared responsibility for the learning opportunities of the intern.

7. A series of training experiences (approximately two days per quarter year) were provided for interns to receive specific orientation and/or training (i.e., seminars, workshops, etc.) and to interact concerning their unique problems and progress in the internship.

8. Some portion of the intern's time involved interaction with leaders in pertinent government agencies other than the one where he or she was located. Additionally, interns had the opportunity to meet with leaders in other national level agencies whose activities bear upon education.

9. The program was evaluated in relationship to the projected goals. Both formative and summative evaluation were used.

Inherent in these elements of the prototype are certain responsibilities which were assumed by the university program which prepared the intern, the host agency, UCEA, and the individual intern. These responsibilities are stated as follows:

1. University responsibilities

   a. Pre-internship academic preparation of the intern.

   b. Articulation of the program to potential candidates.

   c. Ongoing contact and consultation with interns who are still completing their university programs.

   d. Adaptation of future internships and preparation programs based on evaluation of the internship.

2. Agency responsibilities

a. Demonstration to UCEA that the agency is able to offer sufficient and meaningful learning experiences for an intern.

b. Assigning of an individual with appropriate skills and position (e.g., branch chief or higher level) to supervise the intern.

c. Working with the intern to establish mutual expectations for the year's experience.

d. Providing the intern the opportunity to become actively and meaningfully involved in the operation of the agency.

e. Assisting the intern in learning about national educational change strategies and policy.

f. Monitoring the internship program in relationship to the agreed-upon responsibilities and duties.

g. Maintaining adequate liaison with UCEA and the university faculty member, if any, responsible for the intern.

h. Providing adequate work space, secretarial service, and related resources commensurate with agency personnel generally.

i. Assisting in the evaluation of both the intern and the internship process.

3. UCEA responsibilities

a. Developing a master plan for the project.

b. Developing arrangements for the internshp sites, including the specific contact person within each agency.

c. Identifying the university contact person, if any.

d. Solidifying the evaluation design and procedures.

e. Drawing up a descriptive statement of the project for dissemination to universities and to the internship agencies.

f. Developing, with advice, appropriate screening and selection procedures for interns.

g. Disseminating requests for nominations for the internship.

h. Providing initial screening of applicants.

i. Coordinating the selection of candidates.

j. Developing and managing budget and other fiscal procedures.

k. Developing master plan for training experiences for the intern, i.e., seminars, conferences, etc.

l. Providing procedural statements with regard to supervision of interns.

m. Coordinating the continual feedback and communication between parties and institutions involved in the project.

n. Maintaining records and data on interns.

o. Coordinating the evaluation of the internship program.

p. Disseminating results of internship evaluation.

4. Intern responsibilities

a. Fulfilling one calendar year of training with the internship agency.

b. Participating in specific training (seminars, meetings, etc.).

c. Displaying appropriate professional commitment to the internship, the agency, and the other interns.

d. Working with agency supervisor to establish mutual expectations for the year's experience.

e. Participating in procedures designed to evaluate the internship.

CHAPTER IV

Procedures

In activating the prototype of the internship model, great care was exercised to insure the proper procedures were undertaken for each element in the internship process. Guides to the content of successful procedure elements in an internship program were obtained from relevant internship literature. In addition, UCEA critically examined its procedures during each of the first three years of the NLIP (1973-74, 1974-75, and 1975-76) and altered these procedures during each subsequent year to increase program effectiveness. Throughout the three years of the NLIP alternative procedures were instituted in order to improve various aspects of the program. Both formative and summative evaluation results helped to identify problem areas. Evaluation findings served as the basis for program modifications.

The procedures for the NLIP during 1973-76 may be classified in the following categories: agency selection, recruitment of candidates, selection of finalists and alternates, placement of interns, determining the scope of intern learning experiences, orientation and in-service development, and career placement. The specific activities associated with process in each category were designed on the basis of past NLIP procedures.

4.1 Agency selection

Agency selection refers not only to the selection of an appropriate government or private national agency to host an intern but also refers to the identification of an individual within that agency who could serve as the supervisor for an intern. These two selection components were seen as crucial to the success of the NLIP.

Hooker (1963) cautioned that individuals or agencies which coordinate internships should maintain strict quality control of the placement sites for interns and should spend sufficient energy to assure that the internship supervisor is aware of and agrees with the purposes underlining the internship program. Long (1970) in a study of changes in perceptual systems of interns noted that the supervising administrator had greater influence on the interns than any other factor in the internship. Ferreira (1970) found that interns' attitudes changed as a result of the pressures of expectations for the intern role by significant others in the internship experience (e.g., supervisors, university professors, etc.).

Several authors state that the primary objective of the internship is one of providing learning experiences for the intern (Hoekstra, 1975; Moore, 1967; Davies, 1962). They caution, therefore, that the agency and supervisor be chosen carefully lest the agency try to exploit the competence of an intern and view the placement as providing services to the agency rather than serving as a learning opportunity for interns.

McAdam and Lyon (1975) state that agency commitment should be

measured in terms of the openness and flexibility of the agency supervisor, the supervisor's capacity to handle qualified and motivated interns and the desire of all members of the agency staff to spend time teaching and working with interns. Henley (1970), noting that "the quality of guidance and assistance given by the agency staff probably constitutes the most important single variable in the program (p. 278)," offers several guidelines for selecting quality agencies for special education internships. He states that agencies should be selected which

1. operate programs or provide administrative and consultative services recognized as being superior.
2. employ highly professional personnel.
3. offer broad programs to expose the student to comprehensive special education programs.
4. are willing to provide the time and resources necessary for a successful experience.
5. are enthusiastic with regard to the special education administrators' participation in the training program (p. 277).

During the first three years of the NLIP, thirteen agencies and sixteen different supervisors participated. The program's experience with these agencies demonstrated the importance of selecting appropriate sites for internship placements as well as identifying a supervisor within the agency who agreed with the concept of the internship as a learning experience and was willing to devote the appropriate amount of time and energy to work with the intern in order to assure the success of the placement.

Through the three years of the NLIP, the program director became

more knowledgeable about the various educational agencies in Washington and their ability to provide meaningful learning experiences for interns. Furthermore, increased knowledge was gained about prospective supervisors and their potential commitment to the program objectives.

During the 1973-74 internship year, difficulty was experienced in one placement where the hosting agency was not able to provide a sufficiently rich learning experience for the intern. In addition, a second USOE agency was disbanded shortly after the placements were made. Steps had to be taken to relocate the interns assigned to those placements. Because of these instances and the potential of similar occurrences within the Washington environment, UCEA took steps to identify potential agencies for the 1974-75 sites which were more firmly established within the Washington environment and had a history of substantial contributions to education. It was felt that these agencies would be able to offer more potential for learning experiences than newer or more transient agencies.

In 1974-75 a total of eleven potential agency sites were chosen for the eight potential internship positions. This was done in order to provide interns with more choice regarding potential placements. Furthermore, this procedure offered a greater likelihood that congruence could be established between expectations of an individual intern candidate and an agency for the year's experience. All agencies knew that only eight interns would be placed and, therefore, three agencies would not receive interns.

Each agency was asked to identify a supervisor who had sufficient

status within the organization to facilitate opportunities for meaningful and informed involvement by the intern. In smaller agencies the supervisors were typically the Chief Executive Officer of the organization. In larger agencies the supervisor was typically a line administrator who exercised considerable authority over the workings of the agency. The project director had several conversations with each agency supervisor in order to clarify the purposes of the program as well as to explore opportunities in the agency for the intern to experience the complementarity between general and special education. In each case, the responsibilities of the agency were discussed. Supervisors also agreed with UCEA established policy, which allowed the intern to have a one-month "vacation" and accrue any other sick leave or other leaves appropriate to professional staff in that organization.

Supervisors were then asked to work out a potential "plan" for the internship placement and legitimate this plan, if necessary, within the agency. This plan was to include a description of:

1. the goals of the agency.
2. activities in which the agency was involved.
3. options for intern involvement.
4. types of learning experiences.

The statement which outlined this "plan" was used to give potential intern candidates information regarding possible placements, thereby aiding them in making choices regarding their own preferences for placement.

One agency was not able to systematically develop a plan for

intern involvement due to time constraints. A decision was made, therefore, to eliminate this agency from consideration as a potential internship site.

Formative data collected in March 1975[1] suggested that additional clarification of the agency selection process needed to be undertaken. The primary areas of clarification were the agency's understanding of the purpose of the NLIP, the agency's willingness to be specific regarding the opportunities available to interns, the agency's view of the nature of the intern-supervisor relationship, and the willingness of the agency to view the internship as a learning process. It was noted that two agencies did not submit "agency plans." In one case the potential supervisor was not the one who interviewed candidates. Some interns further believed that a few agencies did not fairly represent their real plans for the functions of the intern. It was suggested that UCEA take a "hard line" in working with agencies as they outlined the potential for an intern placement and described that potential in their "agency plan."

With these comments in mind greater care was exercised in working with potential agencies and supervisors who participated in the 1975-76 selection process. All agencies were required to submit a detailed description and plan in advance. In addition each agency was required to demonstrate to the program director either through their past per-

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[1]At times through the Procedure chapter of this report reference will be made to formative or process data collected by the evaluation task force. The purpose of these data is described in greater detail in Volume II (Evaluation).

formance as an internship site or through their written materials, their commitment to the goals of the program. Each potential supervisor was required to participate in the interview/selection process.

In 1974-75 new agencies were offered an opportunity to participate. A total of twelve agencies were identified as potential sites. Through discussions with supervisors all agencies knew that only eight placements would be made. All agreed, however, that having an intern in the agency only made sense if there were agreement upon common expectations between that agency and one of the candidates.

Data collected from the 1975-76 interns regarding the placement process as well as their initial assessment of the internship suggested that agencies represented themselves accurately in the interview process and were committed to the NLIP goals of providing meaningful learning experiences for interns. 1975-76 interns, however, did suggest that a more detailed outline be provided agencies regarding the contents of their "plan" in order to provide greater continuity of data.

In sum, criteria associated with the selection of agencies to participate in the NLIP may be stated as follows:

1. ability to demonstrate significant role in shaping national educational policy.
2. ability to demonstrate program and fiscal continuity for proposed internship year.
3. identification of a supervisor for the internship who holds a position of authority and responsibility.
4. willingness to provide meaningful learning experiences which allow the intern to participate actively in the workings of the agency.

5. ability to demonstrate commitment to the NLIP goal of integration of general and special education experiences for interns.

6. ability to provide an accurate "agency plan" in sufficient time for use in the selection process.

4.2 Recruitment of candidates

Processes concerned with the recruitment of candidates consisted of the establishment of criteria for eligibility for the NLIP, the promotion strategy used to encourage qualified individuals to apply and the application procedures.

Several sources state that the internship should be viewed as a culminating activity in a person's preparation program (Ramseyer, 1963; Conner and Culbertson, 1964). Since the internship is viewed as a way of applying theory in practice students should have had substantial course work prior to their internship. Henley (1972) states that in this way the cooperating agency is provided with the most completely prepared professional person possible.

Consistent with the goals of the NLIP candidates needed to demonstrate that they were near the completion of their doctorates in regular or special educational administration or had recently received their degrees. The criteria "near the completion" of the degree was operationally defined as having all course work toward the degree completed and a dissertation proposal conceptualized and near formal acceptance. The criteria "recently received doctorate" was operationally defined as having receiving the doctorate in the months immediately

prior to the beginning of the internship experience. In addition, applicants needed to demonstrate that they were willing to assume the responsibilities outlined for the intern, if selected. These criteria were successfully used to determine eligibility of applicants during all three years of the NLIP.

A brochure describing the program was developed for both the 1974-75 and 1975-76 programs. Multiple copies were sent to UCEA and GSEAC institutions. Descriptions of the program and procedures for application appeared in the UCEA Review as well as other sources, such as the Directory of Public Service Internships. Furthermore, the UCEA Executive Director and Associate Directors made conscientious efforts to meet with doctoral students during their many visits to universities where they articulated the goals and purposes of the program and encouraged interested persons to apply.

A total of 80 applicants applied for the eight positions offered in 1975-76 and 63 candidates applied for the eight 1974-75 internship positions. These numbers represented an increase from the 30 applicants who applied for six positions offered in the 1973-74 year. This increase in applicants during each year was due to increased publicity about the program. In addition, agency representatives, former interns and university advisors were encouraged to nominate individuals.

Applicants were requested to submit four types of materials for review. These materials comprised the application packet:

1. vita information
2. letters of recommendation from professors and others who

could comment on the candidate's performance and potential

3. two examples of scholarly writing

4. a personal statement indicating a) interest in the program, b) areas of expertise, c) types of learning experiences desired in the internship placement, and d) possible contributions the applicant might make as an intern in the agency with which he or she would be associated.

As will be discussed in the next section, these application materials provided descriptive data which allowed reviewers to differentiate among applicants.

The increase in the number of applicants in each year of the NLIP indicates that the recruitment used by UCEA was effective.

During the three-year history of the NLIP the program director experimented with the time line for the various functions described throughout this procedure chapter. During the 1974-75 year the activities just described under recruitment began in December 1973 and culminated in the screening of interns being finalized in April 1974. Because internships were to begin on July 1, 1974 it was found that the subsequent time between April and July did not provide enough time for the placement of interns to be made and for the interns to move to Washington. In the following year the recruitment activities began in November 1974 so that final screening could take place in March 1975 with placements in April.

4.3 Selection of finalists and alternates

Little has been written regarding appropriate selection procedures

and criteria for selecting individuals from a national competition to participate in an internship program. Each program ipso facto has its own criteria for selection. These criteria are usually related to the goals of the program and are directed toward differentiating among candidates in order to determine those who possess outstanding potential and will be able to profit from the proposed internship experience (MacDougall, 1972; Creager, 1971; Council of Great City Schools, 1971).

Each application submitted to the NLIP was screened in order to determine if all materials were present. During each of the first three years of the NLIP the UCEA central staff assumed the major responsibility for receiving the applications and selecting alternates and finalists. In addition, each year one or two professors from member UCEA institutions reviewed all of the application materials and provided assessments.

The criteria used to rate each application were:

1. conceptual skills as evidenced by scholarships and writing ability.
2. initiative and ability as evidenced by past performance and recommendations.
3. degree of experience in administration.
4. degree of congruence between goals of the candidate and NLIP goals.
5. potential to make a positive contribution to the NLIP.

Using these criteria finalists and alternates were chosen from those submitting applications. The applications were also classified

by the nature of the major area of training of each candidate, i.e., general education or special education. This was done in order to assure equal representation from each area. During each year a conscientious effort was made to recruit women and other minority applicants. In all cases, competence, as judged by the above criteria, was the ultimate measure of whether an individual was to be chosen as a finalist.

In 1975-76, change in the selection process was initiated. The increased number of NLIP applicants required the UCEA central staff to seek assistance from member professors to adequately review all of the applications. In addition, as the number of applicants increased, the need to obtain a more impartial assessment also increased. A screening committee was appointed to review and to recommend to the program director a slate of finalists and alternates. This screening committee consisted of two professors, one representing general education administration and the other representing special education administration, a former intern, and a representative from a national education agency or association. Committee members were familiar with the program but did not have vested interests in the selection of candidates, i.e., did not nominate a candidate, would not serve as a potential internship supervisor, nor represent a potential internship site.

4.4 Placement of interns

Probably in no other area of the program design has the NLIP given closer scrutiny than in the placement process. Henley (1970)

notes that each internship placement is unique because it brings together two individuals for the first time. Ramseyer (1963) and Yagood (1972) comments that each internship placement must be tailor made to fit the individual intern. Because of this unique aspect the placement process was seen as crucial to the success of the individual internship placement and ultimately to the success of the program.

The need to exercise great care in the selection of potential agency sites and supervisors has already been mentioned. In addition, the selection process for applicants assured that quality individuals with high potential comprised the finalist and alternate pool. The processes which brought these two groups together, allowed them to interact and make choices regarding possible matches and finalized the individual placements needed to be comprehensive and flexible. Furthermore, it had to provide an opportunity for individuals to share accurate information about each other, question each other regarding that information, determine the compatibility and degree of congruence between expectations held for the internship and determine the interpersonal compatibility between an intern candidate and a potential supervisor.

Congruence of expectation was sought between the intern and supervisor regarding aspects of the program. Role theory literature references the positive benefits in human interaction resulting from commonly held expectations among individuals concerning the various aspects of that interaction (Katz and Kahn, 1966; Gross et al., 1958; Getzels and Guba, 1958; Jacobson, et al., 1958; Kahn, et al., 1964).

The placement process structure focused on obtaining placements which provided for the congruence of expectations between interns and supervisors. The process changed during each NLIP year. With each year opportunities increased for intern candidates and potential supervisors to exchange information regarding prospectives.

Due primarily to late funding for the 1973-74 NLIP, the placement process was hastily conceived and executed. After six intern finalists were chosen, their placement information was shown to six agency supervisors participating in the program. The supervisors selected an intern. The interns were then contacted by phone and offered internships in the selected agency. As interns agreed to participate placements were consummated.

This procedure was deficient and problems arose throughout the year which were due to the ineffectiveness of the initial placement procedure. Data collected from that intern group indicated that greater structure and flexibility was required. Analysis suggested that interns faced a great deal of ambiguity and potential anxiety in accepting an internship in Washington. Interns leave their friends, relatives, and university contacts to move to Washington. They accept an internship in a different conceptual area since general education finalists are placed in special education agencies and vice versa. For most interns this was their first exposure to national policy concerns. Furthermore, interns were uncertain as to the implications of their performance upon their careers.

Placement process changes were designed to assist interns in

becoming more self-assured to confront challenges. Interns were given choices in agency placements. Detailed information regarding the potential site and internship activities were provided. Interns interviewed potential supervisors and determined compatibility. In sum, interns gained status as professionals within the hosting agencies and the Washington community.

The 1974-75 placement process initiated the above changes. Eleven potential agency placements were identified for eight internship placements. Agencies described their organization and plan for intern involvement. A total of twelve finalists and three alternates were selected from the applicants and brought to Washington in May, 1974 for agency interviews. Prior to candidate arrival, supervisors reviewed applicant materials. As the candidates arrived in Washington, they were given the agency statements and identified agencies with which they wanted to interview.

One-half hour interviews were organized, after which both the candidates and supervisors were asked to rank each other in terms of their preference for a placement. "Matches" were made between candidates and supervisors who ranked each other as having a higher preference for placement. In addition, intern candidates met with the 1973-74 intern group.

After the initial interviews, seven internship placements were filled. Three alternates were invited to Washington to interview with the remaining agency supervisors. Eight intern placements were consummated.

Data were collected regarding the process. More than half of those interns were dissatisfied with the fact that twelve interns competed for the eight placements, producing an inhibiting effect on questioning and confrontation by intern candidates and supervisors. Candidates felt that the competition increased the likelihood that personality and social influence variables affected the interview and choice process. Interns reported that they were treated in a professional manner that the one-half hour interview was too short, and that a visit to agency sites should be made. Supervisors reported that the interviews were of sufficient duration. Both interns and supervisors commented that having more potential placements than intern positions increased the probability of congruence of expectations and interpersonal compatibility. Meeting former interns also contributed to positive intern placements. Both supervisors and interns reported that the interview process should be conducted in April prior to moving to Washington in July.

The 1975-76 placement process proceeded in a similar manner as described for the previous year, with several major changes. Although twelve potential agency sites were identified only eight intern finalists and four alternates were selected. These eight finalists, equally representing general and special education, were brought to Washington in early April 1975 and interviewed with all supervisors. The finalists were assured of an internship provided a compatible match occurred. It was felt in this manner the candidate anxiety concerning competition could be reduced. Prior to the actual interviews all intern finalists

participated in a group process session conducted by Dr. Alan Brownsword, formerly on leave with the National Training Labs and currently with the Office of Personnel, USOE. This session was designed to help interns prepare for the interviews by identifying their own need to give information about themselves and receive information from supervisors about the projected agency placements. After the interviews, finalists visited agency sites which interested them and discussed in greater detail the learning potentials within the agency.

Complementary matches were made for six positions. Two alternates were then brought to Washington and interviewed with the remaining supervisors. These alternates received placements.

Data collected indicated that the participants viewed this placement procedure favorably. The opportunity for indepth and on-site visits provided information for choices to be made. The process consultation session on interviews was viewed positively. Interns reported they were treated in a professional manner, received information and assistance from former interns, and found placements which were compatible with their own interest and professional goals. Candidates suggested that additional care be taken to provide a uniform format for the agency plan provided to interns. In addition, candidates and supervisors questioned the utility for all individuals interviewing each other if placements were available only in agencies which represented assignments in the field complementary to the interns' academic and professional training. Although they understood that these interviews were structured to provide information and allow individuals a chance

to meet each other, they felt that other opportunities for this type of information exchange would be more productive.

4.5 Determining the scope of intern learning experiences

The importance of creating opportunities for interns and supervisors to develop common expectations for each other's performance has already been discussed. This concept is important in development of the experiences and activities which are to be the substance of the internship. The Conner and Culbertson Report (1964) states that the specific nature of the activities should be based upon the intern's learning needs. Furthermore, the assignment should be agreed upon by the intern, the university supervisor and the responsible supervisor. McAdam and Lyon (1975) note that individual interns will often rise to meet high performance expectations, especially if they understand that their involvement is substantial, meaningful and useful to the organization. Henley (1970) views the success of the field placement as depending primarily upon the success of the administrator and intern, their willingness to be honest with each other, and their willingness to work together in a professional manner. Long (1970) found that in internships surveyed, cooperating administrators were more task oriented than people oriented, had higher expectations for the internship than did their interns, and their expectations were more realistic than those of university supervisors.

Some authors have suggested that in order to create an atmosphere

of cooperation and understanding structures be provided which allow the intern and supervisor to discuss their expectations for the year's experience and jointly develop a written, yet flexible plan of activities (Argyris, 1951, 1960, 1965, 1970; Schein, 1970; Levinson, 1962). Such structures are based upon a social-psychological model. The type of plan developed is usually referred to as a psychological contract.

The psychological contract is the implicit contract between the person and the organization. It specifies what each expects to give to the other and receive from the other. It is these significant and usually unstated agreements between employee and organization that operate as powerful determinants of behavior. As Kotter (1973) notes:

> When an individual joins an organization, he has a set of expectations concerning what he will receive and a set of expectations concerning what he will give. The organization has two corresponding sets of expectations. In total, then, there are four sets of expectations. The individual expects to receive, and the organization expects to give, such things as advancement opportunities, salary, status, office space and decor, amount of challenge vs. dull work, and so on. Likewise, the organization expects to receive, and the individual expects to give, such things as technical skills, time and energy commitment, communication ability, supervisory skills, loyalty, and so on . . .
>
> These expectations of the individual on the one hand and the organization on the other can match or they can be quite different. For example, a young engineer may expect that he will be given his own office when he goes to work for company X. If the company also expects to give him an office of his own, then there is a "match." If they do not expect to give him his own office, there is a "mismatch." This mismatch can be small (they expect he will share an office with one other person) or large (they expect he won't be given an office, desk, or anything). These four sets of expectations and the matches and mismatches make up the psychological contract. This contract . . . may include literally thousands of items . . . although the new employee may be conscious of only a few.

Research by Schein (1962, 1964, 1970), Kotter (1973) and Rubin (1969) stresses that a worker's satisfaction and productivity in his or her first year is largely determined by the degree to which the worker's expectations match the organization's expectations. Failure to match explicitly, from the start, the expectations of employer/supervisor and employee, is a major cause of mutual dissatisfaction and of employees changing jobs and of poor performance during an individual's later career.

Kotter cites a typical pattern observed in his research:

> The Contract formed during the joining-up period has mismatches, but neither the employee nor his boss recognizes them. (After a while) the employee begins to feel those mismatches as disappointment. Since he believes the company has broken its part of the contract, he reacts by slowly breaking his part. He often "digs in" and becomes just another moderately productive, uncreative nine to five body.

Internship programs often assume a "rational" learning model that depicts the supervisor offering and the subordinate assuming gradually increasing amounts of responsibility and initiatve as the latter achieves success on the tasks he or she is assigned. In fact, however, as Kotter indicates, both supervisor and intern behavior will be greatly mediated by how well their expectations are satisfied in this process. Continued learning and taking of responsibility by the intern depends on being able to satisfy both personal expectations and the supervisor's expectations through the opportunities made available.

Throughout each of three years the NLIP structured opportunities

for interns and supervisors to engage in discussions about mutual expectations and develop a "contract" based upon those discussions. During each of the first two years these sessions were held in conjunction with the orientation (see next section entitled Orientation and inservice development). Interns and supervisors were encouraged to begin conversations regarding potential interests and activities, prior to the intern's arrival in Washington. The final "contract," however, was not formulated until early in the first month of the placement. During the 1975-76 year, however, the placement process was completed early enough in the year to allow interns to be brought to Washington at the end of May, in order to begin to develop their "contracts."

In order to facilitate the negotiations process inherent in the sharing of expectations and the development of planned activities a contract was developed. This contract form was designed to facilitate and focus the interaction between the two individuals. The form allowed both to specify general goals to be accomplished during the year. In addition the intern and supervisor jointly specified personal intern learning objectives and agency objectives for the intern. Activities necessary to accomplish these objectives were also outlined.

Typically, contract forms require the intern to outline activities and objectives. The NLIP form recognized that the supervisor was a party to the interaction and provided an opportunity for the supervisor to describe those activities which s/he needed to perform in order to facilitate the accomplishment of intern objectives. The format of the

contract was at times adapted to meet individual differences in placements.

The completed forms were reviewed by the program director and suggestions made. In addition, the program director was available for consultation or mediation if interns and supervisors require assistance.

The first completed form was due during the first month of the internship and described activities and objectives for the first four months of the program. Subsequently, the intern and supervisor were asked to review their plan quarterly. This review required that they examine their progress vis a vis the prior contract, making changes in objectives and activities as they relate to the upcoming four month period and include additional objectives which would guide new activities. This review process created an opportunity for the intern and supervisor to examine on a continuous basis their mutual expectations. The contract review also provided a formal structure for assessing learning expectations and needed changes in internship activities.

Interns and supervisors in each year found the contract process to be helpful.

4.6 Orientation and inservice development

The orientation of the interns can be viewed in four distinct contexts:

1. orientation to the agency and supervisor;
2. orientation to areas of concerns raised in the past regarding intern-supervisor-agency interaction;

3. orientation to the Washington environment; and

4. orientation to the other interns and the intern "group."

The first two contexts related closely to the development of understandings between interns and supervisors and their sharing of expectations which results in the formulation of their psychological contract. The third context deals with an understanding of the new environment in which they will operate during the internship year. The fourth context establishes the basis for mutual interaction among interns directed at sharing experiences and learning which form the basis for continued inservice development for interns.

With each year the orientation process used to provide information regarding each of the above contexts was more comprehensive and sophisticated. The changes in the process were based on data collected on the orientation process of the program shortly after each intern group arrived in Washington.

During the 1973-74 and 1974-75 years attempts were made to encourage communication bewteen each intern and supervisor prior to the July start-up date. These communications results in greater incorporation of the new interns into the Washington scene and the individual agency. In instances where these communications were attended to systematically, the intern came to Washington more aware of the goals of the agency, the NLIP program and the opportunities for internship activities.

A three-day orientation was held in Washington, D.C. during the first week of July 1973. The orientation consisted of several sessions. The initial session was conducted by Dr. C. Brooklyn Derr of the Naval

Postgraduate School and Mr. Barry Unger of Harvard University. The purpose of the session was to allow both interns and supervisors to formulate initial expectations for the year's experience. Interns and supervisors participated in a series of organizational development (O.D.) activities designed to increase listening, interpretation, and "helping" skills. Each intern and his/her supervisor were helped to develop a cooperative, facilitative mode of interaction. The interns and supervisors engaged in a series of "role negotiations" sessions during which both interns and supervisors identified expectations for the year's experience and "negotiated" suitable activities which would best be able to meet those expectations. In the 1974 orientation considerable time was spent in describing areas of potential conflict and concern. These areas were identified through monitoring the 1973-74 experience and were presented to assist supervisors and interns in anticipating similar situations in their own planning for the internship.

The final outcome of the initial part of the orientation session was the establishment of a "psychological contract" (as already desdescribed) between each intern and supervisor.

The second part of the orientation consisted of meetings between the interns and individuals who represented educational perspectives in the executive and legislative branches of government, as well as the private sector of education. These meetings were arranged to give the interns an initial exposure to the purpose and operations of the three segments of the Washington educational community.

Additional sessions were also scheduled to provide team-building

experiences for the intern group itself. The sessions were designed to facilitate the exchange and sharing of information about each intern with the intern group at large.

Data collected during the 1974-75 year assessed the effectiveness of the orientation session. The "contracting" during the orientation was seen as moderately helpful in preventing misunderstandings but not as a substitute for hard negotiation and groundwork before the intern came to D.C. Several interns felt that their supervisors either didn't understand or didn't take seriously the contracting, making it a futile exercise at that point.

The "team building" exercises during orientation were seen as moderately useful for finding friends and helping interns to come together more as a group. The exercises were described as non-coercive and resulted in an esprit de corps among the interns.

Intern-intern relationships were described as "good, really close, commitment to each other, supportive, protective, important, shared information, business-like but good, effective communications network." Interns worked together to help each other learn about the language and culture of Washington.

Interns and supervisors said that the remarks at the orientation about intern expectations caused them to plan for such things as dissertation time, etc. Furthermore, supervisors noted that the orientation allowed many of them to meet for the first time and explore areas of mutual interest.

In addition several suggestions were made by a USOE site evaluation

team (August 1974) regarding future orientation efforts. The evaluation team recommended that greater efforts be made to encourage communication between the intern and supervisor prior to the actual beginning of the internship experience, that the UCEA project director be available in Washington during the initial weeks in July in order to assist interns and supervisors in the event that problems arose in the placement and that the concept of confidentiality be stressed with interns in that they are privy to confidential and sensitive information and need to be aware of their obligations in this regard.

These suggestions and others were incorporated in the orientation design for 1975-76. Interns and supervisors were convened in Washington in May prior to the July start-up date and provided a two-day opportunity to discuss issues raised by former intern groups, exchange information with each other, and begin to formulate the "contract." In-depth orientation sessions were held on the first three Firday's in July to attend to the team building, orientation to Washington and confidentiality issues. In addition, the project directly was available in Washington for three days of each of the first three weeks in July. During that time he met with supervisors and facilitated that interaction wherever possible.

This process produced greater congruence of expectations among interns and supervisors. Both were better able to plan for the experience and assist each other in more meaningful ways in the move to Washington and the initial activities at the agency. The orientation to Washington and its environment was more indepth and relaxed. The frequent meetings

during July facilitated further cooperation and unity within the intern group.

Inservice development may be defined as that type of orientation which is ongoing and related to the perceived needs of the interns in identifying areas of interest and exploring the human and material resources available in Washington and throughout the UCEA network which can serve those interests. During the 1974-75 and 1975-76 years each group articulated their interest in visiting each other's agencies and meeting the leadership in those agencies. Individual interns assumed responsibility for arranging meetings in their host agency between the intern group and agency leaders. In this way greater understandings were developed not only of the agencies participating in the NLIP but also of the interaction among various agencies in the Washington environments as they attempt to influence national policy. In addition, meetings were arranged with other leaders in Washington to discuss contributions being made by those leaders and their agencies or branches of government.

An interest of the 1975-76 group was the development of stronger ties with the UCEA central staff and the UCEA network. To this end two meetings between the intern group and the entire UCEA staff were arranged. Members of the central staff described UCEA programs while interns described their areas of professional interest. Attempts were made to involve interns in UCEA development projects to the degree that interns would see that involvement as professionally rewarding. In addition, the UCEA Executive Committee during its September, 1975

meeting in Washington expressed interest in meeting the interns and to that end hosted a reception and cocktail party to provide them the opportunity to get to know all of those current and former interns who were still in Washington.

4.7 Career placement

Career placement is not typically identified as an immediate concern by interns early within the placement. As the half-way point in the internship year approached, however, interns began to look forward to potential employment. Although no guarantees for employment were made, participation in the internship offered several advantages. Interns had experience on the national level which afforded them a unique perspective. They had developed contacts through their national agency placement which facilitated placement. The agencies participating in the NLIP represented a variety of constituent groups in general and special education. In that capacity, those agencies received vacancy notices which were made available to interns. Interns were encouraged to share those notices with the group in order to provide opportunities to members of the intern group. Interns had access to the UCEA Computerized Research and Placement System (CORPS) which attempted to identify individuals who meet qualifications specified by potential employers who used CORPS to fill vacancies. Informal assistance was available from UCEA primarily for those interns who are interested in university professorships.

The success of intern placements during the three years of the

NLIP cannot be questioned. Throughout this report references have been made to "the interns," their experiences with the NLIP, and the way they have served as guinea pigs for the many "experiments" which the program had undertaken to improve its effectiveness and efficiency. Without their support, willingness to be critical, and enthusiasm, the NLIP would not have been able to function. Each intern brought to the program a unique set of experiences, needs, and contributions. The personal interaction with these quality individuals was the most rewarding aspect of managing the NLIP. Below is a list of interns who participated in the NLIP during its first three years of operation, their host university and their present position.

Intern	University	Current Position
	1975-76	
Meredith Adler	University of Kentucky	Director of Teacher Corps Wise County Teacher Corps Project, Wise, Virginia
Sharon Davis	Cornell University	Professional Staff Member The Council for Exceptional Children
Anthony Kowalski	New York University	Project Director Special Education Technical Assistance Consortium, Council of Great City Schools
Sandra Mason	Rutgers University	President Educational Priorities, Inc.
Janis Paushter	Teachers College Columbia University	Administrative Staff Division of Special Education, Fairfax County Public Schools, Virginia
Bruce Ramiriz	Pennsylvania State University	Professional Staff Member The Council for Exceptional Children

Intern	University	Current Position
Eliseo Ruiz	University of Texas at Austin	Director of Special Projects National Association of State Boards of Education
Herbert Williams	Boston University	Administrator for Compensatory Education Montgomery County Public Schools, Maryland
	1974-75	
Peter Fanning	University of Arizona	Director of Special Education Wichita Public Schools
Leonard Kenowitz	SUNY at Albany	Field Training Coodinator Child Development and Mental Retardation Center University of Washington
Nancy Knapp	Oklahoma State University University	Assistant Professor Northern Illinois University
Francine Lasken	Teachers College Columbia University	
Joseph Marinelli	University of Wisconsin	Federal Liaison-Washington Representative, Florida Department of Education
Martha Redden	University of Kentucky	Director, Project on the Handicapped in Science American Association for the Advancement of Science
David P. Riley	Syracuse University	Director of Pupil Personnel Services, Hopkinton Public Schools, Massachusetts
Reni-Zoe Zivin	University of Chicago	

Intern	University	Current Position
	1973-74	
Joseph Gaughan	Syracuse University	Staff Assistant, Special Education, Omaha Public Schools, Nebraska
Spencer Korte	University of Southern Illinois	Program Coordinator for Exceptional Education Milwaukee Public Schools Wisconsin
Cathy Moore	University of Texas.	Project Coordinator National Association for Retarded Citizens
William Peterson	University of Georgia	Education Program Specialist Bureau of Education for the Handicapped/Division of Personnel Preparation
William Schipper	University of Utah	Associate Director National Asspciation of State Directors of Special Education
William Wilson	University of New Mexico	Associate Director National Association of State Directors of Special Education

4.8 Time line

The procedures described above represent the flow of activities in the NLIP. In order to provide the reader with an additional perspective for that sequence a time line for the third year (1975-76) of the NLIP is presented below:

INTERNSHIP TIME LINE

Third Year Activities (1975-76)

October, 1974	Continuation Proposal submitted. UCEA staff promotes program in universities (ongoing). Agencies interviewed for potential internship participation.
November, 1974	Letter sent to universities inviting application.
December, 1974	Applications arrive Personal contacts made whenever possible (ongoing activity).
January, 1975	Applications continue to arrive. Agency placements finalized.
February, 1975	Initial screening of candidates begins.
March, 1975	Final screening accomplished. Top candidates go to Washington for interviews. Alternates selected and interviewed if necessary.
April, 1975	Final placement. Interns begin formal contact with supervisor Interns obtain assistance from 1974-75 group with housing, etc.
May, 1975	Interns and supervisors meet in Washington and begin developing contracts. Interns find housing.
June, 1975	Interns move to Washington, D.C.
July, 1975	Interns attend orientation sessions. Formative evaluation begins. Psychological contracts formulated.
August, 1975	Interns begin informal monthly meetings and conferences with invited speakers (ongoing). Team building activity continues.
October, 1975	Intern-agency interviews on current progress.
November, 1975	Meeting of interns to review progress. Psychological contracts re-formulated.

Third Year Activities
(1975-76)

December, 1975	Review with interns procedures which will assist next year's interns.
January, 1976	
February, 1976	Interview interns and supervisors on current progress.
March, 1976	Meeting of interns and supervisors to discuss progress. Psychological contracts reformulated.
April, 1976	Current interns orient new interns.
May, 1976	
June, 1976	Interns complete assignments. Summative evaluation begins.
July, 1976	

CHAPTER V

Personnel

During the three years of the NLIP many members of the UCEA central staff were actively involved in assuring success for the NLIP. Jack Culbertson, Executive Director, provided overall project leadership. Richard S. Podemski, Associate Director, assumed major responsibility for the actual implementation of the NLIP project activities and processes. Paula Silver, Fred Frank, James Yates, Nicholas Nash, and Jackson Newell, Associate Directors, assisted the NLIP especially in interpreting the program to professors and students in UCEA institutions and encouraging individuals to apply.

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